

Les Vikings (Progressive)																																																																																																																							
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>Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.</p> <p><u>Prior Learning</u></p> <ul style="list-style-type: none"> <li>The letter sounds (phonics &amp; phonemes) from all four 'Phonics &amp; Pronunciation' lessons.</li> <li>Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).</li> <li>How to give our personal details from memory (name, age and where we live).</li> <li>Basic knowledge of possessive adjectives and adjectival agreement in French.</li> </ul> <p><u>Grammar we will learn &amp; revisit:</u> Adjectival agreement, high frequency regular &amp; irregular verbs, conjunctions, possessives &amp; reflexive verbs. Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs avoir and être. Improving accuracy using adjectives and introducing the concept of reflexive verbs in French.</p> <p><u>Phonics covered in this unit</u> Recommended phonics focus: QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>Ç sound in garçon &amp; français</li> <li>EN sound in intelligent, violent &amp; excellent</li> <li>AN sound in grand &amp; terrifiant</li> <li>Silent letters.</li> <li>The 'd' is not pronounced in grand and the 't' is not pronounced in petit. However, when an 'e' is added on the end of these words to make petite or grande then they are pronounced.</li> <li>Elision. J'ai. Dropping of the last letter of a word (in this case the</li> </ul>		<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 Vikings</td> <td>the Vikings</td> <td>J'ai les cheveux courts.</td> <td>I have short hair.</td> <td>elle s'appelle...</td> <td>she is called...</td> </tr> <tr> <td>Je suis...</td> <td>I am...</td> <td>J'ai les cheveux mi-longs.</td> <td>I have medium length hair.</td> <td>il s'appelle...</td> <td>he is called...</td> </tr> <tr> <td>grand/grande</td> <td>tall</td> <td>J'ai les cheveux raides.</td> <td>I have straight hair.</td> <td>Je me lève.</td> <td>I get up.</td> </tr> <tr> <td>petit/petite</td> <td>short</td> <td>J'ai les cheveux bouclés.</td> <td>I have curly hair.</td> <td>Je pêche.</td> <td>I fish.</td> </tr> <tr> <td>intelligent/intelligente</td> <td>intelligent</td> <td>J'ai les cheveux ondulés.</td> <td>I have wavy hair.</td> <td>Je mange.</td> <td>I eat.</td> </tr> <tr> <td>fort/forte</td> <td>strong</td> <td>J'ai les yeux...</td> <td>I have... eyes</td> <td>Je prie.</td> <td>I pray.</td> </tr> <tr> <td>violent/violente</td> <td>violent</td> <td>J'ai les yeux bleus.</td> <td>I have blue eyes.</td> <td>Je pile.</td> <td>I lean.</td> </tr> <tr> <td>terrifiant/terrifiante</td> <td>terrifying</td> <td>J'ai les yeux verts.</td> <td>I have green eyes.</td> <td>J'explique.</td> <td>I explain.</td> </tr> <tr> <td>maia</td> <td>but</td> <td>J'ai les yeux marron.</td> <td>I have brown eyes.</td> <td>Je compte.</td> <td>I fight.</td> </tr> <tr> <td>et</td> <td>and</td> <td>J'ai des tresses.</td> <td>I have plaits.</td> <td>Je hais.</td> <td>I dislike.</td> </tr> <tr> <td>J'ai...</td> <td>I have...</td> <td>J'ai une coiffure.</td> <td>I have a hair.</td> <td>Je fais.</td> <td>I do/make.</td> </tr> <tr> <td>J'ai les cheveux...</td> <td>I have... hair.</td> <td>J'ai une barbe.</td> <td>I have a beard.</td> <td>Je me couche.</td> <td>I go to bed.</td> </tr> <tr> <td>J'ai les cheveux blancs.</td> <td>I have blond hair.</td> <td>mon</td> <td>my (to be used with masculine nouns)</td> <td>tout les jours</td> <td>everyday</td> </tr> <tr> <td>J'ai les cheveux noirs.</td> <td>I have black hair.</td> <td>me</td> <td>my (to be used with feminine nouns)</td> <td>souvent</td> <td>often</td> </tr> <tr> <td>J'ai les cheveux bruns.</td> <td>I have brown hair.</td> <td>mes</td> <td>my (to be used with plural nouns)</td> <td>rarement</td> <td>rarely</td> </tr> <tr> <td>J'ai les cheveux gris.</td> <td>I have grey hair.</td> <td>mon frère</td> <td>my brother</td> <td></td> <td></td> </tr> <tr> <td>J'ai les cheveux roses.</td> <td>I have ginger hair.</td> <td>mon sœur</td> <td>my sister</td> <td></td> <td></td> </tr> <tr> <td>J'ai les cheveux longs.</td> <td>I have long hair.</td> <td>mes parents</td> <td>my parents</td> <td></td> <td></td> </tr> </tbody> </table>		French	English	French	English	French	English	les Vikings	the Vikings	J'ai les cheveux courts.	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DOWN AMPNEY PRIMARY SCHOOL

	<p>'e' in je) and replacing it with an apostrophe and attaching it to the word that follows which begins with a vowel or mute 'h' (ai). This is in order to facilitate pronunciation. It is not optional in French and is a type of contraction</p>	
<p><u>Unit Skills and outcomes</u></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><b>Pupils will be taught the skills to describe themselves. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions.</b></p> <ul style="list-style-type: none"> <li>Name the six key periods of Ancient Britain in French.</li> <li>Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French.</li> <li>Present a written/and or oral piece as a Viking with a description of a typical day as a Viking, improving knowledge of irregular and reflexive verbs in French.</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>Name the key periods in Ancient Britain, chronologically in French.</li> <li>Describe myself physically by pretending to be a member of a fictitious Viking family.</li> <li>Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</li> <li>Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</li> <li>Describe a typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</li> <li>Recognise and start to understand commonly used reflexive verbs and pronouns.</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><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>