



Unit Overview: LKS2 French

National Curriculum Objectives		Core Skills:		Vocabulary																																																																																																									
<p><u>Listening</u> Listen attentively to spoken language and show understanding by joining in and responding. 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> 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. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences.</p> <p><u>Reading</u> 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. 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> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p><u>Grammar</u> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>		<p>To improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read. Improving also our written and spoken French by writing a sequence of sentences include the accurate use of the negative.</p> <p><u>Prior Learning</u></p> <ul style="list-style-type: none"> <li>The letter sounds (phonics &amp; phonemes) from 'Phonics &amp; pronunciation' lessons 1 and 2. Vocabulary from the <b>Early Learning</b> units. How to use the negative in French.</li> </ul> <p><u>Grammar we will learn &amp; revisit:</u> Changing sentence from the positive to their negative form using the structure ne...pas de/d'</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>les Romains</td> <td>the Romans</td> <td>les thermes romains</td> <td>the roman baths</td> <td> Je porte une tunique.</td> <td>I wear a tunic.</td> </tr> <tr> <td>la légende</td> <td>the legend</td> <td>le chauffage central</td> <td>the central heating</td> <td> Je mange de la bouillie.</td> <td>I eat broth.</td> </tr> <tr> <td>l'histoire de Rome</td> <td>the history of Rome</td> <td>les aqueducs</td> <td>the aqueducts</td> <td> Je ne suis pas riche.</td> <td>I am not rich.</td> </tr> <tr> <td>l'Empire Romain</td> <td>the Roman Empire</td> <td>les routes romaines</td> <td>the roman roads</td> <td> Je ne porte pas de toga.</td> <td>I do not wear a toga.</td> </tr> <tr> <td>la royauté</td> <td>the Roman Monarchy</td> <td>les ponts romains</td> <td>the roman bridges</td> <td> Je ne mange pas de viande.</td> <td>I do not eat meat.</td> </tr> <tr> <td>la république</td> <td>the Roman Republic</td> <td>la sculpture romaine</td> <td>the roman sculptures</td> <td> Je ne vais pas à l'école.</td> <td>I do not go to school.</td> </tr> <tr> <td> les signatures</td> <td>the signatures</td> <td>la mosaïque</td> <td>the roman mosaics</td> <td> Je ne suis pas pauvre.</td> <td>I am not poor.</td> </tr> <tr> <td> les plébéiens</td> <td>the plebeians</td> <td>la numération romaine</td> <td>the roman numerals/numbers</td> <td> Je ne porte pas de tunique.</td> <td>I do not wear a tunic.</td> </tr> <tr> <td> les esclaves</td> <td>the slaves</td> <td>le latin</td> <td>Latin</td> <td> Je ne mange pas de bouillie.</td> <td>I do not eat broth.</td> </tr> <tr> <td> lundi</td> <td>Monday</td> <td>Je suis un garçon romain.</td> <td>I am a Roman boy.</td> <td>Je travaille.</td> <td>I work.</td> </tr> <tr> <td> mardi</td> <td>Tuesday</td> <td>J'habite à Rome.</td> <td>I live in Rome.</td> <td>Je ne travaille pas.</td> <td>I do not work.</td> </tr> <tr> <td> mercredi</td> <td>Wednesday</td> <td>Je suis riche.</td> <td>I am rich.</td> <td></td> <td></td> </tr> <tr> <td> jeudi</td> <td>Thursday</td> <td>Je porte une toga.</td> <td>I wear a toga.</td> <td></td> <td></td> </tr> <tr> <td> vendredi</td> <td>Friday</td> <td>Je mange de la viande.</td> <td>I eat meat.</td> <td></td> <td></td> </tr> <tr> <td> samedi</td> <td>Saturday</td> <td>Je vais à l'école.</td> <td>I go to school.</td> <td></td> <td></td> </tr> <tr> <td> dimanche</td> <td>Sunday</td> <td>Je suis pauvre.</td> <td>I am poor.</td> <td></td> <td></td> </tr> </tbody> </table>				French	English	French	English	French	English	les Romains	the Romans	les thermes romains	the roman baths	Je porte une tunique.	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		<p><u>Phonics covered in this unit</u></p> <ul style="list-style-type: none"> <li>É sound in Rémus, légende &amp; Jésus</li> <li>E sound in le &amp; selon</li> <li>È sound frère, père, mère &amp; athlètes</li> <li>EAU sound in jumeau</li> <li>EUX sound in deux &amp; dieux</li> <li>Silent letters. The 's' is not pronounced in les and the 't' is not pronounced in est and font. Both these consonants are often silent letters when they are at the end of words in French.</li> <li>Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). These sounds do not exist in English and are made through the nose not the mouth! Words like latin, lundi, garçon, dimanche, mange and viande</li> </ul>																																																																																																											
		<p><u>Cultural Capital opportunities across the year</u> 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.</p>		<p><u>British Values</u> <u>Democracy</u> Encouraging children to take into account the views of others in shared activities and realise that all viewpoints are valid. <u>Tolerance</u> 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</p>																																																																																																									



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Unit Skills and outcomes		
<p><b>Pupils will be taught the skills to understand slightly longer and more complicated text in French. Pupils will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. This unit promotes a deeper understanding of the role of verbs, nouns, determiners and adjectives in sentences. In this unit, pupils will learn:</b></p> <ul style="list-style-type: none"><li>• Tell somebody in French the key facts and key people involved in the history of the Roman Empire.</li><li>• Say the days of the week in French and learn how these are related to the Roman gods and goddesses.</li><li>• Tell somebody in French what their most famous Roman inventions were.</li><li>• Learn what life was like for a rich and a poor child in Roman times.</li><li>• Introduce pupils to the concept of the negative form in French.</li></ul> <p><b>I can:</b></p> <ul style="list-style-type: none"><li>• Listen attentively to longer passages in French, decoding using cognates.</li><li>• Understand more what I hear and read using activities to help decode unknown language.</li><li>• Learn the days of the week in French using the 7 Roman gods and goddesses.</li><li>• Learn about key Roman inventions in French.</li><li>• Revise the negative in French and present myself to the class as a rich/poor Roman child.</li></ul>	<p>They will also experience the following during Key Stage 2:</p> <ul style="list-style-type: none"><li>• Email communication with French children</li><li>• Video conferencing with a French school</li><li>• French publications (such as newspapers) and books</li><li>• Listening to French radio</li><li>• Listening to French music</li><li>• Watching French television programmes and/or films</li><li>• Eating French food</li><li>• Gain an understanding from a business leader regarding the importance of learning a language.</li></ul>	<p>encouraged to respect these. We will ensure that children hear and discuss unbiased and uncritical viewpoints of other faiths and beliefs. <u>Mutual respect</u> Chn will experience and learn to appreciate different cultures, festivals, traditions and celebrations through MFL.</p> <p><u>Christian Values</u></p> <p><u>Courage:</u> Speak in front of others and try out the new language being learnt.</p> <p><u>Respect:</u> Listen to other's attempts and ideas and be a support and friendly guide.</p> <p><u>Trust:</u> Appreciate that all of the small building blocks of language and vocabulary, can build to being able to communicate in a new language.</p>