



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.

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.

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.



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.



Teaching Type: **Progressive**



Unit: **A L'ÉCOLE**



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

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

- Name the subjects we study in school in French with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Explore the irregular, high frequency verb **aller** (to go) in full.

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

irregular verb aller. Revision of definite article **le, la, l'** and **les**. Full verb conjugation of the verb **ALLER**, high frequency irregular verb. Learning how to also use opinions and justifications.

Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two 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 **aines** and **bains** 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:

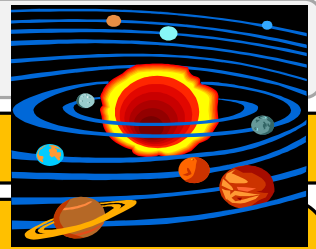
Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, guess who reading pair work 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 PLANÈTES**



Unit Objective: To describe the planets in French in terms of their size, colour and position.

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

- Name and spell accurately some/all the planets in French on a solar map.
- Say and write extended sentences for at least one planet.
- Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.

Skills we will develop:

To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language.

Activities we will complete:

The unit starts with the nouns for the ten planets and quickly moves to longer phrases describing the planets in terms of their colour size and position. There are some challenging reading and listening activities based on these slightly more complex phrases. There will also be a variety of exercises in the final lessons to help understand better the rules connected to the often tricky adjectival agreement in French. Understanding the rules better will help improve accuracy when using the adjectives in the future.

Vocabulary we will learn & revisit:

Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets. All listed on the Vocabulary Sheets.

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.
- What an adjective is in English
- Basic adjectival agreement rules in French from Intermediate units like 'Je Me Présente' and 'Les Vêtements'.

Phonics & pronunciation we will see:

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

- **EN** sound in **centre** & **seulement**
- **AN** sound in **planètes** & **uranus**
- **Silent letters.** The 's' is not pronounced in **planètes**, and the 't' is not pronounced in **et** or **seulement**. These two consonants are often silent when seen at the ends of words in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **rouge, orange, marron, crème** and **noir**. Made from the back of the mouth, not the front.

Grammar we will learn & revisit:

Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in French depending if the noun they are describing is a singular, plural masculine or feminine noun.

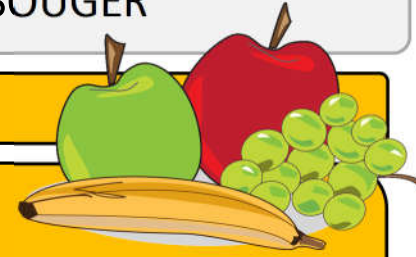


Teaching Type: Progressive



Unit: MANGER ET BOUGER

Unit Objective: To discuss a healthy lifestyle in French



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

- Say and write what we eat and drink to stay healthy.
- Say and write what we do not eat and drink to stay healthy.
- Say and write the activities we do and do not do to stay in shape including a choice of physical activities.
- Follow a simple, healthy recipe in French.

Activities we will complete:

The unit starts with ten foods that are considered healthy foods and ten foods that are considered to be less healthy. These nouns will then be quickly placed into sentences using the key verbs **je mange** (I eat) and **je bois** (I drink) expanding further by using **je ne mange pas** (I don't eat) and **je ne bois pas** (I don't drink). There will be a focus on activities that help and don't help a healthy lifestyle. There will be a number of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Final activities will include activities to describe healthy and unhealthy lifestyles.

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 conjunctions. Creating longer more interesting replies including an opinion.

Vocabulary we will learn & revisit:

Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and 2 activities that you should try not to do to stay healthy. 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 a wide range of Early Learning and Intermediate units.
- How to give our personal details from memory (name, age and where we live).
- How to tell the time as seen in 'À L'École' & 'Le Week-end'.

Grammar we will learn & revisit:

First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of **manger** in first person singular (**je mange**) and also **boire** (**je bois**) also in their negative form (**je ne mange pas** & **je ne bois pas**). Exploring verbs in the imperative form to give instructions.

Phonics & Pronunciation we will see:

Recommended phonics focus: QU Ç GNE EN AN

- **QU** sound in **électroniques**
- **EN** sound in **promenade**
- **AN** sound in **manger, santé, viande & mélangez**
- **Silent letters.** The 's' is not pronounced in **heures**, and the 't' is not pronounced in **amusant, barbant or fatigant**. These two letters are often silent when they are the final consonants in words.





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.