



Unit Objective: To say your name, age and where you live in French.

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

- Know how count to 20 in French.
- Ask somebody how they are feeling and give an appropriate response back.
- Ask somebody their age, name, where they live and reply.

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 (in particular nos 1-10 and how you are feeling).
- What a verb is in English and knowledge of high frequency first person verbs such as **je suis** (I am), **j'ai** (I have) and **j'habite** (I live).

Skills we will develop:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.

Activities we will complete:

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Grammar we will learn & revisit:

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.

Phonics & Pronunciation we will see:

Recommended phonics focus: **I IN IQUE ILLE**

- **IN** sound in **cinq**
- **I** sound in **huit, dix, Patrick, habite, Paris & suis**
- **Silent letters.** 'S' is not pronounced in **appelles, ans, Paris, Londres or habites**. This often happens when 's' is the final consonant in a word.
- **Liaison.** When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in **je suis anglaise/anglais** pronunciation will change when an 'e' is added to the end of **anglais**.
- **Elision.** As seen in **je m'appelle**. Dropping of the last letter of a word (in this case the 'e' in **me**) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet.



Teaching Type: Intermediate



Unit: EN CLASSE



Unit Objective: To say what you have and do not have in your pencil case In French

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

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in French.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

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' units.
- That **j'ai** means I have and comes from the verb to have **avoir** in French.
- What a noun and article/determiner is in English.
- What a verb is in English.

Activities we will complete:

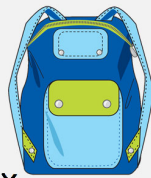
Learning 11 classroom objects (noun and article) with a variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Using a fun class 'follow on game' with this new vocabulary. There will be extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case. We will also learn to follow some simple classroom commands.

Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. **J'ai...** ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'**...(I don't have). This is all listed on the Vocabulary Sheet.

Phonics & pronunciation we will see:

Recommended phonics focus: **I IN IQUE ILLE**



- **I** sound in **lisez, silence, calculatrice, livre & ciseaux**

- **Ille** sound in **taille**

- **Silent letters.** Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in **ciseaux, écoutez, écrivez** etc.

- **Elision. J'ai.** 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.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners & use of the negative.

Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting **j'ai...** ('I have') to learning the negative option **je n'ai pas de/d'**...(I do not have') in French.

Skills we will develop:

To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.



Unit Objective: To talk simply about your/a family in French

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

- Remember the nouns for family members in French from memory.
- Describe our own or a fictitious family in French by name, age and relationship.
- Count up to 100 in French.
- Understand possessive adjectives better in French ('my' form only).

Activities we will complete:

Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our/a family members are called and how old they are. Lots activities to help understand better how to use a possessive adjective (the word for 'my') accurately in French. The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our/a family.

Skills we will develop:

We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the French language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.

Grammar we will learn & revisit:

Nouns, articles/determiners & possessive adjectives.

Exploring possessive adjectives in French with a focus only on 'my'. Understanding that there are three words in French **mon, ma, mes** for our one word 'my' in English.

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' and 'Je Me Présente' units (how to say your name, age, where you live and nationality and numbers 1-20).
- What a verb is in English and be already familiar with the French high frequency verbs in first person singular form **je suis** (I am), **j'ai** (I have), **j'habite** (I live) and **je m'appelle** (I am called).

Phonics & Pronunciation we will see:

Recommended phonics focus: **I IN IQUE ILLE**



- **IN** sound in **cing** & **cinquante**
- **I** sound in **famille, Lisa, Jacqueline, petite** & **fille**
- **ILLE** sound in **famille** & **fille**
- **IQUE** sound in **unique**
- **Silent letters.** The final consonant ('s') is not pronounced in **appelles, ans, soeurs, mes grandparents, les** or **parents**. Often happens in French.
- **Elision** in **je m'appelle/il s'appelle/elle s'appelle/j'ai**. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in **me** or **je**) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.

Vocabulary we will learn & revisit:

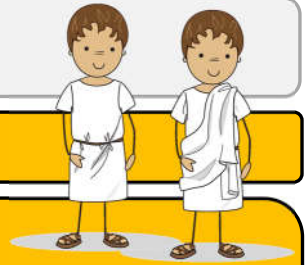
We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are. All on Vocabulary Sheet.



Teaching Type: **Intermediate**



Unit: **LES ROMAINS**



Unit Objective: To describe what life was like as a child during Ancient Roman times in French

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

- Understand the key facts of the history of Ancient Rome in French.
- Say and spell the days of the week in French.
- Name some/all of the most famous Roman inventions in French.
- Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.

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.
- How to use the negative in French from units like 'En Classe', and 'As-Tu Un Animal?' and/or 'Chez Moi'.

Skills we will develop:

To further improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read. Improving also our written and spoken French by writing a sequence of sentences including the accurate use of the negative.

Activities we will complete:

A number of different activities in the first two lessons to help further improve decoding skills of longer text with less familiar language. Including story ordering and using picture and word cards. We will then learn the 7 days of the week and see how these are connected to the Roman Gods. The final task of the unit will be completing a written diary entry as a rich and/or poor Roman child describing what we wear and do not wear, what we eat and do not eat and whether we work or still go to school. All in French.

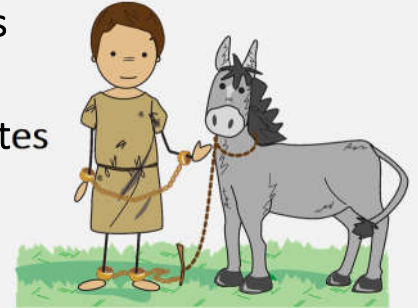
Grammar we will learn & revisit:

Changing sentences from the positive to their negative form using the structure **ne...pas de/d'...**

Phonics & pronunciation we will see:

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

- **É** sound in **Rémus, légende & Jésus**
- **E** sound in **le & selon**
- **È** sound **frère, père, mère & athlètes**
- **EAU** sound in **jumeau**
- **EUX** sound in **deux & dieux**
- **Silent letters.** The 's' is not pronounced in **les** and the 't' is not pronounced in **est** and **font**. Both these consonants are often silent letters when they are at the end of words in French.
- **Nasal sounds.** Exploring 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 **latin, lundi, garçon, dimanche, mange** and **viande**.



Vocabulary we will learn & revisit:

Key vocabulary taken from the history of Ancient Rome. The 7 days of the week and key phrases on life as a child in Ancient Rome. All on 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 1st 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 1st 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.

Teaching Type: Intermediate



Unit: BOUCLE D'OR ET LES TROIS OURS



Unit Objective: To learn new language through picture, word and phrase cards.

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

- Listen attentively to a whole familiar fairy tale in French.
- Remembering new language using picture, word and phrases cards.
- Improve gist reading and gist listening skills.
- Attempt to re-tell a familiar fairy tale in French using a mini book for support.

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.
- Ideally the skills covered in the 'Petit Chaperon Rouge' unit from Early Learning. Being used to listening to an entire familiar fairy tale in French and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

Skills we will develop:

To learn to listen attentively to all of the familiar fairy tale in French and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.

Activities we will complete:

A number of different activities to help recall and retain longer pieces of spoken and written French. Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. The final task will be to create a version of the story using a mini book/story board.

Grammar we will learn & revisit:

No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies.

Phonics & Pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE

- I sound in **petit, lit & il**
- ILLE sound in **fille**
- **Silent letters.** The 's' is not pronounced in the final 's' of **Boucles** or **fois** and the 't' is not pronounced in **et** and **chat**. Both letters are often silent when they are at the end of a French word.
- **Liaison. Ils ont.** When a word ending in a normally silent consonant, like the 's' in **ils** (which is normally silent) is followed by a word starting with a vowel as the 'o' in **ont**, the consonant 's' is transferred onto the next word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins!



Vocabulary we will learn & revisit:

There is no specific list of language to be covered/learnt. There is a lot of language and we will pick how much we learn to retell the story. All listed on the Vocabulary Sheet.