



# Teaching French in Primary

## Scheme of work

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### Introduction

A teacher scheme of work has been written and delivered by Wendell Park Primary School in Hammersmith & Fulham.

### Outline of project

To provide a language course at primary level which focuses principally on the skills of speaking and listening, and later introduces the skills of reading and writing. The course works at its best when used holistically to incorporate learning on intercultural issues such as the geography and culture of the country where the target language is spoken. At primary level, other curricular subjects such as PE, numeracy and music can be taught in the target language. The target language in this scheme of work is French but the activities can easily be adapted with other languages.

### How can this programme support teachers in identifying gifted and talented pupils in language?

It isn't easy to teach a MFL to a group of primary students who are probably just coming to terms with the English language.

This scheme of work has been written for teaching a mixed ability group of pupils and with support and extension activities built in for the more able language pupil. It follows the principle that pupils with an ability in additional languages will be identified and therefore additional provision to support this ability will be provided as follow-up.

The aim of this programme is to provide pupils with an introductory programme to a new language. The pupils are assessed initially and at about half-way through again. The criteria for assessing their language ability is based on the Language Ladder criteria ([insert link here](#)).



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## Identification

When identifying the pupils, teachers may wish to consider that pupils who demonstrate an ability in languages tend to:

1. have a strong desire to put language together by themselves, show creativity and imagination when using language and have a natural feel for languages
2. pick up new language and structures quickly
3. make connections and classify words and structures to help them learn more efficiently
4. seek solutions and ask further questions
5. have an insight into their own learning style and preference
6. show an intense interest in the cultural features of the language being studied.

<http://www.nc.uk.net/gt/languages/index.htm>

Additionally, pupils who speak another language already may also demonstrate a higher ability with MFL.

## Getting started

There are 15 units. Each unit sets out the objectives of each session and the format of the lesson. There are extension activities and ideas for homework in each unit and also resources for you to use in your lessons.

Before you start you should carry out an audit of the ability of the pupils in MFL. You should also send out a questionnaire for parents. There is a questionnaire for teachers to complete.

Each lesson has suggested resources and also PowerPoint presentations that offer ideas to support the teaching of the units. The PowerPoint's are not the lesson and should be used to support your teaching. They can be used a visual stimulus to start the lesson or during the plenary session to support the assessment of the pupils.

## NC links and key areas of learning for the Primary Strategy

### Builds on the Primary Strategy - key aspects of learning

Reasoning; evaluating; creativity; enquiry; problem solving; information processing; self awareness; empathy; motivation; managing feelings; social skills

### National Curriculum

Non-Statutory guidelines of the National Curriculum for MFL

[http://www.nc.uk.net/nc\\_resources/html/MFL\\_k2.shtml](http://www.nc.uk.net/nc_resources/html/MFL_k2.shtml)

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## Prior learning expectations

Some pupils will have experience of an additional language including home languages. Some pupils will have no experience of other languages apart from their own mother tongue.

The lessons are delivered to a whole class and pupils who display ability with an additional language will be identified.

## Skills and knowledge to be taught and assessment strategies

Basic understanding and using a foreign language

Includes:

- ◆ listening and responding
- ◆ speaking
- ◆ reading and responding
- ◆ writing.

## Resources

- ◆ National Centre for Languages <http://www.languages-ict.org.uk/>
- ◆ [www.mdlsoft.co.uk/soccer.exe](http://www.mdlsoft.co.uk/soccer.exe) - a sample football game based on daily activities in French that have to be recognised against the clock
- ◆ <http://www.linguascope.com/francais/demo/default.htm>
- ◆ Learn French with the BBC <http://www.bbc.co.uk/languages/french/lj/taxi/index.shtml>

## Links of games

- ◆ <http://www.kidshub.org/kids/french.cfm>
- ◆ <http://www.transparent.com/games/>
- ◆ <http://www.syvum.com/squizzes/french/>
- ◆ <http://www.learn-french-language-software.com/games/wordseek/>
- ◆ <http://www.abroadlanguages.com/al/la/general.asp>
- ◆ <http://www.freetranslation.com/>

## Useful site

- ◆ <http://www.freetranslation.com/>

# Teaching French in Primary Scheme of work

## Unit 1: Awareness of language

### Learning objective

To understand why we are learning a language.

### Introduction

Start with a question - What languages do we already know?

Brainstorm known languages and write them on whiteboard. Count how many languages we know between us and celebrate this. Display map of world (visual) and point out different countries.

### Main activities

Speak in Gobbledigook and ask how they feel about not understanding you. Ask if anyone came to England without knowing any English. How do children feel when they go abroad and hear a language they don't understand? If possible refer to own experiences during a holiday.

Do all languages have the same alphabet? Does anyone know a different alphabet?

### Activity

In pairs discuss how we can benefit from learning a different language. Feedback and draw out the positive issues (e.g. communication, confidence for transition to secondary, being able to understand when we go abroad, learning about a different culture/food/music, etc.)

Play tape of greetings in different languages ("*Bonjour je m'appelle Madame Gubbay*" etc.) and ask the children to try to recognise the language. What language are we going to learn? Where is French spoken? What does the flag look like?

### Follow-up activities and further learning

#### Homework

Find out how many countries in the world speak French other than France. KS1: draw the French flag.

#### Extension Activity

Using the atlas or the internet as a source, work out what the percentage of the world speaks French as their first language. What are the three most spoken languages in the world?

### Resources

- ◆ Map of world
- ◆ Flag of France
- ◆ Blue tack
- ◆ Tape recorder and tape of greetings in different languages.

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## Unit 2: Meeting and greeting

### Learning objective

Know how to meet and greet / understand basic instructions.

### Introduction

Start with a visual of French flag on wall. What is it? How do we know what this is? Children show related homework they have done (from Unit 1). Introduce yourself in French. *Bonjour, je m'appelle Madame (insert name)*. Model Q & A, then ask individually *Bonjour, comment t'appelle tu?* Stick sticker on them – *Je m'appelle xxxx* when they say it correctly.

### Main activities

Role-play conversation; 2 children bump into each other in the street and introduce themselves: *"Bonjour, je m'appelle xxxx. Comment t'appelle tu? Je m'appelle xxxx"*  
Extend; *Ca va? Très bien / mal / comme ci comme ça. Au revoir !"*  
Children role play meeting and greeting in pairs.

Teacher introduces basic instructions. *Levez-vous, Asseyez-vous, Levez la main, Ecoutez, Repetez, Silence*, - use visuals and ask children to do actions. Teacher gives instructions and children repeat. Alternate with voices (i.e., whisper, shout, sing = then obey. Repeat till children are confident).

### Plenary

Play the game 'Jacques Dit' (Simon says?)

### Follow-up activities and further learning

#### Homework

At playtime, practise having a basic conversation in French Cross-curricular; instructions and *Jacques Dit* can be practised in PE lessons.

#### Extension activity

Use more able child to act as Jacques. Give instructions to the rest of the class. Use '*s'il vous plait*' as part of the instruction. If this is not used then the children receiving the instructions do not have to obey. Demonstrate and model how this is done with more able child.

### Resources

- ♦ French flag
- ♦ Stickers (*je m'appelle*)
- ♦ Flashcards of instructions
- ♦ Labels of instructions – PowerPoint 1.

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## Unit 3: Receiving and giving instructions

### Learning objective

Practise giving/receiving instructions. Say '*J'habite à ...*'

### Introduction

Review, repeat and extend our 'street conversation', adding *Où habites-tu?* Children practise in front of class/in pairs. Using flashcards, hold up each card and say word clearly (stick on board/wall). *Repetez* – students repeat. Repeat in variety of voices - whisper/shout/sing, etc.

Teacher acts as role model but also get it wrong deliberately. Teacher points to answer and looks for confirmation *Oui? No?* (*Oui* = thumbs up. *No* = thumbs down). Teacher says word. Child comes out and points to card.

### Main activities

Hand out cards to children. Teacher says instructions. Child sticks French label on board. Teacher says instructions in French together with hand movements (e.g. hand on lips for '*silence*') and children obey them (whole group). Teacher hands out worksheet with pictures/symbols of instructions and children match words to pictures.

### Plenary

*Jacques Dit* (Simon Says). Use these instructions throughout French lessons.

### Follow-up activities and further learning

#### Homework

Make instructions signs for possible display in class.

#### Extension activity

'*S'il vous-plait*' Jacques game.

### Resources

- ◆ Flashcards of instructions
- ◆ Labels of instructions - PowerPoint 1
- ◆ Individual whiteboards.

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## Unit 4: Counting the days

### Learning objective

To learn the numbers from 0 – 12 and learn days and dates.

### Introduction

Teacher chants numbers 1 – 12 accompanied by actions (crouching tiny for 0 and stretching high for 12). Children repeat (x3). Then repeat in different voices/ways (tired, angry, excited, etc.) Teacher holds up cards in random order and children shout out numbers in French. Teacher says numbers names in French and children write them in figures on individual whiteboards, or hold up on fingers/number fans/cards.

### Main activities

Say even/odd numbers or do different actions when they hear even/odd numbers. Play Lotto (6/9 squares) in mixed ability pairs. One Lotto card per pair. The winners receive a prize. Give each child a number (2 children can be no. 1, 2 can be no. 2, etc) and they stand up when they hear the number in French. Half-conceal number card behind board and children say what they are in French.

### Plenary

Chant numbers backwards (12 – 0), with actions. Omit numbers in chanting and ask class to identify missing numbers.

### Follow-up activities and further learning

#### Homework

To learn numbers 1 - 12 off by heart. Next lesson we are going to learn to say how old we are.

#### Extension activity

Teach children how to say birthdays and the date by additional teaching of no's 12 – 31, days of week and months of year (at register time). Activity: Sums in French.

### Resources

- ◆ Number flash cards
- ◆ Number fans
- ◆ Individual whiteboards
- ◆ Bingo cards (laminated) and dry-wipe pens
- ◆ Prize for Lotto winner
- ◆ Display of days of week and months of year.

<http://www.kidshub.org/kids/french.cfm>

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## Unit 5: Just how old are you anyway?

### Learning objective

To ask and answer questions about our age.

### Introduction

Recap on numbers. Chanting with actions. Who can remember one number/two/seven, etc? Teacher shows pictures of when he/she was a child and say *je m'appelle xxxx, j'ai sept ans...* (hold up 7 fingers). Group repetition of question *Quelle âge as-tu?* and answer *j'ai ... ans.* Teacher asks everyone in class *Quelle âge as-tu?* Students answer individually.

### Main activities

Show pics of Simpsons/well-known children/hand puppets (0-12) and attach ages (0-12). Then ask '*Qui a 12 ans?*' '*Qui a 8 ans?*' etc.

Memory game: teacher takes away the attached ages and asks children to remember their ages: *Quel âge a Harry Potter, Tweenies, Bart Simpson?* etc. Game of Lotto or mental arithmetic.

### Plenary

Practise and extend 'street conversation', adding '*Quelle âge as-tu? J'ai ... ans.*'

### Follow-up activities and further learning

The conversation should be getting steadily longer. You may wish to tape it and play back to children so that they can correct accents, vocab, etc.

### Homework

Children find a picture of themselves or favourite friend/person and annotate with French words – this is to bring into class for next lesson.

### Extension activity

Annotate picture of their favourite television character – use a variety of adjectives.

### Resources

- ♦ Photos of teacher as a child
- ♦ Hand puppets/flash cards of famous children
- ♦ Lotto cards
- ♦ Tape recorder and blank tape.

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## Unit 6: What and where?

### PowerPoint 6 - Objects en classe primary

#### Learning objective

To extend vocabulary – names of places and classroom objects.

#### Introduction

Practise our street conversations, recording chosen pairs of children and improving each time. Focus on *J'habite*. Teacher models *J'habite à Londres, en Angleterre. J'habite à Paris, en France*. Children copy.

#### Main activities

##### ID cards

Teacher explains that in France everyone has identity cards which are used in the same way as passports. Demonstrates how to make their own make identity cards with sub-headings: *nom, âge, adresse* by filling in own enlarged ID card.

Children fill in the ID cards with relevant information about themselves; *Je m'appelle ... J'ai .... ans. J'habite à Londres en Angleterre*. Each ID card can feature a photo or a self-portrait of the child. Teacher talks about herself in French and children translate *Je m'appelle ..., J'ai .... ans, J'habite...* Children verbally describe themselves using these three sentences.

##### Objects

Teacher presents vocab for classroom objects (*le stylo, le crayon, la gomme, le livre, la règle, le sac*), explaining about gender of words (colour-coded labels could be blue for masculine and red for feminine). Same technique used as for presenting numbers and instructions (see Units 3 & 4).

##### Memory game

Items on tray. Take one away, which one?

##### Plenary

'I Spy'; *je pense à un objet qui commence par S...*

Combine with numbers; *Combien de règles? Combien de crayons?*

##### Follow-up activities and further learning

The conversation should be getting steadily longer. You may wish to tape it and play back to children so that they can correct accents, vocab, etc.

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## Homework

Complete ID cards and put photo/draw picture in if they have not done so already. Display in classroom.

## Extension activity

Show numerous ID cards based on children's TV characters and ask children to use French words to describe the character.

## Resources

- ◆ Templates for identity cards
- ◆ Teachers own larger identity card – demo
- ◆ Camera to take pics of all pupils
- ◆ Classroom objects
- ◆ Tray.

# Teaching French in Primary Scheme of work

## Unit 7: Who is in your family?

### Learning objective

To be able to use avoir + family member (*j'ai un frere*, etc).

### Introduction

Teacher presents *La Famille Simpson: Homer le père, Madge la mère, Bart le frère, Lisa la soeur*, etc. using a large colour picture of the family and word labels. Students repeat words in target language several times, using different voices for each character. Then repeat again using *Je m'appelle ...*

### Main activities

Teacher asks *C'est qui la mère? Homer?*

Students say correct name of family member. Teacher gives choice, e.g. *Homer, c'est le père ou la mère?* Children reply in target language.

Teacher asks *C'est qui, Homer?*

Students produce family member in target language, using *le* or *la* as appropriate. Teacher hands out word labels *le père, la mere*, etc. to different children and invites them to match them with the correct people.

### Timed game

Teacher jumbles labels and sticks them by the picture. Selected child sees how quickly he/she can match labels to people. Teacher times on watch.

Teacher talks about self: *Il y a 4 personnes dans ma famille; j'ai un père, une mere et, une petite soeur*. Ask children about families: *Tu as des frères ou des soeurs?* Elicits *J'ai ...*

Extension: Children describe their own families and vocabulary extended beyond the members of the Simpsons family to include *grandmere, grandpere, tante*, etc.

### Plenary

Sing *Frère Jacques* (in rounds if possible!)

### Follow-up activities and further learning

#### Homework

Draw and label the members of your family. Stick in photos if possible. KS2: write a sentence about your family beginning with *J'ai ...*

#### Extension activity

How many sentences can they write describing their family?

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## Resources

- ◆ Colour pic of Simpson family
- ◆ Large flashcards of Simpson family members
- ◆ Labels of family names
- ◆ Blue tack
- ◆ Cassette of *Frère Jacques*.

# Teaching French in Primary Scheme of work

## Unit 8: Colourful weather

### Learning objective

To recognise and say colours. To describe the weather.

### Introduction

Teacher presents colours using numbered flashcard. Repeat colours and children copy using different voices and in different ways. Teacher says the colour and children say the number of the flashcard in target language. Give choice: *c'est blanc ou bleu?* Teacher says the number in target language and children say the colour name in French.

### Main activities

#### Memory game

Teacher or selected child takes one colour away; *quel couleur manque?* Then the child takes 2 away, etc.

#### Focused work

Children are given a picture with colour names on it and use appropriate colours to fill in the picture.

#### Objects

Teacher points to known classroom objects (e.g. *le stylo, la gomme*) and asks '*C'est quel couleur?*'. Children produce target language: *le stylo est bleu*.

#### Weather

Teacher presents weather phrases: *Il fait beau, Il fait froid, Il pleut, Il fait gris*. Use weather chart, weather symbols on whiteboard, objects such as sunglasses, umbrella, wellies, cardboard TV, flashcards, weather wheels, etc. Teacher asks *que temps fait-il?* and elicits key phrases.

Extension: *Que temps fait-il a Paris/Rome/Londres?* (use maps). Add *Il neige, il gèle, il fait du brouillard*.

### Follow-up activities and further learning

Children produce a weather report in target language. Can be recorded or produced on OHP, etc.

#### Homework (KS2)

Make own weather wheel in target language (need an example of this). Cross-curricular; weather knowledge can be used in geography lesson, when talking about different parts of the world.

#### Extension activity

Monitor the weather over a week and adapt the weather chart accordingly.

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## Resources

- ◆ Numbered colour flashcards
- ◆ Coloured pencils
- ◆ Pictures featuring colour names
- ◆ Classroom objects
- ◆ Umbrella, sunglasses, etc.
- ◆ Weather symbols
- ◆ Cardboard TV
- ◆ Templates for weather wheels
- ◆ Maps
- ◆ OHP
- ◆ Video recorder
- ◆ PowerPoint 8a & 8b.

# Teaching French in Primary Scheme of work

## Unit 9: Animal instinct

### Learning objective

To be able to answer the question *tu as un animal?*

### Introduction

Teacher presents new vocabulary using large coloured flashcards: *un lapin, un chat, un perroquet, un chien, un serpent, un poisson, une grenouille, une araignee, une tortue, je n'ai pas d'animal*. Colour-coded labels could be blue for masculine and red for feminine. Same delivery technique used as for presenting numbers and instructions (see units 3 & 4) i.e. repetition in different voices. Which one's missing? Timed activity of matching labels to animals, etc. Teacher gives choice using *J'ai: J'ai un chien, oui ou non?* - thumbs up/down. Teacher gives either/or option "*J'ai un chien ou un serpent?*"

### Main activities

Distribute word cards. Children come and match the words to the animal (timed). Ask rest of class if it is right. Teacher distributes picture cards and word cards. Children find their partner and they stand in pairs (pic and word) at front. Others check if they are right. Teacher puts pictures back on board and asks 'Who can name 2 animals?', '5 animals?', 'All 10?' etc. Teacher then asks questions 'for real': '*Tu as un animal?*' and children answer using *J'ai ...*

### Follow-up activities and further learning

#### Homework

Complete wordsearch puzzle. Look up 5 new animals for next lesson and write a sentence and draw a picture of your animal (introduce *animal domestique* – pet).

Related activities: animal crosswords, add question *Tu as un animal?* to our street conversation (ongoing). Puzzles matching words to pictures.

#### Extension

Find some other animals and create own animal puzzle.

### Resources

- ♦ Animal flashcards
- ♦ Word labels
- ♦ Blue tack
- ♦ Animal word search
- ♦ Number flashcards.

# Teaching French in Primary Scheme of work

## Mid-review

To be used with the language portfolios to evaluate pupil learning

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### Learning objective

Celebrate and consolidate what's been learnt this year.

### Introduction

Sing favourite French songs. Record children's voices and play back.

### Main activities

Teacher distributes language portfolios and children colour in the areas which they have learnt. Demonstrate our (now very long) role-play conversation; 2 children bump into each other in the street and converse: *Bonjour, je m'appelle xxxx, et toi? Ca va? Très bien merci et toi ? Quel âge as-tu? Où habites-tu? Tu as des frères ou des soeurs? Quel est ton couleur préféré? Quel est ton animal préféré ?* etc. Record and play back.

Have a French feast and try and name the foods/colours we are eating; le pain brun, le fromage jaune, les petits pois verts, etc.

### Plenary

Teacher distributes short questionnaires reviewing the course, e.g. Have you enjoyed it? What was your favourite/least favourite part? etc. Or asks questions verbally and records answers (KS1).

### Follow-up activities and further learning

Related activities; games and crosswords, assemblies in French or about France, participate in International Day/Week, ICT work, including e-mail contact with French school, etc.

### Resources

- ◆ CD of French songs
- ◆ Language Portfolios.

# Teaching French in Primary Scheme of work

## Unit 10: Count on

### Learning objective

To be able to count to 60 and tell the time.

### Introduction

The numbers are displayed in columns with the number chart. We chant the numbers we already know: 1-31 (*la date*) and the teacher models chanting up to 60, with children repeating. We practise counting forwards and backwards, using a number line, or count, raising hands (as in a 'Mexican wave'). Teacher calls out number and children point to it, write it on individual white boards, or show on number fans.

### Main activities

- ◆ Play 'Lotto' (Bingo), with random numbers up to 60
- ◆ Maths exercises at the children's level (e.g. addition and subtraction, counting in twos, fives, etc.) This can be extended for G&T pupils
- ◆ Revisit age, showing pictures of people up to the age of 60.

### Activity

Teacher uses a large clock face to model question *Quelle heure est-il?* and answer *Il est...*

Children repeat and answer in chorus and individually. Showing a picture of the sun or the moon can reinforce *midi* and *minuit*.

### Vrai/Faux game

- ◆ Teacher says time and shows on clock and pupils tell her if it's true or false. Alternatively, teacher says time and children only repeat if it is *vrai*
- ◆ Teacher dictates time and children come and set the clock correctly or depict time on individual whiteboards
- ◆ Pupils take turns to be 'teachers', setting the clock and asking the question *Quelle heure est-il?* The other pupils respond.

### Follow-up activities and further learning

#### Homework

Keep a weekly diary and insert in time – write out in French.

#### Extension

Teach the meaning of different times of day, e.g. *le matin, l'après-midi, le soir, la nuit*. Teacher can show pictures of different daily activities (getting up, going to school, having lunch or evening meal, sleeping, etc.) and children tell her what time of day this is, e.g. *Il est neuf heures du matin, il est sept heures du soir*.

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Cross-curricular opportunity for PE: play French version of 'What's the time Mr Wolf?' and count in French the number of skips/jumps/hops children can do.

## Resources

Provided:

- ◆ 100 number grid
- ◆ Number cards.

You will need to get:

- ◆ Number fans
- ◆ Bingo cards/counters
- ◆ Number line
- ◆ Cardboard clock faces
- ◆ Clocks and watches
- ◆ Individual whiteboards
- ◆ Flashcards depicting daily activities
- ◆ Pictures of people aged up to 60.

# Teaching French in Primary Scheme of work

## Unit 11: Express yourself

### Learning objective

To know the names of schools subjects and express an opinion using *j'aime/je n'aime pas*.

### Introduction

Present vocabulary for school subjects, using flashcards, props or a PowerPoint presentation. Children look, listen and repeat. Employ the following techniques for acquisition of vocabulary:- *Vrai/Faux* game. Is the teacher giving the correct vocabulary? Give children an either/or choice and pupils choose the correct word. Children match pictures to labels, work out which one is missing, and so on.

Use worksheet *j'aime/je n'aime pas* by using known vocabulary, indicating with expression/miming about her preference, e.g. *J'aime l'histoire/je n'aime pas les mathématiques*. Children deduce what she is saying and, after several more examples, respond by talking about their preferences. The conversation can be extended to discuss colours, animals, football teams, TV programmes, pop groups, films, or any other known vocabulary.

### Main activities

#### Game

The classroom is split into 3 areas – 1)*J'aime* 2)*Je n'aime pas* 3)*Je ne sais pas*. The children stand up and ask questions such as *Est-ce vous aimez le couleur vert? Est-ce vous aimez Eastenders? Est-ce vous aimez Chelsea Football Club?* Children move to the appropriate area, according to their opinion of the topic. Then they chorus *J'aime le couleur vert! Je n'aime pas le couleur vert!* or *Je ne sais pas*, according to where they are standing. This 'runaround' game works very well, as it encourages children to express themselves in the target language.

Ask individuals *'Tu aimes l'histoire?/Tu aimes le football?'* and they answer in complete sentences; *'Oui, j'aime l'histoire./Non, je n'aime pas le football.'*

### Follow-up activities and further learning

#### Homework

Create a survey asking class what they like/don't like about school. Use the information to create pie charts and bar charts demonstrating the top five things.

#### Extension

Children can independently use a basic French dictionary and create sentences about things they like/don't like by looking up the nouns. 'Topic dictionaries' work best for this exercise, e.g. sports, foods, plant and flowers, etc.

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Cross curricular opportunities through PSHE: children can sit in a circle and discuss likes and dislikes, initially in French, which could springboard further conversations about how they feel about certain subjects and why.

## Resources

Provided:

- ♦ *J'Aime* worksheet.

You will need to get:

- ♦ Flashcards, props or presentation on school subjects.

# Teaching French in Primary Scheme of work

## Unit 12: Silly disguises

### Learning objective

*Tu es comment?* To be able to talk about our physical appearance and clothes.

### Introduction

A lot of fun can be had with this topic, using silly disguises and wigs and dressing-up clothes.

### Warm-up

Game of *Jacques a dit* (or Simon Says) to remind children of the parts of the body (see Unit 2 – *Les Instructions* and *Les Corps*) or children can sing '*la tête, les épaules, les genoux, les pieds*' ('Heads, shoulders, knees and toes'). This vocabulary can be referred to later when discussing where on the body clothes belong.

### Main activities

Teacher presents new clothes vocabulary, using flashcards or real clothes, which can be put on a doll, a clothesline or a willing pupil! Children look, listen and repeat. In pairs, children can describe what each other are wearing. More confident children can add colours, e.g. '*Maggie porte une jupe bleue*'.

Children could role-play being fashion models in dressing-up clothes and describe what each other are wearing. Children could follow teacher's instructions e.g. *Mettez le chapeau sur la tête! Mettez le pantalon gris, Mettez la veste rouge sur les épaules, etc.*

### Adjectives

Introduce adjectives using PowerPoint, flash cards or objects, such as the clothes, to illustrate; *petit, grand, long, court, joli*, etc, explaining that colours are also adjectives, e.g. *j'ai les cheveux blonds, Paul a les yeux bleus*. Teacher/pupils can wear a wig or disguises to add to the fun factor!

Teacher asks questions to help children understand more about adjectives (e.g. do they agree with the noun? Do they appear before or after the noun?) Teacher also draws attention to masculine and feminine agreements (see also Unit 9), colour-coding labels if required.

Teacher uses techniques such as making 'mistakes' which the children correct, playing *vrai/faux*, or describing someone in the class or a famous character.

### Follow-up activities and further learning

#### Homework

Write a mini description of a character from either a book, film, TV show, etc. and see if the class can work out who it is from this description.

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## Extension

Extension: children describe each other in detail; hair, eyes, height, clothes. Then they can go on to describe famous people, classroom objects (*c'est un petit crayon rouge*) or animals (*c'est un chien blanc et noir*).

Cross-curricular opportunities: children can describe objects and colours in an Art lesson.

## Resources

Provided:

- ◆ PowerPoints of Instructions and Les Corps.

You will need to get:

- ◆ Pictures of each other and famous people
- ◆ Wigs and disguises
- ◆ Doll/doll's clothes.

# Teaching French in Primary Scheme of work

## Unit 13: Famous people

### Learning objective

*Tu es comment?* To be able to describe ourselves and our personalities

### Introduction

Building on the work done in the previous unit on adjectives, we can explore how to express what we are like as people, and can use this vocabulary to describe famous people and well-known characters too.

### Main activities

Vocabulary is presented using flashcards or a Powerpoint presentation, with children looking, listening, repeating and miming each adjective. The teacher can give the four instructions; *regardez, écoutez, répétez, mimez*. The target vocabulary can include: *timide, extraverti, gentil, désagréable, travailleur, paresseux, optimiste, pessimiste, intelligent, stupide, sérieux, drôle*. Each adjective is repeated and mimed 2/3 times.

Masculine/feminine versions are taught and the teacher also reminds children about the position of these adjectives in a sentence, e.g. *Bart Simpson est extraverti. Il a une maman gentille*.

Children match labels to pictures or play 'Pairs' game.

'Charades' game; Children mime a chosen personality.

Children describe TV/film/cartoon characters.

### Follow-up activities and further learning

#### Homework

Write an acrostic poem with plenty of adjectives

e.g

**P**anthers growl,

**O**rioles sing,

**E**agles soar,

**M**onkeys swing.

**S**ee?

#### Extension

Children can combine these adjectives with the vocabulary learnt in the previous unit to create fuller descriptions, e.g. *Rosie a les yeux verts et les cheveux blonds. Elle est jolie. Elle est timide et gentille*.

# Teaching French in Primary Scheme of work

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Cross-curricular opportunities: in PSHE or Art, the children can describe themselves and each other! There are also great opportunities for using drama and role-play in this topic.

## Resources

Provided:

- ◆ Worksheet with pictures illustrating target adjectives.

You will need to get:

- ◆ Pictures of TV/film/cartoon characters.

# Teaching French in Primary Scheme of work

## Unit 14: Verb dance

### Learning objective

To use verbs of action in the present tense.

### Introduction

Children's confidence in speaking the language tends to increase during this topic, as they suddenly have a wide range of vocabulary at their disposal. The 'verb dance' is especially fun!

### Main activities

- ◆ Teacher presents new verbs using flashcards and phrases. Target phrases in the first person can include: *je fais du jogging, je joue à la Playstation, je dors dans mon lit, je joue au football, j'écoute mes CDs, je fais du roller, je mange une banane, je joue avec mon chien, je nage dans la piscine, je parle avec mon ami, je bois un jus d'orange, je fais du vélo, je lis un livre, j'écris une lettre, je regarde la télé.* As you can see, this is an ideal way to naturally introduce prepositions, possessive pronouns and other related vocabulary. Children repeat phrases and act them out. After two/three times, teacher can break sentences down and ask what individual words mean, asking children to use logic and knowledge of word order.
- ◆ Teacher sticks the pictures and phrases up on board in a random order and selected children match them. This can be a timed activity with everyone counting how many seconds it takes!
- ◆ Pairs game: teacher distributes flashcards and phrases, telling children not to show anyone their cards yet. On the count of *un, deux, trois*, children find their correct partner as quickly as possible and they stand in pairs (pic and phrase) at the front. They mime their action verb to the rest of the class and the others guess the answer.
- ◆ 'Verb Dance'; we all stand in a circle and each pair practices a 'move' to their action verb in time to music (saying the phrase while they move). Each pair displays their move and then we learn each other's moves and join them together in a dance!

### Follow-up activities and further learning

#### Extension

The phrases can be incorporated into our 'street conversation', with the question: *qu'est-ce que tu fais le weekend? Je fais du roller, je lis un livre, etc.* Teacher could also introduce the third person singular, e.g. *il mange une banana, elle écrit une lettre.*

Cross-curricular opportunities: the 'verb dance' and moves can be part of a PE activity or a music lesson. It could also be part of a language assembly, to display learning to the rest of the school!

### Resources

# Teaching French in Primary Scheme of work

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Provided:

- ◆ Flashcards illustrating action verb
- ◆ Phrases for flashcards in the first person, e.g. *Je fais du jogging*.

You will need to get:

- ◆ CD of music for 'verb dance' (optional).

# Teaching French in Primary Scheme of work

## Unit 15: Celebrate France!

### Learning objective

To learn about French food, and related vocabulary.

### Introduction

This is an opportunity to celebrate French festivals, make French food, or even plan a trip to France! Teacher brainstorms everything children know about French food and drink and writes up, including any false ideas! The vocabulary for basic foods can be presented via a PowerPoint, with flashcards, or ideally with real foods. It would be great to focus on typically French foods, such as *les baguettes, les croissants, le vin et les fromages*.

Teacher uses aforementioned techniques to teach the vocabulary to the pupils, e.g. matching game, Pairs, *vrai/faux*, drawing on whiteboards, etc. Blindfolded children could smell or taste the foods and say what they are in French.

### Main activities

Children role-play being in a café and ordering from the menu. This is a great opportunity to dress up (clients, waiters, chefs etc!). Target language would be: *Qu'est-ce vous voudrez?*

*Je voudrais... S'il vous plait. Merci beaucoup. Ça fait combien? Ça fait .... euros*, plus the language they have learnt in their 'street' conversation and *J'aime /je n'aime pas* (see Units 2 and 11). The conversation could be recorded and replayed to the children.

### Follow-up activities and further learning

#### Homework

Find and write up a favourite recipe in French.

#### Extension

Children could research some French recipes (in books/on Internet) and make them in a food technology lesson.

Cross-curricular opportunities: children could explore when foods are grown and where regional dishes come from in a Geography lesson.

### Resources

- ◆ If possible, a menu from a real French café. If not, an improvised menu of what one might find on offer in a French café
- ◆ Foodstuffs, with an emphasis on French foods
- ◆ Cassette with role-play in café.

# Teaching French in Primary Scheme of work

## Summary

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### Learning objective

Celebrate and consolidate what's been learnt this year.

### Activities

- ◆ Sing favourite French songs. Record children's voices and play back.
- ◆ To distribute Language Portfolios and children colour in the areas which they have learnt.
- ◆ We demonstrate our (now very long) role-play conversation; 2 children bump into each other in the street and converse: *Bonjour, je m'appelle xxxx, et toi? Ca va? Très bien merci et toi ? Quel âge as-tu? Où habites-tu? Tu as des frères ou des soeurs? Quel est ton couleur préféré? Quel est ton animal préféré ?* etc. Record this and play back
- ◆ Have a French feast and try and name the foods/colours we are eating; *le pain brun, le fromage jaune, les petits pois verts*, etc.
- ◆ KS2: To distribute short questionnaires reviewing the course, e.g. Have you enjoyed it? What was your favourite/least favourite part? etc. Or asks questions verbally and records answers (KS1).

### Related activities

Games and crosswords, assemblies in French or about France, participate in International Day/Week, ICT work, including e-mail contact with French school, etc.