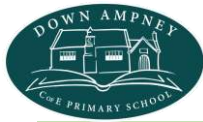




Term 2

Unit Overview: UKS2 French

<u>Ma famille (Intermediate)</u>																																																																											
<u>National Curriculum Objectives</u>	<u>Core Grammar:</u>																																																																										
<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>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</p> <p>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p> <p><u>Prior Learning</u> The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the 'Early Learning' units, in particular from 'Je me présente' (how to say your name, age, where you live and nationality and numbers 1-20). What a verb is in English and be already familiar with the French high frequency verbs in first person singular form je suis (I am), j'ai (I have), j'habite (I live) and je m'appelle (I am called).</p> <p><u>Grammar we will learn & revisit:</u> Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in French with a focus only on 'my.' Understanding that there are three words in French mon, ma, mes for our one word 'my' in English</p> <p><u>Phonics covered in this unit</u> IN sound in cinq & cinquante <ul style="list-style-type: none"> I sound in famille, Lisa, Jacqueline, petite & fille ILLE sound in famille & fille IQUE sound in unique Silent letters. The final consonant ('s') is not pronounced in appellees, ans, soeurs, mes grands-parents, les or parents. This often happens in French. </p>																																																																										
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• Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h

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.

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 Chn will experience and learn to appreciate different cultures, festivals, traditions and celebrations through MFL.

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

Christian Values

Courage: Speak in front of others and try out the new language being learnt.

Respect: Listen to other's attempts and ideas and be a support and friendly guide.

Trust: Appreciate that all of the small building blocks of language and vocabulary, can build to being able to communicate in a new language.

Unit Skills and outcomes

To tell somebody the members, names and various ages of either their own or a fictional family in French.

Continue to count in French, with the option of reaching 100.

- I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names.
- I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called.
- I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are.
- I understand how the verb 'avoir' (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.



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