



DOWN AMPNEY PRIMARY SCHOOL

Term 5

Unit Overview: UKS2 French

Le Weekend (Progressive)																																																																										
National Curriculum Objectives	Core Skills:	Vocabulary																																																																								
<p><u>Listening</u></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><u>Speaking</u></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p><u>Reading</u></p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><u>Writing</u></p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p><u>Grammar</u></p> <p>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.</p>	<p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p> <p><u>Prior Learning</u></p> <ul style="list-style-type: none">• The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3.• Language introduced from Early Learning and Intermediate units.• Time on the hour• How to give our personal details from memory (name, age and where we live). <p><u>Grammar we will learn & revisit:</u></p> <p>Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.</p> <p><u>Phonics covered in this unit</u></p> <p>Recommended phonics focus: QU Ç GNE EN AN</p> <ul style="list-style-type: none">• QU sound in quelle, informatique & musique• AN sound in bandes, amusant, intéressant & fatigant• EN sound in prends & finalement• Silent letters. Hearing and seeing that the ‘s’ is not pronounced in heures, and the ‘t’ is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words.• Elision. J’écoute. 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	<table><tr><th>French</th><th>English</th></tr><tr><td>le week-end</td><td>the weekend</td></tr><tr><td>Quelle heure est-il ?</td><td>What time is it?</td></tr><tr><td>et quart</td><td>quarter past</td></tr><tr><td>et demie</td><td>half past</td></tr><tr><td>moins le quart</td><td>quarter to</td></tr><tr><td>Il est une heure.</td><td>It is one o'clock.</td></tr><tr><td>Il est deux heures.</td><td>It is two o'clock.</td></tr><tr><td>Il est trois heures.</td><td>It is three o'clock.</td></tr><tr><td>Il est quatre heures.</td><td>It is four o'clock.</td></tr><tr><td>Il est cinq heures.</td><td>It is five o'clock.</td></tr><tr><td>Il est six heures.</td><td>It is six o'clock.</td></tr><tr><td>Il est sept heures.</td><td>It is seven o'clock.</td></tr><tr><td>Il est huit heures.</td><td>It is eight o'clock.</td></tr><tr><td>Il est neuf heures.</td><td>It is nine o'clock.</td></tr><tr><td>Il est dix heures.</td><td>It is ten o'clock.</td></tr><tr><td>Il est onze heures.</td><td>It is eleven o'clock.</td></tr><tr><td>Il est douze heures.</td><td>It is twelve o'clock.</td></tr></table> <table><tr><th>French</th><th>English</th></tr><tr><td>Il est midi.</td><td>It is midday.</td></tr><tr><td>Il est minuit.</td><td>It is midnight.</td></tr><tr><td> Je me lève.</td><td>I get up.</td></tr><tr><td> Je prends mon petit déjeuner.</td><td>I have my breakfast.</td></tr><tr><td> Je regarde la télé.</td><td>I watch television.</td></tr><tr><td> Je lis des bandes dessinées.</td><td>I read comic books.</td></tr><tr><td> J’écoute de la musique.</td><td>I listen to music.</td></tr><tr><td> Je joue à l’ordinateur.</td><td>I play on the computer.</td></tr><tr><td> Je joue au foot.</td><td>I play football.</td></tr><tr><td> Je vais à la piscine.</td><td>I go to the swimming pool.</td></tr><tr><td> Je vais au cinéma.</td><td>I go to the cinema.</td></tr><tr><td> Je me couche.</td><td>I go to bed.</td></tr><tr><td>et</td><td>and</td></tr><tr><td>après</td><td>after</td></tr><tr><td>aussi</td><td>also</td></tr><tr><td>plus tard</td><td>later on</td></tr><tr><td>finalemant</td><td>finally</td></tr></table>	French	English	le week-end	the weekend	Quelle heure est-il ?	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	<p><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.</p>	<p><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.</p>
<p><u>Unit Skills and outcomes</u></p>		
<p>Describe what activities I do at the weekend with a time and an opinion in French</p> <ul style="list-style-type: none"> • Tell the time in French using quarter past, half past and quarter to. • Say and write in French what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. <p>I can:</p> <ul style="list-style-type: none"> • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what I do at the weekend in French. • Learn to integrate connectives into my work. • Present an account of what I do and at what time at the weekend. 	<p>They will also experience the following during Key Stage 2:</p> <ul style="list-style-type: none"> • 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. 	<p><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.</p>