



Teaching Type: Intermediate



Unit: EN CLASSE



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 for common classroom objects.
- Learn how to use the negative in French.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

### 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' units.
- That **j'ai** means I have and comes from the verb to have **avoir** in French.
- What a noun and article/determiner is in English.
- What a verb is in English.

### Activities we will complete:

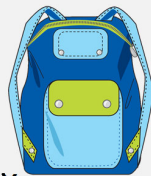
Learning 11 classroom objects (noun and article) with a variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Using a fun class 'follow on game' with this new vocabulary. There will be extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case. We will also learn to follow some simple classroom commands.

### Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. **J'ai...** ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'**...(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 **lisez, silence, calculatrice, livre & ciseaux**
- **Ille** sound in **taille**
- **Silent letters.** Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in **ciseaux, écoutez, écrivez** etc.
- **Elision. J'ai.** 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.

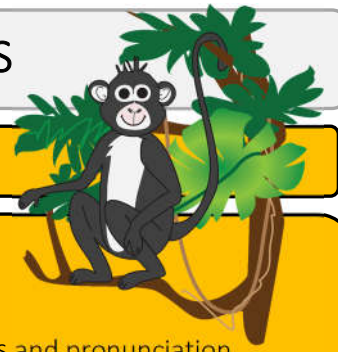
### Grammar we will learn & revisit:

#### Nouns, gender, articles/determiners & use of the negative.

Revisiting that nouns in French have gender 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/d'**...(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. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.



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.

### 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'.

### 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.

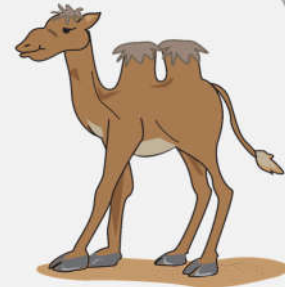
### Vocabulary we will learn & revisit:

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.

### 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 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.



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 help us understand a French weather forecast and read a French weather map more easily. Using all this new knowledge to create our own French weather map and French weather forecast in our final task!

- **E** sound in **le** & **de**
- **EAU** sound in **beau**
- **Silent letters.** The 'd' is not pronounced in **chaud**, 's' is not pronounced in **dans** & **mauvais** and the 't' is not pronounced in **fait** & **vent**. These letters are often silent at the ends of words.
- **Elision.** As seen in **l'est**. the 'e' has been dropped in **le** as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes.

### Vocabulary we will learn & revisit:

The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a French weather map. This is all listed on the Vocabulary Sheet.

### Grammar we will learn & revisit:

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



Unit Objective: To learn a range of language strategies to help decode unknown language in French

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

- Listen attentively to key facts from Tudor history in French.
- Build on previously learnt skills to decode longer spoken and written French language.
- Learn and be able to recall some key Tudor facts from history in French.

### Skills we will develop:

To further improve memory, recall and retention skills using English literacy knowledge (SPAG) and what words 'do' in sentences. Breaking down a sentence into verbs, articles, nouns and adjectives as it can help decode unknown language. Learning to use knowledge of a topic in one language to help decode in another. How languages have similarities as well as differences.

### Activities we will complete:

A number of different activities to help decode and unravel unfamiliar language in French. Activities based on language learning strategies such as categorising unknown text and language into verbs, adjectives and nouns, tying into literacy work. Working towards the final task of describing Henry's wives in French using the key adjectives as presented in the unit.

### Grammar we will learn & revisit:

**Verbs, adjectives and nouns.** Learning to categorise unknown language in a French text by looking at the role of particular word in a sentence.

### 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.
- Basic decoding skills as learnt in '**Petit Chaperon Rouge**' (Early Learning unit). Looking for cognates and gist listening and reading for meaning.
- Vocabulary from '**Je Me Présente**' unit (Intermediate).
- What a verb, noun and adjective is in English.
- That adjectives can change spelling in French due to gender (as seen **Je Me Présente**' unit).
- Some basic facts on Henry VIII and his 6 wives.

### Phonics & pronunciation we will see:

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

- **IN** sound in **juin & intelligente**
- **I** sound in **Henri, civile, avril, cousine & ligne**
- **ILLE** sound in **vieille**
- **IQUE** sound in **catholique**
- **Silent letters.** You will hear and see that the 's' is not pronounced in **Palais, très, mais, roses** or **épouses**. The final 's' on words in French is often a silent consonant.

### Vocabulary we will learn & revisit:

There will be a lot of new language presented in this unit. This is a unit that explores language learning strategies and therefore there is a lot more language in spoken and written form presented. Not all to be learnt! All on Vocabulary Sheet.





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.

### 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.

### 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 1<sup>st</sup> 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.

### 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.

### 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.



### Vocabulary we will learn & revisit:

Basic personal details will be revisited including the high frequency 1<sup>st</sup> 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.