| **Lesson** | **Vocab** | **Grammar** | **Skill Area** | **Phonics**  | **Links to previous learning** | **Additional resources and activities** |
| --- | --- | --- | --- | --- | --- | --- |
| **Lessons 1 - 11: Unit 1** |
| 1 NOT IN | bonjourJe m’appelle … | Word orders can change in sentences; translation is not word-for-word | R W S L | j = /zh/ | N/A | <https://www.earlystartonline.com/es-french.html>Lesson 1<https://www.earlystartonline.com/f101.html>Mr FRENCH PPTYr 3 GreetingsWAKEFIELD SOWYr 3 Lesson 2 |
| 2 IN BKS | salut; au revoir; à bientôt; a tout à l'heure | Accents change the way some letters are pronounced: they are not punctuation. Lots of letters at the ends of words are silent.  | R W S L | ou = /oo/;oi = /wa/; j = /zh/ | more greetings to extend lesson 1 | <https://www.earlystartonline.com/f101.html>Lesson 1Mr FRENCH PPTYr 3 Greetings- PP3WAKEFIELD SOWYr 3 Lesson 2 |
| 3 IN BKS | Comment t’appelles-tu? | The word order in questions can vary; similarities in structuring Je m’appelle and t’appelles-tu | R W S L | ou = /oo/; oi = /wa/; j = /zh/ | use of verb appeller: make link explicit | <https://www.earlystartonline.com/f103.html>Lesson 3Mr FRENCH PPTYr 3 GreetingsWAKEFIELD SOWYr 3 Lesson 1 and 3 |
| 4 IN BKS | Ça va bien. Bof! Pas mal! Ça ne va pas! | Ne and pas indicate a negative. | R W S L | Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | silent ending in pas like silent ending in à beintôt | <https://www.earlystartonline.com/f102.html>Lesson 2 |
| 5 IN BKS | Comment dit-on … en français? | The word ‘comment’ is the question word ‘how’, already seen in *How do you call yourself?* | R W S L | Ç = /s/; ou = /oo/;oi = /wa/; j = /zh/ | related phonics: ç = /s/ and the word ‘comment’  | WAKEFIELD SOWYr 4 Lesson 3 |
| 6 NOT IN | un, deux, trois, quatre, cinq, six | N/A | R W S L | X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | N/A | <https://www.earlystartonline.com/f106.html>Lesson 6MR FRENCHYr 3 Numbers 0-20WAKEFIELD SOWYr 3 Lesson 1 |
| 7 NOT IN | sept, huit, neuf, dix, onze, douze | N/A | R W S L | ui = /wee/;X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | related phonics: dix like six; neuf like deux | <https://www.earlystartonline.com/f106.html>Lesson 6MR FRENCHYr 3 Numbers 0-20WAKEFIELD SOWYr 3 Lesson 1 |
| 8 IN BKS | J’ai … ans. | French uses a form of the verb to have to indicate age, not a form of the verb to be. | R W S L | ui = /wee/; X = /s/; eux = /uh/; qu = /ck/;i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | incorporate numbers from previous lessons; integrate into longer conversations in listening activity | <https://www.earlystartonline.com/f107.html>Lesson 7WAKEFIELD SOWYr 3 Lesson 5 |
| 9 IN BKS | Quel âge as-tu? | A hyphen and ‘tu’ can indicate a question aimed at ‘you’.  | R W S L | ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | relate question endings -tu | <https://www.earlystartonline.com/f107.html>Lesson 7WAKEFIELD SOWYr 3 Lesson 5 |
| 10 | Retrieve and Practice |
| 11 | Assessment |
| **Lessons 12 - 23: Unit 2** |
| 12 IN BKS | Dans mon sac; j’ai; je n’ai pas de; un sac; une trousse; un stylo; une règle; un cahier; un crayon; une gomme; un taille-crayon | adding -s to plural nouns; using a number as a determiner;  | R W S L | y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Using j’ai to mean I haveNumbers  | MR FRENCHYr 3 Classroom InstructionsWAKEFIELD SOWYr 6 Lesson 1 |
| 13 IN BKS | Il y a Il n’y a pas de | The phrase ‘il y a’Using ne and pas to indicate a negativeWhen using the negative, the ‘de’ replaces un/une | R W S L | y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/;i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Using ne and pas to indicate a negative | <https://www.earlystartonline.com/f201.html>French 2 Lessons 1,2,3MR FRENCHYr 6 Directions en villeWAKEFIELD SOWYr 5 Lesson 1 and 3 |
| 14 IN BKS | treize; quatorze; quinze; seize; dix-sept; dix-huit; dix-neuf; vingt | No new grammar | R W S L | in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Numbers 1-12Recap of ‘Quel âge as-tu?’ and ‘J’ai…ans’ | <https://www.earlystartonline.com/f106.html>Lesson 6<https://www.earlystartonline.com/f112.html>Lesson 12MR FRENCHYr 3 Date -AnniversaireWAKEFIELD SOWYr 4 Lesson 18 |
| 15 NOT IN | vingt-et-un; vingt-deux; vingt-trois; vingt-quatre; vingt-cinq; vingt-six; vingt-sept; vingt-huit; vingt-neuf; trente; trente-et-un | No new grammar | R W S L | in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Numbers 1-12Numbers 13-20Recap of ‘Quel âge as-tu?’ and ‘J’ai…ans’ | MR FRENCHYr 3 Date -AnniversaireMR FRENCHYr 3 Numbers 21-50WAKEFIELD SOWYr 4 Lesson 18 |
| 16 NOT IN | janvier; février; mars; avril; mai; juin | No new grammar | R W S L | é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Related phonics; Numbers 1-31 |  |
| 17 IN | juillet; août; septembre; octobre; novembre; décembre  | No new grammar | R W S L | é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Related phonics; Numbers 1-31 |  |
| 18 IN BKS | Aujourd’hui, c’est le | C’est  | R W S L | é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Numbers 1-31; months of the year |  |
| 19 NOT IN | Mon anniversaire, c’est le | Using ‘mon’ to mean ‘my’ | R W S L | é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Numbers 1-31; months of the year;c’est le… |  |
| 20 NOT IN | lundimardimercredijeudivendredisamedidimanche | Days of the week French, like months of the year, do not need capital letters in the middle of a sentence. This is different to English. | R W S L | ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ |  |  |
| 21 IN BKS | No new language: bringing together all work on days, dates and numbers | N/A | R W S L | ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ |  |  |
| 22 | Retrieve and Practice |
| 23 | Assessment |
| **Lessons 24 - 34: Unit 3** |
| 24 IN BKS | J’habite à Leeds avec…mon père/ma mère/ma soeur/mon frère  | The preposition ‘avec’ and ‘à’ | R W S L | ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate ‘mon’ and ‘ma’ to phrase ‘mon anniversaire’ |  |
| 25 IN BKS | s’appelle…Il s’appelleElle s’appelle | Comparing conjugations of s’appeller (je m’appelle; tu t’appelles; il s’appelle); mon and ma meaning my (masculine and feminine) | R W S L | ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate s’appelle to m’appelle and t’appelles |  |
| 26 NOT IN | Il a … ans / Elle a … ans | Comparing conjugations of avoir (J’ai, Tu as, Il/Elle a) | R W S L | ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate giving your own age: J’ai \_\_\_ans.Make explicit:J’ai = I havetu as = you have  |  |
| 27 IN BKS | Il est grandElle est grandeIl est petitElle est petiteJe suis… | Adjectives must agree with the noun they describe. In some cases, adding ‘e’ makes the adjective feminine. | R W S L | ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate to previous learning about gender. |  |
| 28 IN BKS | Elle a … / Il … a les cheveux blondscheveux bruns | When describing hair, think about ‘hairs’ (plural): the adjective must agree in the plural, too! | R W S L | ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate to previous learning about gender. |  |
| 29 IN BKS | Elle a les yeux … / Il a les yeux …bleus.marrons.verts. | Teach pronunciation of ‘s’ between les and yeuxMake explicit that eyes are masculine; the gender of the person is irrelevant.  | R W S L | ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Recap il a and elle a. |  |
| 30 NOT IN | Il est amusant.Elle est amusante.Il est intelligent.Elle est intelligente.Il n’est pas …Elle n’est pas … | Teach pronunciation of ‘t’ between est and adjective that begins with a vowel. | R W S L | ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Recap il est and elle est; recap adding an e to some adjectives so they describe a feminine noun. Relate to previous learning about negatives. |  |
| 31 IN BKS | Il est sportifIl est gentil(and negatives) | Teach that some adjectives must change in other ways to agree with gender.  | R W S L | ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Recap negative.Recap genders of adjectives.  |  |
| 32 IN BKS | Elle est sportiveElle est gentille(and negatives) | Teach that some adjectives must change in other ways to agree with gender.  | R W S L | ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Recap negative.Recap genders of adjectives.  |  |
| 33 | Retrieve and Practice |
| 34 | Assessment |
| **Lessons 35 - 42: Unit 4** |
| 35NOT IN  | un chevalun chatun chienune sourisune tortuemon chevalmon chatmon chienma sourisma tortue | N/A | R W S L | ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Recap genders of nounsRecap ‘mon’ and ‘ma’ |  |
| 36IN BKS | J’habite à Leeds avec \_\_\_\_\_\_ etmes animaux.Chez moi, il y a / il n’y a pas | Silent ‘h’chez moi = no direct translation of chezPreposition ‘avec’ | R W S L | ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Recap of ‘il y a’ and ‘il n’y a pas’ |  |
| 37NOT IN | J’aiJe n’ai pasIl s’appelleElle s’appelle | N/A | R W S L | ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Recap of J’ai and its negative and giving names. |  |
| 38IN BKS | Il est grand.Il est petit.Elle est grande.Elle est petite. Il est mignon.Elle est mignonne.Il est beau.Elle est belle. (and negatives) | Introduction of new adjectives that do not conform to simple rules when comparing masculine and feminine.  | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Recap of adjectives that, when e is added, describe feminine nouns rather than masculine. |  |
| 39NOT IN | J’adore…J’aime… | Sentence construction using new sentence starters to give opinions. | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Recap of animals and people in the family.  |  |
| 40IN BKS | Je n’aime pas…Je déteste… | Sentence construction using new sentence starters to give opinions. | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ |  |  |
| 41 | Retrieve and Practice |
| 42 | Assessment |
| **Lessons 43: Unit 5** |
| 43NOT IN | un pantalonune vesteun tee-shirtune robeune chemiseune jupe | No new grammar: make explicit that pantalon is singular | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | recap previous learning of gender of nouns: objects (une gomme and un stylo, for example) |  |
| 44IN BKS | le pantalonla vestele tee-shirtla robela chemisela jupe | The definite articles ‘le’ and ‘la’ depend on the gender of the item.  | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate to previous learning on gender. |  |
| 45IN BKS | rougebleuvert (e)orangenoir (e)blanc (he)violet (te)jaune | Colours change depending on the noun they describe. Silent letters at the end of vert and violet. | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate to previous work on phonics (ou, ge, eu, oir, an, et, au) and adjectives changing due to gender (petit and petite) |  |
| 46IN BKS | Sentence ConstructionObject + size est colour. La pantalon petite est verte | Using ‘est’ to mean ‘is’ third person singular | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Different word order: relate to previous sentences such as Je m’appelle and their literal translations.  |  |
| 47IN BKS | Je porte unJe porte uneJe porte un/e + object + colour | Colours used as adjectives must agree in terms of gender and number.  | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate to gender and word order discussed in previous lessons.  |  |
| 48NOT IN | cher(e)bon marché(e) | These adjectives have an extra e on the end when describing feminine nouns.  | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate to adjectives needing to correspond to gender of items. |  |
| 49IN BKS | tropassez | Intensifiers work in similar ways to English when intensifying adjectives. | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | N/A |  |
| 50IN BKS | DICTIONARY | Use of a French dictionary. | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ |  |  |
| 51IN BKS | Il porteElle porte | Conjugation of a regular verb. Relate to appeller and habiter.  | R W S L | gn = /ny/ie = /ee/ère = /air/ch = /sh/;é = /ay/; in = /an (wide nasal)/;y = /ee/; ui = /wee/; X = /s/; eux = /uh/; qu = /ck/; i = /ee/; Ç = /s/; ou = /oo/; oi = /wa/; j = /zh/ | Relate to il est and elle est.  |  |
| 52 | Retrieve and Practice |
| 53 | Assessment |

**Suggestions For Next Lesson:**

Fruits

Parts of the body

Zoo animals

Festivals

Jobs and occupations

The enormous radish (story)

J’aime (foods and hobbies)

**Josh To Do:**

Finish links to prior knowledge on here (1)

Update flashcards (5)

Check and finish unit 2 resources (4)

Unit 3 slides: lessons 31 and 32 and check the lot (3)

Unit 3 worksheets (6)

Unit 3 assessments (7)
Unit 3 100% sheets (8)

What to do (2)

Working wall resources (9)