

Introduction

Welcome to the Year 3 and Year 4 Scheme of Work!

This scheme of work has been written in accordance with the Key Stage 2 Framework.

Each unit of work consists of:

- *Identified framework objectives taken from the strands:
Oracy, Literacy, Intercultural Understanding*
- *A topic area and suggested core vocabulary*
- *Suggested resources*
- *Detailed lesson notes*

Please note the following key points:

- *The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period. Some schools may choose to devote more time to foreign language learning and allow for one hour a week, extending and consolidating core vocabulary, structures and language learning skills.*
- *The lesson notes are very detailed and are presented as a guide only. They have been written to support teachers with no prior experience of teaching foreign languages. Teachers may wish to follow the lesson plans as presented or adapt them to suit the particular needs of their class.*

I hope that you and your Y3 and Y4 children enjoy working with this scheme and that you gain much satisfaction from their enthusiasm and progress.

Rachel Redfearn

MFL Adviser
Wakefield LA

Year 3 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Numbers 0-10 Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non	<ul style="list-style-type: none"> • Letter strings – oi, eu • Links between some sounds and spellings • Watch mouth of speaker
Lesson 2	Greetings, asking and saying how you are Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal	<ul style="list-style-type: none"> • Listen and respond to rhymes • Imitate pronunciation • Participate in a short exchange
Lesson 3	Classroom instructions Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	<ul style="list-style-type: none"> • Auditory discrimination between un/une • Enjoy making French sounds and copy intonation patterns • Listen to and follow simple commands
Lesson 4	Ask for and give name Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle	<ul style="list-style-type: none"> • Recognise a question form • Perform a simple communicative task
Lesson 5	Revision of numbers 0-10 Ask for and state age Quel âge as-tu? J'ai... ans.	<ul style="list-style-type: none"> • Participate in choring a finger rhyme • Understand and respond to a question • Make links between sounds and spellings and recognise some familiar words in written form
Lesson 6	Colours Rouge, bleu, blanc, noir, vert, jaune, orange, rose	<ul style="list-style-type: none"> • Letter strings oi, eu • Perform actions to a French song

Lessons	Content	Key skills and activities
Lesson 7	Colours Gris, violet, marron Verb – est (is) Connective – et (and)	<ul style="list-style-type: none"> • Experiment with writing • Respond to sound patterns
Lesson 8	Names of fruit Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes Food items Les chips, le coca, les sucettes, le chocolat, les bonbons	<ul style="list-style-type: none"> • Letter string –on • Understand and respond to a question • Notice spelling of words
Lesson 9	No new content	<ul style="list-style-type: none"> • Letter strings – eu, oi • Listen and respond to a nursery rhyme and an extended text
Lesson 10	Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	<ul style="list-style-type: none"> • Join in reading a story • Match sound to the written word • Copy correctly
Lesson 11	Months of the year janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	<ul style="list-style-type: none"> • Imitate pronunciation of sounds • Identify social conventions at home and in other cultures
Christmas lessons	Nativity play – characters in the nativity play and simple dialogue Letter to Father Christmas	<ul style="list-style-type: none"> • Perform a role in a class nativity play • Join in singing a French carol • Experiment with writing
Easter lessons	Making a pancake Easter celebrations Making an Easter card	<ul style="list-style-type: none"> • Develop understanding of customs and traditions • Experiment with writing • Recite a finger rhyme and recognise how sounds are presented in written form

Links with The Languages Ladder and Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material to cover the requirements for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

Language purposes and functions:

Greeting and responding to greetings	Y3
Giving personal details – name, age	Y3
Counting and using numbers	Y3, Y4
Talking about the weather	Y4
Talking about food	Y3
Following and giving simple instructions	Y3
Expressing thanks	Y3
Saying what day or month it is	Y3
Describing some simple objects	Y4
Describing people	Y4
Expressing likes/dislikes	Y3, Y4
Expressing opinions	Y4

Vocabulary topic areas:

Animals	Y4
Clothes	Y4
Colours	Y3, Y4
Common adjectives	Y4
Family	Y4
Food and drink	Y3
Leisure and holidays	Y4
Numbers	Y3, Y4
Parts of the body	Y4
Time	Y3
Ways of travelling	Y4
Weather	Y4

Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For lesson 9, you will need: La chenille qui fait des trous (The hungry caterpillar) from Eric Carle
Young Europeans Bookstore
ISBN: 2871421366
Tel: 020 7836 6667
www.younglinguists.com
- For Christmas activities, you will need: Joyeux Noël (Activity book and CD) - Christmas stories, songs and activities in French
La Jolie Ronde Ltd Tel: 01949 839715 www.lajolieronde.co.uk

Further recommended resources, but not essential:

Video/DVD material from: Early Start French resource file: Salut! Ça va?
Ilsa Rowe and Ian Killberry
Early Start Languages Tel/Fax: 01304 362569 www.earlystart.co.uk

Key to all the symbols



This symbol denotes when to use the Resource File CD.
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.
The circled number denotes the track.



This symbol denotes when to play Chante en français I CD.
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.
The circled number denotes the lesson.



To use the resources CD for the interactive whiteboard you will need Smart Notebook version 9.5 or later and Microsoft PowerPoint version 2002 or later.

Smart Interactive Whiteboard users can download the latest version of Smart Notebook from Smart Technologies website <http://www.smarttech.com/> Alternatively you can request the software on CD using the link from the download area of the website.

To use the interactive whiteboard CD on whiteboards other than Smartboards, please contact your supplier or Smart Technologies through the above website.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.

Lesson Six, Year 3

4 x 15 minutes

Learning Outcomes

- Warm up for a PE lesson by performing the actions to French song
- Understand and say the names of some colours in French
- Practise the sound of the letter strings **oi** and **eu** by responding to the sounds as they occur in a poem

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.1: To listen and respond to simple stories, finger rhymes and songs

O3.4: To listen attentively and understand instructions, everyday classroom language and praise words

Literacy

L3.2: To make links between some sounds, rhymes and spelling and read aloud familiar words

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Core Vocabulary

rouge	red
bleu	blue
blanc	white
vert	green
noir	black
jaune	yellow
orange	orange
rose	pink

Resources

- **6** Snails' pace race grid on OHT
OHT with words of poem
OHT with words of song
- **7&8** Chante en français I Track 7, song: **Bonjour!**
and track 8, poem: **Dans le petit bois**
- Coloured cubes
Mini whiteboards
- **6** **Coloriez la fleur**
Matching colours & Reveal colour game
Snail game
Dans le petit bois
(in additional file. Rhymes)



Les Couleurs

Knowledge about language

- Recognise how sounds are presented in written form
- Imitate pronunciation of sounds
- Identify specific sounds, phonemes and words, linking sounds to meanings

Part I: 15 minutes

Teaching Sequence

Pupil Activity

As an introduction to French after the holidays, give children the opportunity to perform a 'warm up' routine to a song. This could be done as an introduction to a PE lesson.

Begin without the music and encourage children to walk on the spot as you state the French:



- '**Marchez, marchez, marchez**'. Slow this down by adding '**Lentement**' and speed up again with '**Plus vite, plus vite**'. Practise this for a couple of minutes. Then encourage children to turn on the spot in response to '**Tournez, tournez**'. This can again be done slowly and quickly.

Add '**Sautez, sautez**' (Jump jump) and '**Frappez, frappez**' (Clap clap)



Play Chante en français I, Track 7 song: **Bonjour!**



If you are using the song at the start of a PE lesson you may choose to extend the warm-up by adding – '**Touchez la tête, touchez les pieds**' (touching head and toes) – slowly, quickly etc.

The song can again be played at the end of the lesson or at the end of the day to reinforce the tune and new vocabulary.

Children listen to the instructions and respond with an appropriate action. They move slowly/quickly in response to '**Lentement**' and '**Plus vite**'.

Children listen to the song and perform the actions. They join in singing as they become familiar with the words and the tune.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Using coloured cubes or other objects introduce the names of colours in French:

rouge (red)

bleu (blue)

jaune (yellow)

Play repetition games with the three colours. Repeat slowly/quickly/in different sequences. Hide one colour behind your back and ask the children '**C'est bleu ou jaune?**' Encourage a response and correct any errors in pronunciation. Add '**vert**' (green) to the other objects and practise the pronunciation of this word.

To emphasise the sound of the key letter string in each of these words 'fly' the object across the room in your hand so that you are saying the word very slowly from start to finish. Encourage a child to volunteer to lead the class in chorusing the words by copying this technique.

Place multilink cubes or Lego pieces on the tables. The children can work in pairs or groups of three.

Sing a sequence of colours just once initially: E.g. **Rouge, bleu, jaune, vert.**

Pause to allow children time to hold the sequence in their heads and then repeat the sequence aloud.

This activity can be repeated several times to reinforce the vocabulary.

Add '**rose**' (pink) and '**orange**' (orange) and '**noir**' (black) to the list of colours learned.

Play 'Only repeat if it's true' by holding up the coloured objects and stating the French.

Children look at the objects, listen to the French and chorus the new vocabulary.

Children watch your activities and repeat the words with you or with a volunteer.

The children listen to the sequence of colours and arrange the cubes into the correct order, according to the sequence they hear.

Children practise three new colours.

The children look at the object and repeat the French colour if it matches the object. If not they remain silent.

Part 3: 15 minutes

Teaching Sequence

Brainstorm with the children any colours they can recall from the previous session. As they offer colours, show them an object of the same colour and write the colour on the board/flip chart. Allow children some time to practise saying the word aloud as they focus on the written word. Underline **eu** in **bleu** and **oi** in **noir** and practise the sounds of the letter strings.

Play 'Pass the Parcel' with a bag containing coloured items. This could be done as a Circle Time activity. When the music stops, the child holding the bag pulls out a coloured item and says aloud to the group '**C'est bleu?**' If correct, the others chorus '**Oui, c'est bleu!**' If incorrect, they state '**Non, c'est rouge!**' It will probably be helpful to leave the written words on the board for reference. Encourage children to pronounce the colours correctly.



Play 'Snails' Pace Race' with the six new colours. This can be done using an OHT grid and six cut out coloured snails or an interactive whiteboard. Six snails are placed on a grid and race each other to the finish line. Each snail is a different colour. Children record on their whiteboard or on paper the colours of the two snails they think will win the race. Then a bag is passed around the room containing six coloured objects. As a colour is pulled from the bag, the child states the colour aloud and the snail on the grid moves forward one square. Children 'win' the race if they have on their boards the colour of the first snail to reach the winning post.

Pupil Activity

Children recall colours from the previous session. They are introduced to the written words for colours and practise the letter strings **oi** and **eu**.

Children play the game and speak individually to the rest of the group. More able children should be encouraged to imitate French intonation and raise their voice as they ask the question – '**C'est bleu?**'

Children watch the snails moving across the grid. They revise the six new colour words and state a colour individually as they pull an object from the bag.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Play Chante en français 1, Track 8, poem: **Dans le petit bois** to the class.

Ask a volunteer to come to the board and write the word for blue in French. Focus the children's attention on the letter string **eu** and make links with the word **deux**. Repeat this activity for the word for black. Focus the children's attention on the letter string **oi** and do some choral repetition of these two sounds.

Next give out a toy or object to each group. Ask the children to listen very carefully for words containing the **oi** sound. Each time they hear the sound, they should pass the toy to the next member of the group. If you are confident enough with your own pronunciation, it would probably be easier for the children if you were to read the rhyme aloud, emphasising the words containing the key sound a few times prior to listening to track 8.

Now focus the children's attention on the words with the **eu** sound. Give the children multi link cubes. Children work in pairs. Each time they hear a word with the sound **eu**, they add a cube to their tower.



Finish this session by displaying the words of the first verse of the poem on OHT and chanting the poem altogether. Add actions to help the children memorise the text and to add enjoyment. Make a sign meaning small for **petit**, hands above head in a triangle for **bois**, three fingers for **trois**, arms flapping for **oies**, fingers walking for **qui vont** and hands placed one in front of the other for **à la queue leu leu**. If possible, give the children the chance to demonstrate their rhyme and actions to another teacher or class.

Children listen to the rhyme.

Individual children attempt to write the words for blue and black. Their attention is drawn to key letter strings and sounds.

Children focus on letter strings. They listen for the **oi** sound in the rhyme and respond with a physical action.

Children listen for another key sound.

Children join in chanting the words of the first verse. The meaning of the verse is explained to them and they enjoy adding actions to the rhyme.

Lesson Eight, Year 3

4 x 15 minutes

Learning Outcomes

- Recognise how to pronounce 'on' in French
- Understand and say the names of six fruits in French
- Understand and respond to the question 'C'est bon pour la santé?'

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

O3.4: To listen attentively and understand instructions, everyday classroom language and praise words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

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Core Vocabulary

les oranges	oranges
les poires	pears
les prunes	plums
les fraises	strawberries
les pommes	apples
les tomates	tomatoes
les bananes	bananas
c'est bon	It's good
c'est mauvais	It's bad
les chips	crisps
le coca	coca cola
les sucettes	lollipops
le chocolat	chocolate
les bonbons	sweets

Resources



- Flashcards and text cards of fruits core vocabulary
- Flashcards of food items
- Food word cards
- Pelmanism cards – fruit
- Lines of the song in strips for reordering
- OHT with words of song



- Chante en français I, Track 11, song: **C'est bon pour la santé!**



- Food game
- Food vocabulary matching game
- Food game with ladybird
- **C'est bon pour la santé!** (in additional file. Rhymes)



Knowledge about language

- Identify specific sounds, phonemes and words, linking sounds to meanings
- Recognise questions and negatives
- Notice the spelling of familiar words
- Recognise that languages describe familiar things differently

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Play Chante en français I, Track II, song: **C'est bon pour la santé**. Write the letter string 'on' the board and practise pronouncing the sound with the children. Ask the children to touch their head each time they hear the sound, and play the song again.

Children listen to a new song in French. Their attention is drawn to the letter string 'on' and they practise pronouncing the sound.

Play the song again and hold up the food items (real items or flashcards) as the French word occurs in the song... (**chips, sucettes, gâteaux, bonbons, tomates, pommes, bananes, oranges, chocolat, poisson, carottes**).

Children listen again and make connections between the French word in the song and the image they see. They will begin to understand what the song is about.



Give children a card with the name of a French food or phrase from the song. Play the song again. As children hear their word/phrase they must wave the card in the air.

Children listen carefully for key words. They match phoneme to grapheme and respond with a physical action.



Children work in pairs. Give out the lines from the song cut up. As children listen to the song, they put the lines into the right order.

Children listen carefully to the song and attempt to read the phrases and sequence them. Some children will need to hear the song a few times to complete this activity.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Ask children if they can recall any food items mentioned in the song. Collect their ideas on the whiteboard.

Children work in pairs to recall previous vocabulary.



Listen to the song again. Encourage children to count how many foods are mentioned in the song. Some children will be able to add to the list on the board after hearing the song again.

Children listen to the song for specific details. They count food items as they occur in the song.



Display the words of the song on OHT. Children will now join in singing. Pause the CD occasionally and see if they can continue singing.

Children focus on the written word. Some will use this support as they join in singing.

Ask the children to close their eyes. Cover up one word on the OHT. Can children guess/recall the missing word? You could give clues by writing the word in the air, etc.

Children try to recall specific words from the song. Some will be able to volunteer an answer orally.

Introduce '**C'est bon/C'est mauvais pour la santé?**' Is it good/bad for your health? Using the real items or flashcards, ask children collectively whether the food items are healthy/unhealthy. Eg. '**Le chocolat, c'est bon ou mauvais pour la santé?**' You can use thumbs up/thumbs down to convey meaning or explain the phrase in English if necessary.

Children listen to two phrases:

C'est bon

C'est mauvais

They consider whether foods are healthy/unhealthy and respond to teacher prompts by stating '**C'est bon ou c'est mauvais**'.

NOTES:



Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Explain to the children that they should be able to say the names of six items of fruit by the end of the session.

Introduce the fruits two at a time, with lots of repetition and reinforcement.

Do a Mexican wave activity with the new vocabulary. Use four of the words to begin with. In a sequence children must say the name of the fruit aloud. You could do this in groups around the class or complete as a whole class activity adding challenge by timing the activity and seeing if children can 'beat the clock'.

Say a sequence of the words e.g. '**pommes, fraises, bananes**' pause and then ask children to chant it back to you. Repeat using different moods e.g. angry, sad, happy, timid etc. Extend the list of words as appropriate.

Revise colours by asking the children '**C'est de quelle couleur?**', as you hold up an item of fruit.

Children chorus the new vocabulary.

Children listen to the sequence and respond by saying a word aloud. This reinforces turn taking and allows children time to hear the words several times.

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Children recall colour vocabulary and offer answers individually.

NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Play 'Fruit Salad' as a class. Give each child in the class the name of a fruit. As you say '**pomme**' everyone allocated this fruit must change places. Occasionally call '**salade de fruits.**' This means that all the children must swap places.

Children listen carefully to hear 'their' fruit called and then respond by quickly changing places with other children.



Play 'Pelmanism' with the names of the fruits. This again provides the opportunity for children to see the written word. Children play in pairs matching the word and picture. They place cards face down on the table and take it in turns to select a matching pair.

Children work in pairs and read the words of the key vocabulary.

Reinforce the notion of healthy eating by writing the six names of the fruit scattered on the board and the name of other food items amongst them:

les bonbons

les chips

le coca cola

les sucettes

le chocolat

Give children two minutes to discuss which foods are healthy/unhealthy and then point to each food in turn asking: '**C'est bon ou c'est mauvais?**'

Children consider healthy eating and respond to teacher prompts with a short phrase:

'C'est bon/c'est mauvais.'

It might be time for you now to begin the Easter activities. Please turn to page 77.

Easter Lesson One, Year 3

4 x 15 minutes

Learning Outcomes

- Understand that different countries have different ways of celebrating events such as Easter and Christmas
- Understand that for Christians Easter is a significant festival, widely celebrated in France
- Learn and recite a finger rhyme from memory
- Learn three weather conditions and associate these with musical sounds

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.1: To recognise some familiar words in written form

Intercultural Understanding

IU3.3: To identify social conventions at home and in other cultures

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Core Vocabulary

un oeuf de Pâques	an Easter egg
un lapin de Pâques	an Easter bunny
un poussin	a chick
du chocolat	some chocolate
un bonnet de Pâques	an Easter bonnet
les agneaux	the lambs
les oiseaux	the birds
les fleurs	the flowers

Resources



- Flashcards and text cards for first five items listed under core vocabulary
- Text cards for three weather conditions
- Flashcards and text cards for: lambs, birds, flowers
- OHT of finger rhyme
- Pass the parcel task cards

- Hoops and mats
- Percussion instruments



- **Dans le jardin** Rhyme
- Easter: Games and texts (in additional file)



Knowledge about language

- Recognise how sounds are presented in written form
- Imitate pronunciation of sounds

Teaching Sequence

Pupil Activity

Ask the children what comes to mind when they think of Easter. Explain that children in France would probably think of three things: chocolate eggs, chocolate bells (**les cloches**) and Easter chicks. Use visual aids to introduce these three items of vocabulary. Explain that Easter bonnets are an English tradition and that Easter bunny is an American one.

Children reflect on Easter traditions and compare and contrast with traditions in France and elsewhere.



Recap the five new items of vocabulary by showing real items and then labelling them with text cards in French:

Children are introduced to the spoken and written form for the new vocabulary which specifically relates to the topic of Easter.



Un oeuf de Pâques, les cloches, un lapin de Pâques, un poussin, un bonnet de Pâques.

Children practise a new finger rhyme. They chant the rhyme in chorus with the teacher and use their hands to demonstrate meaning. They enjoy performing the rhyme to other children in the class.



Teach the children the following finger rhyme:

Dans le jardin



Il y a un petit poussin

Il y a un petit lapin

Il y a des fleurs

Il y a des oeufs

Run one finger around the palm of the hand for the garden then make a beak shape with the thumb and forefinger of both hands for the chick. Wriggle two fingers in the air for the rabbit and then form an arch with both hands from the centre and wiggle fingers to represent flowers and use forefinger and thumb of both hands to form an egg shape.

Practise and repeat the rhyme several times. One half of the class could perform it to the other half for extra practice.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Find an open space (ideally in the hall/ gym) for this session. Introduce three types of weather associated with Spring:

Il pleut – it's raining

Il fait du soleil – it's sunny

Il y a un arc en ciel – there is a rainbow

Use a different musical instrument to represent each of the weather conditions. When the children hear the sound, they must chorus the French and copy the action you make with your hands. Repeat this several times until the children clearly associate the sound with the appropriate weather condition.

Next, play a game with different coloured hoops and some mats on the floor.

Blue – it's raining

Yellow – it's sunny

Mat – there is a rainbow

Children run or jump around the room until they hear a musical sound. Then they must step into a hoop or on the mat and chorus the corresponding French phrase after you have counted to 3.

To add interest and challenge you could add certain conditions eg.:

Only 3 people allowed in a hoop/on a mat. Then gradually remove mats/hoops and anyone not on a mat or in a hoop is 'out.'

Children will enjoy playing the game repeatedly and will acquire the three new phrases. You can play the percussion instruments yourself to make the sound or use volunteers.

Children are introduced to three weather conditions in French.

Children reflect on the sound made by the percussion instrument and liken it to the weather condition. They chorus the new phrases and perform actions as they do so.

Children actively join in a game which involves them listening for key sounds and choring new phrases. They enjoy competing with others in the group.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Repeat the finger rhyme 'Dans le **jardin...**' Practise the actions again with the children. Show the rhyme on an OHT and underline the words: **jardin, poussin, lapin.**

Children perform the finger rhyme with the appropriate actions. Their attention is drawn to the sound – **in.**

Ask the children if they notice anything about the three words. Emphasise the sound of 'in' at the end of each word. You could then chant the three words rhythmically and form a sort of rap sequence to allow children to practise pronouncing the three words.

Children are introduced to three new items of vocabulary. Their attention is focused on the sound/spelling link as they focus on the pronunciation of the letter strings.

Ask the children what else can be associated with Easter and Springtime. Then show flashcards of three things they are likely to notice when the weather becomes warmer:

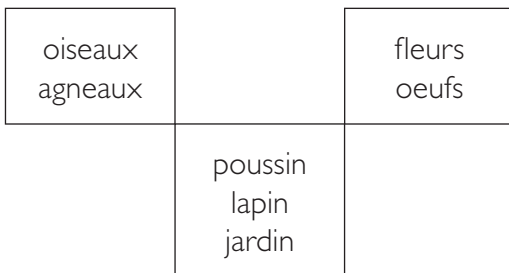


Les fleurs – flowers

Les agneaux – lambs

Les oiseaux – birds

Show children the written words and focus on the sounds of each. Group the core vocabulary for the unit into sounds and allow children to spot the similarities.



Part 4: 15 minutes

Teaching Sequence

You may wish to organise an Easter egg hunt in the last week of term. Alternatively, it could be easier to organise a game in groups where children 'win' mini eggs and also have the opportunity to revise structures/ vocabulary they've learnt so far. Organise the children into groups of 6. Then in the middle of each group place a bowl of mini eggs and a set of cards face down on the table. Play French music and instruct the children to pass a teddy or other object around the group. When the music stops, the child holding the teddy turns over a card, completes the task (eg. say your name in French) and wins a chocolate egg. It is ideal to have more than one adult in the room to offer support to children during this activity.

Pupil Activity

Children take turns passing an object around the group. They listen to music as they do so. They take turns individually to complete a set task which involves them recalling vocabulary and phrases they have learned so far.

 **NOTES:**