

SCAMBLESBY CE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y3/4 FRENCH – YEAR A



Autumn Term 1 – I'm Learning French

Key Knowledge:

By the end of this unit:

Lesson Overview and link to Language Angels

Lesson plans, powerpoints and related activities found at:

<https://www.languageangels.com/schools/teachUnit/53267>

Assessment:

Level 1

- I can find France on a map of the world.
- I can repeat all my personal details in French, and ask for the same information back, without help in any shape or form.
- I can say numbers 1-10 clearly in French and I can now spell some of these numbers.
- I can say ten key colours in French, and I can now spell some of these colours.

Level 2

- I can find France on a map of the world if I am shown Europe first.
- I can repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class.

- I can remember some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly.
- I can say some of the ten colours in French without any help and can attempt to spell some of these correctly.

Level 3

- I can find France on a map of the world if an adult directs me to some of the surrounding countries.
- I can repeat all my personal details in French and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise.
- I can recognise some numbers from 1-10 in French
- I can recognise some of the key ten colours in French.

Autumn Term 2 – Animals

Key Knowledge:

phonics ch sound in: • <u>che</u>val  ou sound in: • <u>sou</u>ris  • <u>mou</u>ton  on sound in: • <u>coch</u>on  • <u>mou</u>ton  oi sound in: • <u>oi</u>seau  & silent letters There are many last consonant silent letters in French. The final letter 'd' is silent in the word '<u>canard</u>'.	vocabulary 10 animals in French  Simple sentences like: Je suis un mouton. <i>I am a sheep.</i>	grammar The difference between the 2 determiners for 'a/an' seen in this unit: un une How and when to use the high-frequency irregular verb 'I am' in French: je suis <i>I am</i>
By the end of this unit: Objective 1: I will learn 5 animal nouns in French with their correct determiner. Objective 2: I will learn 5 more animal nouns in French with their correct determiner. Objective 3: I will revise all 10 animal nouns with their determiner in French and start to attempt the spellings. Objective 4: I will explore and understand better the role of the indefinite article/determiner in French. Objective 5: I will learn how to use the first person conjugated verb 'je suis' (I am) in French.	Lesson Overview and link to Language Angels Lesson plans, powerpoints and related activities found at: https://www.languageangels.com/schools/teaChUnit/53267	
Assessment Level 1		

- I can attempt to name up to 5 animals in French with their correct article/determiner but will need to look at the vocabulary sheet first if/when attempting the spellings.
- I am beginning to learn that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun.
 - I can say/write a short phrase using the verb 'je suis' (I am) and an animal in French but may need to look at the vocabulary sheet first to support with the spellings.

Level 2

- I can attempt to name up to 10 animals in French with their correct article/determiner but may need to look at the vocabulary sheet first if/when attempting all the spellings
- I understand better that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun.
- I can say/write at least one short phrase using the verb 'je suis' (I am) and an animal in French

Level 3

- I can name and spell all 10 animals in French with their correct article/determiner from memory and with high accuracy.
- I fully understand that articles/determiners work differently in French than they do in English and that I will always learn the article/determiner alongside the noun.
- I can say/write at least 10 short phrases using the verb 'je suis' (I am) and each animal in French. I can do this from memory and with high accuracy.

Spring Term 1 – I can

Key Knowledge:

phonics sound in: ch • <u>ch</u>anter sound in: OU • <u>ou</u>er d'un instrument & silent letters There are many last consonant silent letters in French. The final letter 'x' is silent in the word 'peux'. 	vocabulary 10 action verbs in French.  How to say the above in the negative form. Je ne peux pas patiner. <i>I am not able to skate.</i> How to use conjunctions in French. Je peux danser mais je ne peux pas chanter. <i>I am able to dance but I am not able to sing.</i>	grammar 'Je peux' (I am able) is the first person conjugation of the verb 'pouvoir' (to be able). It is always followed an infinitive. je peux <i>I am able...</i> In the negative form the structure is: 'Je ne peux pas'. je ne peux pas <i>I am not able...</i>
By the end of this unit: Objective 1: I will learn 5 high frequency infinitive verbs in French. Objective 2: I will learn 5 more high frequency infinitive verbs in French. Objective 3: I will learn how to use the structure 'je peux' with the infinitive verbs in French. Objective 4: I will learn how to use the negative structure 'je ne peux pas' followed by infinitive verbs in French. Objective 5: I will learn how to use conjunctions 'et' (and) & 'mais' (but) in French.	Lesson Overview and link to Language Angels Lesson plans, powerpoints and related activities found at: https://www.languageangels.com/schools/teachUnit/53267	
Assessment		

Level 1

- I can attempt to name up to 5 action verbs in French but will need to look at the vocabulary sheet first when attempting the spellings.
- I can match these verbs to their picture easily if I have a word and picture bank to help me.
- I can say/write a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French but may need to look at the vocabulary sheet first to help with the spellings.

Level 2

- I can attempt to name up to 10 action verbs in French but may need to look at the vocabulary sheet first when attempting all the spellings.
- I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first.
- I can say/write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French.

Level 3

- I can name and spell all 10 action verbs in French from memory and with high accuracy.
- I can match these verbs to their picture easily.
- I can say/write ten phrases using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus each action verb in French. I can put these structures together to form a more complex sentence with the conjunctions 'et' (and)/ 'mais' (but), describing what I am and am not able to do in French.

Key Knowledge:

phonics oi sound in: • poire  & guttural 'r' The 'r' sound in French is guttural made from the back of the throat like in the words 'fraise' , 'orange'  and 'cerise' . silent letters There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les'. It will be pronounced almost like the 'leh' in English.	vocabulary 10 common fruit nouns with their determiner in French.  How to say the above fruits in both singular and plural form so I can say the fruits I like and those I do not like.  J'aime les pommes. I like apples  Je n'aime pas les pommes. I do not like apples.	grammar Nouns in French can be masculine or feminine and singular or plural. This means that determiners can have different forms in French. un une Singular determiner 'a' les Plural determiner 'the'
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By the end of this unit:

- Objective 1: I will learn and become more familiar with 5 fruit nouns with their determiners in French.
- Objective 2: I will learn and become more familiar with 5 more fruit nouns with their determiners in French.
- Objective 3: I will learn how to move singular nouns to plural form in French.
- Objective 4: I will learn how to use the structure 'j'aime' (I like) with the fruit nouns.
- Objective 5: I will learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.

Lesson Overview and link to Language Angels

Lesson plans, powerpoints and related activities found at:

<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can repeat and recognise a few of the 10 fruits in French with their correct article.
- I can attempt to possibly spell one of these words unaided from memory with relative accuracy
- . • I can ask somebody in French if they like a particular fruit if I hear the question being asked first.
- I can say in French which of the 10 fruits I like and dislike, but I will need a model answer first to remind me how to say it accurately.

Level 2 • I can repeat and recognise most of the 10 fruits in French with their correct article.

- I can attempt to possibly spell 5 of these words unaided from memory with good accuracy
- . • I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first.
- I can say in French which of the 10 fruits I like and dislike, but I may need a model answer first.

Level 3

- I can name and recognise all 10 fruits presented in this unit with the correct article.
- I can attempt to spell more than 5 of these fruits in French with relative accuracy.
- I can ask somebody in French if they like a particular fruit with no reminder first
- . • I can say in French which of the 10 fruits I like and dislike, without the need for a model answer.

Key Knowledge:

phonics	vocabulary	grammar
sound in: in • <u>cin</u>q 5 sound in: i • <u>huit</u> 8 & i • <u>dix</u> 10 silent letters There are many last consonant silent letters in French. The final letter 's' is silent in the words 'Paris' and 'Londres'. elision Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so <i>je</i> becomes <i>j'</i> as in <i>j'habite</i> as an 'h muet' acts like a vowel in <i>habite</i>.	Numbers 1-20 in French. 1 2 3 4 5 6 7 8 9 10 How to present myself:  Salut ! Je m'appelle Cécile et j'ai dix ans. J'habite à Paris. <i>Hi! My name is Cécile and I am ten years old. I live in Paris.</i> Key questions: Ça va ? <i>How are you feeling?</i> Comment tu t'appelles ? <i>What is your name?</i> Quel âge as-tu ? <i>How old are you?</i> Où habites-tu ? <i>Where do you live?</i>	To understand adjectives better in French and how they may change spelling depending on what they are describing. This is called adjectival agreement.  Je suis française. <i>I am French.</i>  Je suis français. <i>I am French.</i> First person high frequency verbs: je suis j'ai j'habite <i>I am I have I live</i>

By the end of this unit:

- Objective 1: I will revise/learn basic greetings in French, ask how somebody is feeling and reply when asked to me.
- Objective 2: I will revise/learn how to ask somebody their name in French and reply when asked to me.
- Objective 3: I will revise numbers 1-10 in French and learn numbers 11-20 in French.
- Objective 4: I will learn how to ask somebody their age in French and reply when asked to me.
- Objective 5: I will learn how to ask somebody where they live in French and reply when asked to me.

Lesson Overview and link to Language Angels

Lesson plans, powerpoints and related activities found at:

<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can repeat all my personal details in French, and ask for the information back, without help.
- I can say numbers 1-20 clearly in French and I can now spell some of these numbers.
- I can tell you my nationality and explain the pronunciation changes if I am a girl or boy.

Level 2

- I can understand and use set phrases to talk about myself and ask others for simple information in return.
- I can understand numbers 1-20, count and also use the numbers out of sequence.
- I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy.

Level 3

- I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher.
- I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help.
- I can repeat correctly how to say my nationality.

Key Knowledge:

phonics e sound in: • appartement eau sound in: • bureau & silent letters There are many last consonant silent letters in French. The final letter 's' is silent in the word 'dans' and 'mais'. The 't' is also silent in the conjunction 'et'. Pronounced almost like the English sound 'leh'. elision Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so <i>je</i> becomes <i>j'</i> as in <i>j'habite</i> as the 'h muet' in <i>habite</i> acts like a vowel.	vocabulary The nouns and determiners for house & apartment.  The nouns and determiners for rooms of the house.  Key linguistic structures: Chez moi, il y a... <i>In my house there is...</i> Chez moi, il n'y a pas de... <i>In my house there is not...</i>	grammar To fully understand the role of gender in the choice of determiners: un salon  <i>Singular determiner 'a' for masculine nouns</i> une cuisine  <i>Singular determiner 'a' for feminine nouns</i> To understand better how to use the negative in French: Chez moi, il y a un salon.  Chez moi, il n'y a pas de salon.  1st person conjugation of high frequency verbs. j'habite <i>I live</i>
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By the end of this unit:

- Objective 1: I will learn how to say where I live using the first person high frequency verb 'j'habite' (I live).
- Objective 2: I will learn 5 nouns and their determiners for rooms of the house.
- Objective 3: I will learn 5 more nouns and their determiners for rooms of the house.
- Objective 4: I will learn how to say I do not have a particular room in the house using a key negative structure.
- Objective 5: I will use all my new knowledge in French to describe where I live.

Lesson Overview and link to Language Angels

Lesson plans, powerpoints and related activities found at:
<https://www.languageangels.com/schools/teacherUnit/53267>

Assessment

Level 1

- I can say whether I live in a house or an apartment but find it hard to remember this at times. I may need to hear the model answer first.
- I can say and write where my house or apartment is if I can hear the examples first and work from a model.
- I can repeat and recognise all ten rooms of the house with their correct gender in French I can possibly even spell these words, but I will need to work with a word and/or picture bank in front of me.
- I can ask somebody what rooms they have or do not have in their house and also answer this question back if I hear an example first. I find formulating the negative option more challenging.
- I can attempt to integrate this new language into previously learnt language and say and write a longer passage incorporating some of my personal details, but I will find this more of a challenge. I will need assistance and a model answer first.

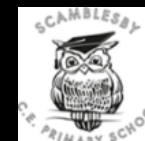
Level 2

- I can say and write whether I live in a house or an apartment with high accuracy.
- I can say and write where my house or apartment is after I have heard the options.
- I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy.
- I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.

Level 3

- I can say and write whether I live in a house or an apartment
- I can say and write where my house or apartment is based using the choices given.
- I can repeat and recognise all ten rooms of the house with their gender in French. I can possibly even spell all these words unaided with good accuracy.
- I can ask somebody what rooms they have or do not have in their home and also answer this question back from memory including a negative reply.
- I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details

SCAMBLESBY CE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y5/6 FRENCH – YEAR B



Autumn Term 1 – Shapes

Key Knowledge:

phonics	vocabulary	grammar
oi sound in: • étoile & guttural 'r' The 'r' sound in French is guttural made from the back of the throat like in the words 'triangle', 'cercles' and 'carrés'. silent letters There are many last consonant silent letters in French. The final letter 's' is silent in the words 'triangles', 'cercles', 'carrés', 'ovales', 'étoiles', 'rectangles', 'pentagones', 'hexagones', 'losanges' and 'lignes'.	10 common shape nouns with their determiners in French. To consolidate numbers 1-5 in French. 1 2 3 4 5	Nouns in French can be either 'masculine' or 'feminine'. Therefore there are 2 determiners (often referred to as indefinite articles) for 'a' in French: un une Determiner 'a' for masculine nouns. Determiner 'a' for feminine nouns.

By the end of this unit:

- Objective 1: I will learn and become familiar with 5 shapes nouns and their determiners in French.
- Objective 2: I will learn and become familiar with 5 more shapes nouns and their determiners in French.
- Objective 3: I will learn more about the 2 determiners for 'a' in French.
- Objective 4: I will revise numbers 1-5 in French and express how many of each shape I can see.
- Objective 5: I will learn how to use my new knowledge on shapes in a variety of creative tasks in French.

Lesson Overview and link to Language Angels

Lesson plans, powerpoints and related activities found at:
<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can repeat and recognise a few of the 10 shapes in French.
- I can attempt to possibly spell one of these words unaided from memory, possibly more if I have the support of a gap fill activity and/or word bank.
- I can give the correct article for the shape if I hear it first.
- I can count from 1-5 in French if somebody says these numbers it to me first.

Level 2

- I can repeat and recognise most of the 10 shapes in French, all with a prompt first.
- I can attempt to possibly spell between 1-5 of these words but I may need somebody to go through them, with a picture and spelling reminder first.
- I can attempt to give the correct article for 1-5 of these words.
- I can count from 1-5 in French but I am unable to spell these numbers.

Level 3

- I can name and recognise all 10 shapes presented in this unit unaided from memory with good accuracy.
- I can attempt to spell more than 5 of these shapes in French with relative accuracy.
- I can identify which of the articles ('un'/'une') most of the shapes are associated with.
- I can count from 1-5 and attempt to spell these numbers in French.

Autumn Term 2 – The Seasons

Key Knowledge:

sound in:
on • saisons



phonics

sound in:
ou • poussent



sound in:
oi • oiseau



silent
letters

There are many last consonant silent letters in French. The final letter 't' is silent in the words 'est' and 'et'. Both are pronounced similar to the English sound 'eh'.

The 4 seasons in French and key language associated with each season.



En hiver il neige.

In winter it snows.

How to link sentences together using the conjunction 'et' (and).



En hiver il neige et il fait froid.

In winter it snows and it is cold.

vocabulary

Nouns in French can be masculine or feminine and singular or plural. This means that in French they will have different determiners for the English word 'the'.

le la l'

*Singular determiner 'the'.
('La' was not seen in this unit.)*

les

Plural determiner 'the'.

grammar

By the end of this unit:

Objective 1: I will learn the 4 seasons in French with their determiners.

Objective 2: I will learn a short phrase about winter in French.

Objective 3: I will learn a short phrase about spring in French.

Objective 4: I will learn a short phrase about summer in French.

Objective 5: I will learn a short phrase about autumn in French.

Lesson Overview and link to Language Angels

Lesson plans, powerpoints and related activities found at:

<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can attempt to name/spell all 4 seasons in French with the correct article/determiner but will need to look at the vocabulary sheet first.
- I can say/write a short phrase on at least one season in French but may need to look at the vocabulary sheet first to support me with the spellings.
- I can say/write which is my favourite season in French. I may need to look at the vocabulary sheet first to support me with the spellings. I may also need to hear and see a model answer first.

Level 2

- I can attempt to name all 4 seasons in French from memory with the correct article/determiner with some support.
- I can say/write a short phrase on at least one season in French from memory with high accuracy. I may need to look at the vocabulary sheet first to support me with the spellings
- I can say/write which is my favourite season in French. I find it more challenging when asked to provide a justification using the conjunctions 'et' and 'car'.

Level 3

- I can name/spell all 4 seasons in French from memory, with high accuracy and with the correct article/determiner
- I can say/write a short phrase on each season from memory in French with high accuracy.
- I can say/write which is my favourite season from memory in French and give a reason why using the conjunctions 'et' and 'car'.

Spring Term 1 – Vegetables

Key Knowledge:

ch

sound in:

• champignons



phonics

on

sound in:

• oignons



&

silent
letters

There are many last consonant silent letters in French.

The final 's' is silent in the word 'les' and pronounced similar to the English sound 'leh'.

However, if it is followed by a noun that starts with a vowel like 'oignons', 'épinards' or 'aubergines' the 's' in 'les' will be pronounced almost like a 'z' sound.

This is called liaison.

10 common vegetable nouns with their plural determiner in French.



vocabulary

How to ask for a 1 kilo and/or ½ a kilo.



How to use the structure 'je voudrais' (I would like).



Je voudrais un kilo de carottes et un demi kilo d'aubergines s'il vous plaît.

I would like a kilo of carrots and half a kilo of aubergines please.

The plural form of the determiner 'the' in French (les) does not change in masculine or feminine form.

les

Plural determiner 'the'.

To become more familiar with and use the high frequency verb 'je voudrais' (I would like) in French.

je voudrais

I would like...

grammar

By the end of this unit, children can:

Objective 1: I will learn and become familiar with 5 vegetable nouns and their plural determiner in French.

Objective 2: I will learn and become familiar with 5 more vegetable nouns and their plural determiner in French.

Objective 3: I will learn how to ask for a kilo or half a kilo of a vegetable in French.

Objective 4: I will learn how to use the structure 'je voudrais' (I would like) when buying vegetables.

Objective 5: I will learn how to use the conjunction 'et' (and) when buying more than one vegetable option.

Lesson Overview and link to Language Angels

Lesson plans, powerpoints and related activities found at:

<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can repeat and recognise a few of the 10 vegetables in French with their correct article.
- I can attempt to possibly spell one of these words unaided from memory with relative accuracy.
- I can ask somebody in French for a particular vegetable if I hear the model being said by somebody else first.
- I can perform a very simple French role play about buying vegetables at a market stall, but I will need a model answer for me to copy accurately from.

Level 2

- I can repeat and recognise most of the 10 vegetables in French with their correct article.
- I can attempt to possibly spell 5 of these words unaided from memory with good accuracy.
- I can ask somebody in French for a particular vegetable but I may need a reminder of how to specify the weight.
- I can perform a very simple French role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.

Level 3

- I can name and recognise all 10 vegetables presented in this unit in their plural form.
- I can attempt to spell more than 5 of these vegetables in French with relative accuracy.
- I can ask somebody in French for a particular vegetable, using “je voudrais” with no reminder first and know how to ask for one kilo or a half kilo.
- I can perform a very simple French role play about buying vegetables at a market stall.

Spring Term 2 – Little Red Riding Hood

Key Knowledge:

ch

sound in:

- chaperon
- bûcheron

sound in:

ou

- ouge
- oup

sound in:

on

- onaison

&

silent
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les'. Pronounced almost like 'leh' in English. However, if the word that follows starts with a vowel like in 'oreilles', 's' of 'les' is pronounced almost like a 'z' sound.

phonics

8 parts of the body in French.



Simple phrases from the story like:



Il était une fois...

Once upon a time...

vocabulary

The determiner 'the' in English has four versions in French. This determiner is often referred to as a **definite article** when learning a foreign language.

le

la

l'

Singular determiner 'the'

les

Plural determiner 'the'

grammar

By the end of this unit, children can:

Objective 1: I will listen to the familiar fairy tale Little Red Riding Hood in French and understand the meaning using picture cards.

Objective 2: I will relisten to the familiar fairy tale and understand the meaning using picture & word cards.

Objective 3: I will be introduced to and start to learn 8 parts of the body in French.

Objective 4: I will consolidate the parts of the body in French with a creative task.

Objective 5: I will demonstrate all my new knowledge in a mind mapping exercise.

Lesson Overview and link to Language Angels

Lesson plans, powerpoints and related activities found at:

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Assessment

Assessment

Level 1

- I can listen and follow nearly all the story of Little Red Riding Hood in French and understand sections of what I hear.
- I can remember some of the words for the picture cards in French and find it easier when I have an adult or a partner to prompt me.
- I can remember and spell a couple of the words from the unit but find it easier if there is a gap fill to support me.

Level 2

- I can listen and follow the entire story of Little Red Riding Hood in French and understand most of what I hear.
- I can remember nearly all the words for the picture cards in French and find it easier when I have a word bank, an adult or a partner to prompt me.
- I can remember and spell 3 parts of the body we covered in class.

Level 3

- I can listen and follow the entire story of Little Red Riding Hood in French and understand most of what I hear.
- I can remember all the words for the picture cards in French and remember where they appear in the story.
- I can remember and spell all the parts of the body we covered in class.

Summer Term 1 – In Class

Key Knowledge:

phonics	vocabulary	grammar
i sound in: • <u>l</u>ivre • calculat<u>r</u>ice • c<u>i</u>seaux & silent letters There are many last consonant silent letters in French. The final letter 's' is silent in the word '<u>des</u>'. The 'x' is also silent in the word '<u>ciseaux</u>'. elision Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel. Je becomes j' as in j'ai. Ne becomes n' as in n'ai.	The nouns and determiners for 12 common classroom objects. The words for the possessive 'my' in French. mon ma mes Language to describe what I have/do have not in my pencil case. Dans ma trousse j'ai un stylo.  <i>In my pencil case I have a pen.</i> Dans ma trousse je n'ai pas de stylo.  <i>In my pencil case I do not have a pen.</i>	To fully understand the role of gender and plurality in the choice of possessive adjectives in French. mon stylo  ma règle  <i>Singular possessive 'my' for masculine nouns.</i> <i>Singular possessive 'my' for feminine nouns.</i> mes ciseaux  The negative structure 'je n'ai pas de'... J'ai une gomme.  Je n'ai pas de gomme.  <i>I have a rubber.</i> <i>I do not have a rubber.</i>

By the end of this unit, children can:

- Objective 1: I will learn the nouns and determiners for 6 classroom objects in French.
- Objective 2: I will learn 6 more nouns and their determiners for classroom objects in French.
- Objective 3: I will learn how to answer the question '**Qu'est-ce qu'il y a dans ta trousse ?**' (What do have in your pencil case?)
- Objective 4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in French.
- Objective 5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.

Lesson Overview and link to Language Angels

Lesson plans, powerpoints and related activities found at:
<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct article/determiners but I will need a word bank with pictures to help me
- . • I can attempt changing the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me.
- I can recall in spoken and possibly written form what I have and do not have in my pencil case, if I can work with a word bank with pictures to support me

. Level 2

- I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiners.
- I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are.
- I can recall in spoken and written form what I have and do not have in my pencil case.

Level 3

- I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiners from memory with high accuracy.
- I am able to change the word for 'a' before a classroom object to the correct word for 'my' with confidence.
- I can recall in spoken and written form what I have and do not have in my pencil case from memory with high accuracy.

Summer Term 1 – Do you have a pet?

Key Knowledge:

phonics é sound in: • Cécile  eau sound in: • oiseau  & silent letters There are many last consonant silent letters in French. The final letter 's' is silent in the word 'souris'. The 't' is silent in the word 'chat'. elision Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so je becomes j' as in j'ai.	vocabulary 8 common pets & their determiners.  Key questions:  As-tu un animal ? Do you have a pet? A wider range of conjunctions: mais but	grammar To understand the role of gender in the choice of determiners. un Singular determiner 'a' for masculine nouns une Singular determiner 'a' for feminine nouns 1st person conjugation of high frequency verbs. j'ai I have How to use the negative form in French. Je n'ai pas de... I do not have...
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By the end of this unit, children can:

- Objective 1: I will revise 8 common pet nouns in French with their determiners.
- Objective 2: I will learn how to say I have a pet in French.
- Objective 3: I will also learn how to say what my pet is called in French.
- Objective 4: I will learn how to say what pet I do not have in French.
- Objective 5: I will learn how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.

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Assessment

Level 1

- I can understand and remember some of the nouns in French for pets (possibly three or four) but find it hard to remember if they have an un or une in front of them.
- I can match words to pictures but I am unable to spell the words from memory.
- I can tell you I have a pet and what it is called if the teacher says it first and helps me to repeat it back. I find using the negative more of a challenge
- . • I can attempt to improve my spoken and written French using the connectives et (“and”) or mais (“but”) if I hear an example first.

Level 2

- I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest. • I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply, including use of the negative if I have time to work out what I want to say and see an example first to remind me.
- I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language.
- I can attempt to improve my spoken and written French using the connectives et (“and”) or mais (“but”).

Level 3

- I can repeat and recognise all eight pets and their gender in French. I can possibly even spell all of these words unaided with good accuracy.
- I can ask somebody if they have or do not have a particular pet and give this information back from memory.
- I can also tell you the name of my pet from memory using a full sentence in French.
- I can improve my spoken and written French by using the connectives et (“and”) or mais (“but”).

