



Ralph Sadleir School

Below is an overview of the topics that year 5 and year 6 will be learning in French throughout their time at Ralph Sadleir School.

Knowledge Organisers detailing specific units taught can found below.

Year 5 – French – Unit Overview

Autumn Term

Autumn I	Phonetics Refresher Do You Have a Pet?	Autumn I
Autumn II	What is the date?	Autumn II

Spring Term

Spring I	The Weather	Spring I
Spring II	Habitats	Spring II

Summer Term

Summer 1	Olympics	Summer 1
Summer 2	Clothes	Summer 2

Year 6 – French – Unit Overview

Autumn Term

Autumn I	Phonetics Refresher At school?	Autumn I
Autumn II	Regular Verbs	Autumn II

Spring Term

Spring I	The Weekend	Spring I
Spring II	World War II	Spring II

Summer Term

Summer 1	The Vikings	Summer 1
Summer 2	Me in the World	Summer 2



Ralph Sadleir School

Subject: French

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introducing myself		What I have done		What I am going to do	
Key areas: Introduction Jobs Where you live		Key areas: Free time Sports Past tense		Key areas: Free time Sports Past tense	
Key skills: Emphasis on written grammar -er verb endings Opinions and infinitive phrases Present, past and future tense - separately and together to develop paragraphs.					

Subject: French

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Family and Home	Free Time	Going Out	Eating and Drinking	Holidays and travel	Friends
Key areas: Home life Jobs Weather A typical day	Key areas: Last weekend What I watched on TV Events in the past	Key areas: Making and reacting to invitations Clothes Making excuses	Key areas: Preparing for a party Shopping for food Eating at a restaurant	Key areas: Countries and languages Describing a holiday Finding information about a holiday	Key areas: Gadgets Hopes and wishes Past, present and future
Key Skills: Réflexive verbs -ir verbs and -re verbs Some irregular verbs Possessive adjectives (my, your, his/her) Negative sentences <i>ne...pas</i> Using -er verbs in the present tense					



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.

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'...**

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.

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.



Teaching Type: **Intermediate**



Unit: **LA DATE**



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.

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!

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.

Phonics & pronunciation we will see:

Recommended phonics focus: **É E È EAU EUX**



- **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.

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.



Teaching Type: **Intermediate**



Unit: **LES HABITATS**



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.

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**.





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: **LES VÊTEMENTS**

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.



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.
- Say at what time we study certain subjects at school.

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).

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.

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** 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

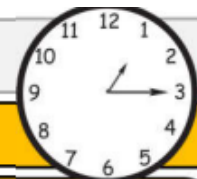
Subject pronouns & regular verb conjugation. Introduction of subject pronouns and the patterns involved in regular verb conjugation. Present tense full conjugation of **jouer** (to play), **finir** (to finish) and **vendre** (to sell).

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.



Teaching Type: **Progressive**



Unit: **LA SECONDE GUERRE MONDIALE**

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.

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.



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Quel temps fait-il?



LES MÉTIERS



LES SPORTS - 2

Faire de
(du, de la, de l', des)

Follow us @ acupoffrench



équitation (f)



escrime (f)



patinage (m)



jogging (m)



snowboard (m)



ski (m)



escalade (f)

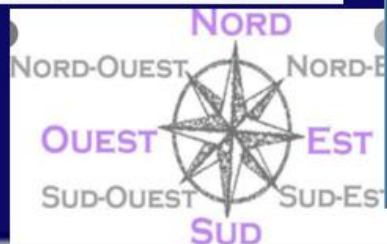


vélo (m)



natation (f)

LES PAYS ET LEURS DRAPEAUX





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les verbes en -er

endings

je	-e
tu	-es
il	-e
elle	-e
nous	-ons
vous	-ez
ils	-ent
elles	-ent

parler

je parle	nous parlons
tu parles	vous parlez
il parle	ils parlent
elle parle	elles parlent

Now = Maintenant.

Currently = Actuellement.

Yesterday = Hier.

Tomorrow = **Demain**. The day after tomorrow = Après-demain.

Almost = Presque.

Every day = Tous les jours. Every week = Tous les semaines. Every months = Tous les mois.

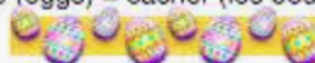
Each year = Chaque année. Tous les ans.

This year = Cette année. Last year = L'année dernière.



English	French
o'clock	heure(s)
quarter past	et quart
quarter to	moins le quart
half	et demi(e)
morning	du matin
afternoon	de l'après-midi
evening/night	du soir
noon (12 p.m.)	midi
midnight (12 a.m.)	minuit

- Easter = Les Pâques (f.)
- Happy Easter! = Joyeuses Pâques!
- Easter Bunny = Le lapin de Pâques
- Easter Bells = les cloches de Pâques
- Easter Basket = le panier de Pâques
- Easter Eggs = les oeufs de Pâques
- Easter Monday = Le lundi de Pâques
- To hide (eggs) = cacher (les oeufs)



Auxiliaire

Être

j'	ai été
tu	as été
il, elle, on	a été
nous	avons été
vous	avez été
ils, elles	ont été

Auxiliaire

Avoir

j'	ai eu
tu	as eu
il, elle, on	a eu
nous	avons eu
vous	avez eu
ils, elles	ont eu



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1. Use the present tense form of 'aller' (je vais etc.)
2. Add an infinitive afterwards

Example:

Il va déménager la semaine prochaine

He is going to move house next week

Begin by putting the verb in the infinitive

Add the required endings which pronouns match

You're left with the proper future tense verb

Immediate future

How to use verb endings

Proper future tense endings

Irregular stems

Future Tense

aller = ir-	avoir = aur-	Venir = viendr-
Être = ser-	faire = fer-	Vouloir = voudr-

Voir = verr-	Devoir = derv-
Pouvoir = pourr-	Recevoir = recev-

They all use the normal endings

	All verbs
je	-ai
tu	-as
Il/elle/on	-a
nous	-ons
vous	-ez
Ils/elles	-ont

Où es-tu allé(e)?

Je suis allé(e) au cinéma

Je suis allé(e) au supermarché

Je suis allé(e) à la pharmacie

Je suis allé(e) à la poste



Module 7 Clothes

un tee-shirt (uh tee-shirt)	un pull (uh pool)	un manteau (uh mon-toe)	une casquette (oon kas-keet)	une robe (oon roh-b)
une chemise (oon sham-eez)	des chaussures (day shoh-soor)	une jupe (oon d'oop)	une veste (oon vest)	des gants (day gon)
un chemisier (uh shem-eez-ee-ay)	des baskets (day bas-keet)	un chapeau (uh shap-oh)	des bottes (day bot)	une cravate (oon krah-vat)
un pantalon (uh pan-sah-lon)	un jean (uh djeen)	un short (uh short)	des chaussettes (day shoh-set)	une écharpe (oon eh-sharp)



Knowledge Organiser - Autumn Y8



Je voudrais ...



VOULOIR

Je veux danser
Tu veux téléphoner
Il veut écouter de la musique
Elle veut skier dans les Alpes
On veut voyager ensemble
Nous voulons cuisiner pour nos parents
Vous voulez aller au cinéma
Ils veulent jouer au basket-ball
Elles veulent finir l'exercice (les exercices).

Superlative adverbs

le plus...

(the most...)

le moins...

(the least...)

Useful phrases in a shop

Je voudrais... / Avez vous...?

1. ...un kilo de pommes de terre svp
2. ... 400 grammes de fromage svp
3. ... une bouteille de vin rouge svp
4. ... une boîte de coca svp
5. ... un paquet de chips svp
6. C'est combien svp?

Useful phrases in a Restaurant

Je voudrais un verre d'eau minérale

Je peux avoir l'addition svp?

MOST COMMON FRENCH VERBS

-ER VERBS

aimer/to like, to love
arriver to arrive, to happen
chanter to sing
chercher to look for
commencer to begin
danser to dance
demander to ask for
dépenser to spend (money)
détester to hate
donner to give
écouter to listen to
.....
étudier to study
fermer to close
goûter to taste
jouer to play
laver to wash
manger to eat
parler to talk, to speak
penser to think
porter to wear, to carry
regarder to watch, to look at
rêver to dream

I would like a glass of mineral water

Can I have the bill please?



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Le Canada

M- Je suis canadien
F - Je suis canadienne
je viens du Canada



La France

M- Je suis français
F - Je suis française
Je viens de France



La Suède

M- Je suis suédois
F - Je suis suédoise
Je viens de Suède



Le Brésil

M- Je suis brésilien
F - Je suis brésilienne
je viens du Brésil



L'Allemagne

M- Je suis allemand
F - Je suis allemande
je viens d'Allemagne



La Roumanie

M- Je suis roumain
F - Je suis roumaine
Je viens de Roumanie



Le Danemark

M- Je suis danois
F - Je suis danoise
je viens du Danemark



L'Angleterre

M- Je suis anglais
F - Je suis anglaise
je viens d'Angleterre



La Russie

M- Je suis russe
F - Je suis russe
Je viens de Russie



Le Maroc

M- Je suis marocain
F - Je suis marocaine
Je viens du Maroc



Les Antilles

M- Je suis antillais
F - Je suis antillaise
je viens des Antilles



La Belgique

M- Je suis belge
F - Je suis belge
Je viens de Belgique



Le Mexique

M- Je suis mexicain
F - Je suis mexicaine
je viens du Mexique



Les États-Unis

M- Je suis américain
F - Je suis américaine
je viens des États-Unis



La Hollande

M- Je suis hollandais
F - Je suis hollandaise
Je viens d'Hollande



La Bolivie

M- Je suis bolivien
F - Je suis bolivienne
je viens de Bolivie



Le Pérou

M- Je suis péruvien
F - Je suis péruvienne
Je viens du Pérou



La Hongrie

M- Je suis hongrois
F - Je suis hongroise
Je viens de Hongrie



La Colombie

M- Je suis colombien
F - Je suis colombienne
je viens de Colombie



La Suisse

M- Je suis suisse
F - Je suis suisse
Je viens de Suisse



L'Autriche

M- Je suis autrichien
F - Je suis autrichienne
Je viens d'Autriche



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Le Transport



le train



la montgolfière



l'avion



le bateau



le vélo



le camion



le tramway



à pied



la voiture



la moto



le bus



l'hélicoptère

Quel temps fait-il?



il fait beau



il fait chaud



il fait du vent



il fait froid



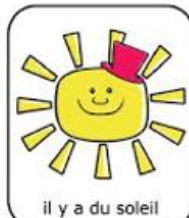
il fait mauvais



il neige



il pleut



il y a du soleil



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When to use **du, de la, de l', des** or just **de** and when to use **le, la, les**

Révision: faites des phrases à l'oral

- | | | |
|----------------|-------------------|---------------------|
| • Je mange | du pain | du beurre |
| • Je prends | du sucre | du fromage |
| | du pain grillé | du café |
| • Je bois | de la confiture | de la crème |
| • Avez-vous..? | de la salade | de la soupe |
| • Il y a | de l'eau minérale | de l'huile |
| • C'est | des oeufs | des croissants |
| | des épinards | des légumes |
| • Ce sont | des fruits | des pommes de terre |

Rule: to say 'some' or 'any' we usually use 'du', 'de la' or 'des'
In French you cannot leave this out like we can in English:
bread = du pain water = de l'eau potatoes = des pommes de terre

Positive	
bien (well)	beaucoup (much)
mal (badly)	peu (little)
mal (badly)	



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Negation

To form the negative in French you must make a sandwich with the verb middle. The NE and PAS are the bread. No double verb sandwich



ne

pas

Je ne suis pas américaine.

Tu n'es pas anglais.

I don't play soccer. → Je NE joue PAS au foot.

He is not listening to the radio. → Il N' écoute PAS la radio.

Comparative

Superlative

mieux (better)

le mieux ([the] best)

plus mal (worse)

le plus mal ([the] worst)

pis (worse)

le pis ([the] worst)

plus (more)

le plus ([the] most)

moins (less)

le moins ([the] least)



POSSESSIVE ADJECTIVES



This is not your pen! It is my pen!

	Masculine Singular / Vowel or H	Feminine Singular	Plural (Masculine and Feminine)
MY	mon	ma	mes
YOUR	ton	ta	tes
HIS / HER	son	sa	ses
OUR	notre	notre	nos
YOUR (P)	votre	votre	vos
THEIR	leur	leur	leurs

Grammaire

How to say "in"

- **dans** une ville/un village (in a town/village)
- **au** centre-ville (in the town centre)
- **en** ville (in town)
- **à la** campagne/montagne (in the countryside/mountains)
- Feminine countries use **en** (en Angleterre)
- Masculine countries use **au** (au pays de Galles)
- Plural countries use **aux** (aux Antilles)
- Towns and cities use **à** (à Paris)
- Points of the compass use **dans**.