



Teaching Type: **Early Language**



Unit: **J'APPRENDS LE FRANÇAIS**

Unit Objective: To find France on a map, say how you feel, learn 10 colours and count from 1-10 in French.

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

- To locate France, Paris and a few key cities on a map.
- Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French.

Skills we will develop:

Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as **bleu** for blue) and associating word and phrases to images to help.

Activities we will complete:

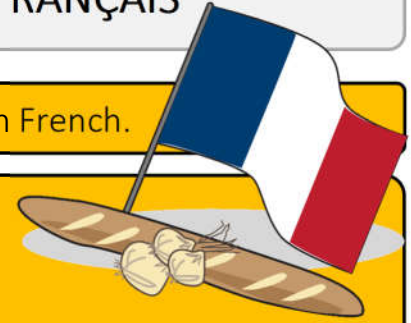
There will be a number of different activities to improve our cultural awareness of France and French speaking countries. Finding France and locating Paris on a map. Plenty of oral role play tasks to ask how somebody is feeling and replying using all three options. Learning ten colours and a song and be able to count from 1-10 in French.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

It will help if we already know:

- None as this is recommended as a starter unit.



Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **OI** sound in **trois** & **noir**
- **ON** sound in **marron**
- **OU** sound in **rouge**
- **Silent letters.** The 's' in **gris**, 't' in **vert** and **violet**, 'c' in **blanc**, 'x' in **deux** and the 's' in **trois**. There are many silent letters at the end of French words.
- **Guttural 'R'**. Becoming more familiar with the French 'r' sound as seen in **noir, orange, gris, marron, vert, rouge, trois** & **quatre**. Made from the back of the mouth, not the front.
- **Elision. Je m'appelle.** Dropping of the last letter of a word (in this case the 'e' in **me**) 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:

Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10. All on Vocabulary Sheet.



Unit Objective: To be able to create short sentences with **j'ai**, **je suis** and **j'habite**

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

- Name in French, the six key periods of ancient Britain, introduced in chronological order.
- Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was.
- Remember accurately from memory and use the French for 'I am' (**je suis**), 'I have' (**j'ai**) and 'I live' (**j'habite**).

Skills we will develop:

Remember enough new language to be able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.

Activities we will complete:

Guided speaking, listening, reading and written activities on the Stone Age, Bronze Age and Iron Age. Building up a wider range of vocabulary on types of dwellings and hunting tools so that as a final task we can be one of these characters and write about ourselves saying who we are/where we live/what our main hunting tool.

Vocabulary we will learn & revisit:

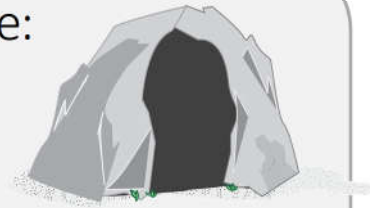
The six different periods of Ancient Britain in French with a focus on key language from the stone, bronze and iron age. All listed on the Vocabulary Sheet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Vocabulary from the '**J'apprends le français**' unit.
- What a noun and article/determiner is in English.
- What a verb is in English and that **je suis** means 'I am' in French.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**



- **CH** sound in **flèche**
- **OU** sound in **bijoux**
- **ON** sound in **bronze, Anglo-Saxons, maison & ronde**
- **OI** sound in **histoire**
- **Liaison.** The final letter 's' of **suis** which would normally be silent is pronounced like a letter 'z' as the word **suis** is followed by a word beginning with a vowel (here a 'u' in **un** or **une**). This is called liaison.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **ronde & bronze**. Made from the back of the mouth, not the front.

Grammar we will learn & revisit:

Verbs & elisions/contractions. We will explore the 1st person singular of two high frequency irregular verbs: **être**, **avoir** (**je suis** and **j'ai**) and one regular verb **habiter** (**j'habite**). We will notice that **j'ai** and **j'habite** in this unit are contractions. Contractions occur when two or more words combine together and one letter (or more) is removed. Here the 'e' in **je** to make **j'**). This is called elision.



Unit Objective: To remember and recall from memory 10 common animals in French with the correct article/determiner

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

- Name and recognise up to 10 animals in French.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb **être** (**je suis** = I am).

It will help if we already know:

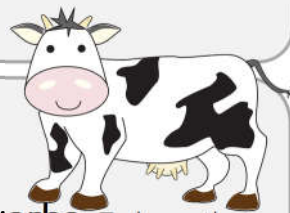
- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1 and vocabulary from the '**J'apprends le français**' unit.
- What a noun and article/determiner is in English.
- What a verb is and that 'I am' comes from the verb 'to be' in English.

Skills we will develop:

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as **lion**) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (**je**) with a conjugated verb (**suis**), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).

Activities we will complete:

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with **je suis...** plus an animal from memory.



Grammar we will learn & revisit:

Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners **un** (for masculine nouns) and **une** (for feminine nouns). Learning how to categorise nouns by gender (**un** or **une**). Introduction of 1st person singular conjugation of the high frequency irregular verb **être** (to be) in French.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **CH** sound in **cheval**
- **OU** sound in **souris** & **mouton**
- **ON** sound in **cochon** & **mouton**
- **OI** sound in **oiseau**
- **Silent letters and liaison.** 'D' is not pronounced in **canard** and the last 's' is not pronounced in **souris**. The last 's' is however pronounced in the word **suis** as seen in lesson 5. Here it is in front of the indefinite article/determiners **un** and **une** that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.
- **Nasal sounds.** Starting to explore the four French nasal sounds (**on**, **un**, **in** and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like **cochon**, **singe** and **mouton**.

Vocabulary we will learn & revisit:

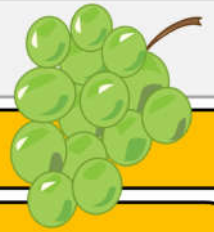
10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb **être** (**je suis** = I am). All listed on Vocabulary Sheet.



Teaching Type: **Early Language**



Unit: **LES FRUITS**



Unit Objective: To say what fruit we like and do not like in French.

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

- Name, recognise and remember up to 10 fruits in French.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in French if they like a particular fruit.
- Say what fruits we like and dislike in French.

Skills we will develop:

Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion.

Activities we will complete:

A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** and **une**. Understanding that the plural definite article/determiner is **les** in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Vocabulary from the '**J'apprends le français**' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**



- **OI** sound in **poire**
- **Silent letters.** We will see that the letter '**s**' is not pronounced in '**les**' or the plural version of the fruits as final consonants are nearly always silent letters in French.
- **Liaison.** Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent '**s**' in **les** is pronounced in **les oranges** and **les abricots** as both those fruits start with a vowel but the '**s**' almost sounds like a '**z**'. This happens often in French.
- **Guttural 'R'.** Becoming more familiar with the French '**r**' sound as seen in **fraise, orange, poire, prune, cerise & abricot**. Made from the back of the mouth, not the front.

Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form). This is all listed on the Vocabulary Sheet.



Teaching Type: **Early Language**



Unit: **PETIT CHAPERON ROUGE**



Unit Objective: To learn the parts of the body in French via a traditional fairy tale in French

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

- Sit and listen to a familiar story being told in French.
- Learn to use picture and word cards to recognise and help retain new language.
- Remember key parts of the body in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Language introduced from units like Animals, Instruments, Fruits & Vegetables.
- Vocabulary from the 'J'apprends le français' unit.

Skills we will develop:

To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.

Activities we will complete:

A number of activities including word puzzles and crosswords will help us remember the key words for parts of the body. Listening attentively to the story several times and using picture and word cards can help decode the general meaning of the fairy tale. A mind mapping exercise will help visualize what is happening in the story using pictures to help remember some of the key words and spellings.

Grammar we will learn & revisit:

Definite, indefinite and partitive articles/determiners. In the story there will be many definite, indefinite and partitive articles/determiners that we will recognise from previous units.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **CH** sound in **chaperon, bouche & bûcheron**
- **OU** sound in **rouge, loup, bouche & genoux**
- **ON** sound in **chaperon, maison & bûcheron.**
- **Silent letters and liaison.** The last consonants in French words are often silent as seen in the word **piéd**. The final letter 's' in **les** is sometimes pronounced and sometimes not. When **les** is used in front of a word that starts with a consonant, you **DO NOT** hear the 's' on the end of **les** eg. **les piéd** the feet. When **les** is used in front of a word that starts with a vowel, most words starting with h, and the French word **y**, you **DO** pronounce the s on the end of **les** as seen in **les yeux** and **les oreilles**.



Vocabulary we will learn & revisit:

There is a lot of new language in this unit. We will be focusing on learning from memory the parts of the body in French. We will also start to recognise, understand meaning and remember other words from the story. All on Vocabulary Sheet.



Teaching Type: **Early Language**



Unit: **LES GLACES**



Unit Objective: To say what ice-cream flavour I would like in French.

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

- Name, recognise and remember up to 10 ice-cream flavours in French.
- Attempt to spell some of these flavours.
- Use the structure '**je voudrais...**' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in French.

Skills we will develop:

Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as **chocolat** for chocolate, **banane** for banana and **caramel** for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like', 'please' and 'thank you'.

Activities we will complete:

There will be a wide variety of speaking and listening tasks associated with the ten ice-cream flavours working towards ordering an ice-cream from an ice-cream parlour/van. Opportunity to improve written skills with an ample choice of desk-based activities in each lesson.

Vocabulary we will learn & revisit:

Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot. All on Vocabulary Sheet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Vocabulary from the '**J'apprends le français**' unit.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**



- **ON** sound in **citron**
- **CH** sound in **pistache**
- **Silent letters.** We will see that the final letter '**s**' is not pronounced in '**voudrais**' or the final '**t**' in '**chocolat**'. This happens often in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **fraise** and **citron**. Made from the back of the mouth, not the front.

Grammar we will learn & revisit:

Nouns, gender & high frequency verb. Starting to understand better that nouns in French are either masculine or feminine (**une glace, un cornet, un petit pot**) and that there are different words for 'a/an' in French depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation **je voudrais**. Learning that **je voudrais** is the verb conjugation for I would like/want. From the verb **vouloir** to want.