



Here is an example of planning for the lessons 31- 37 of the Years 3/4 Mixed-Age Scheme of Work. On proof of purchase of 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 for the KS2 Cave Languages Mixed-Age SOW. Please email Sue Cave for more details – [sue@cavelanguages.co.uk](mailto:sue@cavelanguages.co.uk)

**French – Mixed Years 3 and 4**  
**Cycle B – Summer Term**

**Lessons 26 - 37**  
**12 lessons x 30 minutes**

S/board files = Smart board support files for lessons on Cave Languages website – [www.cavelanguages.co.uk/french-resources](http://www.cavelanguages.co.uk/french-resources)

Workbook - download from - [www.cavelanguages.co.uk/french-resources](http://www.cavelanguages.co.uk/french-resources)

Attach. - Additional resources in ‘paper clip’ section of S/board file.

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

Assessment – letters and numbers refer to teacher assessment sheet on Cave Languages website – <http://www.cavelanguages.co.uk/sharing-good-practice>

- **highlighted activity** = **opportunity to assess**

Overview	Context/Outcomes	Plan	Evaluation
31	<b>Learning Objectives</b> <ul style="list-style-type: none"><li>Develop knowledge of letter and sound connections</li></ul>	<b>Starter</b> <ul style="list-style-type: none"><li>Objectives of lesson – slide 2</li><li>3 chn are chosen to go out of the room and whilst they are</li></ul>	

	<ul style="list-style-type: none"> <li>• Introduction to liaison</li> </ul> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>• Spellings of masculine animal nouns</li> <li>• Phonics</li> <li>• Sentence building</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Identify letters for some sounds (some)</li> <li>• Listen and identify the letters for some sounds</li> <li>• Spell the animal nouns</li> <li>• Identify and read aloud masculine animal nouns</li> <li>• Say a sentence starting with c'est and a noun</li> <li>• Write a sentence following a model</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• L/S-d</li> <li>• R/W- a</li> <li>• R/W- d</li> </ul>	<p>absent one ch is given a soft toy to hide under the table. All the chn in the class hide their hands under the table so it seems as if anyone of them could be holding it. The 3 chn return holding a colour flashcard and ask each chn 'de quelle couleur est-ce?'. When they find the ch with the soft toy they are the winner.</p> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>• Slide 3 – practise saying aloud the sounds in the masculine animals and invite chn to match match letters to sounds. Check on slide 4</li> <li>• Play Splat with letters on slide 4</li> <li>• Play bingo with the letter strings on slide 33 on mini- w/boards</li> <li>• Use slide 5 – ask chn to spell the nouns using the phonic image prompts on a w/board</li> <li>• Slide 6 – invite chn to read aloud words for the animals</li> <li>• Slide 7 invite chn to match word to noun</li> <li>• Slide 8– explain that if the chn want to name each animal starting with the phrase 'c'est' then the final silent 't' is now sounded. This is called liaison – it makes two words sound like one. There is an explanation on slide 38.</li> <li>• <b>Slide 9 – invite the chn to name each animal</b></li> <li>• <b>Slide 10 you select one of the animals and write a sentence e.g. c'est un chat without the class seeing what you have written. They do likewise trying to guess what it is you have written. Invite chn to read out their sentences and check their spellings.</b></li> </ul> <p><b>Differentiation</b></p> <p>Support</p> <ul style="list-style-type: none"> <li>• Print a copy of slide 3 as support for spelling</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• Spell the animal nouns</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Mini w/boards and pens</li> <li>• S/board Cycle B – Summer Term</li> </ul>	
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		<b>Weekly follow-up</b> <ul style="list-style-type: none"> <li>Play the prediction game again on slide 10</li> </ul>	
32	<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Develop understanding of position of colour adjectives and sentence building</li> <li>Develop understanding of using a bi-lingual dictionary</li> </ul> <b>Context</b> <ul style="list-style-type: none"> <li>Masculine animal nouns</li> <li>Colour adjectives</li> <li>Bi-lingual dictionary</li> </ul> <b>Success Criteria</b> <ul style="list-style-type: none"> <li>Identify the role of an adjective</li> <li>Listen and recognise the colour of an animal</li> <li>Ask a question using c'est to find out the colour of an animal</li> <li>Use a bi-lingual dictionary to find the translation of a noun in French</li> <li>Find the correct word for 'a' for a noun using a bi-lingual dictionary(some)</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>S/L – a</li> <li>S/L – c</li> <li>R/W-d</li> <li>R/W - c</li> </ul>	<b>Starter</b> <ul style="list-style-type: none"> <li>Objectives of lesson – slide 11</li> <li>Slide 12 - ask the chn if they know any adjectives in French. Discuss the role of an adjective – show the action to help remember this. By wiggling a hand at the side of the head next to the noun action, it indicates that it is something added to a noun to make it more interesting.</li> </ul> <b>Main</b> <ul style="list-style-type: none"> <li>Slide 13 - use colour flashcards placed after the animal flashcards to model the pronunciation of the noun + colour adjective. Compare the position of colour adjectives to English. Use the word cards to reinforce this – slide 14</li> <li><b>Slide 15– Play Splat with the different coloured fish and cats e.g. c'est un chat orange</b></li> <li><b>Slide 16 – say that you are thinking of one of the coloured cats and fish, the chn try to guess which one it is by asking the question c'est un cochon vert? etc. The chn can then play in pairs</b></li> <li><b>Slide 17 – chn predict on w/board on which colour it will land by writing a sentence</b></li> <li>Slide 18 – distribute the French and English dictionaries and explore how they are organized</li> <li><b>Slide 19 – ask the chn to find the words in French for hamster and tortoise in the dictionary. Discuss the meanings of n/le/m etc.</b></li> <li>Slide 20 – can the chn work out the correct word for 'a' for each</li> </ul> <b>Differentiation</b> <p>Support</p> <ul style="list-style-type: none"> <li>Pair up a ch with a more confident learner for dictionary work</li> </ul>	

		<p>Challenge</p> <ul style="list-style-type: none"> <li>• Work out the word for a for the nouns in the dictionary</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Word order support cards (attach)</li> <li>• S/board Cycle B – Summer Term</li> <li>• Bi-lingual dictionaries</li> </ul> <p><b>Weekly follow-up</b></p> <ul style="list-style-type: none"> <li>• Play the game again on slide 16</li> </ul>	
33	<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Develop dictionary skills</li> <li>• Develop listening skills</li> </ul> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>• Workbook pages</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Find the meaning of noun in English and French in a bi-lingual dictionary</li> <li>• Find the gender of a noun in a dictionary and select the correct word for 'a'</li> <li>• Listen and recognise some animal nouns</li> <li>• Listen and recognise a noun and a colour</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• R/W – c</li> <li>• L/S-a</li> </ul>	<p><b>Starter</b></p> <ul style="list-style-type: none"> <li>• Objectives of lesson – slide 21</li> <li>• <b>Slide 22 – can they name the animal and the colour</b></li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>• <b>Slide 23 – review the organisation of a dictionary</b></li> <li>• <b>Slide 24 – allocate different animals to different groups to find in the dictionary and work out the correct word for 'a'</b></li> <li>• <b>Workbook page 1 – chn find the meanings of the words in English and French in the dictionary</b></li> <li>• <b>Workbook page 2 – chn find the words in French in the dictionary and then write the correct word for 'a' in front</b></li> <li>• <b>Workbook page 3 – name one of the animals on each line and the chn circle the correct one e.g. c'est un poisson</b></li> <li>• <b>Workbook page 4 – name one of the animals and colours on each line and the chn circle the correct one e.g. c'est un poisson noir</b></li> </ul> <p><b>Differentiation</b></p> <p>Support</p> <ul style="list-style-type: none"> <li>• Provide a copy of slides 19 &amp; 20</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• Identify the rhyming words in the rhyme</li> </ul> <p><b>Resources</b></p>	

		<ul style="list-style-type: none"> <li>S/board Cycle B – Summer Term</li> <li>Bi-lingual dictionaries</li> </ul> <b>Weekly follow-up</b> <ul style="list-style-type: none"> <li>Slide 22 – say you are thinking of an animal and the chn have to guess which one it is</li> </ul>	
34	<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Sentence building</li> <li>Write words from memory</li> </ul> <b>Context</b> <ul style="list-style-type: none"> <li>Story</li> <li>Workbooks</li> </ul> <b>Success Criteria</b> <ul style="list-style-type: none"> <li>Follow a story and identify particular words</li> <li>Read and recognise animal nouns</li> <li>Write a sentence using c'est</li> <li>Write a sentence with a noun and colour adjective using a model</li> <li>Write a sentence with a noun and colour adjective from memory</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>L/S-b</li> <li>R/W-d</li> <li>R/W-e</li> </ul>	<b>Starter</b> <ul style="list-style-type: none"> <li>Objectives of lesson – slide 25</li> <li><b>Slide 26 – listen to the story 'Pourquoi' can they identify the words for I and you?</b></li> </ul> <b>Main</b> <ul style="list-style-type: none"> <li><b>Workbook page 5 – the chn complete the sentence with the name of the animal peeping out behind the shape</b></li> <li><b>Workbook page 6 – colour each animal and write a sentence to describe it</b></li> <li>Workbook page 7 – fast workers – unjumble the sentences</li> <li>Workbook page 8 – write words from memory</li> <li>Slides 27 - 30– mark workbook pages 1,2,5,7 and 8</li> <li>Slide 31 - workbook page 9 – complete self-assessment</li> </ul> <b>Differentiation</b> Support <ul style="list-style-type: none"> <li>Provide support for writing with copies of slides 6</li> </ul> Challenge <ul style="list-style-type: none"> <li>Unjumble the sentences</li> </ul> <b>Resources</b> <ul style="list-style-type: none"> <li>S/board Cycle B – Summer Term</li> <li>Workbook Cycle B</li> </ul> <b>Weekly follow-up</b> <ul style="list-style-type: none"> <li>Listen to story 'Pourquoi' again</li> </ul>	
35	<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Exposure to the sound of the language through text</li> <li>Develop sentence building</li> <li>Develop understanding of question forms</li> </ul>	<b>Starter</b> <ul style="list-style-type: none"> <li>Objectives of lesson – slide 32</li> <li>Listen to the story 'Pourquoi' again. Do they remember what 'j'ai' and 'tu as' mean?</li> </ul> <b>Main</b>	

	<ul style="list-style-type: none"> <li>Develop knowledge of letter and sound connections</li> </ul> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>Story</li> <li>Questions</li> <li>Pets</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>Follow a text as read</li> <li>Say 'I have'</li> <li>Pronounce a question beginning with 'tu as'</li> <li>Pronounce the sounds in the pets</li> <li>Associate the letters for each sound (some)</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><b>S/L-d</b></li> </ul>	<ul style="list-style-type: none"> <li>Slide 33 –model and pronounce j'ai</li> <li><b>Slide 34 – practise making sentences with j'ai and animals</b></li> <li>Slide 35 - can the chn recall the word for you (familiar) the chn met this when they learnt tu mets</li> <li>Slide 36 - model how to say you have/have you? Do they recall that if you use a 'question voice' you can make a statement into a question?</li> <li>Slide 37 - use the question to ask the chn if they have dogs, cats or parrots</li> <li>Slide 38 – review all the sounds in words for pets</li> <li>Slide 39 – invite the chn to match up the letters and sounds and check on slide 40. Say a sound and the chn write the letters in the air or on a w/board</li> </ul> <p><b>Differentiation</b></p> <p>Support</p> <ul style="list-style-type: none"> <li>Provide a copy of slide 39</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>Recall question form of do you have</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>S/board Cycle B – Summer Term</li> </ul> <p><b>Weekly follow-up</b></p> <ul style="list-style-type: none"> <li>Play bingo with the letters on slide 40</li> </ul>	
36	<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Develop understanding of question and answer forms</li> <li>Develop understanding of negatives</li> </ul> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>J'ai/Je n'ai pas de</li> <li>Tu as</li> <li>Pets</li> </ul>	<p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Objectives of lesson – slide 41</li> <li>Slide 40 – pronounce all the sounds</li> <li><b>Slide 42 – pronounce the names of the pets. Invite chn to pronounce them</b></li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Slide 43 – review j'ai. Ask the chn what the spelling of the nouns would be if there was more than one animal.</li> </ul>	

	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Say a sentence with j'ai</li> <li>• Ask a question using tu as</li> <li>• Identify negative words and position(some)</li> <li>• Say a sentence using je n'ai pas de</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• R/W- a</li> <li>• S/L-c</li> <li>• S/L-d</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Slide 44 - review tu as? Say you are thinking of an animal and the chn have a no. of guesses to find out which one – tu as un chien? Etc. Play in pairs.</b></li> <li>• <b>Slide 45. Model question to ask if you have a pet. Practise producing a sentence with the animal nouns and asking the question.</b></li> <li>• Slide 46 – explain that you are going to show how to make a sentence be negative. Identify the verb in j'ai and with the word order cards, demonstrate how to make a sentence negative – a verb sandwich. See slide 47</li> <li>• Slide 48 explain that this phrase needs to be followed by d'(de) meaning any. Ask the chn who don't have a pet - 'tu as un animal' and they use the phrase on slide 49 to reply</li> <li>• <b>Using slide 50 as support, organise the class into 6 groups of 5 children. Explain the card game 'Happy Families Pets': the chn deal the cards, if they have a set of un lapin/chat/chien/poisson they put them in a pile, the first person starts and asks someone for a card they would like to complete a set e.g. tu as un lapin. If the person has the card, they answer oui j'ai un lapin, voilà, then the person can have another go at asking someone, if they say non je n'ai pas de lapin, it is then that person's turn to ask. The winner is the person with the most sets.</b></li> </ul> <p><b>Differentiation</b></p> <p>Support</p> <ul style="list-style-type: none"> <li>• Provide a copy of slide 42</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• Pronounce the animals</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• S/board Cycle B – Summer Term</li> <li>• Happy Families pets – 6 sets of 36 cards (4 animals in a set)- (attach)</li> <li>• Pets Card game rules (attach)</li> </ul>	
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		<b>Weekly follow-up</b> <ul style="list-style-type: none"> <li>• Play the game again</li> </ul>	
37	<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>• Sentence building</li> <li>• Self-assessment</li> </ul> <b>Context</b> <ul style="list-style-type: none"> <li>• Pets</li> </ul> <b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Write a sentence using a model to say if they have pets or not</li> <li>• Self-assess progress and indicate ways to improve</li> </ul>	<b>Starter</b> <ul style="list-style-type: none"> <li>• Objectives of lesson – slide 51</li> </ul> <b>Main</b> <ul style="list-style-type: none"> <li>• Slide 52 – chn write whether they have pets or not in workbook page 10 and illustrate accordingly. Use the spellings of the pets for support on slide 44.</li> <li>• Mark books using slide 53</li> <li>• Workbook page 11 – chn self-assess progress – traffic lights on slide 54</li> </ul> <b>Differentiation</b> <p>Support</p> <ul style="list-style-type: none"> <li>• Provide a copy of slide 44</li> </ul> <b>Challenge</b> <ul style="list-style-type: none"> <li>• Indicate ways to improve even if confident</li> </ul> <b>Resources</b> <ul style="list-style-type: none"> <li>• S/board Cycle B – Summer Term</li> <li>• Workbook Cycle B</li> </ul> <b>Weekly follow-up</b> <ul style="list-style-type: none"> <li>• Answer the register saying which pets they have</li> </ul>	