Modern Foreign Language (French) **Year 6** **Spring 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 teaches pupils how to talk about different habitats, the plants and animals that live there, and their adaptations — all in French. Children develop their decoding skills through longer texts, learn key scientific vocabulary, and use regular -er verbs (habiter, pousser) in the 3rd person to describe where plants and animals live and grow. The unit builds towards pupils producing extended spoken and written sentences about habitats, species and adaptations.

Key Vocabulary de l'eau – water de l'air – air de la nourriture – food un abri – shelter de la chaleur / du soleil – warmth / sunlight la forêt tropicale – the rainforest le désert – the desert l'océan – the ocean l'Arctique – the Arctic la campagne – the countryside un cactus – a cactus un nénuphar – a water lily un sapin – a fir tree une algue – seaweed une fougère – a fern un chameau – a camel un poisson – a fish un ours polaire – a polar bear un singe – a monkey un renard – a fox il a une fourrure épaisse – it has thick fur il peut survivre sans beaucoup d'eau – it can survive without much water elle pousse dans l'eau – it grows in water il a de longues pattes – it has long legs elle a de grandes feuilles – it has large leaves il/elle habite… – it lives… il/elle pousse… – it grows…

Extended Opportunities:
Create a fact file for a habitat including plants, animals and adaptations
Decode longer texts about habitats and ecosystems
Present a spoken description of a plant or animal
Compare habitats using scientific vocabulary

Knowledge
- The essential elements plants and animals need to survive.
- The five main habitats and examples of plants and animals in each.
- One adaptation for each plant and animal studied.
- How to use habiter and pousser in the 3rd person singular.
- How to decode longer, unfamiliar texts using strategies such as: identifying cognates, spotting verbs and nouns, using context clues

Skills
- Decode longer texts with increasing independence.
- Say and write which plants and animals live in each habitat.
- Describe adaptations using simple scientific language.
- Build extended sentences combining habitat + plant + animal + adaptation.
- Present information clearly in spoken and written French.

Learning Objectives

To express the essential elements plants and animals need to survive and begin decoding unfamiliar language.	To decode longer texts about habitats and learn the verb pousser (to grow).	To decode texts about plants and identify which plants grow in each habitat.	To recognise animals in each habitat and learn the verb habiter (to live).	To consolidate vocabulary and present which plants and animals live in each habitat.	To revise all vocabulary and structures and complete the end-of-unit assessment.
Children learn vocabulary for water, air, food, shelter and warmth. They practise decoding strategies using short texts and images.	Pupils explore texts describing the five habitats. They identify key vocabulary and learn il/elle pousse to describe plant growth.	Children learn plant vocabulary and practise reading tasks to match plants to habitats. They build simple sentences using elle pousse…	Pupils learn animal vocabulary and complete listening and reading tasks. They use il/elle habite… to describe where animals live.	Children combine habitat + plant + animal + adaptation in spoken and written sentences. They prepare a short presentation.	Pupils revisit habitats, plants, animals, adaptations and verbs. They complete a final assessment and present their habitat description.

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