

## Languages Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups

### EYFS links

#### Prime areas

Physical Development: \*Moving and Handling \*Health and Self-Care

Personal, Social and Emotional Development: \*Making Relationships \* Self Confidence and Self-Awareness \* Managing Feelings and Emotions

Communication and Language: \* Listening and Attention \* Understanding \* Speaking

#### Specific Areas

Literacy: \*Reading \*Writing

Mathematics \*Numbers \*Shape, Space and Measure

Understanding the World: \*People and Communities \* The World \* Technology

Expressive Arts and Design: \*Exploring and Using Media and Materials \*Being Imaginative

Year Three	Curriculum Objectives	Activities	Vocab
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<p>Topic / Autumn One Moi (All about me)</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and link the spelling, sound and meaning of words.</p> <p>Appreciate songs in language.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p>	<p>Lesson 1 – use the wordbank flashcards to introduce <i>bonjour, au revoir, oui, non, ca va bien</i> and <i>ca va mal</i>. Partners play opposites ping pong with the new vocabulary. Children to complete activity sheet 1. Children read the words and say them aloud. Then write from memory underneath the matching picture. Extend with conversation using phrases from the sheet.</p> <p>Lesson 2 – ask children what phrases they can remember. Introduce numbers one to ten. Use workbank cards to practise numbers. Competition of who sounds most like Loic (animation on CD) when counting. Complete surveys to give children chance to say/ write numbers e.g how many siblings do they have? Finish with a game of plouf (replacing multiples with this word)</p> <p>Lesson 3 – Use story board to focus on the questions <i>comment tu t'appelles</i> and <i>quel âge as-tu?</i> Children to make a French character name and practise phrases with short conversation.</p> <p>Lesson 4 – practise numbers using songs. Encourage children to sign along. Use dancemat activity (on CD) to reinforce reading of the numbers. Play bingo and number bonds to ten. Children to complete activity sheet four.</p> <p>Lesson 5 – talk about accents. Are children aware of regional accents. Play storyboard (on CD) and concentrate on the French sounds. Which are unusual for English speakers? Focus on words with 'r' sounds (<i>bonjour, pere, merem frere</i> etc.) complete activity sheet 3. Play snap with picture cards and words.</p> <p>Lesson 6 – revise and assess. Complete assessment from CD rom. Do a survey to find favourite French words so far. Record result in a graph.</p>	<table border="0"> <tr><td>Bonjour</td><td>Hello</td></tr> <tr><td>Salut</td><td>Hi/Bye</td></tr> <tr><td>Ca va?</td><td>How are you?</td></tr> <tr><td>Ca va bien</td><td>I'm fine</td></tr> <tr><td>Ca va mal</td><td>I'm not well</td></tr> <tr><td>Et toi?</td><td>And you?</td></tr> <tr><td>Au revoir</td><td>Goodbye</td></tr> <tr><td>Monsieur</td><td>Mr / Sir</td></tr> <tr><td>Madame</td><td>Mrs / Miss</td></tr> <tr><td>Oui / non</td><td>Yes/ no</td></tr> <tr><td>Je m'appelle</td><td>My name is</td></tr> <tr><td colspan="2"><small>Comment tu t'appelles? What's your name?</small></td></tr> <tr><td>Voici</td><td>Here is</td></tr> <tr><td>Un</td><td>one</td></tr> <tr><td>Deux</td><td>two</td></tr> <tr><td>trois</td><td>three</td></tr> <tr><td>Quatre</td><td>four</td></tr> <tr><td>Cinq</td><td>five</td></tr> <tr><td>six</td><td>six</td></tr> <tr><td>Sept</td><td>seven</td></tr> <tr><td>Huit</td><td>eight</td></tr> <tr><td>Neuf</td><td>nine</td></tr> <tr><td>dix</td><td>ten</td></tr> <tr><td>J'ai</td><td>I have</td></tr> <tr><td colspan="2"><small>Quel âge as-tu? How old are you?</small></td></tr> <tr><td colspan="2"><small>J'ai sept/ huit ans I am seven/eight years old.</small></td></tr> </table>	Bonjour	Hello	Salut	Hi/Bye	Ca va?	How are you?	Ca va bien	I'm fine	Ca va mal	I'm not well	Et toi?	And you?	Au revoir	Goodbye	Monsieur	Mr / Sir	Madame	Mrs / Miss	Oui / non	Yes/ no	Je m'appelle	My name is	<small>Comment tu t'appelles? What's your name?</small>		Voici	Here is	Un	one	Deux	two	trois	three	Quatre	four	Cinq	five	six	six	Sept	seven	Huit	eight	Neuf	nine	dix	ten	J'ai	I have	<small>Quel âge as-tu? How old are you?</small>		<small>J'ai sept/ huit ans I am seven/eight years old.</small>	
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<p>Topic / Autumn Two Jeux et chansons (games and songs)</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Lesson 1 - Play the Getting Started animation so that children can familiarise themselves with the topic, concentrating on the sound and pictures. Use the Wordbank flashcards to familiarise children with the names of some of the games (<i>Chat Perché, Cache-cache, etc.</i>) and encourage them to repeat the French. Return to the Getting Started animation. Divide the class into several groups, and ask each one to listen out for the name of a specific game. Round off with Activity 1 on the CD-ROM to reinforce the use of <i>Je préfère + name of game</i>.</p> <p>Lesson 2 - Ask children if they can remember any of the words from</p>	<table border="0"> <tr><td>onze</td><td>eleven</td></tr> <tr><td>douze</td><td>twelve</td></tr> <tr><td>treize</td><td>thirteen</td></tr> <tr><td>quatorze</td><td>fourteen</td></tr> <tr><td>quinze</td><td>fifteen</td></tr> <tr><td>seize</td><td>sixteen</td></tr> <tr><td>dix-sept</td><td>seventeen</td></tr> <tr><td>dix-huit</td><td>eighteen</td></tr> <tr><td>dix-neuf</td><td>nineteen</td></tr> </table>	onze	eleven	douze	twelve	treize	thirteen	quatorze	fourteen	quinze	fifteen	seize	sixteen	dix-sept	seventeen	dix-huit	eighteen	dix-neuf	nineteen																																		
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	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate songs in the language.</p> <p>Express opinions and respond to those of others.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p>	<p>the previous session. Children can give their opinion about games by saying (Le football,) <i>c'est super</i> or <i>c'est nul</i>. Play the Getting Started animation again, asking children to pay particular attention to numbers. Use the Wordbank flashcards to practise numbers 11–20.</p> <p>Play your favourite number games for reinforcement. Introduce <i>Il y a combien de ...?</i> and hold up or point to different items in the classroom, asking <i>Il y a combien de ...?</i> stylos (pens), tables (tables), filles (girls), garçons (boys), fenêtres (windows). Play the Getting Started animation again and encourage children to count with Camille. Then turn the sound off and ask volunteers to do the counting in her place. Round off with Activity 2 on the CD-ROM.</p> <p>Lesson 3 - Start off with the Storyboard, asking children to focus on the numbers first. Play the Storyboard again, paying more attention to the rest of the language. Once children have viewed it several times and are more confident, ask them to provide the audio parts.</p> <p>Round off the session with Activity Sheet 5 to revise numbers up to 20, as it is an area children need to practise often. Hand out the aide-mémoire of numbers 1–20 on the extra Activity Sheet (page 48). Children match the numbers 11-20 with their written form; then they pair up to play a number game orally. Child A says a number, child B says the number that follows. If B is correct, A says <i>Oui</i>. If B is incorrect, A says <i>Non</i>, to recycle <i>oui/non</i>. Alternatively, B could give the number below or add 1, 2 or 3 to the number given by A. They could also play number bonds to 20.</p> <p>Lesson 4 - Use the Wordbank flashcards to introduce <i>le chat</i>, <i>le chien</i> and <i>la souris</i>. Encourage children to repeat the French. Play the Getting Started animation again to reinforce the language. Point out the use of the plural when there is more than one animal: <i>les chats/les chiens</i>, and point out the pronunciation of <i>les</i> and the fact that <i>chats/chiens</i> (plural) sound like <i>chat/chien</i> (singular), contrasting it with the English plural where the final 's' is pronounced. Use the song <i>Le Fermier dans son pré</i> from the Songs and Rhymes section to encourage recognition of those words. Ask the class to draw a dog, a cat or a mouse. Play the song and ask children to hold their pictures up whenever they hear the matching word in the song. You can also use this song to play Pass The Parcel.</p> <p>Hide a cuddly toy, a glove puppet or similar (representing a cat, a dog or a mouse) in a cloth bag. Play the song while the children pass the parcel, then stop the music unexpectedly. At that point, the child</p>	<p>vingt            twenty  Combien de? <i>How many ...?</i>  Je préfère    <i>I prefe</i>  J'ai            <i>I have</i>  le football    <i>football</i>  le saut à la corde    <i>skipping</i>  Chat Perché    <i>tag/chase</i>  Cache-cache    <i>hide and seek</i>  le scoubidou    <i>scoubidou</i>  le chat         <i>the cat</i>  le chien        <i>the dog</i>  la souris        <i>the mouse</i></p>
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holding the bag opens it and says what's inside: *c'est le chien/le chat/la souris*. Model the sentence first, introducing *c'est* if it has not been used in the previous unit (*c'est super/nul*). Use Activity 3 on the CD-ROM here or with a later session. Round off the session using the cards on Activity Sheet 6. Photocopy the sheet twice and cut out the cards. Each child needs to have one card which they keep hidden from view. They then play one of these two games (the first one is quicker to play):

- 1 Find your animal family – children have to find the other children in the class who have the same animal as they have by naming the animals: *les chats/les chiens/les souris*.
- 2 Find your partner – children find their exact partner by saying: *J'ai trois chats. Et toi?* (And you?). They listen attentively to the answer given by the other child and work out whether they have the same animal and the same number to make a pair. You could use these cards for other games, e.g. snap, pelmanism, etc.

Lesson 5 - Play the Storyboard and draw attention to the exclamations *Zut!* (Oh bother! Doh!) and *Attention!* (Watch out! Careful!). Ask children to suggest English equivalents. Encourage them to use those French words in the playground or on designated French-speaking days, copying the French intonation as closely as they can. Use the Wordbank to listen to the words containing an 'a' sound: *chat, Chat Perché, Cache-cache* and *saut à la corde*. Ask the children to repeat the words concentrating on that sound. Use Activity Sheet 7 to reinforce the connection between this sound and the letter 'a'. As oral extension, children read out their lists of words with the 'a' sound to compare if they all have the same words in *le sac magique*. To round off the session, ask children if they can think of other words with the same 'a' sound. Possible answers are: *ça va, mal* and *quatre*, as well as the final sound in *toi, moi, trois* and *oie* (pointing out that the *toi* in French sounds like 'twa').

Use this session to revise and assess what children have learnt in Unit 2. Complete the Challenge and choose appropriate activities from the following list. If appropriate, and before playing the Getting Started animation again, ask the children to make a list of the words and phrases they are expecting to hear. Do the same with the Storyboard. Round off with a class survey of favourite activities as featured in the unit, using Activity Sheet 8. In turn, all children express their preference using *Je préfère* (le football/Cache-cache, etc.). They listen to their classmates and tick the grid according to what they hear. They then count up the

		number of ticks and check with the rest of the class. They can use the graph as suggested on the Activity Sheet. Use this graph to ask questions: Combien de personnes préfèrent le football? to further reinforce numbers.	
Topic / Spring One On fait la fête (Celebrations)	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</p> <p>Appreciate songs in the language.</p> <p>Ask and answer questions; express opinions and respond to those of others.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p>	<p>Lesson 1 – discuss things that happen in France in different months: 6<sup>th</sup> January la fête de rois, 2<sup>nd</sup> February la Chandeleur, March/April Paques, 1<sup>st</sup> April Poisson d’avril, last Sunday of May la Fête des Mères, third Sunday in June la Fête des Pères, August les grandes vacances, 1<sup>st</sup> week of September la rentrée des classes, 31<sup>st</sup> October Halloween, 1<sup>st</sup> November la Toussaint, 25<sup>th</sup> December Noël.</p> <p>Lesson 2- what activities can the children remember from last lesson? Use flashcards to familiarise children with vocabulary. Play miming games to reinforce vocabulary: je lis, je danse, je saute etc.</p> <p>Lesson 3 – revise verbs from last lesson. Complete activity sheet 10 to practise reading. Discuss favourite activities with children.</p> <p>Lesson 4 – revise vocabulary for months. Play animation from CD and ask children to repeat what the characters say. After the animation has finished what phrases can children repeat from memory?</p> <p>Lesson 5 – concentrate on the differences of sounds between French and English. Listen to the nasal sound in words such as janvier, je danse, je chante and je lance le ballon and encourage children to repeat. Children to complete activity sheet 11.</p> <p>Lesson 6 – revise and assess. Option to create a display using pictures of children’s favourite activities.</p>	<p>Bien good</p> <p>Je joue bien au I am good at</p> <p>Je nage bien I’m a good swimmer</p> <p>Je nage I swim</p> <p>Je danse I dance</p> <p>Je chante I sing</p> <p>Je lis I read</p> <p>Bravo Well done</p> <p>Super Super</p> <p>Chouette Cool</p> <p>Fantastique Fantastic</p> <p>Je suis I am</p> <p>Tu es You are</p> <p>Joyeux anniversaire Happy birthday</p> <p>Janvier January</p> <p>Février February</p> <p>Mars March</p> <p>Avril April</p> <p>Mai May</p> <p>Juin June</p> <p>Juillet July</p> <p>Août August</p> <p>Septembre September</p> <p>Novembre November</p> <p>Décembre December</p> <p>Je peux / ? I can / Can I?</p> <p>S’il te plaît Please</p>

<p>Topic / Spring Two Portraits portraits</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</p> <p>Appreciate songs in the language.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Understand basic grammar appropriate to the language being studied, including key features and</p>	<p>Lesson 1 – play the animation so children can familiarise themselves with the topic. Use the flashcards to introduce colours and encourage children to repeat. To reinforce colours collect various objects of different colour and play pass the parcel by putting them in a bag, when the music stops children pull out an object and describe the colour. C’est rouge/bleu/vert/juane. Assign children a colour and play the animation again, when they hear / see their colour an action must be performed. Complete activity sheet 13.</p> <p>Lesson 2 – revise colours. Play storyboard to introduce facial features. Children to draw similar portraits. These need to be displayed around the classroom. Features of one drawing need to be described and children need to move to portrait (like a game of corners). Discuss grammar – the position of the adjective of colour comes after the noun and not before e.g un nez rouge / a red nose.</p> <p>Lesson 3 – complete activity sheet 14 to revise facial features and introduce la bras and la jambe. Point out use of le for masculine and la for feminine word. Ask the children to draw alien faces and colour the hair, eyes, nose and mouth. Children to hide alien from a partner who has to ask questions about the colour of the alien in order to produce a replica.</p> <p>Lesson 4 – revise parts of the body using the Savez-vous planter les choux? Son. Children to sing along and mime the actions. Children to learn the French word chou has a variety of meanings: cabbage, pastry and term of affection. Play the storyboard and let children come up with their own version of the song.</p> <p>Lesson 5 – focus on the pronunciation of ‘eu’. Can the children remember the French for hair, eyes and blue? Do the children notice these words rhyme? Play the storyboard and ask children to complete an action everytime they hear these three rhyming words. Revise numbers 1 – 6 and ask which one rhymes with bleu (deux).</p> <p>Lesson 6 – revise and assess. Do a survey to find out the children’s favourite colour and prepare a graph to show the results. Sing the song Tete, epaules genoux et pieds. Complete activity sheet 16.</p>	<table border="0"> <tr><td>Rouge</td><td>red</td></tr> <tr><td>Rose</td><td>pink</td></tr> <tr><td>Jaune</td><td>yellow</td></tr> <tr><td>Bleu</td><td>blue</td></tr> <tr><td>Verte</td><td>green</td></tr> <tr><td>Noir</td><td>black</td></tr> <tr><td>Blanc</td><td>white</td></tr> <tr><td>Violet</td><td>purple</td></tr> <tr><td>Marron</td><td>brown</td></tr> <tr><td>Orange</td><td>orange</td></tr> <tr><td>J’ai</td><td>I have</td></tr> <tr><td>Un nez</td><td>a nose</td></tr> <tr><td>Une bouche</td><td>a mouth</td></tr> <tr><td>Des yeux</td><td>the eyes</td></tr> <tr><td>Un bras</td><td>an arm</td></tr> <tr><td>Une jambe</td><td>a leg</td></tr> <tr><td>Il / elle a</td><td>he / she has</td></tr> <tr><td>Le nez bleu</td><td>a blue mouth</td></tr> <tr><td>La bouche bleue</td><td>a blue mouth</td></tr> <tr><td>Les yeux/cheveux</td><td>blue eyes/hair</td></tr> <tr><td>Il/elle est grand/petite</td><td>he/she is big/small</td></tr> </table>	Rouge	red	Rose	pink	Jaune	yellow	Bleu	blue	Verte	green	Noir	black	Blanc	white	Violet	purple	Marron	brown	Orange	orange	J’ai	I have	Un nez	a nose	Une bouche	a mouth	Des yeux	the eyes	Un bras	an arm	Une jambe	a leg	Il / elle a	he / she has	Le nez bleu	a blue mouth	La bouche bleue	a blue mouth	Les yeux/cheveux	blue eyes/hair	Il/elle est grand/petite	he/she is big/small
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Topic / Summer One	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Describe things and actions orally and in writing.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using</p>	<p>Lesson 1 - Play the Getting Started animation so that children can familiarise themselves with the topic, concentrating on the sound and pictures. Use the Wordbank flashcards to introduce the animal names le cheval, le mouton, le lapin and la souris. Include la pomme. Encourage children to repeat the French. Play the animation again, and ask children to retell the story in English to see how much they have understood. Divide the class into four groups: horse, sheep, mouse and rabbit. Play the animation again and ask children to raise their hands when they hear the name of their group's animal. Round off with Activity Sheet 17.</p> <p>Lesson 2 - Start off with Activity 1 on the CD-ROM to revise the names of animals and the relevant colours. Remind children of the position of the adjective of colour in French: it comes after the noun it describes. Use the Wordbank flashcards to introduce the verbs (il galope, elle court, etc.). Encourage children to repeat the French. Play a miming game. Ask a volunteer to mime one of the four actions, and the rest of the class say what the child is doing, e.g. il galope. If children are up to it, encourage them to add the name of the relevant animal: Il galope. C'est un cheval. Continue in the same way. Point out the difference between il (he) and elle (she). Explain that French has no word for 'it'. Remind children that all French nouns – including those for objects and animals – are either masculine or feminine. The generic word for horse is le cheval (masculine) so it is referred to as il. On the other hand, the generic word for mouse is la souris (feminine) so it is referred to as elle. Explain that it is the same when you speak about a boy (il) and a girl (elle). Practise by pointing at children and saying il ou elle? Children reply il if you're pointing at a boy and elle for a girl. Round off with Activity 2. You may wish to do the second part of Activity Sheet 19 at this point, or save it for revision at the end of Session 5.</p> <p>Lesson 3 -Start off with Activity Sheet 18 to revise the vocabulary as children make 'silly sentences' using a die. Play the Storyboard, and encourage children to repeat each sentence as they hear it. Draw the children's attention to the intonation for exclamations. Can they copy it as closely as possible? Ask children if they can remember the context in which they have heard Attention! (Loïc with the skateboard in Unit 1). Point out that it's a very useful word to remember. Once children are familiar with the story, ask them to work in small groups rehearsing it.</p> <p>Lesson 4 - Start off with Activity 3 on the CD-ROM to remind children of the position of the adjective of colour after the noun. Play the animation again and ask questions</p>	<table> <tr><td>le cheval</td><td>the horse</td></tr> <tr><td>le mouton</td><td>the sheep</td></tr> <tr><td>le lapin</td><td>the rabbit</td></tr> <tr><td>la souris</td><td>the mouse</td></tr> <tr><td>Il galope.</td><td>He/It gallops.</td></tr> <tr><td>Elle court.</td><td>She/It runs.</td></tr> <tr><td>Il/Elle est ...</td><td>He/She/It is ...</td></tr> <tr><td>gris(e)</td><td>grey</td></tr> <tr><td>vite</td><td>quickly</td></tr> <tr><td>lentement</td><td>slowly</td></tr> <tr><td>Il sautille.</td><td>He/It hops.</td></tr> <tr><td>Elle trotte.</td><td>She/It scurries.</td></tr> <tr><td>la pomme</td><td>the apple</td></tr> </table>	le cheval	the horse	le mouton	the sheep	le lapin	the rabbit	la souris	the mouse	Il galope.	He/It gallops.	Elle court.	She/It runs.	Il/Elle est ...	He/She/It is ...	gris(e)	grey	vite	quickly	lentement	slowly	Il sautille.	He/It hops.	Elle trotte.	She/It scurries.	la pomme	the apple
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Elle trotte.	She/It scurries.																												
la pomme	the apple																												

	<p>familiar words and phrases.</p> <p>Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</p>	<p>about colours: Le mouton est de quelle couleur? (Il est blanc.) Et la souris? Elle est de quelle couleur? (Elle est marron.) Play the Getting Started animation again, this time focusing on Zut! and C'est impossible! Remind children they came across Zut! in an earlier unit. Draw attention to the pronunciation of impossible, which sounds quite different in French and in English. To illustrate the fact that the two languages never sound the same, spend some time comparing a few popular names that look exactly the same when written down, but sound different in English and French, e.g. Alice, Axel, Julie, Marie, Paul, Samuel, Sarah or Thomas. Play the animation again, and ask children to provide the audio. To round off, ask children to draw a picture to illustrate the story. They explain their drawing in French to the class or a partner, e.g. C'est le cheval. Il est noir. C'est la souris. Elle est blanche. C'est la pomme. Elle est verte. Get the class to comment: c'est super/fantastique, etc.</p> <p>Lesson 5 - Use this session to focus on pronunciation of 'ou'. Start by asking children if they remember the French for 'sheep' (le mouton) and 'mouse' (la souris). Also ask for 'twelve' (douze) and 'red' (rouge). Can they hear the sound that is common to all four words? Ask them to repeat each one. Then use the top half of Activity Sheet 19 to reinforce this. Use the song Dans la forêt lointaine from the Songs and Rhymes section for further practice of the 'ou' sound. Play the song once and tell children it includes the name of two forest animals (le hibou and le coucou). Can they guess what these animals might be? Play the song again and encourage children to sing along. Divide them into groups and allocate one part of the song for each group. To round off the session, ask children to draw a picture to illustrate the song. Play it again several times while they do this.</p> <p>Lesson 6 - Use this session to revise and assess what children have learnt in Unit 5. Complete the Challenge on the CD-ROM, and choose appropriate activities from the following list. Ask each child to tell you the French for one or two animals. Encourage the more able to provide extra information, e.g. La souris est grise. Elle trotte. Use Activity Sheet 20. Once children have completed the activity, point out the rhymes in each line (lapin and Lutin, souris and Mimi, cheval and Hannibal, chien and Tintin, chat and pas). Remind children of how to say what your name is: Je m'appelle and tu t'appelles. Ask them to note the form of the verb with il or elle (s'appelle). Oral pairwork to practise the il/elle form of the verb: Child A: Il s'appelle Lutin. Child B: C'est le lapin, etc. Explain that Je ne sais pas is a useful phrase to remember as it means 'I don't know'.</p>	
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		<p>If everyone is confident with the pronunciation, encourage children to learn the rhyme by heart.</p>	
<p>Topic / Summer Two</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</p> <p>Appreciate songs in the language.</p> <p>Ask and answer questions; express opinions and respond to those of others.</p> <p>Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</p>	<p>Lesson 1 - Play the Getting Started animation to familiarise children with the topic, concentrating on the sound and pictures. Use the Wordbank flashcards to introduce the names of five vegetables: un haricot, un concombre, une tomate, une laitue, le cresson. Encourage children to repeat the French. Ideally, include the flashcards for une graine, une graine de haricot and un marché (children will need this vocabulary for Activity 1, at the beginning of Session 2). Organise a survey to see which one of the vegetables is the most favourite and least favourite with your children. Ask them to grade each vegetable 1–5. Note their responses and add up the points for each vegetable. Play the Getting Started animation again and ask children to listen out for the vegetable vocabulary. Round off with Activity Sheet 21 and a game of dominoes (matching words to pictures).</p> <p>Lesson 2 - Start off with Activity 1 on the CD-ROM to revise vocabulary learnt in Session 1. Use the Wordbank flashcards to introduce <i>j'aime</i> and <i>je n'aime pas</i>. Ask children to tell you one thing they like and one thing they dislike. Remember that – in most cases – the noun needs to be in the plural (<i>j'aime les tomates</i>), unless you are dealing with a noun that is not normally used in the plural (<i>j'aime le cresson</i>). You may not want to draw attention to this, but use the correct form when repeating your children's phrases. Ask children to practise their acting skills in small groups. They need to look very smiley when starting a sentence with <i>J'aime ...</i> and really disgusted when using <i>Je n'aime pas ...</i> Organise a vote on the most convincing actor. Reuse phrases learnt in previous units: <i>bravo, c'est super, fantastique, tu es un génie/génial</i>, etc. Round off with Activity Sheet 22. Children tell the Class / their partner what they like / dislike using <i>J'aime ...</i> and <i>Je n'aime pas ...</i> Oral pairwork: Children try and guess what their partner likes. First model the conversation, e.g  Child A: <i>Tu aimes les tomates?</i>  Child B: <i>Oui, j'aime les tomates/Non, je n'aime pas les tomates. Et toi?</i>  Child A: <i>Moi, j'aime les tomates.</i>  Child B: <i>Tu aimes les concombres?</i> Etc.</p> <p>SESSION 3  Start off with Activity 2 to revise <i>J'aime</i> and <i>Je n'aime pas</i>. Play the Getting Started animation again and encourage children to repeat each sentence. Ask</p>	

comprehension questions about who likes what, e.g. *Matthieu aime les tomates*? Play the animation again and draw attention to the word *beaucoup*. Play the animation again, and ask the children to provide the audio. Use Activity 3 on the CD-ROM to round off.

#### SESSION 4

Start off by asking children which words and phrases they remember from the previous session, then play the Storyboard. Remind children of the two phrases *j'aime* and *je n'aime pas*, and ask them whether they can spot the phrase for 'Do you like ...?' (*Tu aimes ...?*). Point out that the final 's' is not pronounced, so *aimes* sounds like *aime*. Also make sure that they pronounce *j'aime* clearly to distinguish it from *j'ai*. Children then work in pairs or small groups, asking each other whether they like tomatoes, beans, dogs, cats, etc. Alternatively, children could play Ping-Pong in pairs: one says, for example, *J'aime les tomates*, and the other replies with a negative: *Moi, je n'aime pas les tomates*.

#### SESSION 5

Use this session to focus on pronunciation of the nasal 'on' sound. Start off by asking children if they remember the French for watercress (*le cresson*) and cucumber (*le concombre*). Ask for eleven (*onze*) and hello (*bonjour*).

Can they hear the sound ('on') that is common to all four words? Ask them to repeat each word. Ask children if they can think of other words with the same sound. They might remember: *non* (no), *le mouton* (sheep), *le ballon* (ball), *marron* (brown), *attention* (watch out). Use Activity Sheet 23 to play a game in pairs. Children cut out the cards and place them face down on the desk. They pick a card from the pile and say the word. They win a point if the word contains the sound 'on' and another if they can say what it means in English. Use the song *Sur le pont d'Avignon* provided in the

Songs and Rhymes section for further practice. Ask children to listen out for all the 'on' sounds in it. Mention that the French for 'a song' (*une chanson*) rhymes with Avignon. Play the song several times and encourage children to sing along. To finish off, ask the children if they know where Avignon is. Say it is in the south of France and show them on a map.

Try to find pictures of Avignon (including the bridge) on Google Images or any similar site.

#### SESSION 6

		Use this session to revise and assess what children have learnt in Unit 6. Complete the Challenge, and choose appropriate activities from the following list. If children have started paying attention to written words, follow up with the activities on Activity Sheet 24. As this is the last session in Stage 1, ask children to recall their favourite parts of the Getting Started animations and Storyboards. Encourage them to mention the words and phrases they remember best, and have another look at the 'highlights'.		
Year Four				
Topic / Autumn One On y va! (All aboard!)	Listen attentively to spoken language and show understanding by joining in and responding.	<p>Lesson 1 – play the getting started animation to familiarise children with the topic. Concentrate on the sound and pictures. Use flashcards to introduce weather phrases. Explain that many weather phrases start with <i>il fait</i>. Aid children to find similarities between the French and English words to help remember new vocabulary. Children to mime weather phrases and others guess. Children to draw weather phrases and others guess.</p> <p>Lesson 2 – revise weather phrases from previous session. Give children a weather phrase then play the animation, children are to raise hand every time they hear the phrase. Complete activity sheet 1. Oral pair work – child A mouths a weather phrase, child B lip reads to recognise phrase. If a clue is needed the phrase can be mimed. Then swap roles. Next split the class into four groups and give each one a different weather phrase to illustrate. Ask them to present the drawing to the class while saying the phrase. Can the rest of the class react to the drawing? <i>Fantastique, super, j'aime bien</i>. Now children label picture with corresponding phrase.</p> <p>Lesson 3- introduce days of the week. Ask children what they notice about the days of the week: they all end in <i>di</i> apart from <i>dimanche</i>. Play the getting started animation again and ask children to listen out for <i>lundi</i> and <i>mardi</i>. Hand out shuffled cards with days of the week on – ask tables to reorder the, fastest table wins. Oral work: pick out a card, children say day before/after aloud.</p> <p>Lesson 4 – introduce modes of transport. Ask children to repeat <i>comment vas-tu a l'école?</i> And <i>Je vais a l'école a pied</i> etc. What modes of transport can the children spot in the storyboard? Complete activity sheet 2. Discuss travelling by train, the word is spelt the same in both languages but pronounced differently. Play pass the parcel to practise <i>Ou vas-tu?</i> And destinations. Write countries on cards and put them in a bag. When the music stops the class chant <i>ou vas-tu?</i> The child holding the</p>	Je vais a l'école	I go / I'm going to school
			A pied	On foot
	En voiture		By car	
	En velo		By bike	
	En bus		By bus	
	En train		By train	
	Ou vas-tu?		Where are you going?	
	Je vais		I'm going	
	En Belgique		To Belgium	
	En France		To France	
	Il fait chaud		It's hot	
	Il fait froid		It's cold	
	Il fait beau		It's fine weather	
	Il fait mauvais		It's bad weather	
Il fait du soleil	It's sunny			
Il fait du vent	It's windy			
Il pleut	It's raining			
Lundi	Monday			
Mardi	Tuesday			
Mercredi	Wednesday			
Jeudi	Thursday			
Vendredi	Friday			

	<p>poems and rhymes in language.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>bag pulls out a country, the class say Je vas en ... Children complete activity 2 on sheet 2.</p> <p>Lesson 5 – revise vocabulary and encourage children to practise writing words. Point out that final consonants in French words are not usually pronounced. Go through the weather phrases on the flashcards. What consonants can they see but not hear? Children use activity sheet 3 to practise accent. Ask them to focus on how to say ‘in’ + town. It is not <i>en</i> as it is in front of names of countries but <i>a</i>. sing song <i>Au clair de la lune</i> from the songs and rhymes section. Explain that it is one of the most popular traditional songs in France.</p> <p>Lesson 6 – Revise and assess what children have learnt. Use challenge on CD. Can children create their own storyboard. Use activity sheet 4 to make sentences.</p>	<p>Samedi dimanche</p>	<p>Saturday Sunday</p>
<p>Topic / Autumn Two L’argent de poche (Pocket money)</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language, and link the spelling sound and meaning of words.</p> <p>Engage in conversations, ask and answer questions, and express opinions and respond to those of others.</p>	<p>Lesson 1 – play the getting started animation to familiarise children with the topic. Concentrate on the sound and the pictures. Use flashcards to introduce the nouns: <i>un CD, un ballon, une console, une peluche, une poupee</i>. Point out that in French the determiner ‘a’ can be either <i>un</i> for masculine or <i>une</i> for a feminine word. Practise saying both aloud. Play the animation again and ask children to raise hand when they hear the new nouns that have been introduced.</p> <p>Lesson 2 - play the song <i>une, deux, trois</i> from the songs and rhymes section. Revise numbers 1 – 20. Do a Mexican wave around the class, as each child raises their arms they have to say the next number. Use flashcards to learn numbers up to thirty. Oral work: children pick a number and partner guesses e.g Child A <i>C’est 21?</i> Child B :<i>Non</i> Child A: <i>C’est 25?</i> Child B: <i>Oui!</i></p> <p>Play the animation again and ask children to listen out for the price of the CD.</p> <p>Lesson 3 – Revise prior knowledge of I like (<i>J’ aime</i>) and I don’t like (<i>Je n’aime pas</i>). Revise food by asking what children don / don’t like to eat (<i>Tu aimes ...?</i>). Point out that you can use <i>miam</i> and <i>berk</i> with food items only. Then explain that when you love something you say <i>J’adore</i> and when you hate something you say <i>Je deteste</i>. Play the animation again and ask children to listen out for other phrases to express like / dislike (<i>c’est nul! C’est super! Hyper-cool! Fantastique!</i>)</p> <p>Lesson 4 – revise language from previous sessions. Ask children to find out what their partner does / doesn’t like including from previous units e.g colours, animals.</p>	<p>J’adore</p>	<p>I love</p>
			<p>Je deteste</p>	<p>I hate</p>
			<p>ca</p>	<p>that</p>
			<p>Ving et un Vingt-deux Vingt-trois Vingt-quatre Vingt-cinq Vingt-six Vingt-sept</p>	<p>Twenty-one Twenty-two Twenty-three Twenty-four Twenty-five Twenty-six Twenty-seven Twenty-eight Thirty</p>
			<p>Vingt-huit Vingt-neuf Trente</p>	<p>Twenty-nine Thirty</p>
			<p>C’est combien?</p>	<p>How much is it?</p>
			<p>Un euro</p>	<p>A euro</p>
			<p>C’est super /magnifique / fantastic</p>	<p>It’s great / magnificent /fantastic</p>
			<p>J’ai</p>	<p>I have</p>

	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p><i>A: Tu aimes les chats? B: Oui, j'adore ca!</i>  <i>A: Tu aimes le skateboard? B: Non, je deteste ca</i></p> <p>Each child reports back to class saying what their partner likes / dislikes using il/elle aime/n'aime pas. Point out they can also say <i>il / elle adore</i> and <i>il / elle deteste</i>. Play the storyboard and ask children to repeat the French. Ask questions to find out likes / dislikes. Children ask each other questions to find out the price of items and write it on a blank price tag. Ask children to express their opinion of the shop.</p> <p>Lesson 5 – Children complete activity sheet 8 making sure they read aloud and concentrate on the 'a' sound. Repeat the poem until they know it off by heart. Clap out the syllables. Can children write their own poem? Help them by adding one extra phrase at a time. Make a table on the board with a positive and negative column. Use activity sheet 6 to add phrases to each column. Children play phrase ping pong.</p> <p>Lesson 6 – revise and assess. Children work in small groups to design an advert for a toy. Share adverts.</p>	Je n'ai pas de	I don't have
			Miam!	Yum!
			Berk!	Yuck!
			Un CD	A CD
			Un ballon	A ball (large ball, e.g. football)
			Une console	A games console
			Une peluche	A cuddly toy
			Une poupee	A doll
Topic / Spring One Raconte-moi une histoire! (Tell me a story-!)	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language, and link the spelling, sound and meaning of words.</p>	<p>Lesson 1 – Play the animation. Ask children to identify the toys on the sofa. What colour are the toys? E.g <i>le mouton est de quelle couleur?</i> Play the animation again and focus on instructions. Use flashcards to reinforce instructions. Mime instructions. Complete activity sheet 9.</p> <p>Lesson 2 – revise instructions: call them out and children perform. Read a story about mother feeding children. Do any instructions they know fit the story? Introduce two new instructions <i>venez</i> (come) and <i>mangez</i> (eat). Play storyboard again and ask children to identify familiar words. Play <i>Simon says Jacques a dit</i>.</p> <p>Lesson 3 – revise 1 to 30 with number games. Teach numbers in multiples of ten from 40 to 100. Use flashcards to support. Point out the literal translations e.g <i>soixante-dix</i> 60 (plus) 10. Introduce <i>cent</i> (100) and note familiarity with english words century / centimetre etc. complete activity sheet 10 focusing on the 'qu' sound.</p> <p>Lesson 4 – brainstorm familiar adjectives. Then share Sleeping Beauty story (activity 3) to focus on nasal sounds <i>en, an</i> and <i>on</i>. Help children work out the translation of</p>	Regardez	Look
			Repetez	Repeat
			Ecoutez	Listen
			Quarante	Forty
			Cinquante	Fifty
			Soixante	Sixty
			Soixante-dix	Seventy
			Quatre-vingts	Eighty
Quatre-vingt-dix	Ninety			
cent	A hundred			
Il / Elle est	He / she is			
Grand(e)	big			

	<p>Develop accurate pronunciation and intonation so others understand when they are reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Understand basic grammar appropriate to the language being studied including (where relevant) feminine and masculine forms).</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>the story using pictures. Give children a transcript of <i>Sur le pont d'Avignon</i>, play the song and ask children to highlight words containing <i>on/an/en</i> then hand out activity sheet 11 to complete.</p> <p>Lesson 5 – recap the story of Sleeping Beauty. How many words / phrases can the children remember? Class to read story aloud together with good pronunciation of nasal sounds. Show children simple sentences using adjectives from this unit e.g <i>Le pere est charmant / La mere est charmante</i>. Elicit meaning and work out rule for adding 'e'. Build two columns on the board for masculine / feminine adjectives. Add nouns and create sentences.</p> <p>Lesson 6 – assess and review. Children create own story.</p>	Petit(e)	small
			Vrai, faux	True, false
			Levez-vous	Stand up /get up
			Asseyez-vous	Sit down
			Levez la main	Put your hand up
			Taisez-vous	Be quiet
			Charmant(e)	charming
			Mechant(e)	Wicked/bad
Topic / Spring Two Vive le sport! (our sporting lives)	Listen attentively to spoken language and show understanding by	Lesson 1 – play the animation so children can familiarise themselves with the topic. Use flashcards to introduce food and drink, children repeat in French. Play a guessing game, draw food and child guesses in French <i>C'est un jus d'orange?</i> Play the animation again and ask children to raise hand when they hear a word they recognise.	Qu'est-ce que tu fais (lundi)?	What are you doing / do you do (on Monday(s))?
			Je joue au tennis / basket	I play tennis / basketball
			Je joue au cricket	I play cricket

	joining in and responding.	<p>Lesson 2 – list food and drink children can remember. Play animation for reinforcement. Complete activity sheet 13 and get children to compare with a partner e.g A: <i>Le coca, c'est mauvais pour la sante</i> B: <i>Oui, c'est mauvais / Non c'est bon pour la sante</i>. Use dance mat activity to revise food.</p> <p>Lesson 3 – Use flashcards to introduce <i>je joue au tennis / basket</i> and <i>je faid du velo / du skate</i>. Play animation so children hear these phrases in context. Point out that je joue introduces ball games and je fais for other sports. Complete activity sheet 14. Play a memory game to reinforce new vocabulary.</p> <p>Lesson 4 – play animation and ask children to focus on days of the week. Children then repeat days of the week. Play a guessing game for which word card you have picked up until children correctly guess the day. Explain that <i>pour rester en forme</i> means to stay healthy. Play the animation again and ask children which child they most identify with and why. Ask children what they will do to stay healthy this week e.g <i>Lundi, je joue au football a l'ecole</i>.</p> <p>Lesson 5 – focus on pronunciation. Revise vocabulary. Use <i>Le Telephone</i> from the songs and rhymes section to emphasise the difference between the nasal 'on' sound and the non nasal 'onne' sound. Complete activity sheet 15. Children should learn text by heart.</p> <p>Lesson 6 – revise and assess. Use activity sheet 16 for memory game.</p>	Je fais de velo	I ride my bike / go cycling
	Explore patterns and sounds of language, and link the spelling, sound and meaning of words.		Je fais du skate	I go skateboarding
	Develop accurate pronunciation and intonation so others understand when they are reading aloud or using familiar words and phrases.		Je fais de la danse / natation	I dance / swim
	Understand basic grammar appropriate to the language being studied.		Zero	Zero
	Present ideas and information orally.		boire	To drink
	Read carefully and show understanding of words, phrases and simple writing.		manger	To eat
			Le jus d'orange	Orange juice
			Le yaourt	yogurt
			Le poisson	fish
			Une pomme	An apple
			Les carottes (f. pl)	Carrots
			Le chocolat	chocolate
			Le coca	cola
			Les pommes frites (f. pl.)	chips
			Les bonbons (m. pl)	sweets
	Oui, c'est bon pour la sante	Yes, it's good for your health		
	Non, c'est mauvais por la sante	No, it's bad for your health		

Topic / Summer One Le Carnaval des Animaux (The carnival of the animals)	Listen attentively to spoken language and show understanding by joining in and responding.  Explore the patterns and sounds of language through songs and rhymes.  Speak in sentences, using familiar vocabulary, phrases and basic language structures.  Appreciate stories, songs, poems and rhymes in French.  Broaden their vocabulary and develop their ability to	Lesson 1 – play the animation to give children a taste of the unit. Use flashcards to introduce names of animals. Start with the ones children know already and insist on correct pronunciation. Play hangman with animal words. Play animation and ask children to raise hand when they hear an animal. Agree mimes for each animal.  Lesson 2 – use flashcards to remind of animals names. Revise numbers from 1 – 11 and start teaching time. Point out that instead of saying 12 o clock ( <i>douze heures</i> ) the French say midday ( <i>midi</i> ) and midnight ( <i>minuit</i> ). Use a clock and practise the time in french. <i>Quelle heure est-il? Il est ...</i> Complete activity sheet 17.  Lesson 3 – Play the animation and ask children to listen out for swan ( <i>un cygne</i> ). Use flashcards to present all animals. Then play animation and focus on habitats. <i>J'habite dans le mer, J'habote dans la foret, en Afrique, dans le desert, dans une ferme</i> . Play a guessing game to practise <i>Ou habites-tu?</i> Complete activity sheet 18.  Lesson 4 – look at activity sheet 18 again and focus on the names of the animals. Explain that <i>Je suis</i> means I am. Do a Mexican wave and as each child raises their arms they say <i>Je suis</i> and an animal of their choice. Now ask children to think of how they could describe the animal they picked. Remind children of how adjectives change depending if the noun is masculine or feminine. Give children a selection of adjectives and ask them to work out the meanings. Do they have any similarities with English words? Can the children categorise animals in different ways? Complete activity sheet 19.  Lesson 5 – ask children if they can remember the French for fish (le poisson), bird (l'oiseau) and three (trois). Say all three words together asking children to repeat them. Can thye hear which sound is common to all three? Eplain that the sound is spelt 'oi' in French. Ask children if they can think of other words with the same sound. They might suggest: au revoir, noir, moi, la voiture, l'histoire and froid. Write the following poem on the board leaving gaps for children to fill in:  Coucou, Ant__ne, C'est m__! J'ai tr__ p__ssons.	Ou habites tu?	Where do you live?
			J'habite dans	I live in
			Je suis	I am
			Petit(e)	small
			Grand(e)	big
			Lent(e)	slow
			rapide	fast
			Fort(e)	Strong
			faible	weak
			feroce	fierce
			timide	shy
			Quelle heure est-il?	What time is it?
			Une heure Deux heures Trois heures Quatre heures Cinq heures Six heures Sept heures Huit heures Neuf heures Dix heures	One o clock Two o clock Three o clock Four o clock  Five o clock Six o clock Seven o clock Eight o clock Nine o clock Ten o clock
			Il est midi	It is midday
			Il est minuit	It is midnight
Le lion	The lion`			
Le coq	The cockerel			
Le kangourou	The kangaroo			



	<p>understand new words.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally.</p>	<p>Et t__?</p> <p>J'ai un petit __seau.</p> <p>Oh la la!</p> <p>Can children say the poem aloud?</p> <p>Lesson 6 – revise and assess. Use activity 3 to revise the time. Provide activity sheet 20 for children to make own sentences based on the unit. Round off with a drawing session with children labelling animals.</p>	Le poisson	The fish
			Le coucou	The cuckoo
			L'elephant (m.)	The elephant
			L'ane (m.)	The donkey
			L'oiseau (m.)	The bird
			La totue	The tortoise
			La poule	The hen
			Le cygne	The swan
<p>Topic / Summer Two</p> <p>Quel temps fait-il? (What's the weather like?)</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language, and link the spelling, sound and meaning of words.</p>	<p>Lesson 1 – play the animation and allow children to see the topic they will be studying. . Use flashcards to introduce clothing items. Ask children to repeat items carefully. Children draw their favourite item of clothing and label it. Play the animation again and ask children to raise hand when they hear an item of clothing. Complete activity sheet 21 and clarify <i>Je porte</i> means I wear.</p> <p>Lesson 2 – revise weather phrases and add in <i>il neige</i> and <i>il gele</i> which are new to this topic. Play a drawing guessing game to reinforce phrases. Explain <i>quand</i> means when and <i>il te faut</i> means you need. See if you can extend phrases by matching clothes to weather. Complete activity sheet 22.</p> <p>Lesson 3 – teach children how to day dates in French. Begin by revising numbers. Use activity 2 to practise numbers in context of temperatures. Revise months. Show a picture from the storyboard and ask questions such as <i>C'est le quatorze janvier ou le vingt aout?</i> Round off with a revision of birthdays.</p>	Il neige	It's snowing	
		Il gele	It's freezing / icy	
		Quand ... il te faut	When .... You need ...	
		Il fait... degres	It's ... degrees	
		moins	minus	
		Lundi, le 5 juin	Monday 5 <sup>th</sup> June	
		Le 5 juin	The 5 <sup>th</sup> June	
		Un manteau	A coat	
Un chapeau	A hat			

	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Engage in conversations; ask and answer questions.</p>	<p>Lesson 4 – use activity 3 to remind children of name of clothes. Challenge some to guess colours of clothing. Have a general discussion about today’s weather then how their clothes match the weather. <i>Je porte un pantalon bleu, une chemise bleue ...</i> Complete activity sheet 23, ask children to listen carefully to their partner. Model the pronunciation of the French towns and check children understand each weather symbol. When the maps are complete some children can be challenged to write a sentence about each town e.g <i>A Pau, il fait de soleil et il fait trois degres.</i> AGT what clothes would you need to pack if visiting?</p> <p>Lesson 5 – Children should make connections between what they hear and the written word. Ask children if they can remember the French for:</p> <p>Beautiful beau Hot chaud Bad mauvais You need il faut Coat un manteaux Hat un chapeau</p> <p>Say all six words one after the other and ask children to repeat them. Can they hear what sound is common to all 6? Explain that the sound is either spelt ‘au’ or ‘eau’ but it doesn’t sound any different from plain ‘o’. do children know any other words with this sound? Complete activity sheet 22.</p> <p>Lesson 6 – revise and assess. Use rhymes on activity sheet 24. You could use ipads and allow children to record themselves and hear the rhyming words.</p>	Un parapluie	An umbrella
			Une echarpe	A scarf
			Des gants (m. pl.)	gloves
			Des bottes (f. pl.)	boots
			Des lunettes de soleil (f. pl.)	sunglasses
Year Five				
<p>Topic / Autumn One</p> <p>Bon appétit, bonne santé [Healthy eating</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>SESSION 1</p> <p>Play the Getting Started animation, concentrating on the sound and pictures. Use the Wordbank flashcards to introduce the items of food.</p> <p>If possible, bring real items of food and drink into the classroom. Show each one, saying what it is in French. Play Kim’s Game: display the items on a tray and give children a short time to look at them; then cover the tray with a cloth and hide it under the desk while you remove one item. Reveal the tray of items again and ask children to identify what is missing (<i>Qu’est-ce qui manque?</i>). To increase the challenge, cover the tray and invite children to recall as many items</p>	<p>Dans le sac, il y a ... <i>In the bag, there is ... et and</i></p> <p>aussi <i>also</i></p> <p>mais <i>but</i></p> <p>Il est bon/mauvais. <i>It is good/bad. (m.)</i></p> <p>Elle est bonne/mauvaise <i>It is good/bad pour la santé. for your health. (f.)</i></p>	

	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar</p>	<p>as possible. To round off, ask children to start drawing a food or drink item on the board. The rest of the class try to guess what it is before the drawing is completed.</p> <p>SESSION 2 Use the Dancemat activity on the CD-ROM to revise food vocabulary. Use the Wordbank flashcards to introduce <i>Il est bon pour la santé</i> and <i>Il est mauvais pour la santé</i>. Children should remember <i>C'est bon/mauvais pour la santé</i> from Stage 2, Unit 10. Point out that a French sandwich is usually a chunk of baguette, as opposed to sliced bread as in Britain. Play the Getting Started animation again, and startasking children to provide the audio parts. Reinforce with Activity Sheet 1. Display the words on the board for support if appropriate. Round off with a drawing session: each child draws an item of food or drink and labels it in French. Display their drawings under two headings: <i>C'est bon pour la santé</i> and <i>C'est mauvais pour la santé</i> (make this a temporary display because you may wish to use children's drawings in Session 4).</p> <p>SESSION 3 Start off with Activity 2 on the CD-ROM. Play the Storyboard a few times. Once children are familiar with it, turn off the sound (and the text) just before <i>C'est bon/mauvais pour la santé</i> and ask children to say this line themselves. Play the Storyboard again and ask children to listen out for the sandwich filling: <i>un sandwich au chocolat</i>. Show the ham sandwich flashcard: <i>un sandwich au jambon</i>. List some sandwich fillings, e.g. <i>au thon</i> (tuna), <i>au fromage</i> (cheese) and <i>au poulet</i> (chicken). Do a survey to find out your class's favourite filling. Remind them of the phrase <i>Je préfère</i>. Follow up with some toppings / fillings / flavours for pizza, cakes and ice cream. Make children aware that the words used to introduce the filling may change depending on whether the noun that follows is masculine, feminine or plural (as it is not possible to have <i>à le</i>): <i>au</i> with masculine nouns (<i>un gâteau au chocolat</i>), <i>à la</i> with feminine nouns (<i>à la fraise</i>), and <i>aux</i> with all plural words (<i>une pizza aux champignons</i>). Point out that the <i>au/aux</i> sound the same and that the <i>-s</i> in plural words is not pronounced. Use Activity Sheet 2 to reinforce and practise this. Encourage children to use a dictionary to extend their vocabulary. To round off, play a memory game, using <i>aussi</i>. Child A says: <i>Dans mon sac, j'ai</i> (or <i>il y a</i>) <i>un sandwich au/à la</i> + filling; Child B: <i>Dans mon sac, j'ai</i> (or <i>il y a</i>) <i>un sandwich au/à la</i> + filling <i>et j'ai aussi une pizza au/à la</i> + filling, etc.</p> <p>SESSION 4</p>	<p>Ils sont bons/mauvais. <i>They are good/bad. (m. pl.)</i></p> <p>Elles sont bonnes/ <i>They are good/bad. (f. pl.)</i> mauvaises.</p> <p>un sandwich au jambon <i>a ham sandwich</i></p> <p>un gâteau <i>a cake</i></p> <p>une banane <i>a banana</i></p> <p>une orange <i>an orange</i></p> <p>du fromage (m.) <i>some cheese</i></p> <p>de l'eau (f.) <i>some water</i></p> <p>des chips (f. pl.) <i>some crisps</i></p> <p>des champignons (m. pl.) <i>some mushrooms</i></p> <p>une glace à la vanille <i>vanilla ice cream</i></p> <p>une pizza aux champignons <i>mushroom pizza</i></p>
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appropriate to the language being studied, including (where relevant) feminine and masculine forms and how these differ from or are similar to English.

Begin with a game of ping-pong: call out a food / drink item; children respond with *C'est bon/mauvais pour la santé*. Before doing Activity 3, prepare eight large cards with the following phrases: *Il/Elle est bon(ne)/mauvais(e) pour la santé* and *Ils/Elles sont bon(ne)s/mauvais(es) pour la santé*. Stick some pictures of food to the board (perhaps use children's drawings from Session 2). Include the foods that come up in Activity 3, grouped as follows: masculine singular (*le fromage, le poisson, le gâteau*), feminine singular (*l'eau, la pizza*), masculine plural (*les bonbons, les sandwichs*), feminine plural (*les bananes, les pommes*). Two new items appear in Activity 3: baked potatoes (*les pommes de terre au four*) and sausages (*les saucisses*): add them to the feminine plural group. Stick the prepared cards by the appropriate food groups, e.g. *Il est mauvais pour la santé* by the cake. Then give the cards to the children. Do lots of repetition, contrasting the nasal sounds of *sont* and *bon(s)* with the non-nasal *bonne(s)*, and the silent ending of *mauvais* with the pronounced 's' sound at the end of *mauvaise*. Children may now tackle Activity 3 on the CD-ROM. Activity Sheet 3 supports this activity. To round off, ask each child to make up one sentence starting with *J'aime* and ending with *miam, miam!* Responses might range from *J'aime les bananes, miam, miam!* to *J'aime les bananes et elles sont bonnes pour la santé, miam, miam!* Encourage the use of the link words: *et/aussi/mais*.

#### Session 5

Use this session to revise sound-spelling links, focusing on the sound of the letter 'a' in different letter strings. Elicit the French for: banana (*la banane*), cheese (*le fromage*), tomato (*la tomate*), chocolate (*le chocolat*).

Write these words in one column on the board. Elicit the French for: orange (*l'orange*), ham (*le jambon*), mushroom (*le champignon*), sandwich (*le sandwich*). Write these in a second column. Use a third column for: water (*l'eau*), cake (*gâteau*), bad (*mauvais*). Point out the different sounds of the letter 'a': it is a nasal sound when followed by 'n' or 'm' (column 2) and it becomes an 'o' sound when followed by the letter 'u' (column 3).

Round off with an oral activity: first remind children of the verbs *je mange* (I eat) and *je bois* (I drink) from Stage 2, unit 10. Name a sound, children think of a food item which contains that sound and use it in a sentence saying whether they eat / drink it and giving their opinion an: *Je mange des oranges, j'adore ça et c'est bon pour la santé!*; a: *Je bois du coca, mais c'est mauvais pour la santé.*

		<p>Session 6</p> <p>Use this session to revise and assess what children have learnt in Unit 13. Complete the Challenge, and choose appropriate activities from the list that follows. Do a survey to find out what children have in their packed lunches today or get them to describe what their ideal packed lunch would be. Finish off with Activity Sheet 4, making sure children make words rhyme</p>	
<p>Topic / Autumn Two</p> <p><b>Je suis le musicien (I am the music man)</b></p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Ask and answer questions.</p> <p>Read carefully and show</p>	<p>SESSION 1</p> <p>Play the Getting Started animation to introduce the topic. Concentrate on the sound and pictures. Use the Wordbank flashcards to introduce types of music: <i>le jazz, le reggae, la musique pop, la musique classique</i>. Add others if appropriate, e.g. <i>la musique folklorique, le hip-hop</i>. If you can, make a playlist of these different types of music for children to listen to and name. Ask them to say if they like them: <i>J'aime la musique pop/Je n'aime pas le jazz</i>. Play the Getting Started animation again. Ask children to listen out for the new vocabulary and to put their hands up when they hear it. Use the remaining flashcards to introduce the names of instruments, then play the animation again. Elicit the meanings of <i>Tu joues ...?</i> and <i>Je joue</i>, which children may remember from the context of sport: <i>Je joue au football</i>. Follow up with a miming game. One person mimes an instrument; the others guess what it is. To round off, play extracts from Prokofiev's <i>Pierre et le loup</i> (Peter and the Wolf) or anything similar. Ask children to say which instruments they hear, by naming them, e.g. <i>c'est la clarinette!</i></p> <p>SESSION 2</p> <p>Begin with Activity 2. Play the Getting Started animation again, and ask children to provide the audio parts. Play the Storyboard with the sound off and the text hidden, showing only the pictures. Ask children to imagine what each person may be saying (although at this stage do not insist on accurate use of <i>Je joue du/de la ...</i>). Then turn the sound on and compare. Round off with Activity 3.</p> <p>SESSION 3</p> <p>Use this session to remind children that all French nouns are either masculine or feminine, and ask them to recall the colour-coding used previously (blue for masculine, red for feminine – see notes for Stage 2, Unit 9). Elicit the names of the six instruments and write the masculine ones in blue in one column (<i>le piano, le saxophone, le violon</i>) and the feminine (<i>la guitare, la batterie, la clarinette</i>) in red in another. Divide the class into two groups:</p>	<p>Tu joues ...? <i>Do you play ...?</i></p> <p>Je joue du saxophone/ <i>I play the saxophone/ piano/violon. piano/violin.</i></p> <p>Je joue de la guitare/ <i>I play the guitar/clarinet/ clarinette/batterie. drums.</i></p> <p>Je ne joue pas de/d' <i>I don't play</i></p> <p>Il/elle joue <i>He/she plays</i></p> <p>C'est génial! <i>It's brilliant!</i></p> <p>C'est nul! <i>It's rubbish!</i></p> <p>le jazz <i>jazz</i></p> <p>le reggae <i>reggae</i></p> <p>la musique pop <i>pop music</i></p> <p>la musique classique <i>classical music</i></p> <p>le saxophone <i>a saxophone</i></p> <p>le piano <i>a piano</i></p> <p>le violon <i>a violin</i></p> <p>la guitare <i>a guitar</i></p>

<p>understanding of words, phrases and simple writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>one for masculine nouns and one for feminine nouns. Ask each group to repeat their nouns. Play the animation again, pointing out that the masculine instruments are preceded by <i>du</i> (<i>je joue du piano/du saxophone/du violon</i>) whereas the feminine instruments are preceded by <i>de la</i> (<i>je joue de la guitare/ de la batterie/de la clarinette</i>). Ask children to repeat as follows: your 'masculine nouns' group say all the <i>Tu joues du ...?</i> lines and your 'feminine nouns' group say all the <i>Tu joues de la ...?</i> lines. Other parts of the animation are read by both groups together.</p> <p>Provide the names of other instruments, using the colour-coding again, e.g. <i>la flûte, la trompette, le hautbois, le violoncelle, le xylophone</i>. Ask children to provide a sentence starting with <i>Je joue</i> or <i>Tu joues</i> for some of these. Use Activity Sheet 5. Point out that when you don't play an instrument, you say <i>Je ne joue pas d'instrument</i>. Round off with children playing a guessing game in pairs, using the negative <i>pas de/d'</i>:</p> <p>A: <i>Tu joues du violon?</i>  B: <i>Non, je ne joue pas de violon.</i> etc.</p> <p>SESSION 4</p> <p>As a starter, use Activity Sheet 6 to consolidate <i>j'aime le/la</i> and <i>je joue du/de</i>, as well as <i>je n'aime pas le/la</i> and <i>je ne joue pas de</i> + instrument. Make sure children all know how to play Snakes and Ladders. Use Activity 1 to introduce children to a simple role-play for buying a CD. Work through the first screen with them, discussing what the pictures represent, listening to the audio and matching the pictures to the text. Challenge children to complete the second screen on their own or in pairs.</p> <p>Point out the use of <i>vous</i> instead of <i>tu</i> and explain the concept of register, i.e. that you speak to friends and young people using <i>tu</i>, and use <i>vous</i> for older people or for those to whom you wish to show respect or politeness. Ask children to work out that if <i>tu aimes</i> becomes <i>vous aimez</i>, <i>tu joues</i> becomes <i>vous jouez</i>. Before using Activity Sheet 7, remind children of polite words (<i>bonjour, merci, au revoir</i>, etc). Children rehearse and perform their dialogues.</p> <p>SESSION 5</p> <p>Use this session to focus on pronunciation of the letter 'u'. Play the animation, asking children to pay particular attention to the pronunciation of <i>du</i> in <i>du piano, du violon</i> and <i>du saxophone</i>. Contrast this with the 'ou' sound in <i>joue</i>. Point out that the 'u' sound is usually more high-pitched than the 'ou'. Encourage children to practise saying sentences such as <i>Tu joues du piano</i>, and have fun exaggerating the difference</p>	<p>la clarinette <i>a clarinet</i></p> <p>la batterie <i>the drums</i></p>
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		<p>between the two sounds. To follow up, ask children to practise saying <i>C'est nul!</i> with accurate pronunciation and appropriate intonation. Tell them to say it <i>fort</i> (loudly), <i>doucement</i> (quietly), <i>lentement</i> (slowly), <i>rapidement</i> (quickly), <i>comme une souris</i> (like a mouse), <i>comme un serpent</i> (like a snake), <i>comme Bart Simpson</i>, etc. Play the animation again. Focus on the pronunciation of <i>musique classique</i>, comparing the sound and the spelling. Point out that the 'u' in words like <i>classique</i> and <i>guitare</i> is not pronounced.</p> <p>SESSION 6</p> <p>Use this session to revise and assess what children have learnt in Unit 14. Complete the Challenge, and choose appropriate activities from the list that follows. Follow up with Activity Sheet 8. Children then write their own short paragraphs, using the highlighted text as a guide. Round off by playing the Storyboard again. Let children have fun creating their own version using their own photographs.</p>	
<p>Topic / Spring One</p> <p><b>En route pour l'école</b> (On the way to school)</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language</p>	<p>SESSION 1</p> <p>Teach the French alphabet. As preparation, find a recording of a French alphabet song on the Internet: a popular version sings the alphabet to the tune of 'Twinkle Twinkle Little Star'. A recital of the French alphabet is also available in the Songs and Rhymes section. Make some large cards with a letter of the alphabet written on each. Begin by playing or singing the alphabet song a few times. Ask children to identify letters that are pronounced some time focusing on letters that are completely</p> <p>Use your alphabet cards for lots of repetition. Progress to holding up cards and asking children to supply the next letter in the sequence, then the next two letters in the sequence, and so on. Do a Mexican wave, children saying the alphabet in order. Then try backwards! Spell some simple French words and ask them to note down the spellings. Children then work in pairs, spelling words to each other. Ask everyone to spell their name. Finish off by singing the alphabet song. Children could also make an illustrated alphabet display, if time permits. See also the alphabet Activity Sheet on page 48.</p> <p>Session 2</p> <p>To recap on the previous session, sing the alphabet song. Play the Getting Started animation to introduce the unit themes. Concentrate on the sound and pictures. Use the Wordbank flashcards to introduce the key phrases for directions: <i>à droite</i>, <i>à gauche</i> and <i>tout droit</i>. Focus on sounds: <i>à droite</i> (with a 't' sound at the end) should not be confused with <i>tout droit</i> (no 't' sound at the end of either word). You may also wish to look at liaison in</p>	<p>Quand je vais à l'école, ... <i>When I go to school, ...</i></p> <p>Je passe devant ... <i>I pass in front of ...</i></p> <p>Je traverse la rue <i>I cross the road</i></p> <p>Je tourne <i>I turn</i></p> <p>Je vais ... <i>I go</i></p> <p>cinq minutes plus tard <i>five minutes later</i></p> <p> finalement <i>finally</i></p> <p>vrai, faux <i>true, false</i></p> <p>il est une heure et demie, <i>it's half past one,</i></p> <p>deux heures et demie, etc. <i>half past two, etc.</i></p> <p>Je vais à l'école à huit <i>I go to school at</i></p> <p>heures et demie. <i>half past eight.</i></p>

	<p>structures.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Engage in conversations; ask and answer questions; seek clarification and help.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Develop accurate pronunciation and intonation.</p>	<p><i>Tournez</i> à the man pronounces the /z/ sound in <i>Tournez</i>, but the girl doesn't. Liaison occurs when an end-of-word consonant that usually remains silent is pronounced when followed by a vowel, e.g. <i>mes amis</i> sounds like <i>vous avez</i>. Some liaisons are optional. Play the animation again and ask children to listen out for the directions, pointing left, right and straight ahead when they hear them. Demonstrate the three directions by walking around the class, saying the phrases as you do so. Ask children to repeat what you say. Round off by asking two children at a time to walk around the class following your directions. If they make a mistake, another pair replaces them.</p> <p>SESSION 3</p> <p>Play the animation again, asking children to point left, right and straight ahead when they hear the directions. Check for understanding of <i>Où est ...?</i>, <i>Tournez</i> and <i>Allez</i>. Point out the phrase <i>Je ne comprends pas</i> (I don't understand) and elicit its meaning. Remind children of <i>Je ne sais pas</i> (I don't know) and introduce <i>Répétez, s'il vous plaît</i>. Add them to your wall display of routine classroom language. Use the Wordbank flashcards to introduce <i>vrai, faux</i> and places in town. Follow up with Activity Sheet 9. Click through the flashcards with the text hidden. Name each place, either correctly or incorrectly; children respond with <i>vrai</i> or <i>faux</i>. Confident children could take over from you. Follow up with a game of Hangman using the French alphabet. Print out the six flashcards for places in town and hand them to six children. These children stand in different areas of the classroom, holding up their cards. Using two confident children, model a short routine, e.g. A asks <i>Où est la poste?</i>, B gives directions, A follows the directions. Continue with other children. If appropriate, point out the need to adapt the verb according to whom you are speaking to: <i>Tournez</i> and <i>Allez</i> for adults, <i>Tourne</i> and <i>Va</i> for other children. Finish with Activity 2.</p> <p>Session 4</p> <p>Revise places in town using the Dancemat activity and giving directions with Activity Sheet 10. Use a clock to revise the time on the hour, e.g. <i>il est huit heures</i>. Teach half past the hour, e.g. <i>il est huit heures et demie</i>, then follow up with repetition and question-and-answer work. Reinforce this using Activity 3. Before playing the Storyboard, explain that it is about a girl's route to school and ask children to predict what time she sets off (<i>à huit heures et demie</i>). Ask whether children see any clues in the photos that tell them this is France (<i>boulangerie</i>). Ask children to repeat the</p>	<p>à droite <i>to/on the right</i></p> <p>à gauche <i>to/on the left</i></p> <p>tout droit <i>straight ahead</i></p> <p>Je ne comprends pas. <i>I don't understand.</i></p> <p>Répétez, s'il vous plaît. <i>Repeat, please. (formal or plural)</i></p> <p>le magasin <i>the shop</i></p> <p>le café <i>the café</i></p> <p>le musée <i>the museum</i></p> <p>le bureau de poste <i>the post office</i></p> <p>la rivière <i>the river</i></p> <p>la gare <i>the railway station</i></p>
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		<p>captions, and check for understanding of new language, e.g. <i>Je traverse la rue</i>. Use Activity Sheet 11 to read the route once more. Children draw a map of the route. Ask children to prepare a short description of their route to school, using the verbs from the Storyboard (e.g. <i>Je traverse la rue, Je tourne/vais ...</i>) and <i>Je passe devant ...</i> Some children might like to include sequencers, e.g. <i>après ça, ensuite, et puis</i>. Encourage them to prepare a simple route map to support their presentation. They practise their presentation with a partner for feedback, drawing the route to check it makes sense!</p> <p>Session 5 Use this session to practise the 'r' sound. Challenge children to name the rivers you talked about at the start of this unit, as most of them contain the 'r' sound. Repeat this with names of cities. For an extra challenge, you could make a longer sentence by adding: <i>arrivent dans la rue de Rivoli</i>. Challenge them to make up some phrases containing lots of 'r' sounds.</p> <p>Session 6 Use this session to revise and assess what children have learnt in Unit 15. Complete the Challenge, and choose appropriate activities from the list that follows. To revise the time, child A draws a time (on the hour and half hour) on their mini-whiteboard. They then say the time (tell them to make intentional 'mistakes' in some statements). Child B says <i>Vrai</i> and repeats the phrase if correct, or <i>Faux</i>, and gives the correct time if wrong. Round off by playing the Storyboard again. Let children have fun creating their own version using their own photographs. Finish off with Activity Sheet 12.</p>	
<p>Topic / Spring Two</p> <p><b>Scène de plage</b> <b>(Beach scene)</b></p>	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar</p>	<p>Session 1 Play the Getting Started animation, concentrating on the sound and pictures. Introduce the five nouns from the Wordbank flashcards (see 'Core language'). Play the animation again and ask children to put their hands up if they hear any of these nouns. Check for comprehension of other key nouns, e.g. <i>le bateau, des coquillages</i>. Compare the animation with the Degas painting: <i>Dans le dessin animé, il y a des sandwiches? Il y a des sandwiches dans la peinture de Degas: vrai ou faux?</i> List on the board the key nouns from the animation. Children make sets of cards to play Matching Pairs: for each noun, a picture card is needed together with a word card. All the cards are placed face down; children take turns to pick up two cards, trying to find a matching pair. The cards can be used afterwards in a display. Read the sets of words in Activity 1 with the children. Can they explain how the sets have been</p>	<p>(Le chien) regarde (le chat). (<i>The dog</i>) is watching/ looking at (<i>the cat</i>).</p> <p>(Le bateau) glisse sur (<i>The boat</i>) is gliding la mer. over the sea.</p> <p>(La petite fille) dort. (<i>The little girl</i>) is sleeping.</p> <p>(La dame) brosse (<i>The lady</i>) is brushing</p> <p>(les cheveux de la (<i>the little girl's hair</i>). petite fille).</p>

	<p>vocabulary, phrases and basic language structures.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Understand basic grammar appropriate to</p>	<p>grouped? Make bilingual dictionaries available to children to find other words related to the beach. Round off with Activity Sheet 13.</p> <p>SESSION 2</p> <p>After a quick Mexican wave to revise the alphabet, show the Degas painting or the animation and recap on the nouns from Session 1 with a game of I Spy. Say the first letter of an item and the class guess what it is, e.g. <i>Ça commence avec 'c'. ... Le ciel? ... Non. ... Le chien? ... Oui!</i> Play the Getting Started animation again, focusing on the verb phrases, e.g. <i>Le bateau glisse sur la mer.</i> Invite children to work out what the verbs mean. Point out that using pictures as clues to help deduce meaning is an important skill in language learning. Use the Wordbank flashcards for repetition and practice of the verb phrases. Play Fill In The Blanks. Say one of the phrases but replace a word with a funny noise using a squeaky toy or a buzzer e.g. <i>Le bateau ... sur la mer.</i> Children tell you what the missing word is. Challenge children to recall full sentences starting from only a couple of words, e.g. Teacher: <i>La dame ...</i>; Children: <i>... brosse les cheveux de la petite fille!</i> Use Activity Sheet 14 to support this activity giving written practice. In Activity 2, remind children that to know the gender of a plural word (e.g. <i>les plages</i>), they'll need to think of the singular form of that word (<i>la plage</i>). Encourage them to check the gender of words they don't remember in a dictionary. Round off with the Dancemat activity on the CD-ROM.</p> <p>Session 3</p> <p>Begin with Activity 2 on the CD-ROM. To remind children of other key vocabulary, call out a word and challenge children to put it into a phrase or sentence, e.g. if you call out <i>mer</i>, children might respond with <i>La mer, c'est bleu</i> or <i>Le bateau glisse sur la mer.</i> Play the Storyboard with the sound and text turned off, inviting children to say as much as they can about each photo in French. Provide the French for dolphin (<i>le dauphin</i>). Play the Storyboard with the sound and text on, encouraging children to repeat the French. Focus on the sentence <i>Le chien regarde le bateau.</i> Compare this with <i>Le chien regarde le chat</i> (on one of the flashcards) and <i>Le chien regarde les sandwiches</i> (in the animation). This provides an opportunity to show children how they can adapt language to suit what they want to say. Give children a few minutes to work in pairs, thinking of different sentences and using the framework: <i>(...) regarde (...)</i>. Encourage them to use language from other contexts, e.g. <i>La dame regarde la tomate, La petite fille regarde la rivière.</i> Round off with Activity 3 on the CD-ROM. Also, use part 1 of Activity Sheet 15 which looks at the third person singular and plural versions of the word.</p>	<p>Les gens marchent, <i>The people are walking,</i> parlent et jouent. <i>talking and playing.</i></p> <p>C'est ... <i>It is .../It's ...</i></p> <p>Ce n'est pas ... <i>It isn't ...</i></p> <p>le sable <i>the sand</i></p> <p>le ciel <i>the sky</i></p> <p>la plage <i>the beach</i></p> <p>une falaise <i>a cliff</i></p> <p>une grotte <i>a cave</i></p>
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the language being studied, including (where relevant) feminine and masculine forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

#### Session 4

Begin with a memory game. Show the Degas painting for 30 seconds. Challenge children, in pairs, to remember as much as they can about it, ranging from single words to phrases or sentences. Tell children they are going to write a poem in French called *La plage à ...* (The beach at + place). Begin by building a bank of nouns and adjectives on the board, e.g. *un soleil jaune/brillant, un ciel bleu, du sable jaune, une mer bleue/calme, une baie calme, un bateau rouge, des coquillages blancs, des gens/enfants heureux, un ballon rouge, un pique-nique super*. Make sure your adjectives agree with their corresponding nouns. Ask children what they notice about the position of the adjectives: they follow the nouns, except for *petit* and *grand*. The poem will be in the style of a recipe for a perfect day at the beach. Hand out the second part of Activity Sheet 15 with a framework for the recipe instructions. Remind children of the use of verbs in the imperative (*tournez/tourne*, etc.) from Unit 15: *Prends* (Take), *Ajoute* (Add), *Mélange avec* (Mix with), *Décore avec* (Decorate with), *Laisse au soleil pour une semaine* (Leave in the sun for a week), *Et voilà la plage à ...* (And there you have the beach at ...). Children choose from the bank of words to build their own poem, e.g. *Prends un ciel bleu, Mélange avec un soleil jaune*, etc. Children write, illustrate and rehearse their poems. (They will recite them in Session 6.)

#### Session 5

Use this session to focus on the soft 'j' and hard 'g' sounds. First, write three sets of words on the board: set 1: = *j'ai, j'aime, j'adore*, set 2 = *plage, génial, Belgique*, set 3 = *gant, Margot, guitare, glisse*. Ask children to work out what the three words in set 1 have in common ('j' sound), then what set 1 and set 2 have in common ('j' sound although with a different letter), and why set 3 is different, although it has the letter 'g' (it is the hard 'g' sound here as opposed to the soft 'j' sound). Ask children to try and work out when 'g' is soft (before letters 'e' and 'i') and when it is hard (before 'a', 'o', 'u' and consonants). Ask children to work in groups to add more words to each set. They read out their lists. Which group has the longest? (Set 1: *jaune, janvier, jambe*, etc. Set 2: *âge, orange, coquillage, magique*, etc. Set 3: *regarde, gâteau, galope, glace, gris, grotte*, etc.)

#### Session 6

		Use this session to revise and assess what children have learnt in Unit 16. Complete the Assessment, and choose appropriate activities from the list that follows. Round off by playing the Storyboard again. Finish off with Activity Sheet 16.	
<p>Topic / Summer One</p> <p><b>Le retour du printemps (The return of spring)</b></p>	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>SESSION 1</p> <p>Play the Getting Started animation, focusing on the sound and pictures. Ask children to do a mime when they hear a weather phrase, e.g. <i>il fait froid</i> – shivering, <i>il pleut</i> – fingers imitating raindrops falling, <i>il fait beau</i> – shielding eyes against the sun. Use the Wordbank flashcards to introduce the four seasons, then play the animation again. Children put their hands up each time one of the seasons is mentioned. Make some true / false statements about the weather in different seasons and ask children to correct you: <i>En été, il neige.</i> – <i>Faux!</i> Play Ping-Pong: call out a season; children respond by adding a suitable weather phrase, e.g. <i>En été!</i> – <i>En été, il fait chaud.</i> Return to the flashcards and introduce the adjectives: <i>clair, sombre, heureux, triste.</i> Ask children to choose an adjective to describe each season, then play the animation again to compare. Point out <i>coloré</i> (colourful) and challenge children to work out what it means. Ask everyone in the class to say which is their favourite season and why, e.g. <i>J'aime le printemps – c'est clair et il fait beau.</i> Finish off with Activity Sheet 17.</p> <p>SESSION 2</p> <p>Use Activity 2 on the CD-ROM to recap on the language from Session 1. Run through the Storyboard with the sound and text turned off. Do children see any clues that tell them this is France? Point out the cottage with shutters / geraniums, the book stall by the Seine and the Place de la Concorde. Invite children to comment on the weather in the photos and to work out the seasons. Play the Storyboard again with the sound and text turned on. Did children guess the seasons correctly? Use the Unit 3 Wordbank flashcards if necessary to revise the months, then write the names of the seasons on the board. Ask children to allocate the months to the seasons. Tell children: <i>Mon anniversaire est en hiver.</i> Children guess which month your birthday is in. Whoever guesses correctly announces the season of their own birthday and the rest of the class guess the month. Continue in the same way. Start off a rolling question-and-answer routine around the class. Ask child A: <i>C'est quand, ton anniversaire?</i> A replies and ask B and so on. Finish off with Activity Sheet 18. Remind children that months and seasons don't start with a capital letter in French. You could also point out the use of accents (<i>'é'</i> in <i>février</i> and <i>décembre</i> and <i>'û'</i> in <i>août</i>).</p>	<p>au printemps <i>in the spring</i></p> <p>en été/automne/hiver <i>in the summer/autumn/winter</i></p> <p>clair <i>bright, light</i></p> <p>sombre <i>dark</i></p> <p>heureux <i>happy</i></p> <p>triste <i>sad</i></p> <p>Viens/Reste (chez moi). <i>Come/Stay (with me). (informal singular)</i></p> <p>Les couleurs sont ... <i>The colours are ...</i></p> <p>la fille <i>the girl</i></p> <p>trop <i>too</i></p> <p>très <i>very</i></p>

	<p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms; key features and patterns of the language; how to apply these, for instance, to build</p>	<p>Session 3</p> <p>Begin with Activity 2 to revise <i>Mon anniversaire est en + months</i>. The rest of this session is based on <i>Le Retour du printemps</i> (The Return of Spring) from the Songs and Rhymes section. You may wish to spend longer than one session on this activity. In advance, prepare the text of the poem for the interactive whiteboard or OHP, together with some visuals of the animals and places mentioned (e.g. <i>la prairie</i> – meadow, <i>la forêt</i> – forest). Note also: <i>ce matin</i> – this morning; ... <i>m'a dit</i> – said to me; <i>sur le chemin</i> – on the way; <i>c'est le printemps qui revient/renaît</i> – spring is returning / being born again. Show the class the title of the poem and first eight lines. Can they spot which season it is about? Demonstrate <i>Tape les pieds</i> (tap your feet) and <i>Tape les mains</i> (clap your hands). Show the Wordbank flashcard for <i>Viens</i> (Come) and do a mime to represent it, e.g. beckoning.</p> <p>Listen to the first eight lines of the poem and ask children to tap their feet, clap their hands and beckon at the appropriate places. Show the whole song and highlight the key nouns for animals / places, using your prepared visuals to convey meanings. Hand out your visuals and listen to the poem a few times: children clap, tap, beckon, and hold up the pictures at the appropriate places. Print out the transcript of the poem and give it to the children to use to highlight key vocabulary, words and phrases that could be changed, etc. Use Activity Sheet 19 in combination with the transcript to help children brainstorm animals, places and to help them adapt the poem by changing these items, e.g. <i>Dan le désert/une ferme/...</i> Children write, then recite, their own poem.</p> <p>Session 4</p> <p>Ask children whether they know the myth of Persephone from Greek mythology. Use visual prompts and key French words / phrases to introduce the characters and explain the story: <i>Zeus, roi des dieux</i> (king of the gods); <i>Déméter, déesse de la Terre</i> (goddess of the earth); <i>Perséphone, la fille de Zeus et de Déméter</i> (daughter of Zeus and Demeter); <i>Hadès, dieu des Enfers</i> (god of the underworld). Research the story in advance if you do not know it. Use the Wordbank flashcards to remind children of <i>clair, sombre, heureux</i> and <i>triste</i>. Look at the two verbs: <i>Viens</i> and <i>Reste</i>. Ask children what they notice about these words: they are all opposites. Build up pairs of opposites on the board: <i>le printemps et l'été – l'automne et l'hiver; il fait chaud – il fait froid; il fait du soleil – il pleut; coloré – gris</i>. Contrast the colours of the seasons: <i>En été: vert, jaune; En hiver: gris</i>. Ask children to do two contrasting drawings: one to show what the world is like when Persephone is in the underworld, and the other to show what it is like when she returns to Earth. They</p>	
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	<p>sentences; and how these differ from or are similar to English.</p>	<p>label their drawings with descriptive words, phrases or sentences, e.g. <i>C'est le printemps. Il fait beau et il fait du soleil. C'est clair et coloré. C'est heureux.</i></p> <p>Session 5</p> <p>Use this session to focus on the sound of the letter 'i' in different letter strings. Brainstorm words containing the letter 'i' and group them on the board according to sound, e.g. one group for words like <i>mauvais, mai, aime</i> and <i>fait</i>, a second for words like <i>grenouille</i> and <i>juillet</i>, a third for words like <i>gris</i> and <i>hirondelle</i>, a fourth for words like <i>moi, toi, trois</i> and another for nasal sounds like <i>printemps, lapin, vingt</i>. Do lots of repetition. Play Ping-Pong: call out a word containing a particular 'i' sound; someone responds with a word that contains the same sound, e.g. <i>aime – mai</i>. Read the following text: <i>Aujourd'hui, c'est le treize juillet. C'est mon anniversaire. Ce matin, j'ai cinq amis avec moi</i>. Ask children to count how many 'i' they think there are. Write the text on the board and let them check their answer. Also, practise the sound <i>euil</i> and <i>ouille</i>, as in <i>écureuil</i> and <i>grenouille</i>.</p> <p>Session 6</p> <p>Use this session to revise and assess what children have learnt in Unit 17. Complete the Challenge, and choose appropriate activities from the list that follows. Use Activity 3 on the CD-ROM, which covers a range of key language from the whole unit. Give bilingual dictionaries to groups of children and ask them to find the meaning of any new words (e.g. <i>fade, mouette</i>, etc.) as fast as they can. Finish with Activity Sheet 20.</p>	
<p>Topic / Summer Two</p> <p><b>Les planètes (The planets)</b></p>	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary,</p>	<p>SESSION 1</p> <p>Play the Getting Started animation, concentrating on the sound and pictures. Ask children to explain what is happening: the children and adults are dressed as planets, building a living model of the solar system. Begin by reminding children of <i>le soleil (il fait du soleil)</i> and <i>la lune</i> (which they may remember from the song <i>Au clair de la lune</i> or from your discussion about the word <i>lundi</i> in Stage 2, Unit 7). Use the Wordbank flashcards to present the eight planets and dwarf planet, Pluto, the Sun and the Moon. Do lots of repetition. Print out the flashcards and play <i>Loto</i>: stick the cards to the board from left to right in the order of their distance from the Sun (<i>le Soleil, Mercure, Vénus, la Terre, la Lune, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton</i>). Number them 1–11 and ask everyone to choose six Numbers / planets. Begin calling out the names; children cross them off their list as you mention them. Confident children could take over as the Bingo caller. Play the animation again. Ask children to stand up and quickly sit down again each time they hear a planet mentioned. Challenge them to name the ones that are not mentioned (<i>la Lune, Mars, Jupiter,</i></p>	<p>la Terre <i>the Earth</i></p> <p>la Lune <i>the Moon</i></p> <p>près de <i>near</i></p> <p>loin de <i>far</i></p> <p>près du Soleil <i>near the Sun</i></p> <p>loin du Soleil <i>far from the Sun</i></p> <p>un nom (propre) <i>a (proper) noun</i></p> <p>un adjectif <i>an adjective</i></p>

	<p>phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p><i>Saturne, Neptune</i>). Can children work out what is not visible in the animation scene and suggest a reason for this? (<i>The Moon is not visible; it is smaller than the others so could be hidden behind the Earth.</i>) Finish with the <i>Dancemat</i> activity on the CD-ROM.</p> <p><i>Session 2</i> Use Activity 3 on the CD-ROM to recap the planet names. If you printed out the Wordbank flashcards for use in Session 1, invite children to help you stick them to the board in order of their distance from the Sun. Return to the Wordbank and introduce <i>près de</i> and <i>loin de</i>. Elicit the meanings and practise the two phrases, e.g. (Name of child) <i>est loin de</i> (name of another child) – vrai ou faux? Qui est <i>près de</i> ...? Play the animation again, focusing on <i>près de/loin de</i>. Encourage children to read aloud with the animation. Hand out the printouts of the flashcards. Talk through the location of the Sun, Moon and planets. The children holding the flashcards arrange themselves in sequence. The rest of the class concentrate on spotting mistakes. To keep them on their toes, make a couple of deliberate errors (e.g. place Pluto next to the Earth) – hopefully someone will challenge you! Round off with Activity Sheet 21 or a game of Hangman (using planet names) to practise the alphabet.</p> <p><i>Session 3</i> Use Activity 2 on the CD-ROM to revise the names of the planets and <i>près/loin de</i>. Click through each screen of the Storyboard with the sound and text turned off. Invite children to say something about each photo, e.g. <i>C'est Mercure, Vénus est près de Mercure</i>. Play the Storyboard again with the text and sound on. Point out <i>puis, après</i> and <i>enfin</i>, and point out that these are useful words when describing a sequence. Click through the screens again and ask children to describe the order of the planets using the sequencers. Talk about the characteristics of the planets, eliciting the colours and sizes e.g. <i>Mars est rouge, Pluton est petit</i>. Ask questions, e.g. <i>Mars est une planète bleue – vrai ou faux? Mercure est une grande planète ou une petite planète?</i> Which planets do children think are hot (<i>chaud</i>) and cold (<i>froid</i>), bearing in mind how far they are from the Sun? Go through the Storyboard again with the sound and text turned off, inviting children to make their own commentary. Challenge them to refer to the names of the planets, their appearance, position (<i>près/loin de, après, puis, enfin</i>) and whether they are hot or cold. Finish with Activity Sheet 22.</p> <p>SESSION 4</p>	<p>parce que <i>because</i></p> <p>elle <i>it (f.)</i></p> <p>assez <i>quite, fairly</i></p> <p>très <i>very</i></p> <p>le Soleil <i>the Sun</i></p> <p>Mercure <i>Mercury</i></p> <p>Vénus <i>Venus</i></p> <p>Mars <i>Mars</i></p> <p>Jupiter <i>Jupiter</i></p> <p>Saturne <i>Saturn</i></p> <p>Uranus <i>Uranus</i></p> <p>Neptune <i>Neptune</i></p> <p>Pluton <i>Pluto</i></p>
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	<p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Use this session for some work on sentence structure. Write a couple of sentences on the board: <i>Neptune est une planète bleue. Jupiter est une grande planète.</i> Invite children to identify the parts of speech: <i>un nom propre</i> (a proper noun), <i>un nom</i> (a noun), <i>un adjectif</i>, <i>un verbe</i>. Talk about the position of the adjectives: in French, many adjectives, including colours, go after the noun (children may remember this from Unit 16), but some very common adjectives like <i>grand</i> and <i>petit</i> go before the noun. Remind children of adjective agreement. Encourage the use of <i>assez</i> (fairly / quite) and <i>très</i> (very) (e.g. <i>Jupiter est une très grande planète</i>), <i>et</i> (and) and <i>parce que</i> (because). Remind children of <i>il</i> and <i>elle</i>, meaning 'it'. Help them to build sentences, including all or some of these elements, e.g. <i>Neptune est une planète très froide parce qu'elle est loin du Soleil.</i> Cut up ActivitySheet 23 in advance so that children can physically build sentences using the cards like building blocks. To finish off, encourage children to choose a planet and describe it for a partner who draws and names it.</p> <p>SESSION 5</p> <p>Use this session to practise the 'u' sound. Tell children that by coincidence all the planets contain the letter 'u' apart from two: challenge them to identify these (<i>la Terre, Mars</i>). Remind children of the tune of <i>Frère Jacques</i> (provided in the Songs and Rhymes section). Work as a class to set all nine planet names to the tune of <i>Frère Jacques</i>, in order of their proximity to the Sun. Look back at Activity Sheet 21 for planets in order. You may need to add other words like <i>voilà, puis, enfin</i>, etc. in order to fit the rhythm. This will involve the class in lots of repetition of the 'u' sound as they practise fitting the words to the tune. One possibility: <i>Voilà Mercure, voilà Vénus, Puis la Terre, puis c'est Mars. Jupiter et Saturne, Uranus et Neptune, Et Pluton, et Pluton.</i> Practise the song as a whole class. Ideally, arrange for children to perform it for another class or for the whole school.</p> <p>SESSION 6</p> <p>Use this session to revise and assess what children have learnt in Unit 18. Complete the Challenge, and choose appropriate activities from the list that follows. Use Activity Sheet 24: children read a text and then write their own about <i>le système solaire</i>. Encourage them to use bilingual dictionaries if appropriate. As this is the end of Stage 3, ask children to recall their favourite parts of the Getting Started animations and Storyboards and have another look at the 'highlights'.</p>		
Year 6				
	Notre école	SESSION 1	La salle de classe	The classroom



<p>Topic / Autumn One Notre école (our school)</p>	<p><b>(Our school)</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are</p>	<p>Play the Getting Started animation, concentrating on the sound and pictures. Ask children to put their hand up when they hear any familiar words. Discuss the animation together. Use the Wordbank flashcards to introduce places around school. When children are familiar with the words, click through the flashcards asking children to predict the next picture in the sequence and fill in the gaps. Return to the animation and focus on <i>Voici</i> (Here is). Ask children to repeat the <i>Voici</i> ... phrases, e.g. <i>Voici l'entrée principale</i>. Contrast <i>Voici</i> with <i>Voilà</i> (There is). Demonstrate the difference by pointing to someone across the classroom and saying <i>Voilà (James)</i>, then pointing to someone beside you and saying <i>Voici (Lucy)</i>. Return to the flashcards. Tell children to imagine you are a visitor to the school and they are showing you around. For each flashcard, say: <i>Je cherche</i> (I'm looking for) + place. Children respond with: <i>Voici</i> + place. Tell them they may alternate between <i>Voici</i> and <i>Voilà</i>, but if they say <i>Voilà</i> they must point into the distance. Children continue this in pairs. Round off with a game of charades: children act out what they do in the places around the school.</p> <p>SESSION 2</p> <p>Use the Dancemat activity on the CD-ROM to recap places around school. Play the animation again focusing on the activities / verbs. Encourage children to use the animation visuals as clues to work out what the verbs mean. Point out <i>ici</i> (here) and link it with <i>Voici</i> (Here is) from the previous session. Play the animation again, asking children to repeat the characters' lines. Play Ping-Pong: call out an activity (e.g. <i>Ici, je cours</i>) and challenge children to respond with the corresponding place (<i>Voici la cour</i>). If children are confident with the verb phrases, swap roles: call out a place and challenge children to respond with an activity. Prepare the sets of Pelmanism cards from Activity Sheet 1. The cards are laid face down, with all the place cards grouped together and all the activity cards together. A child picks up a place card and says <i>Voici ...</i>, then picks up an activity card. If the activity matches the place, the child says: <i>Ici, je ...</i>; if not, the two cards are replaced and it is the next person's turn. If you make several sets of small cards, this would work well played in groups. Ask children to recall another word they learnt in Session 1, similar to <i>Voici</i>. Elicit <i>Voilà</i> and link it with <i>là</i> (there). Provide some examples to contrast <i>Voici/Voilà</i> and <i>ici/là</i>: <i>Voici la cour. Ici, je cours. Voilà la cour. Là, je cours</i>. Repeat the Pelmanism game using <i>Voilà</i> and <i>Là</i>. Finish off with another game of Charades, this time requiring phrases in response.</p> <p>SESSION 3</p>	L'entrée principale (f.)	The main entrance
			La cour	The playground
			Le terrain de sport	The sports field
			Je cherche	I'm looking for
			Je cours	I run / I'm running
			Je travaille	I work / I'm working
			Ici	Here
			La	There
			Voici	Here it is
			Voilà	There it is
			Il est deux heures et quart	It's quarter past two
			Il est deux heures moins le quart	It's quarter to two
			Il est deux heures cinq/dix/vingt/vingt-cinq	It's five/ten/twenty/twenty-five past two
			Il est deux heures cinq/dix/vingt/vingt-cinq	It's five/ten/twenty/twenty-five to two
			Le déjeuner	Lunch(time)
			Le professeur	The teacher (general term)
			Le maitre, la maitresse	Primary school teacher
			Il / elle a ...	He / she has ...
			La grande sale	The hall
			La bibliotheque	The library
La cuisine	The kitchen			
Le bureau	The office			
Le parking	The car park			
La sale des profs	The staffroom			
La maternelle	The infant school			

	<p>introduced into familiar written material, including the use of a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Use Activity 2 on the CD-ROM to recap on places in school and activities. Use a real clock to revise asking and saying the time on the hour and half past the hour (see Stage 3, Unit 15). Progress to teaching quarter past / to the hour. Play 'Beat the Clock': children take turns to set the time on the clock, keeping it hidden. The class then try to guess what the time is. Set an alarm clock or stopwatch: when the alarm goes off, someone else takes over. Use pictures to introduce a few school subjects, e.g. <i>l'anglais, le français, les maths, les sciences, la géographie, l'histoire, le sport, le dessin</i>. Show your class's timetable on the OHP or whiteboard and ask questions about it: <i>Le lundi, le français est à neuf heures et demie ou à dix heures et demie? Le mardi, le sport, c'est à quelle heure?</i> This activity will also allow you to revise days of the week. Round off with Activity Sheet 2 which gives further reading and writing practice.</p> <p>SESSION 4</p> <p>To recap call out words / phrases from the unit and challenge children either to put them into a sentence or to say something connected with them, e.g. Teacher: <i>Voici!</i> Child: <i>Voici le terrain de sport!</i> Teacher: <i>Ici, je ne joue pas!</i> Child: <i>Le parking!</i> Do Activity 3 to revise the time. Play the Storyboard, inviting children to explain each photo in English. Elicit the meanings of key language as you click through the screens, encouraging children to repeat the lines. Ask children to suggest a time to accompany the different activities. Tell children they are going to build some descriptions of their teachers. Ask them what sort of words they need for this (e.g. adjectives, words for hair, eyes, etc.). To refresh their memory, sing the song <i>Tête, épaules, genoux et pieds</i> from the Songs and Rhymes section.</p> <p>Return to the final photo of the Storyboard and build a description of the three teacher. Provide: <i>Il est chauve</i> (He is bald). (Point out that <i>châtain</i> is used to talk about light brown hair, but <i>marron</i> is used to talk about brown eyes.) Describe some teachers in your school for children to identify. State their hair / eye colour <i>Il/Elle a les cheveux/yeux ...</i> Invite confident volunteers to take over. Round off with the top of Activity Sheet 3 which provides a chart to support this.</p> <p>Session 5</p> <p>Use this session to develop awareness of French verbs (three groups of verbs, focusing here on <i>-er</i> verbs). Ask children what a verb is. Ask for examples from previous lessons. Explain how the infinitive is the 'neutral' part you find in the dictionary and you need to change it to use it in sentences. Look at how you take off the <i>-er/-re/-ir</i> to get the stem, and then add endings. Show the bottom of Activity Sheet 3: explain that in French there are six 'persons' of the verb <i>je/tu/il</i> (or <i>elle</i>),</p>		
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		<p><i>nous/vous/ils (or elles)</i> and that the end of the verb changes for each. Compare with English. Focus on <i>-er</i> verbs. Look at the endings. Remind children of the third person singular and plural of <i>-er</i> verbs, <i>il parle/ils parlent</i> (Unit 16). Look at the verb flower for <i>jouer</i>. Children choose two other <i>-er</i> verbs and make their own verb flowers, e.g. <i>travailler, chercher, parler, manger, porter</i>.</p> <p><i>Session 6</i></p> <p>Use this session to revise and assess what children have learnt in Unit 19. Complete the Challenge on the CD-ROM and choose appropriate activities from the list that follows. Use Activity Sheet 4 to encourage children to write their own letter about school, using the model as a guide. Play the Storyboard again, then let children have fun creating their own version of it.</p>		
<p>Autumn Two</p> <p><b>Notre monde (The world around us)</b></p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>SESSION 1</p> <p>Play the Getting Started animation and invite children to explain the gist of it (it's a letter from Camille, who's on holiday in Morocco, and a reply from the two boys, who are at home in France). Ask children to spot where Camille is (<i>Maroc</i>) and work out its English name. Use the Wordbank flashcards to locate Morocco, then introduce the other countries and continents. Many of the names look similar in English and French, so make sure you emphasise the very different sounds. Bear in mind that 'in' used with country names changes according to the gender of the country: use <i>en</i> with feminine nouns (<i>en Espagne, en Asie</i>) and <i>au</i> with masculine nouns (<i>au Sénégal</i>). Make sure you use these correctly even if you do not insist on accurate use from children. Focus on the French-speaking countries. Call out random country names and ask children to repeat what you say but only if it is a French-speaking country. Display a map of the world on IWB and ask <i>Où est la France? Où est le Brésil?</i> etc. and elicit the names of the continents, e.g. (<i>La France est en Europe. (Le Brésil est) en Amérique du Sud</i>). Use Activity Sheet 5 to embed learning.</p> <p>Session 2</p> <p>Begin with Ping-Pong: in pairs, partner A names a country and B responds with the corresponding continent, then vice versa. Play the Getting Started animation again and ask children to spot the animal that is mentioned in the animation (<i>des lézards</i>). Revise animals with a brainstorming session or using Wordbank flashcards from Units 2, 5 and 11. You could also listen to the poem <i>Le Retour du printemps</i> from the Songs and Rhymes section. Present any new animals from this unit (<i>le lézard, le tigre</i>) and use the Dancemat activity on the CD-ROM for reinforcement. Talk about favourite animals: <i>Tu aimes les ...? – Oui, j'aime/adore les ..., Non, je n'aime pas ..., Je préfère</i></p>	<p>l'Europe (f.) <i>Europe</i></p> <p>l'Afrique (f.) <i>Africa</i></p> <p>Où est ...? <i>Where is ...?</i></p> <p>des ... <i>some ... (indefinite plural)</i></p> <p>le matin <i>the morning</i></p> <p>l'après-midi (m. or f.) <i>the afternoon</i></p> <p>*l'Espagne (f.), *le Portugal Spain, Portugal</p> <p>*le Sénégal, *le Maroc Senegal, Morocco</p> <p>*le Mali, *la Côte d'Ivoire Mali, Ivory Coast</p> <p>*la Guinée, *la Tunisie Guinea, Tunisia</p> <p>*l'Amérique du Nord (f.) North America</p> <p>*le Canada Canada</p> <p>*l'Amérique du Sud (f.) South America</p>	

	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to</p>	<p><i>les ...</i> Play the Storyboard without the sound and text, inviting children to provide a commentary. Play it again with the sound and text turned on, for comparison. Talk about which animals are found in different countries, e.g. <i>Il y a des tigres en France? Il y a des éléphants où?</i> Provide the outline of a world map for a classroom display, labelled with country names in French. Children do small drawings of animals (or find photos) and stick them to the appropriate places on the map, with captions: <i>Il y a des ... au Sénégal/en France</i>, etc. Finish off with Activity 1 on the CD-ROM.</p> <p>Session 3</p> <p>Start with the animation and focus on the geographical features mentioned: <i>des montagnes, des vallées, le désert</i>. Elicit other geographical features that children know, e.g. <i>des rivières, des plages, des forêts, des prairies</i>. Listen to <i>Le Retour du printemps</i> again as a reminder of some of these. Present also <i>des volcans</i> (volcanoes), <i>la savane</i> (savannah) and <i>des glaciers</i> (glaciers). To reinforce the geographical features, prepare visuals and corresponding word cards, and use them for repetition, matching games, etc. Use Activity Sheet 6 for further practice of names of countries and animals. Play a memory games as a clas / teams / pairs. A begins by describing a feature of France: <i>En France, il y a des montagnes</i>; B adds something else: <i>En France, il y a des montagnes et des rivières</i>; then a third feature is added, and so on. If someone makes a mistake (<i>En France, il y a des déserts</i>) they are out of the game. Otherwise the game continues until no one can add anything or remember the sequence. To round off, use the world map from Session 2 and ask children to do small drawings of geographical features to add to it. Then, the children write labels and captions in French.</p> <p>Session 4</p> <p>Begin with Activity 3 on the CD-ROM. Play the animation again and ask children to listen for what the weather is like in Morocco, the temperature (35 degrees), the season, and what the weather is like back at home. Brainstorm weather phrases in French and ask children to suggest the types of weather you might experience in different countries: <i>En Australie, il fait chaud</i>. Use Activity Sheet 7: play with columns 1 and 2 only at first; extend to include column 3 later in the lesson, or as a prelude to the next activity. In advance of the session, prepare several sets of small cards, with words and phrases written onto individual strips, e.g. <i>au Sénégal/il fait chaud/il y a/et/des éléphants/des lions/des montagnes</i>. Children work in groups to build sentences. They then share their sentences with the class. Record these on the board to provide a model for the following activity. To finish off, ask children to imagine they are writing a postcard while on holiday. Tell them to mention: the</p>	<p>*le Brésil Brazil</p> <p>*l'Asie (f.) Asia</p> <p>*l'Inde (f.) India</p> <p>*l'Australasie (f.) Australasia</p> <p>*l'Australie (f.) Australia</p>
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	<p>build sentences; and how these differ from or are similar to English.</p>	<p>country, weather, geographical features, animals and an opinion (e.g. <i>C'est super! C'est nul!</i>). Ideally, provide post card sized cards for children to write on and ask them to illustrate the other side of the postcard with a drawing or photo.</p> <p>Session 5 Use this session to focus on the nasal 'an' sound. Begin by eliciting the words for the following cognates and near-cognates: <i>éléphant, volcan, kangourou, France, danse, orange, grand, fantastique, sandwich</i>. Note them all on the board, with their corresponding English words beside them. Pronounce the English and the French, asking children to repeat after you. Play Speed Duel: Call out one of the words with the 'an' sound, either in English or in French; two children compete to be the first to call out <i>anglais!</i> or <i>français!</i> The loser sits down and is replaced by another challenger. Continue round the class. Encourage children to make up their own sentences containing 'an' sounds, e.g. <i>Un kangourou orange danse en France!</i> Use Activity Sheet 8 to focus on the verbs <i>être</i> and <i>aller</i>. Point out they are irregular and have to be learned. Children play using a die to make sentences. Round off with a game of Ping-Pong to practise <i>être</i>. Child A: <i>tu</i>, Child B: <i>Tu es</i>, etc. Do the same with <i>aller</i>.</p> <p>Session 6 Use this session to revise and assess what children have learnt in Unit 20. Complete the Challenge, and choose appropriate activities from the list that follows. Play the Storyboard again and let the children have fun creating their own one. Allow children to add extra drawings and captions to your world map (see Sessions 2 and 3), e.g. weather information, temperatures.</p>	
<p>Spring one <b>Le passé et le présent (Then and now)</b></p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. ! Explore the patterns and sounds of language through songs and rhymes and</p>	<p>SESSION 1 Play the Getting Started animation and invite children to explain in English what is happening. Can they work out from the visuals what the shops are? Ask them to put their hands up when they hear some familiar language: they should know all the foods. Ask children where their family does most of their food shopping: in the supermarket, like Camille, or in small local shops, like Matthieu? Talk about the advantages and disadvantages of each. Use the first part of the Wordbank flashcards to present and practise the shops. Prepare a simple aerial v/view of a street for the OHP or interactive whiteboard, with small icons to represent shops and other buildings. Give a guided tour, e.g. <i>Ici, à droite, il y a la boucherie, et voilà la boulangerie</i>. Ask</p>	<p>*un supermarché <i>a supermarket</i>  *une boulangerie <i>a baker's (shop)</i>  *une boucherie <i>a butcher's (shop)</i>  *une épicerie <i>a grocer's (shop)</i>  *une pâtisserie <i>a cake shop</i>  Il y avait ... <i>There was/were ...</i>  maintenant <i>now</i></p>

<p>link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p>questions, e.g. <i>Il y a un supermarché? Qu'est-ce que c'est?</i> (What is it?) or <i>Où est ...?</i> (Where is ...?). Invite confident children to try doing their own guided tour. You might consolidate with Activity Sheet 9.</p> <p>SESSION 2</p> <p>Use Activity 1 on the CD-ROM to recap on shops and places around town. Use your 'then and now' photos to talk to children about the present and the past. Talk through the photos, emphasising <i>Il y avait ...</i> (there was / were ...) when referring to the photos of the past and <i>Il y a</i> when referring to the present. To further emphasise the present and the past, show children how to say the year in French, e.g. <i>en mille neuf cent quarante-huit</i> (in 1948), <i>en deux mille quatorze</i> (in 2014). Point out the similarity between <i>mille</i> and 'millennium'. Compare the photos again: <i>En 1948, il y avait ... Maintenant, il y a ...</i> (Now, there is ...). Use Activity 3 on the CD-ROM as reinforcement. Children may then go on to use Activity 3 as a model for building their own comparisons of the 'then and now' photos. Finish with Activity Sheet 10. Ask children to consider What is in their own town / high street. They write sentences about what there is or isn't, using the word bank to help. They take the Activity Sheet home and ask their parents or grandparents to highlight in a different colour the places that used to exist locally but have now disappeared. Tell children to bring the completed Activity Sheet 10 to the next session.</p> <p>SESSION 3</p> <p>Begin by reviewing Activity Sheet 10. Children write a couple of sentences comparing then and now. Continue the 'then and now' theme by showing some photos of clothes from the past and the present. Use these to revise clothes that children already know (see Stage 2, unit 12). Present the new clothes vocabulary using the second part of the Wordbank flashcards. Play the Storyboard with the sound and text turned off, inviting children to name the items of clothing. Elicit the colours, e.g. <i>C'est de quelle couleur? – C'est bleu</i>. Ask children whether they think these scenes are in France or the UK? (French children do not wear school uniform so this must be the UK.) Challenge children to make up a caption to describe the final photo, e.g. <i>Pierre joue au football</i>. Play Pass The Parcel using a bag of real clothes or an envelope of photos cut from clothing catalogues. When the music stops, the child holding the bag or envelope pulls out an item, says what it is and describes its colour: <i>C'est un pull. C'est bleu et jaune</i>. To finish off, play a game of Hangman to practise clothes, colours and the alphabet.</p> <p>Session 4</p>	<p><i>Qu'est-ce que c'est? What is it?</i></p> <p><i>Il/Elle porte ... He/She is wearing ...</i></p> <p><i>Il/Elle s'appelle ... His/Her name is ...</i></p> <p><i>un pull a jumper/pullover</i></p> <p><i>un pantalon a pair of trousers</i></p> <p><i>un short a pair of shorts</i></p> <p><i>une chemise a shirt</i></p> <p><i>une jupe a skirt</i></p> <p><i>une culotte a pair of pants</i></p>
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	<p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Begin with a question-and-answer session on what children are wearing: <i>C'est un pull ou une chemise? C'estm de quelle couleur? Qu'est-ce que c'est</i> Return to the Storyboard and click through the screens with the sound and text turned on, encouraging children to repeat the captions. Elicit the meanings of <i>il/elle porte</i>. Focus on colour adjectives and remind children of any previous work on adjective agreement and position. For reinforcement, cut out photos from clothing catalogues. Describe the clothes in the photos, e.g. <i>Je cherche quelqu'un qui porte ... (I'm looking for someone who's wearing ...) ... un pull orange et un pantalon bleu.</i>  <i>Children identify who has that photo. The class then chants: Il/Elle porte un pull orange et un pantalon bleu. Reinforce with Activity 2 on the CD-ROM and embed learning with Activity Sheet 11, which looks at the verb porter. Look at the work on verb endings completed so far (for être, aller etc.) so that you are sure of the verb endings.</i></p> <p><i>SESSION 5</i>  <i>Use this session to practise pronunciation of a range of letter strings. Begin with Activity Sheet 12. Ask children to feed back their answers, then write the words on the board, grouping them together in rhyming pairs. Elicit the French for the following words: guitar (la guitare); games console (la console); café (le café), doll (la poupée); no (non), Pluto (Pluton), sheep (le mouton), sweets (les bonbons), fish (le poisson), violin (le violon); baker's (la boulangerie), grocer's (l'épicerie), Tunisia (la Tunisie), umbrella (le parapluie), drums (la batterie). Ask the whole class to pronounce each word carefully, focusing on matching it to a rhyming pair on the board. Write the new words on the board in their correct places. Help children to use the words to build sentences containing rhyming sounds, or challenge able children to come up with their own, e.g. Le poisson marron joue du violon.</i>  <i>To round off, children share their sentences with the class, then choose their favourite ones to copy out, illustrate and learn.</i></p> <p><i>Session 6</i>  <i>Use this session to revise and assess what children have learnt in Unit 21. Complete the Challenge on the CD-ROM, and choose appropriate activities from the list that follows. Play the Storyboard again, then let children have fun making their own version of it. Ask children to imagine they are putting on a fashion show. They choose pictures from clothing catalogues or online clothing stores and write a short description of each (Il/Elle porte ...). This could be developed into an audio-visual presentation.</i></p>	
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<p>Topic / Spring Two <b>Ici et là</b> <b>(Out and about)</b></p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. ! Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. ! Speak in sentences, using familiar vocabulary, phrases and basic language structures. ! Engage in conversations; ask and answer questions; express opinions and respond to those of others. ! Develop accurate pronunciation and intonation so that others understand</p>	<p>SESSION 1 Before playing the animation about a funfair, ask children to predict what the rides could be. Play the animation: they put their hands up when they see a ride they predicted. Ask them to explain the problem the characters have at the end (they are too young to go to the fair). Use the second part of the Wordbank flashcards to present and practise the fairground rides. Elicit the literal translation of <i>le grand huit</i> (the big eight). Brainstorm words for expressing likes / dislikes e.g. <i>C'est nul! Fantastique! Magnifique! Super! Chouette! Génial! J'aime/Je n'aime pas/Je préfère/J'adore/Je déteste ...</i> Play the animation again, listening out for any of these expressions. Children play Opposites Ping-Pong. If child A expresses a positive opinion about a fairground ride, child B must say something negative, and vice versa, e.g. A: <i>Le train fantôme, c'est nul!</i> B: <i>Le train fantôme, c'est super!</i> To round off, ask children to design their own theme park ride and make an advert, describing it and using positive opinions, e.g. <i>C'est magnifique!</i></p> <p>Session 2 To recap Session 1, invite a quick show of hands on fairground preferences, e.g. <i>Qui aime la grande roue?</i> Ask children to justify their responses, e.g. <i>Pourquoi?</i> (Why?) – <i>C'est fantastique!</i> Click through the Storyboard with the sound and text off. Invite children to say something about each photo. Click through the screens again with the sound and text on. Encourage children to repeat the characters' lines, speaking as if they really mean what they are saying. Focus on three adjectives used in the Storyboard: <i>ennuyeux</i> (boring), <i>trop rapide</i> (too fast), <i>terrifiant</i> (terrifying). Children should know <i>rapide</i>, and be able to work out <i>terrifiant</i> (sounds like terrifying); mime the meaning of <i>ennuyeux</i>. If appropriate, provide other adjectives: <i>dangereux</i> (dangerous), <i>amusant</i> (fun), <i>intéressant</i> (interesting). Ask children to talk about fairgrounds, in pairs or small groups, e.g. A: <i>Tu aimes les carrousels?</i> B: <i>Non, je déteste les carrousels. C'est nul. Et toi?</i> C: <i>Je préfère le grand huit ...</i> Children conduct a survey using Activity Sheet 13. They draw a graph to show the results and make a formal presentation to the board of the theme park to show what is the most popular ride. Finish with Activity 3 on the CD-ROM. Before children begin, check for understanding of <i>la fille</i> (the girl), <i>le garçon</i> (the boy), <i>la femme</i> (the woman) and <i>l'homme</i> (the man).</p> <p>Session 3 Before introducing the new numbers, revise previously learnt numbers with your favourite number games, paying particular attention to 70, 80 and 90. Use the Wordbank flashcards to begin presenting and practising numbers above 70. Note</p>	<p>soixante-et-onze, soixante-douze, 71–79 soixante-treize, etc., soixante-dix-neuf quatre-vingt-un, quatre-vingt-deux, 81–89 quatre-vingt-trois, etc., quatre-vingt-neuf quatre-vingt-onze, quatre-vingt-douze, 91–99 quatre-vingt-treize, etc., quatre-vingt-dix-neuf</p> <p>un homme <i>a man</i></p> <p>une femme <i>a woman</i></p> <p>Qu'est-ce que tu aimes/ <i>What do you like/hate?</i> détestes?</p> <p>Tu veux jouer au rugby/ <i>Do you want to play rugby?</i></p> <p>netball/ping-pong? <i>netball/table tennis?</i></p> <p>Oui, je veux jouer. <i>Yes, I want to play.</i></p> <p>Non, je ne veux pas jouer. <i>No, I don't want to play.</i></p> <p>le grand huit <i>the rollercoaster</i></p> <p>le carrousel <i>the merry-go-round</i></p> <p>le train fantôme <i>the ghost train</i></p> <p>la grande roue <i>the big wheel</i></p>
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when they are reading aloud or using familiar words and phrases.  
! Present ideas and information orally to a range of audiences.  
! Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.  
! Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ

that only 71, 79, 81, 89, 91 and 99 are provided. Challenge children to work out the remaining numbers using their existing knowledge of how numbers are formed in French. For reinforcement, use Activity 1 on the CD-ROM. You could also reuse *Le Téléphone* from the Songs and Rhymes section, replacing the numbers at the beginning of each verse with high numbers. Returning to the fairground theme, display the prices of some fairground rides and challenge children to calculate the total cost for different numbers of people. Make sure the prices include high numbers, e.g. *8 euros 85*. Ideally, find a price list online (e.g. the Eiffel Tower: [www.tour-eiffel.fr](http://www.tour-eiffel.fr)). Use Activity Sheet 14 for further reinforcement of numbers. See also the aide-mémoire on page 48.

#### Session 4

Returning to the theme of expressing opinions, this session focuses on cinema and sport. Begin by introducing film genres. Prepare some simple visuals (like those in Activity 2 on the CD-ROM) to represent: *un film romantique, un film d'aventures, un film comique, un film policier, un dessin animé*. Write the names of the genres on the board in French. Children match the pictures to the words – the cognates (similar to English words) will help them. Leave *un dessin animé* (literally 'an animated drawing') until last. Once the visuals and words are matched correctly, ask children to repeat the words after you. Elicit children's opinions, e.g. *Tu aimes les films comiques? Tu préfères ... ou ...? Pourquoi?* Ask them to suggest an English film title to represent each genre. Round off with Activity 2 Screen 1 on the CD-ROM. Move on to Screen 2 and ask children to suggest, in English, what the visuals represent: likes and dislikes of rugby, table tennis and netball. Children have not yet learnt these words in French (*le rugby, le ping-pong, le netball*), but they should be able to complete this listening activity because the words are all cognates (the words sound similar in French and English). Focus on *Je veux jouer au ping-pong*, in Screen 2, and explain what it means (I want to play table tennis). Elicit the meaning of *Tu veux jouer au ping-pong?* (Do you want to play table tennis?). Emphasise the rising intonation. To round off, children ask and answer questions in pairs, e.g. A: *Tu veux jouer au football?* B: *Non, je déteste le football! ... Tu veux jouer au rugby?* A: *Super, j'adore le rugby! ... Tu veux jouer au ...?*

Use Activity Sheet 15 to support this activity if you wish.

#### Session 5

Use this session to focus on letter strings that are pronounced the same but spelt differently. Begin by writing on the board the following English words: 'would, wood'; 'toe, elbow'; 'ache, bake'; 'caught, bought'; 'four, more'; 'Tom, bomb'. Do not group

	<p>from or are similar to English.</p>	<p>them together, but scatter them over the board. Ask children to find the rhyming pairs, then ask them what they notice: the words rhyme even though they are spelt differently. Point out that the same thing happens in French. Hand out Activity Sheet 16. Emphasise that in order to find the rhyming pairs, children will need to focus on the sound of the words, not on the spellings. Finish off with Activity Sheet 16, part 1.</p> <p>Session 6</p> <p>Use this session to revise and assess what children have learnt in Unit 22. Complete the Challenge on the CD-ROM, and choose appropriate activities from the list that follows. Play the Storyboard again, then let children have fun creating their own versions. Allow time for children to work on their crosscurricular projects (below) or present their multimedia presentations to the class.</p>	
<p>Topic / Summer One</p> <p><b>Monter un café (Setting up a café)</b></p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>! Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>! Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Session 1</p> <p>Play the Getting Started animation as an introduction to ordering a snack in a café, focusing on the sound and the pictures. Children may remember some transactional language (e.g. <i>Vous désirez?</i>, <i>Je voudrais ...</i>) from earlier units, e.g. Unit 6 (dialogue at a market) or Unit 14 (buying a CD). Play the animation again and ask children to identify the two items ordered by Matthieu: they should recognise <i>coca</i> and may remember <i>une glace</i> but will probably not recall <i>fraise</i>. Tell them to use the animation visuals to try to work out what flavour ice cream <i>fraise</i> might be (the ice cream is pink so must be strawberry or raspberry). Use the Wordbank flashcards to present and practise food and drink. Children will already know some of this language (e.g. <i>des chips</i>, <i>des frites</i>, <i>une glace</i>, <i>un jus d'orange</i>) but the packaging and containers (e.g. <i>un paquet</i>, <i>une tasse</i>) will be new. Use Activity 1 on the CD-ROM, the Dancemat, for further reinforcement. Finish off with Activity Sheet 17. Use the chart at the bottom to play a guessing game.</p> <p>Session 2</p> <p>Use Activity 1, the Dancemat, for revision. Return to the Wordbank flashcards and focus on the packaging and containers (<i>une tasse</i>, <i>un verre</i>, <i>un paquet</i>, <i>une portion</i>). Play Ping-Pong: call out a type of packaging or a container; children respond with an appropriate food or drink item, e.g. Teacher: <i>Un paquet!</i> Children: <i>Un paquet de chips!</i> Reverse roles: call out food or drink item, children add an appropriate container or packaging, e.g. Teacher: <i>Thé!</i> Children: <i>Une tasse de thé!</i> Children then do this in pairs. Return to the Wordbank flashcards and show the image for <i>une glace au chocolat</i>. Elicit that this is chocolate ice cream. Remind children of the French for strawberry ice cream, from the animation: <i>une glace à la fraise</i>. Brainstorm other ice cream flavours and write them on the board in two columns, with all the <i>au</i> flavours</p>	<p>une limonade <i>a lemonade</i></p> <p>une eau minérale <i>a mineral water</i></p> <p>un jus d'orange <i>an orange juice</i></p> <p>un verre de coca <i>a glass of cola</i></p> <p>un chocolat chaud <i>a hot chocolate</i></p> <p>un café <i>a (black) coffee</i></p> <p>un café au lait <i>a coffee with milk</i></p> <p>une tasse de thé <i>a cup of tea</i></p> <p>un paquet de chips <i>a packet of crisps</i></p> <p>une portion de frites <i>a portion of chips</i></p> <p>une glace au chocolat <i>a chocolate ice cream</i></p> <p>une glace à la fraise/ <i>a strawberry/vanilla</i> à la vanille <i>ice cream</i></p>

	<p>! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>! Appreciate stories, songs, poems and rhymes in the language.</p> <p>! Present ideas and information orally to a range of audiences.</p> <p>! Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>! Understand basic grammar appropriate to the language being studied, including (where relevant) feminine,</p>	<p>in the first column (<i>une glace au chocolat/au café</i>) and all the <i>à la</i> flavours in the second column (<i>une glace à la fraise/à la vanille/à la banane</i>). (See Stage 3 Unit 13 Session 3 for a reminder of previous work on flavours.) Play Speed Duel. Two children stand up; you call out a container, a type of packaging or <i>une glace</i>; the pair compete to finish off the phrase by adding an item of food / drink or an ice cream flavour. The first person to answer correctly remains standing; the other sits down and is replaced by another challenger. Round off with Activity 3 on the CD-ROM.</p> <p>SESSION 3</p> <p>Begin by playing the animation again. Ask children to put their hands up when they hear any general phrases (excluding food and drink) that they think would be useful when ordering a snack in French. Note them on the board: <i>Bonjour. Vous désirez? Je voudrais ... C'est combien?</i> Ask children if they can add anything else, e.g. <i>merci, s'il vous plaît, monsieur/madame</i>. Run through the Storyboard with the sound and text turned off. Invite children to provide a commentary. Play the Storyboard again with the sound and text on, encouraging children to repeat the characters' lines. Children could work in groups of three reading the three characters' lines. Continue adding useful café phrases to the board (as at the beginning of this session), e.g. <i>Qu'est-ce qu'il y a au menu?</i> (What's on the menu?) from the Storyboard. Point out <i>Ça fait combien?/Ça fait six euros</i> (How much does that come to? / that comes to six euros) as an alternative to <i>C'est combien?</i> Add: <i>Bon appétit!</i> Give out Activity Sheet 18: it has a mixed up conversation in a café which children cut up and reorder. They can use it for support in Session 4. Ask children to work in groups to invent a song based on a café dialogue. The tune of <i>Le Fermier dans son pré</i> (in the Songs and Rhymes section) might work well for this. Play it as a reminder, and tell children to fit their words to the tune. An example: <i>Bonjour. Vous désirez? Bonjour. Vous désirez? Ohé, ohé, ohé, Bonjour, vous désirez?</i> Each verse follows this same pattern. Successive verses might include: <i>Je voudrais un café; Il n'y a pas de café; Et moi je voudrais ça; C'est combien, s'il vous plaît? Ça fait six euros trente. Merci et au revoir.</i> Children rehearse their songs and perform them later in the unit, e.g. in Session 6.</p> <p>SESSION 4</p> <p>Begin with Activity 2 on the CD-ROM as a reminder of the basic café dialogue. Remind children of the Getting Started animation. Use part 1 of Activity Sheet 19 which looks at how to make negative sentences Explain to children that they are going to work in groups to write a short play set in a café, involving waiters and customers. Provide a</p>	<p><i>Vous désirez? What would you like?</i></p> <p><i>C'est combien? How much is it?</i></p> <p><i>Bon appétit! Enjoy your meal/food!</i></p>
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	<p>masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>bank of all the key phrases that children have been practising during this unit. Children’s work on the song should help them to memorise key language. They can also use the dialogue from Activity Sheet 18. Encourage children to make up personalities and other attributes for their characters, e.g. a flustered waiter, customers who are grumpy, cheerful, sad, forgetful, in a hurry, unable to speak French, etc. They could also prepare props, e.g. menus. Suggest including humour, e.g. odd combinations of food. Children rehearse and perform their plays, perhaps to another class. Video their performances so that the class can appraise them afterwards.</p> <p>SESSION 5</p> <p>Begin by reminding children of their work in Unit 22 on letter strings that rhyme even though they are spelt differently. Use part 2 of Activity Sheet 19 and ask children to fill in the missing words by finding a food or drink that rhymes with each person’s name. Emphasise that in order to find the rhyming pairs, children will need to focus on the sound of the words, not on the spellings. To follow up, provide some alternative French names and challenge children to write their own rhyme using these names and other food / drink items. Instead of using food / drink the children could use other items e.g sports / film genres, items of clothing, colours. Children share their rhymes with the class.</p>	
<p>Topic / Summer Two</p> <p><b>Quoi de neuf? (What’s in the news?)</b></p>	<p>! Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>! Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>! Speak in sentences, using</p>	<p>SESSION 1</p> <p>Play the Getting Started animation, focusing on the sound and images. Ask children to explain the gist in English: the characters are deciding what to watch on TV, but they miss their programme because they’re an hour behind – then it’s bedtime! Play the animation again and challenge children to spot what they are watching (a film, ‘The Simpsons’, the weather) and three other opinions. They won’t know <i>la météo</i>, but should be able to work it out from the visual content of the animation. They will recognise <i>génial</i> and <i>nul</i>, and should remember <i>ennuyeux</i> from Unit 22. Point out that the characters are looking at TV listings. Ask children to suggest other features they might find in a Newspaper or magazine. Move on to the five wordbank flashcards of newspaper / magazine features and use them to present and practise the new language. Bring in cuttings from newspapers / magazines (preferably French), representing the five flashcards you have just introduced. Make sure the cuttings contain lots of visuals so that children can easily tell what they are. Show each one; the class respond by naming it in French, e.g. <i>C’est la météo!</i> Follow up with Activity Sheet 21.</p>	<p>la météo <i>the weather forecast</i></p> <p>la mode <i>fashion (fashion pages of a magazine)</i></p> <p>la cuisine <i>cookery (cookery pages of a magazine)</i></p> <p><i>C’est beau. It’s beautiful.</i></p> <p><i>C’est intéressant. It’s interesting.</i></p> <p><i>C’est ennuyeux. It’s boring.</i></p> <p><i>C’est dégueulasse. It’s disgusting.</i></p> <p><i>C’est trop long. It’s too long.</i></p>

	<p>familiar vocabulary, phrases and basic language structures.</p> <p>! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>! Present ideas and information orally to a range of audiences.</p> <p>! Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>! Describe people, places, things and actions orally* and in writing.</p> <p>! Understand basic grammar appropriate to</p>	<p>SESSION 2</p> <p>Show the cuttings from Session 1 again. Elicit simple opinions, e.g. <i>Qui aime la cuisine? Tu préfères la mode ou l'actualité?</i> Brainstorm previously learnt language for expressing likes, dislikes and simple opinions, then use the Wordbank flashcards to present and practise five more phrases. Move to the Storyboard and click through the screens with the text and sound off. Invite children to imagine what the girl and boy are saying about the magazine: are they expressing positive or negative opinions? Click through the screens again with the text and sound on: did children guess correctly? Point out the magazine title VSD . thell the children these are the initials of three days of the week in French and challenge them to work out what they are: <i>vendredi, samedi, dimanche</i>. Ask children to work in pairs reading the two parts from the Storyboard. Encourage them to speak as if they mean what they are saying. Divide children into small groups and give each group some cuttings. Children exchange opinions, as in the Storyboard. Encourage them to use <i>Regarde!</i> (Look!) and <i>à mon avis</i> (in my opinion). Finish off with Activity 1 on the CD-ROM.</p> <p>SESSION 3</p> <p>Begin by showing a French TV schedule (either online or Form the TV page of a newspaper or magazine ). Try to ensure it contains some programme titles that children will recognise, e.g. <i>Les Simpson</i>. Use the schedule to revise days of the week, then focus on 24-hour clock times. Remind children that they already know one way to tell the time in French, e.g. <i>deux heures et demie/quart</i>, etc. Talk about the 24-hour clock in English: invite children to explain how to say times in English using this system, and point out that it is exactly the same in French, e.g. 14.30 is <i>quatorze heures trente</i>, 17.45 is <i>dix-sept heures quarante-cinq</i>, etc.</p> <p>If children would benefit from number practice before doing further work on the 24-hour clock, play games to practise numbers up to 60. Children play the domino game from Activity Sheet 22. Referring to the TV schedule, say some days / times ask children to find the programmes that are on at those times. Reverse roles: say some programmes and challenge children to tell you what day / time they are on. Children continue this in pairs. Still in pairs, children try to agree on a programme from the schedule that they'd both like to watch, e.g. A: <i>Regarde, à dix-sept heures, il y a ...!</i> B: <i>Non, à mon avis, c'est ennuyeux!</i> Provide a framework of key phrases on the board. Finish off with Activity 2 on the CD-ROM. Children could also list their ideal TV programmes for an evening's viewing, referring to times, programme titles and opinions. Later in the unit (e.g. Session 6), allow them to present their schedules to the class.</p>	<p><i>car as, since, because</i></p> <p><i>à mon/son avis in my/his/her opinion</i></p> <p><i>l'actualité (f.) the news (current affairs section of a magazine)</i></p> <p><i>la page télé the TV page</i></p>
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<p>the language being studied, including (where relevant) feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>SESSION 4</p> <p>Begin with Activity 3 on the CD-ROM, which provides a model to help children build more complex sentences using <i>car</i> (because). Point out <i>à son avis</i> and remind children of <i>à mon avis</i>. Once children have completed Activity 3, provide some sentence halves for them to link up using <i>car</i>, e.g. <i>Camille aime 'Les Simpson'/à son avis, c'est génial. J'aime la météo/à mon avis, c'est intéressant</i>. Challenge children to make up some sentences of their own. Children then carry out a survey on preferred TV programmes and favourite magazine features. Before they begin, help them to plan out a questionnaire on which to record everyone's answers. Afterwards, children transfer this information to a bar chart or pie chart, then comment on the survey results orally or in writing, e.g. <i>Sarah aime le sport car à son avis, c'est génial</i>.</p> <p>SESSION 5</p> <p>In this session, children work in groups to put on a TV broadcast. First, they think about the possible sections to their broadcast and what they might include, e.g. <i>la musique</i> – a countdown from 10 to 1 of favourite records; <i>la mode</i> could be a description of the latest fashion, the colours of the season, etc; <i>le sport</i> – (use numbers for score) or an interview with a sportsman asking name / age and then things like favourite food, etc. Make a list of helpful phrases as a class. Activity Sheet 23 also has a chart children can use. They rehearse and perform their broadcasts. You might want to do this as a celebration of their French learning and invite parents, or showcase to other classes in assembly. You might also video it like a real TV broadcast.</p> <p>SESSION 6</p> <p>Use this session to revise and assess what children have learnt in Unit 24. Complete the Challenge, and choose appropriate activities from the list that follows. Children play the game on Activity Sheet 24 to review what they have done across the course. Set a time for which children should speak (e.g. five seconds, longer as the game progresses.) If they don't speak for that amount of time, they go back to where they were. Play the Storyboard again, then let children have fun creating their version of it. Allow time for children to present their TV viewing schedules (see Session 3). As this is the end of Stage 4, ask children to recall their favourite parts of the Getting Started animations and Storyboards, and have another look at the 'highlights'.</p>	
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