

Scheme of Work

Year 3 and Year 4

French

Written by

Rachel Redfearn

Published by:



Happy Language Learning

Written by:

Rachel Redfearn



Scheme of work - Year 3 and Year 4

French

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

Included in the scheme:

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

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Acknowledgments

The author would like to thank all the primary teachers in Wakefield for their willingness to engage with the scheme and the training, for their enthusiasm for language teaching and for their unfailing good humour. It is a pleasure and a privilege to work with Wakefield schools. The development of this scheme of work was also assisted by Sheffield KS2 Pathfinder and I am equally grateful to Sheffield teachers for working alongside us in trialling these materials.

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Introduction

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

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

Each unit of work consists of:

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

Please note the following key points:

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

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

Rachel Redfearn
MFL Adviser
Wakefield LA

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Year 3 Scheme of Work Overview

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

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

Links with The Languages Ladder and Asset Languages

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

Language purposes and functions:

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

Vocabulary topic areas:

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

Resources

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

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

Further recommended resources, but not essential:

Video/DVD material from: Early Start French resource file: Salut! Ça va?

Ilsa Rowe and Ian Killberry

Early Start Languages Tel/Fax: 01304 362569 www.earlystart.co.uk

Key to all the symbols



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



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



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



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



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

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

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

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

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 châton	<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



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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.

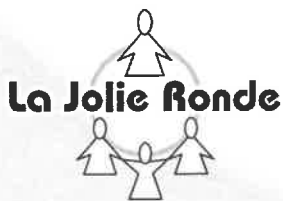
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Scheme of Work

Year 5 and Year 6

French

Published by:



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Written by:

Rachel Redfearn



Scheme of work – Year 5 and Year 6

French

"This scheme of work has been written and coordinated throughout by Rachel Redfearn, MFL Adviser for Wakefield LA. I teamed up with Rachel to develop the scheme further for publication and Rachel continued to train and support teachers in 88 Wakefield schools. Inspired by the successful feedback we received from teachers all over the country for the Scheme of Work Years 3 and 4, we are now proud to publish these new quality materials. Working with Rachel is a privilege. Her skills, dedication and determination are second to none. I know Primary schools will enjoy teaching French language to their pupils using this excellent material!"

Colette Leclercq-Hallam

Founder and Director, La Jolie Ronde

Included in the scheme:

- Detailed lesson notes
- CD of resources including resources for use with the interactive whiteboard
- 2 CDs of sound files for language support
- CD of songs and poems (Chante en français 2)

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Studios: Sherborne Sound; Spool

Original music: written and arranged by Michael Matthews

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- Colette Hallam, Founder and Director of La Jolie Ronde for giving so freely of her time to provide high quality materials to accompany the scheme of work and for many hours of advice, guidance and encouragement.
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- John Edwards, Service Director, Schools & Lifelong Learning, Wakefield LA, for his commitment to developing language learning across the authority and his support for the Primary Languages Initiative.
- Jane Johnson, Primary Languages Co-ordinator, St. Wilfrid's Catholic High School, Sixth Form and Language College, for assistance in reviewing the content of the scheme and for advice and support.
- Primary teachers in Wakefield for their willingness to engage with the scheme and the training, for their enthusiasm for language teaching and their unfailing good humour; thanks too to Sheffield advisers and teachers who have worked alongside us in trialling these materials.

This work is dedicated to the memory of my late husband, Kevin, who was a constant source of support, encouragement and inspiration, and to my two beautiful children who make it all worthwhile.

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Introduction

Welcome to the Year 5 and Year 6 Scheme of Work!

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

Each unit of work consists of:

- Identified framework objectives taken from the strands of Oracy, Literacy and Intercultural Understanding
- References to Knowledge about Language and Language and Learning Strategies
- A topic area and suggested core vocabulary
- Suggested resources
- Detailed lesson notes

Please note the following key points:

- It is assumed that children beginning this scheme have had some prior learning of French, either through the Wakefield Y3 & Y4 scheme or an alternative course. The overview which accompanies this scheme clearly indicates where language is being re-visited and it will be beneficial to children if they have already completed some work on specific topics e.g. greetings and introductions, numbers, family members. Please refer to the overview for further details.
- The Year 5 scheme has been written with a cross-curricular focus. The first term's work is linked to the Geography QCA unit of work: *Should the High Street be closed to traffic?* The second term is based on the Science QCA unit of work: *Keeping Healthy*; the third term covers points of the compass and weather conditions. During the past year teachers using the scheme have appreciated the opportunity to link work in French with other areas of the curriculum.
- The Year 6 scheme has been written to reinforce much of the vocabulary and structures covered in previous years. New material in Year 6 includes a unit on *House and Home*, during which children have the opportunity to consider cultural differences in housing at home and abroad. During the final term of Year 6 the children have the opportunity to work collaboratively on a project involving internet research: *Planning a holiday to a French-speaking country*. This culminates in a presentation on an aspect of culture.
- The lessons are divided into short sections to give maximum flexibility. Some schools may choose to deliver the programme in sessions of 30 minutes; others may opt for more frequent shorter periods of language learning.
- The scheme is entirely flexible and teachers will need to use their judgement as to the most appropriate activities for the children. It is not intended that teachers slavishly follow every activity in every lesson! The lesson notes are very detailed and are intended as a guide only and much of the material covered will depend upon the ability of the children and the time available for language learning.

Finally, I hope that you and your Year 5 and Year 6 children enjoy working with this scheme and that you gain much satisfaction from their progress. Above all, I hope that they leave Key Stage 2 as skilled, confident and enthusiastic language learners, with the opportunity to have their prior learning recognised, celebrated and extended at Key Stage 3.

Rachel Redfearn

MFL Adviser
Wakefield LA

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Year 5 Scheme of Work Overview

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Lesson 1	Il y a + buildings on the high street un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie	<ul style="list-style-type: none"> • Make simple sentences and manipulate them by changing an element • Understand and use negatives • Recite a short text with accurate pronunciation • Appreciate similarities and differences between French and English high streets
Lesson 2	Directions A gauche, à droite, Revision of connectives – et, aussi Revision of adjectives – grand, petit	<ul style="list-style-type: none"> • Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary
Lesson 3	Asking where places are Il y a? C'est, au coin Pause words Et alors, voyons, eh bien,	<ul style="list-style-type: none"> • Take part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Understand key information from a short exchange
Lesson 4	Revision of days of the week Times of day Matin, après-midi, soir, à 10 heures, à 4 heures et demie Très, assez	<ul style="list-style-type: none"> • Substitute quantifiers and adjectives in a sentence • Collect and record evidence about activity on the high street at certain times of day, and express it in French • Recap of key letter strings – in/oi
Lesson 5	No new vocabulary	<ul style="list-style-type: none"> • Understand and express simple opinions • Write short sentences, substituting vocabulary in model sentences

Lessons	Content	Key skills and activities
Lesson 6	<p>Christmas theme Christmas vocabulary La forêt, il neige, un sapin, je brille, une bougie</p> <p>Revision of colours and verb être – je suis/je ne suis pas</p>	<ul style="list-style-type: none"> • Learn and join in singing a French carol • Recite a short text with accurate pronunciation • Follow the transcript of a Christmas story • Appreciate similarities and differences between Christmas in France and England
Lesson 7	<p>Christmas theme No new vocabulary</p>	<ul style="list-style-type: none"> • Use actions and mimes to aid memorisation • Make a traditional French Christmas sweet • Join in performing a short Christmas story in French, reading and pronouncing unknown words
Lesson 8	<p>Revision of days of the week</p> <p>Revision of hobbies introduced in Y4</p> <p>Simple future tense Je vais... encore</p>	<ul style="list-style-type: none"> • Understand and express simple opinions • Integrate new language into previously learned language • Prepare a keep fit programme for the week ahead, using immediate future tense • Listen to a native speaker and understand more complex phrases and sentences
Lesson 9	<p>Months of the year</p> <p>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>	<ul style="list-style-type: none"> • Imitate pronunciation of sounds • Identify social conventions at home and in other cultures
Lesson 10	<p>Revision of sports/hobbies vocabulary</p> <p>Revision of numbers 0-50</p> <p>Comparisons ...plus que ...more than</p> <p>Revision of immediate future – je vais + verb</p>	<ul style="list-style-type: none"> • Investigate the effect of exercise on pulse rate • Understand more complex phrases, including comparisons • Contribute to a classroom display illustrating the relationship between exercise and pulse rate

Lessons	Content	Key skills and activities
Lesson 11	Revision of fruit from Y3 Food, including revision from Y3 – Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petis pois	<ul style="list-style-type: none"> • Find words in a bi-lingual dictionary • Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate • Listen to and understand a native speaker expressing likes and dislikes
Lesson 12	Food items – as for lesson 11 Revision of connectives: et, mais, aussi	<ul style="list-style-type: none"> • Design a balanced meal, with foods labelled in French • Extend basic sentences by using connectives • Use negatives • Express opinions in short, written sentences included in a Powerpoint presentation
Lesson 13	No new vocabulary	<ul style="list-style-type: none"> • Memorise and present a short rhyme • Investigate the similarities and differences between French and English eating habits by looking at French school lunch menus • Investigate and share strategies for learning new vocabulary
Lesson 14	Breakfast Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux...?, je voudrais	<ul style="list-style-type: none"> • Develop accuracy in pronunciation and intonation • Use spoken language spontaneously during a breakfast role play
Lesson 15	Ingredients for a French dessert Le beurre, le sucre, des oeufs, le sel	<ul style="list-style-type: none"> • Watch and understand a demonstration in French of the method of making a dessert • Order sentence cards to re-create the method • Write words and phrases using a reference

Lessons	Content	Key skills and activities
Lesson 16	<p>Revision of days of the week/months of the year</p> <p>Aujourd'hui c'est le lundi 10 octobre</p> <p>Weather</p> <p>Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige</p>	<ul style="list-style-type: none"> • Identify the date from an audio recording • Use short sentences to give a description of the weather • Look and listen for visual and aural clues in an audio recording
Lesson 17	<p>Revisions of weather phrases</p> <p>Seasons</p> <p>En automne, en hiver, au printemps, en été</p> <p>Extension</p> <p>Normalement, en général</p>	<ul style="list-style-type: none"> • Identify rhyming words and make up a short rhyming poem using weather conditions • Use simple sentences to present a mini weather report in French • Write two or more sentences describing the weather in each season in French • Recognise similarities and differences between places
Lesson 18	<p>Saying where you live</p> <p>J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre</p>	<ul style="list-style-type: none"> • Learn and join in singing a traditional French song • Prepare a short presentation saying where you live and what the climate is like • Scan a more detailed text with unknown language for details
Lesson 19	No new vocabulary	<ul style="list-style-type: none"> • Understand that there are stereotypical images associated with countries • Consider key similarities and differences in daily life in the UK and France • Collect items which relate to our lifestyle • Investigate French supermarket websites to find out in what ways they differ from English supermarkets
Lesson 20	No new vocabulary	<ul style="list-style-type: none"> • Take part in a quiz which revises many topics and skills learnt during the year

Links with Asset Languages

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Language purposes and functions:

Counting and using numbers	Y5
Talking about the weather	Y5
Talking about food	Y5
Following and giving simple instructions	Y5
Expressing thanks	Y5
Saying what day or month it is	Y5
Describing some simple objects – colour, size	Y5
Expressing likes/dislikes	Y5, Y6
Giving information about an everyday activity – food	Y5, Y6
Expressing opinions	Y6
Offering	Y5

Vocabulary topic areas:

Basic prepositions of place	Y5, Y6
Classroom objects	Y6
Clothes	Y6
Common adjectives, e.g. big, small	Y5, Y6
Family	Y6
Food and drink	Y5
Furniture and other household objects	Y6
Leisure and holidays	Y6
Methods of communication – post, fax	Y6
Names of occupations	Y6
Names of sports	Y5
Places: shops, cinema, park, beach etc.	Y5, Y6
The home	Y6
Time, including months and days	Y5
Ways of travelling	Y6
Weather	Y5, Y6
Classroom instructions	Y6
Greetings	Y6
Letters of the alphabet	Y6

Year 6 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	<p>Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions</p> <p>Recap of simple negative from Y4: Je n'ai pas de</p>	<ul style="list-style-type: none"> • Initiate and sustain conversations • Re-use previously learned language in a new context • Discuss language learning and reflect on how to memorise and recall language • Understand the formation of a basic negative sentence
Lesson 2	<p>As for lesson 1</p> <p>As-tu...?</p>	<ul style="list-style-type: none"> • Perform a sketch in French to an audience • Present oral work confidently, speaking clearly and audibly with good pronunciation • Understand key details from an authentic text • Make predictions based on existing knowledge • Use a dictionary • Evaluate work
Lesson 3	<p>Recap of clothes vocabulary from lesson 4 + des chaussures, des chaussettes, un sweat</p> <p>Recap of expressing opinions from Y3, Y4, Y5: J'aime, Je n'aime pas</p> <p>Justifying opinions: Je n'aime pas le rouge</p> <p>C'est + adjective</p>	<ul style="list-style-type: none"> • Match sound to sentences and paragraphs • Add two short verses to a rhyming poem • Understand details including opinions from spoken passages • Construct a short paragraph by adapting a model
Lesson 4	<p>Recap of family members from Y4</p> <p>Recap of structures from Y4 and Y5: Il s'appelle; il a x ans; il est; il habite à</p> <p>Recap of quantifiers from Y3, Y4, Y5: Très, assez</p> <p>Recap of adjectives from Y4: Sympa, intelligent, amusant</p> <p>Sportif/sportive Beau/belle</p>	<ul style="list-style-type: none"> • Join in two playground games in French • Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions • Follow a story as it is read aloud, demonstrating understanding • Recognise agreements and patterns in the foreign language • Listen for clues to meaning – e.g. tone of voice

Lessons	Content	Key skills and activities
Lesson 5	<p>Recap of verb être from Y4 and Y5: Il est, elle est</p> <p>Occupations vocabulary: Médecin Vendeur vendeuse Serveur serveuse Agent de police Professeur</p>	<ul style="list-style-type: none"> • Understand that some nouns for occupations change their spelling in relation to gender • Understand key details from a short, spoken passage • Match sound to sentences and paragraphs, by re-ordering lines from a song • Recognise that word order may vary between languages • Use a dictionary to find additional nouns to construct short sentences – il est infirmier
Lesson 6	<p>Recap of family members from Y4 and from Y6 lesson 4</p> <p>Phrases to use when playing games in French: Donne-moi A toi A moi S'il te plaît Merci</p>	<ul style="list-style-type: none"> • Play a game using phrases in French • Recognize adjectival agreements in a short text • Read aloud phrases from a text using a variety of voices and expression • Prepare songs and sketches for a performance • Listen for clues to meaning – tone of voice, key words
Lesson 7	As for lesson 6	<ul style="list-style-type: none"> • Sing French songs with accurate pronunciation • Speak audibly and clearly when performing to an audience
Lesson 8	<p>Recap of phrases from Y4 and Y5: Il y a; j'habite dans; j'habite à Voici Une maison Un appartement</p> <p>Receptive use of eight rooms of the house</p>	<ul style="list-style-type: none"> • Match sound to individual word in a list of nouns • Identify the sounds of some letters of the alphabet • Be aware of cultural differences in housing at home and abroad • Reflect on techniques for memorizing language • Re-use known language in a new context
Lesson 9	<p>As for lesson 8 +</p> <p>Recap of adjectives from Y4: Petit, grand, superbe, magnifique</p> <p>+ Immense, de luxe, en haut, en bas</p>	<ul style="list-style-type: none"> • Recognise and practise the French vowel sounds • Identify and substitute nouns in a sentence • Contribute to a shared writing task, describing an ideal home • Produce own piece of writing, adapting a model

Lessons	Content	Key skills and activities
Lesson 10	Une fenêtre Une piscine	<ul style="list-style-type: none"> • Memorise and perform a verse from a song • Evaluate work • Understand the gist of an audio recording, matching adjectives to nouns • Identify different text types
Lesson 11	Recap of prepositions from Y5 + Sur, sous	<ul style="list-style-type: none"> • Identify nouns and adjectives contained in a text • Sort word cards into nouns, verbs, adjectives, prepositions • Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs • Recognise potential hazards when using dictionaries and how abbreviations can help • Read phrases with appropriate intonation and expression
Lesson 12	Recap of repetition requests from Y3 and Y4: Répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français? Furniture vocabulary	<ul style="list-style-type: none"> • Ask for repetition/clarification in French • Revise the sound of the letter i in French • Use knowledge of pronunciation patterns to create a rap
Lesson 13	No new vocabulary Recap of stalling strategies from Y5	<ul style="list-style-type: none"> • Sustain an unrehearsed conversation of at least four exchanges • Use stalling strategies as appropriate • Read for enjoyment
Lesson 14	Recap of days of the week and months of the year from Y3, Y4 and Y5 Recap of verb aller from Y5: on va On va aller, partir	<ul style="list-style-type: none"> • Understand that French is spoken in many countries throughout the world • Use the internet to research climate • Choose a country for the holiday and select dates • Make predictions about meaning based on existing knowledge • Write short sentences, using a model

Lessons	Content	Key skills and activities
Lesson 15	On va rester dans... Un hôtel, un appartement, un gîte, un camping	<ul style="list-style-type: none"> • Use the internet to research different types of accommodation • Write a short letter to book accommodation, adapting a model • Use a dictionary as appropriate
Lesson 16	On va aller; prendre Recap of means of transport from Y4: En bateau, en avion, en voiture, en train	<ul style="list-style-type: none"> • Use the internet to research travel options • Use the internet to research food typical of the country • Write short sentences outlining holiday plans, adapting a model • Read authentic texts for enjoyment and for information
Lesson 17	On va visiter; regarder D'abord, plus tard Names of places to visit	<ul style="list-style-type: none"> • Use the internet to research places of interest at holiday destination • Write a programme of activities for a week on holiday, adapting a model and using the immediate future tense • Use a dictionary as appropriate
Lesson 18	No new vocabulary	<ul style="list-style-type: none"> • Prepare presentation for next lesson in relation to holiday plans and the area to be visited • Consider material to be used in the presentation/performance: cultural information – food, climate, places of interest, festivals; songs, dances, music • Use support material appropriately and adapt suggested models • Plan and prepare collaboratively and analyse what needs to be done to carry out the task
Lesson 19	No new vocabulary	<ul style="list-style-type: none"> • Perform to an audience
Lesson 20	No new vocabulary	<ul style="list-style-type: none"> • Recall key vocabulary and structures learned during the year • Work collaboratively to answer quiz-type questions

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Names of occupations	Y6
Names of sports	Y5
Places: shops, cinema, park, beach etc.	Y5, Y6
The home	Y6
Time, including months and days	Y5
Ways of travelling	Y6
Weather	Y5, Y6
Classroom instructions	Y6
Greetings	Y6
Letters of the alphabet	Y6

Resources

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

- 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 songs and poems Chante en Français 1 (already available with Years 3 & 4)
La Jolie Ronde Ltd Tel: 01949 839715 www.lajolieronde.co.uk

Further recommended resources, but not essential:

Video/DVD material from: Early Start Pack 2 – Où habites-tu?

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 2 CD.
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.
The circled number denotes the lesson. Some of the games require Microsoft PowerPoint version 2002 or later.

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.