



















































Term 4

Unit Overview: LKS2 French

Les glaces																																																																							
National Curriculum Objectives		Core Grammar: Verb conjugation		Vocabulary																																																																			
<u>Listening</u> ❖ Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. ❖ Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	<u>Core Grammar: Verb conjugation</u> ❖ Nouns, gender & high frequency verb. Starting to understand better that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for ‘a/an’ in French depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation je voudrais. Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.	<table><tr><th>French</th><th>English</th></tr><tr><td> une glace</td><td>an ice-cream</td></tr><tr><td> ...à la vanille</td><td>vanilla flavour</td></tr><tr><td> ...à la fraise</td><td>strawberry flavour</td></tr><tr><td> ...à la banane</td><td>banana flavour</td></tr><tr><td> ...à la menthe</td><td>mint flavour</td></tr><tr><td> ...à la pistache</td><td>pistachio flavour</td></tr><tr><td> ...au chocolat</td><td>chocolate flavour</td></tr><tr><td> ...au café</td><td>coffee flavour</td></tr><tr><td> ...au citron</td><td>lemon flavour</td></tr><tr><td> ...au caramel</td><td>caramel flavour</td></tr><tr><td> ...au cassis</td><td>blackcurrant flavour</td></tr><tr><td colspan="2">Je voudrais...</td></tr><tr><td colspan="2">I would like...</td></tr></table>	French	English	 une glace	an ice-cream	 ...à la vanille	vanilla flavour	 ...à la fraise	strawberry flavour	 ...à la banane	banana flavour	 ...à la menthe	mint flavour	 ...à la pistache	pistachio flavour	 ...au chocolat	chocolate flavour	 ...au café	coffee flavour	 ...au citron	lemon flavour	 ...au caramel	caramel flavour	 ...au cassis	blackcurrant flavour	Je voudrais...		I would like...		<table><tr><th>French</th><th>English</th></tr><tr><td> un cornet</td><td>a cone</td></tr><tr><td> un petit pot</td><td>a small tub/pot</td></tr><tr><td> une boule</td><td>one scoop</td></tr><tr><td> deux boules</td><td>two scoops</td></tr><tr><td> trois boules</td><td>three scoops</td></tr><tr><td colspan="2">s'il vous plaît</td></tr><tr><td colspan="2">please</td></tr><tr><td colspan="2">Bonjour !</td></tr><tr><td colspan="2">Hello!</td></tr><tr><td colspan="2">Quel parfum ?</td></tr><tr><td colspan="2">Which flavour</td></tr><tr><td colspan="2">Combien de boules ?</td></tr><tr><td colspan="2">How many scoops?</td></tr><tr><td colspan="2">C'est combien ?</td></tr><tr><td colspan="2">How much?</td></tr><tr><td colspan="2">merci</td></tr><tr><td colspan="2">thank you</td></tr><tr><td colspan="2">Au-revoir !</td></tr><tr><td colspan="2">Goodbye !</td></tr></table>	French	English	 un cornet	a cone	 un petit pot	a small tub/pot	 une boule	one scoop	 deux boules	two scoops	 trois boules	three scoops	s'il vous plaît		please		Bonjour !		Hello!		Quel parfum ?		Which flavour		Combien de boules ?		How many scoops?		C'est combien ?		How much?		merci		thank you		Au-revoir !		Goodbye !	
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<u>Speaking</u> ❖ Communicate with others using simple words and short phrases ❖ Communicate with others with improved confidence and accuracy. Learn to ask and answer questions and incorporate a negative reply if and when required.	<u>Prior Learning</u> The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. • Vocabulary from the ‘I Am Learning French’ unit.	<u>Phonics covered in this unit</u> Phonics focus: CH OU ON OI • ON sound in citron • CH sound in pistache • Silent letters. We will see that the final letter ‘s’ is not pronounced in ‘voudrais’ or the final ‘t’ in ‘chocolat’. This happens often in French. • Guttural ‘R’. Becoming more familiar with the French ‘r’ sound as seen in fraise and citron. Made from the back of the mouth, not the front.																																																																					
		<u>Cultural Capital</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. They will also experience a range of the following during Key Stage 2: • French publications (such as newspapers) and books • Listening to French radio • Listening to French music	<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.																																																																				
<u>Reading</u> ❖ Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. ❖ Read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	<u>Writing</u> ❖ Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. ❖ Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	<u>Christian Values</u> <u>Courage:</u> Speak in front of others and try out the new language being learnt.																																																																					
		<u>Grammar</u> ❖ Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'.																																																																					



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<ul style="list-style-type: none"> ❖ Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' 	<ul style="list-style-type: none"> • Watching French television programmes and/or films • Eating French food 	<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>
<p><u>Unit Skills and outcomes</u></p> <p>Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like, 'please' and 'thank you'.</p> <ul style="list-style-type: none"> ❖ Name, recognise and remember up to 10 ice-cream flavours in French. ❖ Attempt to spell some of these flavours. ❖ Use the structure 'je voudrais...' plus an ice-cream flavour. ❖ Say whether we would like a cone or pot and possibly how many scoops. ❖ Learn how to say 'please' and 'thank you' in French. 		