



# DOYEN PUBLISHERS

## SCHEMES OF WORK TERM II 2025

### GRADE 1 FRENCH

We ek	Lesso n	Strand	Sub Strand	Specific Learning Outcomes	Learning Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflect ion
1	1 & 2	<b>OPENING AND RECEIVING LEARNERS</b>							
2	1	Les mois de l'année	Months of the year (janvier à juin)	By the end of the lesson, the learner should be able to: a) Recognize and name the months from <i>janvier</i> to <i>juin</i> in French. <i>Janvier, Février, mars, avril, mai, juin</i> b) Match months with their corresponding seasons.	Learners will listen to and repeat the months of the year in French, followed by group practice. Learners will draw their favorite month and present it to the class.	What month are we in? How do you say "January" in French?	Flashcards, calendar	Oral practice, drawing, pair work and participation in class.	
	2	Les mois de l'année	Months of the year (juillet à décembre)	By the end of the lesson, the learner should be able to: a) Recognize and name the months from juillet to décembre in French. <i>juillet, août, septembre, octobre,</i>	Learners will repeat the months of <i>juillet</i> to <i>décembre</i> and participate in a matching activity with seasons. They will present a month and its corresponding	Which month comes after June? How do we say "December" in French?	Calendar, flashcards	Oral questions, matching activity, group work, individual presentations.	



				<i>novembre, decembre</i> b) Understand the seasonal differences between the months.	season in small groups.				
3	1	Les mois de l'année	Singing a song all months of the year	By the end of the lesson, the learner should be able to: a) Sing a song that includes all months of the year in French. b) Identify months through song and repetition.	Learners will listen to a song that includes all the months in French and then sing along. They will practice singing the song in groups and individually.	How does the song help you remember the months?	Song, audio device	Singing, listening, participation in group performance.	
	2	Les couleurs	Primary colors	By the end of the lesson, the learner should be able to: a) Name the primary colors in French such as <i>rouge, bleu, jaune, blanc and vert</i> . b) Identify primary colors in the environment.	Learners will observe primary colors in the classroom and outdoor environment. They will name the colors in French and describe objects that match these colors.	What is your favorite color? What color is the sky? How do we say "red" in French?	Color chart, crayons, colored paper	Observation, oral responses, group sharing, and color identification activity.	
4	1	Les couleurs	Drawing and shading all colors	By the end of the lesson, the learner should be able to: a) Draw objects using primary colors.	Learners will draw simple objects e.g. sun, tree, house and shade them using the primary	How do we use colors to create pictures?	Drawing materials, coloring sheets	Drawing, coloring, peer feedback.	



				b) Shade objects using primary colors. c) Label the names of the colors drawn on the objects in French	colors. They will then share their drawings with the class, explaining the colors used.				
	2	Les couleurs	Naming colors on different flags	By the end of the lesson, the learner should be able to: a) Identify the colors on the flags of Kenya and France. <i>rouge, vert, blanc, noir</i> b) Name all the colors in French based on flags.	Learners will observe and identify colors on the flags of Kenya and France. They will practice naming the colors in French and discuss their significance.	What colors do you see on the flags? How do we say 'flag' in French?	Flag images, colored paper	Flag coloring, oral questioning, group discussion.	
5	1	La famille	Naming and drawing family members	By the end of the lesson, the learner should be able to: a) Name immediate family members in French like <i>mère, père, frère and sœur</i> . b) Draw members of their family.	Learners will practice naming family members in French and draw a family tree. They will present their drawings and describe their family members in French.	How do you say 'mother' in French? Who is in your family?	Family flashcards, drawing paper	Drawing, oral presentation, group sharing.	
	2	La famille	Saying names and age of your family members	By the end of the lesson, the learner should be able to: a) Ask and answer questions about family members'	Learners will practice asking and answering questions about family members' names and ages in	How do you say 'My father is called Arnold' in French?	Flashcards, age chart, family photos	Role play, oral questions, peer interaction.	



				names and ages in French. b) Practice simple sentences e.g., <i>'Mon frère s'appelle...'</i>	pairs. They will then create a dialogue to present to the class.				
6	1	La famille	Practicing and singing a song on family members	By the end of the lesson, the learner should be able to: a) Sing a song about family members in French. b) Learn the names of family members through song.	Learners will practice singing a simple song about family members in French. They will sing in small groups and individually, focusing on pronunciation and rhythm.	What family members are in the song?	Song, audio device	Singing, listening, individual participation in song.	
	2	La famille	Family members: review	By the end of the lesson, the learner should be able to: a) Review vocabulary for family members. b) Practice family-related phrases and sentences.	Learners will play a memory game to match family vocabulary words to images. They will then practice asking and answering questions about family members.	How do we review what we've learned?	Flashcards, memory game	Game participation, oral questioning, group work.	
7	1	Les nourritures	Foods we eat at school	By the end of the lesson, the learner should be able to: a) Name foods commonly eaten at school in French such <i>le thé, du lait, les</i>	Learners will name and draw foods they eat at school. They will share their drawings and discuss their	What food do you like to eat at school?	Flashcards, food pictures	Oral responses, drawing, peer sharing.	



				<i>mandazis, les chapatis, le riz</i> b) Describe foods they like and dislike.	preferences in French.				
	2	Les nourritures	Foods we eat at home	By the end of the lesson, the learner should be able to: a) Name foods commonly eaten at home in French such as <i>la viande, le poulet, le pilau, le riz, le jus</i> b) Describe family food habits.	Learners will brainstorm and discuss their favorite foods at home in French. They will then compare foods eaten at home and school in a group activity.	What is your favorite food at home?	Flashcards, food pictures	Group discussion, oral questions, drawing activity.	
8	1	Les nourritures	Exercise and activities on selected foods	By the end of the lesson, the learner should be able to: a) Identify healthy foods and describe them in French. b) Participate in an exercise activity based on selected foods.	Learners will match foods with their benefits, e.g., fruits and vegetables with health benefits. They will then take part in a simple physical activity mimicking food item (e.g., jumping for carrots).	Which food helps you grow strong?	Food images, exercise materials	Matching activity, group discussion, physical activity.	
	2	Les animaux domestiques	Naming pets	By the end of the lesson, the learner should be able to: a) Name common pets in French	Learners will practice naming pets in French and draw their pets.	Do you have any pets? How do you say 'cat' in French?	Pet images, drawing paper	Drawing, oral presentation, group discussion.	



				such as <i>chat</i> , <i>chien</i> , <i>poisson</i> . b) Describe pets in simple sentences.	They will share their drawings and talk about their pets using simple sentences.				
9	1 & 2	<b>MID-TERM II ASSESSMENT &amp; MID-TERM II BREAK</b>							
10	1	Les animaux domestiques	Naming animals found at home	By the end of the lesson, the learner should be able to: a) Name animals found at home in French such as <i>la vache</i> , <i>le chien</i> , <i>le chat</i> <i>le poulet</i> , <i>le canard</i> , <i>le coq</i> b) Recognize and pronounce the names of animals.	Learners will listen to animal names and repeat after the teacher. They will match animal names with pictures and practice pronunciation in pairs.	What animals live in your house?	Animal pictures, flashcards	Oral questioning, matching activity, pair work.	
	2	Les animaux domestiques	Drawing and coloring animals found at home	By the end of the lesson, the learner should be able to: a) Draw animals found at home and color them. b) Name the animals in French.	Learners will draw and color pictures of animals they have at home. They will name each animal in French and share their drawings with the class.	How do you draw a dog in French?	Drawing materials, color pencils	Drawing, coloring, oral presentation.	
11	1	Les animaux domestiques	Hanging the drawings of domestic animals	By the end of the lesson, the learner should be able to:	Learners will present their animal drawings to the class and describe them in	What animal do you see on the wall?	Drawings, bulletin board	Oral presentation, peer feedback, participation in discussion.	



				a) Present drawings of domestic animals. b) Discuss the animals depicted in their drawings.	French. The drawings will be displayed in class as part of a "domestic animal gallery."				
	2	Les animaux sauvages	Naming wild animals	By the end of the lesson, the learner should be able to: a) Name wild animals in French such as <i>le lion, la gazelle, l'hyène, l'éléphant, le crocodile, le serpent, le girafe</i> b) Match wild animals with their habitats.	Learners will watch a video or look at flashcards to learn about wild animals. They will match animals with their respective habitats in a group activity.	Where do wild animals live?	Flashcards, video	Group work, oral questioning, matching activity.	
12	1	Les animaux sauvages	Drawing and coloring wild animals	By the end of the lesson, the learner should be able to: a) Draw and color wild animals in French. b) Name wild animals in French.	Learners will draw and color wild animals, such as lions, elephants, and giraffes. They will name each animal in French and share their work with the class.	How do you draw a lion?	Drawing materials, color pencils	Drawing, coloring, oral responses, peer feedback.	
	2	Les animaux sauvages	Hanging the drawings of wild animals	By the end of the lesson, the learner should be able to: a) Present drawings of wild animals.	Learners will present their wild animal drawings to the class, explaining the	What wild animals do you know?	Drawings, bulletin board	Oral presentation, peer feedback, group discussion.	



				b) Discuss the animals in French.	animals and their habitats in French. The drawings will be displayed in a "wild animal gallery."				
13	1 & 1	<b>REVISION &amp; END TERM II ASSESSMENT</b>							
14	1 & 2								