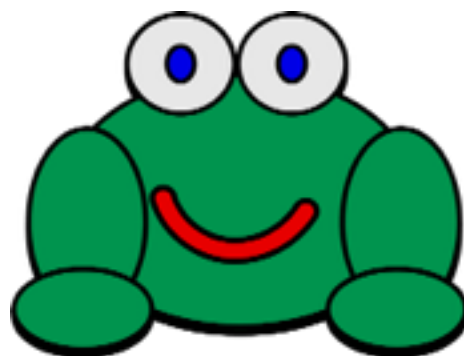




# Primary French



easyMFL

## Year 3 Scheme of Learning Unit 1



Year 3 Unit 1 Je me présente		Lesson 1a - Introductions
<p><b>Lesson Objective:</b> To be able to introduce yourself and to take part in a French poem.</p> <p><b>Learning Outcomes:</b></p> <p><b>Students MUST:</b> Practise saying all of the vocabulary with the class.</p> <p><b>Students SHOULD:</b> Feel comfortable volunteering to say some of the phrases by themselves.</p> <p><b>Students COULD:</b> Memorise new vocabulary.</p>	<p><b>Resources</b></p> <p>PowerPoint presentation (1a Introductions)</p> <p>Two stuffed toy birds</p> <p>Worksheet 1a</p>	<p><b>Lesson Plan</b></p> <ol style="list-style-type: none"> <li>1. Have the first slide with “Bonjour displayed”. Does anyone know what this means? Practise saying it as a class.</li> <li>2. Use the next slide to present “Je m’appelle...” - make sure you have added your surname and deleted Monsieur or Madame!</li> <li>3. Introduce “Bonjour la classe” on the next slide. When you say “Bonjour la classe”, the class replies with “Bonjour Monsieur/ Madame...” Explain that this will be part of the routine for language lessons.</li> <li>4. Introduce the lesson objective - pupils are learning to introduce themselves and take part in a French poem.</li> <li>5. Present “Comment t’appelles-tu?” and repeat as a class. Ask for volunteers to say it by themselves. Pupils then practise “Je m’appelle” with their own name.</li> <li>6. Go through the next slides with the two birds having a short conversation. Ask pupils what the other bird could say before making the answer appear.</li> <li>7. Ask for a volunteer to have a similar conversation with you at the front of the class. This will include “Bonjour”, “Comment t’appelles-tu” and “Au revoir”.</li> <li>8. Read the poem to the class and act it out with your toy birds. Ask them to pick out words that they understand. Does it look similar to an English nursery rhyme (Two little dicky-birds) <b>N.B. The first two lines translate as “Two little birds, sitting on a branch.”</b></li> <li>9. Repeat the poem as a class. Ask for volunteers to do either a line or the whole thing. You could ask each table to practise together and then judge the best table.</li> <li>10. What have we learnt today? Review objectives and ask for volunteers to show off what they have learnt.</li> </ol>
	<p><b>Extension</b></p> <p>Ask more able students to memorise both the spellings and pronunciation of the vocabulary that is introduced during the lesson.</p>	
	<p><b>Support</b></p> <p>Ask for volunteers to start with, and ask stronger students to pair up with weaker students to practise pronunciation.</p> <p>Use worksheet 1a which has a vocabulary list as well as a tracing activity and the words to the poem</p>	



Year 3 Unit 1 Je me présente		Lesson 1b - Age (1-10)
<p><b><u>Lesson Objective:</u></b> To be able to count to ten and say how old you are.</p> <p><b><u>Learning Outcomes:</u></b></p> <p><b>Students MUST:</b> Practise saying all of the vocabulary with the class.</p> <p><b>Students SHOULD:</b> Feel comfortable volunteering to say some of the phrases by themselves.</p> <p><b>Students COULD:</b> Memorise new vocabulary and sing the numbers song.</p>	<p><b><u>Resources</u></b></p> <p>PowerPoint presentation (1b Age)</p> <p>Stuffed toy bird</p> <p>Numbers song from Youtube by KidsTV123 <a href="https://www.youtube.com/watch?v=lsc3qLMaCu8">https://www.youtube.com/watch?v=lsc3qLMaCu8</a></p> <p>Worksheet 1b</p>	<p><b><u>Lesson Plan</u></b></p> <ol style="list-style-type: none"> <li>1. Bonjour la classe!</li> <li>2. Give pupils three minutes to go through the conversation on slide 3. What does it mean?</li> <li>3. Introduce objectives on slide 4.</li> <li>4. Present numbers 1-10 on slide 5. Use choral repetition and ask volunteers to say single numbers or 1-10 by themselves.</li> <li>5. Jetez l'oiseau! (Throw the bird) - see how long it takes the class to throw the toy bird around and count to 10. Each person who catches the bird has to give the next number.</li> <li>6. Missing numbers game - each slide has a missing number - the first student to put their hand up and give the missing number in French gets a house point or other reward.</li> <li>7. Introduce "Quel âge as-tu" on slide 17 and 18. Practise saying both the question and the answer. How would students answer this for themselves? (Slide 19)</li> <li>8. Review objectives and ask volunteers to count to 10 and say how old they are.</li> <li>9. If you have time, there is a lovely song on Youtube by KidsTV123 which sings the numbers in French (<a href="https://www.youtube.com/watch?v=lsc3qLMaCu8">https://www.youtube.com/watch?v=lsc3qLMaCu8</a>)</li> </ol>
	<p><b><u>Extension</u></b></p> <p>Ask more able students to memorise both the spellings and pronunciation of the vocabulary that is introduced during the lesson.</p> <p>There are some French sums on worksheet 1b</p> <p>There is a numbers song listed in the resources to further practise pronunciation.</p>	
	<p><b><u>Support</u></b></p> <p>Worksheet 1b has a vocabulary list with English.</p>	



Year 3 Unit 1 Je me présente		Lesson 1c - Family 1
<p><b>Lesson Objective:</b> To be able to say some family members in French.</p> <p><b>Learning Outcomes:</b></p> <p><b>Students MUST:</b> Be able to say the French words for some simple family members.</p> <p><b>Students SHOULD:</b> Be able to say a sentence saying how many siblings they have.</p> <p><b>Students COULD:</b> Understand the concept of masculine and feminine nouns and how a vowel sound changes with a grave accent (such as in père).</p>	<p><b>Resources</b></p> <p>PowerPoint presentation (1c Family 1)</p> <p>Worksheet 1c</p>	<p><b>Lesson Plan</b></p> <ol style="list-style-type: none"> <li>1. Bonjour la classe!</li> <li>2. What number is it game? As you click, boxes disappear to reveal part of a number. How quickly can pupils say the correct number?</li> <li>3. Introduce objective on slide 12.</li> <li>4. Look at slide 13 - ask pupils what is being said.</li> <li>5. Present family members on following slides. It is worth picking up two points with more able students - firstly that the grave accent on <i>père</i> etc. makes a vowel sound longer. In this case it rhymes with <i>bear</i> and <i>air</i>. Secondly, the idea of masculine and feminine nouns is completely alien to English speaking students - at this stage it is worth just asking students why there is one word for <i>père</i> and <i>frère</i>, but another for <i>mère</i> and <i>soeur</i>.</li> <li>6. Slide 18 introduces the question <i>Do you have any brothers or sisters?</i> Explain that <i>j'ai</i> means <i>I have</i> and that it is a very useful phrase to learn.</li> <li>7. Slides 22-29 introduce the idea of plurals in French with the numbers previously encountered.</li> <li>8. Ask what the sentence on slide 31 means in English. The cognate <i>unique</i> should help, if pupils are stuck, explain that it means I am an only child.</li> <li>9. The lesson can be finished off with students either saying or writing down how many siblings they have. This can be reviewed as a class using the final slide.</li> </ol>
	<p><b>Extension</b></p> <p>Ask more able students to memorise both the spellings and pronunciation of the vocabulary that is introduced during the lesson.</p>	
	<p><b>Support</b></p> <p>Ask for volunteers to start with, and ask stronger students to pair up with weaker students to practise pronunciation.</p> <p>Vocabulary list on worksheet 1c</p>	



Year 3 Unit 1 Je me présente		Lesson 1d - Family 2
<p><b><u>Lesson Objective:</u></b> To be able to say some more family members in French and say what their names are.</p> <p><b><u>Learning Outcomes:</u></b></p> <p><b>Students MUST:</b> Be able to say the French words for some simple family members.</p> <p><b>Students SHOULD:</b> Be able to say what different family members are called.</p> <p><b>Students COULD:</b> Understand the concept of masculine and feminine nouns and how a vowel sound changes with a grave accent (such as in père).</p>	<p><b><u>Resources</u></b></p> <p>PowerPoint presentation (1d Family 2)</p>	<p><b><u>Lesson Plan</u></b></p> <ol style="list-style-type: none"> <li>1. Bonjour la classe!</li> <li>2. Recap on last lesson's vocabulary- check pronunciation of frère and soeur in particular.</li> <li>3. Introduce lesson objectives - revise un/une; le/la; il/elle. Why are there different words?</li> <li>4. Present new family members on slides. <i>Oncle</i> is first as pupils should be able to guess from its similarity to uncle. They should then get aunt, grandfather and grandmother from the pictures. Ask pupils to translate the second sentence on each slide - what is the difference between <i>il</i> and <i>elle</i>?</li> <li>5. The remaining slides are games to practise the vocabulary covered. The first game asks pupils to spot which family member has disappeared by saying the French word. The second game involves removing squares to reveal a family member. Again, pupils say the French word for the family member.</li> <li>6. To finish the lesson, see if students can remember the French for all eight family members for house points etc.</li> </ol>
	<p>Worksheet 1d</p>	
	<p><b><u>Extension</u></b></p> <p>Ask more able students to memorise both the spellings and pronunciation of the vocabulary that is introduced during the lesson.</p> <p>More able students might make a family tree in French.</p> <p><b><u>Support</u></b></p> <p>Ask for volunteers to start with, and ask stronger students to pair up with weaker students to practise pronunciation.</p> <p>Vocabulary list on worksheet 1d</p>	



Year 3 Unit 1 Je me présente		Lesson 1e - Five minutes of French
<p><b><u>Lesson Objective:</u></b> To be able ask someone how they are feeling.</p> <p><b><u>Learning Outcomes:</u></b></p> <p><b>Students MUST:</b> Ask someone how they are feeling in French and answer the question.</p> <p><b>Students SHOULD:</b> Speak French for five minutes!</p> <p><b>Students COULD:</b> Include extra questions and answers (see extension section)</p>	<p><b><u>Resources</u></b></p> <p>PowerPoint presentation (1e Five minutes of French)</p> <p>Worksheet 1e</p>	<p><b><u>Lesson Plan</u></b></p> <ol style="list-style-type: none"> <li>1. Bonjour la classe!</li> <li>2. Go over <i>Deux petits oiseaux</i> to recap introductions in French.</li> <li>3. Introduce objectives - not only are they going to ask someone how they are feeling, they are going to try to speak French only for FIVE whole minutes before the end of the lesson!</li> <li>4. Introduce Ça va and possible answers. To help pupils with the meaning, use mimes and different tones of voice to express the different emotions. Choral repetition and ask for volunteers to ask and answer the question.</li> <li>5. Look at conversation on slide 5. What does it mean?</li> <li>6. Explain that they are going to try and speak nothing but French for five minutes. They are to move around the room, shaking hands with each other and having conversations similar to that on slide 5. How many people can they speak to in five minutes?</li> <li>7. Go over objective - how many people did not speak any English at all?</li> </ol>
	<p><b><u>Extension</u></b></p> <p>More able students could add extra questions they have met i.e <i>Quel âge as-tu?</i> <i>Tu as des frères ou des soeurs?</i></p>	
	<p><b><u>Support</u></b></p> <p>Ask for volunteers to start with, and ask stronger students to pair up with weaker students to practise pronunciation.</p>	
	<p>Worksheet 1e allows weaker students to fill in the gaps from the conversation before starting the speaking activity</p>	



Year 3 Unit 1 Je me présente		Lesson 1f - Assessment
<p><b><u>Lesson Objective:</u></b> To be able to write some words and phrases in French.</p> <p><b><u>Learning Outcomes:</u></b></p> <p><b>Students MUST:</b> Copy out some French words.</p> <p><b>Students SHOULD:</b> Fill in the gaps in familiar phrases.</p> <p><b>Students COULD:</b> Translate single, familiar words into English.</p>	<p><b><u>Resources</u></b></p> <p>Worksheets 1f, 1g and 1h</p>	<p><b><u>Lesson Plan</u></b></p> <ol style="list-style-type: none"> <li>1. Bonjour la classe!</li> <li>2. Explain that today they will be doing a little piece of writing in French to see how they have coped with the last few weeks.</li> <li>3. Give out assessments and check pupils know what they have got to do.</li> <li>4. If some students finish before others, there is a word search on worksheet 1g revising all of the vocabulary from the unit.</li> <li>5. Ask students what they have enjoyed and what they have found difficult. This should then be written down on worksheet 1h.</li> </ol>
	<p><b><u>Extension</u></b></p> <p>Ask more able students to focus on spellings and accents when writing.</p>	
	<p><b><u>Support</u></b></p> <p>Spend time revising key vocabulary before the assessment.</p>	