



























































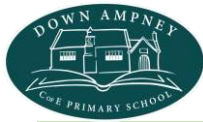




Term 3

Unit Overview: UKS2 French

Le Café (Intermediate)																																																															
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</p>	<p>To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in French and creating more personalised responses.</p>	<table border="1"> <thead> <tr> <th>French</th> <th>English</th> <th>French</th> <th>English</th> </tr> </thead> <tbody> <tr> <td> un croissant</td> <td>a croissant</td> <td> une crêpe</td> <td>a crepe</td> </tr> <tr> <td> un pain au chocolat</td> <td>a pain au chocolat</td> <td> une salade</td> <td>a salad</td> </tr> <tr> <td> un sandwich au jambon</td> <td>a ham sandwich</td> <td> une omelette</td> <td>an omelette</td> </tr> <tr> <td> un sandwich au fromage</td> <td>a cheese sandwich</td> <td> une tartelette</td> <td>a small tart</td> </tr> <tr> <td> un croque monsieur</td> <td>a ham and cheese toastie</td> <td> une limonade</td> <td>a lemonade</td> </tr> <tr> <td> un café</td> <td>a coffee</td> <td> une grenadine</td> <td>a grenadine</td> </tr> <tr> <td> un café au lait</td> <td>a coffee with milk</td> <td>Bonjour !</td> <td>Hello!</td> </tr> <tr> <td> un thé</td> <td>a tea</td> <td>Au revoir !</td> <td>Goodbye!</td> </tr> <tr> <td> un jus d'orange</td> <td>an orange juice</td> <td>Vous désirez ?</td> <td>What would you like?</td> </tr> <tr> <td> un coca-cola</td> <td>a coca-cola</td> <td>Je voudrais...</td> <td>I would like...</td> </tr> <tr> <td> un chocolat chaud</td> <td>a hot chocolate</td> <td>merci</td> <td>thank you</td> </tr> <tr> <td> une part de gâteau au chocolat</td> <td>a slice of chocolate cake</td> <td>s'il vous plaît</td> <td>please</td> </tr> <tr> <td> une part de quiche</td> <td>a slice of quiche</td> <td>et</td> <td>and</td> </tr> <tr> <td> une brioche</td> <td>a brioche</td> <td>l'addition</td> <td>the bill</td> </tr> </tbody> </table>		French	English	French	English	 un croissant	a croissant	 une crêpe	a crepe	 un pain au chocolat	a pain au chocolat	 une salade	a salad	 un sandwich au jambon	a ham sandwich	 une omelette	an omelette	 un sandwich au fromage	a cheese sandwich	 une tartelette	a small tart	 un croque monsieur	a ham and cheese toastie	 une limonade	a lemonade	 un café	a coffee	 une grenadine	a grenadine	 un café au lait	a coffee with milk	Bonjour !	Hello!	 un thé	a tea	Au revoir !	Goodbye!	 un jus d'orange	an orange juice	Vous désirez ?	What would you like?	 un coca-cola	a coca-cola	Je voudrais...	I would like...	 un chocolat chaud	a hot chocolate	merci	thank you	 une part de gâteau au chocolat	a slice of chocolate cake	s'il vous plaît	please	 une part de quiche	a slice of quiche	et	and	 une brioche	a brioche	l'addition	the bill
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	<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. • Vocabulary from the Early Learning units and the Intermediate unit Je me présente. • What a noun and article/determiner is in English. • What making a noun 'plural' means. • How to say 'hello,' 'goodbye,' 'please' and 'thank you' in French. <p><u>Grammar we will learn & revisit:</u> Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks</p>																																																														
	<p><u>Phonics covered in this unit</u> Phonics focus: I IN IQUE ILLE IN sound in cinquante. • I sound in sandwich, limonade, grenadine & brioche. • Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception.</p>																																																														



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<p>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><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 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>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</p> <ul style="list-style-type: none"> To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink. I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner. I can change a singular noun to a plural noun in French. I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French. I will learn about French currency and will use my knowledge of numbers to help calculate the bill in French. 	<p>They will also experience the following during Key Stage 2:</p> <ul style="list-style-type: none"> 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. 	<p><u>Christian Values</u> <u>Courage:</u> Speak in front of others and try out the new language being learnt. <u>Respect:</u> Listen to other’s attempts and ideas and be a support and friendly guide. <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>