

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



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

- Locate France, Paris, and a few key cities on a map.
- Understand the Francophone world better.
- Ask somebody how they are feeling and what their name is.
- Say how we are feeling and our names.
- Count to 10.
- Read, write, say, and recall ten different colours.

It will help if we already know:

- No previous knowledge is required as this is recommended as a starter unit.

Skills we will develop:

Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to always look for cognates first (such as bleu for blue) and associating words and phrases to images.

Activities we will complete:

There will be a number of different activities to improve cultural awareness of France and French speaking countries. Children will be expected to locate France and other French speaking countries on a map. There will also be a variety of oral role play tasks to ask how somebody is feeling with opportunities to reply.

Grammar we will learn & revisit:

None in this unit as it is introductory.

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 **Paris**, **appelles**, **gris** and **trois**, the 't' in **comment**, **violet**, **vert**, and the 'x' in **deux**. This is often the case when these letters are found at the end of words. HOWEVER, there are some rare exceptions where this rule does not apply e.g., the pronunciation of 't' at the end of **sept** and **huit**.
- **Elision.** As seen in **comment tu t'appelles ?** and **je m'appelle**. This involves dropping the last letter of a word (in these cases the 'e' in the reflexive pronouns **te** and **me**), replacing it with an apostrophe, and attaching it to the word that follows (when it begins with a vowel or mute h). This is generally to facilitate pronunciation. It is not optional in French.

Vocabulary we will learn & revisit:

Language necessary to ask and answer the question 'How are you?' in French. Numbers 1-10 and ten key colours.

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/determiner.
- Pretend that we are a particular animal using the 1st person singular form of the verb **être** (to be), **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 look out for cognates such as **lion** (lion) using pictures to help. Learning how to build a short simple sentence in French using 1st person conjugated verb **je suis** (I am), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).



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.** The 'D' is not pronounced in **canard** and the last 's' is not pronounced in **souris**.
- **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**.

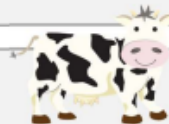


Activities we will complete:

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, article/determiners and verbs. To learn that nouns in French can have different articles/determiners 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.



Vocabulary we will learn & revisit:

The animal nouns in French plus their appropriate indefinite article/determiner. 1st person conjugation of the verb **être** (to be), **je suis** (I am). All listed 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.



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.



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.

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.

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.

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.



Unit Objective: To talk about your own / an imaginary 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 to 70 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 family members are called and how old they are. Lots of 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 own / a fictitious family. Talking about others not just ourselves.

Skills we will develop:

We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the French language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessive adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving 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** and **mes** for our one word 'my' in English. Moving from 'I am' and 'I have' to 'he/she is' and 'he/she has'.

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 **'Presenting Myself'** units (how to say our name, age, nationality, where we live and numbers 1-20).
- What a verb is in English and be familiar with the French high frequency verbs in first person singular form e.g. **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 ILLE IQUE**



- **I** sound in **Famille** & **Fille**
- **IN** sound in **cinq** & **cinquante**
- **ILLE** sound in **Famille**
- **IQUE** sound in **unique**
- **Silent Letters:** The final consonant (**s**) is not pronounced in **appelles, ans, sœurs, mes grands-parents, les** or **parents**. This is often but not always the case in French.
- **Elision :** In **je m'appelle/ il s'appelle/ elle s'appelle/ j'ai**. This is when the last letter of a word ends in a vowel, and so is dropped and replaced with an apostrophe because the first letter of the next word also starts with a vowel or a silent 'h'. This is done to facilitate pronunciation.

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 1-70 plus how to say how old we are. All on the Vocabulary Sheet.