

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 741 7070 www.collins.co.uk (ISBN 0-00-719650-4)

Further recommended resources but not essential:

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

Ilsa Rowe and Ian Killberry

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

Key to all the symbols



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



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



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



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



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

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

Smart Notebook can be licenced to use on interactive whiteboards other than Smartboards. For more information about this you should contact your supplier or Smart Technologies through the above website.

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

NOTES:



Lesson One, Year 4

3 × 15 minutes; 1 × 25 minutes

Learning Outcomes

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

Framework Objectives

Oracy

- 4.2: Listen for specific words and phrases
○4.3: Listen for sounds, rhyme and rhythm

Literacy

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

Core Vocabulary

(Revision of colours from Y3:

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



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

grand	big
petit	small
gros	fat
long	long
pointu	pointed

Resources



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

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



- Chante en français 1, Track 18, song: **Pomme de reinette** and Track 19: **Le monstre**

- Cuddly toys



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



Knowledge about language

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

Language and Learning Strategies

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

Part I: 15 minutes

Teaching Sequence

Pupil Activity

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

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



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

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



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

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



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

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

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



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

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



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

Children listen to the story and study the pictures.

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

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

**NOTES:**

Part 3: 25 minutes

Teaching Sequence

Pupil Activity

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

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



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

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



44 their card in the air as they hear the phrase.

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

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

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

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



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

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

NOTES:

Part 4: 15 minutes

Teaching Sequence



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



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

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

Pupil Activity

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

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

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

Lesson Two, Year 4

4 x 15 minutes

Learning Outcomes

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

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Core Vocabulary

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

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

Comment dit-on... en français?

How do we say... in French

Recognise and revise adjectives

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

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

Framework Objectives

Oracy

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

Resources



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

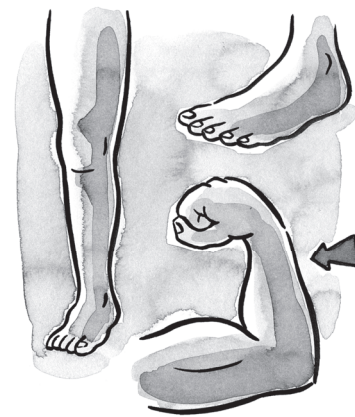
- Dice and counters



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



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



Knowledge about language

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

Language and Learning Strategies

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

Part I: 15 minutes

Teaching Sequence**Pupil Activity**

Extend parts of the body with the new vocabulary listed above. Point in turn to four parts of the body: **jambe, bras, genou, pied** to teach these four new words. Encourage children to chorus the new vocabulary with you. When children have done this a few times, show the text card for each and again repeat the French, pointing to the part of the body. When children are confident with these four words, extend with: **main, ventre, épaule**. Follow the same procedure to teach these words. It is likely that children will need a lot of reinforcement of this vocabulary as there are no cognates and some complex spellings.



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



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

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

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

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

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

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



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

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

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



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

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

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

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

NOTES:



Part 3: 15 minutes

Teaching Sequence

Pupil Activity

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



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

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

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

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

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

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

Part 4: 15 minutes

Teaching Sequence**Pupil Activity**

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



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

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

NOTES: