

# **Mixed Age : YA/YB Rolling Programme**

## Long term overview

### **FRENCH**

FRENCH EARLY START [www.earlystart.co.uk](http://www.earlystart.co.uk) (with Espresso as a supplementary resource)

## Introduction to the Mixed Age : YA/YB Rolling Programme (Early Start)

### Mixed age methodology:

- Learning a new language is not easy! All pupils benefit from frequent revisiting of familiar vocabulary and skills.
- New pupils to learning French (NP) will be expected to focus on using sounds, words and short phrases (Y3/4 objectives)
- Returning pupils (RP), revisiting language structures and skills for a second year, will be expected to work towards Y4/5/6 objectives showing greater understanding, confidence, complexity and accuracy eg:
  - asking as well as answering questions
  - stretching phrases into sentences
  - applying grammatical knowledge ( KAL) with increasing accuracy ( eg gender, adjectival position)
  - applying previously learned LLS (language learning strategies) with greater confidence
- IU, KAL and LLS foci can be different each year but ensure a broad coverage of Y3/4/5 objectives over the two years.

### Framework Objectives:

- The Early Start resource gives complete coverage of Y3/4 Oracy, IU, KAL and LLS framework objectives but has limited Literacy examples.
- To give greater coverage of the Literacy strand, a half term 'book based' unit is given as the first half of the summer term (but could be moved into any half term) *See Appendix 1*

### Rolling Programme notes:

- Pupils may start in either YA or YB and cover many of the Norfolk Transition structures (long term overview: bold italic) after 2 years
- Where content/questions structures are the same in both years: Espresso /QCA units are recommended to give variety of input

- This year A/B plan could be used to cover any two years of a four year rolling programme eg:
  - as an introduction to French in Y3/4
  - as an introduction to French in Y5/6 (but care should be taken to make reference to the Framework's T and L objectives for Y5/6 eg. longer phrases/sentences)
  - as 2 yrs of French for the whole of KS2 (eg Y3/4/5/6 class)

### Customising the rolling programme!

- This mixed age rolling programme can be adapted to link with other curriculum areas by interchanging YA/YB plans within any terms (eg to tie-in YB summer 'Leisure' with Olympics/World Cup)
- The new QCA units refer to using 'video clips' of native speaker children. Teachers with more confident language skills might choose to use QCA units to replace some of the YA/YB half term units. *See Appendix 2*

### . Recommended resources:

- Early Start 1::Salut ça va ?: Teacher's manual + DVD
- Early Start 1: Interactive CD -Rom
- Early Start 2: Où habites-tu? : Teacher's manual + DVD
- Talking Big Books: [www.earlystart.co.uk](http://www.earlystart.co.uk)
- Espresso 1 'Allez'

### Additional resources (also see: short term planning)

- Chantez Plus Fort : [www.brilliantpublications.co.uk](http://www.brilliantpublications.co.uk)
- Singing French : [www.acblack.com/developingfrench](http://www.acblack.com/developingfrench)
- QCA French SOW (2007)
- Pilote 1: [www.ketv.co.uk](http://www.ketv.co.uk) (an alternative to Espresso?)
- Traditional songs : Comptines a Chanter [www.editionsmilan.com](http://www.editionsmilan.com)
- Christmas resources : LJR : Joyeux Noel : [www.lajolieronde.co.uk](http://www.lajolieronde.co.uk)
- InvestigatingLanguages [www.petlanguages.co.uk](http://www.petlanguages.co.uk)

## Early Start 1 & 2 : French long term planning for mixed age classes

	Year A: main resource: Early Start French 1: <b>Salut ça va?</b>	Year B: main resources : Espresso: Allez! or Pilote or QCA units 1-2	<b>Notes: mixed age plans</b> The Autumn content needs to be repeated in both Year A and B. In year B use a different resource ( see introduction) eg: Expect <b>RP</b> (returning pupils) to: work at a higher framework level. <b>RP</b> should show increased : <b>confidence, understanding and or complexity</b> eg. knowing numbers out of sequence Using alphabet more independently Using question structures Using whole phrases eg c'est un crayon rouge
<b>Autumn Sections</b>	1. Salut 2. Au revoir 3. ça va? 4. Comment t'appelles-tu? 4 <sup>a</sup> L'alphabet 5. Les couleurs 6. Les nombres 1-12 <b>Assessment 1: P 123</b> 7. Quel âge as-tu?	1. <b>Salut</b> 2. <b>Au revoir</b> 3. <b>ça va?</b> 4. <b>Comment t'appelles-tu?</b> 4 <sup>a</sup> <b>L'alphabet</b> 5. <b>Les couleurs</b> 6. <b>Les nombres 1-12</b> <b>Assessment 1: P 123</b> RP reuse :compare to last year 7. <b>Quel âge as-tu?</b>	
<b>Christmas ?</b>	<a href="http://www.primarylanguages.org.uk">www.primarylanguages.org.uk</a>	<a href="http://www.lajolieronde.co.uk/">www.lajolieronde.co.uk/</a> Joyeux Noël	
<b>Spring Sections</b>	8. les mois de l'année 9. Les nombres 13-31 10. Quelle est la date de ton anniversaire? 11. Les jours de la semaine 12. Quelle est la date aujourd'hui ? <b>Assessment 2: P 124</b>	ES French 2 : <b>Où habites-tu?</b> <b>Watch/ discuss ?</b> 1. Où habites-tu? 2. En ville 3. Toutes directions 4. A l'école 8. 40-200 9. L'euro <b>Follow 4 Rs...</b> 5. La classe 6. Quelle heure ? 7. Quel temps ? 10. Qu'est-ce que tu aimes? <b>As'ment 2/ 3: p 165/6</b>	<b>Spring content: Year B</b> New units for all pupils Unit 5 returns to ' As-tu...' <b>RP</b> can be challenged at higher level eg: <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• use gender correctly</li> </ul> Watch and discuss the IU content of some units but only study 3-4 units to the <b>recall/real use level</b>
<b>Summer Sections</b>	13. As-tu un animal? 14. As-tu des frères et des soeurs? <b>Assessment 3: P 125</b>  <b>Extra literacy module:</b> <i>Talking Big Book:</i> Petit chien cherche un ami. OR QCA unit 2,4 or 5	11. Bon appetit ( watch ?) 12. Les glaces 13. Les passe-temps 14. Les matieres ( watch?) 15. Tu portes? <b>Assessment 4 p 167</b> <b>Extra literacy module:</b> <i>Talking Big Book:</i> Je veux ma banane OR QCA unit: 9,11 or 12	<b>Summer content: Year B</b> Teacher to choose: 2/3 sections to watch and discuss 2/3 to reach <b>recall/real use level</b>  <b>To extend literacy objective:</b> Use a different Big Book or QCA unit to extend literacy work each year (can be in any half term)

<p><b>Date:</b> Autumn      <b>Class</b></p> <p><b>Teacher</b></p>	<p><b>Total Lesson time = 60 mins</b>                  Main lesson: 30 mins                  Follow up lesson :15 mins                  Daily Practice: 15 mins</p>	<p><b>Medium term planning</b>                  Sections: 1,2,3,4,5,6  <b>Salut ça va?</b></p>	<p><b>Main Resources</b>  <b>Essential:</b>                  ▪ Early Start 1 teachers' book and DVD  <b>Recommended:</b>                  ▪ Early Start 1 interactive CD Rom Chantez Plus Fort songbook + CD (<a href="http://www.brilliantpublications.co.uk">www.brilliantpublications.co.uk</a>)</p>
<p><b>Framework coverage:</b>  <b>First 2 years of language learning:</b>  <b>Oracy/Literacy:</b> Y3/4: Objectives (RP stretched to higher objectives) <b>IU:</b> Age appropriate objectives</p> <p><b>3<sup>rd</sup>, 4<sup>th</sup> years of language learning after another language</b>  <b>Oracy/Literacy:</b> Stretch all pupils through Y3/4 objs to reach Y5 objs for NP and Y6 objs for RP  <b>IU:</b> Age appropriate objectives</p>		<p><b>Key sound patterns:</b>                  On ( bonjour)                  J ( bonjour)                  In/ Ain ( demain)                  An/En (blanc/comment)</p>	<p><b>Links with other subjects:</b>  <b>PHSE:</b> Comparing modes of greeting  <b>ICT:</b> CD Rom (class or groups)                  Digiblu cameras for role plays?                  PowerPoint or PhotoStory  <b>Geography:</b> Locate France and other French speaking countries  <b>History:</b> Famous French speakers  <b>Literacy:</b> Traditional games/songs  <b>DT:</b> Make puppets/silhouettes  <b>Music:</b> use rhythm with French words</p>
<p><b>KAL: Knowledge about Language</b>  <b>NP to learn about</b>  <b>RP to apply</b></p> <ul style="list-style-type: none"> <li>• identify specific sounds, phonemes, words, rhymes</li> <li>• link sounds to meaning; imitate pronunciation</li> <li>• notice spellings/writing systems; compare with English</li> <li>• recognise / use question forms/negatives</li> <li>• recognise gender</li> </ul>	<p><b>LLS :Language Learning Strategies</b>  <b>NP to begin to use</b>  <b>RP to apply independently</b></p> <ul style="list-style-type: none"> <li>• listen &amp; repeat aloud</li> <li>• look at speaker's face</li> <li>• use gesture/physical response</li> <li>• use context for understanding</li> <li>• play games to aid memory</li> <li>• record selves</li> <li>• practise/take turns with friends</li> <li>• ask someone to clarify/repeat with gesture</li> <li>• compare to English</li> </ul>	<p><b>Core Q &amp; A structures + vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Salut</li> <li>2. Au revoir</li> <li>3. ça va?</li> <li>4. Comment t'appelles-tu?</li> <li>4<sup>a</sup> L'alphabet</li> <li>5. Les couleurs</li> <li>6. Les nombres 1-12</li> </ol>	<p><b>Reinforcement during week:</b>                  Use greeting conventions correctly                  Register in French                  Play Circle time/PE warm up games</p>
<p><b>Expectations For New Pupils ( NP) and Returning Pupils(RP): At the end of this unit:</b>  <b>Most NP all RP (Breakthrough 1)</b> will join in with a song by making a physical response or showing a flashcard; respond independently to questions or instructions with support from visual clues; begin to recognise written words with help.  <b>Some NP, Most RP (Breakthrough 2)</b> will be able to answer questions accurately; ask questions with prompting; read phrases with help; experiment with writing words/phrases; sing songs accurately; work well in small groups using mostly target language; pronounce sounds accurately.  <b>A few RP ( Breakthrough 3)</b> will be able to ask and answer several questions in both oral and written form (with a model)</p>			
<p><b>Assessment Possibilities :</b></p> <ol style="list-style-type: none"> <li>1. Early Start 'Can do' assessment . P123</li> <li>2. Choose CD Rom activity for a listening assessment</li> <li>3. Assess question and answer structures with 'fortune tellers'.</li> </ol>		<ol style="list-style-type: none"> <li>4. Create short greeting, 'How are you?' and naming role plays with selves or puppets (possibly film with digiblu cameras)</li> </ol>	

<p><b>Lesson : 8</b></p> <p><b>SECTION 5</b></p>	<p><b>Core Language Content:</b>  <i>Quelle couleur?</i>  <i>bleu, blanc, rouge, noir, jaune, vert</i></p>	<p><b>Learning outcome : ORACY, KAL, IU,</b>  <b>NP:</b> learn to recognise 6 or more colours and recall 3 or more  <b>RP :</b> Begin to recall Q &amp; phrase : '<i>Quelle couleur..C'est bleu..</i>'</p>		
<p><b>Teaching sequences for : language structures/vocabulary/skills</b></p> <p><b>Recognition/Repetition:</b> Mainly whole class activities : pupils listen to, practise and revisit  <b>Recall:</b> Whole class or group activities: pupils recall new learning more independently  <b>Real use:</b> Class/group/pair/individual activities : pupils use language/skills creatively eg role play</p> <p>RP will move more quickly to recall and real use in structures encountered in a previous year</p>		<p><b>RP extension notes</b>          Opportunities for increased confidence, understanding, complexity</p>	<p><b>Resources</b></p>	
<p><b>MAIN LESSON : 30 mins</b></p>	<p><b>Starter or revisiting prior learning</b></p>	<p><b>TG p 40:</b> Use your puppet to ask some questions around the class: <b>Recall</b>          Discuss how class is feeling so far about their French learning.  <b>Y5/6:</b> discuss links with past language(s) Will they see links with colours?</p>	<p><b>RP</b> can lead discussion on language links</p>	<p>puppet</p>
	<p><b>Activities</b></p>	<p>Note to teacher : <b>read TG p 45's</b> comments on 'How French works' <b>KAL</b></p> <ol style="list-style-type: none"> <li><b>TG p45.</b> Watch <b>DVD</b> up until end of first 6 colours . Re-watch and pause to <b>repeat</b> after native speaker voices</li> <li><b>TG p 47</b> Play a <b>recognition/repetition</b> game (only using 6 colours) eg Jump to the colour.</li> <li><b>TG p47</b> Play 'swap colours , 'fruit salad' or colour loto</li> </ol>	<p><b>RP</b> have met colours before...Ask which colours may appear first..are they right?</p> <p><b>RP</b> to show spoken confidence and clear pronunciation  <b>RP</b> could be callers</p>	<p>DVD          CD Rom          Colour cards for 6 colours</p>
	<p><b>Plenary</b></p>	<p>Ask children to select their favourite colour ( <b>limited recall</b>) from the six learnt and say them around the class in Mexican wave.</p>	<p><b>RP</b> to say 2 <b>NP</b> say one</p>	
<p><b>Follow up lesson 15 MINS</b></p>	<p><b>Activities</b></p>	<p><b>CD Rom</b> Magic Flags game: <b>recognition also repetition</b></p> <ul style="list-style-type: none"> <li>Teacher might imitate this game themselves with colour cubes etc.</li> </ul> <p><b>CD Rom :</b> phoneme game. Practise the key sounds suggested</p>	<p><b>RP</b> become the callers of a similar game in small groups?</p>	<p>Colour cards or flags</p>
<p><b>Daily practice 15 MINS</b></p>	<p>Class routine          X-Curr. opps          ICT opps          Circle time</p>	<p><b>Register :</b>Children can use their 'favourite colour' to register with . T: <i>Jack (NP)? P:oui...rouge.</i>  <i>T: Sarah (RP) ? P: oui...C'est vert/ un crayon vert</i></p> <p><b>PE.</b> Play a 'run to the colour ' game : <b>RP</b> could be callers  <b>Music:</b> Sing a colour song! (Good phrase/sentence example to stretch <b>RP</b> is Foot Foot from Chantez plus fort)  <b>Website</b> <a href="http://www.earlystart.co.uk/french1/05colours.htm">http://www.earlystart.co.uk/french1/05colours.htm</a></p>		

<b>Lesson : 9</b>		<b>Core Language Content:</b> <i>C'est de quelle couleur?</i> <i>Marron, violet, rose, orange, gris.</i>	<b>Learning outcome : ORACY, KAL, IU. LLS</b> <b>NP:</b> to recognise 11 colours. To be able to recall 6 or more colours . <b>RP :</b> extension: Learn longer question: <i>C'est de quelle couleur?</i>
<b>SECTION 5</b>			
<b>Teaching sequences for : language structures/vocabulary/skills</b>			<b>RP extension notes</b>
<b>Recognition/Repetition:</b> Mainly whole class activities : pupils listen to, practise and revisit			Opportunities for increased confidence, understanding, complexity
<b>Recall:</b> Whole class or group activities: pupils recall new learning more independently			
<b>Real use:</b> Class/group/pair/individual activities : pupils use language/skills creatively eg role play			
RP will move more quickly to recall and real use in structures encountered in a previous year			
<b>MAIN LESSON : 30 mins</b>	<b>Starter or revisiting prior learning</b>	<b>TG p 47,48</b> Replay any game to revise first 6 colours or re-sing colour song	
	<b>Activities</b>	1. Watch whole <b>DVD</b> . Discuss escargot and/or pétanque game ..see <b>TG p49</b> Notice and repeat small boy's phrase: <i>Bleu..c'est ma couleur!</i> 2. Pause and practise <b>repeating</b> all colours especially the 5 colours you didn't focus on last week . Concentrate on accurate pronunciation. Discuss links with English /other languages...Marron, violet, rose, orange, gris. 3. <b>TG p47/48</b> . Practise any <b>recognition/repetition</b> game : all 11 colours	<b>NP</b> will find repeating difficult French sounds easier than teachers will! <b>RP</b> could explain Fr phonics to <b>NP</b>
	<b>Plenary</b>	<b>LLS:</b> Which colours are the hardest to remember? Talk about strategies to remember <b>Soft and Loud:</b> Teacher chooses a colour pupils have difficulty <b>recalling</b> . Pupil X goes out. Hide an animal/card of that colour. X enters. Class repeat e.g. ' <i>c'est jaune</i> ', softly or loudly to indicate how close X is to finding animal ( <b>Y5/6</b> : <i>c'est de quelle couleur..c'est jaune</i> '	<b>RP</b> lead discussion of some ways to remember difficult words : memory hooks? Eg Blanc and blank
<b>Follow up lesson</b>	<b>Activities</b>	<b>TG p47/48:</b> Choose from <b>recognition and repetition</b> games: 11 colours <b>CD Rom</b> Loto with all 11 colours (or teacher run own Loto game) Or <b>CD Rom</b> Magic flags: 11 colours. <b>TG p 47</b> Which colour? ' or Hide the colour games 1 & 2. or O & X	<b>RP</b> could become callers in Loto
<b>Daily practice 15 MINS</b>	Class routine X-Curr. opps ICT opps Circle time	<b>Register</b> Pupils can use a <b>new</b> 'chosen colour' to register with. <b>RP</b> could give several <b>PE:</b> Use a fruit salad type game with colours in next circle time/parachute session (see <a href="http://www.primarylanguages.org">www.primarylanguages.org</a> ) for parachute game model . <b>RP</b> could be callers <b>Game:</b> Prepare own versions of escargot boards to play game next week	



<b>Lesson : 10</b>		<b>Core Language Content:</b> <i>All 11 colours ...</i> <i>C'est de quelle couleur?</i> <i>C'est MA couleur!</i>	<b>Learning outcome : Oracy &amp; Literacy</b> <b>NP:</b> to recognise all 11 colours in written form and write some colours from a model <b>NP /RP:</b> to play a game for 5 minutes <b>only in French</b> ... <b>RP :</b> to lead game showing good use of spoken/ written French		
<b>SECTION 5</b>		<b>Teaching sequences for : language structures/vocabulary/skills</b> <b>Recognition/Repetition:</b> Mainly whole class activities : pupils listen to, practise and revisit <b>Recall:</b> Whole class or group activities: pupils recall new learning more independently <b>Real use:</b> Class/group/pair/individual activities : pupils use language/skills creatively eg role play  RP move more quickly to recall and real use in structures encountered in a previous year		<b>RP extension notes</b> Opportunities for increased confidence, understanding, complexity	<b>Resources</b>
<b>MAIN LESSON : 30 mins</b>	<b>Starter or revisiting prior learning</b>	Play 'colour tennis': pretend to bat any colours and pupils bat back firstly with the same colour : <b>repetition</b> . Then bat back with a different colour : <b>recall</b>		<b>RP</b> can lead the game with their tables	CD
	<b>Activities</b>	1. Watch <b>DVD 5</b> again, paying particular attention to written words. Discuss which ones are similar to English <b>KAL</b>  2 <b>TG 42,43 or CD Rom:</b> play Word/Picture match in small groups		<b>RP</b> could work on an extra written activity (eg dictionary work)	CD Rom download game cards
	<b>Plenary</b>	<b>Play</b> escargot game ( re-watch DVD to practise language) Write up phrases you want pupils to use: <i>Bleu c'est ma couleur...J'ai gagné! A moi/ toi !</i>		<b>RP</b> to lead game and monitor use of French (not English) in their group!	Game sheets from TG or CD Rom
<b>Follow up lesson 15 MINS</b>	<b>Activities</b>	Choose from: <b>NP: Wall poster:</b> Write and draw a colour poster in small groups <b>RP: PowerPoint or Photostory :</b> Writing plus photo and sound recording Eg <i>Un éléphant c'est de quelle couleur? Un éléphant est GRIS !</i>		<b>Literacy</b> These could be kept as evidence of writing. <b>RP</b> write Q & A. <b>NP:</b> write single word	
<b>Daily practice 15 MINS</b>	Class routine X-Curr. opps ICT opps Circle time	<b>Literacy: CD Rom:</b> Use the dictionary activity to emphasise the links between language and literacy skills <b>RP:</b> use Collins dictionary activities <b>PE:</b> Play <b>colour hopscotch</b> (see QCA teachers guide p 29) Model to whole class and then split into small groups. <b>RP</b> Say whole phrase as 'hop': <i>C'est de quelle couleur..c'est bleu, c'est rouge, c'est jaune etc</i> <b>NP :</b> Say single word or short phrase : ' <i>bleu</i> ' or ' <i>C'est bleu</i> '.			

<b>Lesson :</b>		<b>Core Language Content:</b>	<b>Learning outcome :</b>	
<b>SECTION</b>			<b>NP:</b>	<b>RP:</b>
<b>Teaching sequences for : language structures/vocabulary/skills</b> <b>Recognition/Repetition:</b> Mainly whole class activities : pupils listen to, practise and revisit <b>Recall:</b> Whole class or group activities: pupils recall new learning more independently <b>Real use:</b> Class/group/pair/individual activities : pupils use language/skills creatively eg role play <b>RP</b> move more quickly to recall and real use in structures encountered in a previous year			<b>RP extension notes</b> Opportunities for increased confidence, understanding, complexity	<b>Resources</b>
<b>MAIN LESSON : 30 mins</b>	<b>Starter</b> or revisiting prior learning			
	<b>Activities</b>			
	<b>Plenary</b>			
<b>Follow up lesson 15 MINS</b>	<b>Activities</b>			
<b>Daily practice 15 MINS</b>	Class routine X-Curr. opps ICT opps Circle time			