



Teaching Type: **Early Language**



Unit: **J'APPRENDS LE FRANÇAIS**

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

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

- To locate France, Paris and a few key cities on a map.
- Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French.

## Skills we will develop:

Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as **bleu** for blue) and associating word and phrases to images to help.

## Activities we will complete:

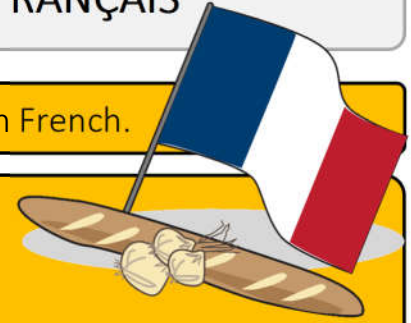
There will be a number of different activities to improve our cultural awareness of France and French speaking countries. Finding France and locating Paris on a map. Plenty of oral role play tasks to ask how somebody is feeling and replying using all three options. Learning ten colours and a song and be able to count from 1-10 in French.

## Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

## 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**

- **OI** sound in **trois** & **noir**
- **ON** sound in **marron**
- **OU** sound in **rouge**
- **Silent letters.** The 's' in **gris**, 't' in **vert** and **violet**, 'c' in **blanc**, 'x' in **deux** and the 's' in **trois**. There are many silent letters at the end of French words.
- **Guttural 'R'**. Becoming more familiar with the French 'r' sound as seen in **noir**, **orange**, **gris**, **marron**, **vert**, **rouge**, **trois** & **quatre**. 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.

## Vocabulary we will learn & revisit:

Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10. All on 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.



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.

### 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 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.

### 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.

### 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:

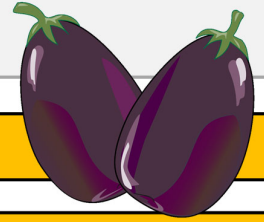
**Use of il y a & faire in weather phrases.** Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.



Teaching Type: **Early Language**



Unit: **LES LÉGUMES**



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.