



Unit Objective: To say what pet you have and do not have in French



## By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in French what pet we have/do not have and give our pet's name.
- Start to use the simple connectives **et** (and) and **mais** (but) to make more complex and interesting sentences.

## It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the **Early Learning** units.
- Vocabulary from '**Je Me Présente**' and '**Ma Famille**' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in French have gender and this has an impact on the determiner.

## Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives **et** (and) and **mais**. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

## Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting **j'ai...** (I have) learning how to say **je n'ai pas de/d'...** (I don't have) plus the pet in French. Learning how to use the structure **qui s'appelle** and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

## Grammar we will learn & revisit:

### Indefinite articles, high frequency verbs & negative.

Revisiting 1<sup>st</sup> person singular conjugations of high frequency verbs **je m'appelle**, **j'ai**, **je suis** and **j'habite**. Indefinite articles/determiners **un** and **une**. Negative structure **je n'ai pas de/d'...**

## Phonics & pronunciation we will see:

Recommended phonics focus: **É E È EAU EUX**

- **É** sound in **Cécile**
- **E** sound in **je** & **de**
- **EAU** sound in **oiseau**
- **Silent letters**. 'S' is not pronounced in **mais** or **souris** and the **t** is not pronounced in **et**, **chat**. 'S' & 'T' are often silent at the end of French words.
- **'H' Aspiré**. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is '**je n'ai pas de hamster**'.
- **Elision** **Je n'ai pas d'oiseau**. Dropping of the last letter of a word (in this case the 'e' in **de**) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.



## Vocabulary we will learn & revisit:

Revisiting personal details (names/ age/where we live) and the high frequency verbs **j'ai**, **je suis** and **j'habite**. 8 nouns and indefinite articles for common pets and how to ask and answer the question **As-tu un animal?** using the structure **qui s'appelle** and the two connectives **et** (and) and **mais** (but). All listed in the Vocabulary Sheet.



Teaching Type: **Intermediate**



Unit: **QUELLE EST LA DATE**



Unit Objective: To be able to say the date in French

By the end of this unit we will be able to:

- Recognise and recall the 12 months of the year in French.
- Ask what the date is and say the date in French.
- Ask somebody when their birthday is and say when their own birthday is in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2 & 3.
- Language introduced from Early Learning units.
- Numbers 1-31
- Vocabulary from 'Je Me Présente' unit (Intermediate), how to say your name, age, where you live and nationality.

Skills we will develop:

To learn how to formulate the date in French and use this knowledge to say when our birthday is using days of the week, months of the year and numbers 1-31.

Activities we will complete:

A number of different activities to learn how to say the date in French. Starting by learning the 12 months of the year in French (including word searches, crosswords and word puzzles). After recycling and revisiting nos 1-31 learning how to ask and say the date and finally ask and say when your birthday is. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt knowledge on your personal details.

Vocabulary we will learn & revisit:

The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.

Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- **É** sound in **février, décembre**
- **E** sound in **septembre & novembre**
- **Silent letters.** You will hear and see that the 's' is not pronounced in **mars** and the 't' is not pronounced in **est** and **juillet**.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **mardi & mercredi**. Made from the back of the mouth, not the front.



Grammar we will learn & revisit:

**Ordinal & cardinal numbers.** To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1<sup>st</sup> (**premier**) after that only cardinal numbers are used. No 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> etc.



Teaching Type: **Intermediate**



Unit: **QUEL TEMPS FAIT-IL?**



Unit Objective: To be able to describe the weather in French

### By the end of this unit we will be able to:

- Recognise and recall the 9 weather expressions in French from memory.
- Ask what the weather is today and give a reply in French.
- Describe the weather in France, in French using a weather map with symbols.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from Early Learning units.
- Vocabulary from 'Je Me Présente' unit (Intermediate), how to say your name, age, where you live and nationality.

### Skills we will develop:

To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.

### Activities we will complete:

A number of different activities to learn how to describe the weather in French. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a French weather forecast and read a French weather map more easily. Using all this new knowledge to create our own French weather map and French weather forecast in our final task!

### Vocabulary we will learn & revisit:

The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a French weather map. This is all listed on the Vocabulary Sheet.

### Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- **E** sound in **le** & **de**
- **EAU** sound in **beau**
- **Silent letters**. The 'd' is not pronounced in **chaud**, 's' is not pronounced in **dans** & **mauvais** and the 't' is not pronounced in **fait** & **vent**. These letters are often silent at the ends of words.
- **Elision**. As seen in **l'est**, the 'e' has been dropped in **le** as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes.

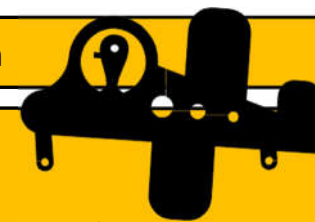


### Grammar we will learn & revisit:

**Use of il y a & faire in weather phrases**. Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.



Unit Objective: To be able to use decoding skills to understand better unknown language in French



### By the end of this unit we will be able to:

- Group and order words to decode unknown language.
- Understand the key facts of history from WW2 when described in French.
- Say and write in French the key countries and languages involved in WW2.
- Write a letter in French home explaining what life is like as an evacuee living in the countryside.

### Skills we will develop:

To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary. Language learning strategies that are transferable and not limited to the language covered in this unit.

### Activities we will complete:

A range of activities in all four skills starting with grouping and decoding unfamiliar language based on the key facts of WW2 history. Improving our knowledge of this period of history by completing a map-based activity on the countries and languages as presented in lesson 2. In lessons 3, 4 and 5 learning all about Ralph, Vera and Daisy, the three children living in this period of history. Learning what life was like in London and how life was different in the countryside. Using some of the language we have heard and read to be able to complete the final task: a letter in French, written as a child living during this period of history.

### Grammar we will learn & revisit:

Recycling and consolidation of the language learning skills connected to recognising and categorizing nouns, verbs and adjectives.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from Early Learning and Intermediate units.
- How to listen to and approach longer text in French having completed units such as 'Petit Chaperon Rouge', 'Boucle D'Or', 'Les Jeux Olympiques' and/or 'La Maison Tudor'.



### Phonics & pronunciation we will see:

Recommended phonics focus: QU Ç GNE EN AN

- **QU** sound in **Tchécoslovaquie** & **tchécoslovaque**
- **Ç** sound in **français**
- **GNE** sound in **Allemagne** & **Pologne**
- **AN** sound in **Angleterre, amusant** & **dangereux**
- **EN** sound in **parents** & **enfumé**
- **Silent letters.** The 's' is not pronounced in **français, anglais** and the 'x' is not pronounced in **dangereux**, as with the 't' which is not heard in **et** and **amusant**. This often happens when these letters are the last consonants in French.

### Vocabulary we will learn & revisit:

A lot of longer text with a significant amount of unknown language that describes what life was like in WW2. Much will be unfamiliar language but we will not be expected to retain all of it. All listed on the Vocabulary Sheet.



Unit Objective: To describe what rooms there are and are not in your home in French

### By the end of this unit we will be able to:

- Say and write in French whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure **chez moi il y a...** and **chez moi il n'y a pas de/d'...**
- Use the connective/conjunction **et** to link two sentences together.

### Skills we will develop:

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

### Activities we will complete:

The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.

### Grammar we will learn & revisit:

#### Indefinite articles, negative & high frequency verbs.

Revisiting again the indefinite articles **un** and **une**. Revisiting also 1<sup>st</sup> person singular high frequency verbs **je m'appelle**, **j'ai**, **je suis** with a particular focus on **j'habite** from the verb **HABITER** a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (**il y a** and **il n'y a pas de/d'**) structure.

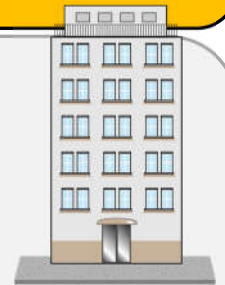
### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the **Early Learning** units.
- Vocabulary from '**Je Me Présente**', '**Ma Famille**' and '**As-tu Un Animal**' Intermediate units to be able to present ourselves, talk about our/a family and pets.

### Phonics & pronunciation we will see:

Recommended phonics focus: **É E È EAU EUX**

- **E** sound in **appartement**
- **EAU** sound in **bureau**
- **Silent letters.** The 's' is not pronounced in many words like **dans**, **habites**, **mais** and **bains** the 't' is not pronounced in **et**. These two consonants are often silent when they are at the end of words.
- **Elision.** **J'habite**. 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.



### Vocabulary we will learn & revisit:

Basic personal details will be revisited including the high frequency 1<sup>st</sup> person singular verbs **je suis**, **je m'appelle**, **j'ai**, **je suis** and **j'habite**. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures **j'habite dans** and **chez moi il y a ...** and **chez moi il n'y a pas de..** All on Vocabulary Sheet.





Unit Objective: To discuss what subjects you like and do not like at school and give a reason why in French

## By the end of this unit we will be able to:

- Name the subjects we study in school in French with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Say at what time we study certain subjects at school.

## It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from Early Learning and Intermediate units.
- How to give our personal details from memory (name, age and where we live).

## Skills we will develop:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

## Grammar we will learn & revisit:

**Nouns, gender, definite articles & high frequency regular verb étudier.** Revision of definite article **le, la, l'** and **les**. Focus on 1<sup>st</sup> person singular conjugation of verb **étudier** with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.

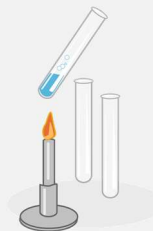
## Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question **est-ce que tu aimes...?** and a variety of justifications to expand the opinion given in reply. All listed on Vocabulary Sheet.

## Phonics & pronunciation we will see:

Recommended phonics focus: QU Ç GNE EN AN

- **QU** sound in **informatique & musique**
- **Ç** sound in **français**
- **AN** sound in **anglaise, français, amusant & intéressant**
- **EN** sound in **sciences**
- **Silent letters.** The children will hear and see that the final 's' is not pronounced in **aimes** the 't' is not pronounced in **sport** or the 'x' in **ennuyeux**. These letters are often silent at the end of words in French.
- **Elision. J'étudie.** 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.



## Activities we will complete:

Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, guess who reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.