



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 days of the week in French.</u></p> <p>Lesson 1: Hello, Mrs Monday <i>Leçon 1: Bonjour, Madame Lundi</i></p> <p><u>Success Criteria:</u> I must be able to join in with a French song. I should be able to say the days of the week 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>IWB LESSON:</u> Song: 'Bonjour, Madame Lundi' <p>This song is a great way to get the children listening to and saying the days of the week in French.</p> <ul style="list-style-type: none"> It also provides some revision of the greetings covered in Core Unit 1. "On est" literally means "one is" or "we are" — in French you say "We are Monday". When you write the days of the week in French, you don't need to use capital letters. "Dites" ("say") is in the imperative tense because it's an instruction — it agrees with "vous". See p.49 of the Teacher Handbook for more about the imperative. <p>Task:</p> <ul style="list-style-type: none"> <u>PRINTABLE:</u> Worksheet <u>CLASSROOM ACTIVITY:</u> Ask the children to try and create a silly 	<p>Salut! Software</p> <p><u>Vocabulary:</u> <i>lundi</i> Monday <i>mardi</i> Tuesday <i>mercredi</i> Wednesday <i>jeudi</i> Thursday <i>vendredi</i> Friday <i>samedi</i> Saturday <i>dimanche</i> Sunday <i>danser</i> to dance</p> <p><u>Question and Answer:</u> <i>On est quel jour?</i> What day is it? <i>On est...</i> It is...</p>	

mnemonic to remember the first letters of the days of the week — e.g. Liam's Mum Makes Jonny Very Scrummy Doughnuts.

- CLASSROOM ACTIVITY:
Ask the children to write the French days of the week on a diary or wall chart.

Plenary:

- CLASSROOM ACTIVITY:
Each morning throughout the week, ask the children what day it is using the question in the lesson — you could write it on the board too.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
2	<p><u>L.O. To say colours in French.</u></p> <p>Lesson 2: Colours <i>Leçon 2: Les couleurs</i></p> <p><u>Success Criteria:</u> I must be able to say at least 2 colours in French. I should be able to say at least 6 colours 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> Beat that bee! • <u>IWB LESSON:</u> Question and Answer • <u>IWB LESSON:</u> Make a sentence <p>This lesson introduces the children to some basic colours.</p> <ul style="list-style-type: none"> • “<i>Quelle</i>” is the feminine version of “<i>quel</i>” (“what” or “which”) — you need to use this because “<i>la couleur</i>” is feminine. Take a look at p.54 of the Teacher Handbook for more about “<i>quel</i>”. • In French, most adjectives (including colours) change when they’re describing a feminine noun. For example, you’d say “<i>une pomme verte</i>” (“a green apple”). To find out more about making adjectives feminine, look at p.42 of the Teacher Handbook. • “<i>C’est</i>” is actually “<i>ce</i>” and “<i>est</i>” joined together with an apostrophe — much the same as “it’s” in English. If you want to brush up on how to use apostrophes in French, see p.55 of the Teacher Handbook. <p>Task:</p> <ul style="list-style-type: none"> • <u>PRINTABLE:</u> Worksheet • <u>CLASSROOM ACTIVITY:</u> Ask pupils to “<i>Trouvez un objet vert dans la salle de classe.</i>” (“Find a green object in the classroom”). “<i>Vert</i>” (“green”) can be replaced with other colours from the lesson. • <u>CLASSROOM ACTIVITY:</u> Ask the children to bring in brightly coloured bits of recycling, wrappers or old fabric. Split the children into groups and get each group to 	<p>Salut! Software</p> <p><u>Vocabulary:</u> <i>rouge</i> red <i>vert</i> green <i>blanc</i> white <i>bleu</i> blue <i>jaune</i> yellow <i>noir</i> black <i>rose</i> pink <i>violet</i> purple <i>orange</i> orange</p> <p><u>Question and Answer:</u> <i>C’est de quelle couleur?</i> What colour is it? <i>C’est...</i> It’s...</p>	<p>Make a collage</p>

		<p>make a collage using one colour, spelling out the name of their colour in French.</p> <p>Plenary:</p> <ul style="list-style-type: none">• <u>CLASSROOM ACTIVITY:</u> Assign each child a partner. Get one child to point to something in the classroom and ask the other one what colour it is — the questions and answers must both be in French.		
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts																				
3	<p><u>L.O. To say numbers in French.</u></p> <p>Lesson 3: Let's count up to 20 <i>Leçon 3: Comptons jusqu'à 20</i></p> <p><u>Success Criteria:</u></p> <p>I must be able to count to 10 in French. I should be able to count to 20 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> Noughts and crosses • <u>IWB LESSON:</u> Question and Answer • <u>CLASSROOM ACTIVITY:</u> Play a simple bingo game by asking the children to write down four numbers between 11 and 20. Randomly read out the numbers in French, getting the children to cross out their numbers when they hear them — the winner is the first to shout “<i>Loto!</i>” (“Bingo!”). You could include numbers 1-10 too. <p>You might want to quickly recap numbers 1-10 (Core Unit 1, Lesson 4) before starting this lesson.</p> <ul style="list-style-type: none"> • “<i>Biscuits</i>” means “biscuits” — it’s spelt the same in English because it’s actually a word that comes from the French language. Although it looks the same as it does in English, the pronunciation is quite different. Use the audio recording to make sure the children are pronouncing it correctly. • “<i>Il y a</i>” is a very useful phrase to learn — it means “there is” or “there are”. • “<i>Combien...?</i>” means “how many...?” or “how much...?” — it’s a key word for asking questions. Look at p.52-54 of the Teacher Handbook to remind yourself of the other ways to ask questions. <p>Task:</p> <ul style="list-style-type: none"> • <u>PRINTABLE:</u> Worksheet • <u>CLASSROOM ACTIVITY:</u> For a section of a maths lesson, get the children to say the numbers being used in French. You could keep the rest of the 	<p>Salut! Software</p> <p><u>Vocabulary:</u></p> <table border="0"> <tr><td><i>onze</i></td><td>eleven</td></tr> <tr><td><i>douze</i></td><td>twelve</td></tr> <tr><td><i>treize</i></td><td>thirteen</td></tr> <tr><td><i>quatorze</i></td><td>fourteen</td></tr> <tr><td><i>quinze</i></td><td>fifteen</td></tr> <tr><td><i>seize</i></td><td>sixteen</td></tr> <tr><td><i>dix-sept</i></td><td>seventeen</td></tr> <tr><td><i>dix-huit</i></td><td>eighteen</td></tr> <tr><td><i>dix-neuf</i></td><td>nineteen</td></tr> <tr><td><i>vingt</i></td><td>twenty</td></tr> </table> <p><u>Question and Answer:</u></p> <p><i>Il y a combien de biscuits?</i> How many biscuits are there? <i>Il y a ...biscuits.</i> There are...biscuits.</p>	<i>onze</i>	eleven	<i>douze</i>	twelve	<i>treize</i>	thirteen	<i>quatorze</i>	fourteen	<i>quinze</i>	fifteen	<i>seize</i>	sixteen	<i>dix-sept</i>	seventeen	<i>dix-huit</i>	eighteen	<i>dix-neuf</i>	nineteen	<i>vingt</i>	twenty	
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vocabulary in English, or use some basic French terms — “*plus*” is the French for “add”, “*moins*” is “minus” and “*égale*” is “equals”.

- CLASSROOM ACTIVITY:
Get the children to play battleships in French. You could make this a group game if you only have one battleships set, or print some simple grids for them to use instead. Split the children into teams and let them take it in turns to guess the grid reference.
If you want help pronouncing the French alphabet, see the **Phonics Unit**.

Plenary:

- CLASSROOM ACTIVITY:
Ask the children to stand up and start counting from 1. Each player can say up to 3 consecutive numbers e.g. 1 or 1, 2 or 1, 2, 3. The next child continues counting where the previous child stopped. However, the children who say 8 or 16 are out and must sit down. Once they get to 20, the counting starts again — the last player standing is the winner.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts																		
4	<p><u>L.O. To say countries names in French.</u></p> <p>Lesson 4: Countries <i>Leçon 4: Les pays</i></p> <p><u>Success Criteria:</u> I must be able to say at least 2 countries names in French. I should be able to say at least 6 countries names 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 are they saying? • “L’Angleterre”, “l’Écosse”, “l’Irlande” and “l’Inde” are all feminine nouns, so any adjectives you use to describe them will have to be feminine too — p.42 of the Teacher Handbook will tell you more about adjective agreement. • “L” is used in front of these countries because they all begin with a vowel. See p.55 of the Teacher Handbook for more about apostrophes. • If you want to say Northern Ireland it's “l’Irlande du Nord”. The Republic of Ireland is “la République d’Irlande”. • “Le pays de Galles” (“Wales”) only needs a capital “G”, but you might sometimes see it written with a capital “P” too. • “Que” means “what” or “which” — it’s really useful for asking questions. There are more ways to ask questions on p.52-54 of the Teacher Handbook. <p>Task:</p> <ul style="list-style-type: none"> • <u>PRINTABLE:</u> Worksheet • <u>CLASSROOM ACTIVITY:</u> Create a wall display by getting the children to draw the flags of the countries learnt, and writing the French name of that country on or below the flag. They can also label the colours on the flags in French. 	<p>Salut! Software</p> <p><u>Vocabulary:</u></p> <table border="0"> <tr> <td><i>la Pologne</i></td> <td>Poland</td> </tr> <tr> <td><i>l’Angleterre</i> (f)</td> <td>England</td> </tr> <tr> <td><i>l’Écosse</i> (f)</td> <td>Scotland</td> </tr> <tr> <td><i>l’Irlande</i> (f)</td> <td>Ireland</td> </tr> <tr> <td><i>le pays de Galles</i></td> <td>Wales</td> </tr> <tr> <td><i>l’Inde</i> (f)</td> <td>India</td> </tr> <tr> <td><i>le Pakistan</i></td> <td>Pakistan</td> </tr> <tr> <td><i>la Chine</i></td> <td>China</td> </tr> <tr> <td><i>la France</i></td> <td>France</td> </tr> </table> <p><u>Question and Answer:</u> <i>C’est quel pays?</i> What country is it? <i>C’est...</i> It’s...</p>	<i>la Pologne</i>	Poland	<i>l’Angleterre</i> (f)	England	<i>l’Écosse</i> (f)	Scotland	<i>l’Irlande</i> (f)	Ireland	<i>le pays de Galles</i>	Wales	<i>l’Inde</i> (f)	India	<i>le Pakistan</i>	Pakistan	<i>la Chine</i>	China	<i>la France</i>	France	
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Plenary:

- CLASSROOM ACTIVITY:

Ask the children to find out where each of the countries from the lesson's vocabulary is located, either by using the internet or looking in an atlas or on a world map.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts																
5	<p><u>L.O. To give an opinion in French.</u></p> <p>Lesson 5: I like... <i>Leçon 5: J'aime...</i></p> <p><u>Success Criteria:</u> I must be able to say something I like in French. I should be able to say something I don't like in French. I could ask and answer a question in French.</p>	<p>Input:</p> <ul style="list-style-type: none"> • IWB LESSON: Present Vocab and Review Vocab • IWB LESSON: Beat that bee! • IWB LESSON: Question and Answer • CLASSROOM ACTIVITY: Play some responses from the IWB Question and Answer, and ask pupils to raise their hands or clap whenever they hear a negative response. <p>"I like" and "I don't like" are handy phrases to know. Encourage the children to use them when talking about content from other lessons too.</p> <ul style="list-style-type: none"> • "<i>J'aime</i>" is actually "<i>je</i>" and "<i>aime</i>" combined using an apostrophe — you do this to avoid two vowels being next to each other. See p.55 of the Teacher Handbook for more on apostrophes. • In French you can't miss out the definite article — you have to say "<i>J'aime le chocolat.</i>" if you want to say "I like chocolate." • "<i>Le biscuit</i>" is a masculine word. • To make a positive sentence into a negative sentence in French you need to sandwich "<i>ne</i>" and "<i>pas</i>" around the verb. Here the verb is "<i>aime</i>", so you end up with "<i>je n'aime pas</i>" — have a look at p.56 of the Teacher Handbook for more about negative sentences. • You'll notice that different forms of the verb "<i>aime</i>" are used in the question and responses — just like in English, French 	<p>Salut! Software</p> <p>Vocabulary:</p> <table border="0"> <tr> <td><i>j'aime...</i></td> <td>I like...</td> </tr> <tr> <td><i>je n'aime pas...</i></td> <td>I don't like...</td> </tr> <tr> <td><i>oui</i></td> <td>yes</td> </tr> <tr> <td><i>non</i></td> <td>no</td> </tr> <tr> <td><i>le chocolat</i></td> <td>the chocolate</td> </tr> <tr> <td><i>la musique</i></td> <td>the music</td> </tr> <tr> <td><i>les biscuits (m)</i></td> <td>the biscuits</td> </tr> <tr> <td><i>le tennis</i></td> <td>tennis</td> </tr> </table> <p>Question and Answer: <i>Tu aimes...?</i> Do you like...? <i>Oui, j'aime...</i> Yes, I like... <i>Non, je n'aime pas...</i> No, I don't like...</p>	<i>j'aime...</i>	I like...	<i>je n'aime pas...</i>	I don't like...	<i>oui</i>	yes	<i>non</i>	no	<i>le chocolat</i>	the chocolate	<i>la musique</i>	the music	<i>les biscuits (m)</i>	the biscuits	<i>le tennis</i>	tennis	
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verbs change depending on the pronouns they relate to. Read p.48-49 of the **Teacher Handbook** for more about conjugating verbs.

- “*Tu aimes le chocolat?*” (“Do you like chocolate?”) is the same sentence as “*Tu aimes le chocolat.*” (“You like chocolate.”). It’s the easiest way to turn a spoken statement into a question — just make your voice go up at the end. For more about asking questions see p.52-54 of the **Teacher Handbook**.

Task:

- PRINTABLE: **Worksheet**
- IWB GRAMMAR:
Show the class the ‘Negative Sentences’ screen in the ‘Verbs’ section of the **Grammar Unit**, where it shows that ‘*ne*’ and ‘*pas*’ are used to make a sentence negative.
- CLASSROOM ACTIVITY:
Get the children to design a survey (“*un sondage*”) using the questions that they’ve learnt in this lesson. They can then survey the people in the class, and use the data they’ve collected to write down their findings (e.g. more people like chocolate than music) or draw simple graphs.

Plenary:

- CLASSROOM ACTIVITY:
Take the class outside or into a hall. Ask each of the questions, directing the children to run one way if they like something, and the other way if they dislike something. When they’ve arrived at their location, get them to respond together to the question in a full sentence.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts														
6	<p><u>L.O. To listen to a story in French</u></p> <p>Lesson 6: Nicolas the monster <i>Leçon 6: Nicolas le monstre</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, recap the days of the week by playing Spell it! in Lesson 1. Then, use picture Flashcards from Lesson 3 to check whether pupils are confident with French numbers from 11-20. • <u>IWB LESSON:</u> Present Vocab and Review Vocab • <u>IWB LESSON:</u> Story: '<i>Nicolas le monstre</i>' • <u>PRINTABLE:</u> Worksheet and Story Quiz <p>This fun story about a monster includes some of the numbers and colours that have been covered in the rest of the unit.</p> <ul style="list-style-type: none"> • In French, adjectives usually come after the noun — "<i>treize biscuits bleus</i>" ("thirteen blue biscuits"). They also have to agree with the gender and number of the noun they describe — that's why there's an "s" on the end of "<i>bleus</i>". Remind yourself about adjective agreement using p.42 of the Teacher Handbook. • "<i>Je suis</i>" means "I am" — it comes from the verb "<i>être</i>" which is very irregular, but crops up everywhere. There's more about conjugating "<i>être</i>" on p.49 of the Teacher Handbook. <p>Task: <u>CLASSROOM ACTIVITY:</u> Get each pupil to learn a sentence from the story "<i>Nicolas le monstre</i>" ("Nicolas the monster"), and then act out the story as a class.</p>	<p>Salut! Software</p> <p><u>Vocabulary:</u></p> <table border="0"> <tr> <td><i>un monstre</i></td> <td>a monster</td> </tr> <tr> <td><i>un hamster</i></td> <td>a hamster</td> </tr> <tr> <td><i>un robot</i></td> <td>a robot</td> </tr> <tr> <td><i>un train</i></td> <td>a train</td> </tr> <tr> <td><i>un vampire</i></td> <td>a vampire</td> </tr> <tr> <td><i>je mange</i></td> <td>I eat</td> </tr> <tr> <td><i>malade</i></td> <td>ill</td> </tr> </table>	<i>un monstre</i>	a monster	<i>un hamster</i>	a hamster	<i>un robot</i>	a robot	<i>un train</i>	a train	<i>un vampire</i>	a vampire	<i>je mange</i>	I eat	<i>malade</i>	ill	
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Plenary:

Do a Mexican wave with the children to practise any lists of vocabulary that follow a specific order (such as days of the week or numbers). Start by standing up and waving your arms in the air while saying the first item on the list, then the child next to you does the same but says the next item. The Mexican wave passes throughout the classroom — the children can repeat the list so that everyone gets a turn.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
7	Unit Revision	<ul style="list-style-type: none"> • Ask the children to make a colourful wall display which includes all the French words that they have learnt so far. • Ask the children to draw their own cartoon strip to illustrate the story of “Nicolas the Monster”. • Do a Mexican wave with the children to practise any lists of vocabulary that follow a specific order (such as days of the week or numbers). Start by standing up and waving your arms in the air while saying the first item on the list, then the child next to you does the same but says the next item. The Mexican wave passes throughout the classroom — the children can repeat the list so that everyone gets a turn. 		