

Here is an example of planning for the Cave Languages Scheme of Work Stage 1. On proof of purchase of the Catherine Cheater Schemes of Work Years 3 and 4 (the language progression is based on this), Physical French Phonics and a selection of story books, you can have access to similar planning, support files, the accompanying workbooks and templates of the classroom activity resources. Please email Sue Cave for more details – sue@cavelanguages.co.uk



French – Stage 1

Catherine Cheater Scheme of Work Year 3 – Stage 1

S/board files = Smart board support files for lessons 16 - 20

Attch. - Additional resources in 'Attachments' section of S/board file.

Other resources – 'Singing in French' songbook track 5

Assessment – S/L- Speaking and Listening R/W – Reading and Writing SS – Songs and Stories G – Grammar. The numbers refer to the Cave Languages breakdown of each target in the KS2 Programme of Study for Languages.

Overview	Context/Outcomes	Plan	Evaluation
1	<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"> • Song • Please and thank you • Asking and giving something politely • Story <p>Success Criteria</p> <ul style="list-style-type: none"> • Join in with actions of the song • Join in with the words of the song(some) • 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 song <p>Assessment</p> <ul style="list-style-type: none"> • SS • R/W – a • S/L - d 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 2 • Practise the song from the last lesson <p>Main</p> <ul style="list-style-type: none"> • Check on prior knowledge of merci and s’il vous plait, invite chn to copy pronunciation. Model the words by blending the individual sounds. Use slide 3 – word for thank you. • 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? Use slide 4 to model sil te plait and s’il vous plait 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. • 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’ – slide 5. 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’. Use slide 7 to model how to ask for Albert and Annick using the familiar form of please. • 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, • Do the same with Annick – slide 8. 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. • Play audio recording of ‘je veux manger’ slide 9 ask chn to put their hands on their head every time they hear merci and s’il vous plait. At end ask if they heard a phrase s’il te plait. Discuss with them the difference and usage of the 2 ways of 	

		<p>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 16-20 <p>Weekly follow-up</p> <ul style="list-style-type: none"> Practise asking for Albert and Annick 	
2	<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"> SS S/L – d R/W – a G 	<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 <p>Main</p> <ul style="list-style-type: none"> Model the rhyme 'une poule sur un mur' – slide 11 and ppt for teacher support. Practise saying the rhyme 'une poule sur un mur'. Play the version on the Mon Ane DVD. Slide 12 – practise the sounds in the pencil case items. Ask the ch if there are any new sounds Use real items to show and model the pronunciation of the 4 masculine classroom objects – use slide 13 for teacher support. 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 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 ssh. <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 • Mon Ane DVD – une poule sur un mur • S/board files lessons 16-20 • 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 	
3	<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 • Repeat, listen and identify pencil case items • Suggest ways to remember the new nouns (some) <p>Assessment</p> <ul style="list-style-type: none"> • SS • S/L – d • R/W – a • G 	<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 <p>Main</p> <ul style="list-style-type: none"> • Review the masculine noun – pencil case items – slide 13 • 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. • Ask the chn what type of words are the pencil case items. Ask chn what the role of a noun is – slide 16 – use action to reinforce meaning of a noun. • 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. Explanation on slide 17. Use the word class cards – un/une and masculine/feminine to reinforce this. • 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. Click on the number to hear the word and then reveal the item behind the coloured shape they have chosen. <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 • Mon Ane DVD – une poule sur un mur • S/board files lessons 16-20 • 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 	
4	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Exposure to the sound of the language at text level through a song • Sentence building <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"> • SS • S/L – d • R/W – a • G 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 20 • Review the pronunciation of the pencil case items using slide 21. 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 – say you are going to learn how to say 'I have'. Can the children recall the word for 'I' – see slide 5. Practise the word for 'have' – ai then explain that the e in je is replaced by an apostrophe to avoid having a vowel at the end of one word next to one at the start of the next word. Model the pronunciation – j'ai – use actions to help memorise it. • Slide 23 – invite the chn to say which pencil case item they have in their hand using 'j'ai' • Introduce the song 'dans ma trousse' and model a new item of vocabulary 'un taille-crayon' – slide 24 • Model the pronunciation of 'dans ma trousse j'ai' – slide 25 • Play the song 'Ma trousse' and invite the children to join in. • Use slides 26-31 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 21 <p>Challenge</p> <ul style="list-style-type: none"> • Explain the concept of the gender of nouns 	

		<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 16-20 CD Singing in French track 5 – ma trousse <p>Weekly follow-up</p> <ul style="list-style-type: none"> Sing 'ma trousse' song 	
5	<p>Learning Objectives</p> <ul style="list-style-type: none"> Exposure to the sound of the language at text level through a song 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 Name the pencil case items Predict spelling of pencil case items (some) Read aloud and identify pencil case items Produce a sentence with j'ai and et (some) <p>Assessment</p> <ul style="list-style-type: none"> SS S/L-c R/W-a R/W-d 	<p>Starter</p> <ul style="list-style-type: none"> Objectives of lesson – slide 32 Recall the phrase for 'I have' and sing the song 'Dans ma trousse' <p>Main</p> <ul style="list-style-type: none"> Ask chn to recall words for 'you' which they met in what are you called? Elicit familiar form – tu – slide 33 Model how to ask do you have? – slide 34 – note no need for the word 'do' in French – just 'you have? Discuss again the need to use a 'question voice'. 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 35– model and practise these less familiar sounds to be found in pencil case words. The practise all the sounds on slide 36. Invite the children to match the graphemes to the sounds on slide 37 – note two sounds for 'y' and 'o' and unusual sound of 'a' before y. Check on slide 38. Say a sound and the children write the letters in the air with their finger – slide 38 Slides 39-44 – invite the chn to predict the spellings and then reveal the spellings of the pencil case items and read aloud – use copies of slide 38 for support Slide 45 – invite chn to create sentences using j'ai <p>Differentiation</p>	

		<p>Support</p> <ul style="list-style-type: none"> • Provide a copy of slide 38 <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 • Pencil case items • S/board files 16-20 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Play hangman with the pencil case items 	
6	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Produce simple sentences <p>Context</p> <ul style="list-style-type: none"> • Pencil case items • Punctuation <p>Success Criteria</p> <ul style="list-style-type: none"> • Read and identify the pencil case words • Produce a sentence with voici and et • Pronounce the words for comma and full stop • Read a sentence with pencil case items, voici and et <p>Assessment</p> <ul style="list-style-type: none"> • R/W-b • R/W-d 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 46 • Practise reading aloud pencil case items – slide 47 <p>Main</p> <ul style="list-style-type: none"> • Slide 47 – divide the class into two teams, each team takes it in turns to select a letter and a number, 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. • Ask the chn if they recall the words for ‘here is’ and ‘and’ – slide 48 • Invite chn to make a sentence with these words and pencil case items using the items as prompts. Use slide 49– click and drag images to create a sentence to read aloud then sing to the tune of ‘nuts in May’ • Review virgule and point, met in CC lessons 9-10. – slide 50 • Create a physical sentence with pencil case items and use chn to do a physical action for ‘voici’, ‘et’, ‘virgule’ and ‘point’. Add a pencil case item to the line one by one thereby having to physically move the word for ‘and’ and add a physical comma. <p>Differentiation</p> <p>Support</p> <ul style="list-style-type: none"> • Provide word cards for slide 49 <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 16-20 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Practise naming pencil case items 	

7	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Produce simple sentences and question • Write words from memory <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) • Ask a question starting with 'tu as..' • Make a statement beginning with 'voici..' • Read, identify and write pencil case items in a sentence • Write some numbers from memory(some) • Write some pencil case items from memory (some) <p>Assessment</p> <ul style="list-style-type: none"> • SS • S/L-c • R/W-d 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 51 • Slides 52-54 – la tour Eiffel – discuss facts about tower and ask who has visited it • Model the rhyme 'La Tour Eiffel' use the audio files for teacher support. Invite chn to jump as if skipping when counting the 'sous'. Use actions for each line. Slide 55 <p>Main</p> <ul style="list-style-type: none"> • Practise again how to say 'do you have' and 'here is'- slide 56. Ask a ch for a pencil case item 'tu as' if they have it, encourage them to respond with '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 • Workbook Stage 1 pages 1 and 2 – match the word to the image and write a sentence • Extension material on page 3 – complete the missing numbers and letters without support • Workbook page 4 – write words from memory <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"> • Workbook page 4 <p>Resources</p> <ul style="list-style-type: none"> • S/board files – lessons 16-20 • Mini w/boards • Workbooks Stage 1 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Play game again on slide 61 • Practise the rhyme 	
8	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Produce simple sentences • Identify new learning and progression <p>Context</p> <ul style="list-style-type: none"> • Rhyme 	<p>Starter</p> <ul style="list-style-type: none"> • Objectives of lesson – slide 58 • Practise the rhyme La Tour Eiffel – slide 55 when confident try with skipping ropes <p>Main</p> <ul style="list-style-type: none"> • Workbook page 7 chn self assess progress using traffic lights. 	

	<ul style="list-style-type: none"> • Self-assessment <p>Success Criteria</p> <ul style="list-style-type: none"> • Join in with rhyme, saying some from memory • Identify progress • Suggest and discuss new concepts about French language, ways to learn a language and new cultural facts about France and French speaking countries <p>Assessment</p> <ul style="list-style-type: none"> • SS • R/W-e 	<ul style="list-style-type: none"> • Invite chn to identify new learning for language detective pages on pages 9-11 and write down ideas <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"> • S/board files – lessons 16-20 • Skipping ropes • Workbooks Stage 1 <p>Weekly follow-up</p> <ul style="list-style-type: none"> • Encourage use of ‘je veux..’ to ask for pencil case items 	
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