



Unit Objective: To be able to greet and hold a simple and short conversation in French.

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

- Say 'hello' (formally and informally) in French.
- Say 'my name is...' in French.
- Ask somebody in French how they are feeling and give a reply.
- Say 'goodbye' and 'see you soon' in French.

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

- **ON** sound in **salutations & bonjour**
- **OU** sound in **bonjour**
- **OI** sound in **au revoir**
- **Silent letters.** We will see that the letter 's' is not pronounced in **salutations** some final consonants like 's' are nearly always silent letters in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **bonjour**. 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.

Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words 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 and have a simple conversation in French from memory, by the end of the unit.

Skills we will develop:

Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so we are able to have a simple and short conversation in French using the words and the short phrases we have learnt.

Vocabulary we will learn & revisit:

The vocabulary required to have a short conversation/exchange when meeting somebody for the first time. This is all listed on the Vocabulary Sheet.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.



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

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

- Count to 20.
- Ask somebody how they are feeling, their age, name and where they live.
- Say how we are feeling, how old we are, what our name is and where we live.
- Apply rules of adjectival agreement when saying our nationality.

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 numbers 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) when the person talking / 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.
- **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 feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time. All language is listed on the Vocabulary Sheet.

Cherry Class 2023 2024
Spring 1

Unit: LES INSTRUMENTS

Unit Objective: To say what instrument you play in French

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

- Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.
- Start to understand articles/determiners better in French.
- Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb '**je joue**' (I play) with up to ten different instruments.

It will help if we already know:

- What nouns, verbs and articles/determiners are in English.
- A basic understanding of the concept of gender in French.

Skills we will develop:

To work on improving memory skills. Learning to recognise and learn cognates such as **triangle, piano, clarinette** first. Starting to build a short phrase in French using the personal pronoun (**je**), conjugated 1st person verb (**joue**), and partitive article (**du, de la** or **des**). Choosing and ordering these words accurately.

Phonics & pronunciation we will see:

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

- **OU** sound in **joue**
- **ON** sound in **violon**
- **Contractions & silent letters.** When the preposition **de** is followed by the definite article **les** it becomes **des** but the 's' in **des** is silent.
- **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 **violon** and **instruments**.

Activities we will complete:

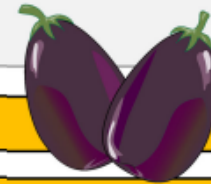
A number of activities with speaking, reading, listening and written tasks to help learn and retain the new vocabulary including word puzzles, word searches, cross-words to help the final task of recalling from memory in oral and written form **je joue** plus the partitive article/determiner and an instrument.

Grammar we will learn & revisit:

Nouns, definite articles/determiners and high frequency verb 'jouer' in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular form of the verb '**jouer**' (to play), '**je joue**' (I play). Learning that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles **le, la** and **les** (' is not seen in this unit). Learning how to categorise nouns in French by their article/determiner, gender and plurality.

Vocabulary we will learn & revisit:

ten common instruments with their appropriate definite article/determiner first and then in a short phrase using the partitive article. First person conjugation of the verb **jouer (je joue)**. This is all listed on the Vocabulary Sheet.



Unit Objective: To be able to buy vegetables at a French market stall

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

- Name, recognise and recall from memory up to 10 vegetables in French.
- Attempt to spell some of these nouns with their plural article/determiner.
- Learn and use the high frequency verb **je voudrais** from the verb **vouloir**, to want in French.

Skills we will develop:

Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as **carottes** and **tomates**). Having enough language from memory to perform a short role play.

Activities we will complete:

A number of speaking and listening tasks gradually building up knowledge of language in this unit. Completing word searches, word puzzles, matching pair tasks with words and pictures. A range of worksheets helping to reach the final task of a role play at a French market stall.

Grammar we will learn & revisit:

Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is **les** in French and does not change. Both the noun and definite article/determiner in French change in plural form. This does not happen in English.

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.

Phonics & pronunciation we will see

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



- **CH** sound in **champignon**
- **ON** sound in **oignon**
- **Liaison.** The reason why the final letter 's' in **les** is sometimes pronounced and sometimes left silent in the unit is due to liaison in French. If the article/determiner is followed by a noun that starts with a vowel – a normally silent 's' is pronounced by as a 'z' sound. As with **les oignons**, **les épinards** and **les aubergines**.
- **H Aspiré.** The letter 'h' in **haricots** is called a **h aspiré**. It is still a silent 'h' and not pronounced but it acts like a consonant. The final 's' in **les** remains SILENT when used with **haricots verts**.

Vocabulary we will learn & revisit:

10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have. This is all listed on the Vocabulary Sheet.



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/determiners for twelve common classroom objects.
- Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.
- Learn how to use the negative in French.
- Describe what we have and do not have in our pencil case/rucksack.

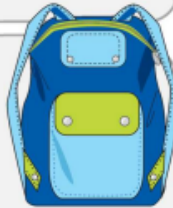
Activities we will complete:

Learning twelve classroom objects (noun and article) with a variety of speaking, listening and written tasks. Activities to help us understand better why there are two different words for 'my' in French. Many extended, longer writing, reading and listening tasks all working towards the final activity of being able to say and write what we have and do not have in our pencil case.

Phonics & pronunciation we will see:

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

- **I** sound in **livre, calculatrice & ciseaux**.
- **Accents.** Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word.
- **Silent letters.** Hearing and seeing the silent consonants on the end of French words: **des ciseaux**
- **Elision.** **J'ai.** Dropping 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 of mute 'h'. This facilitates pronunciation and is not optional in French.



It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from a variety of **'Early learning Units'** units and the Intermediate unit **Je me présente.**
- That **J'ai** means 'I have' and comes from the verb **avoir** (to have) in French.
- What a noun and article/determiner is in English.
- What a verb is in English.
- What a possessive adjective is.

Vocabulary we will learn & revisit:

12 nouns and articles for common classroom objects with the question and answer of what is in my pencil case. The three options for 'my' in French. **J'ai...** ('I have') will be revisited before introducing the negative reply **je n'ai pas de...** ('I don't have'). This is all listed on the Vocabulary Sheet.

Grammar we will learn & revisit:

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

Understanding that nouns in French are gendered 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...** ('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. To improve oral work by learning to ask questions in French as well as answering but progressing even further by including a possessive and negative reply.

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 be 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.