

Sample Parcels - Year 4 Scheme of Work for French

Children benefit from having practice in speaking and listening every day.

Teachers can use this template to create different parcels.

Suggested Daily Parcels - Lesson Five

<p>A Intercultural understanding</p> <ul style="list-style-type: none"> Explore and discuss what the children know about the languages spoken in different European countries. BBC Languages Across Europe lists the countries together as spoken in each of them. 	<p>B Forming the plural of nouns</p> <ul style="list-style-type: none"> Using pictures or toys, practise asking <i>Qu'est-ce que c'est?</i> The children respond in chorus <i>C'est un + noun</i> when the singular is needed, and <i>Ce sont des + noun</i> when the plural is needed. The children practise in pairs.
<p>C Forming the plural of nouns</p> <p>Children choose an animal. In their French folders they draw a group of these animals and write a question and answer, e.g. <i>Qu'est-ce que c'est? Ce sont des papillons.</i></p>	<p>D Games - Blind Man's Buff or Coin! Coin!</p> <ul style="list-style-type: none"> Play Blind Man's Buff as in lesson 5, or <i>Coin! Coin!</i> <p>Resource: Blindfold.</p>
<p>E Focus on Phonics: on, ch</p> <ul style="list-style-type: none"> The children stick soundsheets no.85 and no.77 into their French folders. They perform the actions and practise the sounds in chorus: For on you say <i>on, on, on</i> and place one finger on the tip of your nose. For ch you say <i>ch, ch, ch, chuchote</i> with hands close to your mouth as if you are whispering secrets (to Charlotte). <p>Resource: <i>Le Manuel Phonique</i> p.85 and p.77.</p>	
<p>F Parachute game (colours) N.B. A large space is needed, e.g. PE area.</p> <ul style="list-style-type: none"> Assign each child a colour, <i>rouge, bleu, vert, jaune, rose, orange, blanc, noir, orange</i>. Slowly move the parachute up and down to a steady rhythm, chanting the words <i>les couleurs</i>. When you call out <i>Changez de place, les blancs</i> or <i>Changez de place, les verts</i>, etc. the children respond by running under the parachute as it rises and change places with another child. You can then call two colours at once, e.g. <i>Changez de place, les verts et les noirs</i>. For everyone to change places you can call out <i>Changez de place, toutes les couleurs!</i> <p>Resource: Parachute.</p>	
<p>G Story: Toutes les couleurs</p> <ul style="list-style-type: none"> Re-read the story (from Y3) using vocal and facial expression to support the meaning. Can the children read the story aloud with you? <p>Resource: Story book - <i>Toutes les couleurs</i>.</p>	<p>H Story: Va t'en grand monstre vert</p> <ul style="list-style-type: none"> Read the story using vocal and facial expression to support the meaning. Can the children read the story aloud with you? <p>Resource: Story book - <i>Va t'en grand monstre vert</i>.</p>
<p>I Spelling Skills</p> <ul style="list-style-type: none"> In pairs children practise spelling aloud the animal words for their partner to write down or to guess. Mini whiteboards could be used. 	<p>J Traditional song: Alouette</p> <ul style="list-style-type: none"> The children join in singing the song whilst watching the DVD. <p>Resource: DVD - <i>Mon Âne</i>.</p>
<p>K Self and peer assessment</p> <p>I / we can:</p> <ul style="list-style-type: none"> Say a sentence that includes nouns and adjectives, e.g. <i>C'est un mouton rose</i> or <i>Dans le sac il y a un lion rouge</i> participate in a small sketch and perform it in front of others spell certain words, e.g. <i>un papillon, ...</i> read the graphemes <i>ch</i> and <i>on</i> with correct pronunciation. 	<p>L Display</p> <ul style="list-style-type: none"> Display a photograph of the children enjoying a story. Display soundsheets no.85 and no.77.

Children can identify some French sounds and their written form.

Children choose an animal. In their French folders they draw a group of these animals and write a question and answer, e.g. *Qu'est-ce que c'est? Ce sont des papillons.*

Native-speaker resources provide a good model of pronunciation

Children can assess the progress they are making and have fun celebrating it.

A French Display Area could be used

- to support teaching and learning
- to make parents aware of what the children are doing
- to make children aware of the progress they are making
- to show how much FUN is being had.