

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 + 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

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
- 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.

Lesson One, Year 6

4 x 15 minutes

Lesson theme En classe

Learning Outcomes

- Be familiar with classroom routines, giving information appropriately in French:
 - answering the register; stating the date; describing the weather; asking for classroom objects
- Be able to follow instructions
- Begin preparations for a classroom sketch

Framework Objectives

Oracy

O6.4: Initiate and sustain conversations

O6.2: Perform to an audience



Core Vocabulary

- **Je suis présent(e)** I'm present
- **Il est absent** He's absent
- **Elle est absente** She's absent
- **Aujourd'hui c'est le mardi 8 octobre**
Today is Tuesday 8th October
- [Recap of weather conditions (covered in Y5)]
- **un stylo** pen
- **un crayon** pencil
- **une gomme** rubber
- **un taille-crayon** pencil sharpener
- **des ciseaux** scissors
- **un cahier** exercise book
- **un sac** school bag
- **J'ai** I have a
- **Je n'ai pas de** I don't have a
- [Recap of classroom commands (covered in Y3)
+Tu es prêt(e)?]

Knowledge about language

- Recognise patterns in the foreign language
- Devise questions for authentic use

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use language known in one context or topic in another context or topic
- Practise new language with a friend and outside the classroom
- Discuss language learning and reflect and share ideas and experiences
- Compare and reflect on techniques for memorising language

Resources



- Flashcards of classroom objects
- Text cards of classroom objects
- Strategies for memorising vocabulary (See also Appendix A)
- List of classroom objects
- Text cards of key phrases:

J'ai un stylo

Je n'ai pas de stylo

Tick and cross cards:



OHT with words of song: **En classe**

OHT of phrases for answering the register

OHT of ideas for sketch

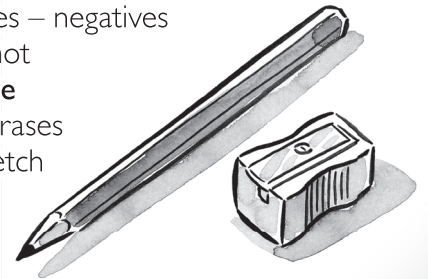


- Chante en français 2, Track 18, song: **En classe**

- Poster paper + black marker pens
- Real items – classroom objects



- What do you already know?
Key phrases – Key classroom vocabulary
Matching words and pictures
Memory games – negatives
I have/I have not
Song: **En classe**
Classroom phrases
– Example sketch



Part I: 15 minutes

Teaching Sequence

Begin by setting the context for the lesson: the children will learn phrases relating to classroom routines so that they can work in groups to present a 'classroom sketch' in French. Emphasise that this task will give them the opportunity to draw on prior learning in French and to include phrases/vocabulary they have learned in Years 3-5 e.g. classroom commands, describing the weather, saying the date.

Next, sketch three large circles on the board and



write in each one 'starter' phrases as shown above. Now give each group of children three sheets of poster paper and a black marker. The children work in groups for five minutes as they try to write as many phrases as they can recall in each circle. You may need to prompt some groups and lots of suggestions are given below!

Pupil Activity

Children listen as the teacher explains the context for the next two lessons.

Children work in small groups as they recall and write down expressions learned during Y3 and Y5. One child from each group visits another group to collect more ideas. He/she reports back to his/her original group.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Circle 1

Asseyez-vous	sit down
Levez la main	hands up
Venez ici	come here
Silence	silence
Regardez	look
Ecoutez	listen
(A deux	in pairs)

Circle 2

Il fait mauvais	it's poor weather
Il fait froid	it's cold
Il fait chaud	it's hot
Il y a du vent	it's windy
Il y a du soleil	it's sunny
Il y a du brouillard	it's foggy
Il pleut	it's raining
Il neige	it's snowing

Circle 3

Aujourd'hui c'est le mardi 8 octobre

Aujourd'hui c'est le jeudi 10 mai

Aujourd'hui c'est le mercredi 22 juin etc.

After five minutes, send an 'envoy' from each group to visit another group. The envoy stays for one minute, looking at the suggestions made by this group before returning to his/her home group to report back, extending the original lists as appropriate.

Conclude the activity by praising children who have recalled lots of phrases. (There may be errors in spelling but the intended meaning should be clear.) Hold up examples of work and emphasise how much French has been acquired over the past three years and how useful this will be for future learning.

Children focus on examples of work and as they do so, they revise expressions and phrases which will be useful in this lesson and in lesson 2. Their attention is drawn to the amount of French they have acquired and they understand that they will be able to make use of prior learning, integrating familiar vocabulary and phrases into new structures and contexts.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Begin by displaying a phrase on the board/IWB.

J'ai un...

Finish the sentence by holding a pen and stating: **J'ai un stylo**: ask the children what the sentence means (I have a pen).

Now ask the children about a negative sentence – I haven't got a pen. Ask if anyone can attempt the sentence. You might like to recall

J'aime – I like

Je n'aime pas – I don't like

which the children have learned each year. Also ask the children to think about the phrase used in Y4: 'I haven't got a brother.'**(Je n'ai pas de frère.)**

Take answers and then emphasise the formation of the negative

n' and **pas**

e.g. **J'ai un stylo**

Je n'ai pas de stylo

– I don't have a pen.

Highlight the parts of the negative circled above and explain that they sit on either side of the verb:

J'aime **Je n'aime pas**

J'ai **Je n'ai pas**

Next, introduce the vocabulary for 4 classroom items, using real items, the flashcards or IWB materials provided:



un stylo – pen

un crayon – pencil

une gomme – rubber

un taille-crayon – pencil sharpener

Children focus on the sentence displayed on the board. Some children may attempt to form a basic negative.

The children's attention is drawn to the use of **n'... pas** around the verb to make the sentence negative.

(* usually the negative parts are **ne... pas**. The 'e' is dropped from 'ne' as the verb starts with a vowel).

Children practise the new vocabulary. They focus on the written words as they learn the classroom objects.

Part 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity



After some oral practice, attach the flashcards and text cards to the board randomly and ask a volunteer to re-arrange the cards so that the picture and text match. Use the flashcards and text cards provided on the resource CD. Extend with two more items of vocabulary:

un cahier exercise book
un sac bag



After practising all 6 words, reveal a list of the written words on OHT/IWB. See list provided on resource CD: 'List of classroom objects'. Challenge the children to recall only three from the list. Allow the children 30 seconds to study the list and then remove it and see if they can recall three words either orally or in written form. Discuss with them the strategies they used for memorising the words. Point out that only one word is feminine: **une gomme**.

Share ideas and strategies with the children, and conclude by:

1. showing an item of vocabulary in the key structure:
Je n'ai pas de crayon
and asking a volunteer to substitute the noun for another.
2. emphasising how important it is when learning a language to find different techniques for memorising words.



(See resource CD or Appendix A: 'Suggested strategies for memorising vocabulary').

Children attempt to memorise three words from a list. Afterwards they share strategies for remembering and memorising vocabulary with other children and with the teacher. They understand how important it is to find strategies for learning and remembering vocabulary.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Show on text cards the key phrases, stuck onto the board or displayed using the IWB. Use the text cards provided on the resource CD.

J'ai un stylo

Je n'ai pas de stylo

Using vocabulary learned last session, invite the children to state sentences orally according to the flashcards you hold e.g.



picture
of
pencil

= Je n'ai pas de crayon



bag

= J'ai un sac etc



You will need the set of flashcards and the tick and cross cards available on the resource CD.

Introduce one final item of vocabulary: **des ciseaux** – scissors and emphasise the soft 'c' at the start of the word and the letter string **eau** which the children have encountered in Y4 and Y5.



Children can now listen to the song: **En classe**. Play Chante en français 2, track 18.



Display the words of the song on OHT/ IWB and encourage the children to join in actively as they sing along.

Children look at the visual cues and attempt to form sentences orally using structures and vocabulary introduced during the last session.

Children learn another item of vocabulary and focus on the pronunciation and written form of the word. They recall how to pronounce a key letter string.

Children read the words of a song and join in singing. They match the sounds they hear to the written words and follow the text with ease.

NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Remind the children of phrases to use when answering the register, either:



Bonjour Monsieur/Madame!

Je suis ici!

Je suis présent(e)

Il est absent!

Elle est absent(e)!

These will be useful to the children in preparing the sketch which follows and are provided on OHT – (see: 'OHT of phrases for answering register' on resource CD).



The children can now begin to prepare their classroom sketch in French. Before they begin work, emphasise the criteria for making a good presentation:

- Clear and audible
- Good, interesting content
- Participation from every member of the group
- Good pronunciation and intonation

Display on the OHP or IWB a list of ideas to help the children make a start. (See 'OHT of ideas for sketch' on resource CD). Explain that they will have more time next lesson to prepare their work before presenting it to the rest of the class.



Children listen to different ways of responding to the register.

Children begin preparations for the 'sketch' which they will prepare in groups. They understand the success criteria for the task and listen to suggestions for content provided by the teacher.


NOTES:

Lesson Two, Year 6

1 x 45 minutes; 1 x 20 minutes

Lesson theme En classe

Learning Outcomes

- Contribute to a group presentation and perform to an audience
- Present confidently, speaking audibly and clearly with good pronunciation
- Understand key details from an authentic text, recalling vocabulary learned in previous years and using a dictionary as appropriate

Framework Objectives

Oracy

O6.2: Perform to an audience

O6.4: Use spoken language confidently to initiate and sustain conversations and to tell stories

Literacy

L6.1: Read and understand the main points and some detail from a short written passage

L6.2: Identify different text types and read short, authentic texts for enjoyment or information



Core Vocabulary

As for lesson one.

As-tu...?

Do you have?

Resources



- OHT of text: **le petit déjeuner**
OHT translation of text: **le petit déjeuner**

- Camcorder to record children's presentations (if desired)



- **As-tu?**
French breakfast text
Breakfast items – matching
French breakfast – English translation



Knowledge about language

- Devise questions for authentic use

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use language known in one context or topic in another context or topic
- Use context and previous knowledge to help understanding and reading skills
- Practise new language with a friend and outside the classroom
- Make predictions based on existing knowledge
- Use a dictionary
- Evaluate work

Parts 1-3: 45 minutes

Teaching Sequence

Pupil Activity

In this session the children will continue to work in groups prior to presenting a classroom sketch. Before the children begin work, remind them of the following:

- How to form a question to ask if someone has something: **As-tu...?** (They have encountered this in Y4, lesson 10, when asking about brothers and sisters – **As-tu des frères ou des soeurs?**).
- The 'Ideas for sketch' handout distributed during the last session. Emphasise the need to include and reuse known language rather than trying to include complex, unfamiliar phrases.
- The success criteria for the task, shared with the children during the previous session.



The rest of the session will be spent working in small groups. Depending on the time constraints the pupils could present their work during this session or at another convenient time.

After each presentation, take time to discuss with the children aspects of the presentation that were particularly good and any points for development.

Children listen to important information before they continue group work. Their attention is drawn to the formation of a basic question.

Children understand the importance of using familiar language using content suggested on the 'Ideas' handout. They recognise and are reminded of the success criteria for the task.

Children continue their preparations. Some children may present their work during this session.

Children listen to one another presenting sketches and identify with the aspects of the work which were good. By doing so, they evaluate their own presentation and the work of others in the class.

NOTES:

Part 4: 20 minutes

Teaching Sequence

Pupil Activity

Children will work in pairs during the activity for this session.

Explain to the children the purpose of the next activity: to be able to use prior knowledge and context to identify key details from a short piece of written French.



2 Distribute the text on the handout, entitled '**Petit déjeuner**'. (As additional support for the teacher, this text has been recorded onto the sound file, track 4). Give the children a few minutes to read through the text. Then ask the children what they think the text might be about. What sort of text is it? What does the title mean? Can they find any words in the first two sentences that look like English words? Can they guess what the first two sentences might be about? Draw their attention to:



- **important** – important
 - **partir** – to leave
 - **préparer** – to prepare
 - **en forme** – on form
- highlighting these words on OHT or IWB.

When the children have understood that the text is recommending starting the day with a good breakfast ask the children to identify 12 different food items mentioned. They can underline these on the handout as they find them and write the English meanings above. To do this the children will need to:

- use prior learning
- make informed guesses/predictions
- refer to a dictionary

After seven or eight minutes collect suggestions from the children. Encourage good pronunciation as the children suggest vocabulary items.

Children work collaboratively as they read through a text. They work out the gist of sentences in French by identifying cognates and previously-learned vocabulary.

The children scan the text for specific items of vocabulary. They use strategies outlined opposite to identify vocabulary.

Children volunteer suggestions and pronounce individual words accurately.

Part 4: 20 minutes (continued)**Teaching Sequence****Pupil Activity**

Conclude the session by asking what the last line might mean.

Emphasise to the children the importance of 'finding a way through' a text. It is not essential to understand/translate every word to gain an overall understanding of a piece of text in a foreign language.

Children recognise how they can use context, previous knowledge and deduction as they improve and develop their reading skills.

NOTES: