

PPA Cover Ltd French Scheme of Work & Lesson Plan Examples

French Whole Year Overview

Autumn Term	
Unit 1: Moi (All about me)	Unit 2: Jeux et chansons (Songs and Games)

Spring Term	
Unit 3: On fait la fête (Celebrations)	Unit 4: Portraits (Portraits)

Summer Term	
Unit 5: Les Quatre Amis (The Four Friends)	Unit 6: ça pousse! (Growing Things)

Overview of Unit 1: Moi (All about me)

In this unit children learn to greet others, say how they are and introduce themselves. They begin to respond to and ask questions about name and age. They discuss linguistic diversity within their class. They understand that French is spoken in France and elsewhere. This is a suitable unit for introducing the teaching of French. It encourages children to listen attentively to new sounds and to start to make sound and spelling links. It reinforces opportunities for children to work cooperatively.

New language introduced in this unit	Links with other subjects
<ul style="list-style-type: none"> - Simple greetings - Making simple statements (about name and age) - Asking simple questions (about name and age) - Numbers 1-10 - S'appeller (Je m'appelle, tu t'appelles) - Possessive pronoun: ma/ mon 	<ul style="list-style-type: none"> - Primary framework for Literacy: Speak with clarity; listen to others in class, ask relevant questions and follow instructions; listen to a talk by an adult, remember some specific points; read high- and medium-frequency words independently and automatically (Year 2) - Primary framework for Mathematics: Represent data as a pictogram (Year 2) - Geography: Use of atlases; globes and maps at a range of scales; locate places - PSHCE: develop good relationships and respect differences between people; think about the lives of people living in other places, and people with different values and customs; appreciate that differences and similarities between people arise from a number of factors; listen to other people; play and work cooperatively.

Expectations at the end of this unit:

<i>Most children will:</i>	Understand about linguistic diversity in their class and that French is spoken in France as well as elsewhere; greet others with confidence and understand the differences in social conventions when people greet each other; reply to the questions Comment t'appelles tu? and Quel âge as-tu? ; present members of their family; understand and use numbers 1–10; begin to recognise and pronounce the sounds of French.
<i>Some children will not have made so much progress and will:</i>	Respond to simple questions with support from a spoken model or visual clue; recognise numbers 1–10; discriminate sounds and identify meaning when items are repeated several times
<i>Some children will have progressed further and will:</i>	Say and write short phrases from memory; have clear pronunciation; initiate conversations when working with partners; take part in speaking tasks of two or three exchanges; show understanding of a short written text containing familiar language.

Date:	Years 3 & 4, Unit 1: All about me	Resources: - Map of the world. - CD player - PPA Cover French CD 1
Duration: 45 mins – 1 hour	Lesson no: 1	
Lesson Objective: Introduce greetings in French.		
Learning Outcome: Children are able to exchange greetings.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Tell chn that we going to begin to learn French. Ask chn if anyone already knows a language.	Ask class where French is spoken. Show maps on IWB and identify France other Francophone countries. Tell chn that French is widely spoken across the world and is an official language of 29 countries, including Canada, Luxembourg, Switzerlnad, Belgium and countries in Africa and the Caribbean.	If appropriate, discuss topic using talk partners.	
Main Content	25-30 mins	Introduce greetings Bonjour! Salut! ça va? ça va bien. Et toi ? Au revoir	Tell chn we are going to learn how to meet someone for the first time today. Introduce Bonjour & Salut using different actions. Explain the difference in formality. Practise as a whole class, then asking individuals. Introduce ça va? and the response ça va bien Repeat with individuals. Explain if you'd like to ask in return you say Et toi ? Model this using a child. Practise all language to build up a conversation. Divide the class into 2 groups to practise each side of the conversation. *Mini plenary: Tell class they can extend their role play by saying Au revoir	Chn to practise the following conversation in pairs. Encourage use of actions to remind them. - Bonjour! - Bonjour! - ça va? - ça va bien. Et toi ? - ça va bien - Au revoir - Au revoir	
Plenary	10-15 mins	Learn a greetings song.	Play Salut (Track 1) Explain that the word is spelt out using the French alphabet and teach actions to go with the song.	Chn practise the Salut song with actions.	

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:
Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 3 & 4, Unit 1: All about me	Resources: - 2 different hats - Ball - Name cards of cartoon characters - CD player - PPA Cover French CD 1 - Timer
Duration: 45 mins – 1 hour	Lesson no: 2	
Lesson Objectives: Revise greetings and introduce ourselves in French.		
Learning Outcome: Children are able to exchange greetings and names in a conversation.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise greetings Bonjour! Salut! ça va? ça va bien. Et toi ? Au revoir	Revise all vocabulary learnt in the previous lesson, using actions, drilling and silly voices. Give 2 chn hats and ask them to repeat the conversation learnt last week. Encourage others in the class to help them if they forget.	Chn sing Salut song again with actions (Track 1)	
Main Content	25-30 mins	Introduce Je m'appelle... & Comment t'appelles tu? Use all known greetings in a conversation.	Explain today we're going to learn to introduce ourselves with Je m'appelle... which is the response to Comment t'appelles tu? Go around class asking Comment t'appelles tu? with chn replying Je m'appelle... Sit in a circle, roll a ball to different chn, asking their name, and then rolling the ball on to someone else. Tell class they are going to get new names of famous cartoon characters and hand out cards. Pass the ball around to music; when the music stops everybody must ask the person with the ball their name. Then, using a timer, challenge chn to ask as many people their new name in French in 2 minutes. Tell chn they are going to use this new language in their conversation. Ask chn to remind you of the order, and ask they tell you; make prompts on the WB for them to refer to.	Chn to hold conversation from last week, asking the cartoon character name of each person with talk partners. - Bonjour! - Bonjour! - ça va? - ça va bien. Et toi ? - ça va bien - Comment t'appelles tu ? - Je m'appelle... Comment t'appelles tu ? - Je m'appelle... - Au revoir - Au revoir	

Plenary	10-15 mins	Introduce alternative responses to ça va? ça va bien, ça va très bien, ça va mal, comme ci comme ça	Explain to chn that you can have different responses when someone asks you how you are. Introduce alternative responses with gestures. Ask chn to say the response when seeing your action.	Ask different chn ça va? rewarding those who use a new expression and gesture correctly. Ask them to practise asking other members of the class.	
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Name cards of cartoon characters

Bart Simpson	Mickey Mouse	Tom	Bugs Bunny	Batman	Charlie
Superman	Eeyore	Piglet	Donald Duck	Woody	Scooby Doo
Winnie the Pooh	Homer Simpson	Daffy Duck	Jerry	Tigger	Lola
Fred Flintstone	Popeye	Spiderman	Marge Simpson	Minnie Mouse	Spongebob Squarepants

Yogi Bear	Pink Panther	Buzz Lightyear	Cinderella	Prince Charming	Lisa Simpson
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Lesson Evaluation: What worked well? What did not work as well?	Assessment of children; behaviour techniques/rewards and sanctions used:
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Strategies for next lesson:

Date:	Years 3 & 4, Unit 1: All about me	Resources: - 2 hats - Name cards of cartoon characters - Individual WBs and pens - Ball - Flashcards 1-10
Duration: 45 mins – 1 hour	Lesson no: 3	
Lesson Objectives: Count to ten in French and ask someone their age		
Learning Outcome: Children can use numbers to tell people their age.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise conversation using Je m'appelle... & Comment t'appelles tu?	Revise the extended conversation learnt last lesson, with the whole class responding initially. Select 2 confident volunteers to wear hats and model the dialogue and repeat if necessary. Hand out new name cards to the chn.	Chn practise the dialogue with 3 different people, using their character names.	

Main Content	25-30 mins	<p>Introduce numbers to 10 un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Mathematical language plus (+) font (=) moins (-) multiplié par (x) divisé par (÷)</p>	<p>Introduce the numbers slowly using fingers, asking chn to listen and repeat with fingers. Do this a few times, altering the pitch and speaking style. Show chn actions for each number. Count in and out of sequence. Play show me, where you say a number and the chn show the correct no. of fingers. In a circle, roll a ball to someone who says the next number and rolls it on. Play silent counting; where you mouth a number and the chn guess which one.</p>	<p>Using individual WBs, play a series of show me games, where chn show the number said, then 1 more or less. *If time ask one child on each table to play teacher and continue the game for their group. Do some simple sums for chn to solve, rewarding the fastest.</p>	
Plenary	10-15 mins	<p>Asking about age Quel âge as-tu? J'ai... ans</p>	<p>Introduce language Quel âge as-tu? to ask people their age and the response J'ai... ans. Hand out flashcards for each person and ask chn to practise with a new age each time.</p>	<p>Chn repeat the dialogue for the final time, asking how the person is, their name and their age. Show to the rest of the class if time.</p>	

$$1 + 2 = 3$$

Un plus (+) deux font (=) trois

$$4 - 2 = 2$$

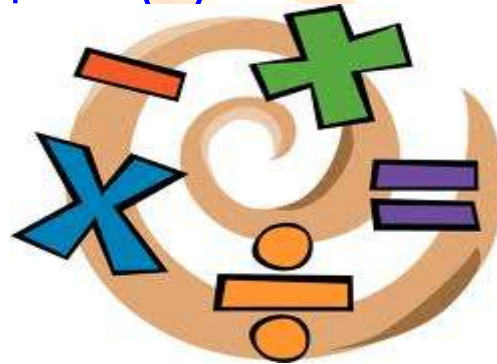
Quatre moins (-) deux font (=) deux

$$3 \times 2 = 6$$

Trois multiplié par(x) deux font (=) six

$$6 \div 2 = 3$$

Six divisé par (÷) deux font (=) trois



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Strategies for next lesson:

Date:	Years 3 & 4, Unit 1: All about me	Resources: - Numbers 1-10 flashcards - Greetings vocabulary - Numbers pelmanism (1 set per pair) - Numbers as words flashcards
Duration: 45 mins – 1 hour	Lesson no: 4	
Lesson Objective: Identify phonic patterns using language learnt so far.		
Learning Outcome: Chn are able to identify the rules of eg j /zh/ & t is silent (salut)		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise numbers 1-10	Revise numbers learnt last lesson by asking chn to say or do action for each number when shown the flashcards, firstly in, then out of sequence.	Ask chn 1 more & less than different numbers and reward the fastest answer.	
Main Content	25-30 mins	Identify phonic patterns using language learnt so far. eg j /zh/ t is silent (salut)	Show class the written version form of greetings learnt so far. Ask class what they notice about the differences between how it's written and how it sounds. Explain that every language has its own phonics and make a list of pronunciation rules (eg. j is pronounced /zh/ bonjour, je)	Consolidate numbers vocabulary through a series of games eg draw digits on board and class count silently but call out the missing digit. Play noughts and crosses using numbers, dividing the class into 2 teams.	
Plenary	10-15 mins	Identify phonic patterns in number vocabulary.	Show chn the written form of the numbers and ask them to identify the pronunciation rules from that language.	Chn play numbers pelmanism in pairs, matching the word and number to make a pair.	

Greetings vocabulary

Bonjour!

Salut!

Ça va?

Ça va bien. Et toi ?

Comment t'appelles tu?

Je m'appelle...

Comme ci comme ça

Quel âge as-tu?

J'ai... ans

Au revoir



Numbers Pelmanism

1	un	6	six
2	deux	7	sept
3	trois	8	huit

4	quatre	9	neuf
5	cinq	10	dix

Numbers noughts and crosses board

3	1	10
7	2	5
9	8	4

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