

PPA Cover Ltd French Scheme of Work & Lesson Plan Examples

French Whole Year Overview (A School New to French)

Autumn Term	
Unit 1: Moi (All about me)	Unit 2: Jeux et chansons (Songs and Games)
Spring Term	
Unit 3: On fait la fête (Celebrations)	Unit 4: Portraits (Portraits)
Summer Term	
Unit 5: Les Quatre Amis (The Four Friends)	Unit 6: ça pousse! (Growing Things)

French Whole Year Overview (Progression Through the Years)

Year Group	AUTUMN		SPRING		SUMMER	
Yr R	FS Unit 1 Moi (All about me)	FS Unit 2 Jeux et chansons (Songs and Games)	FS Unit 3 On fait la fête (Celebrations)	FS Unit 4 Portraits (Portraits)	FS Unit 5 Les Quatre Amis (The Four Friends)	FS Unit 6 ça pousse! (Growing Things)
Yr 1	KS1 Unit 1 Moi (All about me)	KS1 Unit 2 Jeux et chansons (Songs and Games)	KS1 Unit 3 On fait la fête (Celebrations)	KS1 Unit 4 Portraits (Portraits)	KS1 Unit 5 Les Quatre Amis (The Four Friends)	KS1 Unit 6 ça pousse! (Growing Things)
Yr 2	KS1 Unit 7 On y va! (All Aboard)	KS1 Unit 8 L'argent de poche (Pocket Money)	KS1 Unit 9 Raconte-moi une histoire (Tell me a Story)	KS1 Unit 10 Vive le sport (Sporting Life)	KS1 Unit 11 La Carnaval des Animaux (Carnival of the Animals)	KS1 Unit 12 Quel temps fait-il? (What's the Weather Like?)

PPA Cover Ltd Standard Year Overview
French – Units 1-24 (Progression Through the Years)

Year Group	AUTUMN		SPRING		SUMMER	
Yr 3	KS2 Unit 1 Moi (All about me)	KS2 Unit 2 Jeux et chansons (Songs and Games)	KS2 Unit 3 On fait la fête (Celebrations)	KS2 Unit 4 Portraits (Portraits)	KS2 Unit 5 Les Quatre Amis (The Four Friends)	KS2 Unit 6 ça pousse! (Growing Things)
Yr 4	KS2 Unit 7 On y va! (All Aboard)	KS2 Unit 8 L'argent de poche (Pocket Money)	KS2 Unit 9 Raconte-moi une histoire (Tell me a Story)	KS2 Unit 10 Vive le sport (Sporting Life)	KS2 Unit 11 La Carnaval des Animaux (Carnival of the Animals)	KS2 Unit 12 Quel temps fait-il? (What's the Weather Like?)
Yr 5	KS2 Unit 13 En route pour l'école (On The Way To School)	KS2 Unit 14 Notre école (Our School)	KS2 Unit 15 Bon appétit! (Enjoy Your Meal!)	KS2 Unit 16 Monter un café (Creating a Cafe)	KS2 Unit 17 Scène de plage (Beach Scene)	KS2 Unit 18 Au parc d'attractions (At The Theme Park)
Yr 6	KS2 Unit 19 Les quatre saisons (The Four Seasons)	KS2 Unit 20 Les planètes (The Planets)	KS2 Unit 21 Notre monde (Our World)	KS2 Unit 22 Je suis le musicien (I am the Music Man)	KS2 Unit 23 Le passé et le présent (Then And Now)	KS2 Unit 24 Quoi de neuf? (What's In The News?)

Overview of Unit 1: Moi (All about me)

In this unit children learn to greet others, say how they are and introduce themselves. They begin to respond to and ask questions about name and age. They discuss linguistic diversity within their class. They understand that French is spoken in France and elsewhere. This is a suitable unit for introducing the teaching of French. It encourages children to listen attentively to new sounds and to start to make sound and spelling links. It reinforces opportunities for children to work cooperatively.

New language introduced in this unit	Links with other subjects
<ul style="list-style-type: none"> - Simple greetings - Making simple statements (about name and age) - Asking simple questions (about name and age) - Numbers 1-10 - S'appeller (Je m'appelle, tu t'appelles) - Possessive pronoun: ma/ mon 	<ul style="list-style-type: none"> - Primary framework for Literacy: Speak with clarity; listen to others in class, ask relevant questions and follow instructions; listen to a talk by an adult, remember some specific points; read high- and medium-frequency words independently and automatically (Year 2) - Primary framework for Mathematics: Represent data as a pictogram (Year 2) - Geography: Use of atlases; globes and maps at a range of scales; locate places - PSHCE: develop good relationships and respect differences between people; think about the lives of people living in other places, and people with different values and customs; appreciate that differences and similarities between people arise from a number of factors; listen to other people; play and work cooperatively.

Expectations at the end of this unit:

<i>Most children will:</i>	Understand about linguistic diversity in their class and that French is spoken in France as well as elsewhere; greet others with confidence and understand the differences in social conventions when people greet each other; reply to the questions Comment t'appelles tu? and Quel âge as-tu? ; present members of their family; understand and use numbers 1–10; begin to recognise and pronounce the sounds of French.
<i>Some children will not have made so much progress and will:</i>	Respond to simple questions with support from a spoken model or visual clue; recognise numbers 1–10; discriminate sounds and identify meaning when items are repeated several times
<i>Some children will have progressed further and will:</i>	Say and write short phrases from memory; have clear pronunciation; initiate conversations when working with partners; take part in speaking tasks of two or three exchanges; show understanding of a short written text containing familiar language.

Date:		Years 3 & 4, Unit 1: All about me		Resources: - Map of the world. - CD player - PPA Cover French CD 1	
Duration: 45 mins – 1 hour		Lesson no: 1			
Lesson Objective: Introduce greetings in French.					
Learning Outcome: Children are able to exchange greetings.					
	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Tell chn that we going to begin to learn French. Ask chn if anyone already knows a language.	Ask class where French is spoken. Show maps on IWB and identify France other Francophone countries. Tell chn that French is widely spoken across the world and is an official language of 29 countries, including Canada, Luxembourg, Switzerland, Belgium and countries in Africa and the Caribbean.	If appropriate, discuss topic using talk partners.	
Main Content	25-30 mins	Introduce greetings Bonjour! Salut! ça va? ça va bien. Et toi ? Au revoir	Tell chn we are going to learn how to meet someone for the first time today. Introduce Bonjour & Salut using different actions. Explain the difference in formality. Practise as a whole class, then asking individuals. Introduce ça va? and the response ça va bien Repeat with individuals. Explain if you'd like to ask in return you say Et toi ? Model this using a child. Practise all language to build up a conversation. Divide the class into 2 groups to practise each side of the conversation. *Mini plenary: Tell class they can extend their role play by saying Au revoir	Chn to practise the following conversation in pairs. Encourage use of actions to remind them. - Bonjour! - Bonjour! - ça va? - ça va bien. Et toi ? - ça va bien - Au revoir - Au revoir	
Plenary	10-15 mins	Learn a greetings song.	Play Salut (Track 1) Explain that the word is spelt out using the French alphabet and teach actions to go with the song.	Chn practise the Salut song with actions.	

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:		Years 3 & 4, Unit 1: All about me		Resources: - 2 different hats - Ball - Name cards of cartoon characters - CD player - PPA Cover French CD 1 - Timer	
Duration: 45 mins – 1 hour		Lesson no: 2			
Lesson Objectives: Revise greetings and introduce ourselves in French.					
Learning Outcome: Children are able to exchange greetings and names in a conversation.					
	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise greetings Bonjour! Salut! ça va? ça va bien. Et toi ? Au revoir	Revise all vocabulary learnt in the previous lesson, using actions, drilling and silly voices. Give 2 chn hats and ask them to repeat the conversation learnt last week. Encourage others in the class to help them if they forget.	Chn sing Salut song again with actions (Track 1)	
Main Content	25-30 mins	Introduce Je m'appelle... & Comment t'appelles tu? Use all known greetings in a conversation.	Explain today we're going to learn to introduce ourselves with Je m'appelle... which is the response to Comment t'appelles tu? Go around class asking Comment t'appelles tu? with chn replying Je m'appelle... Sit in a circle, roll a ball to different chn, asking their name, and then rolling the ball on to someone else. Tell class they are going to get new names of famous cartoon characters and hand out cards. Pass the ball around to music; when the music stops everybody must ask the person with the ball their name. Then, using a timer, challenge chn to ask as many people their new name in French in 2 minutes. Tell chn they are going to use this new language in their conversation. Ask chn to remind you of the order, and ask they tell you; make prompts on the WB for them to refer to.	Chn to hold conversation from last week, asking the cartoon character name of each person with talk partners. - Bonjour! - Bonjour! - ça va? - ça va bien. Et toi ? - ça va bien - Comment t'appelles tu ? - Je m'appelle... Comment t'appelles tu ? - Je m'appelle... - Au revoir - Au revoir	
Plenary	10-15 mins	Introduce alternative responses to ça va? ça va bien, ça va très bien, ça va mal, comme ci comme ça	Explain to chn that you can have different responses when someone asks you how you are. Introduce alternative responses with gestures. Ask chn to say the response when seeing your action.	Ask different chn ça va? rewarding those who use a new expression and gesture correctly. Ask them to practise asking other members of the class.	

Name cards of cartoon characters

Bart Simpson	Mickey Mouse	Tom	Bugs Bunny	Batman	Charlie
Superman	Eeyore	Piglet	Donald Duck	Woody	Scooby Doo
Winnie the Pooh	Homer Simpson	Daffy Duck	Jerry	Tigger	Lola
Fred Flintstone	Popeye	Spiderman	Marge Simpson	Minnie Mouse	Spongebob Squarepants
Yogi Bear	Pink Panther	Buzz Lightyear	Cinderella	Prince Charming	Lisa Simpson

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Objectives of module:

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Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:			Years 3 & 4, Unit 1: All about me		Resources: - 2 hats - Name cards of cartoon characters - Individual WBs and pens - Ball - Flashcards 1-10
Duration: 45 mins – 1 hour			Lesson no: 3		
Lesson Objectives: Count to ten in French and ask someone their age					
Learning Outcome: Children can use numbers to tell people their age.					
	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise conversation using Je m'appelle... & Comment t'appelles tu?	Revise the extended conversation learnt last lesson, with the whole class responding initially. Select 2 confident volunteers to wear hats and model the dialogue and repeat if necessary. Hand out new name cards to the chn.	Chn practise the dialogue with 3 different people, using their character names.	
Main Content	25-30 mins	Introduce numbers to 10 un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Mathematical language plus (+) font (=) moins (-) multiplié par (x) divisé par (÷)	Introduce the numbers slowly using fingers, asking chn to listen and repeat with fingers. Do this a few times, altering the pitch and speaking style. Show chn actions for each number. Count in and out of sequence. Play show me, where you say a number and the chn show the correct no. of fingers. In a circle, roll a ball to someone who says the next number and rolls it on. Play silent counting; where you mouth a number and the chn guess which one.	Using individual WBs, play a series of show me games, where chn show the number said, then 1 more or less. *If time ask one child on each table to play teacher and continue the game for their group. Do some simple sums for chn to solve, rewarding the fastest.	
Plenary	10-15 mins	Asking about age Quel âge as-tu? J'ai... ans	Introduce language Quel âge as-tu? to ask people their age and the response J'ai... ans . Hand out flashcards for each person and ask chn to practise with a new age each time.	Chn repeat the dialogue for the final time, asking how the person is, their name and their age. Show to the rest of the class if time.	

$$1 + 2 = 3$$

Un plus (+) deux font (=) trois

$$4 - 2 = 2$$

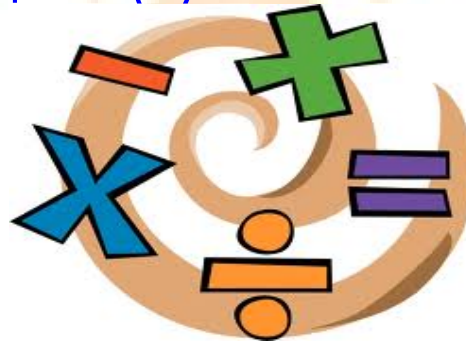
Quatre moins (-) deux font (=) deux

$$3 \times 2 = 6$$

Trois multiplié par(x) deux font (=) six

$$6 \div 2 = 3$$

Six divisé par (÷) deux font (=) trois



Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 3 & 4, Unit 1: All about me	Resources: - Numbers 1-10 flashcards - Greetings vocabulary - Numbers pelmanism (1 set per pair) - Numbers as words flashcards
Duration: 45 mins – 1 hour	Lesson no: 4	
Lesson Objective: Identify phonic patterns using language learnt so far.		
Learning Outcome: Chn are able to identify the rules of eg j /zh/ & t is silent (salut)		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise numbers 1-10	Revise numbers learnt last lesson by asking chn to say or do action for each number when shown the flashcards, firstly in, then out of sequence.	Ask chn 1 more & less than different numbers and reward the fastest answer.	
Main Content	25-30 mins	Identify phonic patterns using language learnt so far. eg j /zh/ t is silent (salut)	Show class the written version form of greetings learnt so far. Ask class what they notice about the differences between how it's written and how it sounds. Explain that every language has its own phonics and make a list of pronunciation rules (eg. j is pronounced /zh/ bonjour, je)	Consolidate numbers vocabulary through a series of games eg draw digits on board and class count silently but call out the missing digit. Play noughts and crosses using numbers, dividing the class into 2 teams.	
Plenary	10-15 mins	Identify phonic patterns in number vocabulary.	Show chn the written form of the numbers and ask them to identify the pronunciation rules from that language.	Chn play numbers pelmanism in pairs, matching the word and number to make a pair.	

Bonjour!

Salut!

ça va?

ça va bien. Et toi ?

Comment t'appelles tu?

Je m'appelle...

Comme ci comme ça

Quel âge as-tu?

J'ai... ans

Au revoir



Numbers Pelmanism

1	un	6	six
2	deux	7	sept
3	trois	8	huit
4	quatre	9	neuf
5	cinq	10	dix

Numbers noughts and crosses board

3	1	10
7	2	5
9	8	4

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Overview of Unit 3: On fait la fête (Celebrations)

In this unit children learn language relating to celebrations of special occasions and of their achievements in activities and games. They also learn to say the month of their birthday. This unit consolidates language-learning strategies such as practising new language with a friend and repeating new words rhythmically. It provides opportunities for children to say more about themselves. Children add to their repertoire of games to play in French.

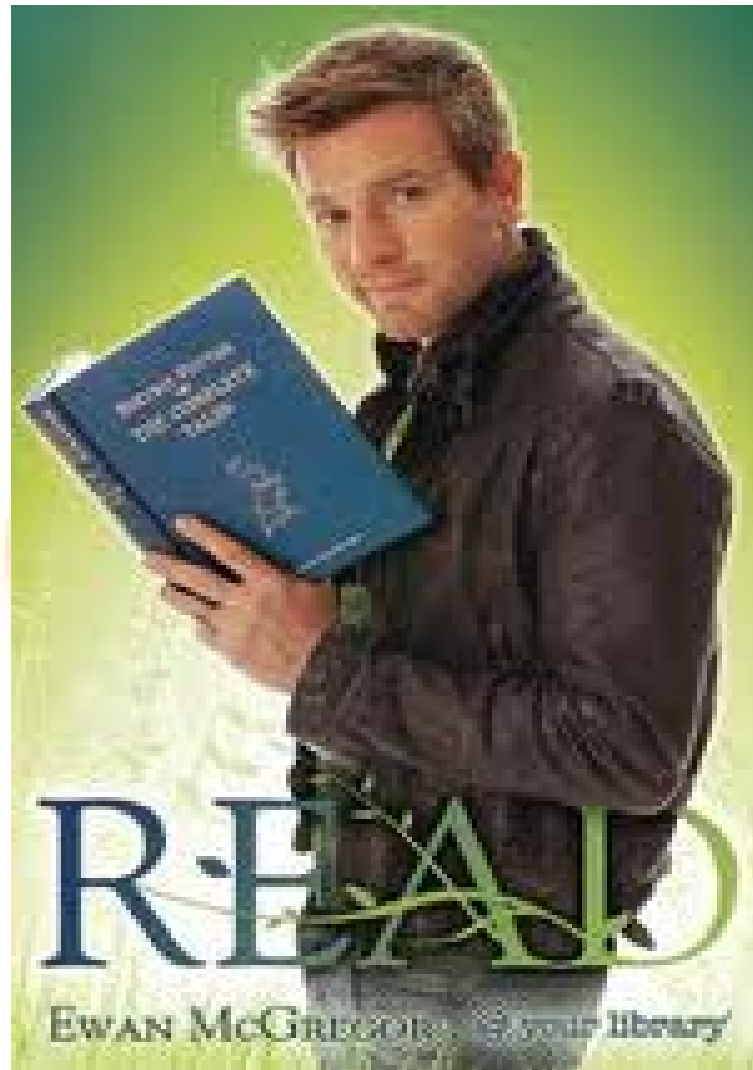
New language introduced in this unit	Links with other subjects
<ul style="list-style-type: none"> - Making simple statements about activities. - Expressing praise - Months of the year - Writing an invitation - Asking permission - Regular -er verbs: je form - Simple adverbs - Position of simple adverbs - Pouvoir: je peux + infinitive (as statement and as a question) - être: je suis, tu es - en + month 	<ul style="list-style-type: none"> - Primary framework for Literacy: Speak clearly and audibly with confidence (Foundation Stage); write with consistency in the size and proportion of letters and spacing within and between words. - PE: Consolidate existing skills and learn new ones. - PSHE: Listen to other people, and play and work cooperatively; recognise their worth as individuals by identifying positive things about themselves and their achievements; identify and respect the differences and similarities between people.

Expectations at the end of this unit:

<i>Most children will:</i>	State what activities they can do well; recognise and respond to instructions; understand and use praise words; say the month of their birthday; write a party invitation from a model.
<i>Some children will not have made so much progress and will:</i>	Respond with an action, oui/non or single words to questions about activities they can do well; understand instructions with prompting and/or visual support; say the month of their birthday when prompted; copy a party invitation.
<i>Some children will have progressed further and will:</i>	Write and say phrases from memory, with clear pronunciation and meaning; spell most of the key vocabulary in a party invitation accurately.

Date:			Years 5 & 6, Unit 3: Celebrations		Resources: - Hobbies flashcards - Hobbies prompts - Ball - Extended responses to questions
Duration: 45 mins – 1 hour			Lesson no: 1		
Lesson Objective: Make simple statements about activities.					
Learning Outcome: Children are able to state what activities they can do well.					
	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Introduce new praise words. magnifique, formidable, fantastique, genial, excellent	Introduce the new praise words using silly voices (whispering, shouting, operatic singing, growling etc)	Play Change the Word. One child leaves the room. The class agree on one familiar praise word. The child comes back in and gives a praise word of their choice. If this matches the class choice, the child chooses the next person to leave the room. If not, they have go again.	.
Main Content	25-30 mins	Introduce hobbies je nage, je lis, je danse, je chante (bien)	Ask children what they like to do in their spare time in English and explain we are going to be talking about hobbies. Show children flashcards and introduce je nage, je lis, je danse & je chante . With class, devise actions to mime for each activity. Practise the different verbs using the flashcards. When ready, extend sentences using je nage bien . Ask children Tu nages bien? and model the response as oui/ non with a child... Show the written form of the language and ask children to identify how the verbs change. Sit class in a circle and roll a ball, with one person asking Tu nages bien? and the next person responding.	In pairs, ask class to use prompts on board to ask each other about the 4 activities using - Tu nages bien? - Oui/ non - Tu dances bien?	
Plenary	10-15 mins	Extend responses to questions.	Explain that sometimes we want to give more information than just yes or no. Show children the possible responses Tell children that unlike them, you aren't good at singing. Ask children which response you should give. Ask children how you would say 'I'm very good at swimming.' Select different children to model responses to questions.	Using the prompts on the board, children practise using alternative responses to the questions posed about the 4 activities.	







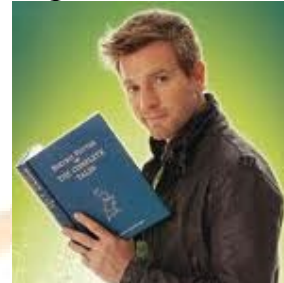


Hobbies Prompts

je danse



je lis



je nage



je chante



Tu **chantes** bien?

- Oui, **je chante** bien ✓
- Oui, **je chante** très bien ✓ ✓
- Non, pas de tout ✗



Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

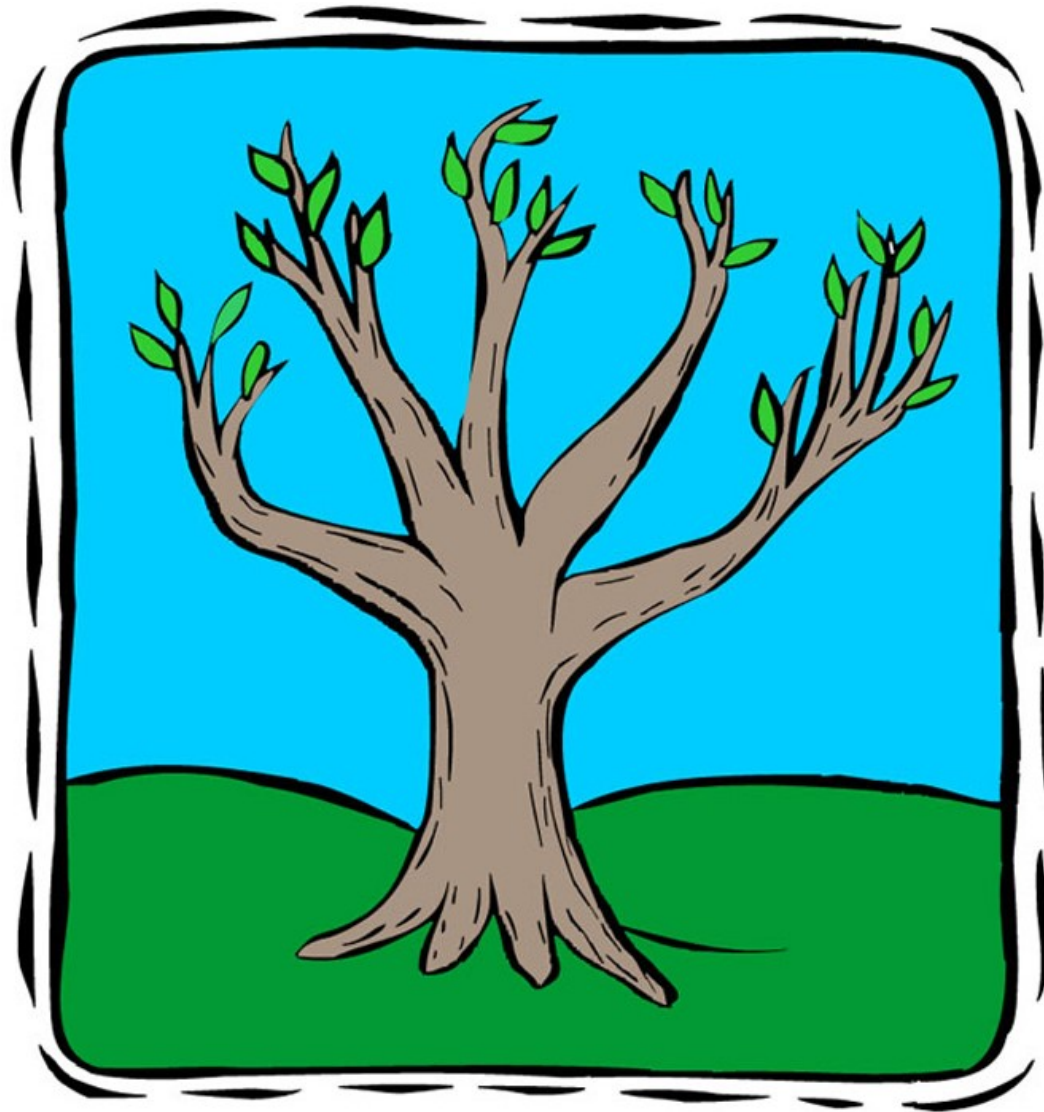
Assessment of children; behaviour techniques/rewards and sanctions used:

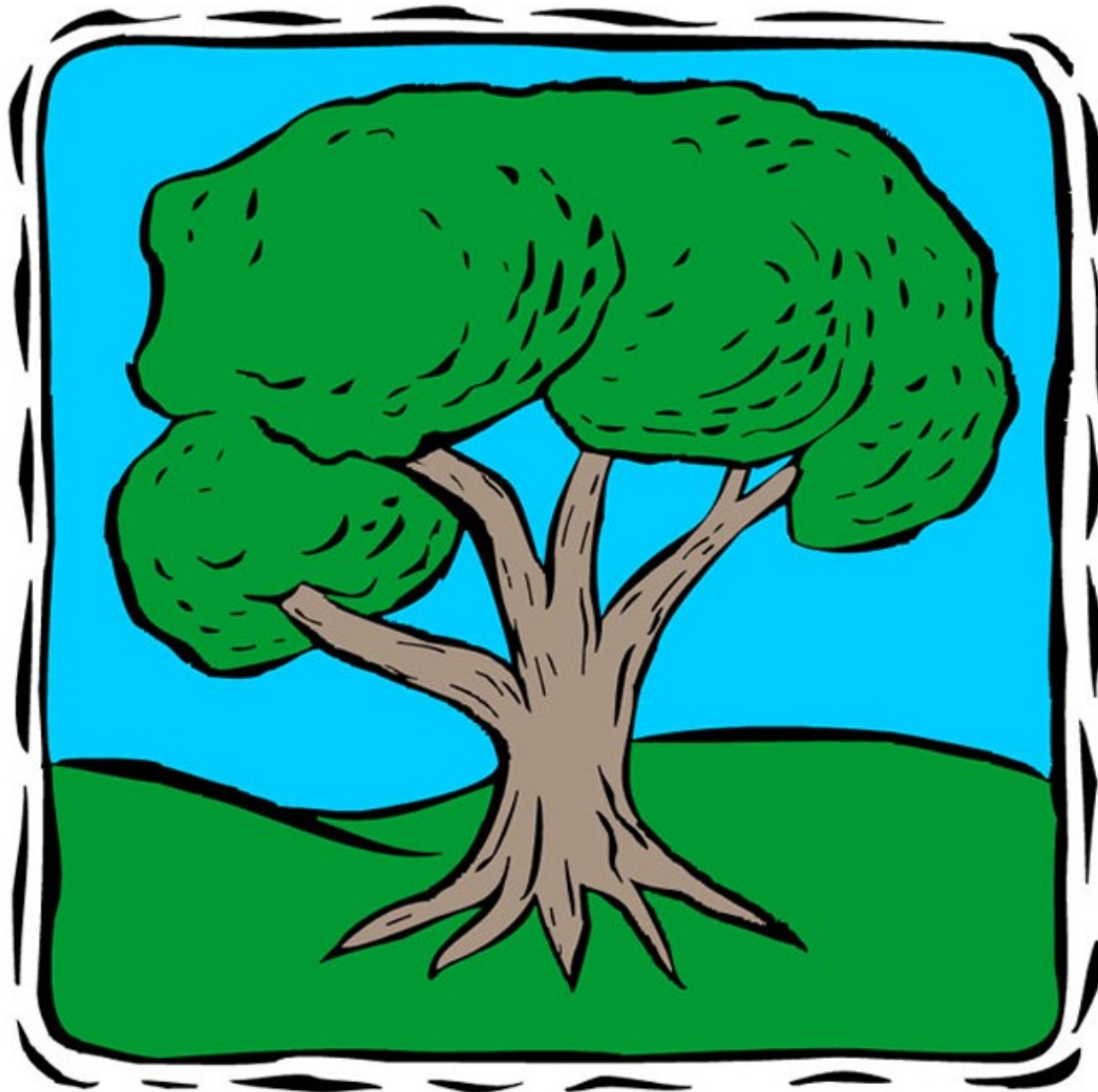
Strategies for next lesson:

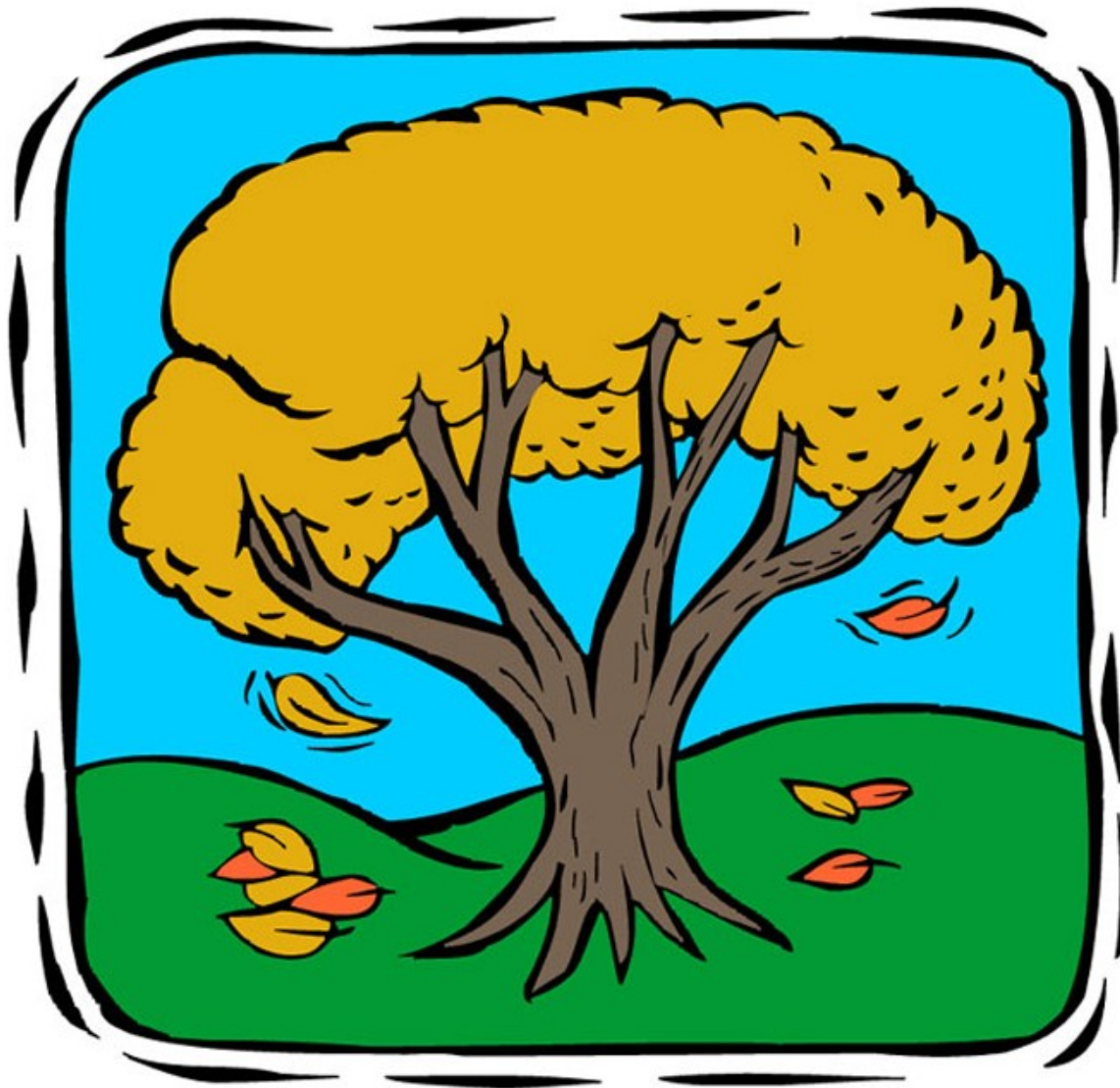
Date:			Years 5 & 6, Unit 3: Celebrations	Resources: - Flashcards - Seasons flash cards - Blu tack - Month happy family cards (10 sets) - CD player - PPA cover French CD 1	
Duration: 45 mins – 1 hour			Lesson no: 2		
Lesson Objectives: Introduce the months and seasons and begin to recognise the written form.					
Learning Outcome: Children are able to identify the months and seasons.					
	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise praise words. magnifique, formidable, fantastique, genial, excellent	Revise the new vocabulary learnt last week using the flashcards and playing heads down thumbs up.	Play 'change the word' from last lesson.	
Main Content	25-30 mins	Introduce months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	Begin by teaching the class the seasons using A4 flashcards. Stick them up around the classroom and practise saying them in sequence, while pointing to the cards on different walls. Explain that in French they do not put the date or month in capital letters when writing it down.Introduce the months and make up actions to remember each one. Practise by asking the class to make the action as you say/ mouth the month. Select a child to lead the game, while the other children respond.	In groups of 3, play Month happy families, asking As-tu X? and responding oui/ non . The objective is to get a whole season of months, then turn them over. The player with the most cards is the winner.	
Plenary	10-15 mins	Identify the months in a song.	Play the song Les mois de l'an (Track 4) to the class and ask children to do the actions as each month is sung. Play the song again in sections to identify all of the words.	Children listen to the song, joining in with the months.	

Seasons Flashcards









Month Happy Families cards

janvier



fevrier



mars



avril



mai



juin



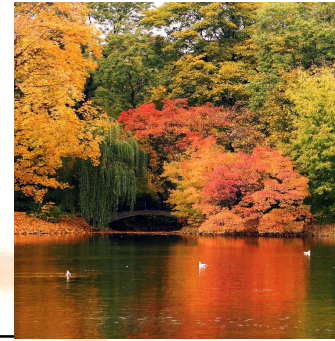
juillet



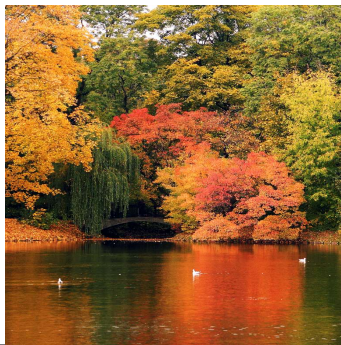
août



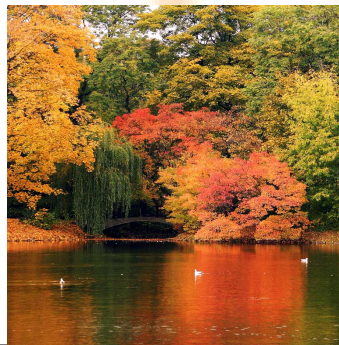
septembre



octobre



novembre



décembre



Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?










Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 5 & 6, Unit 3: Celebrations	Resources: - Noughts and crosses board for months. - CD player - PPA Cover French CD 1 - Months flashcards - List of birthdays of the children - Plain paper
Duration: 45 mins – 1 hour	Lesson no: 3	
Lesson Objective: Consolidate our knowledge of months in French		
Learning Outcome: Children are able to identify their birthday month and sing Happy Birthday.		

	Time	Content	Teaching Points	Group activity	Notes
Focus Activity	10-15 mins	Revise the months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	Revisit the months introduced last week by doing the actions together. Play Noughts and crosses to practise the months. Divide the class into 2 groups. Before playing, emphasise the importance of strategy and checking how your opponent is doing.	Children listen to the song El año (Track 4) doing the actions only at first, and then singing the months.	
Main Content	25-30 mins	Identify our birthday month Sing Happy Birthday Joyeux anniversaire (x4)	Group the children into the months that their birthday falls in. Each birthday group practises saying their month by chanting it softly. Ask each group to sit down / stand up as you call out their month. Model the phrase Mon anniversaire est en (janvier) and children repeat in each birthday group. Hold up the flashcards for the months in random order, for the relevant birthday group to say their sentence. Teach children to sing Joyeux anniversaire to the tune of 'Happy Birthday to You' See if any children have birthdays that week.	Children make birthday cards for someone with an upcoming birthday and copy Joyeux anniversaire for the message inside.	
Plenary	10-15 mins	Use knowledge of months and seasons to learn a new song.	Practise saying all of the months in order, getting quicker and quicker and revise the seasons. Challenge the children to learn another song with a much faster tempo. Play Les mois, les saisons (Track 9) to children and note that it is sung to the tune of Jack and Jill.	Children practise the song Les mois, les saisons repeatedly until they can sing in time to the music.	

Noughts & Corsses

<p>novembre</p> 	<p>janvier</p> 	<p>juin</p> 
<p>mars</p> 	<p>septembre</p> 	<p>fevrier</p> 
<p>decembre</p> 	<p>julliet</p> 	<p>avril</p> 

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 5 & 6, Unit 3: Celebrations	Resources: - If possible a large room eg the hall - Months flashcards (large for wall) - CD player - PPA Cover French CD 1 - Texts cards about activities. - Smaller months flashcards for game. - Feely bag.
Duration: 45 mins – 1 hour	Lesson no: 4	
Lesson Objective: Recall words and short sentences through practical activities.		
Learning Outcome: Children can understand and participate in a vocabulary game.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise the months janvier, février etc	Revise the months by asking the children Quel es le mois avant/ après... asking them to identify the month before or after.	Show the months flashcards at random for the children to respond to when their birthday is.	
Main Content	25-30 mins	Recall words and short sentences through practical activities.	<p>Explain to the children that they are going to play some games in French. Play the French party music (Track 5) and, when it stops, call out a sentence, eg Je nages bien. The children freeze as a statue to show the verb. Play the game again and, when you call out a sentence, show a large text card at the same time.</p> <p>Play the game Stations, by placing the text cards around the room at adult height. Read them out to the children as you stick them on the walls. Play the music. When it stops, children choose one of the cards to stand next to. Using a second, smaller set of cards, ask a child to choose one and read it out. All children standing next to that sentence card are out.</p> <p>Put the small text cards in a feely bag and play some music (Track 6). Children (sitting in a circle) pass the bag around and, when the music stops, the child with the bag pulls out a card, reads it out and chooses another child to mime the action.</p>		
Plenary	10-15 mins	Listen and respond to songs.	Play the song Les mois, les saisons (Track 9) to the children and remind them of the lyrics and tune.	Children practise the song Les mois, les saisons until they can sing in time to the music.	

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 5 & 6, Unit 3: Celebrations	Resources: - Texts cards about activities - Party invitation writing frame - Paper - Pens - Hobbies flashcards
Duration: 45 mins – 1 hour	Lesson no: 5	
Lesson Objectives: Perform simple communicative tasks using words, phrases and short sentences.		
Learning Outcome: Children have completed simple details to make a party invitation.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise verbs to describe activities.	Revise the verbs learnt earlier in the unit by playing a guessing game. Hold up a card that the children can't see and ask them to guess the activity. When they guess, they can choose another card.	Children tell their partner 3 sentences about their hobbies using bien, très bien, non pas de tout , to vary how well they do them.	
Main Content	25-30 mins	Make a party invitation in French.	Explain to the children that they will be creating a party invitation. Ask children what information they will need to convey and provide a word bank for them on the WB of the date, time etc. Complete a writing frame to model the task and ask children to share ideas about how the invitation could be improved.	Children complete and decorate their party invitations according to their success criteria.	
Plenary	10-15 mins	Write simple sentences independently	Using the picture flashcards of verbs as prompts, see how many sentences such as Je danse bien some children can write from memory.	Children share with their partner the sentences they have written about their hobbies.	



Une invitation

Nom:

Date:



Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson: