



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 1st 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 1st (**premier**) after that only cardinal numbers are used. No 2nd, 3rd, 4th 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 be 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 describe what clothes you are wearing by colour in French

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

- Recognise and recall from memory 21 items of clothing.
- Explore the regular 'er' whole verb present tense conjugation of the verb **PORTER** to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.

Skills we will develop:

To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.

Activities we will complete:

Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.

Grammar we will learn & revisit:

Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb **PORTER** is introduced. Adjectival agreement is also revisited and extended using colours.

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 and in particular colours and simple adjectival agreement (nationality in '**Je Me Présente**').
- Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective.
- Understand better the differences between definite and indefinite articles.
- The vocabulary to describe weather.

Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- É sound in **écharpe**
- E sound in **chemise** & **chemisier**
- EAU sound in **manteau**
- **Silent letters.** The final 's' is not pronounced in **gants, sandales and vacances**. 'S' is often silent when it is the final consonant of a word in French.
- **-ent** is not pronounced in the 3rd person plural conjugation of the verb **porter** (to wear). This is the same for all 3rd person plural endings in the present tense.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as in **orange, rouge, robe, écharpe**. Made from the back of the mouth, not front.



Vocabulary we will learn & revisit:

Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'er' verb **porter** to wear. All listed in 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 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.



Unit Objective: To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb **faire**.



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

- Understand the key facts of the ancient and modern Olympics recounted in French.
- Learn 10 nouns and articles for common Olympic sports.
- Explore the full present tense conjugation of the high frequency verb **FAIRE**.
- Look at the adjectival changes involved when you describe a male Olympian or female Olympian.

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.
- Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in French.
- How to decode longer, unknown texts in French.

Phonics & pronunciation we will see:

Recommended phonics focus: **QU Ç GNE EN AN**

- **QU** sound in **olympiques** & **antique**
- **Ç** sound in **français**
- **EN** sound in **commence, pendant** & **argent**
- **AN** sound in **antique, pendant** & **grands**
- **Silent letters.** The 's' is not pronounced in **grands, antiques** and the 't' is not pronounced in **amusant, barbant** or **fatigant**. **-ENT** is not pronounced at the end of a word as in **avaient** as it is part of the verb conjugation and a silent letter string.



Skills we will develop:

To improve decoding longer unfamiliar texts in French using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.

Vocabulary we will learn & revisit:

The 10 nouns and articles for Olympic sports, the verb **faire** and the sporting professions in both masculine and feminine form. All listed on Vocabulary Sheet.

Grammar we will learn & revisit:

Adjectival agreement & irregular verb faire. To learn that when saying you play a sport in French, the verb **FAIRE** is used, plus **de** plus the definitive article (creating a partitive article). To explore the whole present tense verb conjugation of the verb **FAIRE**.

Activities we will complete:

A number of activities to help improve decoding skills of longer text. A range of story ordering, true/false and word category worksheets based on the ancient and modern Olympics. Followed by the 10 nouns and partitive articles for Olympic sports. The verb '**faire**' will be explored in full with listening, speaking, reading and written activities. Finally the adjectival changes involved when describing a male/female Olympian for the final task - a presentation on sport played using **FAIRE** and professional title.