

Sample Parcel Year 4 French

Children benefit from having practice in speaking and listening every day.

Teachers can use this template to create different parcels.

Suggested Daily Parcels - Lesson Five	
<p>A Intercultural understanding</p> <ul style="list-style-type: none"> Explore and discuss what the children know about the languages spoken in different European countries. BBC Languages Across Europe lists the countries together with the languages spoken in each of them. 	<p>B Forming the plural of nouns</p> <ul style="list-style-type: none"> Using pictures or toys, practise asking <i>Qu'est-ce que c'est?</i> The children respond in chorus <i>C'est un + noun</i> when the singular is needed, and <i>Ce sont des + noun</i> when the plural is needed. The children practise in pairs.
<p>C Forming the plural of nouns</p> <p>Children choose an animal. In their French folders they draw a group of these animals and write a question and answer, e.g. <i>Qu'est-ce que c'est? Ce sont des papillons.</i></p>	<p>D Games - Blind Man's Buff or Coin! Coin!</p> <ul style="list-style-type: none"> Play Blind Man's Buff as in lesson 5, or <i>Coin! Coin!</i> <p>Resource: Blindfold.</p>
<p>E Focus on Phonics: on, ch</p> <ul style="list-style-type: none"> The children stick soundsheets no.85 and no.77 into their French folders. They perform the actions and practise the sounds in chorus: For on you say <i>on, on, on</i> and place one finger on the tip of your nose. For ch you say <i>ch, ch, ch, chuchote</i> with hands close to your mouth as if you are whispering secrets (to Charlotte). <p>Resource: <i>Le Manuel Phonique</i> p.85 and p.77.</p>	
<p>F Parachute game (colours) N.B. A large space is needed, e.g. PE area.</p> <ul style="list-style-type: none"> Assign each child a colour, <i>rouge, bleu, vert, jaune, rose, blanc, noir, orange</i>. Slowly move the parachute up and down to a steady rhythm, chanting the words <i>les couleurs</i>. When you call out <i>Changez de place, les blancs</i> or <i>Changez de place, les verts</i>, etc. the children respond by running under the parachute as it rises and change places with another child. You can then call two colours at once, e.g. <i>Changez de place, les verts et les noirs</i>. For everyone to change places you can call out <i>Changez de place, toutes les couleurs!</i> <p>Resource: Parachute.</p>	
<p>G Story: Toutes les couleurs</p> <ul style="list-style-type: none"> Re-read the story (from Y3) using vocal and facial expression to support the meaning. Can the children read the story aloud with you? <p>Resource: Story book - <i>Toutes les couleurs</i>.</p>	<p>H Story: Va t'en grand monstre vert</p> <ul style="list-style-type: none"> Read the story using vocal and facial expression to support the meaning. Can the children read the story aloud with you? <p>Resource: Story book - <i>Va t'en grand monstre vert</i>.</p>
<p>I Spelling Skills</p> <ul style="list-style-type: none"> In pairs children practise spelling aloud the animal words for their partner to write down or to guess. Mini whiteboards could be used. 	<p>J Traditional song: Alouette</p> <ul style="list-style-type: none"> The children join in singing the song whilst watching the DVD. <p>Resource: DVD - <i>Mon Âne</i>.</p>
<p>K Self and peer assessment</p> <p>I / we can:</p> <ul style="list-style-type: none"> Say a sentence that includes nouns and adjectives, e.g. <i>C'est un mouton rose</i> or <i>Dans le sac il y a un lion rouge</i> participate in a small sketch and perform it in front of others spell certain words, e.g. <i>un papillon, ...</i> read the graphemes <i>ch</i> and <i>on</i> with correct pronunciation. 	<p>L Display</p> <ul style="list-style-type: none"> Display a photograph of the children enjoying a story. Display soundsheets no.85 and no.77.

Children can identify some French sounds and their written form.

Native-speaker resources provide a good model of pronunciation

Children can assess the progress they are making and have fun celebrating it.

A French Display Area could be used

- to support teaching and learning
- to make parents aware of what the children are doing
- to make children aware of the progress they are making
- to show how much FUN is being had.