



Teaching Type: **Early Language**

Unit: **JE PEUX**



Unit Objective: To say 'I can...' plus a range of activities in French

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

- Recognise, use and remember 10 common French verbs/activities.
- Use these verbs in the infinitive to make a short sentence starting with **je peux**.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Language introduced from units like Animals, Instruments, Fruits & Vegetables and in particular **je** plus conjugated verb.
- Vocabulary from the '**J'apprends le français**' unit.
- What a verb is in English.

Skills we will develop:

Learning to remember new vocabulary by using an image, sound or mime.
 Remembering more and knowing more by using a greater variety of high frequency verbs with **je peux**. Being able to create longer sentences.
 Understanding better **je** means 'I' in French. Learning to expand, looking up other verbs not covered in the lesson using the English to French section of a dictionary.

Phonics & pronunciation we will see:

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

- **CH** sound in **chanter**
- **OU** sound in **écouter**
- **OI** sound in **boire**
- **Silent Letters.** 'X' is one of the 6 most commonly silent consonants in French. The "x" in **peux** is therefore not pronounced.
- **Nasal sounds.** Exploring the four French nasal sounds (**on, un, in** and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like **danser, chanter** and **manger**.

Grammar we will learn & revisit:

Modal verb plus infinitive. Learning that **je peux** (that comes from the modal verb **pouvoir** and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in French.

Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be a sound and mime to learn for each activity too. There will be more focus on remembering some/all of the spellings with more accuracy with a choice of written tasks including gap-fill, word puzzles, crosswords and worksheets. The final task will be to say/write what activities we are able to do.

Vocabulary we will learn & revisit:

Ten different high frequency verbs linked to common activities. First person conjugation of the modal verb **pouvoir, je peux** plus ten common infinitive verbs. All on Vocabulary Sheet.



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:

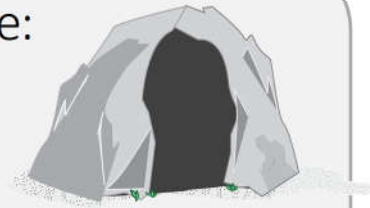
The six different periods of Ancient Britain in French with a focus on key language from the stone, bronze and iron age. All listed on the Vocabulary Sheet.

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.



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 fruits 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:

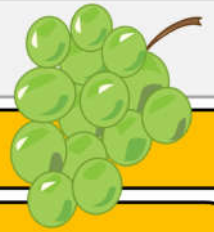
10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have. This is all listed on the Vocabulary Sheet.



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 remember and recall from memory 10 common animals in French with the correct article/determiner

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

- Name and recognise up to 10 animals in French.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb **être** (**je suis** = I am).

It will help if we already know:

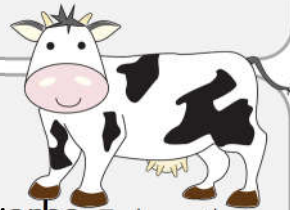
- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1 and vocabulary from the '**J'apprends le français**' unit.
- What a noun and article/determiner is in English.
- What a verb is and that 'I am' comes from the verb 'to be' in English.

Skills we will develop:

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as **lion**) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (**je**) with a conjugated verb (**suis**), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).

Activities we will complete:

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with **je suis...** plus an animal from memory.



Grammar we will learn & revisit:

Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners **un** (for masculine nouns) and **une** (for feminine nouns). Learning how to categorise nouns by gender (**un** or **une**). Introduction of 1st person singular conjugation of the high frequency irregular verb **être** (to be) in French.

Phonics & pronunciation we will see:

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

- **CH** sound in **cheval**
- **OU** sound in **souris** & **mouton**
- **ON** sound in **cochon** & **mouton**
- **OI** sound in **oiseau**
- **Silent letters and liaison.** 'D' is not pronounced in **canard** and the last 's' is not pronounced in **souris**. The last 's' is however pronounced in the word **suis** as seen in lesson 5. Here it is in front of the indefinite article/determiners **un** and **une** that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.
- **Nasal sounds.** Starting to explore the four French nasal sounds (**on**, **un**, **in** and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like **cochon**, **singe** and **mouton**.

Vocabulary we will learn & revisit:

10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb **être** (**je suis** = I am). All listed on Vocabulary Sheet.



Teaching Type: **Early Language**



Unit: **LES COULEURS ET LES NOMBRES**

Unit Objective: To learn 10 colours and count from 1-10 in French.

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

- Say 10 common colours in French.
- Count from 1-10 in French

It will help if we already know:

- None as this is recommended as a starter unit.

Phonics & pronunciation we will see:

Recommended phonics focus: CH OU ON OI

- **ON** sound in **marron**
- **OU** sound in **couleurs** & **rouge**
- **OI** sound in **noir** & **trois**
- **Silent letters.** We will see that the letter 's' is not pronounced in **couleurs**, **gris** and **trois**. Some final consonants like 's' are nearly always silent letters in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **rouge**, **marron**, **vert**, **orange** and **trois**. Made from the back of the mouth, not the front.



Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and remember 10 common colours and count from 1 to 10 in French.

Skills we will develop:

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in French long term.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

Vocabulary we will learn & revisit:

Ten common colours and how to count from 1 -10 in French. This is all listed on the Vocabulary Sheet.



Teaching Type: **Early Language**



Unit: **LES SALUTATIONS**



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

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

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

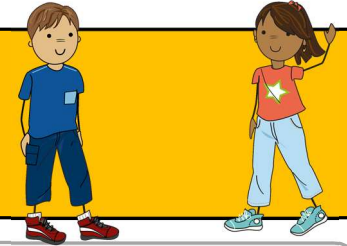
Phonics & pronunciation we will see:

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

- **ON** sound in **salutations** & **bonjour**
- **OU** sound in **bonjour**
- **OI** sound in **au revoir**
- **Silent letters.** We will see that the letter 's' is not pronounced in **salutations** some final consonants like 's' are nearly always silent letters in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **bonjour**. Made from the back of the mouth, not the front.
- **Elision. Je m'appelle.** Dropping of the last letter of a word (in this case the 'e' in **me**) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

It will help if we already know:

- None as this is recommended as a starter unit.



Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and have a simple conversation in French from memory, by the end of the unit.

Skills we will develop:

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

Vocabulary we will learn & revisit:

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

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.