

Ash Class 2023 2024
Autumn 1

Unit: **LES TRANSPORTS**

Unit Objective: To learn 7 modes of transport in French.

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

- Recognise and recall 7 modes of transport in French.
- Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in French.

It will help if we already know:

- Greetings from the **Salutations** unit, numbers 1-5 and colours from the **Number & Colours** unit.

Phonics & pronunciation we will see:

- **ON** nasal sound in **avion** & **camion**
- **OU** sound in **roule** & **double**
- **OI** sound in **voiture**
- **Guttural 'R'**. Becoming more familiar with the French 'r' sound as seen in **ronronne** and **train**. Beginning to notice that this sound is made from the back of the mouth, not the front. Different to the 'r' sound in English!
Even if we do not see these letters and sounds in the lessons often, we will hear these signature French sounds many times as they appear in key words in this unit.



Activities we will complete:

A lot of tasks to help us learn to listen more carefully in French. Repeating the words and short phrases each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills.

Skills we will develop:

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in French long term and with accurate and authentic pronunciation.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in French there are often more options for single words like determiners in English. For example, as seen with the word for 'the' in French. **La voiture** but **le train**. We will see that this happens a lot in French and learn why in future units!

Vocabulary we will learn & revisit:

Seven common modes of transport and an opportunity to revise five colours and numbers 1-5.

Ash Class 2023 2024
Autumn 2

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 **pied**. 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 pieds** 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.



Unit Objective: To say 'I can...' plus a range of activities in French

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

- Recognise, use and remember 10 common French verbs/activities.
- Use these verbs in the infinitive to make a short sentence starting with **je peux**.

Skills we will develop:

Learning to remember new vocabulary by using an image, sound or mime.
Remembering more and knowing more by using a greater variety of high frequency verbs with **je peux**. Being able to create longer sentences.
Understanding better **je** means 'I' in French. Learning to expand, looking up other verbs not covered in the lesson using the English to French section of a dictionary.

Grammar we will learn & revisit:

Modal verb plus infinitive. Learning that **je peux** (that comes from the modal verb **pouvoir** and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in French.

Vocabulary we will learn & revisit:

Ten different high frequency verbs linked to common activities. First person conjugation of the modal verb **pouvoir**, **je peux** plus ten common infinitive verbs. All on Vocabulary Sheet.

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 and in particular **je** plus conjugated verb.
- Vocabulary from the '**J'apprends le français**' unit.
- What a verb is in English.

Phonics & pronunciation we will see:

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

- **CH** sound in **chanter**
- **OU** sound in **écouter**
- **OI** sound in **boire**
- **Silent Letters**. 'X' is one of the 6 most commonly silent consonants in French. The "x" in **peux** is therefore not pronounced.
- **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 **danser**, **chanter** and **manger**.

Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be a sound and mime to learn for each activity too. There will be more focus on remembering some/all of the spellings with more accuracy with a choice of written tasks including gap-fill, word puzzles, crosswords and worksheets. The final task will be to say/write what activities we are able to do.

Ash Class 2023 2024
Spring 2

Unit: SOUS L'OcéAN



Unit Objective: To learn 7 sea creatures in French.

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

- Recognise and recall 7 sea creatures in French.
- Recall numbers 1-5 more easily in French.

It will help if we already know:

- Vocabulary from the **Salutations** unit and the **Number & Colours** unit.

Phonics & pronunciation we will see:

- **ON** nasal sound in **poisson**
- **OU** sound in **poulpe**
- **OI** sound in **poisson** & **étoile**
- **Guttural 'R'**. Becoming more familiar with the French 'r' sound as seen in **crabe** and **morse**. Beginning to notice that this sound is made from the back of the mouth, not the front. Different to the 'r' sound in English!
Even if we do not see these letters and sounds in the lessons often, we will hear these signature French sounds many times as they appear in key words in this unit.



Activities we will complete:

A lot of tasks to help us learn to listen more carefully in French. Repeating the words and short phrases each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills.

Skills we will develop:

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in French long term and with accurate and authentic pronunciation.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in French there are often more options for single words like determiners than in English. For example, as seen with the word for 'the' in French. **Le** crabe but **l'**hippocampe. We will see that this happens a lot in French and learn why in future units!

Vocabulary we will learn & revisit:

7 sea creatures and an opportunity to revise and recall numbers 1-5.



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 **avalent** 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.