

# Scheme of Work

# Year 5 and Year 6

**French**

Published by:



Happy Language Learning

Written by:

**Rachel Redfearn**

**wakefield**  
City of Wakefield Metropolitan District Council

# 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)

First Edition 2007

© Copyright La Jolie Ronde Ltd 2007

Published by La Jolie Ronde Ltd, 43 Long Acre, Bingham NG13 8AG UK

Tel: 01949 839715 email: [info@lajolieronde.co.uk](mailto:info@lajolieronde.co.uk) [www.lajolieronde.co.uk](http://www.lajolieronde.co.uk)

**Graphic Design:** Crisp Design [www.crisp-design.co.uk](http://www.crisp-design.co.uk)

**Illustrations:** Ian Ward

**French consultants:** Colette Leclercq-Hallam, Sylvie Moisan

**ICT consultant:** Sue Garrett

**Readers and singers:** Fabien Taverne, Maud Albac, Manuel Paris, Colette Leclercq-Hallam

**Studios:** Sherborne Sound; Spool

**Original music:** written and arranged by Michael Matthews

Recording copyright of Sound files © Copyright La Jolie Ronde Ltd 2007

Recording copyright of Chante en français 2 © Colette Hallam 2007

#### Acknowledgments

The author would like to thank:

- 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.
- Sue Garrett, ICT Consultant, Wakefield LA, for providing all the IWB resources which accompany the scheme, for her professionalism and expertise. Lucille Pritchard of La Jolie Ronde for devoting many hours to researching resources and websites included in the scheme.
- 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.*

All rights reserved. In all countries, no part of this publication or the accompanying recording may be resold, reproduced or transmitted in any form or by any means, or stored in a retrieval system of any nature without prior written permission from the copyright holder at the publisher's address. Application for permission for use of copyright material shall be made to the publisher. Full acknowledgement of author, publisher and source must be given. 'La Jolie Ronde' French for Children is the sole proprietor of the name 'La Jolie Ronde' in connection with language instructions, textbooks, recordings and language recordings throughout the world. The purchase or repurchase of this programme (Lesson notes and CDs) in no way entitles the purchaser or any other person to use the name 'La Jolie Ronde' in connection with the teaching of languages. The use of the name 'La Jolie Ronde' in such connection is hereby specifically prohibited unless formally authorised by contract with 'La Jolie Ronde'.

La Jolie Ronde is a registered Trade Mark.

# 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



## Year 5 Scheme of Work Overview

Lessons	Content	Key skills and activities
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"> <li>• Make simple sentences and manipulate them by changing an element</li> <li>• Understand and use negatives</li> <li>• Recite a short text with accurate pronunciation</li> <li>• Appreciate similarities and differences between French and English high streets</li> </ul>
Lesson 2	Directions A gauche, à droite,  Revision of connectives – et, aussi  Revision of adjectives – grand, petit	<ul style="list-style-type: none"> <li>• Identify the position of adjectives in a sentence</li> <li>• Memorise and present two or three sentences describing a high street</li> <li>• Manipulate language by changing an element in a sentence</li> <li>• Use a dictionary</li> </ul>
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"> <li>• Take part in a simple conversation, asking for and giving directions</li> <li>• Know how to add expression and authenticity to a short dialogue</li> <li>• Understand key information from a short exchange</li> </ul>
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"> <li>• Substitute quantifiers and adjectives in a sentence</li> <li>• Collect and record evidence about activity on the high street at certain times of day, and express it in French</li> <li>• Recap of key letter strings – in/oi</li> </ul>
Lesson 5	No new vocabulary	<ul style="list-style-type: none"> <li>• Understand and express simple opinions</li> <li>• Write short sentences, substituting vocabulary in model sentences</li> </ul>

Lessons	Content	Key skills and activities
Lesson 6	<p><b>Christmas theme</b>            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"> <li>• Learn and join in singing a French carol</li> <li>• Recite a short text with accurate pronunciation</li> <li>• Follow the transcript of a Christmas story</li> <li>• Appreciate similarities and differences between Christmas in France and England</li> </ul>
Lesson 7	<p><b>Christmas theme</b>            No new vocabulary</p>	<ul style="list-style-type: none"> <li>• Use actions and mimes to aid memorisation</li> <li>• Make a traditional French Christmas sweet</li> <li>• Join in performing a short Christmas story in French, reading and pronouncing unknown words</li> </ul>
Lesson 8	<p>Revision of days of the week</p> <p>Revision of hobbies introduced in Y4</p> <p>Simple future tense            Je vais...</p> <p>encore</p>	<ul style="list-style-type: none"> <li>• Understand and express simple opinions</li> <li>• Integrate new language into previously learned language</li> <li>• Prepare a keep fit programme for the week ahead, using immediate future tense</li> <li>• Listen to a native speaker and understand more complex phrases and sentences</li> </ul>
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"> <li>• Imitate pronunciation of sounds</li> <li>• Identify social conventions at home and in other cultures</li> </ul>
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"> <li>• Investigate the effect of exercise on pulse rate</li> <li>• Understand more complex phrases, including comparisons</li> <li>• Contribute to a classroom display illustrating the relationship between exercise and pulse rate</li> </ul>

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 petits pois	<ul style="list-style-type: none"> <li>• Find words in a bi-lingual dictionary</li> <li>• Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate</li> <li>• Listen to and understand a native speaker expressing likes and dislikes</li> </ul>
Lesson 12	Food items – as for lesson 11 Revision of connectives: et, mais, aussi	<ul style="list-style-type: none"> <li>• Design a balanced meal, with foods labelled in French</li> <li>• Extend basic sentences by using connectives</li> <li>• Use negatives</li> <li>• Express opinions in short, written sentences included in a Powerpoint presentation</li> </ul>
Lesson 13	No new vocabulary	<ul style="list-style-type: none"> <li>• Memorise and present a short rhyme</li> <li>• Investigate the similarities and differences between French and English eating habits by looking at French school lunch menus</li> <li>• Investigate and share strategies for learning new vocabulary</li> </ul>
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"> <li>• Develop accuracy in pronunciation and intonation</li> <li>• Use spoken language spontaneously during a breakfast role play</li> </ul>
Lesson 15	Ingredients for a French dessert Le beurre, le sucre, des oeufs, le sel	<ul style="list-style-type: none"> <li>• Watch and understand a demonstration in French of the method of making a dessert</li> <li>• Order sentence cards to re-create the method</li> <li>• Write words and phrases using a reference</li> </ul>

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

## Links with 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:

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

# 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](http://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](http://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](http://www.earlystart.co.uk)

See appendix C for suggested reading books to accompany the scheme.

## 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.

# Lesson One, Year 5

4 x 15 minutes

**Lesson theme** The High Street

## Learning Outcomes

- Recite a short text with accurate pronunciation
- Say what buildings can be found on the high street
- Recognise similarities and differences in the high street, at home and in France

## Framework Objectives

### Literacy

L5.2: Make simple sentences and short texts

### Intercultural Understanding

IU5.2: Recognise similarities and differences between places



### Core Vocabulary

il y a	there is
un marché	a market
un magasin	a shop
un supermarché	a supermarket
une poste	a post office
une banque	a bank
un café	a café
une mairie	a town hall
un magasin de vêtements	a clothes shop
une boulangerie	a bakers

## Resources



- OHT of rhyme: **Mon chapeau**  
Picture of hat with four humps  
Images of the main street in French towns  
Flashcards of buildings on the high street  
Battleships grid  
Text cards to accompany flashcards  
Cards for human sentence game  
OHT with words of song: **Dans ma rue**



- Chante en français 2, Track 1,  
song: **Dans ma rue**
- Bilingual dictionaries



- **Mon chapeau** rhyme  
**Ne... pas/il y a...**  
**La rue principale** images  
**Les magasins** vocabulary (1&2)  
**Un or une** (1&2)  
 Battleship grids  
 Pronunciation  
 Translation



### Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence
- Understand and use negatives

### Language and learning strategies

- Use actions and rhymes to aid memorisation
- Pronounce/read aloud unknown words

## Part I: 15 minutes

## Teaching Sequence

## Pupil Activity

Begin the lesson with an action rhyme, which will give children the opportunity to work with previously learned language in an active and enjoyable way. The rhyme is just four lines long and you may choose to recite it rather than chant it.



You can also play it on track 2 from the sound file. Introduce the rhyme to the children by performing actions and chanting the French:

**Mon chapeau, il a quatre bosses.  
Y'a quat' bosses à mon chapeau.  
Et s'il n'y avait pas quatre bosses,  
Ca ne s'rait pas mon chapeau!**

(My hat has four humps.  
There are four humps on my hat.  
And if it didn't have four humps,  
It wouldn't be my hat!)

Actions:

- touch your chest on the word "**Mon**"
- touch your head on the word "**chapeau**"
- hold up four fingers for "**quatre**"
- touch your elbow for the word "**bosses**"
- wave your index finger to demonstrate the negative

Demonstrate this for the children twice, and try to increase the pace second time round.

Show the children a sketch of a hat with four humps and then show the text on the OHP/whiteboard. Use resource CD: 'OHT of rhyme: **Mon chapeau**'.



A picture of the hat is available too on the resource CD.

Ask the children to identify any words they know. They may note "**Mon, chapeau, quatre, ça.**"

Children are introduced to a short text which contains some words they will recognise. They watch the teacher performing actions to the rhyme and enjoy the pace of the activity.

Children study the text and identify familiar vocabulary.

## Part I: 15 minutes (continued)

## Teaching Sequence

## Pupil Activity

Underline these words and explain the meaning of the word “**bosses**” using the sketch of the hat again.

If the children want a translation you can briefly explain it to them.

Take some time now to practise reading the rhyme with the children with the actions. You could either sing the words or chant. Explain to the children that this is a schoolyard game originally from Israel and the aim is to recite it very quickly without mixing up the actions!

Children could practise this in pairs or individually and present their work to others.

Finally, to finish this session look again at the text with the children and highlight two key points:



- Firstly, the negative around the verb in the last line **ne...pas**. Remind children briefly what **ne...pas** mean in a sentence and where they are positioned.
- Secondly, second line – **y’ a** – explain to the children this is an abbreviated version of **il y a** = there is/there are.

They will use this key phrase in subsequent lessons and activities.

Children enjoy performing actions to the words and enjoy the challenge of reciting the words quickly. This provides a co-ordination challenge for most children! Children also practise reading the short text matching sound to the written word.

Children’s attention is drawn to a grammatical concept > making sentences negative. They have already met and used the negative “**Je n’aime pas**” in Year 4.

Children meet new phrases “**Il y a**”. This is an important vocabulary item for subsequent work.


**NOTES:**

## Part 2: 15 minutes

## Teaching Sequence

## Pupil Activity

The material in the lessons during the first term is linked to the Geography module from the QCA Y5 Scheme of Work, Unit 12, entitled 'Should the high street be closed to traffic?'

The purpose of this session is to raise children's awareness of the nature of a typical 'High Street' in the UK, and the similarities and differences between cities, large towns and smaller towns. This can then lead on to discussion (in English naturally!) of the types of buildings/shops on a French main street –

**'La rue principale'**

Firstly, ask the children to consider/write down the types of buildings and shops on a typical high street in a large town/city. (This may be something the children have encountered/will encounter in Geography this year). They could discuss this in pairs and write a list to share in their group.

Collect answers from the children. There can be lots of discussion here around services provided in the town centre/cost and use of land/chain stores/similarities between high streets in cities around the country.

You may like to take time here to discuss how a high street in a small market town may look. Can the children think what may be different?

Following on from this discussion, you may want to set children the task of sketching a plan of the local high street as an out of school activity. This will help prepare the children for later activities.

Children work in pairs to discuss the buildings/shops they would find in the high street of their town.

Children's attention is drawn to key features of the high street, as considered appropriate and relevant by the teacher.

Children consider how the main street varies according to the size of the town.

## Part 2: 15 minutes (continued)

## Teaching Sequence



Next, show the children some images of the main streets in French cities. Use the resource or whiteboard CDs. Show each of the images in turn and then allow children to work in pairs again to discuss any similarities/differences.

As you collect answers from the class, draw the children's attention to the following:

- the place and importance of the town hall
- fewer chain stores in France
- pavement cafés

## Pupil Activity

Children have the opportunity to look at images of main streets in French towns and cities.

**NOTES:**

## Part 3: 15 minutes

## Teaching Sequence

## Pupil Activity

Ask children to recall a key item of vocabulary introduced in an earlier session – There is/there are = **Il y a**.

Children's attention is drawn to a key item of vocabulary.



Using flashcards introduce the vocabulary for buildings in the town centre. This will be expanded in future lessons to include more places in the town. Begin by showing the children the flashcards for:

**un marché**

**un supermarché** (small image of shop with trolley)

**une poste** (small image of shop with letters)

**une banque** (small image of shop with money)

**un café**

**une mairie**

Children learn seven words for places/buildings on the high street. They play memory games to help them learn the new words and imitate the pronunciation of the teacher as they echo the words.

These words are fairly similar to their English translations. Introduce the words gradually with lots of repetition and reinforcement.

Add un magasin to the list and then play some games to help children learn the new vocabulary:

- remove one flashcard from the set and hold up the others. Can children identify the missing card?
- place a stencil with a hole in front of flashcards. Can children identify in French the picture hidden behind the stencil?
- say three of the words learned. Challenge children to say the remaining three.

All of these games can, of course, be adapted for use with the IWB or OHP.

To revise the concept of gender, play a game whereby children have to decide on the gender of the noun stated. Display **un/une** around the room. As you say a noun, the children must make a decision whether it is masculine or feminine and stand under the appropriate card.

Children try to recall the gender of the words previously learned. They actively join in a game where they are challenged to identify the gender of the 7 new nouns.

## Part 3: 15 minutes (continued)

## Teaching Sequence

## Pupil Activity

Finally, to reinforce the new vocabulary and also to revise letters of the alphabet, and numbers, play a type of Battleships game with the class.

Children revise letters of the alphabet and numbers as they use the co-ordinates of a grid to play a Battleships game with the teacher.



1 Show the children a grid on OHP/board/IWB

A					
B					
C					
D					
E					
	1	2	3	4	5

Explain that you have hidden seven places/buildings and invite the children to guess where they are e.g. 2D. If the guess is incorrect, display a cross in the square.

If it is correct display a symbol for the place e.g. envelope for post office, euro sign for bank and state the French word. Challenge the children to find all 7 places in a given time limit.



1 If time, a song can be played at the discretion of the teacher: **Dans ma rue**, track 1, from Chante en français 2. The lyrics of the song are available on the resource CD. The song helps to practise vocabulary introduced in this lesson.



## NOTES:



## Part 4: 15 minutes

## Teaching Sequence

## Pupil Activity

Recall the vocabulary from last session with the children and display the flashcards.



3 Invite children to come to the front of the class and label the flashcards with the corresponding text cards.

Take some time to revise key sounds/ letter strings with the children.

- é > **marché, supermarché, café**  
 (cinéma, école – cinema, school)
- in > **magasin (cousin, raisin, poussin)**  
 – cousin, grape, chick)
- an > **banque (France, blanc –**  
 France, white)

Next show the children two different types of shop, which may be useful for town plans:

- une boulangerie** – bakers  
**un magasin de vêtements** – clothes shop

Play a human sentence game. Distribute text cards (one per sheet of A4 – landscape) amongst the children.



1 The cards form the sentence:  
**Dans la rue principale il y a un supermarché, cinq magasins de vêtements, une poste, une banque et deux cafés.**



4 As you read the sentence each child holding a card must come to the front and stand in line. When the sentence is complete, read it several times aloud with the children. Then invite the child holding the word “**poste**” to turn the card around so it cannot be seen. Read the sentence again with children substituting “**poste**” into the sentence from memory. Repeat this activity until most of the words have disappeared with children able to recall nearly all of the sentence from memory.

Children match text cards with pictures of vocabulary. Their attention is drawn to the spelling of the words as they practise reading them aloud. They focus on familiar letter strings and recall other French words with the same sounds.

Children are introduced to two types of shop which may be useful for their plan of the high street.

Children play a game whereby they focus on forming a sentence in French to describe the buildings on the high street. The memory game helps them to learn the structure. They use this as a model for subsequent written work.

## Part 4: 15 minutes (continued)

## Teaching Sequence

## Pupil Activity

Following this activity, display the cards forming the sentence in the room as this will provide a model for children's written work.

Children can now begin work on their plan of the high street. Their task is to sketch the road and some of the buildings, to label the buildings in French and to write a sentence stating which buildings can be found there, using the model provided from the earlier activity.

Children begin work on their plan of the high street which they will label in French. They are encouraged to spell correctly and to refer to words displayed around the classroom. They use dictionaries to find words which they need to complete their plan. They write a simple sentence to accompany their work and can refer to a model for support as necessary.

**NOTES:**

# Lesson Two, Year 5

4 x 15 minutes

**Lesson theme** The High Street

## Learning Outcomes

- Identify the position of adjectives in a sentence
- Understand the function of words in a sentence
- Memorise and present two or three sentences describing the high street

## Framework Objectives

### Oracy

O5.4: Prepare a short presentation on a familiar topic

### Literacy

L5.2: Make simple sentences and short texts

**5**

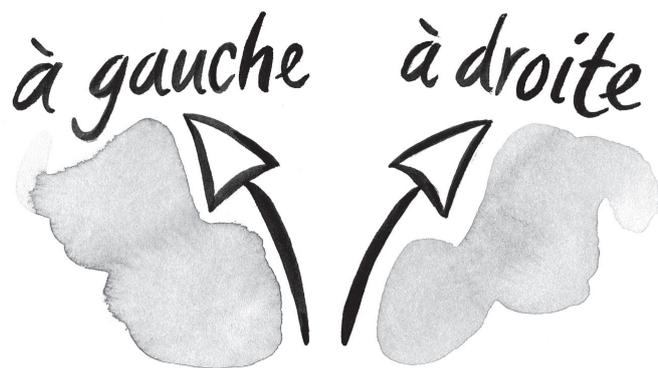
### Core Vocabulary

As for lesson 1 plus:

et	and
petit	small
grand	big
aussi	also
à gauche	on the left
à droite	on the right

## Resources

- 
 • Pass the Parcel word cards  
Text cards **à gauche, à droite**  
OHT with words of song: **A gauche, à droite**
- 
 • Chante en français 2, track 2, action song: **A gauche, à droite**
- 
 • Key vocabulary  
Pass the parcel  
Positioning of adjectives  
Constructing sentences  
Positioning of **aussi**



### Knowledge about language

- Manipulate language by changing an element in a sentence
- Recognise patterns in simple sentences
- Apply knowledge of rules when building sentences

### Language and learning strategies

- Apply grammatical knowledge to make sentences
- Practise new language with a friend and outside the classroom
- Use a dictionary or word list

Part I: 20 minutes

### Teaching Sequence

### Pupil Activity

Allow children time to complete their plan of the high street with French labels and sentence describing what can be found there. They will extend this sentence with adjectives and prepositions as this lesson progresses.

Children complete a plan of the town which they began last lesson.

**NOTES:**



## Teaching Sequence

## Pupil Activity



2 Play a 'Pass the Parcel' sentence game. Give groups of children a set of text cards which they must shuffle and place face down on the table. Use the resource CD 'Pass the parcel word cards'. Play a French song and ask the children to pass an object around the group while the music plays. When the music stops the child holding the object selects a card, says it in French and places it face up on the table. The activity continues until all the cards have been turned over. The groups must now attempt to place the word cards in the correct order to form the sentence:



6 “Dans la rue principale il y a un grand supermarché et un petit café”

The cards have been colour coded so that:  
prepositions are red  
articles are purple  
nouns are blue  
adjectives are green  
verbs are orange  
connectives are yellow



5 (Children could have arranged the cards differently with **petit/grand** with different nouns)

Study the colours of the words with the children and discuss all the components and the colours. Encourage the children to explain the colour coding to you. Focus the children's attention on the adjectives. Do they notice anything? Discuss the position of the adjectives and remind the children that normally adjectives in French follow the noun:

e.g. **Un chat noir**

but **petit/grand** are common exceptions to this rule.

Children play a familiar game as they listen to a French song. They attempt to reassemble a sentence using colour coded word cards.

Afterwards they discuss the correct answer with the teacher and then focus on the position of the adjectives in relation to the noun. They recall a previously learned rule.

Children also focus on all the colours used for each component of the sentence and identify the different parts of the sentence.

## Part 2: 15 minutes (continued)

## Teaching Sequence

Finally, show the children another connective which they may recall from Year 4.



**5** aussi – also

Ask children to add this to the sentence  
It could sit after the word 'et'.

## Pupil Activity

Children revise an item of vocabulary –  
**aussi** and attempt to extend the sentence  
by adding this connective.

**NOTES:**

## Teaching Sequence

## Pupil Activity

Introduce two new items of vocabulary.



**à gauche** – on the left  
**à droite** – on the right

If space allows, it is probably a good idea to introduce these phrases in an active way. You could use a hall or playground and demonstrate to the children the meaning of the prepositions by dividing the children into groups in circles. As you say **à gauche** – children must step to the left; **à droite** to the right. You can increase the challenge of this by adding numbers e.g:

**à gauche, 5!** (move 5 steps to the left)  
**à droite, 4!** (move 4 steps to the right)

The children can chorus the structures after you to help them memorise the French.



Alternatively, and to be used at the teacher's discretion, there is an action song on Chante en français 2, track 2:



**A gauche, à droite.** The lyrics are available on the resource CD.



Following on from this activity, display the written words for the children to study. Use the resource CD: 'Text cards **à gauche, à droite**'. Next, demonstrate how they can be used to extend the previous sentence e.g:



**Dans la rue principale il y a un petit café à gauche et un grand supermarché à droite.**

Underline words in the sentence which can be substituted easily and play with the sentence for a few minutes, extending it if you feel the children could cope with the challenge.

Children hear two new items of vocabulary and are able to move around the room as they practise saying the new phrases. They listen carefully to the instructions given by the teacher and respond accordingly, revising numbers as they do so.

Children focus on the written expressions of the prepositions they have practised. They notice the spellings and practise saying the words as they read them.

Children practise substituting elements of the sentence, swapping nouns and adjectives.

## Parts 3 &amp; 4: 30 minutes (continued)

**Teaching Sequence**

Now the children will work on a mini presentation which they may deliver orally to the rest of the class. This could be between one and three sentences long and may be a very simple sentence or a more complex sentence using adjectives and connectives. E.g: **Dans la rue principale il y a deux cafés. Il y a aussi un grand supermarché à droite.**

There are several possibilities for this task:

- Children hold up a plan or flashcard and speak in front of the class
- Children record themselves speaking in French
- Children work in pairs and present a sentence each to another group

(In subsequent lessons children will consider other adjectives to describe the high street, such as noisy/calm, and may then work on a fuller presentation to deliver using PowerPoint).

**Pupil Activity**

Children work either individually or in pairs to prepare a sentence/sentences to deliver to groups of children.

**NOTES:**