Modern Foreign Language (French) **Year 5** **Summer 2**

Subject Purpose
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Content Area
Understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.

Context
This unit introduces pupils to the history and culture of ancient Rome through French. Children develop their decoding skills by working with longer texts, learn vocabulary linked to Roman gods, inventions and daily life, and build towards describing themselves as a Roman child — rich or poor — using positive and negative sentence structures.

Key Vocabulary Romulus et Rémus – Romulus and Remusx`les dieux romains –les inventions romaines lundi – Monday mardi – Tuesday mercredi – Wednesday jeudi – Thursday vendredi – Friday samedi – Saturday dimanche – Sunday je mange – I eat je vais – I go je travaille – I work je joue – I play je porte – I wear je ne… pas de / d'… – I do not … / I do not have … un garçon riche / pauvre – a rich / poor boy une fille riche / pauvre – a rich / poor girl la viande – meat le pain – bread les vêtements – clothes l'école – school le travail – work

Extended Opportunities:
Decode longer texts about Roman myths and history
Create a fact file about a Roman god or invention
Present a short description of life as a Roman child
Compare rich and poor Roman lifestyles

Knowledge

- Understand key facts about ancient Rome in French.
- Decode longer texts using strategies such as:
- identifying cognates
- spotting verbs, nouns and adjectives
- using context clues
- Recall and spell the days of the week and understand their links to Roman gods.
- Recognise and recall vocabulary for Roman gods and Roman inventions.
- Use positive and negative structures to describe daily life.
- Use 1st person verbs to describe what a Roman child eats, wears and does.

Skills

- Decode longer, unfamiliar French texts with increasing independence.
- Build spoken and written sentences using positive and negative structures.
- Present information clearly and confidently
- Apply phonics knowledge to support accurate pronunciation.
- Integrate new vocabulary with previously learned language.

Learning Objectives

To decode and break down a text about Romulus and Remus using language-learning strategies. Children read a simplified version of the legend and learn to identify cognates, familiar structures and context clues.	To decode more complex texts and identify key historical figures. Pupils continue developing decoding skills by reading short passages about Roman history. They identify verbs, nouns and adjectives and complete	To recognise, recall and spell vocabulary for Roman gods and goddesses. Children learn the names of key Roman gods and link them to the days of the week. They practise pronunciation, spelling and matching tasks.	To recognise, recall and spell vocabulary for famous Roman inventions. Pupils learn vocabulary for inventions such as roads, aqueducts and baths. They complete reading, sorting and labelling tasks.	To compare the lives of rich and poor Roman children using positive and negative structures. Children explore vocabulary for food, clothing, school and work. They build sentences such as Je mange du pain mais je ne mange pas de viande. They	To revise all vocabulary and structures and complete the end-of-unit assessment. Pupils revisit decoding skills, gods, inventions and lifestyle vocabulary. They complete a final assessment and present their Roman child description.

They complete sequencing and matching tasks.	true/false and comprehension tasks.			prepare a short description of life as a Roman child.	

