

Year 4 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Revision of colours from Y3 Parts of the body: Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles Adjectives: Grand, petit, gros, long, pointu	<ul style="list-style-type: none"> • Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately
Lesson 2	Parts of the body: La jambe, le pied, le ventre, la main, le bras (l'épaule and le genou introduced for receptive use through song) Asking for French translation: Comment dit-on... en français? Revision of adjectives	<ul style="list-style-type: none"> • Understand that all nouns have a gender • Ask how to say something in French • Listen for a key sound as it occurs in a rhyme
Lesson 3	Revision of asking for French translation Comment dit-on... en français?	<ul style="list-style-type: none"> • Appreciate similarities between English and French nursery rhymes • Recite a nursery rhyme • Follow a text as it is read aloud
Lesson 4	Zoo animals: Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin Some letters of the alphabet Introduction of vowels	<ul style="list-style-type: none"> • Follow a story using visual clues • Recognise some letters of the alphabet • Listen for sounds, rhyme and rhythm
Lesson 5	Verb – être (to be): Il est (He is) Elle est (She is) Quantifiers: Assez, très Adjectives: Grand, petit, gentil, rigolo, féroce	<ul style="list-style-type: none"> • Say 6 vowel sounds in French • Write simple words and phrases following a model • Read words aloud with accurate pronunciation
Lesson 6	Christmas theme Revision of parts of the body Phrases and vocabulary for work on snowman theme: Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige Phrases for playing a game: À toi, à moi, le dé	<ul style="list-style-type: none"> • Participate in a short drama • Play a game, communicating in French

Lessons	Content	Key skills and activities
Lesson 7	Christmas theme Two expressions: Oh là là, j'aime ça	<ul style="list-style-type: none"> • Join in singing a French song • Write individual words or short sentences in French
Lesson 8	Receptive vocabulary only from song – Meunier tu dors Le moulin, vite, le meunier, fort, le lapin, le poulet, le châtton	<ul style="list-style-type: none"> • Recite a short poem from memory • Identify rhyming words in short texts • Letter string –in
Lesson 9	Members of the family: Le père, la mère, le frère, la soeur, le grand-père, la grand-mère, Possessive adjectives: Mon, ma	<ul style="list-style-type: none"> • Present a short role play introducing family members • Ask and answer questions
Lesson 10	Ask and answer questions about family members	<ul style="list-style-type: none"> • Ask and answer questions • Recognise rhyming words and understand that the final consonant is rarely pronounced • Use mental associations to help remember words
Lesson 11	Vocabulary for story: Le radis géant La petite fille, tirer, tomber Pets: Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau	<ul style="list-style-type: none"> • Follow a French story and join in reading • Recognise nouns and verbs in French • Compare traditional stories
Lesson 12	Revision of pets vocabulary Verb – avoir (to have): J'ai – I have Je n'ai pas de – I haven't Connectives: Et, aussi	<ul style="list-style-type: none"> • Understand simple rules for converting singular to plural • Present a rhyme • Know about pets that are popular in France
Lesson 13	No new core vocabulary	<ul style="list-style-type: none"> • Follow a text as it is read aloud • Write simple sentences • Read some words with accurate pronunciation

Lessons	Content	Key skills and activities
Lesson 14	Easter theme Quantifier: assez	<ul style="list-style-type: none"> • Know about some Easter traditions • Identify specific items of vocabulary in a longer text
Lesson 15	No new core vocabulary Dictionary skills Playground song and activity	<ul style="list-style-type: none"> • Recognise word classes: nouns, verbs, adjectives • Sort words into dictionary order • Become familiar with layout of dictionary • Play a traditional game and sing song
Lesson 16	Hobbies: Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc	<ul style="list-style-type: none"> • Listen for sounds • Identify strategies for learning vocabulary • Write some words from memory
Lesson 17	Revision of hobbies Opinions phrases: J'adore, j'aime, je n'aime pas	<ul style="list-style-type: none"> • Read and understand a paragraph with familiar vocabulary and structures • Recognise positive and negative statements in English and French • Memorise and present two sentences or more
Lesson 18	Tu aimes...? Numbers 12-31	<ul style="list-style-type: none"> • Conduct a short interview in French, asking and answering questions • Listen for a specific sound in a song
Lesson 19	Revision of leisure activities and opinions phrases	<ul style="list-style-type: none"> • Conduct a survey in French • Know the names of some major airports and ports in France • Learn how to play a popular French game
Lesson 20	Two weather expressions: Il fait froid, il fait chaud Quantifiers: Très, un peu Clothes items for packing a suitcase: Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt	<ul style="list-style-type: none"> • Understand different possibilities for travelling abroad • Pack an imaginary suitcase for a holiday, writing individual words

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 4, you will need: Maman! Mario Ramos
Lutin Poche de L'Ecole des Loisirs (ISBN 2 211 060 617)
Young European bookstore Tel: 0207 836 6667
- 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
- For lesson 15, you will need: the Collins First Time French dictionary
Collins Publishers Tel: 0208 7417070 www.collins.co.uk (ISBN 0-00-719650-4)

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.

Smart Notebook can be licenced to use on interactive whiteboards other than Smartboards. For more information about this you should 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.

NOTES:



Lesson One, Year 4

3 × 15 minutes; 1 × 25 minutes

Learning Outcomes

- Listen to and follow a short story
- Understand and give the names of five parts of the body
- Understand the meaning of five adjectives, and recognise that adjectives can change spelling

Framework Objectives

Oracy

O4.2: Listen for specific words and phrases

O4.3: Listen for sounds, rhyme and rhythm

Literacy

L4.3: Read some familiar words and phrases aloud and pronounce them accurately



Core Vocabulary

(Revision of colours from Y3:

rouge – red	jaune – yellow
bleu – blue	vert – green
violet – purple	blanc – white
noir – black	marron – brown
rose – pink	gris – grey)



une tête	a head
un nez	a nose
des dents	some teeth
des cheveux	some hair
des yeux	some eyes
une bouche	a mouth
des oreilles	some ears

grand	big
petit	small
gros	fat
long	long
pointu	pointed



- Flashcards of colours
- OHT with words of song
- Sentences from text: **Le monstre** cut up on card

Le monstre on powerpoint
Flashcards of parts of the body
Flashcards of parts of **Le monstre**
Linking adjectives pictures
Linking adjectives text cards – e.g. **un long nez**
Text cards – parts of the body
Adjectives text cards



- Chante en français I, Track 18, song: **Pomme de reinette** and Track 19: **Le monstre**
- Cuddly toys



- Adjectives for facial features
- Parts of head
- Parts of head powerpoint
- Parts of head vocabulary



Knowledge about language

- Apply phonic knowledge of the language to support reading and writing
- Reinforce and extend recognition of word classes and understand their function

Language and Learning Strategies

- Use context and previous knowledge to determine meaning and pronunciation
- Read and memorise words
- Practise new language with a friend and outside the classroom

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Revision of colours.

Give children two minutes in pairs to recall the names of colours in French. Challenge them to give the names of seven colours.



Hold up flashcards with a coloured circle on each to revise the names of colours in French. Introduce three at a time and then challenge the children to recall the three colours they have seen. Extend with four and five etc.



Play the song, Track 18: **Pomme de reinette**. Organise the children into groups of 6 – 8, and give each group two cuddly toys. Two children in the group take hold of the cuddly toys. Instruct the children to listen to the song and to pass the cuddly toys around the group in a clockwise direction each time they hear the word '**tapis**'. Play two or three times. Then instruct children to change direction when you wave your hand in the air.



Then display the words of the song on OHT and encourage children to spot the names of two colours in French. Then encourage all the children to join in singing once more.

Children work in pairs to recall colour vocab. Some children will present their list orally to the rest of the class.

Children recall the names of the colours they have seen in French.

Children enjoy listening to the nursery rhyme. They listen out for a key word and respond with a physical action. They become familiar with the tune.

Children scan the text to find the two colours. They enjoy singing the rhyme and some children will manage to follow the text as they do so, with teacher support.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Introduce children to the text '**Le monstre**'. Begin by slowly reading through the text, demonstrating meaning through gesture. Try to avoid giving translations in English during the first reading to encourage the children to decipher meaning through the pictures and your actions.

Read the text for a second time and check understanding. Ask children which words they recognise.



Distribute props/flashcards to individual children. Read the text again. This time, the children holding props must listen to hear when their prop is mentioned and then come to the front to form a line.

Children listen to the story and study the pictures.

Children listen again to the story. They focus on specific words and attempt to understand the text.

Children hear the story again and listen for key words. They respond on hearing the word(s).

**NOTES:**

Part 3: 25 minutes

Teaching Sequence

Pupil Activity

Ask children if they can recall the names in French of any colours mentioned in the text: '**Le monstre**'. Then see if any children can recall any body parts mentioned in French or in English.



Distribute parts of the text on card to children and read the story again. The children must listen attentively and wave



their card in the air as they hear the phrase.

Teach the body parts mentioned in the text. Include choral repetition and actions. Encourage children to stand and touch the part of the body as they learn and chorus the French word.

Play 'Simon says' with the new vocabulary. This game is called '**Jacques a dit**' in French.



Play Chante en français I, Track 19: '**Le monstre**'. If time, use the instrumental which follows to encourage the children to fit in their own words.

Children recall the story. They recap colours in French and try to recall the names of parts of the body. If you feel it is appropriate, you may choose to do this as a written activity using mini whiteboards, challenging children to write correct spellings of colours.

The children look carefully at the speaker, and listen for specific words and phrases.

Children chorus new vocabulary and participate actively in learning the new words.

Children hear the new words and respond with a physical action. The vocabulary is reinforced through playing the game.

The children listen to the song. They repeat on their own during the instrumental. If time or with more advanced groups, they could create their own words.


NOTES:

Part 4: 15 minutes

Teaching Sequence



Attach the names of the body parts on cards face down on the board with numbers on the back. Then state a part of the body in French. One child will come to the front of the class and other pupils suggest a number that they think matches the body part stated by the teacher. The child near the board turns the cards as the numbers are suggested and the child who gives the correct number wins the card. As each card is won, focus the children's attention on the spelling of the word and the letter string highlighted in the list under core vocab. Encourage children to give any other French words they have met with the same letter string.



Introduce the new adjectives using flashcards provided. Children will be able to guess the meaning of '**un petit nez**', '**une grande bouche**' etc. by the drawing on the flashcard. More able children may note that there is a subtle difference in pronunciation e.g. **Une petite bouche, un petit nez**. You will need to decide how much emphasis you want to place on this, but at this stage you may simply choose to acknowledge the difference and explain that adjectives in French change their spelling and pronunciation slightly according to the noun.

Play a game of pictionary. As you state a phrase, the children must draw it on mini whiteboards and hold up e.g. **Un long nez, des cheveux pointus, un nez pointu, une petite bouche, une grande tête, un petit nez, des cheveux longs**. You may choose to do this activity as pairwork so that the children can discuss the words after hearing them and support each other.

Pupil Activity

Children play a game suggesting numbers in French to try to find the correct part of the body. As they do so, their attention is drawn to letter strings. They focus on the written word and the spelling of new items of vocabulary.

Children study the flashcards, listen to the French and guess the meaning of the phrase. Very able children may recognise that the adjectives they meet change spelling and pronunciation according to the noun – e.g. **Petit/petite; grand/grande**

Children listen carefully to the French and draw a picture to represent the phrase they hear.

Lesson Two, Year 4

4 x 15 minutes

Learning Outcomes

- Understand and say seven parts of the body in French
- Understand that all nouns have a gender in French
- Be able to ask how to say something in French
- Listen for and identify a key sound as it occurs in a rhyme

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Core Vocabulary

la jambe	the leg
le pied	the foot
le ventre	the stomach
l'épaule	the shoulder
le genou	the knee
le bras	the arm
la main	the hand

(Definite article used here: **le, la, les** 'the'; indefinite: **un, une, des** 'a, some' used in lesson one. Either can be taught)

Comment dit-on... en français?

How do we say... in French

Recognise and revise adjectives

grand/grande	big
petit/petite	small
long/longue	long
gros/grosse	fat
pointu/pointue	pointed
énorme/énorme	enormous

Children are not expected to know both forms of the adjectives above in Y4! The list is provided for teacher reference.

Framework Objectives

Oracy

- 4.3: Listen for sounds, rhyme and rhythm
- 4.4: Ask and answer questions on several topics

Resources



- Pictures of the body
- Text cards of body parts (different colours for masculine and feminine)
- OHT with words for song
- **Le/Un** and **La/Une** cards to stick on classroom walls
- Snakes and Ladders game
- Text cards for '**Comment dit-on en français?**'

- Dice and counters



- Chante en français I, Track 20, song: **Dans la forêt lointaine** and Track 21: **La tête, les épaules, les genoux**



- **Dans la forêt lointaine**
- **Le** or **la**
- Parts of the body



Knowledge about language

- Reinforce and extend recognition of word classes and understand their function
- Use question forms
- Recognise and apply simple agreements, singular and plural

Language and Learning Strategies

- Use context and previous knowledge to determine meaning and pronunciation
- Read and memorise words
- Ask for repetition and clarification

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Extend parts of the body with the new vocabulary listed above. Point in turn to four parts of the body: **jambe, bras, genou, pied** to teach these four new words. Encourage children to chorus the new vocabulary with you. When children have done this a few times, show the



text card for each and again repeat the French, pointing to the part of the body. When children are confident with these four words, extend with: **main, ventre, épaule**. Follow the same procedure to teach these words. It is likely that children will need a lot of reinforcement of this vocabulary as there are no cognates and some complex spellings.



Play Chante en français 1, Track 21:
La tête, les épaules, les genoux.

(You could organise for the children to be filmed as they sing the song so that they can watch themselves afterwards.)

Place on the whiteboard an image of a body. Either using interactive board or text cards, children are invited to come to the front to label the parts of the body in French. As they do so, draw the attention of the children to the spellings of the words and the key letter strings in each: genou, (and link to bouche).

Children are introduced to six new parts of the body. They repeat the new words and point to the corresponding body part. They see the written words and study these as they chorus the vocabulary.

Children join in singing and are actively involved as they learn the new words.

Children volunteer to match the written word to the parts of the body.

NOTES:



Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Play Chante en français I, Track 20: **Dans la forêt lointaine**. Organise children into pairs and give each a set of multi-link cubes. Then make the sound 'ou' to the children, and encourage them to repeat it several times to each other. Their task is to listen to the song and build a tower with the cubes, adding one on each time the sound 'ou' occurs in the song.

Play the song twice through and then count in French with the children the number of cubes the tower should contain.

Next, play the song again and this time encourage children to deconstruct the tower by taking one cube away each time they hear the sound.



Children can now see the transcript of the song on the OHT and join in singing the song, performing an action each time they hear the sound occur.

Children listen to a nursery rhyme. They enjoy practising a key sound, and play with the sound by repeating it with a partner and saying it silently.

Children listen to the song and listen for the sound. They show they can hear the sound as it occurs by building the tower.

Children see the written words and recognise how the sound is represented in written form.

**NOTES:**

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Begin this sequence by challenging the children to recall in pairs any parts of the body with the sound 'ou' (**bouche**, **genou**). Give them a one minute time limit and then take answers. Then give the children another two minutes in pairs to recall other parts of the body.

Children work in pairs to recall parts of the body in French.



Next revise the vocabulary using the interactive whiteboard or text cards to label the body. Introduce one word at a time and check for accurate pronunciation. As this activity takes place, draw the children's attention to the gender of words. Remind them that all nouns in French are either masculine or feminine and organise the new words into two lists to demonstrate this. (It is a good idea to use two different colours for the text to highlight gender).

Children focus on the written word as they revise the new vocabulary. Their attention is drawn to the gender of the words.

To liven up the topic of gender, organise a guessing game. Once children have seen the body labelled with all the parts (including some from lesson 1 – **la bouche** – mouth, **la tête** – head, **le nez** – nose, **les dents** – teeth), they play a game in which the children have to make a decision re: gender. If they think the word you call is masculine, they have to stand under the **le/un** card on one side of the room, if they think it is feminine, they must stand under the **la/une** card. Give them 15 seconds to make their selection then give the answer. You can either simply carry on with other words, or knock out all those standing on the wrong side.

Children participate in a game, whereby they have to make a decision re: the gender of the word. Children's attention is drawn to the importance of knowing the gender of nouns.

(You may decide to explain to children the link between **le** and **un**, and **la** and **une**. This is a difficult concept for children and some will not understand immediately. There will be regular opportunities for reinforcement over the year ahead.)

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Introduce a game of Snakes and Ladders. Children play in pairs using the board. If they land on a square with a part of the body drawn onto it, they must state the French or go down the snake. If they are able to say the word correctly, they climb the ladder. Before beginning the game, teach the children how to ask for a word they don't know in French: 'Comment dit-on 'shoulder' en français?' Repeat the phrase several times and engage the children in choral repetition.



2 Give out words of the phrase to six children on flashcards. The children must organise themselves into a line at the front of the room. See if they can line up in the correct order. Repeat the activity with another six children. Write the sentence on the board and explain to the children that you will supply unknown vocabulary if they ask in French. The phrase should also be displayed somewhere in the classroom.

Children are introduced to the way of asking for items of vocabulary using the target language. They revise the new vocabulary as they play in pairs.

NOTES:

Lesson Three, Year 4

4 x 15 minutes

Learning Outcomes

- Appreciate the similarities between nursery rhymes in French and in English
- Recite a nursery rhyme with accurate pronunciation
- Read and demonstrate understanding of a short text

Framework Objectives

Oracy

- O4.1: Memorise and present a short spoken text
O4.3: Listen for sounds, rhyme and rhythm

Literacy

- L4.2: Follow a short familiar text, listening and reading at the same time

Intercultural Understanding




- IU4.3: Compare traditional stories



Core Vocabulary

Comment dit-on... en français?
How do you say... in French?

Resources

-  Transcript of nursery rhyme on OHT
Text describing monster
-  Chante en français I, Track 22, song:
Une araignée sur le plancher
-  **Une araignée**



Knowledge about language

- Apply phonic knowledge of the language to support reading and writing
- Recognise that texts in different languages will often have the same conventions of style and layout
- Use question forms

Language and learning strategies

- Discuss language learning and share experiences
- Use context and previous knowledge to determine meaning and pronunciation
- Practise new language with a friend and outside the classroom
- Ask for repetition and clarification
- Plan and prepare for a language activity

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Ask children to think about some of the nursery rhymes they know in English. Which is their favourite? Select two from the list they mention and say them aloud to the children. What do they notice? Children's attention could be drawn to the rhyming nature of the lines, the rhythm, the length of the phrase and the length of the whole verse. Children may also mention that some don't make much sense e.g. 'Hey diddle diddle'. Explore with the children why these are the characteristics of nursery rhymes.



3 Then show children a French nursery rhyme on OHT: '**Une araignée sur le plancher**' Before exploring the meaning of the piece, ask the following:

- How long is the nursery rhyme?
- How many sentences are there?
- How long is each line?
- Are there any words which look as though they would rhyme?
- Are there similarities between English and French nursery rhymes?

Then act out the meaning of the first two sentences of the rhyme as you slowly read each sentence aloud. Repeat several times and then encourage children to join in by clapping the rhythm and chanting the words.

Discuss the meaning of the first two lines, and then draw the children's attention to the pronunciation of **flacon** and **limaçon**. What do they notice about these words? Explain how the **ç** (accent on the c) makes it a soft sound. This has been covered in Y3 and some children will remember its function.

Cover half the text during this session.

Children reflect on the characteristics of traditional nursery rhymes in English.

Children study a French nursery rhyme and their attention is drawn to its format and style.

Children enjoy watching you act out the meaning of the lines, and repeat the words whilst clapping to a rhythm.

Children understand the meaning of the first two lines, and notice the function of accents and how they affect the pronunciation of words. Children enjoy reciting half the text to a rhythm.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Display again the nursery rhyme on OHT and chant the first half with the children.

Focus the children's attention on the second half of the rhyme. Can they spot any rhyming words?

Next, explain that music can accompany some nursery rhymes (give examples in English e.g. Humpty Dumpty) and play



Chante en français I, Track 22: **Une araignée sur le plancher**. After the first hearing, ask children if they were right about the words they thought would rhyme and practise the pronunciation of the pairs of words.

Next, discuss the meaning of the whole piece (and acknowledge that like many English rhymes, it doesn't make much sense) and then devise actions with the class to accompany the meaning of the words. This should be a fun, creative activity as the children either work in pairs, groups or as a full class to agree actions for each line.

Once the actions have been agreed collectively all join in chanting the rhyme, and if desired, sing again with the accompanying music.

Children join in chorusing the rhyme.

Children focus on individual words in the text.

Children hear the sung version of the rhyme and listen specifically for rhyming words.

Children understand the meaning of the rhyme and work together to devise appropriate actions to convey meaning to an audience.

Children enjoy performing the rhyme with actions.


NOTES:

Parts 3 & 4: 30 minutes

Teaching Sequence



Give children a short text to read on OHT. The text describes a monster. They follow the text as it is read aloud.



On the second reading, stop mid-sentence and see if children are able to give the next word.

After reading it several times, you could ask for translations to practise the phrase introduced last session: '**Comment dit-on... en français?**' Use words from the text and seek answers from individual children.

Check that children understand the description by asking questions in English.

Then ask children to work either in pairs or independently to design the monster according to the description they have just read. As the description includes colours etc you may wish to take some time over this work and use it to do some display work.

Pupil Activity

Children follow the text, listening and reading at the same time. Activities they undertake check that they are able to follow the text. They hear again the phrase: '**Comment dit-on... en français?**'

Children reread and respond to information given in the text by designing a monster and labelling parts of the body in French.



NOTES:

Lesson Four, Year 4

3 × 15 minutes; 1 × 20 minutes

Learning Outcomes

- Be able to say the names of six zoo animals from memory with accurate pronunciation
- Follow a story using visual clues
- Recognise some letters of the alphabet in French

Framework Objectives

Oracy

O4.3: Listen for sounds, rhyme and rhythm

O4.4: Ask and answer questions on several topics

Literacy

L4.2: Follow a short, familiar text, listening and reading at the same time

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Core Vocabulary

le tigre	the tiger
l'éléphant	the elephant
l'ours	the bear
la souris	the mouse
le lion	the lion
la girafe	the giraffe
le singe	the monkey
le crocodile	the crocodile
le pingouin	the penguin

Letters of the alphabet in the above words
Introduction of vowels

Resources



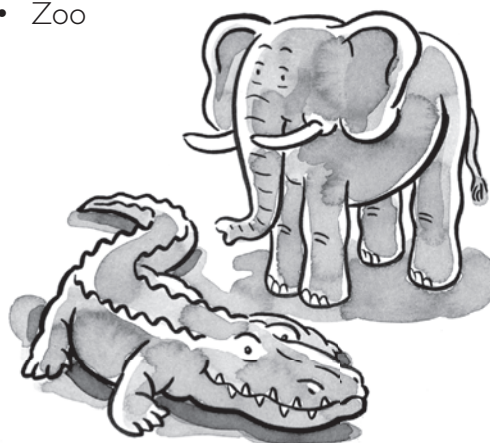
- Powerpoint – trip to the zoo and accompanying story
Zoo powerpoint presentation
Animal flashcards
Text cards – animals
Mini flashcards of the powerpoint story
Sentences from powerpoint story for children to match with the pictures
OHT of text: **La lettre E**
- Story: '**Maman!**'
(see recommended resources)
Mini whiteboards



- Chante en français I, Track 23, text: **La lettre E** and Track 24, song: **Les voyelles**



- Zoo



Knowledge about language

- Reinforce and extend recognition of word classes and understand their function
- Apply phonic knowledge of the foreign language to support reading and writing

Language and learning strategies

- Use context and previous knowledge to determine meaning and pronunciation
- Read and memorise words
- Practise new language with a friend and outside the classroom

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Begin the theme of zoo animals by reading the book: **'Maman'** by Mario Ramos. In the book the child looks in every room for his mother and finds animals instead. As you read it to the children – refer to pages 26 and 27 in the book and listen to sound file Track 49 – make sure that you demonstrate the little boy's increasing desperation as he moves from room to room without success. This will help the children to see the humour in the book.



As you read the text a second time, pause on each page and count the animals with the children e.g. **un, deux, trois, quatre crocodiles**. The names of the animals are listed above and also at the back of the text. You may choose to draw the children's attention to cognates at this point.

As you read the text a third time, encourage the children to join in with the French, calling Maman! Then repeat the counting activity with the animals.



At the end of the reading, ask the children: **'Il y avait combien de cochons?'**

Demonstrate the meaning of the questions by then asking: **'Un, deux, trois? Combien?'**

Repeat this question and answer sequence with a few other animals.

Then ask children to work in pairs to recall the names of four animals they've learned. Brainstorm with the children and collect the words they offer on the whiteboard. Children will see the written word and begin to make links with the sounds and spellings.

Children enjoy listening to the story with some anticipation over the ending. They recognise that the same word is being read differently as the book progresses and how this alters communication.

Children revise numbers and begin to learn the vocabulary for some animals. They identify five cognates from the text.

Children enjoy participating in reading the text and imitate your intonation and expression.

Children recognise, understand and respond to a simple question.

Children volunteer individual word answers. Their attention is drawn to the written form of the words.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



4 Introduce the story of the trip to the zoo on powerpoint or on acetate if necessary. The accompanying text is written in rhyme to allow children to enjoy the rhythm of the short story. The visuals should support understanding although it is not the intention that children understand every word.

Children enjoy listening to the text and looking at the visuals, and they appreciate the rhythm of the piece.



50 On first hearing allow children to simply listen to the text. On hearing the story for a second time, ask the children if they notice anything about how the story has been written.

Some children will identify that the story has been written in rhyme.

On the third hearing, ask children to work in pairs. One must listen for the French for lion and tiger, and the other must listen for elephant and giraffe.

Children listen specifically for items of vocabulary and hold the words in their heads as the story continues to the end.

Collect answers for the above.

Look at the text again, and focus on the written word. Discuss with the children the words that rhyme in each picture. Study the rhyming words and clap the syllables in the words as you say them with the children. This will help children focus on the words in the written form. It may also be worth emphasising and revising familiar letter strings: ou, oi, ui, eu – as they occur in rhyming words.

Children study rhyming words and match sound to the written word. Their attention is drawn to words where the final syllable is spelt differently but which still make the same sound.



4 Use flashcards to revise the names of the animals in the short story. Use choral repetition to practise pronunciation and then play some flashcard guessing games to reinforce the words (e.g. Hiding the flashcard or the key hole game).

Children chorus the new vocabulary and practise producing the French.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Give out a pack of mini flashcards to pairs of children. These represent the pictures from the powerpoint story. They challenge the children to use their memory to put the pictures into the order of the text before they hear it once more.

Read the story through once again and give children the opportunity to review and reorganise their work.



4 Give out cut up sentences for each of the pictures to each pair. Then challenge the children to place the correct piece of text under the corresponding picture. Once again, read the text through so that the children can check their work.

Finally read through the text. Stop every now and again and see if children can read the next word.

Children have two minutes to discuss the sequence of the story in pairs.

Children listen to the French and reorder their sequence of cards as necessary.

Children listen to the story once again. They see the pictures and hear the text and check their work. As they do so, they are matching the sounds to the written word.

Children will enjoy the unexpected nature of this activity. If you think children are having difficulty in following the written word, trace a line underneath the words as you read them.

NOTES:

Part 4: 20 minutes

Teaching Sequence

Pupil Activity

In this section of the lesson, children will begin to practise hearing and using some letters from the French alphabet. Begin by playing 'Guess the word'. Start to spell the name of a zoo animal in French and see if any children can identify the animal. Display the possible words on the board so that children have a point of reference. This will be very challenging for some children so you may prefer to limit the number of words and write just four on the board – **lion, crocodile, singe, ours**. Repeat this several times. Then focus on the vowels in French and write them on the board as you practise saying them to the class.



Two difficult letters to memorise are **e** and **i**. Practise the sound of the letter **e** and then play Chante en français I, Track 23: **La lettre E**. Display the text on OHT or whiteboard as the children listen to the text. After hearing the text through twice, ask the children to listen out for the difference in pronunciation between **é** and **ê**. Can they see that the accents are written differently and have they recognised the different pronunciation of each? Focus the children's attention on the sound of the letter **é** in the words: **échappé** and **hésite**. Next focus their attention on the sound of the letter **ê** in the words **arrête** and **flèche**.

Then play with the six vowel sounds again. Give each group of children a teddy to pass around the group. As they do so they pass on the vowel sound you point to on the board. After practising the activity for two or three minutes, invite one group to present the activity to the rest of the class.



Finish this session by playing Chante en français I, Track 24: **Les voyelles**. Some children may feel confident to join in singing.

Children begin to practise understanding letters of the alphabet. Their attention is drawn to key vowel sounds.

Children enjoy singing the vowels song.

Lesson Five, Year 4

4 x 15 minutes

Learning Outcomes

- Children can say the 5 vowel sounds in French
- Children are able to say and to write a short simple sentence in French using noun, verb and adjective

Framework Objectives

Oracy

O4.3: Listen for sounds, rhyme and rhythm

Literacy

L4.3: Read some familiar words and phrases aloud and pronounce them accurately

L4.4: Write simple words and phrases using a model and some words from memory

51

Core Vocabulary

il est/elle est	he is/she is/it is
assez	quite
très	very
grand	big
petit	small
féroce	ferocious
gentil	nice
rigolo	funny

Resources



- Flashcards of the 6 vowel sounds
OHT of text: **La lettre I**
Jigsaw anagrams of animal vocabulary
Set of adjective cards
Individual letter cards for pass the anagram parcel activity

- Mini whiteboards



- Chante en français I, Track 25:
La lettre I and Track 22, song: **Une araignée sur le plancher**



- Adjectives to describe zoo animals
Animal anagram
Jigsaw word game



Knowledge about language

- Reinforce and extend recognition of word classes and understand their function
- Apply phonic knowledge of the foreign language to support reading and writing

Language and learning strategies

- Use context and previous knowledge to determine meaning and pronunciation
- Practise new language with a friend and outside the classroom
- Sort words into categories
- Use mental associations to help remember words
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Place several flashcards of each of the six vowels around the room. Children must listen to the letter you say and then find a corresponding letter flashcard and stand next to it. After each round of the activity encourage the children to chorus the sound several times.

Children listen carefully to the sounds uttered by the teacher and try to identify the written form of each.



Say the days of the week in a list and stop after three or four. Can the children remember the days? (This was covered in Y3) Then play *Chante en français I*, Track 25 to practise the sound of the letter i.

Children revise the days of the week orally and focus on the pronunciation of the sound formed by the letter i in French.



Children will revise the days of the week as they listen to the sound of the letter repeated throughout the rhyme. Show a transcript of the text on OHT.

Children use mini whiteboards to record the letters they hear and they try to work out the word.

Play the spelling game again, revising recent categories of vocab, such as colours and parts of the body. Mini whiteboards would be very useful for this activity to ensure participation – first child to complete the word holds the board in the air. This gives you an overview of how easy or difficult they find the task. (If necessary, again limit the number of words you use and write them on the board for reference during the activity.)

Children work in pairs and attempt to write individual words from memory.

Whilst the children have the whiteboards in front of them you could challenge them to write individual words from memory and spell them correctly. For this activity allow children to work in pairs. State a familiar word and give them 30 seconds to decide how to write it. They must then hold the board in the air. Write out the answer for them to see, stating the individual letters in French as you write it.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



5 Give each pair of children a set of jigsaw words. Give the children a few minutes to match the beginning and ending of the words. E.g. **Eléph** – **ant**, **li** – **on** etc.

Once children have completed the task, correct the activity together, writing and spelling aloud the words on the board. This gives the children further practice in working with the French alphabet.

The children will now have a list of animals on the table. Ask a child to give you the name of one of the animals in the list. Then write the animal on the board and ask the children about the animal e.g. **Il est comment l'éléphant?**



52 Give suggestions: '**Grand ou petit?**' '**Il est de quelle couleur? Rouge, vert, bleu?** Try to elicit answers from the children and then make a sentence for them: '**Oui il est grand**' Repeat this with a few animals and write the corresponding adjectives next to the animal on the board.

Remember that you will refer to feminine nouns as '**elle**' e.g. '**Elle est comment la souris?**'

It might be helpful to use two quantifiers here when children want to describe size: **très** – very, **assez** – quite.

Ask children to work in pairs for two minutes. They must choose three animals and decide upon adjectives to describe each.



22 Finish this session by playing again the song: **Une araignée sur le plancher**, Chante en français I, Track 22. Children will enjoy listening to a familiar tune and can join in singing with the words displayed on the OHT.



Children work in pairs to match the two halves of the words. They use their knowledge of the sound of the words to complete the task.

Children watch as the answers are written on the board and listen to the sound of the letters. They compare the answers with the words they have created.

Children listen carefully to the question given by the teacher and attempt to provide an answer in French, using and adapting teacher prompts. Some children will be able to give an answer in a full sentence and some may use quantifiers.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Give out a set of adjectives cards to groups of three children. Each set of cards contains adjectives describing colour, size and characteristic: **grand** – big, **petit** – small, **énorme** – enormous, **gentil** – kind, **intelligent** – intelligent, **rigolo** – funny, **féroce** – ferocious, and colours. Using their knowledge of the meaning of the words, ask the children to take 5 minutes to discuss the meaning of the words with others in their group, and then to sort them into three different sets.

Collect answers from some of the groups. Discuss with the children how they worked out the meaning of some of the words. Emphasise the use of cognates and the meaning of **gentil** - nice, kind.

Write two quantifiers on the board – **assez** - quite, and **très** – very. Then model a short descriptive sentence



– **L'éléphant est très grand.**

Le lion est très féroce.

Le singe est rigolo.

Emphasise the verb – **est** – is, which children have used in Y3.

Provide the children with a list of possible animals (use only masculine singular nouns to avoid the complication of agreements at this stage) and a list of familiar adjectives, and encourage them to write a short sentence by substituting the noun or the adjective to make their own sentence. You may choose to do this as pairwork and set a challenge of writing a certain number of sentences in a given time limit. Then choose a few children to come to the front and read their best sentence aloud to the rest of the class.

Children work in small groups and discuss the meaning of the word cards. They then attempt to sort them according to meaning.

Children volunteer answers.

Children focus on the two lists of vocabulary. They see how a sentence can be easily constructed and then attempt to write their own, using the vocabulary provided. Some children will practise speaking clearly and confidently in front of the class.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



5 Play Pass the Anagram Parcel. Listening to authentic music or songs, the children pass around the circle a bag containing letters which make up a word. When the music stops the child holding the bag takes out a letter, says it in French, (the teacher corrects pronunciation if necessary), and then places it in the centre of the circle. The challenge for the children is to complete the game and then guess which word can be spelled with the letters. Words to use: animals and adjectives.

When the game has been played several times and all the words are displayed, the children then organise the words into dictionary order.

Children enjoy listening to the music. They revise letters of the alphabet and work out which word can be made from the letters in the bag. As they do so, they revise vocabulary from previous lessons.

Children practise their dictionary skills as they rearrange the words.

NOTES:

Lesson Six, Year 4

4 x 15 minutes

Learning Outcomes

- Participate in a short drama in French
- Play a game in groups using French as the means of communication
- Say two weather conditions and four items of clothing with accurate pronunciation

Framework Objectives

Oracy

O4.1: Memorise and recite a short spoken text

Literacy

L4.2: Follow a short familiar text, listening and reading at the same time

Intercultural Understanding

IU4.2 Know about some aspects of everyday life and compare them to their own



Core Vocabulary

(revision of parts of the body)



Qu'est-ce que c'est?	What is it?
un bonhomme de neige	a snowman
un chapeau	a hat
une écharpe	a scarf
des gants	some gloves
un manteau	a coat
il fait froid	it's cold
il neige	it's snowing
à toi	your turn
à moi	my turn
le dé	a dice

Resources



- OHT of drama transcript
- Props for drama
Cards + dice for beetle game
Display materials
Real items of clothing (as listed under core vocabulary)

- **Joyeux Noël** activity book + CD Track 4 (see recommended resources)



- Vocabulary for lesson 6



Knowledge about language

- Apply phonic knowledge of the language to support reading and writing
- Use question forms

Language and learning strategies

- Ask for repetition and clarification
- Practise new language with a friend and outside the classroom
- Plan and prepare for a language activity

Parts 1 & 2: 30 minutes

Teaching Sequence

Pupil Activity



6 Introduce the drama activity by playing the **Joyeux Noël** CD – Track 4 – making the snowman. See page 1. Some children are building a snowman and another child arrives on the scene. Ask children to raise their hand when they hear any words they recognise. After listening twice to the dialogue on CD, show a transcript of the conversation on OHT.

Ask the children if they can identify any words they already know and underline them as they supply English. Then ask children if there are any words that they can have a guess at because they are cognates. Circle these words as children supply the English. Children will now be able to guess at the meaning of parts of the text: **Voici une carotte pour le nez.**

Using mime and gesture demonstrate the meaning of the rest of the piece to the children. **Qu'est-ce que c'est?** is a key question which will be very useful for children in subsequent lessons. Make sure that the phrase is practised repeatedly.

After studying the text, practise reading it aloud with the children demonstrating the meaning as you do so, using props and expression. Then ask for 6 volunteers and give each a number. Ask the children to read aloud the sentences marked with their number.

Children now work in groups of 6 with props. They are given the task of preparing a drama using the props provided. The children will need access to the transcript which can be provided on OHT or paper.

When children have practised the drama, groups present their work to the rest of the class. Using a video camera will add enjoyment to this activity.

Children listen to a dialogue of children playing on CD. They may recognise words that they have already met, such as parts of the body.

Children study a transcript of the dialogue. They identify words they already know and then cognates as a way of accessing the text. Then they guess at the meaning of some phrases using prior knowledge and deduction.

Children focus on the written word and practise reading the dialogue aloud. Some children will read in front of the class.

Children work in groups to prepare and present a drama in French. They share ideas and support each other. Children are encouraged to speak clearly and confidently in front of the class and enjoy presenting their work and listening to others.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



54 Beetle game: **Scarabée** – See **Joyeux Noël** – page 4. Children are introduced to a game in which they must communicate in French. Before they begin, teach the following key phrases for playing a game:

à toi (your turn)

à moi (my turn)

voici le dé (here is the dice)

The object of the game is to be the first person to make a snowman. In order to do so each person has to collect a head, body, arms, legs, hat and scarf by taking turns to throw the dice.

1 - **le chapeau**

2 - **la tête**

3 - **le corps**

4 - **le bras**

5 - **la jambe**

6 - **l'écharpe**

To make the cards, use page 11 of **Joyeux Noël** activity book.

Children play a game in French. They revise parts of the body and learn two new words: **l'écharpe** – scarf; **le chapeau** – hat. They communicate with each other in French using the phrases opposite.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Demonstrate the meaning of **Il fait froid!** (It's cold!) Ask the children to guess the meaning. Then encourage them to copy your action and chorus the phrase. Use a Mexican wave activity around the class to reinforce the new phrase and encourage the children to say the phrase with some expression. Then repeat using a different voice tone: happy, sad, etc, with children chorusing the phrase after you.

Introduce clothing you might wear when it's cold using real items of clothing:

un manteau – coat

une écharpe – scarf

un chapeau – hat

des gants – gloves

You could pretend to dress a teddy if you can find any clothes for toys – or dress up a volunteer in the class, if the child can cope with it. Ridiculous clothes add enjoyment!

Then show the children the text cards for the items of clothing. Explain why it is **des gants** – plural form.



Sing the following with the children to the tune of 'Frère Jacques'



Il fait froid

Il fait froid

Regarde dehors

Regarde dehors

Où est mon écharpe?

Où est mon écharpe?

Il fait froid

Il fait froid.

This can be repeated/extended substituting another item of clothing or **Oooh il neige!** (It's snowing) instead of **Il fait froid.**

Children chorus the new phrase and copy gestures and voice intonation.

Children are introduced to four new items of clothing. They enjoy watching a teddy/ child dressed in the items of clothing, and then study the text cards and match the sounds to the written word.

Children join in singing and perform actions to the song.

Lesson Seven, Year 4

4 x 15 minutes

Learning Outcomes

- Participate in singing a French song
- Make a display, writing individual words and short sentences in French

Framework Objectives

Oracy

O4.2: Listen for specific words and phrases

Literacy

L4.4 Write simple words and phrases using a model and some words from memory



Core Vocabulary

Oh là là!

J'aime ça!

My word!

I like that!

Resources



- OHT transcript of song: **Le bonhomme de neige**
- **Joyeux Noël** activity book + CD (see recommended resources)
Recipe for **Boules de neige: Joyeux Noël** – page 53
- Display materials



Knowledge about language

- Recognise and apply simple agreements, singular and plural (**les gants, les mains** etc)

Language and learning strategies

- Plan and prepare for a language activity
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing

Part I: 15 minutes

Teaching Sequence**Pupil Activity**

Play the song '**Bonhomme de neige**' from **Joyeux Noël** CD, Track 2. Transcript is on page 55. You will need gloves, coat, scarf and hat as props. Show the transcript of the song on OHT and put on the items of clothing mentioned as they occur in the song. Then remove them for verse 4 as they occur. Explain the meaning of the song to the children and then play a second time with a volunteer dressing up in the clothing items and then removing them. Encourage the children to join in singing, acting out putting on and removing the clothes.

Children listen to a French song continuing the snowman theme, introduced during lesson 6. Their attention is drawn to the words they have recently learned for clothing items and they hear the words and identify them as they occur in the song. The children could prepare this song to present to another class or to present in assembly with children dressing up in clothing mentioned in the song.

**NOTES:**

Parts 2, 3 & 4: 45 minutes

Teaching Sequence

Children now have the opportunity to create a wall display. They draw/make snowmen and label the clothing in French. Some may add speech bubbles with the snowmen giving personal information:

'Bonjour! Je m'appelle Bonhomme de neige'



'Il fait froid! J'aime ça'

'Oh là là! Il fait chaud!'

'Tu veux jouer avec moi?'

As an additional activity you could make **'Boules de neige'** (snowballs) with the children. The recipe is given on page 53 of **Joyeux Noël**.

Pupil Activity

Children create a seasonal display with snowmen. They write single words to label parts of the body and clothing and some children will write short sentences or phrases in French.

Children watch the method for making **'Boules de neige'** and are introduced to the names of the ingredients in French.

NOTES:

Lesson Eight, Year 4

4 x 15 minutes

Learning Outcomes

- Recite a short poem from memory
- Learn a French nursery rhyme
- Identify rhyming words in short texts
- Know how to pronounce the letter string **-in**

Framework Objectives

Oracy

- O4.1: Memorise and present a short spoken text
 O4.2: Listen for specific words and phrases
 O4.3: Listen for sounds, rhyme and rhythm

Literacy

L4.2: Follow a short familiar text, listening and reading at the same time

56

Core Vocabulary

Receptive vocabulary only in this lesson:

le moulin	the mill
vite	quickly
le meunier	the miller
fort	strong
le lapin	the rabbit
le poussin	the chick
le châton	the kitten

Resources



- OHT of 'Meunier, tu dors'
- OHT of 'Où est le poussin?'
- A4 word cards – **son, ton, mon, dans**
- Lines of 'Où est le poussin?' cut up on card for pairwork sequencing activity

- Mini whiteboards
- Cuddly toys for animals and bag



- Chante en français I, Track 26, song: **Meunier tu dors** and Track 27, poem: **Où est le poussin?**



- Song: **Meunier tu dors**



Knowledge about language

- Recognise that texts in different languages will often have the same conventions of style and layout
- Apply phonic knowledge of the foreign language to support reading and writing

Language and learning strategies

- Use context and previous knowledge to determine meaning and pronunciation
- Read and memorise words

Part I: 15 minutes

Teaching Sequence

Pupil Activity

This lesson gives children the opportunity to enjoy singing and chanting authentic French nursery rhymes. The focus here is not on learning topic vocabulary, but on developing awareness of rhyme and rhythm and noticing peculiarities of the sound/spelling link in French.



Begin the session by playing the song: '**Meunier, tu dors**' from Chante en français I, Track 26. Play the song through twice. On the second hearing, show the words of the song on OHT.



At the end ask the children what they notice about the pace of the song. Some will notice that the second half is sung more quickly. Explain to the children what the song is about so that they understand the change in pace.

Focus children's attention on the word '**moulin**'. Ask for a volunteer to attempt to pronounce the word. Underline the **-in** sound at the end of the word and highlight how this sounds in French. Show some other French words with the same sound: **vin, lapin, magasin**. This is a fairly new sound to them so allow some time for them to practise it.

Ask the children if they can find two rhyming words in the song. Explain that the endings may not be spelt the same. When children identify **dors** and **fort**, remind them that the last consonant is rarely pronounced in French hence the rhyme.

Play the song through and provide actions for each part: miller asleep, sails turning too quickly and too strongly etc. Then sing the song altogether.

Children listen to a new song. They study the words of the song on OHT and have some idea of the overall meaning of it.

Children focus on the letter string **-in** and learn how to pronounce it. They practise making the new sound.

Children scan the text for rhyming words. Some will be able to identify the two words that rhyme.

Children participate in singing using actions to convey meaning.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Begin this session by giving children the opportunity to sing '**Meunier, tu dors**' once again. Remind them of the pronunciation of letter string **-in**. To add interest and enjoyment ask children to either stand or do another action on hearing the word **moulin**. As the pace quickens, children will enjoy the challenge.



Next show the words of the song on OHT with several words covered over. Give the children a minute to work out which words are missing as they study the text. Encourage accurate pronunciation as they offer answers.

The children now work in pairs. Give each a whiteboard and pen. Play the song again and pause it suddenly. The children must compete to be the first to write the next word of the song correctly on the whiteboards. They hold the boards in the air as they finish the word. You may decide that they need to have the written word on OHT to refer to during this activity.

End this session by allowing time to sing the song through altogether.

Children listen again to the song, join in singing and perform a physical action as they hear a key word.

Children read the text and try to identify the missing words from their knowledge of the song. This activity will encourage them to recite the song in their heads as they try to recall the missing words.

Children listen to the song and either follow the text on display, or attempt to write the words from memory.


NOTES:

Part 3: 15 minutes

Teaching Sequence



Find cuddly toys representing the animals in the list under core vocabulary and place them in a bag. Then play '**Qu'est-ce qu'il y a dans le sac?**' with the children.

Slowly pull out one toy at a time and give the French – '**C'est un lapin!**' The toy can be passed around the room with children stating: '**C'est un lapin!**' as they take hold of it. You could then encourage them to ask the question: '**Qu'est-ce que c'est?**' to the next person before they answer in turn: '**C'est un lapin!**' Try to encourage children to lift their voice as they ask the question: '**Qu'est-ce que c'est?**', thereby imitating French intonation.

Before moving on to practise the names of the other animals in the sack, ask if anyone would like to have a go at spelling '**lapin**'. See if any children are able to make the **-in** letter string connection. Then practise the other vocab items in turn.



Next play Chante en français 1, Track 27, '**Où est le poussin?**' The children simply listen first time through. Ask the children what they notice about the text. Some may notice that it rhymes. Give the children an action they must perform as they hear the words for rabbit and for kitten as they hear it again. They will need prompting. Then add on actions for chick and for mouse and play the poem again.

Pupil Activity

Children anticipate what will come out of the bag. They join in asking and answering the question: '**Qu'est-ce que c'est?**' and this gives them practice in using a complex question form.

Some children may want to attempt the spelling. This challenge once again focuses the children's attention on the letter string **-in**.

Children listen to the text and perform an action as they hear key words. At this stage they do not have access to the written word and are using their listening skills and teacher prompts to perform the actions.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Stick four words on the walls of the classroom - **dans, mon, ton, son** – and invite ten volunteers to participate in the next activity. As you say the word in French, the children must identify which word you are saying and stand under the corresponding card. The rest of the class can then volunteer their opinion as to which word you have just said. This activity allows active involvement and highlights how similar some words sound in French. Spend a minute chorusing the words at the end to allow children to practise making the sounds.

Children listen carefully to the differences in pronunciation of the four words taken from the poem.



Show the text for '**Où est le poussin?**'. Read it through with actions or use the CD. Children follow the text as they hear it. To check if they are able to do this, and to add challenge for them, stop the CD occasionally to see if they can provide the next word.

Children follow the text as they hear it.



Children work in pairs. Give them a set of cards with lines from the poem. Remove the text from the OHP and play the CD again. As children listen to the poem, they should try to put the phrases into the correct order. Play through two or three times to give them time to do this. Then show them the text again so that they can check their work.

Children work in pairs to sequence the phrases from the text. They use their listening skills and match the sounds to the written word.

Finally, chorus the poem together with actions.

Children enjoy chorusing the poem and appreciate the rhythm of the text.

Lesson Nine, Year 4

4 x 15 minutes

Learning Outcomes

- Be able to say the French for family members
- Be able to say the names of members of the family, knowing when to use **il** and **elle**
- Present a short role play introducing family members, asking and answering questions

Framework Objectives

Oracy

O4.4: Ask and answer questions on several topics

Literacy

L4.3: Read some familiar words and phrases aloud and pronounce them accurately

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Core Vocabulary

le père	the father
papa	dad
la mère	the mother
maman	mum
le frère	the brother
la soeur	the sister
le grand-père	the grandfather
la grand-mère	the grandmother
mon	my (masculine singular)
ma	my (feminine singular)

Resources



- Flashcards to introduce members of the family
- Text cards for members of the family
- Text cards: **il s'appelle/elle s'appelle**
- Christian name text cards
- Flashcard stencil
- OHT with words of song
- OHT for prompts for airport role play



- Chante en français I, Track 28, song: **Ah! vous dirai-je maman**

- Props for airport role play



- Family



Knowledge about language

- Recognise and apply simple agreements
- Use question forms
- Apply phonic knowledge of the language to support reading and writing

Language and learning strategies

- Practise new language with a friend and outside the classroom
- Plan and prepare for a language activity
- Read and memorise words

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Introduce members of the family on flashcards or on OHT. Children will be very interested in your own family and you may choose to introduce the topic this way. As you hold up flashcards introduce the French:

'Voici le père'

'Voici la mère' etc.

Encourage children to echo the words in French for family members – **père, mère, frère, soeur.**

Ask children if they can guess what these words mean. Extend with **grand-père** and **grand-mère.**



Then repeat the French for each flashcard in turn, repeating the phrase. Then show pictures/photographs of your own or a fictitious family members and say: **'Voici mon père, voici ma mère...** Ask children if they notice anything specific about how you use **mon** and **ma.** Then show written examples of this on the board and link **mon** to the definite article **le** and **ma** to **la.** As you play flashcard games, switch easily between the possessive and definite articles.

Play a guessing game with the flashcards. Take a piece of A4 card with a small circle and place it in front of the picture. The children will be able to see just a small part of the image – can they give the French in response to the question: **'Qu'est-ce que c'est?'** Prompt the children to reply in a sentence e.g. **'C'est la soeur'**.

Children study the flashcard images, listen to the French and chorus the new vocabulary. Their attention is drawn to the link between **le** and **mon** and **la** and **ma.**

Children use their memory to recall the image on the card and the corresponding French word. They answer in a full sentence.

Part I: 15 minutes (continued)

Teaching Sequence

Next, turn the flashcards towards you and encourage the children to guess which card is at the front. Children respond by guessing: '**Est-ce que c'est le père?**' Children can 'win' the card if they guess correctly. They will be using a new question form here and this will need to be repeated several times to reinforce. Show children the written form of the question on the board and practise repeating the question again. Trace a line under each word as it is read aloud. You could then chant a rap using the phrase repeatedly e.g.



59 Est-ce que c'est le père?
Est-ce que c'est la mère?
Est-ce que c'est la soeur?
Est-ce que c'est le frère?

Clap a beat to the rhythm and chant the lines with the children.

Pupil Activity

Children recall the images on the cards and guess which one is at the top of the pile. They learn and use a new question form: '**Est-ce que c'est...?**'

Children's attention is drawn to the written words of the question form. They chant a rap to reinforce the structure and enjoy clapping to the rhythm.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Give children two minutes to recall any family members from the previous session. Then write them up on the board as children recall them. Spell them aloud in French as you do so. Initially leave off the accents and see if any child notices and makes a comment. If not, prompt the children to identify what is missing.



Next attach the flashcards to the board and then add names to each on text cards. When the members of the family are labelled you can then introduce them: **'Voici mon père. Il s'appelle Marc.** (Here is my dad. He is called Marc.) **Voici ma soeur. Elle s'appelle Sylvie** etc. Ask the children if they can work out what you are saying and then write out the phrase for them: **'Il s'appelle...'** and **'Elle s'appelle...'** Chorus the new phrases. Explain the difference between each phrase. Then ask the children to close their eyes, and remove one card from the board – can they identify which word is missing from the phrase? Then take away two and see if they can supply the French and then take away all three and see again if they can give the full phrase: **'Il s'appelle...'**

Next, introduce everyone on the flashcards on the board so that all 6 members of the family have been introduced in French.



Make the connection between mother and mum and father and dad. Explain that in French there are different words too for mum and dad. Play the song: **'Ah! Vous dirai-je maman'** from Chante en français I, Track 28. This is a short rhyming piece just six lines long. Before they hear the song, ask children if they can listen out for the words for mum and dad. Play it once without the transcript displayed and then with the transcript on OHT.



Take answers from the children and then explain the meaning of the rhyme to the children.

Children recall the nouns learned last session.

Children are introduced to a new phrase: **'Il s'appelle...'** They learn the difference in meaning between **il** and **elle**. They are encouraged to memorise the phrase as they play memory games with the text cards.

Children listen to a presentation of all of the family members.

Children listen for key words in the song. They then listen to the song and follow the transcript, with support from the teacher. They recognise the French for mum and dad.

Parts 3 & 4: 30 minutes

Teaching Sequence

Play again the song from the previous session. Give children an action to perform when they hear the words for mum, dad and sweets. You could add additional actions and perform this rhyme to another class if desired.

Explain to the children that they are going to perform a role play during which they will introduce members of the family.

Scene: at the airport.

Groups: 5/6 children in a group.

Language: one member of the group will play the role of the traveller arriving to stay with a friend's family. His friend will introduce each of his family in turn.

E.g.



Paul: Bonjour Luc.

Luc: Bonjour Paul.

Paul: Je te présente ma famille. Voici ma soeur. Elle s'appelle Isabelle.

Luc: Bonjour Isabelle.

Isabelle: Bonjour Luc.

This can be extended with individuals asking: **Ça va?** etc. Also, the two introductory phrases can be linked together using the connective **qui** e.g.

Voici ma soeur qui s'appelle Isabelle.



Children work in groups to prepare the role play. They will need written prompts provided on OHT.

Groups of children present their work to the rest of the class. Props would be useful such as bags at the airport, cans of coke etc. to make it an authentic piece of drama. If the children are responsive to the idea, the members of the family could make this more of a drama by acting out emotions too as they say their lines – e.g. tired, happy, irritated etc.

Pupil Activity

Children listen again to the song and perform actions as they hear key words. They join in singing and recognise that the song is written in rhyme.

Children prepare and present a role play. They work in groups with each member having a word or phrase to say in French. They practise and then present their work to the rest of the class. More able children may choose to extend the dialogue, reusing previously learned vocabulary and structures in a new context.

Lesson Ten, Year 4

4 x 15 minutes

Learning Outcomes

- Be able to ask for and give information about brothers and sisters
- Recognise plural forms
- Acquire cultural knowledge about family life in France
- Recognise rhyming words in a song and understand that the final consonant is not pronounced in French

Framework Objectives

Oracy

- O4.3: Listen for sounds, rhyme and rhythm
O4.4: Ask and answer questions on several topics

Literacy

- L4.3: Read some familiar words and phrases aloud and pronounce them accurately

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Core Vocabulary

As-tu des frères ou des sœurs?

Have you any brothers or sisters?

deux frères two brothers

trois sœurs three sisters

Oui, j'ai Yes, I have

Je n'ai pas de frères I have no brothers

Je n'ai pas de sœurs I have no sisters

Je n'ai ni frères ni sœurs
I have no brothers or sisters

Resources



- Pin figure flashcards of family members
- Text cards of family members
- OHTs with words of songs
- Jumbled up sentences game



- Chante en français I, Track 29, song: **Fais dodo** and Track 30, song: **Ma famille**

- Recommended resource:
Early Start French video clip 14



- Family
Words and pictures



Knowledge about language

- Recognise and apply simple agreements, singular and plural
- Use question forms
- Apply phonic knowledge of the foreign language to support reading and writing

Language and learning strategies

- Practise new language with a friend and outside the classroom
- Plan and prepare for a language activity
- Use mental associations to help remember words

Part I: 15 minutes

Teaching Sequence



Begin this session by writing the question on the board: '**As-tu des frères ou des soeurs?**'

(Have you any brothers and sisters?) Some children will understand the question and may attempt a reply. Use pin figure flashcards to help children understand the phrases:



J'ai un frère (I have a brother)

J'ai deux frères (I have two brothers)

J'ai une soeur (I have a sister)

J'ai deux soeurs (I have two sisters)

J'ai un frère et une soeur

(I have a brother and a sister)

J'ai deux frères et une soeur

(I have two brothers and a sister)

Chorus the question form and the phrases with the class.

Then play a Pass the Parcel type game. The pin figure flashcards should be attached to the board so that they are clearly visible.

Then place the corresponding text cards face down on the table. Pass a teddy around the class to the music and when the music stops, the child holding the teddy should come to the front, pick up a text card and match it to the appropriate illustration on the board.

Next, play a Singular and Plural game. State a phrase in French e.g. **deux soeurs** – if the children think it contains a plural, they must stand. If not, they remain seated. Repeat this several times with different phrases to give them the chance to listen for indications that the phrase contains a plural. You may point out that plurals are usually formed by adding s, although this is not pronounced in French as the last consonant is silent.

Next, play a game where children have to listen for the phrase, work out the meaning and then stand if it applies to them. You call out:

'**J'ai deux frères**'. All the children who have two brothers must stand or perform another action. Repeat this with several combinations to give children practice in hearing and recognising the new phrases.

Pupil Activity

Children see and hear a new structure. They study the flashcards and listen to the phrases that match each image. They revise the vocabulary for brothers and sisters and reuse the verb '**J'ai**' which they encountered in Y3 when giving their age.

Children take turns to pass the teddy around and then individuals match the written phrase with the corresponding picture.

Children listen carefully to the phrases read aloud by the teacher. They identify plural forms.

Children listen carefully to the phrase stated by the teacher. If it matches their situation, they must stand quickly.

Part 2: 15 minutes

Teaching Sequence

Early Start French: Unit 14. Play the video sequence.

Share some information with the children about families in France. Families in France tend to be small, with an average of less than 2 children per couple. Families with three or more children are considered to be large families. Explain that France is a very big country, much bigger than the UK but with only about the same population. You will find more information on page 114 of the Early Start file. If you have a partner school, you could consider sharing pictures and information about families with a class of children in France.

Practise again with the children the phrases for saying how many brothers and sisters you have. Use the pin figure flashcards and the matching text cards.



Then give out a set of jumbled up sentences cards to each group. The children play a Pass the Parcel game in groups. They pass around a cuddly toy as the music plays. When the music stops the child holding the teddy selects a word from the cards that are face down on the table, reads it aloud and then places it face up. The game continues until all the cards have been picked up and then the group must rearrange the words to make a sentence. Then ask groups in turn to read aloud their sentence to the rest of the class in French and in English.

Pupil Activity

Children watch the video and listen to French children giving information about their brothers and sisters.

Children listen to the information about families in France. They compare and contrast the information with family size in England.

Children recall and revise the phrases for describing the number of brothers and sisters. They play a game, which involves reading individual words aloud and then attempting to sort cards into the correct order to form a sentence. They work out how to say the sentence in French and read it aloud to the rest of the class.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Play the song from Chante en français I, Track 30: **Ma famille**

Suggested optional activity from Early Start file:

Play 'How many brothers and sisters?'
Make activity cards from the sheet on page 115 of the Early Start French file. Share these amongst the children. Then call out a sentence – e.g. **J'ai un frère et une soeur**. The children holding the corresponding cards must race to be the first to hold the card in the air.

Next, write the question form on the board: '**As-tu des frères ou des soeurs?**' and then encourage the children to walk around the room for three minutes interviewing each other in French. At the end of the activity invite volunteers to come to the front to perform a mini-interview.

Play the song: **Ma famille** once again.

Optional: replay the video section 14 again for reinforcement, including the last part so that children see the written word again. Then ask children what they notice about the plural forms of brother and sister. Emphasise again that the letter s at the end of the word is not pronounced.

Children enjoy singing the song.

Children study the cards and work out the phrase corresponding to the picture they hold. They listen carefully until the teacher says this phrase aloud and then they wave their card in the air.

Children move around the room asking and answering the question: '**As-tu des frères ou des soeurs?**' Some children will speak at the front of the class.

Children listen again to native speakers. Their attention is drawn to plural forms and a key pronunciation rule in French.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Ask the children if any of them have baby brothers or sisters. Then ask them if they ever have to try to rock them to sleep. The song they will now listen to is about a girl singing a lullaby to her baby brother to rock him to sleep. Play the song: **Fais dodo** from Chante en français 1, Track 29. On first hearing, ask the children to listen for any names of members of the family. Tell them there are three in total. After playing it through, show the transcript on OHT and explain to the children that '**Fais dodo**' means 'Go to sleep'. Tell them that this is language used with young children. Do we have any English equivalents?

Can they find the three family members mentioned in the song? Then ask the children to see if there are any other words that they can guess the meaning of. They may spot **chocolat** and **gâteau**. Ask the children how they could remember these words. What strategies could they use to help them remember the French? For the word **chocolat** you could point out the similarity with the English, except for the additional e at the end of the word.

Some may also spot the name of the baby brother – **Colin**. Emphasise that this is a word spelt the same way in French and English but pronounced differently due to the **-in** sound.

Play the song again and encourage children to make a rocking gesture every time they hear the word '**dodo**'.



Finally sing the song once more with the transcript displayed on the OHT. You may need to trace a line under the words to help the children to follow the text.

Children listen to a French lullaby. They learn a well-used French expression – **fais dodo**, and consider equivalent expressions in English. They appreciate that in all languages, certain words and phrases are used with very young children, often referred to as 'Baby Language'.

Children scan the text for specific items of vocabulary. They consider ways of memorising items of vocab.

Their attention is drawn once again to the letter string **-in**, practised in lesson 8.

Children listen to the song and perform an action on hearing the word '**dodo**'.

Children join in singing and attempt to follow the transcript of the song.

Lesson Eleven, Year 4

4 x 15 minutes

Learning Outcomes

- Recognise the similarities between traditional stories in French and in English
- Follow a French story and be able to join in reading sections with the teacher
- Recognise word classes: nouns and verbs in French
- Know the names of 8 pets in French and be able to pronounce them accurately

Framework Objectives

Oracy

O4.2: Listen for specific words and phrases

Literacy

L4.2: Follow a short, familiar text, listening and reading at the same time

Intercultural understanding

IU4.3: Compare traditional stories

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Core Vocabulary

la petite fille

the granddaughter

le chat

the cat

la souris

the mouse

tirer

to pull

tomber

to fall

un chien

a dog

un hamster

a hamster

un lapin

a rabbit

un poisson

a fish

un cochon d'Inde

a guinea pig

un oiseau

a bird

Resources



- Images for **Le radis géant** story
- **Le radis géant** text
- **Le radis géant** jumbled up sentences game
- Word cards for sorting
- Pets OHT
- OHT overlay of pets
- Pets jigsaw anagrams

- Props for acting out the story



- Pets



Knowledge about language

- Reinforce and extend recognition of word classes and understand their function
- Recognise that texts in different languages will often have the same conventions of style and layout
- Apply phonic knowledge of the language to support reading and writing

Language and learning strategies

- Discuss language learning and share ideas and experiences
- Use context and previous knowledge to determine meaning and pronunciation
- Sort words into categories

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Introduce the text: **Le radis géant**. Show the children the pictures first of all without reading the text. Ask the children if they can guess what the story is about. Discuss what is happening in each picture. Do they know of an English book which tells a similar story? Some children may recognise that this is a similar version of The Enormous Turnip.



Then read the story aloud to the children. After the first reading ask children if they remember the French words for:

- Grandad
- Grandma
- Pull
- Radish

If the children can recall these words, ask them how they managed to do so after hearing the story just once. They will probably mention that these words are repeated very often in the story. Explore this further with the children. Is this a typical characteristic of English stories for young children? Can they think of any phrases repeated in The Three Little Pigs or Goldilocks and the Three Bears?

Read the story again and ask children to listen out this time for the words for cat and mouse. Record these words on the board and practise pronouncing them.

Children's attention is drawn to the similarity between stories in English and in French. They recognise some of the characteristics of stories for young children.

Children listen carefully to the text and try to notice and retain the words for cat and mouse.

Part I: 15 minutes (continued)

Teaching Sequence



Next play a jumbled up sentences game. Arrange the words of six different sentences on A4 card in sets around the room. The children must move in groups to each sentence in turn and rearrange the A4 cards to make a sentence. Allow one minute for each group to unjumble the sentence before clapping as a signal for groups to mix up the cards again and move on to the next sentence.

When the children have attempted all six sentences, ask them to take a word card each. Then ask all the children holding a red card to stand in one corner of the room, those holding a blue word to stand in another corner etc. Discuss with the children what the red/blue/green words have in common. This can lead to a discussion on word classes.

Pupil Activity

Children play a game unscrambling sentences from the text. They work in groups and attempt each sentence in turn. At the end of the activity, their attention is drawn to the function of individual words from the sentences.

NOTES:

Part 2: 15 minutes

Teaching Sequence



Divide children into pairs for this activity. Then give a set of cards to each pair which children must sort into word classes: nouns, verbs, adjectives. All of the words are taken from the text: **le radis géant**.

Explain to the children that they are going to act out the story. Ask for volunteers to take the role of characters in the story. Use name cards and props if possible for the characters to add enjoyment for all. There is just one line to say for each character, they simply call the next person to help pull up the radish: **Il faut l'arracher!** (We must pull it out). You could repeat this activity with a second group of children as they will enjoy performing the drama as you read the text.

Pupil Activity

Children work in pairs to categorise the words. After completing the activity they have the opportunity to review their work as the teacher takes each word in turn and gives the correct answers to the children.

The children listen to the story again and watch it being performed. They should be able to join in with the phrases that are repeated throughout the story and will enjoy reading sections of the text with the teacher.

NOTES:

Part 3: 15 minutes

Teaching Sequence



Introduce the names of pets using the OHT provided. Introduce three at a time and use lots of repetition to practise this new vocabulary. Teach the first six to begin with. Then instruct the children to close their eyes and cover up one of the images. Can they identify the missing one in French?

Next, play a game where you call a pet and the children must give you the number of the corresponding square on the grid. Then repeat the activity but say the number and ask the children to give the name of the corresponding animal.



Then teach the last three pets in the grid. Once children are fairly confident with the words, place the written overlay OHT over the top and repeat the words again with the written word provided. Draw the children's attention to the key letter strings in each of the words. These are highlighted opposite and also in bold type on the OHT. Then take both OHTs away and draw a grid either on the board or on an OHT. The children can now play a Os and Xs game. Divide the class into two teams. The object of the game is to achieve three Os or three Xs in a row. To get a O or X, the children must give you the number of the square and state the name of the pet which was displayed there.

To round off this session, play a spelling game. This will help children to recall some of the letters they have learned in French. Divide the class into teams, spell the names of pets and award points to the first team to guess the name of the pet.

Pupil Activity

Children study the images on the OHT and chorus the new vocabulary with the teacher. They join in guessing games and recall items of vocabulary.

Children listen carefully for key words and state a number in French. Then they listen to the number you call and attempt to give the French.

Children repeat the new vocabulary as they focus on the written word. Their attention is drawn to the pronunciation of **oiseau** (in particular the letter string **oi**), **souris** (**ou**), **poisson**, **cochon** (**on**) and **lapin** (**in**). All these letter strings have been introduced and practised in previous lessons.

Children recall the recently learned vocabulary, and attempt to pronounce the words accurately as they join in playing a game.

Children revise some letters of the alphabet in French. Some children will need to be able to write down the letters as they hear them during this activity.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

To revise the names of pets which were introduced last lesson, play a type of 'fruit salad' game. Sit the children in a circle and give each individual the name of a pet. Then call out a pet name. At this point all the children with that pet must change places. As they do so, remove one chair and then the person left standing will be the caller for the next round. Occasionally call '**tous ensemble**' (all together) at which point all must change places.



To recall the vocabulary again, play a guessing game: **Je pense à un animal, ça commence par c, quatre lettres, une syllabe** etc. (I'm thinking of an animal, it begins with c, four letters, one syllable.)

To reinforce the sound/spelling link, give children the chance to do a jigsaw anagram type of activity where they have to match up the two halves of the written word. Children can work in pairs on this activity. When they have matched up the two halves for all of the words, they can try to recall or work out how to say each of the words in front of them. Ask for volunteers to present their work to the class.



To complete this session, ask children to find a way of sorting the words they have in front of them. They could sort them according to gender, number of syllables, dictionary order etc. Give them two minutes to complete this and then ask them how they decided to sort the words.

Children hear the names of pets again and join in playing a game where they must respond to specific words.

Children listen carefully to the French phrases and work out the noun. Their attention is drawn to spellings, number of syllables etc.

Children consider the written word for the pets and match up halves of words. They discuss the pronunciation of each word with a partner and use their knowledge of phonics as they attempt to pronounce them correctly.

Children decide in pairs how they will sort the words following the suggestions from the teacher. They then categorise the words and are able to explain their rationale.

Lesson Twelve, Year 4

4 x 15 minutes

Learning Outcomes

- Be able to recognise the names of eight pets
- Be able to say a sentence in French using 'J'ai' and 'Je n'ai pas de' to talk about pets
- Understand simple rules for converting singular nouns into a plural form
- Present a rhyme in French to a group of listeners
- Know some details about the kind of pets that are popular in France

Framework Objectives

Oracy

O4.1: Memorise and present a short spoken text

O4.3: Listen for sounds, rhyme and rhythm

O4.4: Ask and answer questions on several topics

Literacy

L4.3: Read some familiar words and phrases aloud and pronounce them accurately

Intercultural understanding

IU4.2: Know about some aspects of everyday life and compare them to their own



Core Vocabulary

j'ai	I have
je n'ai pas de	I haven't
et	and
aussi	also



Pets vocab (as listed for lesson 11)

Knowledge about language

- Use question forms
- Apply phonic knowledge of the language to support reading and writing
- Recognise and apply simple agreements, singular and plural

Language and learning strategies

- Use context and previous knowledge to determine meaning and pronunciation
- Plan and prepare for a language activity
- Read and memorise words

Resources



- OHT of pets
- OHT of rhyme: **Un petit lapin**
- Text cards for making a sentence: **J'ai un chat et un chien**
- OHT with words of song

- Mini whiteboards
- Rabbit – cuddly toy



- Chante en français I, Track 31, song: **As-tu un animal à la maison?**

- Recommended resource: Early Start French video clip 13



- Pets



Part I: 15 minutes

Teaching Sequence

Pupil Activity

Revise the names of pets to check that children can understand the French words. Play the song: **As-tu un animal à la maison?** Track 31 from Chante en français 1. On first hearing, ask the children to listen out for the names of any pets vocabulary. Give a set of the cards from OHT of pets to groups of 3 children.



As you say the name of a pet, the children must select the corresponding picture and hold it high in the air.



If space allows, extend the game by giving each child in each group a number 1-3. Then call a number between 1 and 3 followed by the name of a pet in French. The number 1 of each group (for example) must compete to be the first to bring the correct picture to you.

Watch the video section 13: **'As-tu un animal?'**

Write on the board: **un chat**.

Ask the children how they think you would say 'two cats'.

Then ask how you would say 'three cats'.

Extend with 'two dogs' etc.



When children have understood the basic rule of adding the letter **s** to make a noun plural, you may choose to introduce an irregular:

un oiseau – deux oiseaux

une souris – deux souris (no need to add another **s**)

Play a game whereby the children have to hold up a piece of paper with a letter **S** or a letter **P**, to show that they can recognise whether you are stating a singular or plural.

To check again for understanding, play some writing games with mini whiteboards where children have to work in pairs to write the words you say in the singular or plural form.

Children enjoy listening to the song and join in singing as they hear it a few times.

Children listen to the name of the pet called out, and respond by selecting the appropriate card.

Children listen carefully to identify the number and the French word spoken by the teacher and join in a competitive game.

Children watch and listen to the video sequence.

Children consider how plurals are formed in French. They learn the regular rule of adding the letter **s** to the end of the noun, and are introduced to two exceptions to the rule.

Part 2: 15 minutes

Teaching Sequence



Show a sentence with each word on a separate piece of A4 card. Ask individual children to hold each card of the sentence for you: **J'ai un chat et aussi un chien.**

Ask the children if they can see the names of two pets in the sentence. Then ask them if they can work out the meaning of the words – **j'ai, et** and **aussi**. Give out text cards with the names of different pets to individual children and substitute different pet names into the sentence. As you do so, the children holding the cards must come to the front and join the sentence line.

Give each child a mini flashcard of a pet taken from the OHT of pets. The children must now form a sentence in French according to the pet they are holding:

'J'ai un lapin.'

For the next activity the children must walk around the room asking and answering the question:

'As-tu un animal?'

Before you begin the activity practise the question form and emphasise to the children that they should try to lift their voice as they ask the question.

It can add interest and purpose to the activity if children are given a research task to do. This could be to note the names of five other children holding the same pet as themselves.

At the end of the survey, ask some children to come to the front of the class to present the short conversation. The rest of the class can listen out for the pets they mention.

Pupil Activity

Some children come to the front of the room and make a sentence with the text cards. Other children study the sentence.

Children's attention is drawn to some high frequency words in French – **j'ai, et, aussi**. These will be very useful for the work to follow in lesson 13.

The children see how nouns can be substituted within a sentence. Some will be actively involved in the activity.

The children conduct a survey with other members of the class, asking and answering the question:

'As-tu un animal?'

They practise using a question form with correct intonation.

Some children present their work to the rest of the class. The other children listen for the names of pets.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Place a cuddly rabbit in a bag and ask the children: '**Qu'est-ce que c'est?**' Build up the suspense by encouraging suggestions from the children. Give some clues in French: '**C'est un animal; c'est blanc ou marron ou noir, ça commence par 'L'** etc.

Then gradually pull the rabbit out of the bag. Practise the word **lapin** orally and then ask for a volunteer to come to the board to attempt to spell the word. Then practise the question form around the class with one child asking the question: '**Qu'est-ce que c'est?**' and throwing or passing the rabbit to another child who must respond and then in turn ask the question and pass the rabbit on.



Display on OHT the rhyme – **Un petit lapin**. Display the first four lines only and read it aloud rhythmically with actions.



The children listen and then read the French with you and copy your actions.

When the children are confident at the first few lines, extend by showing the second half on OHT. Then ask the children to work in pairs and find five words with the sound **ou** contained within them. Don't show the letter string at this stage. Simply make the sound and see if the children can identify it in written form.

The children watch carefully and try to guess what is in the bag. They listen to the clues offered by the teacher and use individual words in French as they guess.

The children focus on the spelling of the word, and most importantly, the letter string **-in**. They practise the question form: '**Qu'est-ce que c'est?**' and enjoy passing the rabbit around the group as they ask and answer the question in turn.

The children focus on the written words of a short poem in French. They listen to the teacher and then read with the teacher and perform actions.

The children scan the text to find words containing a familiar letter string.

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

Then explain to the children that they will present this poem to others in assembly, and add actions to the second half.

Divide the class into two and ask the children in one half of the class to practise the first half of the poem and the children in the other half to practise the second part.

They can then present their work to each other before swapping over and working on the other half.

Ask the children to practise the whole of the poem in their groups. Give a short time limit and then invite groups to perform for the others. You could use a video camera here to engage the children.

Complete this session by chanting the poem altogether.

Pupil Activity

Children practise reading the poem as they perform actions to demonstrate meaning. They prepare this work in preparation for presenting it to other children in assembly.

**NOTES:**


Part 4: 15 minutes

Teaching Sequence

Play again all sections of the video material from Early Start French: Unit 13. This will give the children another chance to reinforce the pets vocabulary and to see the written words.

To practise sentence building, revise the key verb – **avoir: j'ai** and **tu as**.

Practise assembling sentences with the children on the whiteboard.

 Play a numeracy game using pets vocabulary. State a sequence of pets in French: e.g. '**Deux hamsters, trois chiens, deux chats – et le total c'est...?**' The children must give the total number of pets you have mentioned.

Discuss the kind of pets that are common in France. Explain to children that the majority of French families live in flats, rather than in houses and they tend to keep animals that are easier to look after in these circumstances. If you have a link school you can extend this work by preparing information to send to a partner school on pets owned by members of the class.

Pupil Activity

Children watch the video and focus again on the written word. They then practise sentence building with the teacher and swap the verb and the pets vocabulary in sentences.

Children listen carefully to the French spoken by the teacher. They listen specifically for numbers and add them to find the totals.

Children consider some cultural differences between France and the UK.

 **NOTES:**

Lesson Thirteen, Year 4

4 × 15 minutes

Learning Outcomes

- Follow a short text as it is read aloud
- Write simple sentences for display work

Framework Objectives

Literacy

L4.2: Follow a short familiar text, listening and reading at the same time

L4.3: Read some familiar words and phrases aloud and pronounce them accurately

L4.4: Write simple words and phrases using a model and some words from memory

Core Vocabulary

No new vocabulary introduced in this lesson.

Resources



- Set of question cards
- OHT of short text
- OHT of speech bubbles

- Materials for display work
- CD of authentic music



- Revise questions



Knowledge about language

- Apply phonic knowledge of the language to support reading and writing

Language and Learning Strategies

- Use context and previous knowledge to determine meaning and pronunciation

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Begin this session with some practice of asking and answering questions on self, family and pets. This will help the children revise words and phrases they will use for display work.



Children work in groups of 5 or 6 with a set of cards face down in the middle. They pass an object around the group while they listen to authentic music. When the music stops the child holding the object selects a card and asks the question on the card to the person on his/her right. Demonstrate the activity with one group before starting. Continue this for a few minutes so that the children have had the opportunity to practise the four questions several times:



Comment t'appelles-tu?

Quel âge as-tu?

As-tu des frères ou des soeurs?

As-tu un animal?



Now show the children a short text on OHT. The aim of this activity is to give children practice in following a text and scanning for key vocabulary and phrases. Firstly, read the text from beginning to end slowly. Then 'play' with the text, asking the children to work out what you are doing:

- Read the first word on each line.
- Read just the verbs.
- Read words with one syllable.
- Read words beginning with a vowel.

Then read the full text and suddenly stop. Can the children give the next word? Repeat this activity a few times. Next, use mini whiteboards and paper and ask the children to find the French for the English words or phrases you call out. You could do this with all 5 words/phrases displayed with children working in pairs, or complete it in a more competitive way with children racing to be the first to find the French.

The children take turns to ask/answer questions on familiar topics.

They support each other in forming an answer to the question and in pronouncing the phrases accurately.

Their attention is drawn to the correct intonation when using a question form and they attempt to lift their voices as they ask the questions on the cards.

Whilst they work they listen to authentic French music.

Children are given practice in reading a longer text and in finding their way through it. They are challenged to work out what the teacher is doing as certain words are read aloud.

They also follow the text as it is read aloud several times. Children scan the text to find the French equivalents of English words and phrases as they recall vocabulary learned in previous units of work.

Part 2: 15 minutes

Teaching Sequence



In preparation for display work to follow, show the OHTs with speech bubbles. The children will be contributing to a wall display showing a block of flats and its inhabitants.

According to your instructions, the children will 'create' the characters who live on each floor of the apartment block, giving them names, ages, family members and pets.

The sentences on the OHTs can be adapted by the children.

e.g.



**Bonjour! Je m'appelle Susie.
J'ai trois soeurs.**

**Salut! Je suis Christophe. J'ai 21 ans.
J'ai deux chats.**

**Bonjour! Je m'appelle Claire.
J'ai un frère. Ma couleur préférée,
c'est jaune. J'adore ça!**

As you show each OHT, give the children time to read through silently and then invite a volunteer to attempt to read it aloud. Then invite another child to attempt to substitute the words underlined. When you have discussed each speech bubble in turn, discuss the possibilities for display work with the children.

Give the children time to decide on the character they will invent and time to draft the accompanying French speech bubble. Most children will need to refer to the model sentences here.

Pupil Activity

Children are introduced to the display work they will complete following this session. They read speech bubbles from an OHT, consider the pronunciation and meaning of the French and adapt the sentences by substituting the words underlined.

They consider the possibilities for display work and begin to prepare, either individually or in pairs, the character they will invent for the apartment block and the accompanying French caption.

Parts 3 & 4: 30 minutes

Teaching Sequence

Pupil Activity

Children work on the wall frieze.

Using work prepared earlier, children design the characters for the apartment block and write a few short sentences in French to introduce their character.

NOTES:



Lesson Fourteen – Easter theme, Year 4

4 x 15 minutes

Learning Outcomes

- Know about some French traditions relating to Easter
- Identify specific items of vocabulary in a longer text
- Produce a sentence in oral and written form to describe a painted egg

Framework Objectives

Literacy

L4.1: Read and understand a range of familiar written phrases

L4.2: Follow a short familiar text, listening and reading at the same time

L4.4: Write simple words and phrases using a model and some words from memory

Intercultural understanding

IU4.1 Learn about festivals and celebrations in different cultures

Core Vocabulary

assez

quite

(revision of colours)

Resources



• OHT of poem – Jano Lapin

- Painted egg
- Materials for painting eggs
- Dictionaries



• Describe the Easter eggs



Knowledge about language

- Recognise that texts in different languages will often have the same conventions of style and layout
- Apply phonic knowledge of the language to support reading and writing

Language and Learning Strategies

- Plan and prepare for a language activity
- Use a dictionary to look up spellings
- Use context and previous knowledge to determine meaning and pronunciation

Part I: 15 minutes

Teaching Sequence**Pupil Activity**

14 Show the poem '**Jano Lapin**' on OHT. Ask the children what kind of writing they think it is. Give some prompts if necessary – a recipe, a joke, a letter? Etc. Once the children have identified it as a poem, discuss how they arrived at that conclusion. Point out the similarities in writing style between English and French (and other languages).

Explain the context of the poem. It's on the theme of Easter and was written by a 10 yr old girl, Isabelle. The title is "**Jano Lapin**".

Begin by asking the children if they recognise a word in the title (Lapin – rabbit). Explain that **Jano** is the rabbit's name.

Display just the first verse of the poem for the children to study. Challenge them to find items of vocabulary: e.g.

2 food items
4 family members
3 Christian names
2 animals
2 fruits
1 adjective

Then ask the children if there are any words in the first verse that they can guess the meaning of.

Draw their attention to words like:

impatiemment (impatiently)

donner (to give)

Ask them how they could remember '**donner**'. Does it look like another English word meaning to give? (Donate)

Encourage the children to think of strategies for guessing/remembering the meaning of words.

Children study the poem on the OHT. They consider what sort of writing it is.

Children scan the text to find familiar vocabulary items.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Read the poem.

Translate the poem for the children.

Next, discuss whether the poem has taught them anything about Easter in France.

Some suggestions for discussion:

- chocolate is eaten,
- but not always in the form of eggs.
- chocolate presents are bought for members of the family.
- Easter bunny hides chocolate in the garden for children.

**NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Talk briefly about how we celebrate Easter in England. (This has been covered more fully in Y3 scheme).

What do children always identify with Easter?

Once children have identified chocolate eggs, mention that decorated eggs are also traditional and show painted eggs. This can lead to a discussion on the tradition of egg rolling.

Next, brainstorm adjectives to describe the egg: size, shape, colour. If preferred, you could use dictionaries here and set the children a challenge of finding three adjectives to describe the egg in French.

Finally, form a sentence on the board to describe the egg:



L'oeuf est petit et rouge, bleu et jaune.

Draw the children's attention to the similarity in pronunciation of '**est**'/'**et**' and discuss the meaning of these words.

Children consider Easter traditions in this country.

Children are introduced to the theme of egg painting and the tradition of egg rolling.

Children work in pairs to find adjectives in French to describe the egg they see. Children use bilingual dictionaries to find translations of adjectives.

Children's attention is drawn to the formation of a simple sentence in French. They revise the verb '**est**' (is) and link adjectives using the connective '**et**' (and).

NOTES:

Parts 3 & 4: 30 minutes

Teaching Sequence

Children are given time and resources to paint an egg.

On completion, they work in pairs to find adjectives to describe the eggs and form two sentences orally using the model on the board:



73 Mon oeuf est assez petit, rouge et vert.

Finally the children write a sentence for display work to describe their egg. These can be displayed alongside the eggs.

Pupil Activity

The children paint eggs, and then use the dictionary to find adjectives to use in forming a descriptive sentence.

NOTES:

Lesson Fifteen, Year 4

4 x 15 minutes

Learning Outcomes

- Recognise word classes: noun, verb, adjective
- Be able to sort words into dictionary order by first/second letter
- Become familiar with the layout of a simple bilingual dictionary: 2 sections, alphabetical order, use of head words
- Participate in playing a traditional game and sing accompanying song

Framework Objectives**Literacy**

L4.2: Follow a short familiar text, listening and reading at the same time

Intercultural understanding

IU.2: Know about some aspects of everyday life and compare them to their own

74

Core Vocabulary

par ici	this way
par là	that way

(No other new productive vocabulary introduced in this lesson)

Resources

- Text cards for dictionary sorting games – 5 sets
- Word cards for Pass the Parcel
- OHT with words of song

- Mini whiteboards
- Cuddly toys
- String and ring
- Collins First Time French dictionary x 15 (1 between 2 assuming a class of 30)



- Chante en français I, Track 32, song: **Il court, il court le furet**



- Alphabetical order

**Knowledge about language**

- Reinforce and extend recognition of word classes and understand their function

Knowledge about language

- Sort words into categories
- Use a dictionary to look up spellings
- Practise new language with a friend and outside the classroom

Part 1: 15 minutes

Teaching Sequence



Choose 5 children to come to the front of the class and hold a text card with one French word written on it – e.g. **fromage, soeur, petit, grand, chat.**

Then challenge the children to arrange themselves into dictionary order so that they form a line at the front of the room. Set a time limit to add challenge and enjoyment. Repeat the activity using 7 children and 7 cards. Check the answers with the rest of the group to make sure they agree and then repeat the activity with 8 children and 8 different cards.

You may choose to have a quick recall on meanings here and revise the words on the cards – you could do this by giving pairs of children 2 minutes to discuss the English equivalent of the words displayed at the front.



When children are confident at sorting words according to the first letter, increase the challenge using a list such as: **fromage, football, fantastique, fin, furet.**

If you feel children can cope with more challenges, you could use a more difficult list: **frère, fromage, frigo, frisson.**

The sorting activities can either be done using individual children at the front of the room or in pairs at their desk.

Introduce children to the French dictionary. (Collins First Time French dictionary is appropriate for children in Yr 3 & 4). Familiarise the children with the layout of the dictionary: two halves, words in alphabetical order, use of head words.

Challenge children to look at the English meaning of the word you write on the board: **furet.**

Check that the children have been able to locate the word and then extend to a shortlist of words. The children must find the words in the dictionary and write down the number of the page where the word appears.

Pupil Activity

Children's attention is drawn to the alphabetical order of words displayed. Some children participate in the activity by holding a text card high and organising themselves into dictionary order.

Children recall the meanings of the individual words. All children are challenged to sort words into dictionary order by 1st and 2nd letter.

Children study the format of the dictionary. They enjoy the challenge of looking up French words and finding their English equivalent.

Part 2: 15 minutes

Teaching Sequence**Pupil Activity**

Begin this session with another alphabetical order challenge, either using text cards with individual words or the interactive whiteboard.

Ask the children to work in pairs and then do a quick practice of looking up individual words. The pair that finds the word first must record it on mini whiteboards and hold high in the air.

Draw the children's attention to the use of head words at the top of each page. Ask the children about the purpose of these words.

Play a Bingo type game using the 'head words'. Ask the children to choose a 3 letter head word and write it down. Then choose letters randomly. The children must cross out any letters that correspond and call 'Loto!' if the letters of their word have been called. This provides additional practice in learning the French alphabet.

To help children practise the alphabet, write two words on the board and give the children 2 minutes in pairs to practise spelling them aloud. Then ask for volunteers to present their words.

Children practise sorting words into dictionary order.

Children again practise finding the meaning of a word using a dictionary.

Children consider the function of 'head words'. They play a game of Bingo and recall the letters of the alphabet in French as they listen to the caller.

Children recall letters of the alphabet in French. They practise spelling aloud in pairs, and some will present their work to the rest of the class.

**NOTES:**

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Divide children into groups of 4. Give each group a teddy and a bag containing word cards. Play a type of Pass the Parcel activity with music. The children must pass the teddy around the group and when the music stops, the child holding the teddy must take a card from the bag, say the word aloud to the group and lay the card face down.

When all the words have been taken from the bag, the children will then play a number of sorting games:

- Put words into alphabetical order.
- Arrange words from shortest – longest.
- Group words according to number of syllables.
- Group words according to word class: Noun/verb/adjective.

Ask the children to select one word from each group: a noun/a verb/an adjective and ask them to look up each of these words in the dictionary. Ask them to record the page numbers where the words appear and also any letters which appear after the word e.g. (nf). This will then lead into a discussion about word classes, their function, how they are identified in the dictionary.

Children play a Pass the Parcel game and individual children practise saying a word aloud, using prior knowledge (all words used will be familiar to them) and also their knowledge of sound patterns. Children then sort the words on card according to instructions given. They practise sorting into alphabetical order and also focus on the length of words, identifying the number of syllables in each word as they read them aloud. At the end of the activity the children's attention is drawn to the function of each word: noun/verb/adjective. They use their knowledge of the meaning of each word to help them categorise the vocabulary. Children practise looking up the words in the dictionary and their attention is drawn to abbreviations in the dictionary relating to word class.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Explain to the children that they will be learning about hobbies and activities over the next few lessons. Today they are going to learn a 'playground game' and join in singing the accompanying song.



32 Play the song '**Il court, il court le furet**', Chante en français 1, Track 32, several times and display the text on the



15 OHP/whiteboard.

Next find a large space and invite half of the children to stand in a circle holding string. (Before the activity, place a ring on a large length of string and then tie the string so that it will form a large circle during the game with the ring hanging on it).

One child stands in the centre of the circle and the children all join in singing '**Il court, il court le furet**'. As they sing the children move their hands backwards and forwards across the string hiding the ring with their hands as it is passed around the circle of children.

When the music stops the child in the centre must try to identify where the ring is. Once they guess correctly, they change places with the person in the middle and the game begins again.

NOTES:

Lesson Sixteen, Year 4

4 x 15 minutes

Learning Outcomes

- Identify common sounds in a list of verbs
- Identify strategies for learning new vocabulary
- Attempt a short dictation activity

Framework Objectives

Oracy

O4.3: Listen for sounds, rhyme and rhythm

Literacy

L4.4: Write simple words and phrases using a model and some words from memory



Core Vocabulary

danser	to dance
nager	to swim
jouer au football	to play football
manger au restaurant	eat at a restaurant
lire	to read
regarder la télé	to watch TV
aller au parc	to go to the park

Resources



- List of hobbies on OHT
- Flashcards of hobbies
- Text cards of hobbies for labelling
- Hobby cards
- OHT with words of song

- Puppets and props



- Chante en français I, Track 33, song:
Au feu, les pompiers!



- Hobbies



Knowledge about language

- Apply phonic knowledge of the language to support reading and writing
- Reinforce and extend recognition of word classes and understand their function

Language and Learning Strategies

- Use mental associations to help remember words
- Use context and previous knowledge to determine meaning and pronunciation
- Read and memorise words
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing

Teaching Sequence

Pupil Activity

Read aloud the following list of infinitives and ask the children to listen carefully for a sound they hear repeated in each word:



aller, manger, jouer, danser, regarder.

Repeat the list and then invite answers.

Next show the written words on the board/OHP.



Ask for a volunteer to come to the front and circle the letters making the sound in each word (**er**).

Read the list for a third time whilst the children have the written word to follow. Ask them if they can spot another common sound between two other words. They may spot **manger** and **danser**. Again, invite a volunteer to circle the letters that form the sound.

Ask the children if they can remember any other words with this letter string. You could prompt them (**blanc** – white, **janvier** – January, **dimanche** – Sunday, **France** – France, **grand** – big, **dans** – in).



Then ask the children whether they think these words (the verb list) are nouns/verbs/adjectives. Give them a minute to discuss this with a partner. Take answers from the group.

Next use mime to explain the meaning of each of the verbs:



- **manger**
- **danser**
- **regarder la télé**
- **jouer au football**
- **aller au parc**

Allow the children to work in pairs and ask them to have a guess at the meaning of each verb/phrase. They can write their answers to the 'quiz' in English.

The children listen carefully to a list of words to identify a common sound. Their attention is then drawn to how this sound is represented in written form in the list of verbs.

The children listen again and focus on the sound produced by the letter string – **an**. They try to recall words they have learned with the same letter string.

Children consider the possible meaning and function of the words. They work in pairs to decipher the English meaning, supported through mime and gesture by the teacher.

Part I: 15 minutes (continued)

Teaching Sequence



Next attach flashcards and text cards of the five activities on the board and invite a volunteer to come to the board to match up the pictures and phrases.

Spend some time practising the pronunciation of the new vocabulary with the children using different choral repetition techniques.

Finally, choose a sequence of verbs (e.g. – **danser, jouer, manger**) and conduct a Mexican wave type activity around the class with pupils calling out each word in turn.

Pupil Activity

Children focus again on the written words and match up the pictures and words.

Children participate in choral repetition activities. They read the words as they practise saying them. They enjoy participating in a competitive activity chanting a 'Mexican wave' around the class to 'beat the clock'.

 **NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Teach two more activities at the start of this session:

nager – to swim

lire – to read



Use mime or flashcards to convey meaning and then write the two new verbs onto the board.

To recap prior learning, play a game with a puppet and props. The puppet must 'dip' into a bag and bring out a prop to represent the activity e.g. – a swimsuit, a ball, a TV control, a book, a CD, a Happy Meal box (!) etc. The children must give the corresponding French phrase. If they are entirely accurate they score 2 points; a good attempt scores 1 point.

Follow this activity with a series of flashcard games to ensure that the children are familiar with these key phrases. (It is useful for future spoken and written activities that they can produce this core vocabulary).

Games may include:

- hiding flashcards around the room.
- using a stencil to cover up the flashcard and playing a sort of key-hole type guessing game.
- shuffling the pack of flashcards, taking the top card and asking children to guess what it is.

Now display the full list of activities in French on the board/OHP. Check that the children can identify the verb in each structure, and ask them if they can spot the 'odd one out'. When they identify 'lire' explain that most verbs end in – **er** in French but not all.

Children are introduced to two more verbs which they will use to describe their hobbies.

Children recall phrases learned during the last session. They enjoy watching the puppet and contribute vocabulary and phrases orally. They attempt to reproduce the phrases accurately in order to score maximum points.

Children revise and recall the phrases for describing hobbies and participate in a series of oral games and activities.

Part 2: 15 minutes (continued)**Teaching Sequence**

Discuss with the children how they will learn the spellings of the words in French. Encourage them to explain the differences they see between the French and English: **danser** with 's' instead of 'c'; **parc** with a 'c', instead of 'k'; **regarder** – to regard – links with 'to watch'; **manger** – animals eat at a manger etc.

Make the strategies for learning and retaining vocabulary very explicit. See if the children can add any strategies of their own –e.g. Look, Cover, Say, Check.

Pupil Activity

Children focus on the written words. They discuss with their teacher strategies for learning and remembering the meanings and spellings of the words. They make comparisons with English equivalents and note differences in spellings. They discuss how they learn vocabulary and share strategies with others in the class.

**NOTES:**

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Use a pupil at the front of the class to play a dictation type game. The volunteer must mime an activity, the teacher then says the corresponding French phrase and the rest of the class attempt to write the phrase on mini whiteboards and hold them high on completion. Show the correct version on the whiteboard and ask children to keep a score of how many they write correctly.

When you have completed this activity with all seven verbs challenge the children to improve their score by 1 or 2.

For the second version of the activity, the teacher performs the mime and a volunteer provides the French orally and the rest of the class write the phrases.



Again, show a correct version of each on the board/OHP to allow children to compare their version with the correct one.

In order to encourage accurate written work, again complete an activity which focuses the children's attention on spelling and accuracy. This time display a verb/phrase or 2 verbs/phrases on the board/OHP and then remove them. The children should try to reproduce one or both of them (from memory) with accurate spellings.

If the children are now very familiar with vocabulary for hobbies, you could choose other vocabulary/phrases for this activity, as the aim is to encourage children to use strategies to help them memorise vocabulary and to recognise the importance of accurate written work.

Children attempt to write the phrases learned last lesson accurately. They hear the French phrases and try to write them correctly. They compare their version with the correct answer and identify errors in spelling. They repeat the activity and improve their accuracy.

Children focus their attention on key words/phrases for a few seconds. When the French is reviewed, they try to recall it and write it accurately from memory. Their attention is drawn to techniques for memorising spellings and they appreciate the importance of spelling the foreign language accurately.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Display the phrase;

- **regarder la télé**

Ask a child to come to the board and circle the sounds making 'a' (**er, é**).

In the song: **Au feu, les pompiers!** that the children will now hear, there are 6 words containing almost the same sound (**c'est, maison, l'ai, pompiers, brûlée, cantinier**), which are repeated throughout the song. The tune is catchy and the children will enjoy listening to it.



Play Chante en français I, Track 33. Lead the children in performing an action each time they hear the sound. This will need to be practised a few times!



Show the children the written word on OHT and underline the sound as it occurs. Then allow children time to practise the song and actions to perform to another class.

Children's attention is focused on the sound 'a', produced by several letter strings.

They enjoy following the teacher's lead as they sing a song and perform an action on hearing a specific sound.

They practise the song several times in preparation for singing it for another class.

**NOTES:**

Lesson Seventeen, Year 4

1 x 30 minutes; 2 x 20 minutes; 1 x 45 minutes

(Please note longer length of some sessions – teachers may choose to omit some activities)

Learning Outcomes

- Understand a paragraph detailing likes/dislikes of leisure pursuits
- Express likes/dislikes of leisure activities in oral and written form
- Recognise positive/negative statements

Framework Objectives

Oracy

O4.1: Memorise and present a short spoken text

Literacy

L4.1: Read and understand a range of familiar written phrases

L4.4: Write simple words and phrases using a model and some words from memory

Core Vocabulary

j'adore	I love
j'aime	I like
je n'aime pas	I don't like

(and all the infinitives learned during lesson 16)

Resources



- Flashcards of hobbies
- Smiley face flashcards
- Text cards for opinion phrases
- Worksheet – **mes passe-temps**

- Poster paper and marker pens
- ICT facilities for display work
- Dictionaries



- Likes and dislikes



Knowledge about language

- Apply phonic knowledge of the language to support reading and writing

Language and Learning Strategies

- Plan and prepare for a language activity
- Read and memorise words
- Practise new language with a friend and outside the classroom
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing
- Use a dictionary to look up spellings

Part I: 30 minutes

Teaching Sequence

Give the children a few minutes to work in pairs to try to recall some of the hobbies learned last lesson. Ask if any children can recall four out of the seven. As the children offer verbs in French, write the infinitives/phrases on the board to reinforce spellings.

Ask the children to look at one of the verbs/structures very carefully and then close their eyes. As they do so, rub out words or letters and then invite individuals to rewrite the words/phrases correctly. When the words have been rewritten, practise the pronunciation of them by reading them aloud with the children.



Show the children a smiley face flashcard to represent '**J'aime**' and link it to an activity flashcard. Say the phrase aloud "**J'aime danser**". Repeat with a different activity card. Then ask for an 'interpreter' to explain what you mean. In the same way, introduce the negative equivalent: '**Je n'aime pas**'. Use gesture and mime also to indicate meaning.

Practise the two new phrases orally for a few minutes, linking them with activity flashcards. Then show the children the flashcard representing '**J'adore**' and repeat the phrase in an exaggerated manner. Link it to a flashcard activity and ask the children to guess the meaning. Practise all three phrases orally using choral repetition and flashcard prompts and then show the written words for each phrase using text cards.

Begin with '**J'aime**' and '**Je n'aime pas**'. Discuss with the children which phrase is negative and explain the meaning of positive/negative sentences in English and give lots of examples of each.

Pupil Activity

The children work in pairs to recall verbs introduced last lesson.

Children focus on the written phrases. They are challenged to spot missing letters and some children attempt to rewrite words correctly.

Children study pictorial flashcards and are introduced to phrases expressing opinions. They practise pronouncing new vocabulary and guess at meanings.

Children focus on the written words for each new phrase. Their attention is drawn to the concept of positive/negative sentences and they are given a very simplified introduction to the formation of negative sentences in French.

From this exploration they are able to decide what is a positive/negative sentence in English, and they are able to spot a basic negative in French.

Part I: 30 minutes (continued)

Teaching Sequence

Pupil Activity

Circle the (**n'**) and (**pas**) and explain to the children that negative sentences often contain these words.

* You could mention that (**n'**) should really be (**ne**) and see if any children have an idea why it is abbreviated to (**n'**).

Then show a list of statements on the OHT/ whiteboard:

J'aime nager.

J'aime regarder la télé.

Je n'aime pas danser.

Je n'aime pas aller au parc.

J'adore lire.

Give children 2 minutes to discuss whether each is a positive or negative. They could give their answers by dragging negative phrases to one side of the whiteboard, or by placing a coloured dot next to them on the OHT.

Complete this session by playing a simple 'running dictation' game to give children the opportunity to write some words from memory.

Divide the class into groups and give each a marker pen and a large sheet of poster paper. Then invite a runner from each group to come and look at a sentence you have on paper at the front (e.g. **J'aime danser**). The runner can study the phrase for a few seconds before they have to return to their group and dictate it to their friends, guiding them to spell correctly.

Repeat with another three more phrases, until each group has attempted to write four sentences, e.g.:

J'aime danser.

J'adore nager.

J'aime regarder la télé.

Je n'aime pas lire.

(Simplify the above as necessary)

Invite the groups to study their answers and check for accuracy for a minute before they hold up their papers for 'judging'. All groups hold up their poster paper and you can see at a glance how well they have attempted the exercise.

* Extension work for more able children.

Children play a 'game' which involves them working co-operatively in a group. They attempt to write phrases accurately and check their work as a group before submitting answers to the teacher and the rest of the class.

Part 2: 20 minutes

Teaching Sequence



Refer to worksheet for lesson 17.
Distribute the worksheet showing a few lines in French describing likes/dislikes.

Give the children two minutes to attempt to read the paragraph and then ask them to suggest what the writing is about. Following a short introduction to the text, ask children to scan the paragraph and highlight/underline in two different colours three things the author enjoys and two activities he dislikes.

Discuss the reading activity and then invite the children to complete the grid on the sheet by recording their hobbies under the correct column, according to likes/dislikes.

Pupil Activity

Children read a short paragraph in French. They read to try to understand the gist and are guided through this process by their teacher.

They then scan the text to identify positive/negative statements, reinforcing a grammar point introduced last session. The children translate key phrases and demonstrate understanding of a short familiar text.

Children attempt to complete a grid by writing verbs/short phrases in French. Some children will need a support sheet of phrases or prompts. Others may attempt to write some words from memory.

**NOTES:**

Part 3: 20 minutes

Teaching Sequence

During the last session children completed a grid showing the hobbies they love/like/dislike. Using this information the children can now prepare a mini presentation on their hobbies in French.

Some children could be encouraged to say two sentences about their likes and dislikes; other children may be able to produce three or four sentences mentioning two things they like to do and one or two they dislike. The most able children in the class may be able to link sentences together using connectives, and words such as '**et**' (and) and '**mais**' (but) may be useful.

Model the activity before the children begin to prepare their work and explain to them that it is important that they speak clearly and audibly and that they should try to pronounce the words correctly.

Allow ten minutes for the children to practise their presentation independently and with one another before asking for volunteers to 'have a go'.

To ensure that the rest of the children remain engaged, ask them to listen for one activity that the speaker likes/dislikes.

Pupil Activity

Children prepare a short presentation to deliver to the rest of the class. They use written work from a previous lesson as a prompt for their speech.

More able children will link sentences together. Some children will volunteer to speak in front of the class. Children listen to one another and listen for specific details during each presentation.

NOTES:

Part 4: 45 minutes

Teaching Sequence

To provide additional practice in writing the new phrases learned this lesson, children can now design and produce a poster using ICT for display.

The poster will show a hobby/activity they enjoy and the accompanying phrase in French (e.g. **'J'adore aller au parc'**).

Show some examples to the children before they begin to plan their work. Some children can take responsibility for producing the title for the display:



"Nos passe-temps" – (Our hobbies) or **"On aime"**... (we like) or the question **"Qu'est-ce que tu aimes faire?"** (What do you like to do?)

(Encourage able children to write the sentence to accompany the image on their poster from memory, and then check for accuracy using a bilingual dictionary.)

Pupil Activity

Children plan and produce a poster using ICT to show one or two of their favourite leisure activities. They write a sentence in French to accompany the image they select.

Some children use a support sheet to help them write/copy accurately. Other children should be encouraged to experiment with writing using prior learning and their knowledge of letters, and then check their work by looking up the words in the dictionary.

NOTES:

Lesson Eighteen, Year 4

2 x 15 minutes; 1 x 40 minutes

Learning Outcomes

- Understand and follow an interview between two native French speakers talking about hobbies
- Conduct a short interview working with a partner asking/answering questions on leisure activities
- Understand and say numbers 12-31

Framework Objectives

Oracy

O4.2: Listen for specific words and phrases

O4.4: Ask and answer questions on several topics

Intercultural understanding

IU4.2: Know about some aspects of everyday life and compare them to their own

80

Core Vocabulary

Tu aimes...? Do you like...?

Numbers 12-31

Resources



- Flashcards of hobbies
Text cards of hobbies
OHT of numbers 13-20
OHT of numbers 21-30
Individual number cards
OHT transcript of the song: **J'aime**



- Chante en français I, Track 33, song: **Au feu les pompiers**,
Track 34 **Compte!** (21-30)
Track 1: **Compte!** (1-20)
and Track 35, song: **J'aime...**



- Recommended resource:
Early Start French video clip 9

Knowledge about language

- Use question forms

Language and Learning Strategies

- Practise new language with a friend and outside the classroom
- Plan and prepare for a language activity
- Use a dictionary to look up spellings



Part I: 15 minutes

Teaching Sequence

Begin this lesson with a quick game of Chinese Whispers as a 'warm up' activity. Divide the class into 2 or 3 groups and decide who is at the start of each line and who is at the end. The two or three children who will start the whisper are each given a piece of paper face down which they must not look at until you give the instruction.

They will then read the 'passage', which will be whispered along the line until the last child in the line hears it. He/she then quickly writes the message and holds the paper/book high in the air for checking. The 2 or 3 teams compete to be first. Each team will pass a message on such as:



J'aime lire

J'adore danser

J'aime nager

Following on from this activity, (which may be repeated if the children are very enthusiastic), introduce the question form, '**Tu aimes...?**'

Write the phrase on the board and ask the children to give its meaning. Then demonstrate how the phrase can be used for asking/answering questions on hobbies:

Tu aimes jouer au football? Oui, j'aime jouer au football. Etc.

Explain to the children that this question form will be very useful next session when they will work in pairs preparing a short interview.

Pupil Activity

Children play a 'Chinese Whispers' game, repeating a phrase very quietly. The last child in each group attempts to write the phrase.

Children are introduced to the question form; "**Tu aimes...?**"

They hear the phrase linked to the infinitives which they have previously learned.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Allow the children to listen once again to the song from a previous session – **Au feu les pompiers!** Chante en français I, Track 33. Last time the children performed an action as they heard a sound similar to the letter **a** in English (**et, est, é** etc. in French). You may want to repeat this activity or simply play the song again and encourage the children to join in singing. This particular song has a very catchy tune and the children will probably enjoy the opportunity of listening and singing once again.

Children listen again to a traditional song from a previous session and enjoy singing and performing actions as they listen.

 **NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Children will now prepare and present a pair work interview, asking and answering the question: **Tu aimes...?**



E.g. **Tu aimes danser?**

Oui, j'aime danser.

Tu aimes jouer au football?

Non, je n'aime pas jouer au football. Etc.



To prepare for this, begin by holding a set of activity text cards towards you. Individual children must guess what the activity is in French. When a child guesses correctly, invite him/her to come to the front to stick the text card onto the board. Repeat until all the cards are displayed on the board. Then display the phrase '**Tu aimes...?**' and show two possible answers.

- **Oui, j'aime...**

- **Non, je n'aime pas...**

Divide the children into groups and play a Pass the Parcel game. When the music stops the child holding the teddy must form a question **Tu aimes...?** using the text card prompts on the board to the child on his/her right, who will, in turn, respond in French. Play this game for a few minutes and then invite the children to work with a partner preparing a mini interview in French. One child will ask the questions whilst the other responds. They can then change roles.

Choose a child who will be able to model a conversation with you and perform this for the class. The children could begin the interview with '**Bonjour**', then ask/answer two questions and conclude with '**Merci, Au revoir**'.

If time allows, invite some children to present their work to the rest of the class.

Children focus on the written words once again for the infinitives they will use during the pair work activity. They recall the phrases orally as they try to guess the words in the hidden cards.

Next children ask/answer questions as they join in a Pass the Parcel game, which helps them to prepare for the pair work that follows.

The children listen to a conversation modelled by the teacher and a member of the class, and then work co-operatively in pairs to produce an interview in French.

Teaching Sequence

Pupil Activity

As the children will complete a survey next lesson, they will need to learn numbers 13-20 which have not yet been covered. Begin this session by revising numbers 0-12. Bounce a soft ball on the floor and encourage children to count with you. Then encourage them to count in pairs, and present this to the class.

Children revise numbers 0-12 and count in pairs.



1 Play Chante en français 1, Track 1, for numbers 1 to 20.



Numbers 21-40 are on Track 34.



34 Explain to the children that they need to learn numbers 13-16, but that there is an easy pattern to follow after that. (You will find the numbers written in full on the OHT in the resource file).

Show the children an OHT of numbers 11-20. Begin by reinforcing numbers 11 and 12, and then teach

13 – **treize**

14 – **quatorze**

15 – **quinze**

16 – **seize**

Include lots of choral repetition of 11-16 and play games such as covering up a number whilst the children have their eyes closed and encouraging them to guess which number is missing. For further practice, cover the whiteboard with numbers in figures from 11-16 and invite two children to come to the board and to be the first to 'strike out' the number you say.

Show the children in written form the numbers 17, 18, 19 and 20. Children will spot the pattern for numbers 17, 18 and 19. Draw their attention to the spelling of **vingt** and remind them of other words they know with the same letter string: **cinq, singe, juin**.

They repeat numbers 13-20 and join in oral activities to practise and consolidate these new numbers. They see the written form of numbers 17, 18 and 19 and notice the pattern in their formation. The letter string **-in** is revisited as children learn number 20.

Parts 3 & 4: 40 minutes

Teaching Sequence

Next watch the video for unit 9 Early Start French and stop the video at number 20.

Then give each child in the class a number flashcard between 11 and 20. As you say a number all the children with that card must stand up and echo the number back to you.

Then make this activity more challenging by saying sums in French. E.g. **huit et neuf font** _____

The children holding the corresponding number card must jump up and say their number, and they can compete to be first.



Finally show the children how to form numbers between 20 and 30. It is probably most effective to display these one at a time on the OHP or whiteboard and ask children to identify the pattern. As you move through the numbers, encourage the children to predict how to form the next number in the sequence.



To round off this lesson, play Chante en français I, Track 35: **J'aime...** Give the children the chance to listen to the song several times and then encourage them to join in singing as they read the transcript provided on OHT.



Pupil Activity

Children watch a video sequence and then play games to practise numbers, including links with numeracy.

Children study the formation of numbers 20-30 and they notice the sequencing of the numbers. They deduce how numbers will be formed in French.

Children listen to the song and then follow the words of the song as it is displayed on the OHT. They are able to join in singing and use the OHT for support.

Lesson Nineteen, Year 4

1 x 15 minutes; 2 x 30 minutes

Learning Outcomes

- Know how to play a game that is very popular in France
- Understand that typical leisure activities can vary between regions and countries
- Collect results of a class survey through asking and answering questions in French
- Know the names of 5 means of transport
- Know the names and locations of some major ports and airports in France

Framework Objectives

Oracy

04.4: Ask and answer questions on several topics

Literacy

L4.4: Write simple words and phrases using a model and some words from memory

Intercultural understanding

IU4.2: Know about some aspects of everyday life and compare them to their own

IU4.4: To learn about ways of travelling to the country/countries

82

Core Vocabulary

la **pétanque** – bowling game

(Leisure activities and opinion phrases from previous lessons)

Où?	Where?
en bateau	by boat
en voiture	by car
en car	by coach
en train	by train
en avion	by plane

Resources



- Hobbies survey sheet
- Place name cards
- Picture cards for ports/airports
- OHT – means of transport

- Set of 'boules' for game
- Map of France
- Blu-tack
- Recommended resource: Early Start French file, pages 81-82 for rules of '**pétanque**' game.



- Map of France
- Transport



Knowledge about language

- Use question forms

Language and Learning Strategies

- Practise new language with a friend and outside the classroom
- Read and memorise words
- Use mental associations to help remember words

Part I: 15 minutes

Teaching Sequence

Begin this session by discussing with the children outdoor/playground games that are popular in the UK.

Brainstorm the activities they do and prompt them if necessary: football, rounders, tennis, skipping, conkers, marbles, chase etc.

Ask them if playground games go in/out of fashion and if there are 'sudden crazes' on certain games/activities. Why might this be?

Explain to the children that they will learn about a game which is very popular in France, particularly in the south of France called 'pétanque'. Show a map of France and point to the north/south.

The game is gentle and does not involve much physical exertion. Ask the children why it might be more popular in the south of France than in the north. Explain that in towns/villages there are special areas reserved for this game and that it is particularly popular with men.

Over 15% of men in France regularly play '**pétanque**' which makes it their third most popular sporting activity after swimming and cycling.

Use Early Start French file pages 81 and 82 and find out the rules for the game '**pétanque**'.

If you have a set/sets of '**boules**' take the children into the hall or outside where teams can have a go at playing the game. The children can use their knowledge of numbers to record the distance of the '**boules**' from the '**cochonnet**' (see pg 81) and also to keep scores between teams.

Pupil Activity

Children consider outdoor activities and games. They reflect on how playground games are influenced by the weather and the season.

Children learn some facts about the game '**pétanque**'. They consider why it is so popular, particularly in the south of France and make the connection between leisure activity and climate.


Children begin to understand that there are similarities and differences between cultures in how we spend our leisure time. They consider what the three most popular sporting activities might be in England.

Children learn the basic rules of the game. They play the game in teams outside the classroom and use French to record distances and scores.

Teaching Sequence

Pupil Activity

Explain to the children that they will carry out a survey in French during this session, the results of which will be included in a package of materials about likes/dislikes/hobbies/leisure activities which (ideally) will be sent to a school in France (or alternatively, used for display work). For homework children can collect pictures of hobbies/sports people etc. that they like with a French phrase added (e.g. a poster of David Beckham and '**J'aime Beckham**' written as an accompanying phrase). During lesson time children will conduct the survey and record the results.

83  Firstly ask the children to write down **J'aime...** and complete the sentence with their 2 favourite leisure activities. They link the two with the word 'et' e.g. **J'aime regarder la télé et lire.** (Some children will need to refer to a support sheet of vocabulary here).

Then practise the key question with the children:
"Qu'est-ce que tu aimes faire?"
This will need lots of repetition and it is worth allowing the children to see the phrase, underlining each word with your finger as they pronounce it.

Once the children are confident at asking and answering the question, model a conversation with a volunteer.
Teacher: **"Qu'est-ce que tu aimes faire?"**
Child: **"J'aime nager et regarder la télé."**

Then give children a minute to practise this with a partner.

Children understand the purpose of the activities they will undertake. Some children will plan out-of-class activities re: collecting materials and making posters on their preferred hobbies and interests.

Children write a sentence in preparation for the class survey. They learn how to link two structures together using the connective **et** = and. (They have used this word during Y3). Some children refer to a support sheet to help them write the words correctly; other children attempt to write the words from memory.

Children practise reading aloud the question form. They read and repeat the question several times.

Children listen as a question/answer sequence is modelled for them.

Children practise asking and answering the question with a partner prior to the class survey. They then interview each other in French and collect results on the survey sheet provided.

Parts 2 & 3: 30 minutes (continued)

Teaching Sequence

Pupil Activity



Next give the children the survey sheet and explain to them how to record results as they interview each other. Explain to the children how they will conduct the survey. You may prefer them to work in groups or to move freely around the room interviewing as many people as possible in the time allowed. At the end of the activity you could either:

- ask the children to record the results they have collected in a bar chart,
- repeat the survey around the class by asking each child in turn to give their answer while you record the results on the board.

If you use the second method the results will be accurate and will include a response from everyone but it may make the first survey redundant!

(The value, of course, of allowing the children to interview each other is that they will repeatedly ask and answer the question).

The survey results and any additional pieces of work on hobbies could be sent to a partner school. If you are lucky enough to receive materials/information in exchange you will be able to explore similarities/differences between the two cultures with authentic, age-related material.

Children record results of the survey in a chart as explained by the teacher.

Children could assist the teacher in compiling a package to send to a school in a French speaking country. There are numerous possibilities for extending this work: e.g. ask the children to make a card giving information about themselves to include in the parcel. They could write simple sentences giving their names/age/ family details/pets etc. Alternatively, the children could each design a bookmark to send showing a picture for their favourite month written in French. This again gives cultural information e.g. (Christmas tree for December, FA cup for May etc).

Teaching Sequence**Pupil Activity**

In this part of the lesson the children will study a map of France, become acquainted with the names of major ports and airports and will be introduced to the names of five means of transport in French. This all links to the task they will undertake next lesson – planning a trip to France.



Begin by showing pupils a map of France. Point to the different regions – **le nord** (north), **le sud** (south) **l'ouest** (west) **l'est** (east).

Next, show the location of the following cities: **Paris, Calais, Bordeaux, Strasbourg, Pau**. Use blu-tack and text cards and ask for a volunteer to come to the front to label each of the places. Give a few details about each place. Then explain to the children that they will plan a journey to a place of their choice in France. In order to give the children some visual images of each place, it is very useful to have internet access. To show pictures of Paris, visit www.ibiblio.org/wm/paris and you will be able to click on shots of various key landmarks in Paris. To show pictures of Strasbourg (including video shots), visit www.strasbourg.fr/strasbourgfr/FR/StrasTV/Video and you will find options to click on three **flâneries** – bicycle tours of the town. To visit Pau, go to www.pau.fr and then click on **Cartes Postales** to see various lovely images of the town. To visit Bordeaux, go to www.bordeaux.fr and then click on **Découvrir Bordeaux** (top left hand corner) and then go to **Bordeaux en photos**. Click on any of the camera symbols on the map to see shots.

Use picture cards (provided on resources CD) to indicate the location of ports/airports on the map.

Children study a map of France. They hear the French for the points of the compass. They are introduced to the names of 5 places in France and read the written word for each town/city as they hear it pronounced. They are given a few facts about each place.

Children can see two major ports in the north of France and two airports near to Paris. They begin to consider different options for travelling abroad.

Part 4: 30 minutes (continued)

Teaching Sequence

Pupil Activity

Give the children information about them e.g. 2 airports near **Paris: Orly/Charles de Gaulle** – both national/international flights from each etc. Mention also the Channel Tunnel and explain how the passengers travel through it. (There will be time next lesson to discuss the cheap flight option!)



Next show the children pictures on the OHT to represent means of transport. Begin with **en train**

en car

Then add **en avion**

en bateau

Ensure plenty of choral repetition and memory games to practise these new items of vocabulary.

- Repeat the French in different voices e.g. quietly, loudly, slowly, quickly, sulkily, happily etc.
- Give children time to study the images on the OHT, ask them to close their eyes and then cover one up. The children open their eyes and guess which is missing.
- Cut up the OHT and place the individual images one on top of the next. Can the children work out what they are?
- Write the words corresponding to the pictures on OHT. Then turn the OHT back to front. Can the children recall the French?

Next discuss with the children the strategies they can use to memorise these words:

e.g. **en car** – not car, but coach

en train – same as English,
different pronunciation

en avion – 'par avion' air mail stickers

en bateau – rhymes with gâteau! etc.

Children are introduced to the French for 4 means of transport. They study the image on the screen, repeat the French and play several memory recall games to practise the new vocabulary.

Children study the written words for the new vocabulary and consider different ways of memorising the phrases.

Part 4: 30 minutes (continued)**Teaching Sequence**

Finally introduce the phrase for travelling by car: **en voiture**.

This is difficult to recall and will need lots of practice. As children are very familiar with the **oi** letter string, introduce the word in written form first of all. Give them a few seconds to discuss in pairs how it might be pronounced before they offer answers.

Pupil Activity

Children use their phonic knowledge of the language to attempt to pronounce a new item of vocabulary.

**NOTES:**

Lesson Twenty, Year 4

3 × 15 minutes; 1 × 20 minutes

Learning Outcomes

- Understand different possibilities for travelling abroad
- Know how to access information to plan a journey
- Pack an imaginary suitcase for a weekend in the south of France and label the items within it

Framework Objectives

Oracy

O4.1: Memorise and present a short spoken text

Literacy

L4.4: Write simple words and phrases using a model and some words from memory

Intercultural understanding

IU4.4: Learn about ways of travelling to the country/countries

85

Core Vocabulary

il fait chaud	it's hot
il fait froid	it's cold
très	very
un peu	a bit
un pantalon	trousers
un short	shorts
une jupe	a skirt
un pull	a jumper
un tee-shirt	a T shirt
un chapeau	a hat
une chemise	a shirt
un maillot de bain	a swimsuit
des lunettes de soleil	sunglasses

Resources



- Weather images
- Month of year text cards
- Text cards – quantifiers and weather expressions
- Flashcards of clothes
- Suitcase template
- Worksheet – matching French/English clothes.
- Clothes text card
- OHT with words of song

- Map of France
- Bag of clothes



- Chante en français I, Track 36, song: **En novembre**



Knowledge about language

- Recognise and apply simple agreements, singular and plural

Language and Learning Strategies

- Use a dictionary to look up spellings
- Use context and previous knowledge to determine meaning and pronunciation
- Access information sources

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Begin the session with a quick recap of the 5 items of transport learned last lesson.

Again, show the map of France with the five place names. Explain to the class that you are wanting to travel to Strasbourg to visit your sister and want to get there quickly without spending too much money. Give the children 2 minutes in pairs to write two different possibilities for the journey from their knowledge of travel so far. Tell the children where you will start the journey. Collect some of their ideas on the board.

Then discuss with the children the starting point for planning a journey of their choice:

1. Where to and where from?
e.g. **De Wakefield à Paris**
2. When? **Quand?** E.g. **le 16 août**
3. Key issues e.g.
Prix? Price?



Or **Durée?** Length of journey?

Before accessing any information these need to be decided upon!

* If you have access to the internet, you may choose to introduce the children to some useful websites for researching travel possibilities e.g.:

Ryan Air – www.ryanair.com

British Airways – www.ba.com

French Rail Network – SNCF

AA route planner – www.theaa.com

Children revise the 5 means of transport learned last lesson.

Children study the map of France and discuss with a partner the travel options available to you. They recall information from the previous lesson relating to travel by air/sea/Channel Tunnel.

Children consider the key decisions needed when starting to plan a journey.

Some children may be familiar with the use of internet research. Children explore the websites with the teacher and compare travelling times and prices with different airlines, or explore train timetables and journey times.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Alternatively, you can keep to a simpler plan by giving the children time to plan a journey for themselves following a model:



Départ: Wakefield

De Wakefield à Manchester – EN VOITURE

De Manchester à Paris – EN AVION

De Paris à Bordeaux – EN TRAIN

Arrivée: Bordeaux

You will need to decide how complex the task should be for your children as the task of planning the journey can be covered at various levels e.g. thorough research of different travel options, journey times, prices etc. or a simple decision about which method of transport to use.

Children write a simple plan for their journey detailing the means of transport to be used.

**NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Following on from planning the journey, the children will now consider what to pack for their trip abroad. In order to do this, they will need to reflect on the climate and also the sort of activities they will undertake whilst away. In this session they will consider the likely temperature and learn two weather phrases.

Begin by setting the context: packing the suitcase for the trip. Ask the children what they will need to consider. This can then lead to a discussion about climate and weather in France in summer.

Show the children two weather flashcards:



Il fait froid (It's cold)
Il fait chaud (It's hot)

Then say:



“En août en France il fait chaud”

Repeat several times and check if any children can provide a translation.

(Children should be familiar with the words **chaud** and **froid** from games played in class). Show the children some key words on text cards:

très – very

un peu – a bit

(With these words you can explain the climate in the north and the south of France).

Point to the top half of France and explain:

‘Normalement, il fait chaud’.

Point to the south and explain:

‘Normalement il fait très chaud’.

Practise the two weather phrases orally:

Il fait chaud/Il fait froid.

Then show the written words using text cards.

Children reflect on the climate in France in summer and consider any differences between France and the UK.

They are introduced to two new phrases describing the weather and they listen several times to a sentence and try to decipher the meaning.

They study two quantifiers (**très, un peu**) introduced earlier this year and they listen carefully to sentences describing weather in the North/South of France.

Part 2: 15 minutes (continued)

Teaching Sequence

Following on from this initial presentation, discuss the climate in France with the children in English. Explain that the north of France is similar to England but usually a few degrees warmer in summer, and the south of France is usually very hot during the summer months.

Using the two weather expressions, the months of the year flashcards and the two items of vocabulary on the board, the class can attempt to make sentences describing the weather for selected months.



E.g. **En janvier il fait très froid.**
En août il fait très chaud.
En octobre il fait un peu froid.
En juin il fait un peu chaud.



Begin the activity by holding up a flashcard of the month of the year and a weather condition. Demonstrate to the children how to form a corresponding sentence:

'En juin il fait chaud!'

Give a second example and then hold up two cards and invite the children to give a response.

Now give the children five minutes to prepare a short presentation to deliver to the rest of the class. They can either work in pairs or groups of 4 – each child could hold up 2 cards and say the month and the likely weather, following on from the examples practised.

Children then present their work to the rest of the class.

Pupil Activity

Children consider the climate in France and some children may want to talk about their experiences in France. They may have visited the south of France and may comment on outdoor swimming pools, for example, which can lead to a wider discussion on differences between the two countries.

Children recall months of the year which they learned in Y3 and use this knowledge to form simple sentences giving the month and weather conditions.

Children work in pairs/groups to prepare a short presentation on the climate in France.

They should each contribute a short sentence to the presentation, which some will deliver from memory.

Part 3: 20 minutes

Teaching Sequence

Pupil Activity



Start the session with a song and play Chante en français 1, Track 36:

En novembre.

Explain that the children need to plan what to take in their suitcase and begin this session with a bag of clothes at the front of the room.

Take out each item in turn and say the French several times for each item.

(Choosing outrageous clothes and a 'model' to dress up at the front of the class adds a lot of enjoyment (and noise) to this introduction to clothes).

Recap the words after introducing three items of vocabulary and only introduce six items at first.

Next, give the children a sheet with the French words on one side and the English words on the other. Ask the children to have a guess at the meanings of some of the words and give them a few minutes to match up the French/English vocabulary.

As you correct this activity, take time to practise reading the French words aloud. This will help children to link the spoken and written words.

Children enjoy singing the song and revise the vocabulary.

Children practise saying the names of six clothes items in French. They focus on real items to support visual learning and then see the words in written form. They use their knowledge of phonics to identify the words on the worksheet.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



The children are now ready to pack their suitcase for the trip to France. Before they begin work, recap some ideas of the items they may wish to include using

flashcards. Stick them around the room for reference and then give children a template for packing the suitcase. Emphasise the importance of copying correctly when labelling the items in their case.

(More able learners may choose to link colours and clothes. They will need to remember that colours follow the noun in French e.g.

- **un short rouge**
- **un tee-shirt blanc** etc.)

Children prepare and pack their 'suitcase' using a sheet provided. They quickly recap the new clothes vocabulary learnt last session. These are illustrated on flashcards which they can then refer to when attempting to label items in their case.

**NOTES:**

Review Lessons, Year 4

Learning Outcomes

- Identify vocabulary / phrases / new ideas and concepts learned in Y4

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 e.g., pets, members of the family, zoo animals, parts of the body, hobbies, clothes, and the children work in pairs to recall vocabulary and phrases
- Making a tape or video to record...
 - A 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 Y4 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 Y4. 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.

Transcript of the Sound files CD for Year 3 and Year 4

With Track details

Lesson 9

Track 26: Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze.

Track 27: La chenille qui fait des trous.

Dans la lumière de la lune, un petit œuf repose sur une feuille.

Un beau dimanche matin, le soleil se lève et POP! une minuscule chenille sort de l'œuf. Elle a très faim.

Aussitôt, elle part à la recherche de nourriture.

Le lundi, elle croque dans une pomme. Elle y fait un trou.

Mais elle a encore faim.

Le mardi, elle croque dans deux poires. Elle y fait deux trous.

Mais elle a encore faim.

Le mercredi, elle croque dans trois prunes. Elle y fait trois trous.

Mais elle a encore faim.

Le jeudi, elle croque dans quatre fraises. Elle y fait quatre trous.

Mais elle a encore faim.

Le vendredi, elle croque dans cinq oranges. Elle y fait cinq trous.

Mais elle a encore faim.

Le samedi, elle croque dans un morceau de gâteau, un cornet de glace, un cornichon, un bout de gruyère, un saucisson, une sucette, un quartier de tarte aux cerises, une saucisse, une brioche et une tranche de pastèque. Cette nuit-là, elle a mal au ventre!

Le lendemain, c'est de nouveau dimanche. La chenille croque dans une belle feuille verte et se sent beaucoup mieux.

Maintenant, elle n'a plus faim du tout. Mais elle n'est plus une petite chenille. Elle est devenue grosse et grasse. Elle se construit une maison – un cocon – et s'y blottit. Deux semaines plus tard, quand elle le perce pour en sortir... elle est devenue un superbe papillon!

Lesson 10

Track 28: Lundi; mardi; mercredi; jeudi; vendredi; samedi; dimanche.

Track 29: Fermez les yeux (x2); ouvrez les yeux (x2).

Track 30: Chaud (x2); froid (x2).

Lesson 11

Track 31: Janvier; février; mars; avril; mai; juin; juillet; août; septembre; octobre; novembre; décembre.

Christmas lesson 1

Track 32: Marie; Joseph; Jésus; les bergers; les moutons; les rois; un ange; l'aubergiste; les enfants; Bethléem; le bébé; un cadeau; une étoile; une écurie; une chambre.

Track 33: Bonjour les bergers! Bonjour. Qui es-tu? Qui êtes-vous? Bonjour, je suis Marie.

Track 34: *Joseph:* Ça va Marie? *Marie:* Oui, merci, ça va. *Joseph:* Ça va Marie? *Marie:* Mmm. Comme ci, comme ça. *Joseph:* Ça va Marie? *Marie:* Non, ça va mal. *Joseph:* OK.

Joseph: Bonsoir. Je m'appelle Joseph. *Marie:* Bonsoir. Je m'appelle Marie. *Joseph:* Une chambre s'il vous plaît. *Aubergiste 1:* Non, non, non. *Aubergiste 3:* Non. Pas possible. Mais j'ai une écurie. Par ici.

Berger 1: Regardez! *Berger 2:* Oh, là là! Regardez! *Ange:* Venez à Bethléem!

Berger 1: Allez, vite! *Berger 2:* Bonjour Marie. Bonjour! *Joseph:* Bonjour petit bébé.

Roi 1: Voici un cadeau pour le bébé. *Marie:* Merci. *Roi 2:* Voici un cadeau pour le bébé.

Marie: Merci. *Roi 3:* Voici un cadeau pour le bébé. *Marie:* Merci.

Les enfants: Bienvenue, petit bébé!

Christmas lesson 2

Track 35: Un jeu; un livre; des vêtements; un DVD; un ballon de football; cher; je voudrais.

Track 36: Le gâteau roulé; le beurre; le sucre glace; le cacao; Joyeux Noël.

Track 37: Cher Papa Noël, comment ça va?; J'ai été très sage. Je voudrais... s'il vous plaît. Merci!

Shrove Tuesday

Track 38: la farine; un œuf; le lait; le sucre; le sel; le jus de citron; mettez; ajoutez; mélangez.

Track 39: Les crêpes; les crêperies; crêpes jambon; fromage; œuf; champignon; beurre; sucre; confiture; pomme.

Un bol; une cuillère; un pot; un tamis; une poêle; l'huile.

Mettez le tamis au dessus du bol; mettez la farine dans le tamis et dans le bol; ajoutez un peu de sel; mettez deux œufs dans le pot; mettez du lait dans le pot; mettez les œufs et le lait dans le bol avec la farine; mélangez.

Easter lesson I

Track 40: Un œuf de Pâques; un lapin de Pâques; un poussin; du chocolat; un bonnet de Pâques; les agneaux, les oiseaux, les fleurs.

Track 41: Un œuf de Pâques; les cloches; un lapin de Pâques; un poussin; un bonnet de Pâques.

Dans le jardin il y a un petit poussin, il y a un petit lapin, il y a des fleurs, il y a des œufs.

Track 42: Il pleut; il fait du soleil; il y a un arc en ciel.

Track 43: A maman (et papa); Joyeuses Pâques!; Grosses bises.

Year 4

Lesson 1

Track 44: Une tête; un nez; des dents; des cheveux; des yeux; une bouche; des oreilles; grand; petit; gros; long; pointu.

Track 45: Le monstre a une grosse tête, des cheveux verts, des yeux rouges, un nez énorme, une grande bouche, des dents noires, des dents marron, et des oreilles pointues! Et des oreilles pointues!

Lesson 2

Track 46: La jambe; le pied; le ventre; l'épaule; le genou; le bras; la main; le; la; les; un; une; des; comment dit-on... en français?; grand/grande; petit/petite; long /longue; gros/grosse; pointu/pointue; énorme/énorme.

Lesson 3

Track 47: Comment dit-on en français?

Le monstre est très grand. Le monstre a une grande tête et des yeux violets.

Le monstre a des oreilles pointues. Le monstre a trois bras et quatre jambes.

Le monstre a une bouche énorme. Le monstre a des pieds verts.

Le monstre a des cheveux jaunes.

Lesson 4

Track 48: Le tigre; l'éléphant; l'ours; la souris; le lion; la girafe; le singe; le crocodile; le pingouin.

Track 49: Un hippopotame Maman! deux lions Maman! trois girafes Maman! quatre crocodiles Maman! cinq éléphants Maman! six flamants roses Maman! sept ours Maman! huit cochons Maman! neuf singes Maman! dix souris Maman! Il y a une araignée dans ma chambre.

Il y avait combien de cochons? Un, deux, trois? Combien?

Track 50: Allez tout le monde! On se met en route! Mais attends Papa, où est mon casse-croûte?

Onze heures – nous voici! Voilà l'entrée. Attends une minute, il faut qu'on paie.

OK, on y va. On va où tout de suite? Aux tigres, d'abord, allez vite, vite, vite!

Regarde la girafe! Elle mange une fleur! Mais comme elle est grande!

Le bébé a peur!

Et regarde le pingouin – il mange du poisson. Mais maman, papa, je voudrais une boisson!

Tout près d'ici, il y a un café. Voilà, deux cafés crèmes et un verre de lait.

Ensuite les lions! Ils sont féroces! Oh là là!

Tu les aimes, Marie-Claude? Mmm, comme ci, comme ça.

Je préfère les singes – ils font des trucs rigolos. Regarde celui-là!

Il prend une photo!

Et l'autre là haut! Il mange du gâteau!

Bon, on y va, il faut partir. Dimanche prochain on pourra revenir.

Oh, ça a été une belle journée! Mais arrête une minute – où sont les clefs?!

Lesson 12

Track 66: J'ai; je n'ai pas de; et; aussi.

Track 67: Un oiseau; deux oiseaux; une souris; deux souris.

J'ai un chat et aussi un chien.

Qu'est-ce que c'est?

C'est un animal; c'est blanc ou marron ou noir, ça commence par L. Lapin.

Track 68: Un petit lapin

Un petit lapin est caché dans le jardin

"Cherchez – moi, coucou, coucou, Je suis caché sous un chou".

Lissant sa moustache, le fermier passe et repasse.

Mais il ne voit rien du tout, Lapin a mangé le chou.

Track 69: Deux hamsters, trois chiens, deux chats – et le total c'est...?

Lesson 13

Track 70: Comment t'appelles-tu? Quel âge as-tu? As-tu des frères ou des sœurs?

As-tu un animal?

Track 71: Bonjour! Je m'appelle Susie. J'ai trois sœurs.

Salut! Je suis Christophe. J'ai 21 ans. J'ai deux chats.

Bonjour! Je m'appelle Claire. J'ai un frère. Ma couleur préférée, c'est jaune. J'adore ça!

Lesson 14

Track 72: Assez (x3)

Jeannot Lapin

(D'après un poème d'Isabelle, 10 ans, mars 1998)

Jeannot lapin voudrait déjà être à Pâques. Il attend impatiemment

Pâques pour manger du chocolat au lait. Toute sa famille lui donnera un cadeau fait de chocolat.

Sa mère lui donnera un petit biscuit. Son père Gaston lui donnera un ourson.

Sa soeur Sophie lui donnera un kiwi. Son frère Nicolas lui donnera un petit chat.

Sa grand-mère Thérèse lui donnera des fraises. Jano n'a pas de cadeau pour sa famille... et voilà que Pâques est arrivé! Mais il n'a pas oublié de distribuer aux enfants leur chocolat qu'il a caché dans le jardin.

Track 73: L'oeuf est petit et rouge, bleu et jaune.

Mon œuf est assez petit, rouge et vert.

Lesson 15

Track 74: Par ici; par là. (x 2)

Track 75: Fromage; sœur; petit; grand; chat.

Fromage; football; fantastique; fin; furet.

Frère; fromage, frigo; frisson.

Lesson 16

Track 76: Danser; nager; jouer au football; manger au restaurant; lire; regarder la télé; aller au parc.

Track 77: Aller; manger; jouer; danser; regarder.

Blanc; janvier; dimanche; France; grand; dans.

Manger; danser; regarder la télé; jouer au football; aller au parc.

Lesson 17

Track 78: J'adore; j'aime; je n'aime pas.

Track 79: J'aime nager; j'aime regarder la télé; je n'aime pas danser;

je n'aime pas aller au parc; j'adore lire.

Nos passe-temps; on aime; qu'est-ce que tu aimes faire?

Lesson 18

Track 80: Tu aimes ...?

Numbers 12-31.

Track 81: J'aime lire; j'adore danser; j'aime nager.

Tu aimes danser?; oui j'aime danser; tu aimes jouer au football?; Non, je n'aime pas jouer au football.

Lesson 19

Track 82: La pétanque; où?; en bateau; en voiture; en car; en train; en avion.

Track 83: J'aime regarder la télé et lire; Qu'est-ce que tu aimes faire? Qu'est-ce que tu aimes faire?; J'aime nager et regarder la télé.

Track 84: Le nord; le sud; l'ouest; l'est. Paris, Calais, Bordeaux, Strasbourg, Pau.

Lesson 20

Track 85: Il fait chaud; il fait froid; très; un peu; un pantalon; un short; une jupe; un pull; un tee-shirt; un chapeau; une chemise; un maillot de bain; des lunettes de soleil.

Track 86: De Wakefield à Paris. Quand? Le 16 août. Prix? Durée?

Départ: Wakefield

De Wakefield à Manchester – en voiture. De Manchester à Paris – en avion. De Paris à Bordeaux – en train. Arrivée: Bordeaux.

Track 87: En août en France il fait chaud. Chaud; froid. Normalement, il fait chaud. Normalement il fait très chaud. Il fait chaud/Il fait froid. En janvier il fait très froid. En août il fait très chaud.

En octobre il fait un peu froid. En juin il fait un peu chaud. En juin il fait chaud!

List of songs and poems from Chante en français I

With Track details

YEAR 3

Lesson 1

Track 1: Compte ! (0-20)

Track 2: Compte !

Lesson 2

Track 3: Comment ça va?

Lesson 3

Track 4: Salut!

Track 5: Ecoutez et regardez!

Lesson 5

Track 6: Comment t'appelles-tu? Quel âge as-tu ?

Lesson 6

Track 7: Bonjour !

Track 8: Dans le petit bois

Lesson 7

Track 9: Quelle est ta couleur préférée?

Track 10: Les couleurs

Lesson 8

Track 11: C'est bon pour la santé?

Lesson 9

Track 12: Un, deux, trois

Track 13: Il était une fois

Lesson 10

Track 14: Les jours

Track 15: Les jours

Lesson 11

Track 16: Les mois

Track 17: Les mois

YEAR 4

Lesson 1

Track 18: Pomme de reinette

Track 19: Le monstre

Lesson 2

Track 20: Dans la forêt lointaine

Track 21: La tête, les épaules, les genoux

Lesson 3

Track 22: Une araignée sur le plancher

Lesson 4

Track 23: La lettre E

Track 24: Les voyelles

Lesson 5

Track 25: La lettre I

Lesson 8

Track 26: Meunier, tu dors

Track 27: Où est le poussin?

Lesson 9

Track 28: Ah! Vous dirai-je, maman

Lesson 10

Track 29: Fais dodo

Track 30: Ma famille

Lesson 12

Track 31: As-tu un animal à la maison?

Lesson 15

Track 32: Il court, il court, le furet

Lesson 16

Track 33: Au feu, les pompiers!

Lesson 18

Track 34: Compte! (20-40)

Track 35: J'aime...

Lesson 20

Track 36: En novembre

Useful Websites

www.nacell.org.uk

www.eurobooks.co.uk

www.petitsminous.com

www.fiestaifiesta.com

www.minidic.com

www.chez.com/lespetitsbonheursduweb

www.espace-ecoles.com

www.ethnokids.net

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