



Teaching Type: **Early Language**



Unit: **PETIT CHAPERON ROUGE**



Unit Objective: To learn the parts of the body in French via a traditional fairy tale in French

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

- Sit and listen to a familiar story being told in French.
- Learn to use picture and word cards to recognise and help retain new language.
- Remember key parts of the body in French.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Language introduced from units like Animals, Instruments, Fruits & Vegetables.
- Vocabulary from the 'J'apprends le français' unit.

### Skills we will develop:

To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.

### Activities we will complete:

A number of activities including word puzzles and crosswords will help us remember the key words for parts of the body. Listening attentively to the story several times and using picture and word cards can help decode the general meaning of the fairy tale. A mind mapping exercise will help visualize what is happening in the story using pictures to help remember some of the key words and spellings.

### Grammar we will learn & revisit:

**Definite, indefinite and partitive articles/determiners.** In the story there will be many definite, indefinite and partitive articles/determiners that we will recognise from previous units.

### Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **CH** sound in **chaperon, bouche & bûcheron**
- **OU** sound in **rouge, loup, bouche & genoux**
- **ON** sound in **chaperon, maison & bûcheron.**
- **Silent letters and liaison.** The last consonants in French words are often silent as seen in the word **ped**. The final letter 's' in **les** is sometimes pronounced and sometimes not. When **les** is used in front of a word that starts with a consonant, you **DO NOT** hear the 's' on the end of **les** eg. **les pieds** the feet. When **les** is used in front of a word that starts with a vowel, most words starting with h, and the French word **y**, you **DO** pronounce the s on the end of **les** as seen in **les yeux** and **les oreilles**.



### Vocabulary we will learn & revisit:

There is a lot of new language in this unit. We will be focusing on learning from memory the parts of the body in French. We will also start to recognise, understand meaning and remember other words from the story. All on Vocabulary Sheet.

## Morpeth First School Knowledge Organiser

Topic: French	Year group	Term
Red Riding Hood Petit Chaperone Rouge	Year 3	Autumn 2 sessions

### Background knowledge

Children should be familiar with the story and understand the pattern

### What should I already know?

I know the story characters and events  
I know that it has a repeating pattern of language

### National Curriculum Objectives / Key Skills

**Speaking**  
Activities in lessons 1-5. Say words / parts of the story or retell the story in the target language.

**Listening**  
Listen to story in lessons 1-3 and understand meaning. Match what they hear to pictures.

**Reading**  
Read the story and understand meaning. Match picture, word and phrase cards. Activities in lessons 1-5.

**Writing**  
Differentiated worksheets in lesson 5 including mind-mapping

**Grammar.**  
Definite articles with parts of the body (lessons 4-5)

### The Journey

- 1 Introduction to the story using picture cards
- 2 Introduction to the story using word cards
- 3 Introduction to parts of the body
- 4 Consolidation of parts of the body and make a flexible rabbit
- 5 Storyboard and 'odd one out'
- 6 End of unit assessments

### Outcomes

#### An overview of what children will know / can do

Some children

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 of the words for the picture cards in French and remember where they appear in the story.

I can remember and spell all of the parts of the body we covered in class.

Most children

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 of 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 three parts of the body we covered in class.

Some children

I can listen and follow nearly all of 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. children

### Key Vocabulary

Petit Chaperon Rouge Little Red Riding Hood

La maison The house

La grand-mère The grandmother (formal)

Le loup The wolf

Le bûcheron The woodcutter

La forêt The forest

Les parents The parents

Des gâteaux Some cakes

La tête The head

La bouche The mouth

Le nez The nose

Les yeux The eyes

Les pieds The feet

Les oreilles The ears

Les genoux The knees

Les épaules The shoulders

Le corps The body

### Key people / places

### Assessment questions / outcomes

1. listen and follow the story of Petit Chaperon Rouge
2. recognise and name at least five of the picture cards in the story
3. match five picture cards to their word card accurately
4. name and spell at least three parts of the body