



DOWN AMPNEY PRIMARY SCHOOL

Term 4

Unit Overview: UKS2 French

Les Jeux olympiques (The Olympics) (Intermediate)

National Curriculum Objectives

Listening

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.

Speaking

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.

Reading

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.

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Writing

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Grammar

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.

Core Skills:

To improve decoding longer unfamiliar texts in French using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.

Prior Learning

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3.
- Language introduced from Early Learning and Intermediate units.
- Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in French.
- How to decode longer, unknown texts in French.

Grammar we will learn & revisit:

Adjectival agreement & irregular verb faire. To learn that when saying you play a sport in French, the verb faire is used, plus de plus the definitive article (creating a partitive article). To explore the whole present tense verb conjugation of the verb faire.

Phonics covered in this unit

Recommended phonics focus: QU Ç GNE EN AN

QU sound in olympiques & antique • Ç sound in français • EN sound in commence, pendant & argent • AN sound in antique, pendant & grands • Silent letters. The 's' is not pronounced in grands, antiques and the 't' is not pronounced in amusant,

Vocabulary

French	English	French	English	French	English
les Jeux olympiques	the Olympics	Je fais du plongeon.	I do diving.	Il est nageur.	He is a swimmer.
les Jeux olympiques de l'antiquité	the Ancient Olympic Games	Je fais du triathlon.	I do triathlons.	Elle est nageuse.	She is a swimmer.
les Jeux olympiques modernes	the modern Olympic Games	Je fais du cyclisme.	I do cycling.	Il est plongeur.	He is a diver.
l'athlétisme	athletics	Je fais du tir à l'arc.	I do archery.	Elle est plongeuse.	She is a diver.
l'équitation	horseriding	Je ne fais pas d'athlétisme.	I don't do athletics.	Il est escoureur.	He is a fencer.
l'escrime	fencing	Je ne fais pas d'arc.	I don't do rowing.	Elle est escrimeuse.	She is a fencer.
l'aviron	rowing	Je ne fais pas d'équitation.	I don't do horseriding.	Il est archer.	He is an archer.
la natation	swimming	Je ne fais pas d'escrime.	I don't do fencing.	Elle est archère.	She is an archer.
la base	baseing	Je ne fais pas de base.	I don't do boxing.	Il est rameur.	He is a rower.
le cyclisme	cycling	Je ne fais pas de natation.	I don't do swimming.	Elle est rameuse.	She is a rower.
le plongeon	diving	Je ne fais pas de plongeon.	I don't do diving.	je fais	I play/do (a sport)
le tir à l'arc	archery	Je ne fais pas de triathlon.	I don't do triathlons.	tu fais	you (one person) play/do (a sport)
le triathlon	triathlon	Je ne fais pas de cyclisme.	I don't do cycling.	il fait	he plays/does (a sport)
faire	to do	Je ne fais pas de tir à l'arc.	I don't do archery.	elle fait	she plays/does (a sport)
Je fais de l'athlétisme.	I do athletics.	Il/elle est athlète.	He/she is an athlete. (no spelling change for masculine and feminine)	nous faisons	we play/do (a sport)
Je fais de l'arc.	I do rowing.	Il/elle est cycliste.	He/she is a cyclist. (no spelling change for masculine and feminine)	vous faites	you (more than one person) play/do (a sport)
Je fais de l'équitation.	I do horseriding.	Il est cavalier.	He is an equestrian.	ils font	they (group of males or mixed gender group) play/do (a sport)
Je fais de l'escrime.	I do fencing.	Elle est cavalière.	She is an equestrian.	elles font	they (group of females) play/do (a sport)
Je fais de la base.	I do boxing.	Il est boxeur.	He is a boxer.		
Je fais de la natation.	I do swimming.	Elle est boxeuse.	She is a boxer.		



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	barbant or fatigant. -ENT is not pronounced at the end of a word as in avaiant as it is part of the verb conjugation and a silent letter string.	
<u>Unit Skills and outcomes</u>	<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 - 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.	<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>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.
Describe an Olympian by their sporting title and say what particular sport they play using the verb faire. - Understand the key facts of the ancient and modern Olympics recounted in French. - Learn 10 nouns and articles for common Olympic sports. - Explore the full present tense conjugation of the high frequency verb faire. - Look at the adjectival changes involved when you describe a male Olympian or female Olympian I can : - Tell somebody in French the key facts of the history of the Olympics. - Tell somebody in French the key facts of the modern Olympic games. - Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. - Say the nouns in French for key sports in the current Olympic games. - Conjugate the irregular verb FAIRE enabling me to say what sports I play and what sports I do not play. - Understand the concept of de la, de l' and du when you say you play a sport in French.		