Modern Foreign Language (French) **Year 6** **Summer 1**

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 describe themselves and others physically, and how to talk about a daily routine — all through the theme of Viking life. Children develop decoding skills through longer texts, learn vocabulary for physical descriptions, and use high-frequency irregular and reflexive verbs to describe a typical Viking day. The unit builds towards an extended written and/or oral presentation as a Viking character.

Key Vocabulary l'âge de pierre – Stone Age l'âge du bronze – Bronze Age l'âge du fer – Iron Age l'époque romaine – Roman period l'époque anglo-saxonne – Anglo-Saxon period l'époque viking – Viking period je suis grand(e) – I am tall je suis petit(e) – I am small je suis fort(e) – I am strong je suis intelligent(e) – I am intelligent je suis courageux / courageuse – I am brave j'ai les cheveux courts / longs – I have short / long hair j'ai les cheveux raides / bouclés – I have straight / curly hair j'ai les cheveux blonds / bruns / roux / noirs – I have blond / brown / red / black hair Eyes j'ai les yeux bleus / verts / marron / noirs – I have blue / green / brown / black eyes je me lève – I get up je me lave – I wash je prends mon petit déjeuner – I have breakfast je travaille – I work je vais au village – I go to the village je mange – I eat je me couche – I go to bed et – and puis – then après – after ensuite – next finalement – finally

Extended Opportunities:
Create a Viking character profile
Write a diary entry as a Viking
Present a spoken description of a Viking's daily routine
Decode longer historical texts in French

Knowledge
- The six key periods of Ancient Britain in French.
- Vocabulary to describe height, character, hair and eyes.
- How to use être (to be) and avoir (to have) in the 1st person.
- How to use reflexive verbs for daily routine (e.g., je me lève).
- How to decode longer texts using strategies such as: spotting cognates, identifying verbs and adjectives, using context clues

Skills
- Describe themselves and others physically.
- Use irregular and reflexive verbs accurately.
- Sequence events to describe a daily routine.
- Build extended spoken and written sentences.
- Decode longer, unfamiliar texts with increasing independence.

Learning Objectives

To decode and break down longer texts using language-learning strategies.	To describe themselves physically using the 1st person of être.	To describe hair colour, length and type using the 1st person of avoir.	To integrate eye colour vocabulary and produce a full physical description.	To explore the daily routine of two Vikings and develop decoding skills.	To revise all vocabulary and structures and complete the end-of-unit assessment.
Children read short texts about Vikings and practise identifying cognates, verbs and adjectives. They complete decoding tasks and a phonics challenge.	Pupils learn vocabulary for height and character and build sentences such as Je suis grand et courageux.	Children consolidate last week's learning and add hair descriptions. They build extended sentences combining être and avoir.	Pupils learn eye colour vocabulary and combine all descriptive language to describe themselves or a Viking character.	Children read about Erik and Edda's daily routines, identify reflexive verbs, and begin to build their own routine sentences.	Pupils revisit physical descriptions, daily routine verbs and decoding skills. They complete a final written or spoken presentation as a Viking.

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