



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.

## Morpeth First School Knowledge Organiser

Topic: French	Year group	Term
Les vêtements	Year 4	Summer 1 sessions

Background knowledge
n/a

What should I already know?
n/a

National Curriculum Objectives / Key Skills	The Journey
<p><u>Speaking</u> Activities in lessons 1-5. Say what you wear in different situations in lesson 3.</p> <p><u>Listening</u> Activities in lessons 1-5. Challenging clothes and days of the week listening exercise in lesson 5.</p> <p><u>Reading</u> Various activities in lessons 1-5. Differentiated reading worksheets in lesson 5.</p> <p><u>Writing</u> Various simple tasks in lessons 1-5. Clothes for different occasions exercise in lesson 3. Extended written opportunity week 5.</p> <p><u>Grammar</u> Verb 'to wear' in full (present tense) with consolidation activities</p>	<ol style="list-style-type: none"> <li>1 Introduction of the first 10 items of clothing &amp; the article</li> <li>2 Introduction of remaining 11 items of clothing &amp; the article</li> <li>3 Consolidation of clothes vocabulary &amp; introduction of verb porter using the form je porte (I wear)</li> <li>4 Detailed examination of the verb porter (to wear)</li> <li>5 Listening activity based on porter (to wear)</li> <li>6 End of unit assessments</li> </ol>

Outcomes
<p style="color: #0070c0;"><b>An overview of what children will know / can do</b></p> <p><u>Secure</u> I can repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. I can also tell you if the article/determiner is un, une or des with high accuracy. I can say what I am wearing, and possibly what my friend is wearing as I am now more familiar with the verb PORTER. I can tell you what I wear, possibly what my friend wears in different weather/situations.</p>

I can describe clothing by colour and understand the concept of adjectival agreement. I am confident using the possessive adjectives MON, MA and MES and can do so with high accuracy.

### Developing

I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I am confident using un/une/des with improving accuracy.

I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing if I have the full verb conjugation of PORTER in front of me.

I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.

I can describe clothing by colour and I am beginning to understand the concept of adjectival agreement.

I am becoming increasingly confident using the possessive adjectives MON, MA and MES.

### Emerging

I can use picture cards to help me remember some of the clothes vocabulary in French and can attempt to spell some of the clothes that are similar to the English. I can match the French words to their matching pictures if an adult reads the words to me first.

I am able to tell you what I am wearing when I have time to prepare and all the language is in front of me, but I can only remember the JE part of the verb PORTER.

I can tell you what I wear in different weather/scenarios if I hear/see a model answer first.

I can attempt to describe clothing by colour and understand that the spelling and pronunciation of the colour may change depending on what the item of clothing is.

I am becoming more confident using MON, MA and MES. I understand that there are different words for 'my' in French. I often need support knowing which one to use

### 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