

Subject: Languages. Year 4, Spring 1 – Raconte-moi une histoire! (Tell me a story!)

Key vocabulary: <i>Regardez</i> (Look), <i>Répétez</i> (Repeat), <i>Écoutez</i> (Listen), <i>quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent</i> (40-100), <i>il/elle est...</i> (he/she is...), <i>grand(e)</i> (big), <i>petit(e)</i> (small), <i>vrai</i> (true), <i>faux</i> (false)					
National Curriculum	Week	NC - Coverage	Skills Taught	Knowledge	Activity Outline
<p>The national curriculum for Languages aims to ensure that all pupils:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Understand basic grammar appropriate to the language being studied, including key features and patterns of the language.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	1	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Reading and writing in French.</p> <p>Speaking and listening.</p> <p>Turn-taking.</p>	<p>I know that '<i>Regardez</i>', '<i>Répétez</i>', '<i>Écoutez</i>', '<i>Levez la main</i>', '<i>Taisez-vous</i>', '<i>Levez-vous</i>' and '<i>Asseyez-vous</i>' are '<i>Look</i>', '<i>Repeat</i>', '<i>Listen</i>', '<i>Raise your hand</i>', '<i>Be quiet</i>', '<i>Stand up</i>' and '<i>Sit down</i>'.</p> <p>I know how to respond to French classroom instructions.</p>	<p>Play the Getting Started animation, focusing on the sound and pictures. Ask children to identify the toys on the sofa (un mouton, une souris, un chat, un lapin). Elicit the colours of the toys, e.g. Le mouton est de quelle couleur? Play the animation again and focus on the instructions (e.g. Taisez-vous! Écoutez! etc.). Ask children to raise their hands when they hear an instruction they recognise. Use the Wordbank flashcards to go through the instructions, including Répétez! Working as a class, agree on a mime to represent each instruction, e.g. for Taisez-vous! you could put your finger on your lips. Play the animation again: each time Camille gives an instruction, the children perform the corresponding mime. Finish off with Activity Sheet 9. Children could use the cards to play a matching game to test their recall. They could then play Pelmanism. They say the phrase aloud that corresponds to each word and picture each time. The same cards can be used for Charades in Session 2.</p> <p>Key Vocabulary: <i>Regardez</i> (Look), <i>Répétez</i> (Repeat), <i>Écoutez</i> (Listen), <i>Levez la main</i> (Raise your hand), <i>Taisez-vous</i> (Be quiet), <i>Levez-vous</i> (Stand up), <i>Asseyez-vous</i> (Sit down)</p>

<p>Cross Curricular Links:</p> <p>Maths English Geography History PSHE Design Computing</p> <p>School Context:</p> <p>At Northwood Park Primary School, we believe that Modern Foreign Languages are vital as they prepare pupils to participate in a rapidly changing world. Furthermore, the rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Modern Foreign Languages promote initiative, confidence, independent learning and encourage diversity within the society. Overall, they provide a valuable educational, social and cultural experience for all pupils. The chosen language at Northwood Park Primary School is French.</p> <p>Teaching a Modern Foreign Language is a statutory requirement from Year 3 to Year 6. French is taught as weekly (thirty minute) lessons by each class teacher in KS2 using The LCP New Generation Primary French Scheme. A variety of teaching and learning styles are used in</p>	<p>2</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Reading and writing in French.</p> <p>Collecting data.</p> <p>Making predictions.</p> <p>Following instructions.</p> <p>Counting in French.</p> <p>Reading numbers in French.</p> <p>Multiplication skills.</p> <p>Grammar.</p>	<p>I know that 'Regardez', 'Répétez', 'Écoutez', 'Levez la main', 'Taisez-vous', 'Levez-vous' and 'Asseyez-vous' are 'Look', 'Repeat', 'Listen', 'Raise your hand', 'Be quiet', 'Stand up' and 'Sit down'.</p> <p>I know that 'Venez' and 'Mangez' are 'Come' and 'Eat'.</p> <p>I know how to respond to spoken and written French instructions.</p> <p>I know that 'quarante', 'cinquante', 'soixante', 'soixante-dix', 'quatre-vingts', 'quatre-vingt-dix', 'cent' is (40-100)</p> <p>I know how to count in multiples of 10 up to 100 in French.</p>	<p>Begin by revising the instructions: call them out, and ask children to perform the mimes you agreed on in Session 1. Tell children they are about to read a story about a mother who is serving a meal to her children. Ask the class to imagine the scene: can they predict which instructions from Session 1 might crop up? Play the Storyboard and ask children to keep a tally of how many they predicted correctly. There are two new instructions in the Storyboard: venez (come) and mangez (eat). Use mime and gestures to help children understand these meanings. Ask children to identify any familiar words in the Storyboard. They might suggest: le cresson, berk, je n'aime pas, s'il vous plaît and miam, miam. Play Jacques a dit (Simon Says) to reinforce the instructions. Invite confident volunteers to take over your role. Round off with Activity 1.</p> <p>Key Vocabulary: Venez (Come), Mangez (Eat)</p> <p>Use this session to teach numbers in multiples of ten, from 40-100. Begin by revising numbers up to 30 using a variation on Fizz-Buzz: children count around the class up to 30, replacing certain numbers (e.g. multiples of five with the word Salut, Zut or one of the instructions just learnt – un, deux, trois, quatre, Regardez, six, etc. Use the Wordbank flashcards to present multiples of ten from 40-90. Focus on 70, 80 and 90, and encourage children to work out the literal English translations of the French words: soixante-dix is literally '60 (plus) 10', quatre-vingts is '4 (times) 20', and quatre-vingt-dix is '4 (times) 20 (plus) 10'. Introduce</p>
	<p>3</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand basic grammar appropriate to the language being studied, including key features and patterns of the language.</p>			

<p>our French lessons in order to ensure progression in children’s knowledge, skills and understanding. This includes a balance of whole class, group and independent learning. Children also have the opportunity to support their learning with a variety of resources. The choice of class organisation is determined by the learning task.</p> <p>By its nature, Modern Foreign Languages involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons focus on speaking and listening and when appropriate, children record written work in books, which are passed through the years and become a portfolio of their learning. Learning another language also presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children’s understanding of their own language and so links closely to the English Curriculum. In addition, there are opportunities to link to PSHE & Citizenship, Geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of MFL and Maths, Science, Music, Art and PE.</p>					<p>cent (100) and ask children whether it reminds them of any English words, e.g. centimetre (100th of a metre), century (100 years), cent (a US coin worth 100th of a dollar), centurion (a Roman soldier responsible for 100 men). Count around the class from ten to 100, in multiples of ten. Increase the challenge by counting backwards from 100. Ask children to clap or click their fingers as they count (clap, click, dix, clap, click, vingt), or tell them to count doucement (quietly), fort (loudly), etc., or call out Garçons! (Boys only!) or Filles! (Girls only!). Finish off with Activity 2 and Activity Sheet 10. Focus on the ‘qu’ sound which comes into a lot of numbers. Compare the difference between the ‘qu’ sound in English and French. See also the aide-mémoire of numbers on the extra Activity Sheet, p.48.</p> <p>Key Vocabulary: quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent (40-100)</p>
	4	<p>Explore patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Reading and writing in French.</p> <p>Grammar.</p> <p>Speaking and listening.</p> <p>Turn-taking.</p>	<p>I know how to identify the French nasal <i>an</i>, <i>en</i> and <i>on</i> sounds in a story and a song.</p> <p>I know how to pronounce the French nasal <i>an</i>, <i>en</i> and <i>on</i> sounds correctly.</p>	<p>Begin by brainstorming familiar adjectives (e.g. grand, petit). Then go on to Activity 3 (a summary of the Sleeping Beauty story) to focus on adjectives and the nasal sounds en, an and on. Use the Wordbank flashcards to present charmant (charming) and méchant (wicked, bad, naughty). Click through the screens of Activity 3, focusing on the pictures, and invite children to explain in English what is happening. Go through the screens again as a whole class, listening to the French, helping children to work out the unknown language, and gradually filling in the missing words. Give children the transcript of Sur le pont d’Avignon. Play the song and ask children to highlight words containing on/an/en in different colours. Hand out Activity Sheet 11</p>

					<p>and ask children to transfer these words onto the correct tree. If appropriate, ask them to add further words from the story in Activity 3 and also previous units, e.g. weather words like vent; days of the week (vendredi, dimanche). Finish off by reading through the story again, encouraging children to repeat the French and insisting on accurate pronunciation of en, an and on.</p>
	<p>5</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand basic grammar appropriate to the language being studied, including key features and patterns of the language.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Reading and writing in French.</p> <p>Speaking and listening.</p> <p>Recall facts/events from a story.</p> <p>Grammar.</p>	<p>I know that by adding -e to some French adjectives makes the word feminine.</p> <p>I know that some words ending in `e are feminine.</p>	<p>Begin by recapping on the Sleeping Beauty story. How many words/phrases can the children remember from the story? Return to Activity 3 and challenge children to complete it individually, or in pairs. Read through the story aloud as a whole class, insisting on good pronunciation of the nasal sounds. Show children some simple sentences using adjectives from this unit, e.g. Le père est charmant/La mère est charmante, Le garçon est méchant/La fille est méchante. Elicit the meanings, then challenge children to spot the differences in the adjectives. Can they work out the rule for deciding when to add `e? Build up two columns on the board, using blue for masculine and red for feminine: il (le, un) elle (la, une) charmant charmante méchant méchante petit petite grand grande Invite children to suggest a few nouns, e.g. animals, vegetables. List them on the board using the same colour-coding, e.g. le mouton (blue), la tomate (red). Ask children to write and illustrate a simple statement about some of the animals/vegetables, using the table to help them, e.g. Le mouton est méchant. Encourage them to include silly</p>

					<p>sentences too, e.g. La tomate est m�echante! Round off the session by doing the work on Activity Sheet 12.</p> <p>Key Vocabulary: il/elle est... (he/she is...), grand(e) (big), petit(e) (small), vrai (true), faux (false)</p>
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	6	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>Speaking and listening. Reading and writing in French. Partner work.</p>	<p>I know that by adding -e to some French adjectives makes the word feminine.</p> <p>I know that some words ending in `e are feminine.</p>	<p>Use this session to revise and assess what children have learnt in Unit 9. Complete the Challenge on the CDROM, and choose appropriate activities from the suggestions that follow. Play the Storyboard again. Let children have fun creating their own version of the story.</p>
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