

Teaching Type: Intermediate



Unit: BOUCLE D'OR ET LES TROIS OURS



Unit Objective: To learn new language through picture, word and phrase cards.

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

- Listen attentively to a whole familiar fairy tale in French.
- Remembering new language using picture, word and phrases cards.
- Improve gist reading and gist listening skills.
- Attempt to re-tell a familiar fairy tale in French using a mini book for support.

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.
- Ideally the skills covered in the 'Petit Chaperon Rouge' unit from Early Learning. Being used to listening to an entire familiar fairy tale in French and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

Skills we will develop:

To learn to listen attentively to all of the familiar fairy tale in French and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.

Activities we will complete:

A number of different activities to help recall and retain longer pieces of spoken and written French. Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. The final task will be to create a version of the story using a mini book/story board.

Grammar we will learn & revisit:

No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies.

Phonics & Pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE

- I sound in **petit, lit & il**
- ILLE sound in **fille**
- **Silent letters.** The 's' is not pronounced in the final 's' of **Boucles** or **fois** and the 't' is not pronounced in **et** and **chat**. Both letters are often silent when they are at the end of a French word.
- **Liaison. Ils ont.** When a word ending in a normally silent consonant, like the 's' in **ils** (which is normally silent) is followed by a word starting with a vowel as the 'o' in **ont**, the consonant 's' is transferred onto the next word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins!



Vocabulary we will learn & revisit:

There is no specific list of language to be covered/learnt. There is a lot of language and we will pick how much we learn to retell the story. All listed on the Vocabulary Sheet.

## Morpeth First School Knowledge Organiser

Topic: French	Year group	Term
Boucle d'or	Year 4	Spring 2 sessions

Background knowledge
n/a

What should I already know?
<p>I know the story in English</p> <p>I can listen to a story in French</p>

National Curriculum Objectives / Key Skills	The Journey
<p><u>Speaking</u> Activities in lessons 1-5. Say words / parts of the story to retell the story in the target language.</p> <p><u>Listening</u> Activities in lessons 1-5. Match sound to picture / word / phrase throughout the unit.</p> <p><u>Reading</u> Activities in lessons 1-5. Match picture, word and phrase cards. Story reordering worksheet in lessons 4-5 .</p> <p><u>Writing</u> Create story minibook in lesson 4-5 using picture, word and phrase cards.</p> <p><u>Grammar</u> N/A</p>	<p>1 Tell Story &amp; Consolidate With Picture Cards</p> <p>2 Tell Story &amp; Consolidate With Word Cards</p> <p>3 Tell Story, Reorder &amp; Consolidate With Phrase Cards</p> <p>4 Revisit Story &amp; Create Own Goldilocks Storyboard</p> <p>5 Revisit Story &amp; Create Own Goldilocks Storyboard</p> <p>6 End of unit assessments</p>

Outcomes
<p><b>An overview of what children will know / can do</b></p> <p><u>Secure</u></p> <p>I can use picture cards to sequence the story correctly. I find this easy.</p> <p>I can repeat from memory all of the words that represent all of the pictures. I do not need a word bank to prompt me.</p> <p>I can sequence the story using phrase cards by reading the cards and then putting them quickly into the right order. I am able to work on my own.</p> <p>I can create my own story board in French with little support.</p> <p><u>Developing</u></p> <p>I can use picture cards to sequence the story correctly.</p>

I can repeat from memory most of the words that match the pictures and may need a word bank to prompt me for the words I am unable to remember.

I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me.

I can create my own story board in French if I have all the language in front of me and I may need support

### Emerging

I can use picture cards to sequence the story correctly if I have the story in front of me.

I can repeat from memory some of the words that represent some of the pictures if I have a word bank to prompt me.

I can sequence the story using phrase cards if somebody highlights the key words and reads the phrase cards to me.

I can attempt to create a simple story board.

### Vocabulary

Boucle D'Or et les trois ours Goldilocks and the three bears

Boucle D'or Goldilocks

Une maison A house

Une forêt A forest

Papa ours Father bear

Sucré Sweet

Salé Salty

Maman ours Mother bear

Grand Tall/high

Basse Low

Bébé ours Baby bear

Dur Hard

Mou Soft

Le grand bol The big bowl

Le grand bol était trop salé. The large bowl was too salty

Le moyen bol The medium bowl

Le moyen bol était trop sucré. The medium bowl was too sweet

Le petit bol The small bowl

Le petit bol était juste comme il faut. The small bowl was just right

La grande chaise The big chair

La grande chaise était trop grande. The big chair was too tall/high

La moyenne chaise The medium chair

La moyenne chaise était trop basse. The medium chair was too short

La petite chaise The small chair

La petite chaise était juste comme il faut. The small chair was just right

Le grand lit The big bed

Le grand lit était trop dur. The big bed was too hard

Le moyen lit The medium bed

Le moyen lit était trop mou. The medium bed was too soft

Le petit lit The small bed

Le petit lit était juste comme il faut. The small bed was just right

### Key people / places

n/a

## Assessment questions / outcomes

1. remember all the correct words for at least six of the picture cards
2. remember the correct English for at least six of the word cards
3. spell at least six of the new words I have learnt from Boucle d'Or
4. read a phrase card correctly and with good pronunciation
5. I can sequence most of the phrase cards
6. now create my own version of the story using phrase and picture cards to help me