



## Term 4

### Unit Overview: UKS2 French

Quel temps fait-il ?																																								
National Curriculum Objectives		Core Grammar: Sentence structure	Vocabulary																																					
<u>Listening</u> ❖ 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.	<u>Speaking</u> ❖ Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Use of il y a & faire in weather phrases. Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is ‘doing’ hot! In English we say it is sunny but in French ‘there is’ sun.	<table><tr><th>French</th><th>English</th></tr><tr><td>Quel temps fait-il ?</td><td>What is the weather?</td></tr><tr><td> Il pleut.</td><td>It is raining.</td></tr><tr><td> Il neige.</td><td>It is snowing.</td></tr><tr><td> Il y a un orage.</td><td>There is a storm.</td></tr><tr><td> Il y a du soleil.</td><td>It is sunny.</td></tr><tr><td> Il y a du vent.</td><td>It is windy.</td></tr><tr><td> Il fait beau.</td><td>The weather is fine.</td></tr><tr><td> Il fait mauvais.</td><td>The weather is not good.</td></tr></table>	French	English	Quel temps fait-il ?	What is the weather?	Il pleut.	It is raining.	Il neige.	It is snowing.	Il y a un orage.	There is a storm.	Il y a du soleil.	It is sunny.	Il y a du vent.	It is windy.	Il fait beau.	The weather is fine.	Il fait mauvais.	The weather is not good.	<table><tr><th>French</th><th>English</th></tr><tr><td> Il fait chaud.</td><td>It is hot.</td></tr><tr><td> Il fait froid.</td><td>It is cold.</td></tr><tr><td>Dans le nord de la France...</td><td>In the north of France...</td></tr><tr><td>Dans le sud de la France...</td><td>In the south of France...</td></tr><tr><td>Dans le centre de la France...</td><td>In the centre of France...</td></tr><tr><td>Dans l'ouest de la France...</td><td>In the west of France...</td></tr><tr><td>Dans l'est de la France...</td><td>In the east of France...</td></tr><tr><td>le temps</td><td>the weather</td></tr></table>	French	English	Il fait chaud.	It is hot.	Il fait froid.	It is cold.	Dans le nord de la France...	In the north of France...	Dans le sud de la France...	In the south of France...	Dans le centre de la France...	In the centre of France...	Dans l'ouest de la France...	In the west of France...	Dans l'est de la France...	In the east of France...	le temps	the weather
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<u>Reading</u> ❖ 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'.	<u>Prior Learning</u> The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. • Language introduced from Early Learning units. • Vocabulary from ‘Je me présente’ unit (Intermediate), how to say your name, age, where you live and nationality																																							
<u>Writing</u> ❖ 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.	<u>Phonics covered in this unit</u> Phonics focus: É E È EAU EUX • E sound in le & de • EAU sound in beau • Silent letters. The ‘d’ is not pronounced in chaud, ‘s’ is not pronounced in dans & mauvais and the ‘t’ is not pronounced in fait & vent. These letters are often silent at the ends of words. • Elision. As seen in l’est. the ‘e’ has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes.																																							
<u>Grammar</u> ❖ 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'.	<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.	<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.																																						
	They will also experience a range of the following during Key Stage 2:																																							



## DOWN AMPNEY PRIMARY SCHOOL

### Unit Skills and outcomes

#### Children will learn:

Skills we will develop: To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.

- ❖ Describe the weather in French: learn the 9 key weather phrases (including using a variety of reading, listening and written skills).
- ❖ Learn the key compass points to be help us understand a French weather forecast.
- ❖ Read a French weather map.
- ❖ Create a French weather map and French weather forecast

- 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

### 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.