

## Notre monde (Our world)

### Overview Unit 20

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit, children find out about the Congo River and geographical features of the countries it flows through. They learn how to say what the weather is going to be like. They combine their knowledge to plan an exploration of an imaginary river and present their journey to an audience.		In this unit, children find out about the Congo River and geographical features of the countries it flows through. They learn how to say what the weather is going to be like. They combine their knowledge to plan an exploration of an imaginary river and present their journey to an audience. Children have learnt something about countries in Unit 7, habitats in Units 11 and 17 and weather phrases in Units 7, 12 and 17. They consolidate this language to produce extended descriptions of the journey of a river and to forecast the weather (they first met the immediate future in Unit 13)
<b>Prior Learning</b> It is helpful if children already know: <ul style="list-style-type: none"> <li>the names of some countries</li> <li>the definite articles (<i>le, la</i>)</li> <li><i>en</i> (see Units 7 and 17)</li> <li>that nouns are masculine or feminine</li> <li>some weather phrases</li> <li><i>Quel temps fait-il ?</i> (see Units 7, 12 and 17)</li> <li>the silent <i>s</i> in simple plurals</li> <li><i>Il y a ...</i></li> <li>the names of some geographical features</li> <li>the months of the year</li> <li>how to form the immediate future (see Unit 14).</li> </ul>	<b>New Language Content</b> <ul style="list-style-type: none"> <li>Understanding and naming continents</li> <li>Making statements (about rivers and their geographical features)</li> <li>Making a weather forecast</li> <li>Immediate future: <i>aller</i> + infinitive (eg <i>Il va faire beau</i>)</li> <li>Simple superlatives, eg <i>le/la plus grand(e)</i></li> <li>Pronouns: <i>il/elle</i></li> <li>Phonic focus: an, en, em, on, ique, gne, silent final consonant</li> </ul>	<b>End of Unit Activities</b> Children prepare a presentation, poster or oral presentation describing an exploratory journey of a river. They describe the landscape the river passes through and, using the immediate future, the weather likely to be encountered by the explorers.
<b>Expectations</b> At the end of this unit: <p><i>Most children will:</i> follow short descriptions in order to find specific information; obtain and understand information about rivers; write sentences describing a location; write a weather forecast</p> <p><i>Some children will not have made so much progress and will:</i> say single words and short phrases; recall vocabulary and structures with prompting; copy short phrases</p> <p><i>Some children will have progressed further and will:</i> achieve extended descriptions in accurate French, showing some attention to adjectival agreement and the plural indefinite article; demonstrate creativity and imagination in using known language in new contexts</p>		<b>New National Curriculum for KS2 Foreign Languages</b> <i>Where there is a specific focus within the objective, this is shown in bold</i> <ul style="list-style-type: none"> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>Understand basic grammar appropriate to the language being studied, such as (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, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>

## ***Notre monde (Our world)***

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<b>Resources</b> <ul style="list-style-type: none"><li>• World map with continents outlined and copies for children</li><li>• Outline shapes of the continents</li><li>• Dictionaries</li><li>• Mini whiteboards</li><li>• Presentation software</li><li>• Access to an internet search engine</li><li>• Large word cards for building human sentences</li><li>• Word cards with names of rivers (in blue) and continents (in green)</li></ul>	<ul style="list-style-type: none"><li>• Differentiated maps to label and optional word frames for support</li><li>• Self-authoring package</li><li>• Access to a class blog</li><li>• Text about rivers (see Session 3)</li><li>• Props and costumes for a news report</li><li>• Pictorial map of the Congo River, with images of geographical features, on the interactive whiteboard</li><li>• Weather symbols</li></ul>	<ul style="list-style-type: none"><li>• Microphone</li><li>• Sound-editing software</li><li>• Video camera</li><li>• Sets of symbol and text cards showing features for each part of the Congo's journey</li><li>• Sentences about the Congo's journey cut up into separate words</li><li>• Differentiated writing frames or gap-fill texts</li><li>• Access to a class wiki</li></ul>
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