



Term 2

Unit Overview: UKS2 French

<u>Moi dans le monde</u>																																																							
<u>National Curriculum Objectives</u>	<u>Core Grammar:</u> Verb conjugation	<u>Vocabulary</u>																																																					
<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>❖ Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>❖ Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>❖ Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>❖ Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>❖ Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 1st person conjugation of high frequency verbs.</li> <li>❖ Plural conjugation of regular verbs.</li> <li>❖ Verbs &amp; near future tense: Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.</li> <li>❖ Cognates: environnement, musulman</li> </ul>	<table border="1"> <thead> <tr> <th>French</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>Je m'appelle...</td> <td>I am called..</td> </tr> <tr> <td>J'habite...</td> <td>I live...</td> </tr> <tr> <td>Je parle...</td> <td>I speak...</td> </tr> <tr> <td>le français</td> <td>French</td> </tr> <tr> <td>l'anglais</td> <td>English</td> </tr> <tr> <td>Ma fête préférée est le Mardi Gras.</td> <td>My favourite festival is Shrove Tuesday.</td> </tr> <tr> <td>Ma fête préférée est Noël.</td> <td>My favourite festival is Christmas.</td> </tr> <tr> <td>Ma fête préférée est Pâques.</td> <td>My favourite festival is Easter.</td> </tr> <tr> <td>Ma fête préférée est le jour de l'an.</td> <td>My favourite festival is New Year's day.</td> </tr> <tr> <td>Ma fête préférée est le 14 juillet.</td> <td>My favourite festival is the 14th of July (Bastille Day).</td> </tr> <tr> <td>Ma fête préférée est la Fête du Canada.</td> <td>My favourite festival is Canada Day.</td> </tr> <tr> <td>Ma fête préférée est l'Aïd.</td> <td>My favourite festival is Eid.</td> </tr> </tbody> </table>	French	English	Je m'appelle...	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	<p><u>Prior Learning</u></p> <p>Regular present tense -er verb conjugations: je / il/elle            The letter sounds (phonics &amp; phonemes) from 'Phonics &amp; Pronunciation' lessons 1,2 &amp; 3. • Language introduced from Learning and Intermediate units (range of core vocabulary, colours, days of the week etc). • How to give our personal details from memory (name, age and where we live).</p> <p><u>Phonics covered in this unit</u></p> <p>QU sound in quel, qu'est-ce que, quelle &amp; plastique • Ç sound in ça &amp; français • GNE sound in montagnes • EN sound in commence, Valentin &amp; environnement • AN sound in dans, Canada, musulman &amp; France • Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word. • -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.</p>																																																						
	<p><u>Cultural Capital</u></p> <p>Children will learn about key figures from French history such as St Bernadette, William the Conqueror, Napoleon, Louis Pasteur, Gustave</p>	<p><u>British Values</u></p> <p><u>Democracy</u> Encouraging children to take into account the views of others in shared activities and realise that all viewpoints are valid.</p> <p><u>Tolerance</u> We will provide opportunities to learn about, experience and talk about different cultures, traditions and religious beliefs. Children will learn about</p>																																																					



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	<p>Eiffel, Coco Chanel and Claude Monet.</p> <p>They will also experience a range of the following during Key Stage 2:</p> <ul style="list-style-type: none"> <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> </ul>	<p>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. <u>Mutual respect</u> Chn will experience and learn to appreciate different cultures, festivals, traditions and celebrations through MFL.</p>
<p><u>Unit Skills and outcomes</u></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• About the many countries in the Francophone world.</li> <li>• About different festivals (religious and non-religious) around the world.</li> <li>• That we are different and yet all the same.</li> <li>• That we can all help to protect our planet.</li> <li>• How to use “à” (when talking about living in a city) and “en/au/aux” (when talking about living in a country).</li> </ul> <ul style="list-style-type: none"> <li>❖ Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</li> <li>❖ Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.</li> <li>❖ Say and write something we do to help the planet.</li> </ul>		<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>