

KS2 French: Je me presente (Presenting myself - Intermediate)

National Curriculum Objectives	Core Skills:	Vocabulary																																																																																																																														
<p><u>Listening</u></p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><u>Speaking</u></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p><u>Reading</u></p> <p>Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><u>Writing</u></p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.</p> <p><u>Prior Learning:</u></p> <ul style="list-style-type: none"> Numbers 1-10 will be revisited along with the language to express how you are feeling. What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live) <p><u>Grammar we will learn & revisit:</u></p> <p>Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.</p>	<table border="1"> <thead> <tr> <th>French</th> <th>English</th> <th>French</th> <th>English</th> <th>French</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>Bonjour !</td> <td>Hello! (formal)</td> <td>Je suis...</td> <td>I am...</td> <td>9</td> <td>neuf</td> <td>nine</td> </tr> <tr> <td>Salut !</td> <td>Hello! 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'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French. 	French	English	French	English	French	English	Bonjour !	Hello! (formal)	Je suis...	I am...	9	neuf	nine	Salut !	Hello! (informal)	français/française	French	10	dix	ten	Ça va ?	How are you?	anglais/anglaise	English	11	onze	eleven	Ça va bien.	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Cultural Capital opportunities across the year

Children will learn about key figures from French history such as St Bernadette, William the Conqueror, Napoleon, Louis Pasteur, Gustave Eiffel, Coco Chanel and Claude Monet.

They will also experience the following during Key Stage 2:

- Email communication with French children
- Video conferencing with a French school
- French publications (such as newspapers) and books
- Listening to French radio
- Listening to French music
- Watching French television programmes and/or films
- Eating French food

Gain an understanding from a business leader regarding the importance of learning a language

British Values

Democracy Encouraging children to take into account the views of others in shared activities and realise that all viewpoints are valid.

Tolerance We will provide opportunities to learn about, experience and talk about different cultures, traditions and religious beliefs. Children will learn about language and culture in a global context and will be encouraged to respect these. We will ensure that children hear and discuss unbiased and uncritical viewpoints of other faiths and beliefs. **Mutual respect** Children will experience and learn to appreciate different cultures, festivals, traditions and celebrations through MFL.

Christian Values

Courage: Children will be encouraged to reflect on their own lives and the lives of others as they learn about other cultures and traditions. MFL teaching fosters self-confidence and self-esteem, encouraging children to respect their own efforts and achievements.

Respect : Respecting countries that are different to ours by enriching and extending children's knowledge of other cultures and traditions.

Trust: Learning a language enables children to develop caring and trusting relationships as they can explore and reflect upon other cultures.

Unit Skills and outcomes

To say your name, age and where you live in French.

By the end of this unit we will be able to:

- Know how to count to 20 in French.
- Ask somebody how they are feeling and give an appropriate response back.
- Ask somebody their age, name, where they live and reply.

I can

- ❖ Count to 20.
- ❖ Say my name and age
- ❖ Say hello and goodbye, then ask how somebody is feeling and answer how I am feeling.
- ❖ Tell people where I live
- ❖ Tell people my nationality and understand basic gender agreement rules.