



Term 1

Unit Overview: UKS2 French

Je me présente (Intermediate)																																																																																																																																			
National Curriculum Objectives		Core Grammar: Adjectival Agreement		Vocabulary																																																																																																																															
<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. <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. <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. <u>Writing</u> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <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.		Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an ‘e’ to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female. <u>Prior Learning</u> The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the ‘Early Learning’ units (in particular numbers 1-10 and how you are feeling). • What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j’ai (I have) and j’habite (I live) <u>Phonics covered in this unit</u> IN sound in cinq • I sound in huit, dix, Patrick, habite & Paris • Silent letters. ‘S’ is not pronounced in appellees, ans, Paris, Londres or habites. This often happens when ‘s’ is the final consonant in a word. • Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an ‘e’ is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. • Elision. As seen in je m’appelle. Dropping of the last letter of a word (in this case the ‘e’ in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French <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. They will also experience the following during Key Stage 2: - Email communication with French children - Video conferencing with a French school		<table><tr><th>French</th><th>English</th><th>French</th><th>English</th><th>French</th><th>English</th></tr><tr><td>Bonjour !</td><td>Hello! (formal)</td><td>Je suis...</td><td>I am...</td><td>9</td><td>neuf</td><td>nine</td></tr><tr><td>Salut !</td><td>Hello! (informal)</td><td>français/française</td><td>French</td><td>10</td><td>dix</td><td>ten</td></tr><tr><td>Ça va ?</td><td>How are you?</td><td>anglais/anglaise</td><td>English</td><td>11</td><td>onze</td><td>eleven</td></tr><tr><td>Ça va bien.</td><td>I am well.</td><td>gallois/galloise</td><td>Welsh</td><td>12</td><td>douze</td><td>twelve</td></tr><tr><td>Ça va mal.</td><td>I am not great.</td><td>irlandais/irlandaise</td><td>Irish</td><td>13</td><td>treize</td><td>thirteen</td></tr><tr><td>Comme ci, comme ça.</td><td>So, so.</td><td>écossais/écossaise</td><td>Scottish</td><td>14</td><td>quatorze</td><td>fourteen</td></tr><tr><td>Ça va très bien.</td><td>I am very well.</td><td>Je viens de...</td><td>I am from...</td><td>15</td><td>quinze</td><td>fifteen</td></tr><tr><td>Ça va très mal.</td><td>I am really not great.</td><td>Je viens d'Angleterre.</td><td>I am from England.</td><td>16</td><td>seize</td><td>sixteen</td></tr><tr><td>Au revoir !</td><td>Goodbye!</td><td>1</td><td>un</td><td>one</td><td>17</td><td>dix-sept</td><td>seventeen</td></tr><tr><td>À plus tard.</td><td>See you later!</td><td>2</td><td>deux</td><td>two</td><td>18</td><td>dix-huit</td><td>eighteen</td></tr><tr><td>Comment tu t'appelles ?</td><td>What is your name?</td><td>3</td><td>trois</td><td>three</td><td>19</td><td>dix-neuf</td><td>nineteen</td></tr><tr><td>Je m'appelle...</td><td>My name is ...</td><td>4</td><td>quatre</td><td>four</td><td>20</td><td>vingt</td><td>twenty</td></tr><tr><td>Quel âge as-tu ?</td><td>How old are you?</td><td>5</td><td>cinq</td><td>five</td><td></td><td></td><td></td></tr><tr><td>J'ai ... ans.</td><td>I am ... years old.</td><td>6</td><td>six</td><td>six</td><td></td><td></td><td></td></tr><tr><td>Où habites-tu ?</td><td>Where do you live?</td><td>7</td><td>sept</td><td>seven</td><td></td><td></td><td></td></tr><tr><td>J'habite à...</td><td>I live in...</td><td>8</td><td>huit</td><td>eight</td><td></td><td></td><td></td></tr></table> <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.		French	English	French	English	French	English	Bonjour !	Hello! (formal)	Je suis...	I am...	9	neuf	nine	Salut !	Hello! (informal)	français/française	French	10	dix	ten	Ça va ?	How are you?	anglais/anglaise	English	11	onze	eleven	Ça va bien.	I am well.	gallois/galloise	Welsh	12	douze	twelve	Ça va mal.	I am not great.	irlandais/irlandaise	Irish	13	treize	thirteen	Comme ci, comme ça.	So, so.	écossais/écossaise	Scottish	14	quatorze	fourteen	Ça va très bien.	I am very well.	Je viens de...	I am from...	15	quinze	fifteen	Ça va très mal.	I am really not great.	Je viens d'Angleterre.	I am from England.	16	seize	sixteen	Au revoir !	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DOWN AMPNEY PRIMARY SCHOOL

<u>Unit Skills and outcomes</u>	• 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	
To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.		<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.