

Year 4 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Revision of colours from Y3 Parts of the body: Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles Adjectives: Grand, petit, gros, long, pointu	<ul style="list-style-type: none"> • Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately
Lesson 2	Parts of the body: La jambe, le pied, le ventre, la main, le bras (l'épaule and le genou introduced for receptive use through song) Asking for French translation: Comment dit-on... en français? Revision of adjectives	<ul style="list-style-type: none"> • Understand that all nouns have a gender • Ask how to say something in French • Listen for a key sound as it occurs in a rhyme
Lesson 3	Revision of asking for French translation Comment dit-on... en français?	<ul style="list-style-type: none"> • Appreciate similarities between English and French nursery rhymes • Recite a nursery rhyme • Follow a text as it is read aloud
Lesson 4	Zoo animals: Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin Some letters of the alphabet Introduction of vowels	<ul style="list-style-type: none"> • Follow a story using visual clues • Recognise some letters of the alphabet • Listen for sounds, rhyme and rhythm
Lesson 5	Verb – être (to be): Il est (He is) Elle est (She is) Quantifiers: Assez, très Adjectives: Grand, petit, gentil, rigolo, féroce	<ul style="list-style-type: none"> • Say 6 vowel sounds in French • Write simple words and phrases following a model • Read words aloud with accurate pronunciation
Lesson 6	Christmas theme Revision of parts of the body Phrases and vocabulary for work on snowman theme: Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige Phrases for playing a game: À toi, à moi, le dé	<ul style="list-style-type: none"> • Participate in a short drama • Play a game, communicating in French

Lessons	Content	Key skills and activities
Lesson 7	Christmas theme Two expressions: Oh là là, j'aime ça	<ul style="list-style-type: none"> • Join in singing a French song • Write individual words or short sentences in French
Lesson 8	Receptive vocabulary only from song – Meunier tu dors Le moulin, vite, le meunier, fort, le lapin, le poulet, le châton	<ul style="list-style-type: none"> • Recite a short poem from memory • Identify rhyming words in short texts • Letter string –in
Lesson 9	Members of the family: Le père, la mère, le frère, la soeur, le grand-père, la grand-mère, Possessive adjectives: Mon, ma	<ul style="list-style-type: none"> • Present a short role play introducing family members • Ask and answer questions
Lesson 10	Ask and answer questions about family members	<ul style="list-style-type: none"> • Ask and answer questions • Recognise rhyming words and understand that the final consonant is rarely pronounced • Use mental associations to help remember words
Lesson 11	Vocabulary for story: Le radis géant La petite fille, tirer, tomber Pets: Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau	<ul style="list-style-type: none"> • Follow a French story and join in reading • Recognise nouns and verbs in French • Compare traditional stories
Lesson 12	Revision of pets vocabulary Verb – avoir (to have): J'ai – I have Je n'ai pas de – I haven't Connectives: Et, aussi	<ul style="list-style-type: none"> • Understand simple rules for converting singular to plural • Present a rhyme • Know about pets that are popular in France
Lesson 13	No new core vocabulary	<ul style="list-style-type: none"> • Follow a text as it is read aloud • Write simple sentences • Read some words with accurate pronunciation

Lessons	Content	Key skills and activities
Lesson 14	Easter theme Quantifier: assez	<ul style="list-style-type: none"> • Know about some Easter traditions • Identify specific items of vocabulary in a longer text
Lesson 15	No new core vocabulary Dictionary skills Playground song and activity	<ul style="list-style-type: none"> • Recognise word classes: nouns, verbs, adjectives • Sort words into dictionary order • Become familiar with layout of dictionary • Play a traditional game and sing song
Lesson 16	Hobbies: Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc	<ul style="list-style-type: none"> • Listen for sounds • Identify strategies for learning vocabulary • Write some words from memory
Lesson 17	Revision of hobbies Opinions phrases: J'adore, j'aime, je n'aime pas	<ul style="list-style-type: none"> • Read and understand a paragraph with familiar vocabulary and structures • Recognise positive and negative statements in English and French • Memorise and present two sentences or more
Lesson 18	Tu aimes...? Numbers 12-31	<ul style="list-style-type: none"> • Conduct a short interview in French, asking and answering questions • Listen for a specific sound in a song
Lesson 19	Revision of leisure activities and opinions phrases	<ul style="list-style-type: none"> • Conduct a survey in French • Know the names of some major airports and ports in France • Learn how to play a popular French game
Lesson 20	Two weather expressions: Il fait froid, il fait chaud Quantifiers: Très, un peu Clothes items for packing a suitcase: Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt	<ul style="list-style-type: none"> • Understand different possibilities for travelling abroad • Pack an imaginary suitcase for a holiday, writing individual words

Links with The Languages Ladder and Asset Languages

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

Language purposes and functions:

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

Vocabulary topic areas:

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

Resources

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

- For lesson 4, you will need: Maman! Mario Ramos
Lutin Poche de L'Ecole des Loisirs (ISBN 2 211 060 617)
Young European bookstore Tel: 0207 836 6667
- For Christmas activities, you will need: Joyeux Noël (Activity book and CD) – Christmas stories, songs and activities in French
La Jolie Ronde Ltd Tel: 01949 839715 www.lajolieronde.co.uk
- For lesson 15, you will need: the Collins First Time French dictionary
Collins Publishers Tel: 0208 7417070 www.collins.co.uk (ISBN 0-00-719650-4)

Further recommended resources but not essential:

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

Ilsa Rowe and Ian Killberry

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

Key to all the symbols



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



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



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



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



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

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

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

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

Lesson One, Year 4

3 × 15 minutes; 1 × 25 minutes

Learning Outcomes

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

Framework Objectives

Oracy

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

Literacy

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

Core Vocabulary

(Revision of colours from Y3:

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



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

grand	big
petit	small
gros	fat
long	long
pointu	pointed

Resources



- Flashcards of colours
- OHT with words of song
- Sentences from text: **Le monstre** cut up on card
- Le monstre on powerpoint
- Flashcards of parts of the body
- Flashcards of parts of **Le monstre**
- Linking adjectives pictures
- Linking adjectives text cards – e.g. **un long nez**
- Text cards – parts of the body
- Adjectives text cards



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

- Cuddly toys



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



Knowledge about language

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

Language and Learning Strategies

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

Part I: 15 minutes

Teaching Sequence

Pupil Activity

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

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



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

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



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

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



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

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

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



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

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



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

Children listen to the story and study the pictures.

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

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

**NOTES:**

Part 3: 25 minutes

Teaching Sequence

Pupil Activity

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

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



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



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

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

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

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

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

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



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

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

NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



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



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

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

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

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

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

Lesson Eight, Year 4

4 x 15 minutes

Learning Outcomes

- Recite a short poem from memory
- Learn a French nursery rhyme
- Identify rhyming words in short texts
- Know how to pronounce the letter string **-in**

Framework Objectives

Oracy

- 4.1: Memorise and present a short spoken text
- 4.2: Listen for specific words and phrases
- 4.3: Listen for sounds, rhyme and rhythm

Literacy

- L4.2: Follow a short familiar text, listening and reading at the same time

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Core Vocabulary

Receptive vocabulary only in this lesson:

le moulin	the mill
vite	quickly
le meunier	the miller
fort	strong
le lapin	the rabbit
le poussin	the chick
le châton	the kitten

Resources



- OHT of 'Meunier, tu dors'
- OHT of 'Où est le poussin?'
- A4 word cards – **son, ton, mon, dans**
- Lines of 'Où est le poussin?' cut up on card for pairwork sequencing activity

- Mini whiteboards
- Cuddly toys for animals and bag



- Chante en français I, Track 26, song: **Meunier tu dors** and Track 27, poem: **Où est le poussin?**



- Song: **Meunier tu dors**



Knowledge about language

- Recognise that texts in different languages will often have the same conventions of style and layout
- Apply phonic knowledge of the foreign language to support reading and writing

Language and learning strategies

- Use context and previous knowledge to determine meaning and pronunciation
- Read and memorise words

Part 1: 15 minutes

Teaching Sequence

Pupil Activity

This lesson gives children the opportunity to enjoy singing and chanting authentic French nursery rhymes. The focus here is not on learning topic vocabulary, but on developing awareness of rhyme and rhythm and noticing peculiarities of the sound/spelling link in French.



Begin the session by playing the song: '**Meunier, tu dors**' from Chante en français 1, Track 26. Play the song through twice. On the second hearing, show the words of the song on OHT.



At the end ask the children what they notice about the pace of the song. Some will notice that the second half is sung more quickly. Explain to the children what the song is about so that they understand the change in pace.

Focus children's attention on the word '**moulin**'. Ask for a volunteer to attempt to pronounce the word. Underline the **-in** sound at the end of the word and highlight how this sounds in French. Show some other French words with the same sound: **vin, lapin, magasin**. This is a fairly new sound to them so allow some time for them to practise it.

Ask the children if they can find two rhyming words in the song. Explain that the endings may not be spelt the same. When children identify **dors** and **fort**, remind them that the last consonant is rarely pronounced in French hence the rhyme.

Play the song through and provide actions for each part: miller asleep, sails turning too quickly and too strongly etc. Then sing the song altogether.

Children listen to a new song. They study the words of the song on OHT and have some idea of the overall meaning of it.

Children focus on the letter string **-in** and learn how to pronounce it. They practise making the new sound.

Children scan the text for rhyming words. Some will be able to identify the two words that rhyme.

Children participate in singing using actions to convey meaning.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Begin this session by giving children the opportunity to sing '**Meunier, tu dors**' once again. Remind them of the pronunciation of letter string **-in**. To add interest and enjoyment ask children to either stand or do another action on hearing the word **moulin**. As the pace quickens, children will enjoy the challenge.

Children listen again to the song, join in singing and perform a physical action as they hear a key word.



Next show the words of the song on OHT with several words covered over. Give the children a minute to work out which words are missing as they study the text. Encourage accurate pronunciation as they offer answers.

Children read the text and try to identify the missing words from their knowledge of the song. This activity will encourage them to recite the song in their heads as they try to recall the missing words.

The children now work in pairs. Give each a whiteboard and pen. Play the song again and pause it suddenly. The children must compete to be the first to write the next word of the song correctly on the whiteboards. They hold the boards in the air as they finish the word. You may decide that they need to have the written word on OHT to refer to during this activity.

Children listen to the song and either follow the text on display, or attempt to write the words from memory.

End this session by allowing time to sing the song through altogether.


NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Find cuddly toys representing the animals in the list under core vocabulary and place them in a bag. Then play '**Qu'est-ce qu'il y a dans le sac?**' with the children.

Slowly pull out one toy at a time and give the French – '**C'est un lapin!**' The toy can be passed around the room with children stating: '**C'est un lapin!**' as they take hold of it. You could then encourage them to ask the question: '**Qu'est-ce que c'est?**' to the next person before they answer in turn: '**C'est un lapin!**' Try to encourage children to lift their voice as they ask the question: '**Qu'est-ce que c'est?**', thereby imitating French intonation.

Before moving on to practise the names of the other animals in the sack, ask if anyone would like to have a go at spelling '**lapin**'. See if any children are able to make the **-in** letter string connection. Then practise the other vocab items in turn.



Next play Chante en français 1, Track 27, **Où est le poussin?** The children simply listen first time through. Ask the children what they notice about the text. Some may notice that it rhymes. Give the children an action they must perform as they hear the words for rabbit and for kitten as they hear it again. They will need prompting. Then add on actions for chick and for mouse and play the poem again.

Children anticipate what will come out of the bag. They join in asking and answering the question: '**Qu'est-ce que c'est?**' and this gives them practice in using a complex question form.

Some children may want to attempt the spelling. This challenge once again focuses the children's attention on the letter string **-in**.

Children listen to the text and perform an action as they hear key words. At this stage they do not have access to the written word and are using their listening skills and teacher prompts to perform the actions.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Stick four words on the walls of the classroom - **dans, mon, ton, son** – and invite ten volunteers to participate in the next activity. As you say the word in French, the children must identify which word you are saying and stand under the corresponding card. The rest of the class can then volunteer their opinion as to which word you have just said. This activity allows active involvement and highlights how similar some words sound in French. Spend a minute chorusing the words at the end to allow children to practise making the sounds.

Children listen carefully to the differences in pronunciation of the four words taken from the poem.



Show the text for '**Où est le poussin?**'. Read it through with actions or use the CD. Children follow the text as they hear it. To check if they are able to do this, and to add challenge for them, stop the CD occasionally to see if they can provide the next word.

Children follow the text as they hear it.



Children work in pairs. Give them a set of cards with lines from the poem. Remove the text from the OHP and play the CD again. As children listen to the poem, they should try to put the phrases into the correct order. Play through two or three times to give them time to do this. Then show them the text again so that they can check their work.

Children work in pairs to sequence the phrases from the text. They use their listening skills and match the sounds to the written word.

Finally, chorus the poem together with actions.

Children enjoy chorusing the poem and appreciate the rhythm of the text.