

Year 3
French Half termly Units
Knowledge Organisers



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:

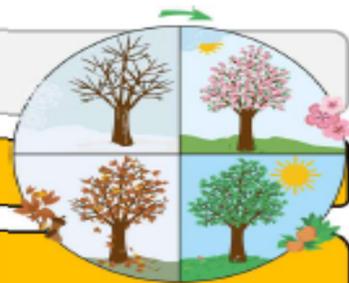
Language necessary to ask and answer the question 'How are you?' in French. Numbers 1-10 and ten key colours.



Teaching Type: Early Language



Unit: LES SAISONS



Unit Objective: To talk about our favourite season in French.

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

- Name, recognise and remember all four seasons in French.
- Say which is our favourite season in French.
- Say why it is our favourite season in French.
- Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses.

Skills we will develop:

Learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.

Activities we will complete:

Using our knowledge of the four seasons in English to support our new learning and understanding of the seasons in French via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in French.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in French there is often an article/determiner before a noun when we do not use one in English. For example, spring in French is 'le printemps'. Starting to notice also that there are more words in French for 'the' than in English!

It will help if we already know:

- No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey but it is recommended to teach 'J'Apprends Le Français' before this unit.

Phonics & pronunciation we will hear & see:

Recommended phonics focus: CH OU ON OI

- **ON** sound in **saison**
- **OU** sound in **poussent**
- **OI** sound in **oiseaux**
- **Silent letters.** We will start to notice that there are lots of silent letters in French. For example, we will see that the letter 't' is not pronounced in 'et', 'est' and the 'd' is not pronounced in 'chaud'. Starting to notice that final consonants are often silent letters in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **hiver, printemps, car** and **préférée**. Beginning to notice that this sound is made from the back of the mouth, not the front.

Vocabulary we will learn & revisit:

The nouns and determiners/articles for the four seasons in French. Including the language required so say which is our favourite season and why, using the connectives 'et' (and) and 'car' (because). All listed on Vocabulary Sheet.





Teaching Type: Early Learning



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.

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.

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.

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.

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.

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.

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* (*l'* is not seen in this unit). Learning how to categorise nouns in French by their article/determiner, gender and plurality.



Teaching Type: **Early Language**



Unit: **LES FRUITS**



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 what ice-cream flavour I would like in French.

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

- Name, recognise and remember up to 10 ice-cream flavours in French.
- Attempt to spell some of these flavours.
- Use the structure 'je voudrais...' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in French.

Skills we will develop:

Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like', 'please' and 'thank you'.

Activities we will complete:

There will be a wide variety of speaking and listening tasks associated with the ten ice-cream flavours working towards ordering an ice-cream from an ice-cream parlour/van. Opportunity to improve written skills with an ample choice of desk-based activities in each lesson.

Vocabulary we will learn & revisit:

Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot. All on Vocabulary Sheet.

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.

Phonics & pronunciation we will see:

Recommended phonics focus: CH OU ON OI

- ON sound in citron
- CH sound in pistache
- Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat'. This happens often in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise and citron. Made from the back of the mouth, not the front.



Grammar we will learn & revisit:

Nouns, gender & high frequency verb. Starting to understand better that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for 'a/an' in French depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation je voudrais. Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.



Unit Objective: To be able to create short sentences with *j'ai*, *je suis* and *j'habite*

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

- Name in French, the six key periods of ancient Britain, introduced in chronological order.
- Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was.
- Remember accurately from memory and use the French for 'I am' (*je suis*), 'I have' (*j'ai*) and 'I live' (*j'habite*).

Skills we will develop:

Remember enough new language to be able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.

Activities we will complete:

Guided speaking, listening, reading and written activities on the Stone Age, Bronze Age and Iron Age. Building up a wider range of vocabulary on types of dwellings and hunting tools so that as a final task we can be one of these characters and write about ourselves saying who we are/where we live/what our main hunting tool.

Vocabulary we will learn & revisit:

The six different periods of Ancient Britain in French with a focus on key language from the stone, bronze and iron age. All listed on the Vocabulary Sheet.

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 and that *je suis* means 'I am' in French.

Phonics & pronunciation we will see:

Recommended phonics focus: CH OU ON OI



- **CH** sound in *flèche*
- **OU** sound in *bijoux*
- **ON** sound in *bronze, Anglo-Saxons, maison & ronde*
- **OI** sound in *histoire*
- **Liaison.** The final letter 's' of *suis* which would normally be silent is pronounced like a letter 'z' as the word *suis* is followed by a word beginning with a vowel (here a 'u' in *un* or *une*). This is called liaison.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in *ronde & bronze*. Made from the back of the mouth, not the front.

Grammar we will learn & revisit:

Verbs & elisions/contractions. We will explore the 1st person singular of two high frequency irregular verbs: *être*, *avoir* (*je suis* and *j'ai*) and one regular verb *habiter* (*j'habite*). We will notice that *j'ai* and *j'habite* in this unit are contractions. Contractions occur when two or more words combine together and one letter (or more) is removed. Here the 'e' in *je* to make *j'*. This is called elision.

Year 4
French Half termly Units
Knowledge Organisers



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.

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.

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).

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.



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 **appelés**, **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.



Unit Objective: To learn new language through picture, word and phrase cards.

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

- Listen attentively to a whole familiar fairy tale in French.
- Remembering new language using picture, word and phrases cards.
- Improve gist reading and gist listening skills.
- Attempt to re-tell a familiar fairy tale in French using a mini book for support.

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.
- Ideally the skills covered in the 'Petit Chaperon Rouge' unit from Early Learning. Being used to listening to an entire familiar fairy tale in French and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

Skills we will develop:

To learn to listen attentively to all of the familiar fairy tale in French and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.

Activities we will complete:

A number of different activities to help recall and retain longer pieces of spoken and written French. Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. The final task will be to create a version of the story using a mini book/story board.

Grammar we will learn & revisit:

No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies.

Phonics & Pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE

- I sound in **petit, lit & il**
- ILLE sound in **fille**
- **Silent letters.** The 's' is not pronounced in the final 's' of Boucles or fois and the 't' is not pronounced in et and chat. Both letters are often silent when they are at the end of a French word.
- **Liaison.** Ils ont. When a word ending in a normally silent consonant, like the 's' in ils (which is normally silent) is followed by a word starting with a vowel as the 'o' in ont, the consonant 's' is transferred onto the next word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins!



Vocabulary we will learn & revisit:

There is no specific list of language to be covered/learnt. There is a lot of language and we will pick how much we learn to retell the story. All listed on the Vocabulary Sheet.



Unit Objective: To speak and write about different habitats, plants and animals in French

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

- Say and write the key elements that 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.

Skills we will develop:

To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.

Activities we will complete:

The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats. Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat. There is also the opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.

Vocabulary we will learn & revisit:

Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.

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.
- Different strategies on how to decode unknown text from units such as 'Petit Chaperon Rouge', 'Tudors' and/or 'Boucle D'Or'.

Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- É sound in **désert** & **océan**
- E sound in **le**
- EAU sound in **chameau** & **eau**
- **Silent letters.** The children will hear and see that the 's' is not pronounced in **les**, **habitats** and **grands arbres** the 't' is not pronounced in **désert**. Both these consonants are often silent when at the end of French words.
- **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 **grands**, **dans**, **buissons**, **requin**, **national** and **singe**.



Grammar we will learn & revisit:

Verbs. Exploring the 3rd person conjugation of the verb **POUSSER** and **HABITER**, two regular ER verbs.



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.

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.

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.

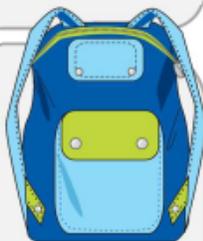
Vocabulary we will learn & revisit:

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.

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.



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 describe what rooms there are and are not in your home in French

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

- Say and write in French whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure *chez moi il y a...* and *chez moi il n'y a pas de/d'*...
- Use the connective/conjunction *et* to link two sentences together.

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.
- Vocabulary from 'Je Me Présente', 'Ma Famille' and 'As-tu Un Animal' Intermediate units to be able to present ourselves, talk about our/a family and pets.

Skills we will develop:

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- **E** sound in **appartement**
- **EAU** sound in **bureau**
- **Silent letters.** The 's' is not pronounced in many words like **dans**, **habites**, **mais** and **bains** the 't' is not pronounced in **et**. These two consonants are often silent when they are at the end of words.
- **Elision.** *J'habite*. 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:

The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.

Grammar we will learn & revisit:

Indefinite articles, negative & high frequency verbs.

Revisiting again the indefinite articles *un* and *une*. Revisiting also 1st person singular high frequency verbs *je m'appelle*, *j'ai*, *je suis* with a particular focus on *j'habite* from the verb **HABITER** a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (*il y a* and *il n'y a pas de/d'*) structure.

Vocabulary we will learn & revisit:

Basic personal details will be revisited including the high frequency 1st person singular verbs *je suis*, *je m'appelle*, *j'ai*, *je suis* and *j'habite*. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures *j'habite dans* and *chez moi il y a ...* and *chez moi il n'y a pas de..* All on Vocabulary Sheet.



Year 5
French Half termly Units
Knowledge Organisers



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.

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.

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 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'...*

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.



Unit Objective: To be able to say the date in French.

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

- Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French.
- Ask and answer what the date is in French.
- Ask and answer the question 'when is your birthday?' in French.



Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- É sound in février & décembre
- E sound in septembre & novembre
- EUX sound in deux.
- **Silent letters.** You will hear and see that the 't' is not pronounced in 'est' and 'juillet'.



Vocabulary we will learn & revisit:

The vocabulary for the days of the week, the months, numbers 1-31, the structures involved for asking and saying the date and how to ask and say when your birthday is.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Language introduced from Early Learning units & numbers 1-31.
- Vocabulary from 'je me présente' and 'la famille' units (Intermediate), how to say your name, age, where you live and vocabulary for family members.

Activities we will complete:

A number of different activities to learn how to say the date in French. Starting by learning the 12 months of the year in French (including word searches, crosswords and word puzzles). After recycling and revisiting numbers 1-31, learning how to ask and say the date and finally ask and say when your birthday is. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details.

Skills we will develop:

To learn how to formulate the date in French and to say when our birthday is using days of the week, months of the year and numbers 1-31.

Grammar we will learn & revisit:

Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier/1^{er}).



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.

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 be 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!

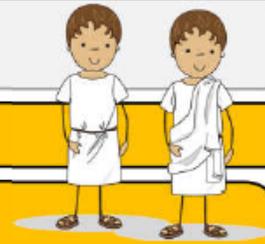
- **E** sound in **le** & **de**
- **EAU** sound in **beau**
- **Silent letters.** The 'd' is not pronounced in **chaud**, 's' is not pronounced in **dans** & **mauvais** and the 't' is not pronounced in **fait** & **vent**. These letters are often silent at the ends of words.
- **Elision.** As seen 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 describe what life was like as a child during Ancient Roman times in French

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

- Understand the key facts of the history of Ancient Rome in French.
- Say and spell the days of the week in French.
- Name some/all of the most famous Roman inventions in French.
- Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.

Skills we will develop:

To further improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read. Improving also our written and spoken French by writing a sequence of sentences including the accurate use of the negative.

Activities we will complete:

A number of different activities in the first two lessons to help further improve decoding skills of longer text with less familiar language. Including story ordering and using picture and word cards. We will then learn the 7 days of the week and see how these are connected to the Roman Gods. The final task of the unit will be completing a written diary entry as a rich and/or poor Roman child describing what we wear and do not wear, what we eat and do not eat and whether we work or still go to school. All in French.

Grammar we will learn & revisit:

Changing sentences from the positive to their negative form using the structure **ne...pas de/d'...**

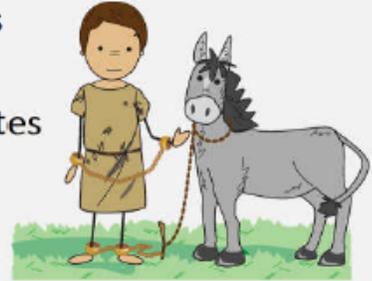
It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the Early Learning units.
- How to use the negative in French from units like 'En Classe', and 'As-Tu Un Animal?' and/or 'Chez Moi'.

Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- **É** sound in **Rémus, légende & Jésus**
- **E** sound in **le & selon**
- **È** sound **frère, père, mère & athlètes**
- **EAU** sound in **jumeau**
- **EUX** sound in **deux & dieux**
- **Silent letters.** The 's' is not pronounced in **les** and the 't' is not pronounced in **est** and **font**. Both these consonants are often silent letters when they are at the end of words in French.
- **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 **latin**, **lundi**, **garçon**, **dimanche**, **mange** and **viande**.



Vocabulary we will learn & revisit:

Key vocabulary taken from the history of Ancient Rome. The 7 days of the week and key phrases on life as a child in Ancient Rome. All on Vocabulary Sheet.



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 **avaient** 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.



Unit Objective: To describe what clothes you are wearing by colour in French

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

- Recognise and recall from memory 21 items of clothing.
- Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.

Skills we will develop:

To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.

Activities we will complete:

Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.

Grammar we will learn & revisit:

Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb PORTER is introduced. Adjectival agreement is also revisited and extended using colours.

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 and in particular colours and simple adjectival agreement (nationality in 'Je Me Présente').
- Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective.
- Understand better the differences between definite and indefinite articles.
- The vocabulary to describe weather.

Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- **É** sound in **écharpe**
- **E** sound in **chemise & chemisier**
- **EAU** sound in **manteau**
- **Silent letters.** The final 's' is not pronounced in **gants, sandales and vacances**. 'S' is often silent when it is the final consonant of a word in French.
- **-ent** is not pronounced in the 3rd person plural conjugation of the verb **porter** (to wear). This is the same for all 3rd person plural endings in the present tense.
- **Guttural 'R'**. Becoming more familiar with the French 'r' sound as in **orange, rouge, robe, écharpe**. Made from the back of the mouth, not front.



Vocabulary we will learn & revisit:

Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'er' verb porter to wear. All listed in the Vocabulary Sheet.

Year 6
French Half termly Units
Knowledge Organisers



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.

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 1st 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.

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).

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 *aimés* 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.



Teaching Type: Progressive



Unit: LES VERBES RÉGULIERS

JOUER
FINIR
VENDRE

Unit Objective: To learn more about regular verbs in French

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

- Understand better what personal/subject pronouns are.
- Understand better the concept of verb stems and endings.
- Conjugate easily and with clear understanding regular -er verbs like JOUER.
- Conjugate easily and with clear understanding regular -ir verbs like FINIR.
- Conjugate easily and with clear understanding regular -re verbs like VENDRE.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2, 3 & 4.
- What a verb means in English.
- What a personal /subject pronoun is in English.
- What is meant by the term 'infinitive'.
- What is meant by a verb conjugation (possibly porter from 'Les Vêtements' Intermediate unit).

Activities we will complete:

Starting to use and understand better the grammatical terminology. Looking at the both the French personal/subject pronouns and their English equivalent. Working with regular verbs in French and understanding that taking the 'endings' off to create 'stems' can help with French conjugation. The lessons will progress and one by one the three sets of endings are taught for -er, -re and -ir verbs. Each lesson will have an appropriate set of activities but the focus is on repeating the endings and understanding which ending goes on which stem!

Skills we will develop:

To work on becoming more familiar and confident using verbs in French. Understanding better the rules involved with regular verb conjugation and getting used to using more than just the first person singular of a verb (the je/I form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference.

Grammar we will learn & revisit

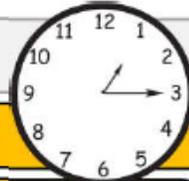
Subject pronouns & regular verb conjugation. Introduction of subject pronouns and the patterns involved in regular verb conjugation. Present tense full conjugation of jouer (to play), finir (to finish) and vendre (to sell).

Phonics & pronunciation we will see:

- **Silent letters.** There are lots of silent letters and silent letter strings in the four high frequency regular verbs used in this unit. The 's' in tu joues & tu finis and je vais ,je fais , tu as and tu fais for example. The letters s, x, z, t, d, n and m, normally silent when at the end of a word, are often pronounced when the next word begins with a vowel.
- **-ent** in the ils/elles conjugations ils/elles jouent/finissent/vendent is silent. The -ent at the end of a French verb is never pronounced.

Vocabulary we will learn & revisit:

Personal/subject pronouns will be revisited and the full verb conjugations of the three high frequency verbs. 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.



Unit Objective: To be able to use decoding skills to understand better unknown language in French



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

- Group and order words to decode unknown language.
- Understand the key facts of history from WW2 when described in French.
- Say and write in French the key countries and languages involved in WW2.
- Write a letter in French home explaining what life is like as an evacuee living in the countryside.

Skills we will develop:

To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary. Language learning strategies that are transferable and not limited to the language covered in this unit.

Activities we will complete:

A range of activities in all four skills starting with grouping and decoding unfamiliar language based on the key facts of WW2 history. Improving our knowledge of this period of history by completing a map-based activity on the countries and languages as presented in lesson 2. In lessons 3, 4 and 5 learning all about Ralph, Vera and Daisy, the three children living in this period of history. Learning what life was like in London and how life was different in the countryside. Using some of the language we have heard and read to be able to complete the final task: a letter in French, written as a child living during this period of history.

Grammar we will learn & revisit:

Recycling and consolidation of the language learning skills connected to recognising and categorizing nouns, verbs and adjectives.

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 listen to and approach longer text in French having completed units such as 'Petit Chaperon Rouge', 'Boucle D'Or', 'Les Jeux Olympiques' and/or 'La Maison Tudor'.



Phonics & pronunciation we will see:

Recommended phonics focus: QU Ç GNE EN AN

- **QU** sound in Tchécoslovaquie & tchécoslovaque
- **Ç** sound in français
- **GNE** sound in Allemagne & Pologne
- **AN** sound in Angleterre, amusant & dangereux
- **EN** sound in parents & enfumé
- **Silent letters.** The 's' is not pronounced in français, anglais and the 'x' is not pronounced in dangereux, as with the 't' which is not heard in et and amusant. This often happens when these letters are the last consonants in French.

Vocabulary we will learn & revisit:

A lot of longer text with a significant amount of unknown language that describes what life was like in WW2. Much will be unfamiliar language but we will not be expected to retain all of it. All listed on the Vocabulary Sheet.



Unit Objective: To be able to describe myself and/or another person and talk about my daily routine.

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

- Name the six key periods of ancient Britain in French.
- Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French.
- Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French.

Skills we will develop:

Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.

Activities we will complete:

The unit will encourage lots of extended listening and reading tasks to improve the range of vocabulary and our decoding skills. Many writing and speaking tasks based on the Viking family provided. Using these characters to talk about physical appearance (height, hair type and colour and eye colour). To also learn how to talk about a typical day in the life of a Viking. Learning how to order and sequence.

Grammar we will learn & revisit:

Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs. Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs avoir and être. Improving accuracy using adjectives and introducing the concept of reflexive verbs in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from all four phonics and pronunciation lessons.
- 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).
- Basic knowledge of possessive adjectives and adjectival agreement in French.

Phonics & pronunciation we will see:

Recommended phonics focus: QU Ç GNE EN AN

- Ç sound in **garçon** & **français**
- EN sound in **intelligent**, **violent** & **excellent**
- AN sound in **grand** & **terrifiant**.
- **Silent letters.** The 'd' is not pronounced in **grand** and the 't' is not pronounced in **petit**. However, when an 'e' is added on the end of these words to make **petite** or **grande** then they are pronounced.
- **Elision.** J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe and attaching it to the word that follows which begins with a vowel or mute 'h' (ai). This is in order to facilitate pronunciation. It is not optional in French and is a type of contraction.

Vocabulary we will learn & revisit:

Vocabulary to describe height, hair type length and colour and eye colour. Key verbs and vocabulary to also talk about daily routine. All listed on the Vocabulary Sheet.



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.