

Scheme of Work

Year 3 and Year 4

French

Written by

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Happy Language Learning

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Scheme of work - Year 3 and Year 4

French

This scheme of work has been written and coordinated throughout by Rachel Redfearn, MFL Adviser for Wakefield LA. From 2004 Rachel organised regular training for all teachers involved in the scheme. The project aroused interest outside Wakefield and Rachel and Colette Leclercq-Hallam from La Jolie Ronde teamed up to develop the scheme further for publication. The schemes from Rachel were trialled in 67 Wakefield schools.

Included in the scheme:

- Detailed lesson notes
- CD of resources
- CD of sound files for language support
- CD of songs and poems (Chante en français I)
- CD of resources for use with the interactive whiteboard

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Introduction

Welcome to the Year 3 and Year 4 Scheme of Work!

This scheme of work has been written in accordance with the Key Stage 2 Framework.

Each unit of work consists of:

- *Identified framework objectives taken from the strands:
Oracy, Literacy, Intercultural Understanding*
- *A topic area and suggested core vocabulary*
- *Suggested resources*
- *Detailed lesson notes*

Please note the following key points:

- *The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period. Some schools may choose to devote more time to foreign language learning and allow for one hour a week, extending and consolidating core vocabulary, structures and language learning skills.*
- *The lesson notes are very detailed and are presented as a guide only. They have been written to support teachers with no prior experience of teaching foreign languages. Teachers may wish to follow the lesson plans as presented or adapt them to suit the particular needs of their class.*

I hope that you and your Y3 and Y4 children enjoy working with this scheme and that you gain much satisfaction from their enthusiasm and progress.

Rachel Redfearn

MFL Adviser
Wakefield LA

Year 3 Scheme of Work Overview

| Lessons | Content | Key skills and activities |
|----------|--|--|
| Lesson 1 | Numbers 0-10 Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non | <ul style="list-style-type: none"> • Letter strings – oi, eu • Links between some sounds and spellings • Watch mouth of speaker |
| Lesson 2 | Greetings, asking and saying how you are Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal | <ul style="list-style-type: none"> • Listen and respond to rhymes • Imitate pronunciation • Participate in a short exchange |
| Lesson 3 | Classroom instructions Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence | <ul style="list-style-type: none"> • Auditory discrimination between un/une • Enjoy making French sounds and copy intonation patterns • Listen to and follow simple commands |
| Lesson 4 | Ask for and give name Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle | <ul style="list-style-type: none"> • Recognise a question form • Perform a simple communicative task |
| Lesson 5 | Revision of numbers 0-10 Ask for and state age Quel âge as-tu? J'ai... ans. | <ul style="list-style-type: none"> • Participate in choring a finger rhyme • Understand and respond to a question • Make links between sounds and spellings and recognise some familiar words in written form |
| Lesson 6 | Colours Rouge, bleu, blanc, noir, vert, jaune, orange, rose | <ul style="list-style-type: none"> • Letter strings oi, eu • Perform actions to a French song |

| Lessons | Content | Key skills and activities |
|-------------------|--|--|
| Lesson 7 | Colours Gris, violet, marron Verb – est (is) Connective – et (and) | <ul style="list-style-type: none"> • Experiment with writing • Respond to sound patterns |
| Lesson 8 | Names of fruit Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes Food items Les chips, le coca, les sucettes, le chocolat, les bonbons | <ul style="list-style-type: none"> • Letter string –on • Understand and respond to a question • Notice spelling of words |
| Lesson 9 | No new content | <ul style="list-style-type: none"> • Letter strings – eu, oi • Listen and respond to a nursery rhyme and an extended text |
| Lesson 10 | Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche | <ul style="list-style-type: none"> • Join in reading a story • Match sound to the written word • Copy correctly |
| Lesson 11 | Months of the year janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre | <ul style="list-style-type: none"> • Imitate pronunciation of sounds • Identify social conventions at home and in other cultures |
| Christmas lessons | Nativity play – characters in the nativity play and simple dialogue Letter to Father Christmas | <ul style="list-style-type: none"> • Perform a role in a class nativity play • Join in singing a French carol • Experiment with writing |
| Easter lessons | Making a pancake Easter celebrations Making an Easter card | <ul style="list-style-type: none"> • Develop understanding of customs and traditions • Experiment with writing • Recite a finger rhyme and recognise how sounds are presented in written form |

Links with The Languages Ladder and Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material to cover the requirements for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

Language purposes and functions:

| | |
|--|--------|
| Greeting and responding to greetings | Y3 |
| Giving personal details – name, age | Y3 |
| Counting and using numbers | Y3, Y4 |
| Talking about the weather | Y4 |
| Talking about food | Y3 |
| Following and giving simple instructions | Y3 |
| Expressing thanks | Y3 |
| Saying what day or month it is | Y3 |
| Describing some simple objects | Y4 |
| Describing people | Y4 |
| Expressing likes/dislikes | Y3, Y4 |
| Expressing opinions | Y4 |

Vocabulary topic areas:

| | |
|----------------------|--------|
| Animals | Y4 |
| Clothes | Y4 |
| Colours | Y3, Y4 |
| Common adjectives | Y4 |
| Family | Y4 |
| Food and drink | Y3 |
| Leisure and holidays | Y4 |
| Numbers | Y3, Y4 |
| Parts of the body | Y4 |
| Time | Y3 |
| Ways of travelling | Y4 |
| Weather | Y4 |

Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For lesson 9, you will need: La chenille qui fait des trous (The hungry caterpillar) from Eric Carle
Young Europeans Bookstore
ISBN: 2871421366
Tel: 020 7836 6667
www.younglinguists.com
- For Christmas activities, you will need: Joyeux Noël (Activity book and CD) - Christmas stories, songs and activities in French
La Jolie Ronde Ltd Tel: 01949 839715 www.lajolieronde.co.uk

Further recommended resources, but not essential:

Video/DVD material from: Early Start French resource file: Salut! Ça va?
Ilsa Rowe and Ian Killberry
Early Start Languages Tel/Fax: 01304 362569 www.earlystart.co.uk

Key to all the symbols



This symbol denotes when to use the Resource File CD.
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.
The circled number denotes the track.



This symbol denotes when to play Chante en français I CD.
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.
The circled number denotes the lesson.



To use the resources CD for the interactive whiteboard you will need Smart Notebook version 9.5 or later and Microsoft PowerPoint version 2002 or later.

Smart Interactive Whiteboard users can download the latest version of Smart Notebook from Smart Technologies website <http://www.smarttech.com/> Alternatively you can request the software on CD using the link from the download area of the website.

To use the interactive whiteboard CD on whiteboards other than Smartboards, please contact your supplier or Smart Technologies through the above website.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.

Lesson One, Year 3

4 x 15 minutes

Learning Outcomes

- Understand and say numbers 0-10 with correct pronunciation
- Meet and establish common letter strings

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words



Core Vocabulary

| | |
|--------|-------|
| zéro | zero |
| un | one |
| deux | two |
| trois | three |
| quatre | four |
| cinq | five |
| six | six |
| sept | seven |
| huit | eight |
| neuf | nine |
| dix | ten |
| oui | yes |
| non | no |

Resources



- Number cards
Pelmanism number cards
Individual pelmanism cards
Number worksheet
OHT of numbers
Bingo cards



- Chante en français 1,
Track 1: Number Rap **Compte!** and
Track 2: Numbers (read)
- Soft ball/Cuddly toy
- Recommended resource:
Early Start French video clip 6



- Adding and subtracting
Number activities
Number pelmanism



Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are presented in written form

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Hold up one finger and say 'un' several times. Emphasise the nasal sound.

Children copy hand gesture and echo the matching word (in chorus).

Continue to repeat the word varying the dynamics of the voice from a whisper to a loud call.

Children copy the gesture, vocal and facial expressions and echo the word.

Repeat activities for 2,3,4 and fold arms for 0.

Children count forwards and backwards in time with you, match hand gestures and echo your words.

Count from 0-4 forwards and backwards. Bounce a soft ball on the floor. On each bounce say the numbers in sequence.

Children count forwards and backwards in time with the bouncing of the ball.



Attach flashcards with numbers 0-4 on board on one side. Hold up flashcard with written word.

Volunteer places written word alongside number flashcard. Rest of class respond with thumbs up 'Oui' if correct or 'Non' if incorrect.

Play 'number statues' if room allows or if access to playground or large hall is available. When you call '0' children stand in isolation with arms folded, '1' children stand in isolation arms unfolded, '2' children stand in groups of two etc.

Children listen carefully and respond with the appropriate physical action.



Refer to Chante en français 1, Track 2 for numbers 1-20.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



1 Play 'Only repeat if it's true'. Hold up a number flashcard 0-4 and state a number 0-4.

Introduce numbers 5,6,7, counting with classroom objects (eg. 5 pens).



1 OHP – display figures.



1 Pelmanism – attach number flashcards to the board face down, figures on left hand side and written card on right.



2 Give small number cards out to each child. As you say a number aloud, children must hold up the corresponding card. '**Montrez-moi le numéro cinq**'... (show me number 5).

Pelmanism in pairs.

Children watch and listen and echo the number if it matches the flashcard. If there is not a match they remain silent.

Children listen to you counting and then repeat the new numbers.

Volunteer comes to OHP and points to numbers as you say them.

Children come in turn to the board to select one card from the right and one from the left. If they match, child keeps them. Repeat until all the cards have been 'won'.

Children listen to the French number and hold up the corresponding number card.

Children use individual number card sets to play pelmanism.

NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Repeat some of the previous activities to recap numbers 0-7.

Children speak in chorus and individually.

Work on pronunciation by throwing a softball or beanbag to individual children. As you throw the ball say a number. The child who catches the ball repeats what you have said and throws the ball back to you.

Children listen attentively and echo your word individually.

Extend with numbers 8, 9, 10. Allow children to practise counting forwards in pairs or small groups. Ask for volunteers to present their work to the class.

Children practise counting with peers. Children count in pairs from 0-10.



Play Chante en français I, Track 1, **Compte!** Stop after number 10.

Repeat the rap a few times. Children join in singing.

Worksheet with numbers and letter strings highlighted.

Children complete worksheet matching numbers to written word.



Discuss with children the letters highlighted on the worksheets. Can they remember how to pronounce the sounds?

Children's attention is drawn to key letter strings: deux, trois, quatre, cinq, huit.

If time, show the children the first part of video clip 6 from Early Start French.

Children watch the video.

NOTES:



Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Repeat some of the previous activities to allow children to recall numbers 0 – 10.

Children speak in chorus and individually.



Divide the children into groups and give a set of small number cards (in figures) to each group. Then play '**Apportez-moi...**' (bring me...) As you ask for a number the group must take it in turns to bring forward and hand to you the correct card.

Children listen attentively and identify the corresponding card. They take turns to bring the card to the front of the class.



Attach number cards 4, 5, 6, 7, 8, 9, 10 to board face down. Point to a card and ask '**Qu'est-ce que c'est?**' (what is it?) using facial and body language to suggest the meaning of the question. Say '**quatre, cinq, six, sept, huit, neuf ou (or) dix?**' Children guess the number on the card. With each guess, turn over the card to show the number. If the guess is correct, leave the card with the number showing, but if the guess is incorrect turn the card back.

Children guess the number on each card (taking individual turns).

Using a large softball, bounce the ball on the floor. Encourage the children to join in by speaking in chorus 0-10. The speed at which you bounce the ball controls the speed at which the children need to respond.

Children say numbers in chorus.

Mime a number 0-10 (do not vocalise the word but shape your mouth as if you are articulating the sound).

Children have to guess the number you are miming.



Display the words in text form on board, OHT or interactive whiteboard. Show key letter strings in different colours. Allow children to practise how to say the letter strings in pairs and report back.

Children practise letter strings and enjoy practising new sounds.

If considered appropriate, invite individual children to write words on the board (visibly).

Individual children attempt to write the word.



Play bingo using cards with numbers.

Children listen and cover the number with a counter.

There are many other activities for practising number work. Some of the following activities may be more appropriate for your children than the suggestions previously, or they may be useful for additional reinforcement during the week.

- Birthdays. The children can count the age of the “Birthday Girl/Boy” in French and the child celebrating a birthday can take a tin of sweets around the class. The children should be encouraged to say “**Merci**” as they take a sweet. You may choose to introduce some work on colours here.
- The following song has the same tune as “Six currant buns in the baker’s shop..”
Cinq tartelettes dans la pâtisserie
Cinq tartelettes, des tartelettes aux fruits.
Voici Sophie; Sophie dit:
“Une tartelette, s’il vous plaît. Merci.”

Quatre tartelettes.etc.

(Entre dans la Ronde – La Jolie Ronde. (See www.lajolieronde.co.uk)

Make five little pies out of plasticine or card and put them on a paper plate. One child can pretend to be the baker in the **pâtisserie**. Five children in turn can come and ask for a pie saying “Please” and “Thank you”.

- Team game. Cover the board in numbers. Each team has a different coloured pen. Bring two children, one from each team to the board. The first to circle the correct number wins a point. This activity is popular with children but does not fully involve all of them, and you may decide to adapt it and use mini whiteboards instead.
- Ladders. If you have access to a large space you can play this game calling the numbers in French.

**NOTES:**

Lesson Two, Year 3

4 x 15 minutes

Learning Outcomes

- Participate in a short exchange greeting someone
- Identify rhyming words in a poem

Framework Objectives

Oracy

- O3.3: To perform simple communicative tasks using single words, phrases and short sentences
O3.1: To listen and respond to simple stories, finger rhymes and songs

Intercultural understanding

IU3.3: To identify social conventions at home and in other cultures

4

Core Vocabulary

| | |
|--------------------|---------------|
| bonjour | hello |
| au revoir | goodbye |
| comment ça va? | how are you? |
| ça va...bien, | I am fine |
| très bien, mal, | great, poorly |
| comme ci, comme ça | so so/ok |
| merci | thank you |

Recognise praise words

| | |
|-----------|-----------|
| excellent | excellent |
| super | great |
| très bien | very good |

Resources

- 2** • Flashcard: **Comment ça va?** With smiley face
Comment ça va? rhyming poem
OHT with words of song
- 3** • Chante en français 1, Track 3,
song: **Comment ça va?**
 - Washing line, blu-tack
 - Toy telephone/mobile
- 1** • **Comment ça va?** Opportunities to practise the question and answers.
Comment ça va? Rhyming poem (from additional file. Rhymes)



Knowledge about language

- Recognise questions and negatives
- Recognise different language conventions to express politeness
- Imitate pronunciation of sounds

Teaching Sequence**Pupil Activity**

Use two puppets to model greetings. It is worth having one or two 'French' puppets and their personalities can be developed as the term progresses. One could be very shy (**très timide**) and the other very boisterous (**très bruyant**). They can be introduced at this point. They will be useful in speaking French to the class, modelling conversations and encouraging responses from children.

Introduce: '**Bonjour!**' as you shake children's hands around the room. Encourage them to go around the room greeting others.

Introduce '**Au revoir!**' by waving and turning. Encourage children to join in. Use lots of praise – '**Excellent! Super! Très bien!**'

Explain French custom of kissing and explain that the number of kisses (2 or 4) varies from region to region!

Explain that '**Allô**' is used when telephoning. Use a toy telephone to pass around the room. Make a ringing sound. Child holding it must answer it and say '**Allô!**'

Write **Bonjour/Au revoir** on the board for visual support. Underline **oi** in '**revoir**' and ask children if they can recall a number between 0 and 10 with the same sound. Children then practise '**Bonjour/Au revoir**' in pairs.

Children 'meet' the puppets, find out their names and listen to a short conversation – '**Bonjour!**'/'**Au revoir!**'

Children respond to and say '**Bonjour!**'

Children practise saying '**Allô**' as they pick up imaginary telephone.

Children's attention is drawn to common letter string **oi**. Children practise greeting in pairs.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Finger rhyme:
**'Deux petits escargots
dans le jardin.
Bonjour. Bonjour.'**

(Two little snails in the garden.
Hello! Hello!)

Children make snails by forming a fist with each hand and then raising little finger and forefinger. As they say the first line they bring their snails together and then trace a circle in their hands for **'dans le jardin'**. Snails then greet each other to say hello.

When rehearsing the finger rhyme, you could say a line and miss a word out and see if the children can identify the missing word.



You may prefer to use the following finger rhyme:

| | |
|----------------------------|----------------------|
| 'Toc! Toc! Toc! | Knock! Knock! Knock! |
| Qui est-ce? | Who's there? |
| Bonjour! | Hello |
| Bonjour, c'est moi! | Hello, it's me! |

Children form a fist with one hand. With the other hand they 'knock' on the fist as they say **'Toc, toc, toc'**. Mime a gesture for the question: **'Qui est-ce?'** Then the thumb can pop out of the closed fist in response to **'Bonjour, c'est moi!'**.

Children participate by copying the gestures and chorusing the French. More able children will be able to identify the missing word as you say the sentence.

Teaching Sequence

Pupil Activity



Introduce the text '**Comment ça va?**' using a flashcard. Ask children if they notice anything special about the phrase. Draw children's attention to the accent and explain how it makes the C a soft sound. Demonstrate how the accent alters the pronunciation. Draw the accent on the board and ask a volunteer to come and practise drawing the shape.

Pupils listen attentively and practise drawing the accent in the air.



Use flashcards of smiley faces to show possible responses to '**Comment ça va?**'
Ça va..... bien
Ça va..... très bien
Ça va mal
Comme ci comme ça
 Ask children to stand to give a physical response as they repeat with you – one thumb up for '**ça va très bien**'; thumbs down for '**ça va mal**' and a waving of the hand for '**Comme ci comme ça**'. To add challenge, speed up the activity and see if children can keep up.

Children listen attentively to new words. They watch and copy gestures repeating words in chorus.

Pin the flashcards onto a washing line. Then show children the text for each flashcard. Using blu-tack place the text onto the flashcard incorrectly. Ask children to discuss in pairs where the words should go, and then invite a child to rearrange the text cards to match the flashcards.

Use paper plates and smiley faces. Ask four children to the front of the room. They must respond to your question: '**Comment ça va?**' according to the face on the paper plate they are holding. Then children can work in groups with paper plates. Three children in the group ask the question; the other three in the group respond according to the plate they are holding. The plates can be frequently swapped around before the children change roles.

Children listen attentively to the children presenting at the front of the class, and then they work in groups/pairs asking and answering the question.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Revise '**Bonjour!**' and '**Au revoir!**' repeating each of the words and clapping the syllables. (You could revise a finger rhyme here.)

Children repeat and clap with you.

Revise responses to '**Comment ça va?**' using flashcards. Elicit responses from individuals. Use lots of praise and encouragement in the target language.

Children answer individually in response to the image on the flashcard.



Play Chante en français 1, Track 3, song: **Comment ça va?**

Children enjoy singing the song.

Draw attention to the question form: 'Comment ça va?' Ask children what they notice about your voice as you ask the question. Emphasise that French speakers make their voice 'go up' when they ask questions. Children can practise this for a few seconds.

Children practise using a question form.

Play French music from Chante en français 1 CD. Ask the children to walk around the room asking each other how they are and responding appropriately.

Children interact with each other asking questions and responding.

If time, you could show children clips 1 and 2 from Early Start French video.

Children watch the video clips.

NOTES:



Teaching Sequence

Pupil Activity

Demonstrate a short dialogue with one child or with a finger puppet:

| | |
|-----------------------|--------------------------|
| Bonjour | Bonjour |
| Comment ça va? | Ça va bien, merci |
| Au revoir | Au revoir |

If necessary use words on the board for support. Children practise the dialogue in pairs using finger puppets, substituting a different response if they choose and then present their work to the group.



2 Rhyming poem: '**Comment ça va?**'
Display the rhyming poem '**Comment ça va?**' on the OHP. This will be the first time that the children have seen continuous text.

Children listen to the poem and try to follow it as it is read slowly several times. They attempt to find the next word in the sequence when you suddenly stop.



8 Read the poem several times. Then read it aloud again and suddenly stop. Can any child come out and touch the next word? Get the children used to the orientation of the text.

Children look at the poem again and scan the text to find the word given by the teacher.

Allow children one minute to look at the poem. Say a word slowly in French eg **Pascale**. See if children can find the word. You could ask the children what type of word they think this is. How could they guess it was a name?

More able children may be able to identify a few rhyming words in the poem.

Practise reading the poem again providing actions and facial expressions.

Lesson Three, Year 3

4 x 15 minutes

Learning Outcomes

- Answer the register appropriately
- Auditory discrimination between **un/une**
- Enjoy making French sounds and copying intonation patterns
- Revise '**Comment ça va?**' and responses
- Follow simple classroom commands

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.4: To listen attentively and understand instructions, everyday classroom language and praise words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

9

Core Vocabulary

| | |
|--------------|-----------|
| Salut! | Hi! |
| un(e) | a |
| écoutez | listen |
| regardez | look |
| asseyez-vous | sit down |
| levez-vous | stand up |
| répétez | repeat |
| silence! | quiet! |
| venez ici | come here |

Resources



- Flashcard: **Comment ça va?** With smiley face
Classroom instructions picture cards
OHTs with words of songs



- Chante en français I, Track 4, rap: **Salut!** and Track 5, song: **Ecoutez et regardez!**

- Beanbag
Softball
Egg timers
Cuddly toys and teddy bear

- Recommended resources:
Early Start French video clip 3



- Jacques a dit
Un or une?



Knowledge about language

- Imitate pronunciation of words
- Recognise how sounds are presented in written form
- Recognise the centrality of language in communication

Teaching Sequence**Pupil Activity**

Give the children a taste of French culture by playing a CD of French music. Then play a warm up activity by passing around a pillowcase containing a teddy bear. As the music stops, the child holding the pillowcase must take out the cuddly toy and say '**Salut nounours!**' (Hi teddy bear!) The music can then begin again.



Following this activity, spend some time practising '**Salut!**' Explain that this is informal language. To allow children to recognise that letters of the alphabet are pronounced differently in French, play with the word '**SALUT!**' Lead the children in choral repetition of each letter. You could chant all the letters but stop before saying **T**. Can the children guess which letter comes next? Then play a game passing around a cuddly toy or throwing a ball. As the child receives the toy or the ball, he/she says the next letter of the word: **S – A – L – U – T**. You could make up a rap with the letters which children can enjoy chanting.

Children listen to the music as they play pass the parcel with the pillowcase. They revise a simple greeting and meet the word for 'teddy bear.'

Children meet the word '**Salut.**' They are reminded of its informal nature. They begin to practise a few letters of the alphabet and enjoy joining in repetition games. More able children could devise their own rap/chant to practise the letters in French.



Play Chante en français I, Track 4, rap: **Salut!**

(As you take the register, encourage children to respond in French by this stage. Explain that they should use '**Bonjour**' for the register as opposed to '**Salut!**' The cuddly toys you use can be added to the list of names and they must respond too!).

(Children respond to their name with a greeting: '**Bonjour Madame Smith.**').

Part I: 15 minutes (continued)

Teaching Sequence**Pupil Activity**

Introduce the notion of gender subtly by organising a picnic for a collection of different animals. These can be represented by cuddly toys – select about five – eg. **un lapin** (a rabbit), **une souris** (a mouse), **un chien** (a dog), **une tortue** (a tortoise), **un lion** (a lion). Then take the animals slowly out of the bag, stating the French and emphasising **un/une**. Position them at the picnic table according to gender ie. three on one side of the table cloth and two on the other side. You can play repetition games to practise the new vocabulary if desired, but the key here is that pupils hear the difference between **un/une** and practise pronouncing these words. You could ask questions to see if the children have noticed the different sound.

Children watch you and listen to the French words as the cuddly toys are taken out of the bag. They repeat **un/une** and imitate your repetition techniques.

**NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Show '**Comment ça va?**' smiley face flashcards and encourage children to supply the French phrases for each. Attach the flashcards to the board and ask a volunteer to place the right text card under each.

Play the game of throwing the beanbag around the class. You say '**Comment ça va?**' to start the game and the child who catches must respond appropriately and then ask the question before throwing to another child. Re-emphasise the correct intonation as children ask the question.



Play Chante en français I, Track 3: song **Comment ça va?**

Clip 3 from Early Start French video could be shown at this stage, depending on time.

Children recall:

- Ça va..... bien
- Ça va..... très bien
- Ça va mal
- Comme ci comme ça

Children watch and listen.

Children join in the game and enjoy answering and asking the question.

Children enjoy singing the song again.

NOTES:



Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Place your hand behind your ear and state '**Ecoutez**' and then point to your eye and state '**Regardez**'. Repeat several times. Ask what the words mean.

Children listen attentively.

Encourage children to repeat the key words and copy your action.

Say the words again without the actions and check that children can give the correct gesture.

Provide the gesture without the words and check children can apply the French. Vary the speed of your actions to provide challenge and enjoyment.

Children echo the words with gestures.

Encourage all of the children to stand and sit as you state '**Levez-vous**' and '**Asseyez-vous**'.

Children stand/sit and echo the French phrase.

Challenge the children to be able to provide all the right actions according to the four instructions you give.

Children echo the French with appropriate gestures.

Place your finger on your lips and whisper – '**Silence**'.

Children chorus the word with the action.

Add '**Venez-ici**' to the list of instructions by beckoning to children.

Children chorus the word with the action.

Repeat all six new instruction phrases with the actions slowly/quickly/slowly.

Affix the instruction picture cards to the board. Encourage children to say the word as you point to it.

Children follow the words as you say them.



Ask a volunteer to come to the front of the class to give instructions. As the child says the French, lead the others in performing the gesture and repeating the French.

Pairwork: one child gives the French phrase and the other must provide the action. Allow 30 seconds and then swap over. Ask for two children to present their work to the class.

Children work in pairs practising the instruction words. They have the picture card on the board if necessary for visual support.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Write the word '**Répétez**' on the board. Explain to children that it is another instruction word/command. Ask them to guess what it means. Then ask if any children can guess how you will say the ending, refer children to the instruction poster and the other phrases used. Emphasise the 'a' sound of '**ez**'.

Children's attention is drawn to the '**ez**' sound. They also compare the verb to the English equivalent and may note that the number of syllables is different.

Practise again the commands and the gestures. Speed this up if children are confident with the phrases and their meaning. Then vary the speed by slowing down before quickening the pace again.

Children chorus the commands and perform the actions keeping pace with you.



Use the commands to play '**Jacques a dit**' or, 'Simon says.' As you give the French, children must give the appropriate action. Eg. **Jacques a dit** '**Levez-vous**'.

Children enjoy playing the game as they follow the French instructions.



Play Chante en français I, Track 5, song: **Ecoutez et regardez!**

Children enjoy listening and singing the song with all the actions.

NOTES:



Lesson Four, Year 3

4 x 15 minutes

Learning Outcomes

- Introduce oneself by understanding, asking and answering the question: 'What's your name?'
Speak confidently with good intonation and pronunciation
- Understand and use the forms of address for adults – **Monsieur, Madame, Mademoiselle**
- Perform a short role play
- Meet typical French first names and surnames

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

Intercultural understanding and contact

IU3.3: To identify social conventions at home and in other cultures



Core Vocabulary

| | |
|------------------------|-------------------|
| comment t'appelles-tu? | what's your name? |
| je m'appelle | I'm called |
| Monsieur | Mr |
| Madame | Mrs |
| Mademoiselle | Miss |

Resources



- Name cards for cuddly toys
Text cards – **Je m'appelle/Comment t'appelles-tu?**

- Finger puppets
Pictures of famous characters
Materials for display work

- Recommended resource:
Early Start French: video clip 4



- **Comment t'appelles-tu?**
Jacques a dit



Knowledge about language

- Recognise questions and negatives
- Recognise different language conventions to express politeness
- Recognise the centrality of language in communication

Teaching Sequence

Pupil Activity

State your name to the class eg. '**Je m'appelle Madame Smith.**' Repeat and then ask the question: '**Comment t'appelles-tu?**' to a child. Prompt by repeating '**Je m'appelle...**' Repeat with several children.

Children listen attentively. Individuals respond by repeating the phrase and giving their name.

Practise '**je**' orally with the children. Repeat the word rhythmically five times and encourage children to repeat your chant.

Children echo the rhythm.

Extend with '**m'appelle**' and repeat the whole phrase rhythmically.

Children echo the phrase in chorus.

Ask individual children again.

Focus now on the question form: **Comment t'appelles-tu?** Sing the following:
Bonjour, Salut!
Comment t'appelles-tu?

Children join in singing and clap to the rhythm.

Encourage children to clap to the 'song' as you repeat it several times.

Give children one minute in pairs to practise asking and answering the question. Pairs can then present a short conversation. You may choose to use finger puppets for this activity.

'Bonjour'
'Salut'
'Comment t'appelles-tu?'
'Je m'appelle...'
('Et toi?')
('Je m'appelle...')

(More able children can extend the conversation)

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity



4 Children choose a cuddly toy or finger puppet and decide on a name for it. They then walk around the room asking and answering the question: “**Comment t’appelles-tu?**” and respond by giving the name of their cuddly friend.

Children have the freedom to move around the room, practising the question and answer form.

Play ‘Pass the Parcel’. When the music stops, the child holding the ball must state their name or the name of their toy: ‘**Je m’appelle...**’ And ask the question to the next person: “**Et toi?**” who must in turn respond before the music begins again.

Children again practise giving their name and asking others using a new question form: ‘**Et toi?**’.

NOTES:



Teaching Sequence

Pupil Activity

Collect pictures of some famous characters. Children can be 'interviewed' at the front of the class. They hold the picture card so that the rest of the class can see it and respond to the teacher:

- **Bonjour**
- **Bonjour**
- **Comment t'appelles-tu?**
- **Je m'appelle Bugs Bunny.**

Encourage children to speak loudly and clearly and ensure correct pronunciation of 'Je m'appelle'.

Children listen attentively. Some will speak in front of the class.



4 Attach large text cards on the board for 'Je m'appelle...'. Allow children a few seconds to practise saying the phrase with the written words as you trace a line under each. Then obscure one word with a cuddly toy. Can children guess which word is hidden?

Repeat this activity using large text cards for the question form: '**Comment t'appelles-tu?**'.

Children focus on the written word and work out which word is hidden by subvocalising the phrases they have been practising orally.

Spend some time practising the phrases again as children focus on the written word. Try to ensure that seeing the words written down does not become a barrier to correct pronunciation.

Make pin figure flashcards of teachers in school. Introduce the titles **Monsieur**, **Madame**, **Mademoiselle** and allow children to guess which teacher is on each card. This could be played as a team game with points allocated. Show children the abbreviations for each title – **M./Mme./Mlle.**

Children look at the drawings and guess the teacher: 'C'est Monsieur Jones?' They learn the abbreviations for each title.

Part 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity



To introduce children to French names, have a line of cuddly toys at the front of the class with name cards on string around their necks: **Léa, Manon, Rosalie, Véronique, Marion, Marie, Marie-Agathe, Anne-Isabelle, Dorothé, Clothilde, Florence, Chantal, Charlotte, Lucie, Alexandre, Léo, Alexis, Jean, Victor, Philippe, Arthur, Lucas, Mathéo, Bastien, Maxime, Eric, Alexandre, Guillaume, Pierre, Michel, Marc-Olivier** etc.

Ask children if they can recognise any English equivalent. Explain that most, but not all, French names have an English equivalent. You could ask children to find out one boy's name and one girl's name for homework. More able children could also research typical French surnames. This will be useful for display work to follow.

Play clip 4 from Early Start French video.

Children contribute any names they already know. They will all be keen to know their name in French! This can prove difficult, so be prepared. Children will have a research homework – and can begin thinking of the names of famous French people – footballers' names will help them make a start.

NOTES:

Parts 3 & 4: 30 minutes

Teaching Sequence

Brainstorm with the class three groups of names:- girls' names, boys' names, surnames and collect a list on the board.

Then tell the children that you have done your own research and collected the names of pets. Show common pet names: For cats: **Minou, Mimi, Minette, Chatounette, Chiffon, Mousson, Michounet, Michounette.** For dogs: **Medor, Loustic, Mick, Toufou, Toutou.** For rabbit: **Lapinou.** For bird: **Titi.**



Explain to the children that they can create their own family for display. The family may comprise adults, children and pets and each figure in the drawing will have a speech bubble stating: '**Bonjour! Je m'appelle + name**' (You may wish to take some time over this task and link to cross curricular work in history or R.E. You could also use this work to form a wall frieze which can be extended as children learn new language).

Pupil Activity

Children contribute names they have collected for homework.

Children enjoy practising the names of the pets.

Children work on their own imaginary family. They are encouraged to copy correctly when writing the short phrases.

NOTES:



Lesson Five, Year 3

4 x 15 minutes

Learning Outcomes

- Read and revise 0-10, and extend with numbers 11-15
- Participate in chorusing a finger rhyme '**Deux petits oiseaux**'
- Understand and respond to the question: How old are you?

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.1: To recognise some familiar words in written form

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

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Core Vocabulary

| | |
|-----------------|------------------|
| numbers | 0-10 |
| quel âge as-tu? | how old are you? |
| j'ai... ans | I'm... years old |

Resources



- Flashcard: **Comment ça va?** With smiley face
OHT of finger rhyme
Number flashcards
Number poster
Text cards for ages
OHT with words of song



- Chante en français 1, Track 6, song:
Comment t'appelles-tu? Quel âge as-tu?

- Soft ball
Mini whiteboards
Finger puppets



- **Deux petits oiseaux**
Quel âge as-tu?



Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are presented in written form
- Notice the spelling of familiar words

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Using a soft ball, practise counting 0-10 around the class.

In pairs children count 0-10. They have one minute to practise and then present their work to the class audibly and clearly.

Divide the class into three groups of ten. Then give each child a number between 1-10 ie: there will be three number ones, three number twos etc. Then hold a number flashcard in figures at the front of the class. The children who have been allocated that number must stand as quickly as possible and shout the number in French. You can make this as competitive as you wish, awarding points to teams etc.

Children throw the ball to one another counting in French.

Children focus on the number flashcard held by the teacher and work out how to say it in French. They join in the game by calling out their own number when it matches the number card held by the teacher.

This activity can be extended if appropriate. You could write simple sums on the board eg. $2+1=3$. On reading the sums, (which could be presented in figures or written using French words), the three children whose individual number is the answer to the sum, must stand and call out their number. If children are adept at this, remove the visual support from the board and simply say the sums aloud. Subtractions can also be practised.

Children quickly work out the calculation and stand and shout their number if it matches the answer to the sum.

Alternatively, any child may stand and call out the answer in French, regardless of whether it is his/her number!



Part I: 15 minutes (continued)**Teaching Sequence****Pupil Activity**

Refer children to the figures and the written words displayed in the classroom:

0 – **Zéro**

1 – **Un** etc

To encourage children to read and copy the words correctly, play a game using mini whiteboards. As you call a number in French, children must write it out on their whiteboards and hold above their heads. This could be played individually or in pairs.

If children have mastered 0 – 10 and can easily recall the numbers, then extend with numbers 11- 15 using the techniques from lesson 1.

If time, play Early Start French – Video Clip 6.

Children refer to the number chart on the wall. They practise reading the words in French and match the phoneme to the grapheme. More able children spell the written words accurately when writing on mini whiteboards.

**NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Use two finger puppets – (resembling birds!) at the front of the class.
Demonstrate the following finger rhyme:



Deux petits oiseaux
Assis sur une branche
Je m'appelle Zozo
Je m'appelle Blanche
Bonjour Zozo
Bonjour Blanche
Au revoir Zozo
Au revoir Blanche

(Two little birds sitting on a branch, my name is Zozo, my name is Blanche/White – Hello Zozo, Hello White, Goodbye Zozo, Goodbye White).

Give appropriate actions to the words and end by placing **Zozo** behind your back and then **Blanche!**

Repeat the rhyme with the same actions.

Repeat the rhyme and encourage children to join in, holding up fingers to represent the two birds.

Display the rhyme on the OHP and read aloud with the class. Ask the children which words they recognise. See if they are able to guess the meaning of '**branche**'.

Children can either make or use finger puppets to practise the rhyme in pairs. They chorus the first two lines together and then one takes the role of **Zozo** and one takes **Blanche**. Leave the rhyme on the OHP for reference. Children can perform their rhyme to the rest of the class.

Children listen to the rhyme and notice the rhythm. They will recognise some words and phrases that they have already met. They learn the actions to the rhyme before they attempt the words.

Children repeat words rhythmically and use gesture and mime to show they understand.

Children recognise some familiar words in written form. Demonstrate the meaning of 'assis' 'oiseaux' 'petits' using actions.

Children enjoy the rhythm of the poem and read familiar words. They use mime to show they understand the words. They practise reading aloud with a friend.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Begin this section by revising greetings and introductions: **Bonjour! Salut!**
Comment ça va?

Children revise familiar greetings, vocabulary and phrases.



5 Use warm up activities to start the session. You may need to use smiley face flashcards or paper plates again to prompt answers to '**Comment ça va?**'

Place cuddly toys in a row at the front of the class. In front of each place a flashcard with a birthday cake and candles. Stand behind each toy in turn and ask: '**Quel âge as-tu + name?**' Respond for the toy by stating: '**J'ai... ans.**'



5 Ask children to have a guess at what you are asking. Then attach text cards to the board with the name and age of each toy eg. **Luc – 4 ans.**

Practise reading **4 ans** – and emphasise that the '**s**' is not pronounced.

Children deduce meaning of **4 ans** and practise pronouncing the new word.

Repeat the phrase '**J'ai 4 ans**' and then add the text card '**J'ai**' in front of '**4 ans**'.

Children chorus the new phrase and then attempt to say it individually.

Practise asking the question '**Quel âge as-tu?**' to individual children and encourage a full sentence answer: '**J'ai 8 ans**'.

Spend some time practising the question form to prepare children for the next activity. You could encourage children to clap rhythmically as you chorus the phrase together. Remember to emphasise the correct intonation for the question form.

Children chorus the phrase rhythmically.

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Distribute paper plates with birthday cakes and candles to all the children. They must then walk around the class asking the question: '**Quel âge as-tu?**' to each other and respond according to the number of candles on the birthday cake on their paper plate. After 30 seconds, you can instruct them to swap plates by stating: '**Changez d'assiette**'.



Play Chinese whispers. Divide the class into two halves. Place a piece of paper face down on the desk of the first child in each half. When you give the signal, the children must turn over the paper, read the phrase (eg **J'ai 7 ans**) and then begin the whisper chain. The last child to hear it must raise their hand and give the phrase or write it on a whiteboard. The two halves compete to be first to finish.

Children ask and answer the question form as they move around the classroom.

Children whisper the phrase to one another and enjoy participating in a team game.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Play team games to revise asking and answering key questions: either '**Comment t'appelles-tu?**' or '**Quel âge as-tu?**'

Relay races. The children line up in four teams. On your direction, the child at the front of each line has to turn to the child behind and ask: '**Comment t'appelles-tu?**' The child behind must respond appropriately and then turn around and ask the question to the child standing behind. This continues down the line until the child at the back runs to the front of the line and asks the question to the child behind. The winning team is the team which is the first one back in the original order. This game can be repeated to practise the question and answer sequence: '**Quel âge as-tu?**'

Open ended conversation work. Children can now practise a role play in pairs. This will involve children using techniques from drama. They should be encouraged to make the conversation as long as possible, although some may limit themselves to just one question and answer sequence. Demonstrate the possibilities to children before they begin work and show them where they can find visual prompts around the room:



Eg. **Bonjour!**

Salut!

Comment ça va?

Ça va, merci. Comment ça va?

Oui, ça va.

Comment t'appelles-tu?

Je m'appelle Marc.

Comment t'appelles-tu?

Je m'appelle Paul.

Quel âge as-tu?

J'ai 8 ans etc.

Children ask and answer questions giving information about themselves. They take turns to respond, and enjoy competing with other children.

Children ask and answer questions and prepare an open-ended conversation with a partner. They recall prior learning to prepare the conversation, and use the examples modelled by the teacher as a starting point. This activity gives very able children the chance to show what they have learned. Some children will present their work to the rest of the class and will express a mood through their presentation.

Part 4: 15 minutes (continued)**Teaching Sequence****Pupil Activity**

You will know what to expect of your children and how to present this task. You may feel it appropriate to limit the content of the exchange. Encourage children to take on a 'mood' as they prepare the conversation eg. happy, sad, timid, bored etc. As the conversation is presented to others, the rest of the class have to guess which emotion is being portrayed.



Play Chante en français I, Track 6
Comment t'appelles-tu? Quel âge as-tu?

Children enjoy singing the song.

It might be time for you now to begin the Christmas activities. Please turn to page 62.

Lesson Six, Year 3

4 x 15 minutes

Learning Outcomes

- Warm up for a PE lesson by performing the actions to French song
- Understand and say the names of some colours in French
- Practise the sound of the letter strings **oi** and **eu** by responding to the sounds as they occur in a poem

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.1: To listen and respond to simple stories, finger rhymes and songs

O3.4: To listen attentively and understand instructions, everyday classroom language and praise words

Literacy

L3.2: To make links between some sounds, rhymes and spelling and read aloud familiar words



Core Vocabulary

| | |
|--------|--------|
| rouge | red |
| bleu | blue |
| blanc | white |
| vert | green |
| noir | black |
| jaune | yellow |
| orange | orange |
| rose | pink |

Resources



- Snails' pace race grid on OHT
- OHT with words of poem
- OHT with words of song



- Chante en français I Track 7, song: **Bonjour!** and track 8, poem: **Dans le petit bois**

- Coloured cubes
- Mini whiteboards



- **Coloriez la fleur**
Matching colours & Reveal colour game
Snail game

Dans le petit bois

(in additional file. Rhymes)



Les Couleurs

Knowledge about language

- Recognise how sounds are presented in written form
- Imitate pronunciation of sounds
- Identify specific sounds, phonemes and words, linking sounds to meanings

Part I: 15 minutes

Teaching Sequence

Pupil Activity

As an introduction to French after the holidays, give children the opportunity to perform a 'warm up' routine to a song. This could be done as an introduction to a PE lesson.

Begin without the music and encourage children to walk on the spot as you state the French:



- **'Marchez, marchez, marchez'**. Slow this down by adding '**Lentement**' and speed up again with '**Plus vite, plus vite**'. Practise this for a couple of minutes. Then encourage children to turn on the spot in response to '**Tournez, tournez.**' This can again be done slowly and quickly.

Add '**Sautez, sautez**' (Jump jump) and '**Frappez, frappez**' (Clap clap)



Play Chante en français I, Track 7 song: **Bonjour!**



If you are using the song at the start of a PE lesson you may choose to extend the warm-up by adding – '**Touchez la tête, touchez les pieds**' (touching head and toes) – slowly, quickly etc.

The song can again be played at the end of the lesson or at the end of the day to reinforce the tune and new vocabulary.

Children listen to the instructions and respond with an appropriate action. They move slowly/quickly in response to '**Lentement**' and '**Plus vite**'.

Children listen to the song and perform the actions. They join in singing as they become familiar with the words and the tune.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Using coloured cubes or other objects introduce the names of colours in French:

rouge (red)

bleu (blue)

jaune (yellow)

Play repetition games with the three colours. Repeat slowly/quickly/in different sequences. Hide one colour behind your back and ask the children '**C'est bleu ou jaune?**' Encourage a response and correct any errors in pronunciation. Add '**vert**' (green) to the other objects and practise the pronunciation of this word.

To emphasise the sound of the key letter string in each of these words 'fly' the object across the room in your hand so that you are saying the word very slowly from start to finish. Encourage a child to volunteer to lead the class in chorusing the words by copying this technique.

Place multilink cubes or Lego pieces on the tables. The children can work in pairs or groups of three.

Sing a sequence of colours just once initially: E.g. **Rouge, bleu, jaune, vert.**

Pause to allow children time to hold the sequence in their heads and then repeat the sequence aloud.

This activity can be repeated several times to reinforce the vocabulary.

Add '**rose**' (pink) and '**orange**' (orange) and '**noir**' (black) to the list of colours learned.

Play 'Only repeat if it's true' by holding up the coloured objects and stating the French.

Children look at the objects, listen to the French and chorus the new vocabulary.

Children watch your activities and repeat the words with you or with a volunteer.

The children listen to the sequence of colours and arrange the cubes into the correct order, according to the sequence they hear.

Children practise three new colours.

The children look at the object and repeat the French colour if it matches the object. If not they remain silent.

Part 3: 15 minutes

Teaching Sequence

Brainstorm with the children any colours they can recall from the previous session. As they offer colours, show them an object of the same colour and write the colour on the board/flip chart.

Allow children some time to practise saying the word aloud as they focus on the written word. Underline **eu** in **bleu** and **oi** in **noir** and practise the sounds of the letter strings.

Play 'Pass the Parcel' with a bag containing coloured items. This could be done as a Circle Time activity. When the music stops, the child holding the bag pulls out a coloured item and says aloud to the group '**C'est bleu?**' If correct, the others chorus '**Oui, c'est bleu.**' If incorrect, they state '**Non, c'est rouge.**' It will probably be helpful to leave the written words on the board for reference. Encourage children to pronounce the colours correctly.



Play 'Snails' Pace Race' with the six new colours. This can be done using an OHT grid and six cut out coloured snails or an interactive whiteboard. Six snails are placed on a grid and race each other to the finish line. Each snail is a different colour. Children record on their whiteboard or on paper the colours of the two snails they think will win the race. Then a bag is passed around the room containing six coloured objects. As a colour is pulled from the bag, the child states the colour aloud and the snail on the grid moves forward one square. Children 'win' the race if they have on their boards the colour of the first snail to reach the winning post.

Pupil Activity

Children recall colours from the previous session. They are introduced to the written words for colours and practise the letter strings **oi** and **eu**.

Children play the game and speak individually to the rest of the group. More able children should be encouraged to imitate French intonation and raise their voice as they ask the question – '**C'est bleu?**'

Children watch the snails moving across the grid. They revise the six new colour words and state a colour individually as they pull an object from the bag.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Play Chante en français 1, Track 8, poem: **Dans le petit bois** to the class.

Ask a volunteer to come to the board and write the word for blue in French. Focus the children's attention on the letter string **eu** and make links with the word **deux**. Repeat this activity for the word for black. Focus the children's attention on the letter string **oi** and do some choral repetition of these two sounds.

Next give out a toy or object to each group. Ask the children to listen very carefully for words containing the **oi** sound. Each time they hear the sound, they should pass the toy to the next member of the group. If you are confident enough with your own pronunciation, it would probably be easier for the children if you were to read the rhyme aloud, emphasising the words containing the key sound a few times prior to listening to track 8.

Now focus the children's attention on the words with the **eu** sound. Give the children multi link cubes. Children work in pairs. Each time they hear a word with the sound **eu**, they add a cube to their tower.



Finish this session by displaying the words of the first verse of the poem on OHT and chanting the poem altogether. Add actions to help the children memorise the text and to add enjoyment. Make a sign meaning small for **petit**, hands above head in a triangle for **bois**, three fingers for **trois**, arms flapping for **oies**, fingers walking for **qui vont** and hands placed one in front of the other for **à la queue leu leu**. If possible, give the children the chance to demonstrate their rhyme and actions to another teacher or class.

Children listen to the rhyme.

Individual children attempt to write the words for blue and black. Their attention is drawn to key letter strings and sounds.

Children focus on letter strings. They listen for the **oi** sound in the rhyme and respond with a physical action.

Children listen for another key sound.

Children join in chanting the words of the first verse. The meaning of the verse is explained to them and they enjoy adding actions to the rhyme.

Lesson Seven, Year 3

4 x 15 minutes

Learning Outcomes

- Understand and be able to say 11 colours in French
- Write a short sentence in French to accompany display work

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

Literacy

L3.1: To recognise some familiar words in written form

L3.3: To experiment with the writing of short words

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Core Vocabulary

As for lesson 1 +

| | |
|--------|--------|
| marron | brown |
| gris | grey |
| violet | purple |
| est | is |

Resources



- Coloured cards for colour game
Cards for jumbled up sentences activity
OHT with words of song



- Chante en français I, Track 9, song: **Quelle est ta couleur préférée?** and Track 10, **Les couleurs**

- Cuddly toy/poster/picture of Elmer
Materials for display work



Knowledge about language

- Hear main word classes
- Imitate pronunciation of sounds
- Notice the spelling of familiar words
- Recognise how sounds are presented in written form

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Starter activity – give children three minutes in pairs to note all the colours they can remember on mini whiteboards or paper. Spellings may be approximate.

Play a form of Chinese whispers with the words for colours. Divide the class into five teams. They then form five lines facing the front of the room. The five children at the back of each line are then given a word (a colour) on a piece of paper. They must all read it at the same time and then trace the word on the back of the child in front of them in the line. It is passed on down the line to the person at the front who must then write the colour on the board. (You may decide that the names of colours need to be displayed for reference during this activity so that children can copy write).



Teach three new colours using repetition techniques, **marron** (brown) **gris** (grey) **violet** (purple).



Introduce the question: '**Quelle est ta couleur préférée?**' Encourage children to respond in a full sentence saying '**Orange, c'est ma couleur préférée.**' Throw a beanbag to individuals to encourage a response.

Arrange children into small groups to play 'Pass it on'. One must ask the question while the next in the group answers before asking the question to the next child in turn. Allow two minutes practice, and then invite one group to present their work to the rest of the class.

Children brainstorm the colours they remember in French.

Children work out the word that is written on their backs through recognising the spelling. They can refer to the word if it is displayed. The activity encourages them to copy write correctly.

Children chorus the new vocabulary.

Children practise saying a short phrase in French.

Children practise asking and answering the question. Some children will present their work to the rest of the class.

Teaching Sequence

Pupil Activity



Play Chante en français I, Track 9, song:
Quelle est ta couleur préférée?

Play a game for enjoyment and to revise colour vocabulary. Ideally, a large space will be available for this activity. Place six sheets of coloured paper around the room – eg. three down each side of the room. The children must select a colour and stand next to it, so that there are children standing next to each of the colours. At the front of the room hold up a bag containing pieces of coloured cards and take one from the bag, saying the word aloud in French. All the children standing next to this colour are 'out'. The game continues with the remaining children until one only child wins. (It will give individual children practice in producing the colour vocabulary if you give the task of selecting the colour and saying the French to children who have been knocked out of the game.)

Children can hear native French speakers saying the words for colours. Distribute colour cards and text cards of colours. Ask the children to lift their card when they hear their colour on the CD. This will reinforce the vocabulary and helps children make the sound/spelling link.

Children revise colours and demonstrate their understanding of the French.



Play Chante en français I, Track 10 to recap the colours.

NOTES:



Teaching Sequence

Pupil Activity

Introduce Elmer to the children. Most children will be very familiar with Elmer from stories they have met. Either show a cuddly toy of Elmer, or a poster or picture. Ask the children: '**Elmer est de quelle couleur?**' Encourage the children to give you the names of all the colours they can see. Ask the children:



'**Normalement, les éléphants sont de quelle couleur?**' Encourage answers in French.



Jumbled sentences game. Give out cards each with a word describing Elmer's colour: '**Elmer est rouge et bleu et jaune et rose et orange et vert et blanc et noir et violet.**' Then read the line aloud. Each child holding a card must come to the front when his/her word is read, and stand in the line. When all the children are at the front re-read the sentence. The children must hold their card high as it is read.

Draw children's attention to '**Elmer est**' – Elmer is.

Add other words, using cognates



Elmer est différent
Elmer est multicolore
Elmer est fantastique

Record these sentences on the board, in addition to the sentence describing Elmer's colours.

The children can now complete display work. They invent their own bizarre multicoloured animal, colour it appropriately, give it a name and write a short sentence to describe it. eg. **Cou-cou est rouge et bleu et jaune.**

Children focus on the visual image of Elmer. They demonstrate understanding to the questions you ask, and respond in French.

Children read the words on each card. Some will be physically involved in the activity.

Children focus on the verb 'is' and encounter some adjectives.

Children produce a short sentence in French describing the animal they choose to create. They practise copying correctly.

Lesson Eight, Year 3

4 x 15 minutes

Learning Outcomes

- Recognise how to pronounce 'on' in French
- Understand and say the names of six fruits in French
- Understand and respond to the question 'C'est bon pour la santé?'

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

O3.4: To listen attentively and understand instructions, everyday classroom language and praise words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

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Core Vocabulary

| | |
|---------------|--------------|
| les oranges | oranges |
| les poires | pears |
| les prunes | plums |
| les fraises | strawberries |
| les pommes | apples |
| les tomates | tomatoes |
| les bananes | bananas |
| c'est bon | It's good |
| c'est mauvais | It's bad |
| les chips | crisps |
| le coca cola | coca cola |
| les sucettes | lollipops |
| le chocolat | chocolate |
| les bonbons | sweets |

Resources



- Flashcards and text cards of fruits core vocabulary
Flashcards of food items
Food word cards
Pelmanism cards – fruit
Lines of the song in strips for reordering
OHT with words of song



- Chante en français I, Track 11, song: **C'est bon pour la santé!**



- Food game
Food vocabulary matching game
Food game with ladybird
C'est bon pour la santé! (in additional file. Rhymes)



Knowledge about language

- Identify specific sounds, phonemes and words, linking sounds to meanings
- Recognise questions and negatives
- Notice the spelling of familiar words
- Recognise that languages describe familiar things differently

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Play Chante en français I, Track II, song: **C'est bon pour la santé**. Write the letter string 'on' the board and practise pronouncing the sound with the children. Ask the children to touch their head each time they hear the sound, and play the song again.

Children listen to a new song in French. Their attention is drawn to the letter string 'on' and they practise pronouncing the sound.

Play the song again and hold up the food items (real items or flashcards) as the French word occurs in the song... (**chips, sucettes, gâteaux, bonbons, tomates, pommes, bananes, oranges, chocolat, poisson, carottes**).

Children listen again and make connections between the French word in the song and the image they see. They will begin to understand what the song is about.



Give children a card with the name of a French food or phrase from the song. Play the song again. As children hear their word/phrase they must wave the card in the air.

Children listen carefully for key words. They match phoneme to grapheme and respond with a physical action.



Children work in pairs. Give out the lines from the song cut up. As children listen to the song, they put the lines into the right order.

Children listen carefully to the song and attempt to read the phrases and sequence them. Some children will need to hear the song a few times to complete this activity.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Ask children if they can recall any food items mentioned in the song. Collect their ideas on the whiteboard.

Children work in pairs to recall previous vocabulary.



Listen to the song again. Encourage children to count how many foods are mentioned in the song. Some children will be able to add to the list on the board after hearing the song again.

Children listen to the song for specific details. They count food items as they occur in the song.



Display the words of the song on OHT. Children will now join in singing. Pause the CD occasionally and see if they can continue singing.

Children focus on the written word. Some will use this support as they join in singing.

Ask the children to close their eyes. Cover up one word on the OHT. Can children guess/recall the missing word? You could give clues by writing the word in the air, etc.

Children try to recall specific words from the song. Some will be able to volunteer an answer orally.

Introduce '**C'est bon/C'est mauvais pour la santé?**' Is it good/bad for your health? Using the real items or flashcards, ask children collectively whether the food items are healthy/unhealthy. Eg. '**Le chocolat, c'est bon ou mauvais pour la santé?**' You can use thumbs up/thumbs down to convey meaning or explain the phrase in English if necessary.

Children listen to two phrases:

C'est bon

C'est mauvais

They consider whether foods are healthy/unhealthy and respond to teacher prompts by stating '**C'est bon ou c'est mauvais**'.

NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Explain to the children that they should be able to say the names of six items of fruit by the end of the session.

Introduce the fruits two at a time, with lots of repetition and reinforcement.

Do a Mexican wave activity with the new vocabulary. Use four of the words to begin with. In a sequence children must say the name of the fruit aloud. You could do this in groups around the class or complete as a whole class activity adding challenge by timing the activity and seeing if children can 'beat the clock'.

Say a sequence of the words e.g. '**pommes, fraises, bananes**' pause and then ask children to chant it back to you. Repeat using different moods e.g. angry, sad, happy, timid etc. Extend the list of words as appropriate.

Revise colours by asking the children '**C'est de quelle couleur?**', as you hold up an item of fruit.

Children chorus the new vocabulary.

Children listen to the sequence and respond by saying a word aloud. This reinforces turn taking and allows children time to hear the words several times.

Children listen to the sequence and respond by saying a word aloud. This reinforces turn taking and allows children time to hear the words several times.

Children recall colour vocabulary and offer answers individually.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Play 'Fruit Salad' as a class. Give each child in the class the name of a fruit. As you say '**pomme**' everyone allocated this fruit must change places. Occasionally call '**salade de fruits.**' This means that all the children must swap places.

Children listen carefully to hear 'their' fruit called and then respond by quickly changing places with other children.



Play 'Pelmanism' with the names of the fruits. This again provides the opportunity for children to see the written word. Children play in pairs matching the word and picture. They place cards face down on the table and take it in turns to select a matching pair.

Children work in pairs and read the words of the key vocabulary.

Reinforce the notion of healthy eating by writing the six names of the fruit scattered on the board and the name of other food items amongst them:

les bonbons

les chips

le coca cola

les sucettes

le chocolat

Give children two minutes to discuss which foods are healthy/unhealthy and then point to each food in turn asking: '**C'est bon ou c'est mauvais?**'

Children consider healthy eating and respond to teacher prompts with a short phrase: '**C'est bon/c'est mauvais.**'

It might be time for you now to begin the Easter activities. Please turn to page 77.

Lesson Nine, Year 3

4 x 15 minutes

Learning Outcomes

- Make up a rhythm and chant a list of food items in French/poem in French
- Know numbers 0-12 and recognise letter strings **oi** and **eu**
- Listen and respond to an authentic nursery rhyme
- Listen and respond to an extended text

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories finger rhymes and songs

O3.2: To recognise and respond to sound patterns and words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

Intercultural understanding

IU3.3: To identify social conventions at home and in other cultures

IU3.4: To make indirect contact with country of the target language



Core Vocabulary

Revision of names of food items
Revision of numbers 0-12

Resources



- Food cards
OHT of **Il était une fois**
OHT of **Un, deux, trois**
Un, deux, trois in strips

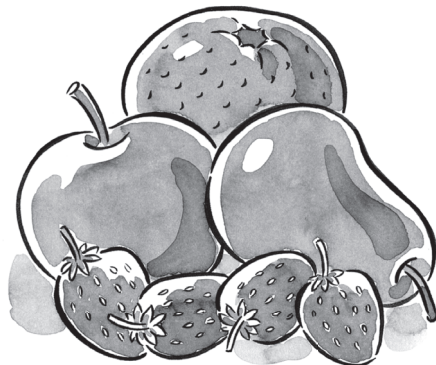


- Chante en français I, Track 12, song: **Un, deux, trois** and Track 13, rap: **Il était une fois**

- Story: **La chenille qui fait des trous** by Eric Carle (see resources list)



- **Un, deux, trois** (in additional file. Rhymes)
Il était une fois (in additional file. Rhymes)



Knowledge about language

- Imitate pronunciation of sounds
- Hear main word classes
- Identify specific sounds, phonemes and words, linking sounds to meanings
- Recognise how sounds are represented in written form

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Attach flashcards of fruit and other food items to the board. Hold up text card to accompany each and invite volunteer to place correctly alongside flashcard.

Children recall familiar vocabulary. They read the written word and match it to the illustration.

Children practise playing 'ping pong' with the key words. You call a word aloud and children say it back to each other in pairs. Call a different word every ten seconds. Demonstrate the activity first with two children.

Children repeat the key words in pairs. They imitate the teacher's pronunciation and speak clearly and confidently.

Explain that the children will now work in pairs/groups to make a rhythm using the names of food items. They can use as many or as few as they like, but they should try to make a 'rap' with a distinctive beat. Demonstrate some possibilities and emphasise the creative nature of the task – there are many ways of using the words.

Children listen attentively to the examples you give. They work in pairs clapping a rhythm to the list of food items. They use the written word for support as necessary.

Chocolat, chocolat
Un, deux, trois
Chocolat, chocolat
Poire, poire, poire

Or

Pommes fraises
Tomates bananes
Oranges, fraises
Pommes, pommes, pommes

Ask some children to present their work to the class.

Children speak clearly and audibly and perform confidently in front of others.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Count numbers 0-12 by bouncing a soft ball on the floor. Stop occasionally and see if children are able to provide the next number in the sequence.

Children recall numbers 0-12.

Repeat the activity counting backwards.

Add on two new numbers, **onze, douze**. Practise the pronunciation of the two new words.

Children learn two new words: **onze, douze** and learn the correct pronunciation of each.

Ask two children to count in pairs from 0-12.

Show the two new words on the board: **onze, douze** and practise their pronunciation.



Play the song from Chante en français 1, Track 12: **Un, deux, trois**

Children listen to the French song and recognise numbers 1-12 as they occur in the song.

Play the song again and encourage children to join in with the numbers.

Give each pair of children an envelope containing each line of the song. Children listen to the song again and place the lines in the correct order.

Children match sound to the written word. They read the lines of the song and try to place them in the correct order.



Show OHT of the song so that pupils can check the order they have against the OHT. Play the song again and pause the CD. Can children provide the next word?

Children focus on the words of the song and check their own work. They attempt to follow the words of the song as they listen to the CD.

Discuss the meaning of the song:
Nous irons au bois – we will go to the woods
Cueillir des cerises – to pick cherries
Dans mon panier neuf – in my new basket.
Elles seront toutes rouges – they will be all red.

Ask children if they can spot any rhyming words or words with the same letter strings.

Children study the words of the song and spot the key letter strings/sound patterns.

Finally, devise some actions to accompany the words and all join in singing the song with actions.

Children perform a physical action as they join in singing.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

This section of the lesson gives children the opportunity once again to focus on the letter string **oi** and to enjoy the rhythm of an authentic French nursery rhyme. Their attention is drawn to the pronunciation of words which are spelt differently but pronounced the same in French: **Fois, foi, foie, foix**.

The English translation of the nursery rhyme is secondary to the rhyming patterns and can be overlooked.



Begin by playing the rap from Chante en français 1, Track 13: **Il était une fois**. Ask children to listen out for one word, which is repeated several times.

On second hearing, ask several volunteers to the front and give each of them a percussion instrument, which they must sound when they hear the key word.

On third hearing, encourage children to call the word loudly as it is said, or to perform an action.



Show the words of the poem on the OHT. Ask a child to come forward and underline all the words pronounced the same – **foi**.

Lead the class in a discussion about words spelt differently but pronounced the same (you may also emphasise how the final consonant in French is not pronounced).

Re-read the poem allowing children to shout/whisper the word **foi** etc at the end of each line. This could be repeated with children standing each time they hear a word with this sound.

Children listen to an authentic nursery rhyme. They listen carefully to identify a recurring word.

Children focus on the written text. They see the word they have been listening for in its written form and note the various spellings.

Children's attention is drawn to pronunciation patterns and how they differ in French/English.

Children enjoy chanting the nursery rhyme. They place particular emphasis on the words **foi, foie, fois, foix** and respond with a physical action each time they hear it. They appreciate that in all cultures young children learn nursery rhymes by heart and enjoy reciting them.

Teaching Sequence**Pupil Activity**

Using the book: **La chenille qui fait des trous**, read the story in full. Try to avoid providing translations in English during the first reading of the text. Allow children to see the pictures and to enjoy hearing the language at text level. Some children will spontaneously join in chorusing phrases that are repeated throughout the text:

- **Elle croque dans...**
- **Mais elle a encore faim**

As the food items occur encourage the children to join in counting as you point to the illustrations.

Read the story for a second time. This time actively encourage the children to join in the two repeated phrases with an action e.g. rubbing their tummies for '**elle a encore faim.**'

Also, for the second reading, pause before supplying the word for the food items the children have already met and see if they can give the French word. Then supply the French word. (You may choose to add actions for caterpillar, small, cocoon, big and butterfly).

Children are introduced to the story in French.

They work at text level by listening to continuous French and they spot key vocabulary they have recently learned as it occurs. They begin to chorus phrases that are repeated in the text and respond with a physical action. They join in counting food items as they occur.

As they hear the story for a second time they listen out for key words and contribute items of vocabulary. Some pupils will respond to questions about the meaning of specific words: big, small, cocoon, caterpillar.

**NOTES:**

Lesson Ten, Year 3

4 x 15 minutes

Learning Outcomes

- Participate in reading a story in French and give a physical response to phrases/words
- Match sound to the written word and re-order sentences from the text
- Copywrite individual words correctly
- Know the days of the week in French

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories, finger rhymes and songs

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

Literacy

L3.1: To recognise some familiar words in written form

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

L3.3: To experiment with the writing of short words

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Core Vocabulary

| | |
|----------|-----------|
| lundi | Monday |
| mardi | Tuesday |
| mercredi | Wednesday |
| jeudi | Thursday |
| vendredi | Friday |
| samedi | Saturday |
| dimanche | Sunday |

Resources



- Flashcards of days of the week
- OHT of days of the week
- Food text card strips
- Hungry caterpillar sentences
- Hungry caterpillar words

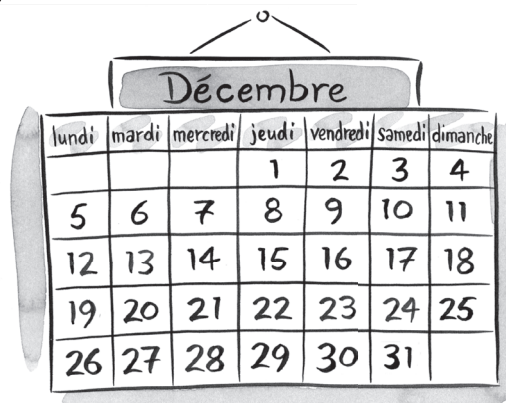


- Chante en français I, Track 14 song: **Les jours** and Track 15: the days of the week

- Recommended resource: Early Start French video clip 11



- Days of the week



Knowledge about language

- Identify specific sounds, phonemes and words, linking sounds to meanings
- Imitate pronunciation of sounds
- Recognise how sounds are represented in written form
- Notice the spelling of familiar words

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Distribute flashcards of food items from '**La chenille qui fait des trous**' amongst the children. Display the corresponding text cards on the board. The vocabulary children have formally learned in previous lessons is intended as productive vocabulary; they should simply recognise and understand the additional food items.

Children listen to the story again. They listen for key words and respond by bringing forward a flashcard.



Read the story. As each food item is mentioned, the child holding the card must come to the front and stick the flashcard onto the board.

Children read the text card and match it to the illustration on the board.

Next, play 'Pass the parcel'. Use authentic French music as background music if possible. When the music stops the child with the 'parcel' comes to the front, selects a text card and places it under the corresponding flashcard.



Instruct children to close their eyes – '**Fermez les yeux**'. Choose two text cards and turn them over. Encourage children to recall the words from memory. Instruct to open eyes: '**Ouvrez les yeux**'.

Children recall vocabulary.

Play Loto. Children study the images on the board and select four to write down on paper. Encourage them to copy correctly. You call out names of food items and as soon as they have all their words crossed out they call 'Loto!'.

Children practise copying single words correctly. They listen carefully to the teacher and respond to individual words.

Teaching Sequence



Distribute amongst the children individual sentences on card from the story. Several children should hold the same sentence and each child should have two or three sentences. On hearing the text, children read their sentences and listen carefully for them. On hearing their sentence read aloud, they wave the corresponding card vigorously in the air!

Take six sentences from the text with which the children will now be very familiar (cards for this are provided). The children now play a jumbled up sentence game. The six sentences are placed around the room. Children are divided into 6 groups of 4. Each group stands with a pile of jumbled up cards. On your instruction children must rearrange the sentence into the correct order. When you clap three times they must reshuffle the sentence for the next group and move onto the next sentence. This is repeated until each group has attempted to re-order each sentence.

Pupil Activity

Children's attention is focused on key sentences from the text. They read the sentences and listen carefully to hear them in the text. They demonstrate their ability to match sound to written word with a physical response.

Children recall key sentences from the text. They work in groups to re-order the sentences (some may need visual support for this activity and you may choose to provide the sentences on the board at first, and then gradually withdraw the support).



NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Read the days of the week in a list. Ask the children if they can guess what the words mean. Do they recognise any of them?

Some children may be able to recall the days of the week from the story.

Show the children the words in a list on acetate or using PowerPoint and practise pronouncing each word.

Children practise pronouncing the new words as they read them from the list.



Play Chante en français I, Track 14 and sing the days of the week with the children.

Children chorus the new words and learn actions for each word.

Children join in a finger rhyme with actions. Thumb touches each finger in turn for Monday-Thursday, thumbs up for Friday, wave arms in the air for Saturday, head resting on hands for Sunday.

Children work in groups taking turns to say new vocabulary in French.

Children work in groups. They pass around a cuddly toy as they say the days of the week in sequence.

Next, children must continue to pass the cuddly toy around but must change direction when you give the signal.

Children revise the days of the week. They say the miming words in their heads as the toy is passed around the group.

Next, children pass the toy around and continue to say the days of the week in sequence. However, every second person in the group must stay silent when they have the toy and not say their word aloud. e.g. Lundi _____ mercredi _____ vendredi _____ dimanche _____

Finally, play 'Hide the Flashcard'. Arrange the flashcards, each with the name of a day of the week on a desk at the front. Then select a child to leave the room. Decide on a card to hide. The child re-enters the room, identifies the missing card and races the clock to try to find it.

Children read the words for the days of the week and spontaneously call hot/cold in French.



The rest of the class chorus '**chaud**' and '**froid**'.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Play the song again Track 14 and listen to Track 15. Play some further games to consolidate the days of the week:

Play **Salade de fruits** (Fruit Salad). Sit the children in two groups facing each other. Give the same word to several children. Call out a word – **vendredi!** – The **'Vendredi'** get up and swap places. The last one to sit down could become the teacher.

Other idea: Prepare a list of well-known words (**poire, lundi, chocolat, rouge, jaune, mardi, bonbon, mercredi, poisson, carottes**). Children listen and look out for the days of the week within your list of words. Children sit, stand, put their hand up or write down how many times they hear a day of the week.

For a quiet game: Pin the days of the week on a board. Ask the children to have a good look at the board. Hide the board or ask the children to close their eyes: **'Fermez les yeux'**. Remove one day. The children must recall which card is missing when they open their eyes or when you show the front of the board again.

If time, watch Early Start French video clip 11.

Children hear the names of days of the week once again and practise key sounds in each word. They play some games to embed the new vocabulary.

 **NOTES:**

Lesson Eleven, Year 3

4 x 15 minutes

Learning Outcomes

- Understand the twelve months of the year in French
- Say the months of the year with accurate pronunciation
- Recognise the months of the year in written form

Framework Objectives

Oracy

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

O3.2: To recognise and respond to sound patterns and words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

Intercultural understanding and contact

IU.3: To identify social conventions at home and in other cultures

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Core Vocabulary

| | |
|-----------|-----------|
| janvier | January |
| février | February |
| mars | March |
| avril | April |
| mai | May |
| juin | June |
| juillet | July |
| août | August |
| septembre | September |
| octobre | October |
| novembre | November |
| décembre | December |

Resources



- Flashcards of months of the year
- Text cards of months
- Pelmanism of months of the year



- Chante en français 1, Track 16, song: **les mois**.
- Track 17: the months of the year



- Birthday Bar Chart
- Months of the year



Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are represented in written form
- Notice the spelling of familiar words

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Do a 'warm up' question and answer sequence with children asking how they are etc.

Individual children offer responses in French.

Chant the months of the year in French. Encourage children to guess what you are doing/saying.

Children listen to the new vocabulary and recognise the months of the year.



Play the rap from Chante en français I, Track 16: **les mois**

Children listen to the rap.



Use flashcards showing pictures for the months of the year to practise the first six months. Play flashcard games introduced in previous lessons.

Children practise pronouncing the words for the first six months. They chorus the new vocabulary and imitate your pronunciation.

Perform a Mexican wave activity around the class using the first six months. Divide the class into two halves to see which half completes the sequence first.

Children say a month in turn and perform an action.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Revise the six months of the year practised last session using picture flashcards. Begin by chanting the months and clapping rhythmically, encouraging children to join in. Then repeat the sequence but pause suddenly and see if children can provide the next word in the sequence.

Place the six flashcards and the text cards on the board and invite a volunteer to match up the picture and word.

In pairs children can practise saying the months of the year with written words for support.

Draw children's attention to the – **er** sound at the end of **janvier** and **février**, the accent on **février** and the spelling of **mai**. Ensure children are aware that lower case is used in French for months of the year.

Children chorus the months of the year and clap to the rhythm.

Children see the written word and match the phoneme to the grapheme.

Children work in pairs to practise saying individual words.

Children focus on the written word and note the pronunciation of the letter string – **er**. Attention is drawn to accents.


NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Extend work on months of the year by teaching the next six months.

Children chorus vocabulary.



Play Chante en français I, Track 16 once again. Encourage children to join in singing the months.

Children listen to the song.

Distribute the flashcards amongst the children. On hearing 'their' month children must hold the card in the air.

Children join in and respond with a physical action to key words.

Play the 'Birthday Months' game. You state a month of the year and all the children with a birthday in that month must stand and call out the month in French.

Children listen to the French and respond with a physical action. They repeat words imitating pronunciation.



Play Chante en français I, Track 17 to recap the months.

Children listen to the native speakers stating the months in French and imitate their pronunciation of key sounds.



Pair work card game. Children have pictures of the months and corresponding written word on small cards. They must place all 24 cards face down and one child must pick up 2. If they match the cards are kept. The winner has the most pairs of cards at the end of the game.

Children play in pairs. They practise saying the months in French as they turn over the cards.


NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Drama: Miming game

Ask two children to come to the front of the room. Show them a card representing a month of the year. They must present a short mime to represent the month whilst other children guess the month in French.

For the remainder of this section take time to discuss how special events occur in all countries at different times of the year. Begin the discussion by asking the children what they associate with November, for example. There are detailed notes provided on pages 72 and 73 of the Early Start French file explaining what is seen month by month on the video of Northern France. You may feel it is appropriate to share some of the key points from this section with children to give them the opportunity to consider customs and traditions in their own country and how these compare with events in France as depicted in the video. As the summer holidays approach, time could be spent researching typical summer holiday activities in France.

Children mime activities to the rest of the class. Individuals recall key vocabulary and offer responses in French.

Children have time to reflect on the changing seasons and the months of the year. They recognise how months of the year are associated with key events and traditions (e.g. Bonfire Night). They begin to consider how traditions differ in other countries.



NOTES:

Christmas Lesson One, Year 3

4 x 15 minutes

Learning Outcomes

- Follow a short nativity dialogue
- Perform a role in a class nativity play
- Join in singing a French carol

Framework Objectives

Oracy

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

O3.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

32

Core Vocabulary

Characters in the nativity:

| | |
|--------------|---------------|
| Marie | Mary |
| Joseph | Joseph |
| Jésus | Jesus |
| les bergers | the shepherds |
| les moutons | the sheep |
| les rois | the kings |
| un ange | an angel |
| l'aubergiste | the innkeeper |
| les enfants | the children |
| | |
| Bethléem | Bethlehem |
| le bébé | the baby |
| un cadeau | a present |
| une étoile | a star |
| une écurie | a stable |
| une chambre | a room |

Resources

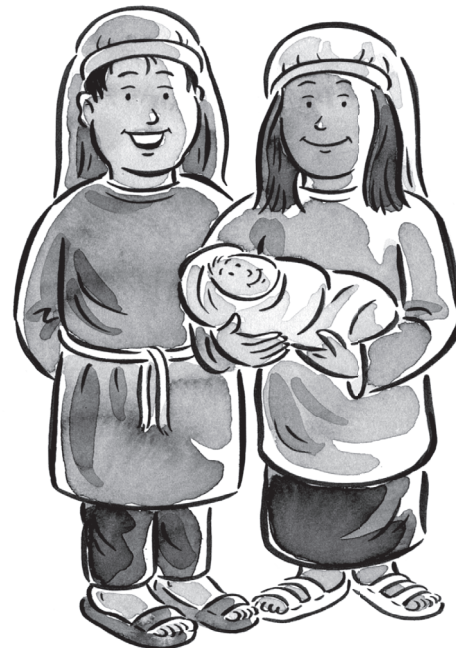


- Flashcards of characters in nativity play
Script for nativity play; each scene on separate OHT

- **Joyeux Noël** CD Tracks 26/29
(see resources, page vi)
Props for nativity play



- Nativity characters (In additional file)
Nativity script (In additional file)



Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are presented in written form

Teaching Sequence**Pupil Activity**

Explain to the children that over the next few sessions they will be preparing a short nativity play in French, which they may perform to other classes or in assembly. Introduce the characters in the nativity play in French through flashcards or OHTs. Say the French and then allow children to give the corresponding English word. Start with words that are similar to English. See core vocabulary.



To reinforce the names of the characters, select individuals or groups of children who will come to the front of the class. If possible, provide them with a prop to illustrate who they are. Then, as



you call a character eg: '**Les bergers!**', the shepherds must step forward and wave to the class and call: '**Bonjour!**', to which the rest of the class must reply: '**Bonjour les bergers!**' Repeat this as all the characters are introduced. You could then conduct a mini interview at the front of the class with the children standing at the front of the class: '**Bonjour. Qui es-tu!/Qui êtes-vous?**' (plural). The children can respond in French: '**Bonjour, je suis Marie.**'

Children can now be introduced to a French carol, which they will sing for others when they perform their play. Use either '**Dans le silence**' (Joyeux Noël CD Track 26) or '**Viens, regarde!**' (CD, Track 29). Both of these are easy to learn and appropriate. Play the carol twice through to allow children to listen to the tune. The words are provided in the teacher's text on page 57 of the '**Joyeux Noël**' book.

Children are introduced to the characters of the play. They chorus the new vocabulary and pronounce it accurately.

Children participate by taking a role or by calling a greeting to others. They hear again the names of the characters to reinforce new vocabulary.

Children enjoy listening to a French carol. They will have the opportunity to join in singing the carol in subsequent sessions.

Teaching Sequence

Pupil Activity



Show a card stating 'Scène 1'. Then show the dialogue on the screen.

Joseph: Ça va, Marie?

Marie: Oui, merci ça va.

(after walking again a little while)

Joseph: Ça va, Marie?

Marie: Mmm. Comme ci, comme ça.

(after walking again a little while)

Joseph: Ça va, Marie?

Marie: Non, ça va mal.

Joseph: Ok.

Show a card: 'Scène 2'

Display the dialogue on OHT:

Joseph: Bonsoir, je m'appelle Joseph.

Marie: Bonsoir, je m'appelle Marie.

Joseph: Une chambre, s'il vous plaît?

Aubergiste 1: Non, non, non.

Repeat with second innkeeper. Third innkeeper will respond:

Aubergiste 3: Non. Pas possible. Mais j'ai une écurie. Par ici.



Next select children for each of the roles so far. Run through the dialogue for the first two scenes, using written prompts to help children on the OHP.

Play the carol once again and encourage children to join in singing the first verse. Words are provided on page 57 of **Joyeux Noël** book.

Children read the dialogue which is displayed on OHT and demonstrated by the teacher. They are familiar with all of this vocabulary. They then practise the conversation in pairs and then two are asked to present it to the class.

Children practise the dialogue in groups of three. One group presents their work to the rest of the class.

Teaching Sequence

Pupil Activity



34 Continue preparing the nativity play using the dialogue for scene 3 and explain the meaning of the words to the children:

Berger 1: Regardez!

Berger 2: Oh là là, regardez!

Ange: Venez à Bethléem!

And for scene 4:

Berger 1: Allez vite!

Berger 2: Bonjour Marie. Bonjour Joseph. Bonjour petit bébé.

And for scene 5:

Roi 1: Voici un cadeau pour le bébé.

Marie: Merci.

Roi 2: Voici un cadeau pour le bébé.

Joseph: Merci

Roi 3: Voici un cadeau pour le bébé.

Marie: Merci.

Les enfants: Bienvenue petit bébé!

Children can practise role playing with the phrases supplied and acted out for them by the teacher and assistant if possible. They either work in pairs or groups to practise saying the dialogue. Most of the phrases in the script have been introduced in previous lessons so the children will be revising prior learning.

After the children have practised scene 5, you could practise reading the script aloud as a class. Then ask for volunteers to read the parts. This will give the children some practice in reading aloud familiar words.

NOTES:



Part 4: 15 minutes**Teaching Sequence**

Use the 15 minutes here practising the carol and the play ready for a performance to another class or for an assembly. Using props will support understanding for any prospective spectators!

Pupil Activity

Children practise the nativity play and carol in preparation for a presentation to other children.

Some schools may choose to extend the nativity play and organise an evening of 'Coffee and Carols' for parents. The play could form part of the evening, along with children playing music, singing carols in French and serving drinks and mince pies. There are also several finger rhymes with a Christmas theme in the book '**Joyeux Noël**' which children could prepare and perform in large groups.

If schools prefer a non-religious theme for their French Christmas play, a play entitled '**Le petit sapin**' is detailed in '**Joyeux Noël**' pages 20 – 24. A finger rhyme, CD story and script for the play are all contained in this section.

Christmas Lesson Two, Year 3

4 x 15 minutes

Learning Outcomes

- Know some details of how Christmas is celebrated in France
- Observe the preparation of a bûche de Noël
- Know five typical items of vocabulary for presents
- Write a letter to Father Christmas

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.1: To recognise some familiar words in written form

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

L3.3: To experiment with the writing of short words

Intercultural understanding

IU3.3: To identify social conventions at home and in other cultures

35

Core Vocabulary

| | |
|-----------------------|--------------|
| un jeu | a game |
| un livre | a book |
| des vêtements | some clothes |
| un DVD | a DVD |
| un ballon de football | a football |
| Cher | Dear |
| Je voudrais | I would like |

Resources



- Vocabulary for presents
OHT with letter to Father Christmas

- Display materials
Ingredients and equipment for making a Yule Log

- **Joyeux Noël** CD, Track 17 and transcript of song **Père Noël** on page 56



- Letter to Father Christmas
(In additional file)



Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are presented in written form
- Recognise the centrality of language in communication

Teaching Sequence

Pupil Activity

Begin this lesson by discussing the main characteristics of our festive celebrations: ie. Father Christmas, advent calendars, Christmas food, Boxing Day. Use the information on page V of **Joyeux Noël** to give some basic information about typical French customs over the festive season. It is probable that children will be particularly surprised by the different food eaten in France at Christmas time. This can lead into a discussion about food consumed in the UK and typical food in France at Christmas time. Children can identify the similarities as well as the differences.

Following on from the discussion on typical festive food, you can demonstrate the preparation of a **bûche de Noël**. You will need a chocolate swiss roll, icing sugar, drinking chocolate or cocoa, butter and decorative items for the log. Before you begin, show the children the ingredients (stating the French for each) and ask them what they think you are about to make. Explain that this food is eaten in both countries although it has a different name in France.



36 Le **gâteau roulé** – swiss roll

Le **beurre** – butter

Le **sucre glace** – icing sugar

Le **cacao** - cocoa

You will find the method on page 54 of **Joyeux Noël**.

Children reflect on our traditions for celebrating Christmas, and compare and contrast them with celebrations in France.

Children understand that some foods are eaten in both countries at Christmas, although the name will be different. They enjoy watching the preparation of the **bûche**, and tasting it afterwards!

Part 2: 15 minutes

Teaching Sequence

Play the song **Le Père Noël**, Track 17, transcript on page 56 of **Joyeux Noël**. On hearing the song for the first time, instruct children simply to listen to the tune and the rhythm. On second hearing ask the children to stand when they hear the words **Père Noël**. Then show the children a transcript of the first verse initially and discuss the meaning of each line. Begin by asking children if they can see any words they already know – and underline those. Then ask them if there are any that look like English. Can they identify these and guess what they mean? Put a circle around those – **rennes, sac**. Then demonstrate meaning of each line by action and gestures. Repeat this process for verses 2 and 3.

Decide upon actions for some lines of the song and sing again with the children.

Pupil Activity

Children study the transcript of a song. Their attention is drawn to words they already know and then to cognates. They are given strategies for working with a text at a very simple level. They discuss the meaning of the lines.

On hearing the song, they listen for key sounds and words, and perform actions to accompany the song.

**NOTES:**

Teaching Sequence

Pupil Activity

Explain to children that they are going to need to do some planning for a short written activity to follow next session. The activity will be to write a letter to Father Christmas. In order to compose the letter children will need to have decided what to ask for. Prepare a handout of key items of vocabulary they may want to use in their letter. It is impossible, of course, to cover all possibilities and toys that are in vogue change year by year. However, prepare a short list of items (5 or 6), which children can use for reference. Say a word from the list and see if children can find it on the list and provide the English translation. Repeat this a few times to give children some exposure to the pronunciation of the words.

Children use a reference sheet and are introduced to new vocabulary that they have not yet formally learned. They notice how the new vocabulary is written with the French on one side and English on the other. They try to find the French word as you read it aloud and trace its English equivalent.



Then display the OHT of a letter to Father Christmas.



Cher Papa Noël,

Comment ça va?

J'ai été très sage.

Je voudrais..... s'il vous plaît.

Merci!

Sara

Explain the meaning of the letter and read it aloud to the children. Read again and ask children to identify what you have asked for, as you fill in the gap. Repeat.

Then show some possibilities for presents using real items and label them in French.

Children study the layout of the short letter. They recognise some familiar words in written form (eg. **Merci**). They listen to the letter read aloud and try to follow the text.

Children see the presents labelled and hear the pronunciation of each item once again.

Part 3: 15 minutes (continued)**Teaching Sequence****Pupil Activity**

Give children one minute to read the letter to themselves.

Children sub-vocalise the words in the text.

Then allow two minutes for children to practise reading the letter to each other, filling in the gap with an item of their choice.

Children work in pairs as they practise reading the letter. They substitute an item of vocabulary into the gap.

Find the French! Distribute mini whiteboards and then ask children to find and write out:

Children scan the text for items of vocabulary and phrases. They practise copying correctly.

Dear
Thank you
I would like
Please

Children will be able to see the OHT displayed as they attempt this activity and some will manage to copy correctly.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Give out display materials, stencils etc. and display the OHT letter to Father Christmas. Then give children time to compose and decorate their own letter for display.

Children experiment with the writing of a short text, with visual support.

NOTES:



Shrove Tuesday Lesson, Year 3

4 x 15 minutes

Learning Outcomes

- Pronounce correctly the names of six food items in French
- Write a shopping list
- Observe the method for preparing pancake batter
- Develop understanding of social conventions at home and in France

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

Literacy

L3.3: To experiment with the writing of short words

Intercultural understanding

IU3.3: To identify social conventions at home and in other cultures



Core Vocabulary

| | |
|------------------|-----------------|
| la farine | the flour |
| un oeuf | an egg |
| le lait | the milk |
| le sucre | the sugar |
| le sel | the salt |
| le jus de citron | the lemon juice |
| (mettez) | (put) |
| (ajoutez) | (add) |
| (mélangez) | (stir/mix) |

Resources



- List of ingredients on OHT
- List of ingredients with letters missing on OHT
- Method for making pancakes on OHT
- Flashcards and text cards for ingredients

- Equipment for preparing pancake batter



- Shrove Tuesday – games & texts (in additional file)



Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are presented in written form

Teaching Sequence

Introduce the theme of 'Shrove Tuesday' and explain its significance as a religious festival. The day precedes the start of Lent, which begins on Ash Wednesday. Traditionally all tasty ingredients were used up before the start of Lent, a period of fasting. Shrove Tuesday is also celebrated in France.

You could then extend the discussion by talking about traditional French pancakes – '**les crêpes**' and the restaurants which specialise in pancakes '**les crêperies**.'

Pancakes are a speciality in France and popular throughout the year. **Crêperies** serve all kinds of savoury and sweet pancakes. Brainstorm some ideas with the class! You may choose to write some examples on the whiteboard and see if children can guess what they are. Here are some you could use: **crêpes jambon** (ham), **fromage** (cheese), **oeuf** (egg), **champignon** (mushroom), **beurre** (butter), **sucre** (sugar), **confiture** (jam), **pomme** (apple).

Explain that in England the tradition is to eat pancakes with lemon juice and sugar. Introduce these items in French:

le sucre, le jus de citron.

Encourage children to chorus the French with you, and then show the written words for each on the board.

Ask the children if the words have anything in common. Revise the concept of gender and encourage children to spot whether a noun has **le/la** in front of it.

Ask for 6 volunteers to form a line at the front of the room holding the ingredients. Take the labels for each on card, hold them high, encourage children to repeat the word and then place each one using blue-tack on the matching item. Repeat until all food items have been labelled.

Ask the rest of the children to close their eyes. One pupil in the line turns his/her back on the class and the children must recall in French the item he/she was holding.

Pupil Activity

Children listen to information about Shrove Tuesday. They reflect on how and why we mark this occasion in England.

Children are introduced to an aspect of French culture. They consider different customs regarding eating habits and restaurants.

Children meet two new items of vocabulary. They chorus the words and their attention is drawn to the gender of each.

Children learn another 4 items of vocabulary. They look at the food items and learn the French for each as the written word is attached.

Children study the French words and then try to recall the missing item in French.



Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Hold up each of the ingredients for making a pancake in turn. Children chorus the French with you. Leave out one item and see if children can recall which item is missing.



Show a list of ingredients on OHT and give children a minute to look at the list. Then remove it and add second OHT showing the same list with letters missing. Children can work in pairs to try to identify the missing letters.

Children can now write their own shopping list for Shrove Tuesday. You could give them special note paper for this. Some children will be able to write the list from memory; others will need support and a prompt sheet.

Children revise the vocabulary introduced last session.

Children's attention is drawn to the spelling of the words. They are challenged to spot and record missing letters in pairs.

Children attempt to write their own shopping list. They try to recall how to write the 6 food items they have been learning. Some children will be given a support sheet and may work at copying correctly.

**NOTES:**

Teaching Sequence

Pupil Activity



Show children the ingredients and equipment you will use for making the pancake: **un bol** – bowl, **une cuillère** – spoon, **un pot** – jug, **un tamis** – sieve, **une poêle** – frying pan and an extra ingredient – **l'huile** – oil.

Then demonstrate the method for preparing the batter. You could give either an English or French commentary depending on your confidence!



- **Mettez le tamis au dessus du bol**
- **Mettez la farine dans le tamis et dans le bol**
- **Ajoutez un peu de sel**
- **Mettez deux oeufs dans le pot**
- **Mettez du lait dans le pot**
- **Mettez les oeufs et le lait dans le bol avec la farine**
- **Mélangez**

Children can come to the front to assist and complete some of the method.

If you have the opportunity, fry the batter and allow children to taste the pancakes afterwards.

As children eat the slice of pancake, you could encourage them to use a couple of expressions by asking '**C'est bon?**' with children responding:
Mmm c'est délicieux!
Mmm c'est bon!

Children observe the method for making pancakes. They revise new vocabulary and enjoy participating in the activity.

Children taste the pancakes and learn and use common French expressions used at mealtimes.

Easter Lesson One, Year 3

4 x 15 minutes

Learning Outcomes

- Understand that different countries have different ways of celebrating events such as Easter and Christmas
- Understand that for Christians Easter is a significant festival, widely celebrated in France
- Learn and recite a finger rhyme from memory
- Learn three weather conditions and associate these with musical sounds

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.1: To recognise some familiar words in written form

Intercultural Understanding

IU3.3: To identify social conventions at home and in other cultures

40

Core Vocabulary

| | |
|---------------------|------------------|
| un oeuf de Pâques | an Easter egg |
| un lapin de Pâques | an Easter bunny |
| un poussin | a chick |
| du chocolat | some chocolate |
| un bonnet de Pâques | an Easter bonnet |
| les agneaux | the lambs |
| les oiseaux | the birds |
| les fleurs | the flowers |

Resources



- Flashcards and text cards for first five items listed under core vocabulary
- Text cards for three weather conditions
- Flashcards and text cards for: lambs, birds, flowers
- OHT of finger rhyme
- Pass the parcel task cards

- Hoops and mats
- Percussion instruments



- **Dans le jardin** Rhyme
- Easter: Games and texts (in additional file)



Knowledge about language

- Recognise how sounds are presented in written form
- Imitate pronunciation of sounds

Teaching Sequence

Pupil Activity

Ask the children what comes to mind when they think of Easter. Explain that children in France would probably think of three things: chocolate eggs, chocolate bells (**les cloches**) and Easter chicks. Use visual aids to introduce these three items of vocabulary. Explain that Easter bonnets are an English tradition and that Easter bunny is an American one.

Children reflect on Easter traditions and compare and contrast with traditions in France and elsewhere.



Recap the five new items of vocabulary by showing real items and then labelling them with text cards in French:



Un oeuf de Pâques, les cloches, un lapin de Pâques, un poussin, un bonnet de Pâques.

Children are introduced to the spoken and written form for the new vocabulary which specifically relates to the topic of Easter.



Teach the children the following finger rhyme:

Dans le jardin



**Il y a un petit poussin
Il y a un petit lapin
Il y a des fleurs
Il y a des oeufs**

Children practise a new finger rhyme. They chant the rhyme in chorus with the teacher and use their hands to demonstrate meaning. They enjoy performing the rhyme to other children in the class.

Run one finger around the palm of the hand for the garden then make a beak shape with the thumb and forefinger of both hands for the chick. Wriggle two fingers in the air for the rabbit and then form an arch with both hands from the centre and wiggle fingers to represent flowers and use forefinger and thumb of both hands to form an egg shape.

Practise and repeat the rhyme several times. One half of the class could perform it to the other half for extra practice.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Find an open space (ideally in the hall/ gym) for this session. Introduce three types of weather associated with Spring:

Il pleut – it's raining

Il fait du soleil – it's sunny

Il y a un arc en ciel – there is a rainbow

Use a different musical instrument to represent each of the weather conditions. When the children hear the sound, they must chorus the French and copy the action you make with your hands. Repeat this several times until the children clearly associate the sound with the appropriate weather condition.

Next, play a game with different coloured hoops and some mats on the floor.

Blue – it's raining

Yellow – it's sunny

Mat – there is a rainbow

Children run or jump around the room until they hear a musical sound. Then they must step into a hoop or on the mat and chorus the corresponding French phrase after you have counted to 3.

To add interest and challenge you could add certain conditions eg.:

Only 3 people allowed in a hoop/on a mat. Then gradually remove mats/hoops and anyone not on a mat or in a hoop is 'out.'

Children will enjoy playing the game repeatedly and will acquire the three new phrases. You can play the percussion instruments yourself to make the sound or use volunteers.

Children are introduced to three weather conditions in French.

Children reflect on the sound made by the percussion instrument and liken it to the weather condition. They chorus the new phrases and perform actions as they do so.

Children actively join in a game which involves them listening for key sounds and chorusing new phrases. They enjoy competing with others in the group.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Repeat the finger rhyme 'Dans le **jardin...**' Practise the actions again with the children. Show the rhyme on an OHT and underline the words: **jardin, poussin, lapin.**

Children perform the finger rhyme with the appropriate actions. Their attention is drawn to the sound – **in**.

Ask the children if they notice anything about the three words. Emphasise the sound of 'in' at the end of each word. You could then chant the three words rhythmically and form a sort of rap sequence to allow children to practise pronouncing the three words.

Children are introduced to three new items of vocabulary. Their attention is focused on the sound/spelling link as they focus on the pronunciation of the letter strings.

Ask the children what else can be associated with Easter and Springtime. Then show flashcards of three things they are likely to notice when the weather becomes warmer:

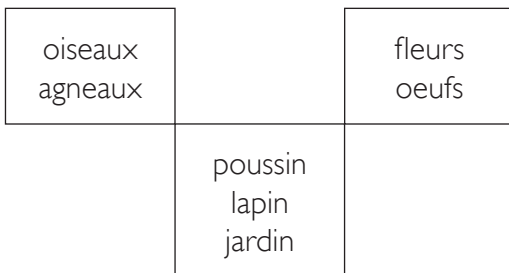


Les fleurs – flowers

Les agneaux – lambs

Les oiseaux – birds

Show children the written words and focus on the sounds of each. Group the core vocabulary for the unit into sounds and allow children to spot the similarities.



Part 4: 15 minutes

Teaching Sequence

You may wish to organise an Easter egg hunt in the last week of term. Alternatively, it could be easier to organise a game in groups where children 'win' mini eggs and also have the opportunity to revise structures/ vocabulary they've learnt so far. Organise the children into groups of 6. Then in the middle of each group place a bowl of mini eggs and a set of cards face down on the table. Play French music and instruct the children to pass a teddy or other object around the group. When the music stops, the child holding the teddy turns over a card, completes the task (eg. say your name in French) and wins a chocolate egg. It is ideal to have more than one adult in the room to offer support to children during this activity.

Pupil Activity

Children take turns passing an object around the group. They listen to music as they do so. They take turns individually to complete a set task which involves them recalling vocabulary and phrases they have learned so far.

**NOTES:**

Easter Lesson Two, Year 3

1 x 1 hour

Learning Outcomes

- Produce an Easter card with drawings labelled in French and verse written in French

Framework Objectives

Literacy

L3.1: To recognise some familiar words in written form

L3.3: To experiment with the writing of short words

40

Core Vocabulary

As for part 1

Resources



- OHT of vocabulary and phrases
- Materials for making Easter cards



Knowledge about language

- Recognise how sounds are represented in written form
- Notice the spelling of familiar words

Teaching Sequence**Pupil Activity**

Children will need some ideas for the design of their Easter card. As you want the card to be written entirely in French, they will need to know how to address it and end it.

Children are introduced to the layout of a greeting card in French. They learn how to write a card to a standard format. Their work can be used for display and then taken home for parents.



Use the OHT to refresh their memory of new vocabulary and discuss designs for the front.

On flip chart or whiteboard show how the inside of the card could look.



43 A maman (et papa)

Joyeuses Pâques!

Grosses bises

Anna

A (To)

Grosses bises (Love/kisses from)

NOTES:

Review Lessons, Year 3

Learning Outcomes

- Identify vocabulary/phrases/new ideas and concepts learned in Y3

Language and learning strategies

- Discuss language learning and share ideas and experiences

To provide the opportunity to consolidate and celebrate learning in French this year, teachers may consider allowing time for children to complete some of the following activities:

- Making a mind map of some of the vocabulary covered this year
- Playing a game whereby the teacher calls out a category eg, colours, numbers, days of the week, names and the children work in pairs to recall vocabulary
- Making a tape or video to record...
 - A finger rhyme
 - A song
 - A short presentation
 - A question and answer sequence with a partner
 - A list of vocabulary
- Making a display of all the words and phrases learned in Y3 for a review board
- Preparing a presentation for an assembly to demonstrate some of the learning in French
- Performing a favourite song for a group of listeners
- Identifying the favourite lesson or activity and discussing why it was memorable
- Making a presentation individually or in groups to deliver to the rest of the class which recaps some of the learning from Y3. This could be a topic area, a pronunciation rule, a rhyme or song, an aspect of intercultural understanding
- Making a board game or quiz
- Discussing how the children feel about language learning
- Preparing a parents' evening with the children during which refreshments are provided and the children perform songs and rhymes for the parents and teach them some of the language they have learned