



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><u>L.O. To say the names of farm animals in French</u></p> <p>Lesson 1: On the farm <i>Leçon 1: Dans la ferme</i></p> <p><u>Success Criteria:</u> I must be able to say at least two farm animals in French. I should be able to say at least six farm animals in French. I could ask and answer a question in French about farm animals.</p>	<p>Input:</p> <ul style="list-style-type: none"> <u>IWB LESSON:</u> Present Vocab and Review Vocab <u>IWB LESSON:</u> Spell it! <u>IWB LESSON:</u> Question and Answer <u>IWB LESSON:</u> Song: ‘<i>Moi, j’habite dans une ferme</i>’ <u>IWB CLASSROOM LANGUAGE:</u> Use the ‘Useful Little Phrases’ lesson of the Classroom Language Unit to familiarise pupils with helpful phrases such as “<i>Je ne comprends pas.</i>” (“I don’t understand.”), “<i>Vous pouvez répéter, s’il vous plaît?</i>” (“Can you repeat, please?”) and “<i>Vous pouvez m’aider, s’il vous plaît?</i>” (“Can you help me, please?”). This familiar, upbeat song (“Old MacDonald”) will encourage the children to practise using French animal vocabulary. <ul style="list-style-type: none"> This unit is called “<i>Les animaux</i>”. “<i>Un animal</i>” is a masculine noun. “<i>Qu’est-ce que c’est?</i>” (“What is it?”) is a really useful French question — see p.52-54 of the Teacher Handbook for more about questions. 	<p>Salut! Software</p> <p><u>Vocabulary:</u></p> <table> <tr><td><i>un mouton</i></td><td>a sheep</td></tr> <tr><td><i>une poule</i></td><td>a hen</td></tr> <tr><td><i>un coq</i></td><td>a cockerel</td></tr> <tr><td><i>un cochon</i></td><td>a pig</td></tr> <tr><td><i>une vache</i></td><td>a cow</td></tr> <tr><td><i>un canard</i></td><td>a duck</td></tr> <tr><td><i>un cheval</i></td><td>a horse</td></tr> <tr><td><i>un chien</i></td><td>a dog</td></tr> <tr><td><i>un chat</i></td><td>a cat</td></tr> </table> <p><u>Question and Answer:</u> <i>Qu’est-ce que c’est?</i> What is it? <i>C’est...</i> It’s...</p>	<i>un mouton</i>	a sheep	<i>une poule</i>	a hen	<i>un coq</i>	a cockerel	<i>un cochon</i>	a pig	<i>une vache</i>	a cow	<i>un canard</i>	a duck	<i>un cheval</i>	a horse	<i>un chien</i>	a dog	<i>un chat</i>	a cat	<p>Joining in with songs.</p> <p>Making up their own songs.</p>
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| | | <ul style="list-style-type: none">• The French version of the song is written in the present tense, unlike the English version which is written in the past tense. <p>Task:</p> <ul style="list-style-type: none">• <u>PRINTABLE:</u> Worksheet• <u>CLASSROOM ACTIVITY:</u>
Ask the children to work in groups and think of some different animals to make a new version of the song. They could use other animals from this unit or look up more animals in a French dictionary. <p>Plenary:</p> <ul style="list-style-type: none">• <u>CLASSROOM ACTIVITY:</u>
Get pupils to make up some actions to go with the song, or even make masks to wear while doing the animal noises. | | |
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2	<p><u>L.O. To say the names of pet animals in French.</u></p> <p>Lesson 2: Pets <i>Leçon 2: Les animaux domestiques</i></p> <p><u>Success Criteria:</u> I must be able to say at least two pet animals in French. I should be able to say at least six pet animals in French. I could ask and answer a question in French about pets.</p>	<p>Input:</p> <ul style="list-style-type: none"> • <u>IWB LESSON:</u> Present Vocab and Review Vocab • <u>IWB LESSON:</u> Beat that bee! • <u>IWB LESSON:</u> Question and Answer • <u>CLASSROOM ACTIVITY:</u> Ask the question, “<i>Tu as des animaux domestiques?</i>” (“Do you have any pets?”) to the class and get them to write down an answer using a full French sentence. • <u>PRINTABLE: Worksheet</u> The ‘Now Try These’ questions on this worksheet give an opportunity for students to write a response to a French question. • “<i>Les animaux</i>” is a masculine plural word. • “<i>Une souris</i>” is the only feminine animal in this list — you can spot this by “<i>une</i>” which is the feminine version of “<i>a</i>”. • Make sure you make your voice rise at the end of “<i>Tu as des animaux domestiques?</i>”, otherwise it won’t sound like a question — listen to the recording to give you an idea of what it should sound like. Making your voice rise at the end of a sentence is the easiest way to make a question in French — but you can find some other ways on p.52-54 of the Teacher Handbook. • “<i>Non, je n’ai pas d’animaux.</i>” — this negative sentence includes the “<i>ne</i>” + “<i>pas</i>” sandwich — take a look at p.56 of the Teacher Handbook for a reminder about how to use “<i>ne</i>” and “<i>pas</i>”. It’s “<i>d’animaux</i>” not “<i>des animaux</i>” because “<i>de</i>” doesn’t change after a negative (see p.40 of the Teacher Handbook). <p>Task:</p>	<p>Salut! Software</p> <p><u>Vocabulary:</u></p> <table border="0"> <tr><td><i>un chat</i></td><td>a cat</td></tr> <tr><td><i>un chien</i></td><td>a dog</td></tr> <tr><td><i>un hamster</i></td><td>a hamster</td></tr> <tr><td><i>un poisson</i></td><td>a fish</td></tr> <tr><td><i>un lapin</i></td><td>a rabbit</td></tr> <tr><td><i>un cheval</i></td><td>a horse</td></tr> <tr><td><i>un serpent</i></td><td>a snake</td></tr> <tr><td><i>une souris</i></td><td>a mouse</td></tr> <tr><td><i>un cochon d’Inde</i></td><td>a guinea pig</td></tr> <tr><td><i>un oiseau</i></td><td>a bird</td></tr> </table> <p><u>Question and Answer:</u> <i>Tu as des animaux domestiques?</i> Do you have any pets? <i>Non, je n’ai pas d’animaux domestiques.</i> No, I don’t have any pets. <i>Oui, j’ai...</i> Yes, I have...</p>	<i>un chat</i>	a cat	<i>un chien</i>	a dog	<i>un hamster</i>	a hamster	<i>un poisson</i>	a fish	<i>un lapin</i>	a rabbit	<i>un cheval</i>	a horse	<i>un serpent</i>	a snake	<i>une souris</i>	a mouse	<i>un cochon d’Inde</i>	a guinea pig	<i>un oiseau</i>	a bird	<p>Drawing</p> <p>Drama</p>
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| | | <ul style="list-style-type: none">• <u>CLASSROOM ACTIVITY:</u>
Ask pupils to draw a picture of their favourite animal and label it in French. <p>Plenary:</p> <ul style="list-style-type: none">• <u>CLASSROOM ACTIVITY:</u>
Play an animals version of charades where the children have to guess the correct French name for the animal that is being acted out. | | |
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3	<p><u>L.O. To say some words in French to describe pets.</u></p> <p>Lesson 3: What's your dog like? <i>Leçon 3: Ton chien est comment?</i></p> <p><u>Success Criteria:</u> I must be able to say at least two words to describe pets in French. I should be able to say at least six words to describe pets in French. I could ask and answer a question in French.</p>	<p>Input:</p> <ul style="list-style-type: none"> • <u>IWB LESSON:</u> Present Vocab and Review Vocab • <u>IWB LESSON:</u> Snap • <u>IWB LESSON:</u> Question and Answer • <u>CLASSROOM ACTIVITY:</u> Ask the children to work in pairs. One child in each pair will describe a dog, in French, for their partner. The partner must draw a picture of the dog being described. • <u>IWB LESSON:</u> Listen and match Children will be able to combine the animal vocabulary that they learnt in Lesson 2 with these adjectives to make new sentences. <ul style="list-style-type: none"> • These adjectives are in their masculine singular forms because “<i>un chien</i>” is masculine. See p.42-43 of the Teacher Handbook for more on adjectives. <p>Task:</p> <ul style="list-style-type: none"> • <u>PRINTABLE:</u> Worksheet • <u>CLASSROOM ACTIVITY:</u> Ask the children to make a word search using the vocabulary from this lesson. <p>Plenary: When they have done their word search, they can swap with a partner to see if they can find the hidden French words.</p>	<p>Salut! Software</p> <p><u>Vocabulary:</u></p> <table border="0"> <tr><td><i>marron</i></td><td>brown</td></tr> <tr><td><i>gris</i></td><td>grey</td></tr> <tr><td><i>blanc</i></td><td>white</td></tr> <tr><td><i>noir</i></td><td>black</td></tr> <tr><td><i>méchant</i></td><td>naughty</td></tr> <tr><td><i>grand</i></td><td>big</td></tr> <tr><td><i>petit</i></td><td>small</td></tr> <tr><td><i>gentil</i></td><td>friendly</td></tr> <tr><td><i>mignon</i></td><td>cute</td></tr> </table> <p><u>Question and Answer:</u> <i>Ton chien est comment?</i> What's your dog like? <i>Il est...</i> It is...</p>	<i>marron</i>	brown	<i>gris</i>	grey	<i>blanc</i>	white	<i>noir</i>	black	<i>méchant</i>	naughty	<i>grand</i>	big	<i>petit</i>	small	<i>gentil</i>	friendly	<i>mignon</i>	cute	
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4	<p><u>L.O. To say some positional words in French.</u></p> <p>Lesson 4: Where is the cat? <i>Leçon 4: Où est le chat?</i></p> <p><u>Success Criteria:</u> I must be able to say at least two positional words in French. I should be able to say at least six positional words in French. I could ask and answer a question in French.</p>	<p>Input:</p> <ul style="list-style-type: none"> • <u>IWB LESSON:</u> Present Vocab and Review Vocab • <u>IWB LESSON:</u> Spell it! • <u>IWB LESSON:</u> Question and Answer • <u>IWB LESSON:</u> What's the answer? • <u>CLASSROOM ACTIVITY:</u> Using a toy cat, box and a table, make a scene that fits with one of the answers to the Question and Answer screen. The pupils can then give you the appropriate sentence in French. • “<i>Dans</i>” means “in” or “inside”. • “<i>Où est...?</i>” means “Where is...?” — you can find other words that are useful for writing questions in French on p.52-54 of the Teacher Handbook. <p>Both “<i>la table</i>” and “<i>la boîte</i>” are feminine, so where “<i>de</i>” comes before them you need to use “<i>de la</i>”. For the other versions of “<i>de</i>” take a look at p.39 of the Teacher Handbook.</p> <p>Task:</p> <ul style="list-style-type: none"> • <u>PRINTABLE:</u> Worksheet <p>Plenary:</p> <ul style="list-style-type: none"> • <u>CLASSROOM ACTIVITY:</u> Use the vocabulary from this lesson to describe where your pupils are sitting, e.g. “<i>Rachel est à côté de Jenny.</i>” (“Rachel is next to Jenny.”). Replace one of the names with “<i>quelqu’un</i>” (“someone”) and ask the children to fill in the gap with the correct person’s name. 	<p>Salut! Software</p> <p><u>Vocabulary:</u></p> <table border="0"> <tr> <td><i>devant</i></td> <td>in front of</td> </tr> <tr> <td><i>derrière</i></td> <td>behind</td> </tr> <tr> <td><i>dans</i></td> <td>in</td> </tr> <tr> <td><i>sur</i></td> <td>on</td> </tr> <tr> <td><i>sous</i></td> <td>under</td> </tr> <tr> <td><i>en face de</i></td> <td>opposite</td> </tr> <tr> <td><i>à côté de</i></td> <td>next to</td> </tr> <tr> <td><i>la table</i></td> <td>the table</td> </tr> <tr> <td><i>la boîte</i></td> <td>the box</td> </tr> </table> <p><u>Question and Answer:</u> <i>Où est le chat?</i> Where is the cat? <i>Le chat est...</i> The cat is...</p>	<i>devant</i>	in front of	<i>derrière</i>	behind	<i>dans</i>	in	<i>sur</i>	on	<i>sous</i>	under	<i>en face de</i>	opposite	<i>à côté de</i>	next to	<i>la table</i>	the table	<i>la boîte</i>	the box	
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5	<p><u>L.O. To say some habitats in French.</u></p> <p>Lesson 5: Where is the elephant? <i>Leçon 5: Où est l'éléphant?</i></p> <p><u>Success Criteria:</u> I must be able to say at least two habitats in French. I should be able to say at least six habitats in French. I could ask and answer a question in French.</p>	<p>Input:</p> <ul style="list-style-type: none"> • <u>IWB LESSON:</u> Present Vocab and Review Vocab • <u>IWB LESSON:</u> Hit it! • <u>IWB LESSON:</u> Question and Answer • <u>CLASSROOM ACTIVITY:</u> Look on the Internet for a simple French rhyme, such as “<i>Un éléphant se balançait</i>” (“One elephant was swinging”). Get the class to read and recite the rhyme together. • “<i>L’éléphant</i>” is a masculine noun. • “<i>Il</i>” and “<i>elle</i>” (“he” and “she”) are used in French where we would use “it” in English — “<i>Il est dans une maison</i>” could mean a person, an animal or an inanimate object like a bag. <p>Task:</p> <ul style="list-style-type: none"> • <u>PRINTABLE:</u> Worksheet • <u>CLASSROOM ACTIVITY:</u> Get your pupils to draw each place and an animal who might live there, and then label it in French. Look up extra animals in a French dictionary. <p>Plenary:</p> <ul style="list-style-type: none"> • <u>CLASSROOM ACTIVITY:</u> Call out some French animals and their homes — ask the children to draw what you’re saying. 	<p>Salut! Software</p> <p><u>Vocabulary:</u> <i>un arbre</i> a tree <i>une maison</i> a house <i>un appartement</i> a flat <i>une écurie</i> a stable <i>un champ</i> a field <i>un lac</i> a lake <i>un terrier</i> a burrow <i>une niche</i> a kennel</p> <p><u>Question and Answer:</u> <i>Où est l'éléphant?</i> Where is the elephant? <i>Il est dans...</i> It's in...</p>	Drawing

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6	<p><u>L.O. To listen to a story in French</u></p> <p>Lesson 6: Henri looks for his mother <i>Leçon 6: Henri cherche sa mère</i></p> <p><u>Success Criteria:</u> I must listen to a story in French. I should be able to say some of the words used in the story and understand what they mean in English. I could translate parts of the story into English.</p>	<p>Input:</p> <ul style="list-style-type: none"> • <u>REVISION ACTIVITY:</u> In preparation for the story, use Present Vocab in Lesson 1 to see how many French animals pupils can remember. Then, have a look at the animal homes in Lesson 5 — play Listen and match to check that they're confident with them. • <u>IWB LESSON:</u> Present Vocab and Review Vocab • <u>IWB LESSON:</u> Story: '<i>Henri cherche sa mère</i>' • <u>PRINTABLE:</u> Worksheet and Story Quiz • "<i>Petit</i>", "<i>timide</i>" and "<i>anxieux</i>" are all adjectives in their standard singular masculine form — see p.42 of the Teacher Handbook for more about adjectives. • "<i>Ma</i>" means "my" — see p.45 of the Teacher Handbook for more. • "<i>Maman</i>" is a more informal way of saying "<i>mère</i>" — it's like saying "mum" or "mummy" in English. <p>Task:</p> <ul style="list-style-type: none"> • <u>CLASSROOM ACTIVITY:</u> Split the class into groups and have them each make a mask to look like a character in the story. They can then use the masks to act out the story in front of the class. <p>Plenary:</p> <ul style="list-style-type: none"> • <u>CLASSROOM ACTIVITY:</u> Ask the class to look at the story text and find the French equivalent of an English word or vice versa. 	<p>Salut! Software</p> <p><u>Vocabulary:</u></p> <table border="0"> <tr> <td><i>ma mère</i></td> <td>my mother</td> </tr> <tr> <td><i>petit</i></td> <td>small</td> </tr> <tr> <td><i>timide</i></td> <td>shy</td> </tr> <tr> <td><i>anxieux</i></td> <td>anxious</td> </tr> <tr> <td><i>regarder</i></td> <td>to look</td> </tr> <tr> <td><i>écouter</i></td> <td>to listen</td> </tr> </table>	<i>ma mère</i>	my mother	<i>petit</i>	small	<i>timide</i>	shy	<i>anxieux</i>	anxious	<i>regarder</i>	to look	<i>écouter</i>	to listen	<p>Making masks.</p>
<i>ma mère</i>	my mother															
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7	Unit Revision	<ul style="list-style-type: none"> • Get pupils to take turns drawing an animal on the board. They must draw the animal a few lines at a time. After each few lines, the rest of the class can try to guess what animal it is in French. • Give the children an instruction to draw a particular animal in French, e.g. "<i>un chat vert</i>" ("a green cat") — this will be good listening practice. • Put the animal pictures from Lesson 2 on the whiteboard. Get one pupil to think of an animal and the rest of the class can ask questions such as "<i>Il est gris?</i>" or "<i>Il est à côté du chien?</i>" (they must be questions that can be answered with "<i>oui</i>" or "<i>non</i>") until they work out which animal it is. 		