

Unit Objective: To be able to order what you would to eat and drink in a French café.



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

- Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.
- Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.

### 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 say 'hello', 'goodbye', 'please' and 'thank you' in French.

### Activities we will complete:

A number of different speaking, reading and writing activities in weeks 1-3 to help learn the nouns and articles for foods, drinks and snacks typically served in a French café. In week 4 there will be a survey on what others in the class have for their breakfast to help become more familiar with the language required for the final task of the role play in week 5, between a waiter and customer in a French speaking café. Perhaps creating a café in class/hall!

### Phonics & pronunciation we will see:

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



- **IN** sound in **orangina**
- **I** sound in **petit, citron, frites, confiture & biscottes**
- **Silent letters.** The 's' is not pronounced in words like **frites, voudrais, prends, jus** or **biscottes**. This is often the case with final consonants (in these examples 's') at the end of words in French.

### Grammar we will learn & revisit:

#### Nouns, gender, determiners/articles & je voudrais.

Realising that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning and what you want to say. I would like **a** croissant but **some** butter. There are many versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in French. Learning that **Je voudrais** is the verb conjugation for I would like/want. From the verb **vouloir** to want.

### Vocabulary we will learn & revisit:

Revisiting language for 'hello', 'goodbye', 'please' and 'thank you'.  
The 12 nouns and articles for the foods and drinks, 7 nouns and articles for typical snacks required to perform their role play. All listed in the Vocabulary Sheet.

### Skills we will develop:

To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.

Oak Class 2022 2023  
Autumn 2

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:

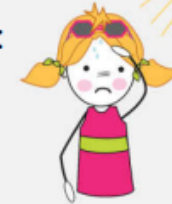
- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from Early Learning units.
- Vocabulary from 'Je Me Présente' unit (Intermediate), how to say your name, age, where you live and nationality.

### 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.

### Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX



### 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 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!

- **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.

### 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.

### 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 learn more about different types of habitats and their plant and animal adaptations in French.

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

- Say and write the key elements animals and plants need to survive.
- Name the 5 most common types of habitats.
- Name an animal and a plant that live and grow in each type of habitat.
- Name an adaptation of each plant and animal mentioned in the unit.
- To look more closely at the verbs regular **-er** verbs **habiter** and **pousser** and in particular the 3<sup>rd</sup> person singular conjugation.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2, 3 & 4.
- Language from Early Learning and Intermediate units.
- What a verb is in English
- How to approach longer text in French having completed units such as '**Petit Chaperon Rouge**', '**Boucle D'Or**', '**Les Jeux Olympiques**' and/or '**La Maison Tudor**'.

### Skills we will develop:

To write longer more interesting sentences, that include a habitat, a plant and a relevant animal that live in that habitat. Expanding sentences to include an adaptation of each plant and/or animal in that habitat.

### Activities we will complete:

The unit starts by introducing 5 different types of habitats, then 5 types of plants and 5 types of animal that live in those habitats. There will also be an opportunity to learn an adaptation of each plant and animal in that habitat. Using a series of gap fills, listening and reading tasks gradually building up knowledge of the topic recalling and retaining the new language so that by the end of the unit it is possible to say which animal and plant live in each habitat. The final oral and written task will build on this knowledge to include specific adaptations.

### Grammar we will learn & revisit:

**Verbs.** Exploring the two regular **'-er'** verbs **POUSSER** and **HABITER** and in particular the 3<sup>rd</sup> person conjugation of the two verbs.

### Phonics & pronunciation we will see:

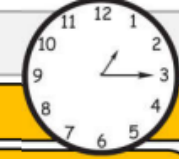
Recommended phonics focus: **QU Ç GNE EN AN**



- **QU** sound in **arctique** & **queue**
- **Ç** sound in **balançant**
- **EN** sound in **endroit, parfaitement** & **seulement**
- **AN** sound in **dans, océan** & **année**
- **Silent letters.** The 's' is not pronounced in **planètes, bras, dans** and the 't' is not pronounced in **et** or **seulement** and 'd' is not heard in **chaud**. The letters s, x, z, t, d, n and m are normally silent when at the end of a word.
- **'-ent'** is not pronounced in **habitent** or **poussent**. This verb ending when seen on 3<sup>rd</sup> person plural present tense endings is never pronounced.

### Vocabulary we will learn & revisit:

Key vocabulary connected to the 5 types of habitats and the 5 animals and plants that live in each habitat. We will also see language for an adaptation for each plant and animal. All listed on the Vocabulary Sheet.



Unit Objective: To describe what activities I do at the weekend with a time and an opinion in French

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

- Tell the time in French using quarter past, half past and quarter to.
- Say and write in French what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

### 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.
- Time on the hour as presented in the **À L'École** Progressive unit.
- How to give our personal details from memory (name, age and where we live).

### Activities we will complete:

Learning to tell the time in French including quart past, half past and quarter to. Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in French detailing what you do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into French.

### Skills we will develop:

To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.

### Vocabulary we will learn & revisit:

Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question **qu'est-ce que tu fais le week-end?** All listed on Vocabulary Sheet.

### Phonics & pronunciation we will see:

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



- **QU** sound in **quelle, informatique & musique**
- **AN** sound in **bandes, amusant, intéressant & fatigant**
- **EN** sound in **prends & finalement**
- **Silent letters.** Hearing and seeing that the 's' is not pronounced in **heures**, and the 't' is not pronounced in **amusant, barbant** or **fatigant**. This is often the case when these consonants are the last letters in French words.
- **Elision. J'écoute.** 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:

**Verbs, conjunctions and opinions.** Revision and consolidation of a variety of first person singular high frequency verbs such as **je vais** and **je joue**. Also being introduced to new verbs such as **je regarde, je lis** and the reflexive verbs **je me lève** and **je me couche**. New conjunctions and opinions for joining two phrases together and opinions.



Oak Class 2022 2023  
Summer 1

Unit: A L'ÉCOLE



Unit Objective: To discuss what subjects you like and do not like at school and give a reason why in French

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

- Name the subjects we study in school in French with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Say at what time we study certain subjects at school.

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.
- How to give our personal details from memory (name, age and where we live).

Skills we will develop:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

Grammar we will learn & revisit:

**Nouns, gender, definite articles & high frequency regular verb étudier.** Revision of definite article **le, la, l'** and **les**. Focus on 1<sup>st</sup> person singular conjugation of verb **étudier** with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.

Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question **est-ce que tu aimes...?** and a variety of justifications to expand the opinion given in reply. All listed on Vocabulary Sheet.

Phonics & pronunciation we will see:

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

- **QU** sound in **informatique & musique**
- **Ç** sound in **français**
- **AN** sound in **anglaise, français, amusant & intéressant**
- **EN** sound in **sciences**
- **Silent letters.** The children will hear and see that the final 's' is not pronounced in **aines** the 't' is not pronounced in **sport** or the 'x' in **ennuyeux**. These letters are often silent at the end of words in French.
- **Elision. J'étudie.** 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.



Activities we will complete:

Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, guess who reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.



Unit Objective: To explore other French speaking countries and cultures around the world.

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

- Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.
- Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.
- Say and write something we do to help the planet.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).
- How to give our personal details from memory (name, age and where we live).

### Skills we will develop:

To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider French-speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in French.

### Phonics & pronunciation we will see:

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

- **QU** sound in **quel, qu'est-ce que, quelle & plastique**
- **Ç** sound in **ça & français**
- **GNE** sound in **montagnes**
- **EN** sound in **commence, Valentin & environnement**
- **AN** sound in **dans, Merwan, Canada & franc**
- **Silent letters.** The 's' is not pronounced in **Paris** and the 't' is not pronounced in **amusant, barbant or fatigant**. This often happens with 's' and 't' when they are the final consonant in a word.
- **-ent** is not pronounced in **trouvent** as it is part of the verb conjugation and a silent letter string.

### Activities we will complete:

The unit starts by revising and consolidating our knowledge of personal details including some general knowledge activities about capital cities and different currencies in the wider French-speaking world. Longer, more extended reading and listening tasks and finally email templates to write about celebrations and religions of other French-speaking countries. There will also be the opportunity explore ideas on how to protect the planet in the final week.

### Vocabulary we will learn & revisit:

A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed on the Vocabulary Sheet.

### Grammar we will learn &revisit:

**Verbs & near future tense.** Revisiting the 1st person conjugation of the verb **aller** (to go) **je vais** with the infinitive **utiliser** (to use) for the near future.

