

Scheme of Work

Year 3 and Year 4

French

Written by

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Happy Language Learning

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Scheme of work - Year 3 and Year 4

French

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

Included in the scheme:

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

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Introduction

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

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

Each unit of work consists of:

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

Please note the following key points:

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

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

Rachel Redfearn

MFL Adviser
Wakefield LA

Year 3 Scheme of Work Overview

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

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

Links with The Languages Ladder and Asset Languages

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

Language purposes and functions:

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

Vocabulary topic areas:

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

Resources

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

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

Further recommended resources, but not essential:

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

Key to all the symbols



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



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



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



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



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

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

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

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

Lesson One, Year 3

4 x 15 minutes

Learning Outcomes

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

Framework Objectives

Oracy

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

Literacy

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



Core Vocabulary

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

Resources



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



- Chante en français 1,
Track 1: Number Rap **Compte!** and
Track 2: Numbers (read)

- Soft ball/Cuddly toy
- Recommended resource:
Early Start French video clip 6



- Adding and subtracting
- Number activities
- Number pelmanism



Knowledge about language

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

Part I: 15 minutes

Teaching Sequence

Pupil Activity

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

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

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

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

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

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

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

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



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

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

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

Children listen carefully and respond with the appropriate physical action.



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


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



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

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



1 OHP – display figures.



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



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

Pelmanism in pairs.

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

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

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

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

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

Children use individual number card sets to play pelmanism.


NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

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

Children speak in chorus and individually.

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

Children listen attentively and echo your word individually.

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

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



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

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

Worksheet with numbers and letter strings highlighted.

Children complete worksheet matching numbers to written word.



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

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

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

Children watch the video.

NOTES:



Part 4: 15 minutes

Teaching Sequence

Pupil Activity

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

Children speak in chorus and individually.



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

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



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

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

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

Children say numbers in chorus.

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

Children have to guess the number you are miming.



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

Children practise letter strings and enjoy practising new sounds.

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

Individual children attempt to write the word.



Play bingo using cards with numbers.

Children listen and cover the number with a counter.

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

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

Quatre tartelettes.etc.

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

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

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

**NOTES:**

Lesson Two, Year 3

4 x 15 minutes

Learning Outcomes

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

Framework Objectives

Oracy

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

Intercultural understanding

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

4

Core Vocabulary

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

Recognise praise words

excellent	excellent
super	great
très bien	very good

Resources

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



Knowledge about language

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

Teaching Sequence**Pupil Activity**

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

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

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

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

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

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

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

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

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

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

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity



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

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

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

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



You may prefer to use the following finger rhyme:
**'Toc! Toc! Toc! Knock! Knock! Knock!
Qui est-ce? Who's there?
Bonjour! Hello
Bonjour, c'est moi!' Hello, it's me!**

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

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

Teaching Sequence

Pupil Activity



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

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



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

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

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

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

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

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

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

Children repeat and clap with you.

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

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



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

Children enjoy singing the song.

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

Children practise using a question form.

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

Children interact with each other asking questions and responding.

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

Children watch the video clips.

NOTES:



Teaching Sequence

Pupil Activity

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

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

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



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

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



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

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

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

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

Practise reading the poem again providing actions and facial expressions.