



Here is an example of a lesson plan for the Cave Languages Scheme of Work Stage 1. On proof of purchase of the resource Physical French Phonics and a selection of story books (see the list on the Cave Languages website), you can have access to similar planning sufficient for one lesson a week over 4 years of KS2, accompanying Smart Notebook files, the accompanying workbooks, templates of the classroom activity resources, assessment documents for monitoring progress, retrieval activities, support materials for the classroom. Please email Sue Cave for more details – sue@cavelanguages.co.uk

French – Stage 1

Lessons 28 - 36

Based on the key elements of the language progression in the Catherine Cheater Scheme of Work Year 3

S/board files = Smart board support files for lessons in password area of the Cave Languages website – www.cavelanguages.co.uk/schemes-of-work

Workbook - download from password area of – www.cavelanguages.co.uk/schemes-of-work

Attach. - Additional resources in ‘paper clip’ section of S/board file or can be found in password area

French phonic actions – demonstrations of actions can be found on ‘Physical French Phonics’ DVD

Mini-whiteboard activities – these could also be completed in individual exercise books as a more permanent record of progress

Assessment – S/L - speaking and listening, R/W – reading and writing, SSR – songs, stories and rhymes, G - Grammar

Colour highlighted activities = opportunity for assessment **Emerging** – **Expected** – **Exceeding** The **numbers** indicate which specific **Year 4** target - refer to the document ‘KS2 Teacher Monitoring – Emerging, Expected and Exceeding’. Documents and explanation about assessment in password area of website –

[Schemes of work - Cave Languages: advice, training courses and support for the delivery of languages in primary schools](#)

Black highlighted activities = other opportunities to assess KS2 Programme of Study targets refer to ‘KS2 Progressive Assessment Statements’

Lesson	Context/Outcomes	Plan	Evaluation
28	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Develop cultural awareness • Practise creating a simple sentence <p>Context</p> <ul style="list-style-type: none"> • Please and thank you • Asking and giving something politely • Story <p>Success Criteria</p> <ul style="list-style-type: none"> • Produce words for please and thank you • State why there are two ways of saying please • Ask for Albert and Annick politely (most) • Join in with actions and words (some) of a story <p>Assessment</p> <ul style="list-style-type: none"> • 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 2 • Practise all the finger rhymes learnt so far. <p>Main</p> <ul style="list-style-type: none"> • Check on prior knowledge of merci and s’il vous plait. • Slide 3 - model thank you by blending the individual sounds. • Slide 4 - explain that there are 2 forms of ‘please’ as there are 2 words for you. Can the chn recall the word for ‘you’ from ‘comment t’appelles-tu? Model sil te plait and s’il vous plaît and explain its use depending on who you are addressing. Note the ‘e’ sound in ‘te’ is the same sound as was in ‘je’. Practise the sound. Invite the chn to ask for Albert and Annick first from you and then from each other using the correct form of please • Slide 5 - explain that they are going to learn how to ask for something politely by saying ‘I want/would like’. Can the chn recall the word for ‘I’? Reveal the spelling. • Slide 6 - model how to ask for something – je veux – note the use of ‘je’. Use the same action of pointing to yourself for ‘je’ and do an action for asking for the word ‘veux’. • Slide 7 to model how to ask for Albert and Annick using the familiar form of please. Then practise the word for handing over ‘voilà’ and thank you. • Hand Albert to a chn and the next ch asks for it. The ch receiving Albert should respond with ‘merci’. When confident, suggest that the ch handing over says ‘voilà’ – here you are – use slide 7 for support, • Slide 8 - do the same with Annick. Chn ask and pass Albert and Annick around the room by using the phrase and responding with /merci’. Use slides 7 and 8 for teacher support. • Ask for the bears and then invite the chn to ask you for them from you using s’il vous plait instead. • Slide 9 - play audio recording of ‘je veux manger’ and ask chn to put their hands on their head every time they hear merci and s’il vous 	

		<p>plaît. At end ask if they heard a phrase s'il vous plaît. Discuss with them the difference and usage of the 2 ways of saying please.</p> <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> • Join in with the chn putting your hand on your head in the story <p>Challenge</p> <ul style="list-style-type: none"> • Ask for something politely without support <p>Resources</p> <ul style="list-style-type: none"> • Albert and Annick • Scanned story 'je veux manger' (Attach) • S/board files lessons 28-36 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Practise asking for Albert and Annick 	
29	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Blend sounds to produce words • Develop memorisation strategies <p>Context</p> <ul style="list-style-type: none"> • Asking for bears • Finger rhyme • Pencil case items <p>Success Criteria</p> <ul style="list-style-type: none"> • Ask politely for a bear (some) • Join in with actions and words of finger rhyme • Blend sounds to produce new words • Repeat, listen and identify masculine noun pencil case items • Suggest ways to remember the new nouns (some) <p>Assessment</p> <ul style="list-style-type: none"> • 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 10 • Listen to the story 'je veux manger' and encourage the children to join in - slide 9 • Review the words for please and thank you. Establish a routine for a ch to ask for the bears at the start of each lesson so that one child holds one of the bear for the whole lesson <p>Main</p> <ul style="list-style-type: none"> • Slide 11 - model the rhyme 'une poule sur un mur' and ppt for teacher support. • Practise saying the rhyme 'une poule sur un mur'. Play the version on the Mon Ane DVD or Youtube version. Can the chn identify the rhyming words with 'mur' and 'ta'? • Slide 12 – practise the sounds in the pencil case items. Ask the ch if there are any new sounds • Slide 13 - use real items to show and model the pronunciation of the 4 masculine classroom objects.. Ask the chn to repeat several times. Perform phonic actions as you model the words • Discuss with chn ways to remember these new words by making mental associations 	

		<ul style="list-style-type: none"> • Discuss the meaning of 'un' – means one and a – do the chn recall that they met this word when they learnt the Christmas words? • Hold up an item and name the object. If you name it correctly, the chn clap, if you name it incorrectly the chn say sssh. <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> • Make mental associations to remember the new vocabulary <p>Challenge</p> <ul style="list-style-type: none"> • Make mental associations to remember the new vocabulary • Recall meaning of 'un' <p>Resources</p> <ul style="list-style-type: none"> • Albert and Annick <p>Mon Ane DVD – une poule sur un mur or on Youtube https://www.youtube.com/watch?v=elWc6hbDvws</p> <ul style="list-style-type: none"> • S/board files lessons 28-36 • Pen, pencil, paintbrush, felt tip <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Chn hold a pencil case item above your head and you guess what it is, chn respond with oui/non 	
30	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Exposure to the sound of the language at text level through a rhyme • Introduce the concept of the gender of nouns <p>Context</p> <ul style="list-style-type: none"> • Asking for bears • Finger rhyme • Pencil case items • Gender of nouns <p>Success Criteria</p> <ul style="list-style-type: none"> • Ask politely for a bear (some) • Join in with actions and words of finger rhyme 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 14 • Ch asks for bears • Chn practise saying the rhyme 'une poule sur un mur' without teacher support. Can any chn recite it from memory? <p>Main</p> <ul style="list-style-type: none"> • Review the masculine noun – pencil case items – slide 13 • Slide 15 - model the pronunciation of the 2 feminine classroom objects – use audio files in slide 15 for teacher support. Invite chn to note difference in 'un'. Perform phonic actions as you model the words. Discuss ways to remember the new words. 	

	<ul style="list-style-type: none"> • Repeat, listen and identify pencil case items • Suggest ways to remember the new nouns (some) <p>Assessment</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Slide 16 - ask the chn what type of words are the pencil case items. Ask chn what the role of a noun is– use an action to reinforce meaning of a noun. • Slide 17 - explain to the chn that there are 2 groups of nouns in French so 2 words for 'a'. Name the 2 groups as masculine and feminine. Use the word class cards – un/une and masculine/feminine to reinforce this. • Say aloud some masculine and feminine nouns – Christmas vocabulary and pencil case items and ask the chn to say if they are masculine or feminine nouns • Slide 18 – play Splat with the pencil case items • Slide 19 – divide the glass into two groups. A ch from each group takes it in turns to select a number and a colour, encourage the chn to ask in French 'je veux deux et bleu s'il vous plaît'. Click on the number to hear the word and then click and reveal the item behind the coloured shape they have chosen. If they match, the team wins a point, if not, click to hide the object and it is the turn of the other team. <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> • Provide a copy of slide 21 <p>Challenge</p> <ul style="list-style-type: none"> • Make mental associations to remember the new vocabulary <p>Resources</p> <ul style="list-style-type: none"> • Albert and Annick <p>Mon Ane DVD – une poule sur un mur or on Youtube https://www.youtube.com/watch?v=eIWc6hbDvws</p> <ul style="list-style-type: none"> • S/board files lessons 28-36 • Pen, pencil, paintbrush, felt tip, rubber, ruler • Masculine/feminine and un/une word class cards (attach) <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Select an item and hold it behind your back the chn have a limited number of guesses to discover what it is 	
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<p>31</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Exposure to the sound of the language at text level through a song • Reinforcing the concept of gender of nouns • Sentence building • Introduce elision <p>Context</p> <ul style="list-style-type: none"> • Pencil case items • Song <p>Success Criteria</p> <ul style="list-style-type: none"> • Explain the concept of gender of nouns(some) • Pronounce 'j'ai' • Identify the contraction of je and ai • Listen, identify and name pencil case items • Join in with song, pronouncing new vocabulary (some) <p>Assessment</p> <ul style="list-style-type: none"> • 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 20 • Slide 21 - review the pronunciation of the pencil case items. Can the chn recall why some nouns begin with un and some with une? <p>Main</p> <ul style="list-style-type: none"> • Slide 22 – recall the job of a verb and practise the action for a verb • Slide 23 – invite the chn to say which of the words are verbs – note the endings are either 'e' or 'es' • Slide 24 – say you are going to learn how to say 'I have'. Can the children recall the word for 'I'. Practise the word for 'have' – ai . Ask the children what type of word is 'ai'. Does it look like the other verbs they know as on slide 23? • Slide 25 – explain that j' is used for 'I' when the next word begins with a vowel. The e in je is replaced by an apostrophe to avoid having the vowel sound 'e' at the end of one word next to a vowel sound at the start of the next word. Model the pronunciation – j'ai – use actions to help memorise it. • Slide 26 – invite the chn to say which pencil case item they have in their hand using 'j'ai'. Encourage some children to name 2 or more items in their hand using 'et'. • Slide 27 - model a new item of vocabulary 'un taille-crayon' • Slide 28 - model the pronunciation of 'dans ma trousse j'ai' • Play the song 'Ma trousse' and invite the children to join in or try singing the words on slide 29 to the tune of Frère Jacques • Use slides 30-35 and invite the chn to name which item is missing each time <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> • Provide a copy of slide 26 <p>Challenge</p> <ul style="list-style-type: none"> • Explain the concept of the gender of nouns 	
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		<ul style="list-style-type: none"> Name the missing item in the Kim's game Produce a sentence with j'ai and more than one pencil case item <p>Resources</p> <ul style="list-style-type: none"> Pencil case items S/board files lessons 28-36 CD Singing in French track 5 – ma trousse or alternative on slide 29 <p>Weekly follow-up</p> <ul style="list-style-type: none"> Sing 'ma trousse' song 	
32	<p>Learning Objectives</p> <ul style="list-style-type: none"> Exposure to the sound of the language at text level through a song Develop question form Develop letter and sound connections in the spelling of words <p>Context</p> <ul style="list-style-type: none"> Pencil case items Song <p>Success Criteria</p> <ul style="list-style-type: none"> Join in with the song Produce a question using tu as and rising intonation Name the pencil case items Identify letter strings for sounds <p>Assessment</p> <ul style="list-style-type: none"> SSR-1 S/L-2 R/W-1 	<p>Starter</p> <ul style="list-style-type: none"> Objectives of lesson – slide 36 Recall the phrase for 'I have' and sing the song 'Dans ma trousse' <p>Main</p> <ul style="list-style-type: none"> Slide 37 - ask chn to recall a word for 'you' which they met in 'comment t'appelles-tu?' and tu sautes? etc. Ask the chn what kind of word this is. Perform the action for a pronoun – hand up to eyes as for a noun and then remove it as it is 'replaced' with a finger pointing to top of head. Slide 38 - model how to ask do you have? –note no need for the word 'do' in French – just 'you have? Do the chn realise that this is a different word for 'have' to the one with 'je'? Remind the chn that verbs can change depending on the pronoun. Explain that if you use a 'question voice' this will make the statement into a question. Practise asking tu as + pencil case items In pairs, the chn hide a pencil case item behind their back and their partner has a limited number of guesses to find out what it is by asking 'tu as...?' Slide 39– model and practise these less familiar sounds to be found in pencil case words. Slide 40 - practise all the sounds in the pencil case items. Slide 41 - invite the children to match the graphemes to the sounds – note two sounds for 'y' and 'o' and unusual sound of 'a' before y. Check on slide 41. 	

		<ul style="list-style-type: none"> • Slide 42 say a sound and the children write the letters in the air with their finger • Play phonic bingo with the letter strings <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> • Provide a copy of slide 42 <p>Challenge</p> <ul style="list-style-type: none"> • Predict the spellings of the pencil case items <p>Resources</p> <ul style="list-style-type: none"> • CD Singing in French track 5 – ma trousse or alternative on slide 29 • Pencil case items • S/board files 28-36 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Play ‘what is behind my back’ game 	
33	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Developing reading and writing skills <p>Context</p> <ul style="list-style-type: none"> • Pencil case items <p>Success Criteria</p> <ul style="list-style-type: none"> • Listen and recognise the letter strings for some sounds (some) • Predict the spelling of pencil case items (some) • Read and identify the pencil case words <p>Assessment</p> <ul style="list-style-type: none"> • L/S-3 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 43 • Review the letters and sounds and play Splat with slide 44 <p>Main</p> <ul style="list-style-type: none"> • Slides 45 & 46 – invite the chn to predict the spellings and then reveal the spellings of the pencil case items and read aloud – use the key on the slides for support • Slide 47 – divide the class into two teams, each team takes it in turns to select a number and a colour, if the word and image match, the team wins a point. If not, the word and image are covered over and the other team selects. Click to reveal, click to hide. • Slide 48 – invite chn to create sentences using j’ai . Divide the class into 2 teams. One team hides their eyes whilst a member of the opposite team comes to the board to indicate which noun they have chosen. One person at a time from the other team says a sentence e.g. ‘j’ai un crayon If they select a sentence not chosen they win a point. Selecting the sentence chosen means their turn is over and it is the turn of the other team. <p>Differentiation</p> <p>Support</p>	

		<ul style="list-style-type: none"> • Provide a copy of slide 48 <p>Challenge</p> <ul style="list-style-type: none"> • Explain position of commas in a list <p>Resources</p> <ul style="list-style-type: none"> • S/board file lessons 28-36 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Play the game again on slide 47 	
34	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Exposure to the sound of the language through a rhyme. • Building a simple sentence • Practising reading, writing and letter/sound connections <p>Context</p> <ul style="list-style-type: none"> • Rhyme • Sentence building • Pencil case items <p>Success Criteria</p> <ul style="list-style-type: none"> • Join in with actions in rhyme and some words (some) • Produce a sentence with voici and et • Read a sentence with pencil case items, voici and et • Ask a question starting with 'tu as..' • Make a statement beginning with 'voici..' <p>Assessment</p> <ul style="list-style-type: none"> • SSR-1 • R/W-1 • S/L-3 • R/W-2 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 49 • Slides 50-52 – la tour Eiffel – discuss facts about tower and ask who has visited it • Slide 53 - model the rhyme 'La Tour Eiffel' click on the audio icon for teacher support. Invite chn to jump as if skipping when counting the 'sous'. Use actions for each line. This is a traditional skipping rhyme. <p>Main</p> <ul style="list-style-type: none"> • Slide 54 - ask the chn if they recall the words for 'here is' and 'and' Invite chn to make a sentence with these words and pencil case items using the items as prompts. • Slide 55– click and drag images to create a sentence to read aloud. • Slide 56 - practise again how to say 'do you have' and 'here is'. Ask a ch for a pencil case item 'tu as' if they have it, encourage them to respond with 'oui voici...' Practise in pairs • Slide 57 – invite chn to write a sentence on a mini w/board starting with voici and selecting two pencil case items and join with 'et'. Click and spin the dice twice. If the numbers correspond to their choice of items, they win a point <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> • Provide a copy of slide 57 <p>Challenge</p>	

		<ul style="list-style-type: none"> • Recall of the words 'voici' and 'et' <p>Resources</p> <ul style="list-style-type: none"> • S/board files – lessons 28-36 • Mini w/boards • Workbooks Stage 1 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Play game again on slide 57 • Practise the rhyme 	
35	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Assessing progress and understanding <p>Context</p> <ul style="list-style-type: none"> • Rhyme • Self-assessment <p>Success Criteria</p> <ul style="list-style-type: none"> • Join in with rhyme • Say rhyme from memory(some) • Read, identify and write pencil case items in a sentence <p>Assessment</p> <ul style="list-style-type: none"> • R/W-2 • R/W-4 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 58 • Slide 59 - practise the rhyme La Tour Eiffel when confident try with skipping ropes. Can any chn say it from memory? <p>Main</p> <ul style="list-style-type: none"> • Workbook Stage 1 page 23 – chn draw an item in the pencil case and write a sentence like the example. • Workbook page 24 – chn draw two items and write a sentence using 'voici' and 'et' • Extension material on page 25 – complete the missing letters without support and write the letters for each sound <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> • Share ideas about how to improve <p>Challenge</p> <ul style="list-style-type: none"> • Write the letters for some sounds <p>Resources</p> <ul style="list-style-type: none"> • Skipping ropes • Workbooks Stage 1 • S/board files lessons 28-36 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Encourage use of 'je veux..' to ask for pencil case items in the classroom 	

36	<p>Learning Objectives</p> <ul style="list-style-type: none"> Assessing progress and understanding <p>Context</p> <ul style="list-style-type: none"> Rhyme Self-assessment <p>Success Criteria</p> <ul style="list-style-type: none"> Say the rhyme from memory Identify the word class from a selection of words Write some words from memory(some) Identify progress Suggest and discuss new concepts about French language <p>Assessment</p> <ul style="list-style-type: none"> SSR-1 R/W-2 	<p>Starter</p> <ul style="list-style-type: none"> Objectives of lesson – slide 60 Can any chn say the skipping rhyme from memory? Learning Recall Activity – Slides 8 and 9 <p>Main</p> <ul style="list-style-type: none"> Workbook page 26 – invite the chn to order the words under the correct word class heading Workbook page 27 – invite chn to write some words from memory starting the sentence with ‘j’ai’ or ‘voici’ Use slides 61 - 63 and chn mark pages 25, 26 and 27 Workbook page 27 – invite chn to identify new learning about how the French language works and write down Workbook page 28 chn self assess progress using traffic lights (slide 64) and write a comment to indicate how to improve <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> Share ideas about how to improve <p>Challenge</p> <ul style="list-style-type: none"> Explain concept of gender <p>Resources</p> <ul style="list-style-type: none"> Workbooks Stage 1 S/board files lessons 28-36 S/board file – Learning Recall Activities Stage 1 <p>Weekly follow-up</p> <ul style="list-style-type: none"> Practise the rhyme with skipping ropes 	