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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 countries in French.</u></p> <p>Lesson 1: Where are you going on holiday? <i>Leçon 1: Où vas-tu en vacances?</i></p> <p><u>Success Criteria:</u> I must be able to say at least two country names in French. I should be able to say at least five country names in French. I could ask and answer a question in French.</p>	<p>Input:</p> <ul style="list-style-type: none"> <u>IWB PHONICS:</u> Practising the “en” (‘Nasal Sounds’) and “au” (‘More Vowels’) sounds with Can you spell it? and Can you hear it? is a good starter activity that will help pupils’ pronunciation of the lesson’s vocab. <u>IWB LESSON:</u> Present Vocab and Review Vocab <u>IWB LESSON:</u> Question and Answer <u>IWB LESSON:</u> True or false? <u>IWB LESSON:</u> Song: ‘Où vas-tu en vacances?’ The catchy song in this lesson will help pupils remember the country vocabulary. The preposition that precedes a country when you say “I’m going to X” depends on the gender of the country. If it’s masculine, use “<i>je vais au X</i>”; if it’s feminine, use “<i>je vais en X</i>”; and if it’s plural, use “<i>je vais aux X</i>”. “<i>Le pays de Galles</i>” (“Wales”) only needs a capital “G”, but you might sometimes see it written with a capital “P”, too. “<i>Où vas-tu en vacances?</i>” is an inverted question — the verb “vas” comes before the 	<p>Salut! Software</p> <p><u>Vocabulary:</u> <i>en France</i> (f) to France <i>en Espagne</i> (f) to Spain <i>en Italie</i> (f) to Italy <i>en Allemagne</i> (f) to Germany <i>en Grèce</i> (f) to Greece <i>aux États Unis</i> (m) to America <i>en Chine</i> (f) to China <i>au pays de Galles</i> (m) to Wales</p> <p><u>Question and Answer:</u> <i>Où vas-tu en vacances?</i> Where are you going on holiday? <i>Je vais en/au/aux...</i> I’m going to...</p>	

subject “*tu*”. For more on inversion, see p.52 of the **Teacher Handbook**.

- The phrase “*là-bas*” appears in the song lyrics, it means “over there”.
- “*Moi je reste en France!*” (“I’m staying in France!”) — in this phrase, “*moi*” (“me”) doesn’t need to be included in the English translation — it’s used in the French to add extra emphasis.
- “*Ils aiment*” (“They like”) — “*aiment*” is a third person plural version of the verb “*aimer*” (“to like”).
- “*Certains vont*” (“Some go”) — “*vont*” is the third person plural form of “*aller*” (“to go”) — this is because, here, “*certains*” means “*certains personnes*” (“some people”).

“*Je ne sais pas pourquoi.*” (“I don’t know why.”) — negative sentences like this are formed by sandwiching “*ne*” and “*pas*” around the verb, which is “*sais*” (“know”) in this case. For more on negatives, see p.56 of the **Teacher Handbook**.

Task:

- PRINTABLE: **Worksheet**
- CLASSROOM ACTIVITY:
Get pupils to draw the flag of a country of their choice. Give the flags randomly to the class. Each pupil should find out which country their flag belongs to. Pupils should then say that they’re going to that country — “*Je vais...*” (“I’m going to...”).

Plenary:

CLASSROOM ACTIVITY:
Ask pupils to point to a world map, and to say where they’re going on holiday. Encourage them to make up their answers to practise the vocabulary from this lesson.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
2	<p><u>L.O. To say the names of places you can stay on holiday.</u></p> <p>Lesson 2: Where are you staying? <i>Leçon 2: Tu loges où?</i></p> <p><u>Success Criteria:</u> I must be able to say at least two places you can stay in French. I should be able to say at least five places you can stay 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 1 • <u>IWB LESSON:</u> Make a sentence • A “gîte” is a furnished holiday home that people can rent — they are usually found in the countryside. • The question from Question and Answer 1 can also be inverted — “Où loges-tu?” (“Where are you staying?”) — if you prefer. See p.52 of the Teacher Handbook for more on inversion. • Question and Answer 2 is an extension of Question and Answer 1. You could include more weeks by changing the number. If you’d prefer to get pupils to respond using a number of days, use “Je passe X jours dans X.” (“I’m spending X days in X.”) and replace the first gap with the appropriate number of days. <p>Task:</p> <ul style="list-style-type: none"> • <u>IWB LESSON:</u> Question and Answer 2 • <u>PRINTABLE:</u> Worksheet • <u>CLASSROOM ACTIVITY:</u> Find a selection of holiday brochures containing different types of accommodation. Ask pupils to work in pairs to choose a holiday. They can cut out a picture and then write a few sentences about it, using what they’ve learnt in this unit so far. They can say where they’re going, where they’re staying, and how long they’re staying. <p>Plenary:</p>	<p>Salut! Software</p> <p><u>Vocabulary:</u> <i>une tente</i> a tent <i>un hôtel</i> a hotel <i>un appartement</i> an apartment <i>un gîte</i> a gîte <i>une ferme</i> a farm <i>une caravane</i> a caravan <i>un camping-car</i> a campervan <i>une station de ski</i> a ski resort <i>une auberge de jeunesse</i> a youth hostel</p> <p><u>Question and Answer 1:</u> <i>Tu loges où?</i> Where are you staying? <i>Dans...</i> In...</p> <p><u>Question and Answer 2:</u> <i>Qu'est-ce que tu fais pendant les vacances?</i> What are you doing during the holidays? <i>Je passe ... semaine(s) dans ...</i> I'm spending ... week(s) in ...</p>	

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| | | <ul style="list-style-type: none">• PRINTABLE: Flashcards
Hold up flashcards from the lesson and ask pupils “<i>Est-ce que c’est X?</i>” (“Is this X?”) — the pupils can reply using “<i>oui</i>” (“yes”) or “<i>non</i>” (“no”). Then ask them “<i>Est-ce que c’est X ou Y?</i>” (“Is this X or Y?”) — they should reply with the correct name for the type of accommodation. When they’re more familiar with the vocabulary, ask them “<i>Qu’est-ce que c’est?</i>” (“What is it?”). | | |
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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 animal names in French.</u></p> <p>Lesson 3: At the zoo <i>Leçon 3: Au zoo</i></p> <p><u>Success Criteria:</u> I must be able to say at least two animals in French. I should be able to say at least five animals 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> Trolley dash • <u>IWB LESSON:</u> Question and Answer 2 Split your class into pairs and get one pupil in each pair to ask the other one what their favourite animal is. The other pupil should reply with a full sentence, and then ask the first pupil what their favourite animal is. • <u>CLASSROOM ACTIVITY:</u> Get pupils to think of three more animals that they might see at a zoo, and look up their French names in a bilingual dictionary. They should then try pronouncing the names of the animals they've looked up. • Question & Answer 1 uses the perfect past tense (<i>le passé composé</i>). For more information on how to form this tense, see p.50 of the Teacher Handbook. • “<i>Qu'est-ce que</i>” is added to the front of sentences to turn them into an open question. Refer to p.52-54 of the Teacher Handbook for more on how to form questions. • The indefinite articles (“<i>un</i>” / “<i>une</i>”) used on the vocabulary screen need to be changed to the definite article (“<i>le</i>” / “<i>la</i>”) in the responses in Question and Answer 2. For more about using articles, have a look at p.37 of the Teacher Handbook. • Note that “<i>préféré</i>” (“favourite”) in Question and Answer 2 goes after the noun — adjectives generally go after the noun in French. See p.43 of the Teacher Handbook for more information. 	<p>Salut! Software</p> <p><u>Vocabulary:</u> <i>un tigre</i> a tiger <i>une girafe</i> a giraffe <i>un éléphant</i> an elephant <i>un pingouin</i> a penguin <i>un singe</i> a monkey <i>un rhinocéros</i> a rhinoceros <i>un lion</i> a lion <i>un ours</i> a bear <i>un perroquet</i> a parrot</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce que tu as vu au zoo?</i> What did you see at the zoo? <i>J'ai vu...</i> I saw...</p> <p><u>Question and Answer 2:</u> <i>Quel est ton animal préféré au zoo?</i> What is your favourite animal at the zoo? <i>Mon animal préféré est...</i> My favourite animal is...</p>	

Task:

- PRINTABLE: **Worksheet**
- CLASSROOM ACTIVITY:
If you take your pupils to the zoo, ask them to name the animals in French as they go round — e.g. “*C’est un tigre!*” (“It’s a tiger!”). Ask them to talk about their trip when they return and say what they saw using the sentence structure from **Question and Answer 1**. You could use a video clip of a zoo instead.
- CLASSROOM ACTIVITY:
Do “*un sondage*” (“a survey”) of the pupils’ favourite animals. Get them to present their findings in a mini presentation — “*L’animal préféré de X personnes est le tigre.*” (“The favourite animal of X people is the tiger.”)
Recap numbers 1-31 from Core Units 1, 2 and 3 if necessary.

Plenary:

- IWB LESSON:
Question and Answer 1
This **Question and Answer** introduces pupils to the perfect past tense so it’s a useful introduction to later units containing this tense.

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
4	<p><u>L.O. To say the names of things you find on the beach in French.</u></p> <p>Lesson 4: At the beach <i>Leçon 4: À la plage</i></p> <p><u>Success Criteria:</u> I must be able to say at least two things at the beach in French. I should be able to say at least five things at the beach 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 1 • <u>CLASSROOM ACTIVITY:</u> Use a sandpit or fill a plastic box with sand. Find items to represent each of the items of vocabulary from the Present Vocab screen and hide them in the sand (you could also use the Flashcards for this lesson). Ask pupils “<i>Qu’est-ce qu’il y a à la plage?</i>” (“What is there at the beach?”) and get them to find an object in the sand and reply to your sentence with the appropriate full sentence in French. • “<i>Des vagues</i>” (“some waves”) and “<i>du sable</i>” (“some sand”) can’t be quantified — this is why they have “some” in front of them. Have a look at p.39-40 of the Teacher Handbook for more about “<i>de</i>”. • “<i>Un château de sable</i>” translates literally as “a castle of sand”. • In Question and Answer 1, “<i>qu’est-ce que</i>” (“what”) is added to the front of a statement to turn it into an open question. See p.52-54 of the Teacher Handbook for more on forming questions. • In Question and Answer 2, replace the numbers in the responses with any appropriate number. For more able pupils, use all the numbers up to 31 (these are covered in Core Units 1-3). • Most nouns just have an additional “s” on the end to make them plural, but “<i>bateau</i>” (“boat”) and “<i>château</i>” (“castle”) need an “x” 	<p>Salut! Software</p> <p><u>Vocabulary:</u> <i>un crabe</i> a crab <i>du sable</i> (m) some sand <i>un bateau</i> a boat <i>un requin</i> a shark <i>une glace</i> an ice cream <i>des vagues</i> (f) some waves <i>un surfeur</i> a surfer <i>un château de sable</i> a sandcastle <i>une mouette</i> a seagull</p> <p><u>Question and Answer 1:</u> <i>Qu’est-ce qu’il y a à la plage?</i> What is there at the beach? <i>Il y a...</i> There is/are...</p> <p><u>Question and Answer 2:</u> <i>Combien de ... as-tu vu à la plage?</i> How many ... did you see at the beach? <i>J’ai vu...</i> I saw...</p>	

to make them plural. For more on forming plurals, see p.41 of the **Teacher Handbook**.

- The pronunciation of regular plurals tends to be the same as the singular versions — the final “s” is silent.

Task:

- IWB LESSON:

Question and Answer 2

- PRINTABLE: **Worksheet**
- PRINTABLE: **Flashcards**

Use the printable **Flashcards** from the lesson, and the number **Flashcards** from Core 1, Lesson 4. Ask the children to use the correct sentence from **Question and Answer 2** to match each combination of flashcards.

- CLASSROOM ACTIVITY:

Take the pupils to the beach and ask them to name the various items that they have learned from the **Present Vocab** screen, in French. If you can't go to the beach, try the same activity using a video clip.

Plenary:

- CLASSROOM ACTIVITY:

Get pupils to take turns to draw a picture of one of the items of vocabulary on the board. They must draw their picture slowly, asking the rest of the class “*Qu'est-ce que c'est?*” (“What is it?”) after each few lines. The rest of the class must guess what's being drawn and call out their answers in French — “*C'est...*” (“It's...”).

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
5	<p><u>L.O. To say the names of things you find at a theme park in French.</u></p> <p>Lesson 5: At the theme park <i>Leçon 5: Au parc d'attractions</i></p> <p><u>Success Criteria:</u> I must be able to say at least two things at a theme park in French. I should be able to say at least five things at a theme park 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> Hangman • <u>IWB LESSON:</u> Question and Answer 1 • <u>CLASSROOM ACTIVITY:</u> Hand out some theme park leaflets. Ask pupils to prepare on paper a presentation in French about the theme park. They can say what the theme park is called using “<i>Le parc d'attractions s'appelle X.</i>” (“The theme park is called X.”). They can make the sentences more complex using numbers, colours and adjectives — “<i>Il y a deux manèges jaunes.</i>” (“There are two yellow carousels.”). Remind them that colours and adjectives have to agree with the noun they’re describing — see p.42 of the Teacher Handbook for more information. Get pupils to then deliver their presentations to the rest of the class. • “<i>Des montagnes russes</i>” (“a rollercoaster”) is singular in English but plural and feminine in French. If you want to put an adjective with it, you need to make the adjective plural and feminine too. See p.42 of the Teacher Handbook for more on adjective agreement. • “<i>La barbe à papa</i>” (“the candyfloss”) literally means “daddy’s beard” — this fun fact might make it easier for pupils to remember the word. • “<i>De la barbe à papa</i>” (“some candyfloss”) can’t be quantified — “a candyfloss” 	<p>Salut! Software</p> <p><u>Vocabulary:</u> <i>un parc d'attractions</i> a theme park <i>une grande roue</i> a big wheel <i>des montagnes russes (f)</i> a rollercoaster <i>un train fantôme</i> a ghost train <i>un manège</i> a carousel <i>de la barbe à papa</i> some candy floss <i>une maison hantée</i> a haunted house <i>un bateau pirate</i> a pirate ship <i>un toboggan aquatique</i> a water slide <i>un pédalo</i> a pedalo</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce qu'il y a au parc d'attractions?</i> What is there at the theme park? <i>Il y a...</i> There is/are...</p> <p><u>Question and Answer 2:</u> <i>Qu'est-ce que tu as pris au parc d'attractions?</i> What did you go on at the theme park? <i>J'ai pris...</i> I went on...</p>	

would sound strange in both English and French. “*De la*” means “some” — for more about articles and “*de*”, see p.39 of the **Teacher Handbook**.

- **Question and Answer 2** is in the perfect past tense (*le passé composé*). See p.50 of the **Teacher Handbook** for details about using this tense. “*Pris*” is the past participle of “*prendre*” (“to take”) — it’s an irregular verb.
- “*J’ai pris le manège.*” (“I went on the carousel.”) literally translates as “I took the carousel.”.

Task:

- IWB LESSON:
Question and Answer 2
- PRINTABLE: **Worksheet**
- CLASSROOM ACTIVITY:
Ask pupils to design their own theme parks and label their drawings with sentences in French.
- CLASSROOM ACTIVITY:
Using sentences from the **Question and Answer** screens, describe what you can see on an (imaginary) trip to a theme park. Ask the pupils to draw the scene that you’re describing.

Plenary:

- IWB PHONICS:
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.

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: The theme park <i>Leçon 6: Le parc d'attractions</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> Ask pupils what they do and don't like doing at a theme park in English. Then get them to say as many of the words as they can remember from Lesson 5, in French. This will help recap the theme park vocabulary that appears in the story that they will read in this lesson. • <u>IWB LESSON:</u> Present Vocab and Review Vocab • <u>IWB LESSON:</u> Story: 'Le parc d'attractions' • <u>PRINTABLE:</u> Worksheet and Story Quiz • This story is about a trip to a theme park on a family holiday. It brings together vocabulary from different lessons in the unit and is written in the perfect past tense. • "On" means "we" in this story. It can also mean "one" or "they". • "Ennuyeux" changes to "ennuyeuse" when it's used to describe a feminine noun. For more on adjective agreement, see p.42 of the Teacher Handbook. "Maman" means "mummy" — it's a less formal way of saying "mère" ("mother"). <p>Task:</p> <ul style="list-style-type: none"> • <u>CLASSROOM ACTIVITY:</u> Ask pupils to make a cartoon strip based on the story and write their speech bubbles in French. • <u>CLASSROOM ACTIVITY:</u> Get pupils to rewrite the story, changing the attractions that appear in each part. They can also give different reasons for 	<p>Salut! Software</p> <p><u>Vocabulary :</u> <i>les papis</i> (m) grandpas <i>d'abord</i> firstly <i>ennuyeux</i> boring <i>horrible</i> horrible <i>on a mangé</i> we ate</p>	

why Lise dislikes certain things.
Encourage them to use a dictionary if they need to.

Plenary:

- Ask pupils whether they notice anything about the tense of the phrase — “*on a mangé*” (“we ate”) — it’s in the perfect past tense (see p.50 of the **Teacher Handbook**).

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
7	Unit Revision	<ul style="list-style-type: none"> • “<i>Je vais au zoo</i>” (“I’m going to the zoo”) — the first player says “<i>Je vais au zoo, et je vois X.</i>” (“I’m going to the zoo, and I see X.”). Each player has to repeat the sentence and add another animal to the list. To make the game more challenging, add numbers to the list. • Ask the pupils to write about their perfect holiday in French using sentences from the different lessons in this unit. 		