

An Introduction to Year 1

The Scheme of Work for this year group aims to:

- Provide a 10-15 minute activity which may be repeated throughout the week
- Provide a wide variety of songs (in several languages) and activities to enthuse and excite children
- Enable children to understand and use some routine language, such as greetings, reacting to foods offered, expressing emotions
- Explore some sounds in a foreign language, through looking at individual words and listening to short stories
- Give children a glimpse of the lives of their peers in other countries as they watch children playing and celebrating a birthday party

Year 1 Overview

Week	Theme	Key language
1	Celebrating birthdays	Happy Birthday
2	Recognising similarities between words in different languages	N/A
3	Enjoying a short story	N/A
4	Reacting to food items	Thank you. Yum yum! Delicious! Yuk!
5	Reacting to food items	Thank you. Yum yum! Delicious! Yuk!
6	Observing the preparation of a simple dish; tasting and reacting	Thank you. Yum yum! Delicious! Yuk!
7	Reacting to food items while taking part in a circle game	Thank you. Yum yum! Delicious! Yuk!
8	Learning everyday language through a song	Hello, thank you, please
9	Celebrating other languages; recalling numbers 1-3 or 1-6 through a team game	One, two, three (four, five, six)
10	Recognising previously learned language, problem solving	Yum yum! One, two, three Happy, sad
11	Emotions	(Receptive language: happy, sad, tired, angry, excited, worried)
12	Emotions	(Receptive language: happy, sad, tired, angry, excited, worried)
13	Christmas	N/A
14	Christmas	N/A
15	New Year	Happy New Year!
16	Enjoying a short story	N/A
17	Watching (and performing) a simple finger rhyme	N/A
18	Numbers 1 to 3; noticing patterns	Thank you. One, two, three
19	Exploring the sound of some words in a foreign language	N/A
20	Action song	N/A
21	Exploring an aspect of culture: Chinese New Year	N/A
22	Exploring an aspect of culture: Chinese New Year	N/A

Week	Theme	Key language
23	Emotions - revisited	(Receptive language: happy, sad, tired, angry, excited, worried)
24	Emotions - revisited	happy, sad, tired, angry, excited, worried
25	Participating in a playground game	N/A
26	Playing with a vowel sound	N/A
27	Action song and warm up game	One, two, three, four, five
28	Imitating accents	N/A
29	Enjoying a fable	N/A
30	Recognising and applying patterns	Red, blue

Week 1 – Year 1 French

<p>Theme: Celebrating birthdays.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Deepen knowledge and understanding of celebrations in different cultures. • Recognise that birthdays are milestones for children and are celebrated all over the world. 	<p>Key language for children to produce: <i>Bon anniversaire.</i></p> <p>Key language to support teachers: N/A.</p>
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Talk about how birthdays are celebrated in the UK – mention present giving, special food, birthday cake and candles, parties, family meal. Ask children if they have any other ideas to add from their family experiences. Children might mention celebrating birthdays of older family members, grandparents etc. If there are children in the group from other countries/cultures they could share details of how birthdays are celebrated at home.



Show the children some DVD clips of birthday celebrations from four countries and use Appendix C to talk about birthday celebrations around the world.



Use the song to teach children the birthday song – ‘*Bon Anniversaire*’. Versions in other languages are available on CD. The song is sung to the tune of ‘Happy Birthday to you!’ which the children will recognise.

The birthday song can be sung throughout the year each time a member of the class has a birthday to celebrate. In France you can either sing ‘*Bon Anniversaire*’ or ‘*Joyeux Anniversaire*’ which the children will hear on the DVD clip.



Software resources

- DVD clips
- Songs: *Bon anniversaire* (also CD 1 Track 9)
- Happy Birthday in Chinese
- Happy Birthday in Italian
- Sound files

Other resources:

Appendix C - information on birthday celebrations in other countries

Week 1 – Year 1 Spanish

<p>Theme: Celebrating birthdays.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Deepen knowledge and understanding of celebrations in different cultures. • Recognise that birthdays are milestones for children and are celebrated all over the world. 	<p>Key language for children to produce: <i>Feliz cumpleaños.</i></p> <p>Key language to support teachers: N/A.</p>
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Talk about how birthdays are celebrated in the UK – mention present giving, special food, birthday cake and candles, parties, family meal. Ask children if they have any other ideas to add from their family experiences. Children might mention celebrating birthdays of older family members, grandparents etc. If there are children in the group from other countries/cultures they could share details of how birthdays are celebrated at home.



Show the children some DVD clips of birthday celebrations from four countries and use Appendix C to talk about birthday celebrations around the world.



Use the song to teach children the birthday song – ‘*Cumpleaños Feliz*’. Versions in other languages are available on CD. The song is sung to the tune of ‘Happy Birthday to you!’ which the children will recognise.

The birthday song can be sung throughout the year each time a member of the class has a birthday to celebrate.



Software resources

- DVD clips
- Songs: *Cumpleaños Feliz* (also CD 2 Track 10)
- Happy Birthday in Chinese
- Happy Birthday in Italian
- Sound files

Other resources:

Appendix C – information on birthday celebrations in other countries.

Week 2 – Year 1 French

Theme:

Recognising similarities between words in different languages.

Objectives:

- Listen carefully to be able to recognise words in the foreign language, making use of English
- Understand that some words in other languages are very similar to English but are pronounced differently
- Be able to understand and respond with: 'Oui/Non'.
- Learn a simple song to use at the end of each lesson.

Key language for children to produce:

N/A.

Key language to support teachers:

- le fromage* – the cheese
- le chocolat* – the chocolate
- le crocodile* – the crocodile
- le pain* – the bread
- le lion* – the lion
- le tigre* – the tiger
- l'éléphant* – the elephant
- la souris* – the mouse
- la maison* – the house
- le parc* – the parc
- la tomate* – the tomato



1 Explain to the children that they are going to take part in a listening game/challenge.



2 Remind them from Foundation stage that words in different languages can be very different or very similar and give some examples:

Hold up a picture of cheese and say its name in English and then in French (*fromage*). Ask the children if the words sound similar or not and have some discussion about this. Next explain that some words are very similar and give an example, holding up a picture of an elephant – French (*éléphant*).



3 Explain the game to the children. You will hold up a card with a picture on it – if the children think that the word you say in French is the right word for the picture, they should put their thumb up and say: 'Oui !'. If they think the word and the picture don't match, they should put their thumb down and say: 'Non !'. You could allow each table time to discuss their answer first and then ask for an answer after you have counted to three in the foreign language.

To do the activity above you will need the images for cheese, chocolate, crocodile, bread, lion, tiger, elephant, mouse, house, park, tomato and the words listed in the foreign language (see above or Appendix A).

Continued on reverse.



Software resources

- Images
- Song: *Au revoir et merci* (also CD 1 Track 10)
- Sound files

Other resources:

Appendix A – suggested words in the foreign language.

Week 2 – Year 1 French



The children will have guessed some correctly eg. *le chocolat, le crocodile* but they will have met words which are very different in both languages, eg. *la souris, la maison*. Discuss with the children that some words are similar to English but pronounced differently – *le chocolat, le tigre*, for example. Play with some of the words in the foreign language, possibly saying them in an exaggerated manner to emphasise the pronunciation. Some words, however, are very different to English – *le fromage, le pain*.



Teach the children a simple song for the end of each language lesson – ‘*Au revoir et merci*’.



Software resources

Images
Song: *Au revoir et merci* (also CD 1 Track 10)
Sound files

Other resources:

Appendix A – suggested words in the foreign language.

Week 2 – Year 1 Spanish

Theme:

Recognising similarities between words in different languages.

Objectives:

- Listen carefully to be able to recognise words in the foreign language, making use of English
- Understand that some words in other languages are very similar to English but are pronounced differently
- Be able to understand and respond with: 'Sí/No'.
- Learn a simple song to use at the end of each lesson.

Key language for children to produce:

N/A.

Key language to support teachers:

- el queso* – the cheese
- el elefante* – the elephant
- el chocolate* – the chocolate
- el pan* – the bread
- el león* – the lion
- el parque* – the park
- la casa* – the house
- el tigre* – the tiger
- el cocodrilo* – the crocodile
- el tomate* – the tomato



1 Explain to the children that they are going to take part in a listening game/challenge.



2 Remind them from Foundation stage that words in different languages can be very different or very similar and give some examples:

Hold up a picture of cheese and say its name in English and then in Spanish (*queso*). Ask the children if the words sound similar or not and have some discussion about this. Next explain that some words are very similar and give an example, holding up a picture of an elephant – Spanish (*elefante*).



3 Explain the game to the children. You will hold up a card with a picture on it – if the children think that the word you say in Spanish is the right word for the picture, they should put their thumb up and say: '¡Sí!'. If they think the word and the picture don't match, they should put their thumb down and say: '¡No!'. You could allow each table time to discuss their answer first and then ask for an answer after you have counted to three in the foreign language.



4 The children will have guessed some correctly eg. *el chocolate*, *el cocodrilo*, but they will also have met words which are very different in both languages, eg. *el queso*, *el pan*. To do the activity above you will need the images for cheese, elephant, chocolate, bread, lion, park, house, tiger, crocodile, tomato and the words listed in the foreign language (see above or Appendix A).

Continued on reverse.



Software resources

- Images
- Song: *Gracias, adiós* (also CD2 Track 11)
- Sound files

Other resources:

Appendix A – suggested words in the foreign language.

Week 2 – Year 1 Spanish

- 5** Discuss with the children that some words are similar to English but pronounced differently – *el chocolate, el elefante*, for example. Play with some of the words in the foreign language, possibly saying them in an exaggerated manner to emphasise the pronunciation. Some words, however, are very different to English – *el queso, el pan*.
- 6** Teach the children a simple song for the end of each language lesson – ‘*Gracias, adiós*’.



Software resources

Images
Song: *Gracias, adiós* (also CD2 Track 11)
Sound files

Other resources:

Appendix A – suggested words in the foreign language.

Week 3 – Year 1 French

<p>Theme: Enjoying a short story.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Listen with enjoyment to a short, simple story, using pictures and tone of voice to work out meaning. 	<p>Key language for children to produce: N/A.</p> <p>Key language to support teachers: Story read in sound file.</p>
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Read the book: *'Bon appétit ! Monsieur Lapin'* by Claude Boujon (see Appendix B for book list and translation of the story).

In this short story a little rabbit is fed up of eating carrots and decides to visit his friends to see what they are eating. He reacts to the bird eating worms with the expression: *'Beurk!'* (Yuk!) During the next few lessons the children will learn some common expressions for reacting to food and this could be a very useful introduction to that theme.

It might be helpful to give the children a summary of the story before you begin to read and then help the children to understand the text through gesture and mime. If you use the story repeatedly with the children, they could be encouraged to join in with the question which occurs at the top of several pages: *'Que manges-tu ?'*



Software resources

Sound files

Other resources:

Appendix B
Story book: *Bon appétit ! Monsieur Lapin*
by Claude Boujon

Week 3 – Year 1 Spanish

<p>Theme: Enjoying a short story.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Listen with enjoyment to a short, simple story, using pictures and tone of voice to work out meaning. 	<p>Key language for children to produce: N/A.</p> <p>Key language to support teachers: Story read in sound file.</p>
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The reading book suggested for this lesson is 'El Secreto' by Eric Battut (See Appendix B for book details and a translation of the story).

It will be helpful to give the children a summary of the story to set the context before you begin to read. In this short story a little mouse finds an apple and thinks he has found a great secret, which he hides. When the other animals approach asking to know what the secret is, he refuses to tell them. At the end of the story the apples fall from the tree and his secret is discovered!

Due to the amount of repetition, this is a very useful text to use with young learners. The children could be encouraged to join in with the words; 'Es mi secreto' or to put their fingers on their lips every time the phrase occurs.



Software resources

Sound files

Other resources:

Appendix B
Story book: *El Secreto*
by Eric Battut