



School name: \_\_\_\_\_ FOUNDATION PLANNING YEAR A



Theme: Core Unit 1

Year: 5/6

Term: Autumn 1

ART	D&T	Geography	History	ICT	MFL X	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><b><u>L.O. To greet people in French</u></b></p> <p><b>Lesson 1: Hello!</b> <i>Leçon 1: Bonjour!</i></p> <p><b><u>Success Criteria:</u></b> I must be able to say hello in French. I should be able to greet people in different ways. I could understand the differences between formal and informal greetings.</p>	<p><b>Input:</b> <u>IWB LESSON:</u> <b>Present Vocab and Review Vocab</b> <u>IWB LESSON:</u> <b>Song: 'Hello — Bonjour'</b> <u>IWB LESSON:</u> <b>Beat that bee!</b></p> <p><u>IWB CLASSROOM LANGUAGE:</u> Use the 'In the Classroom' lesson of the <b>Classroom Language Unit</b> to familiarise pupils with classroom instructions like "écoutez" ("listen") and "répétez" ("repeat"). Use the instructions in class and make sure all pupils are able to follow them. Children have the opportunity to practise these French greetings by singing along to a cheerful song. Encourage children to include actions when they sing the song — they could wave and shake hands with partners as they greet each other.</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>● <u>PRINTABLE:</u> <b>Worksheet</b></li> <li>● <u>CLASSROOM ACTIVITY:</u> Have "<i>une journée française</i>" ("a French day") where you and the pupils use French greetings all day.</li> </ul>	<p>Salut! software</p> <p><u>Vocabulary:</u> <i>Bonjour!</i> Hello! <i>Au revoir!</i> Goodbye! <i>Salut!</i> Hi! <i>Bonsoir!</i> Good evening! <i>À bientôt!</i> See you soon! <i>Monsieur</i> sir <i>Madame</i> madam</p>	<p>Children have the opportunity to practise these French greetings by singing along to a cheerful song. Encourage children to include actions when they sing the song — they could wave and shake hands with partners as they greet each other.</p>

		<ul style="list-style-type: none"><li>● <u>CLASSROOM ACTIVITY:</u> Ask the children to make a wall display using these greetings.</li></ul> <p><b>Plenary:</b> “<i>Madame</i>” (“madam”) and “<i>Monsieur</i>” (“sir”) both begin with a capital letter in French, but the English translations don’t. Encourage children to use polite greetings, e.g. “<i>Bonjour, Madame!</i>”, “<i>Au revoir, Monsieur!</i>” when talking to an adult, and the less formal “<i>Salut!</i>” and “<i>À bientôt!</i>” between themselves.</p>		
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2	<p><b><u>L.O. To ask how people are in French.</u></b></p> <p><b>Lesson 2: How are you?</b> <i>Leçon 2: Ça va?</i></p> <p><b><u>Success Criteria:</u></b></p> <p>I must be able to ask how my friend is in French. I should be able to answer someone asking me how I am in French. I could understand the differences between formal and informal greetings.</p>	<p><b>Input:</b> <u>IWB LESSON:</u> <b>Present Vocab and Review Vocab</b> Get pupils to read aloud the French text when it appears on these screens to see if they can pronounce the words clearly. <u>IWB LESSON:</u> <b>Hit it!</b> <u>IWB LESSON:</u> <b>Question and Answer</b> <u>IWB LESSON:</u> <b>What are they saying?</b></p> <p><b>Task:</b> <u>PRINTABLE: Worksheet</u> <u>CLASSROOM ACTIVITY:</u> Ask one child "Ça va?" — they then make a face or gesture to suggest their response. The other children must guess what they mean in French. Once it's been guessed correctly, the child who made the face asks "Ça va?" to another child and the game continues. <u>CLASSROOM ACTIVITY:</u> Get the children to work in pairs and create a short conversation in French where two people meet each other — they can then draw a picture to go with it.</p> <p><b>Plenary:</b> "Et toi?" ("and you?") is informal. Children should use "toi" for friends and family members. If they're speaking to a group of people, or to be more formal, e.g. when talking to a teacher, they should use "vous". "Ça va?" ("How are you?") is informal — the formal version of this phrase is "Comment allez-vous?".</p>	<p>Salut! software</p> <p><u>Vocabulary:</u> <i>très bien</i>      very well</p> <p><i>bien</i>              well <i>comme ci, comme ça</i>      so-so <i>mal</i>                not well <i>merci</i>             thanks <i>et toi?</i>             and you?</p> <p><u>Question and Answer:</u> <i>Ça va?</i>                          How are you? <i>Ça va...</i>                          I'm...</p>	

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts												
3	<p><b><u>L.O. To ask someone for their name in French.</u></b></p> <p><b>Lesson 3: What is your name?</b> <i>Leçon 3: Comment tu t'appelles?</i></p> <p><b><u>Success Criteria:</u></b></p> <p>I must be able to ask someone what their name is in French. I should be able to answer someone asking me what my name is in French. I could tell you some popular French names.</p>	<p><b>Input:</b> <u>IWB LESSON:</u> <b>Present Vocab and Review Vocab</b> <u>IWB LESSON:</u> <b>Question and Answer</b> <u>IWB LESSON:</u> <b>Make a sentence</b></p> <p><b>Task:</b> <u>CLASSROOM ACTIVITY:</u> Sit the children in a circle and give them a ball to pass around while you play some music. Stop the music every few seconds. The child holding the ball when the music stops has to ask “<i>Comment tu t'appelles?</i>” and throw the ball to anyone else in the circle. That child will then reply with “<i>Je m'appelle X.</i>” When the music starts again, the ball continues to circulate. <u>PRINTABLE: Worksheet</u> <u>CLASSROOM ACTIVITY:</u> It can be hard to tell if a name is for a girl or a boy — ask the children to look up French names on the internet and make a list of 10 popular boys' names and 10 popular girls' names. <u>CLASSROOM ACTIVITY:</u> Get the children to draw a picture where some imaginary characters are meeting, introducing themselves and asking each other how they are in French.</p>	<p>Salut! software</p> <p><u>Vocabulary:</u></p> <table data-bbox="1415 475 1771 683"> <tr><td><i>Aurélie</i></td><td>N/A</td></tr> <tr><td><i>Élodie</i></td><td>N/A</td></tr> <tr><td><i>Camille</i></td><td>N/A</td></tr> <tr><td><i>Lucas</i></td><td>N/A</td></tr> <tr><td><i>Gabriel</i></td><td>N/A</td></tr> <tr><td><i>Raphaël</i></td><td>N/A</td></tr> </table> <p><u>Question and Answer:</u> <i>Comment tu t'appelles?</i> What is your name? <i>Je m'appelle...</i> My name is...</p>	<i>Aurélie</i>	N/A	<i>Élodie</i>	N/A	<i>Camille</i>	N/A	<i>Lucas</i>	N/A	<i>Gabriel</i>	N/A	<i>Raphaël</i>	N/A	<p>Drawing pictures.</p>
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**Plenary:**

You might also see "*Comment t'appelles-tu?*"  
— you can say it either way.

It's "*je m'appelle*" — "I'm called", but "*tu t'appelles*" — "you're called". Notice the "s" on the end. For more about verbs, see p.48-49 of the **Teacher Handbook**.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts																				
4	<p><b><u>L.O. To ask someone for their age in French.</u></b></p> <p><b>Lesson 4: How old are you?</b> <i>Leçon 4: Quel âge as-tu?</i></p> <p><b><u>Success Criteria:</u></b></p> <p>I must be able to ask someone how old they are in French. I should be able to answer someone asking me what my age is in French. I could tell you some popular French names.</p>	<p><b>Input:</b></p> <ul style="list-style-type: none"> <li>• <u>IWB LESSON:</u> <b>Present Vocab and Review Vocab</b></li> <li>• <u>IWB LESSON:</u> <b>Noughts and crosses</b></li> <li>• <u>IWB LESSON:</u> <b>Question and Answer</b></li> </ul> <ul style="list-style-type: none"> <li>• This lesson includes numbers 1-10. The conversation will enable children to say how old they are in French. If the children in your class are older than ten, you might need “<i>onze</i>” (11) or “<i>douze</i>” (12). Numbers 11-20 are in Unit 2, Lesson 3.</li> <li>• “<i>Un</i>” means “one” — it changes to “<i>une</i>” if you’re talking about one feminine noun — “<i>une sœur</i>” (“a sister”).</li> <li>• “<i>Un</i>” can also mean “a” or “an”.</li> <li>• “<i>J’ai huit ans</i>” literally means “I <b>have</b> eight years.” This uses the verb “<i>avoir</i>” (“to have”). Take a look at p.49 of the <b>Teacher Handbook</b> to see how to conjugate “<i>avoir</i>”.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• <u>PRINTABLE:</u> <b>Worksheet</b></li> <li>• <u>PRINTABLE:</u> <b>Flashcards</b> Use the printable flashcards, or find some pictures of birthday badges or candles on birthday cakes from the internet. Ask the children to use the correct sentence from the lesson to match each picture.</li> <li>• <u>CLASSROOM ACTIVITY:</u> Get the children to practise numbers 1-6 by playing a simple board game. Each time they roll the dice they must say the number that they roll aloud in French.</li> <li>• <u>CLASSROOM ACTIVITY:</u> Sit the children in a circle and go around</li> </ul>	<p>Salut! software</p> <p><u>Vocabulary:</u></p> <table border="0"> <tr><td><i>un</i></td><td>one</td></tr> <tr><td><i>deux</i></td><td>two</td></tr> <tr><td><i>trois</i></td><td>three</td></tr> <tr><td><i>quatre</i></td><td>four</td></tr> <tr><td><i>cinq</i></td><td>five</td></tr> <tr><td><i>six</i></td><td>six</td></tr> <tr><td><i>sept</i></td><td>seven</td></tr> <tr><td><i>huit</i></td><td>eight</td></tr> <tr><td><i>neuf</i></td><td>nine</td></tr> <tr><td><i>dix</i></td><td>ten</td></tr> </table> <p><u>Question and Answer:</u> <i>Quel âge as-tu?</i> How old are you? <i>J’ai ... ans.</i> I’m ... years old.</p>	<i>un</i>	one	<i>deux</i>	two	<i>trois</i>	three	<i>quatre</i>	four	<i>cinq</i>	five	<i>six</i>	six	<i>sept</i>	seven	<i>huit</i>	eight	<i>neuf</i>	nine	<i>dix</i>	ten	
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the circle, counting from 1-10 in French — each child says one number and when they get to 10 the next child starts again. As they get more confident with the numbers, you can give them a ball to throw across the circle to any child, who will say the next number and pass the ball on.

**Plenary:**

For more counting practice and a fun nursery rhyme, teach the children "*Un, deux, trois, nous irons au bois*" — "One, Two, Three, We're Going to the Woods". This is easy to find on the internet. Ask the children to identify the numbers and the words that rhyme with them.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
5	<p><b><u>L.O. To name my family members in French</u></b></p> <p><b>Lesson 5: My family</b> <i>Leçon 5: Ma famille</i></p> <p><b><u>Success Criteria:</u></b></p> <p>I must be able to name my mum and dad in French I should be able to name my siblings in French I could name some other family members.</p>	<p><b>Input:</b></p> <ul style="list-style-type: none"> <li>• <u>IWB LESSON:</u> <b>Present Vocab</b> and <b>Review Vocab</b></li> <li>• <u>IWB LESSON:</u> <b>Hit it!</b></li> <li>• <u>IWB LESSON:</u> <b>Question and Answer</b></li> <li>• <u>IWB LESSON:</u> <b>True or false?</b></li> </ul> <p>This lesson introduces some vocabulary for immediate family members. You might want to include other family members such as “stepmother” — “<i>belle-mère</i>”, “stepfather” — “<i>beau-père</i>”, “stepsister” / “half-sister” — “<i>demi-sœur</i>” or “stepbrother” / “half-brother” — “<i>demi-frère</i>”.</p> <ul style="list-style-type: none"> <li>• If you’re asking children to write the names for French family members, remind them to include the accent on the letter “è” when needed — the words aren’t spelt correctly without it.</li> <li>• “<i>Ma sœur</i>” — you should use an “œ” to spell “<i>ma sœur</i>”. Practise writing out French characters such as “œ” and “ç” with your class, so they get used to writing them.</li> <li>• This lesson also uses the possessive adjectives “<i>mon</i>” and “<i>ma</i>” to mean “my”. Use “<i>mon</i>” for masculine words and “<i>ma</i>” for feminine words. See p.45 of the <b>Teacher Handbook</b>.</li> <li>• “<i>Voici</i>” means “here is” — it’s a really handy word to learn.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• <u>PRINTABLE:</u> <b>Worksheet</b></li> </ul>	<p>Salut! software</p> <p><u>Vocabulary:</u></p> <p><i>ma mère</i>      my mother <i>mon père</i>     my father <i>ma sœur</i>      my sister <i>mon frère</i>     my brother <i>ma grand-mère</i>                  my grandmother <i>mon grand-père</i>                  my grandfather</p> <p><u>Question and Answer:</u></p> <p><i>C'est qui?</i>                  Who is it? <i>Voici...</i>                  Here is...</p>	

		<ul style="list-style-type: none"><li>• <b><u>CLASSROOM ACTIVITY:</u></b> Ask the children to make up a family and draw and label their family tree using the vocabulary they've learned in this lesson — the family members could be monsters or animals to make the pictures more interesting.</li></ul> <p><b>Plenary:</b> <u>IWB PHONICS:</u> Investigate the French 'è' sound (see Simple Vowel Sounds) You might want to play 'Can you hear it?' with your class to see if they can identify the 'è' sound in some unfamiliar words.</p>		
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
6	<p><b><u>L.O. To name my family members in French</u></b></p> <p><b>Lesson 6: My fantastic family</b> <i>Leçon 6: Ma famille fantastique</i></p> <p><b><u>Success Criteria:</u></b></p> <p>I must be able to name my mum and dad in French I should be able to name my siblings in French I could name some other family members.</p>	<p><b>Input:</b></p> <ul style="list-style-type: none"> <li>• <u>REVISION ACTIVITY:</u> In preparation for the story, get your class to count out loud, in chorus, from 1-10. Then hold up flashcards of family members from Lesson 5 to check that pupils have remembered those pieces of vocabulary.</li> <li>• <u>IWB LESSON:</u> <b>Present Vocab and Review Vocab</b></li> <li>• <u>IWB LESSON:</u> <b>Story: ‘Ma famille fantastique’</b></li> </ul> <p>This simple story is a good basis for a revision lesson — it uses some of the vocabulary from the previous lessons.</p> <ul style="list-style-type: none"> <li>• “<i>Tout le monde</i>” literally means “all the world”, but in French it means “everyone”. You can use it when talking to your class — “<i>Bonjour tout le monde!</i>” (“Hello everyone!”).</li> <li>• “<i>Je vous présente</i>” (“Let me introduce”) — “<i>vous</i>” means “you” when you’re talking to more than one person. You need to include it here because really you’re saying “Let me introduce (to you)”.</li> </ul> <p>There are some new French words in this story, but they’re very similar to the same words in English — “<i>un tigre</i>”, “<i>un elephant</i>”, “<i>un acrobate</i>” — these are called cognates, there are quite a lot of them in the French language. Ask the children to point them out and comment on any spelling differences.</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• <u>PRINTABLE:</u> <b>Worksheet and Story Quiz</b></li> <li>• <u>CLASSROOM ACTIVITY:</u> Ask the children to work in small groups to act out “<i>Ma famille fantastique</i>” (“My fantastic</li> </ul>	<p>Salut! Software</p> <p><u>Vocabulary :</u> <i>tout le monde</i> everyone <i>voici</i> here is <i>inventer des histoires</i> to make up stories <i>j’aime</i> I like</p>	Drama

family”). Encourage them to use actions and as much French as they can remember.

**Plenary:**

Get the class to write some more lines to add to the story. For example, “*Voici mon père — Cédric. Il a cinq biscuits — un, deux, trois, quatre, cinq.*” (“Here is my father — Cédric. He has five biscuits — one, two, three, four, five. ”). You can use a bilingual dictionary to look up new nouns to use.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
7	Revision lesson	<p>Get pupils to make posters about themselves. Ask them to draw a picture of themselves and label it in French with a greeting from Lesson 1, their name from Lesson 3, and their age from Lesson 4.</p> <p>For example, the text on their poster might read “<i>Salut! Je m’appelle Melissa. J’ai huit ans.</i>” (“Hi! My name is Melissa. I’m eight years old.”).</p> <p>“<i>Le registre de présence</i>” (“The attendance register”).</p> <p>Ask pupils to answer the register with “<i>Bonjour, Monsieur/Madame. Je m’appelle X. J’ai X ans.</i>” (“Hello, sir/madam. My name is X. I am X years old.”)</p>		