



Term 5

Unit Overview: UKS2 French

A l'école																																																																																															
National Curriculum Objectives		Core Grammar: Irregular -er verb		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.		Nouns, gender, definite articles & high frequency irregular verb aller. Revision of definite article le, la, l' and les. Full verb conjugation of the verb ALLER, high frequency irregular verb. Learning how to also use opinions and justifications		<table> <tr> <th>French</th><th>English</th><th>French</th><th>English</th><th>French</th><th>English</th></tr> <tr> <td>à l'école</td><td>at school</td><td>Non, je n'aime pas ...</td><td>No, I do not like ...</td><td>car</td><td>because</td></tr> <tr> <td> le français</td><td>French</td><td>Non, je déteste ...</td><td>No, I hate ...</td><td>et</td><td>and</td></tr> <tr> <td> l'anglais</td><td>English</td><td>J'aime ...</td><td>I like ...</td><td>c'est...</td><td>it is...</td></tr> <tr> <td> le dessin</td><td>art</td><td>J'adore ...</td><td>I love ...</td><td>cependant</td><td>however</td></tr> <tr> <td> le sport</td><td>P.E</td><td>Je n'aime pas ...</td><td>I do not like ...</td><td>mais</td><td>but</td></tr> <tr> <td> la musique</td><td>music</td><td>Je déteste ...</td><td>I hate ...</td><td>Quelle est ta matière préférée ?</td><td>What is your favourite subject?</td></tr> <tr> <td> la géographie</td><td>geography</td><td>amusant</td><td>fun</td><td>Ma matière préférée c'est...</td><td>My favourite subject is...</td></tr> <tr> <td> l'histoire</td><td>history</td><td>utile</td><td>useful</td><td></td><td></td></tr> <tr> <td> les maths</td><td>maths</td><td>intéressant</td><td>interesting</td><td></td><td></td></tr> <tr> <td> les sciences</td><td>science</td><td>facile</td><td>easy</td><td></td><td></td></tr> <tr> <td> l'informatique</td><td>ICT</td><td>ennuyeux</td><td>boring</td><td></td><td></td></tr> <tr> <td>Est-ce que tu aimes... ?</td><td>Do you like... ?</td><td>difficile</td><td>difficult</td><td></td><td></td></tr> <tr> <td>Oui, j'aime ...</td><td>Yes, I like ...</td><td>inutile</td><td>pointless</td><td></td><td></td></tr> <tr> <td>Oui, j'adore ...</td><td>Yes, I love ...</td><td>parce que</td><td>because</td><td></td><td></td></tr> </table>		French	English	French	English	French	English	à l'école	at school	Non, je n'aime pas ...	No, I do not like ...	car	because	le français	French	Non, je déteste ...	No, I hate ...	et	and	l'anglais	English	J'aime ...	I like ...	c'est...	it is...	le dessin	art	J'adore ...	I love ...	cependant	however	le sport	P.E	Je n'aime pas ...	I do not like ...	mais	but	la musique	music	Je déteste ...	I hate ...	Quelle est ta matière préférée ?	What is your favourite subject?	la géographie	geography	amusant	fun	Ma matière préférée c'est...	My favourite subject is...	l'histoire	history	utile	useful			les maths	maths	intéressant	interesting			les sciences	science	facile	easy			l'informatique	ICT	ennuyeux	boring			Est-ce que tu aimes... ?	Do you like... ?	difficile	difficult			Oui, j'aime ...	Yes, I like ...	inutile	pointless			Oui, j'adore ...	Yes, I love ...	parce que	because		
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<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.																																																																																															
<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>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>Prior Learning</u> The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. • Language introduced from Early Learning and Intermediate units. • How to give our personal details from memory (name, age and where we live).																																																																																													
		<u>Phonics covered in this unit</u> Phonics focus: QU Ç GNE EN AN • QU sound in informatique & musique • Ç sound in français • AN sound in anglais, français, amusant & intéressant • EN sound in sciences • Silent letters. The children will hear and see that the final 's' is not pronounced in aimes and bains the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. • Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French																																																																																													
<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		<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																																																																																											



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	<p>Eiffel, Coco Chanel and Claude Monet.</p> <p>They will also experience a range of the following during Key Stage 2:</p> <ul style="list-style-type: none"> • 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 	<p>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>Children will learn:</p> <p>Skills we will develop: To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting</p> <ul style="list-style-type: none"> ❖ Name the subjects we study in school in French with the correct definite article/determiner. ❖ Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. ❖ Start to tell the time by learning how to say time by the hour. ❖ Explore the irregular, high frequency verb 'aller' (to go) in full 		<p><u>Christian Values</u></p> <p><u>Courage:</u> Speak in front of others and try out the new language being learnt.</p> <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>