

Language

Core language

<i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i>	11–20
<i>Combien de ...?</i>	How many ...?
<i>Je préfère ...</i>	I prefer ...

Additional language for this unit

For the song *Le Fermier dans son Pré*, see Section 1

<i>une oie</i>	a goose
<i>le football</i>	football
<i>le saut à la corde</i>	skipping
<i>Chat Perché</i>	Tag
<i>Cache-cache</i>	Hide and Seek
<i>le Scoubidou</i>	Scoubidou

Additional language for teachers

<i>la chanson</i>	the song
<i>Faites/Fais un geste pour ...</i>	Do (plural/singular) an action for ...
<i>Nous allons jouer à la marelle</i>	We're going to play hopscotch
<i>Sautez/Saute</i>	Jump (plural/singular)
<i>Dites/Dis le chiffre</i>	Say (plural/singular) the number
<i>Tapez dans vos mains / Tape dans tes mains</i>	Clap (plural/singular) your hands together
If doing the game of Conkers in Section 2:	
<i>Il vous faut / Il te faut ...</i>	You need (plural/singular) ...
<i>un marron</i>	a conker
<i>de la ficelle</i>	some string
<i>une perceuse</i>	a drill
<i>Prenez/Prends</i>	Take (plural/singular)
<i>Percez/Perce un trou dans le marron</i>	Drill (plural/singular) a hole in the conker
<i>Enfilez/Enfile</i>	Thread (plural/singular)
<i>Trouvez/Trouve un/une partenaire</i>	Find (plural/singular) a (boy/girl) partner
<i>Tapez/Tape</i>	Hit (plural/singular)
<i>Avec votre marron, tapez le marron de votre partenaire</i>	With your conker, hit your partner's conker
<i>Jacques a dit</i>	Simon Says
<i>Qui préfère?</i>	Who prefers?
<i>Tu préfères?</i>	Do you prefer?
<i>ou</i>	or
<i>Quel est ton jeu préféré?</i>	What is your favourite game?

Unit 2 Jeux et chansons (Games and songs)

About the unit

In this unit children listen and respond to a French version of a well-known song. The song used here is 'The Farmer's in His Den', but you can substitute an alternative. Children learn or extend their knowledge of numbers to 20 and play familiar playground games. They follow simple instructions for making a game of Conkers, although you can choose a different activity in which children listen and respond to instructions. Children learn how to talk about their favourite games.

Where the unit fits in

If they have already done Unit 1, children consolidate and extend their number work and combine numbers with nouns to make simple plurals. They recognise and respond to sound patterns and words. They play games to help them remember new language. They begin to experiment with the writing of familiar words. Children have opportunities to work cooperatively in pairs and small groups.

Prior learning

It is helpful if children already know:

- the song and actions for 'The Farmer's in His Den' (or an alternative song)
- the numbers 1–10 (covered in Unit 1)
- playground clapping games
- how to play Simon Says (*Jacques a dit*).

New language

- Numbers 11–20
- Simple instructions
- Expressing preference
- Singular and plural nouns
- Phonic focus: *é, er, ez*; silent *-s* in simple plurals; *on, oi*

Resources

- Song and words for *Le Fermier dans son Pré* (see 'Points to note')
- Flashcards or props to represent characters in the song
- Digit cards 1–9
- Conkers, modelling clay, string and a tool to make a hole in the clay
- Picture cards for instructions on making a Conkers game (for children needing extra support)
- Flashcards for popular playground games
- Mini-whiteboards

Links with other subjects

Primary framework for literacy: extend their vocabulary, exploring the meanings and sounds of new words (foundation stage); read high- and medium-frequency words independently and automatically; listen to others in class, ask relevant questions and follow instructions (year 2)

Primary framework for mathematics: use bar charts to represent results

Music: identify and respond to sound patterns in language; listen with attention to detail and internalise and recall sounds with increasing aural memory

PSHCE: think about the lives of people living in other places and people with different customs

Expectations

At the end of this unit

most children will:

know a well-known children's song in French; understand numbers 1–20 and use some of these out of sequence; begin to understand about simple plurals and pronounce these correctly; respond to spoken instructions to make a game; begin to develop skills in communicating in French in pairs and groups; recognise some familiar words in written form; experiment with writing simple words; pronounce sounds *é, er*

some children will not have made so much progress and will:

join in with a song or game by making a physical response or showing a flashcard; respond to questions or instructions with support from visual clues; recognise numbers 1–20; identify common nouns when these are repeated several times

some children will have progressed further and will:

sing a song from memory, with clear pronunciation; sequence number words to 20 and write some of them from memory; sequence written instructions; take the lead in using previously learnt language to devise a new game

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. 'The Farmer's in His Den'

- to listen and respond to simple rhymes, stories and songs (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to make direct or indirect contact with the country where the language is spoken (IU3.4)
- to use gesture or mime to show they understand (LLS)

- Play or sing *Le Fermier dans son Pré*. Do children recognise the song and what it is about? Invite them to listen again and find the equivalent to *Eee eye addy-oh* in French.
- Show a flashcard or prop as you say the word for each of the characters.
- Repeat, with children saying the words after you.
- Reinforce by playing games such as Kim's Game (see Unit 1).
- Focus on the sounds *é (ohé, pré)* and *er (fermier)*.
- Talk about the differences between the French and English versions of the song.
- Sing the song with actions. Children (who have already selected a 'farmer') form a circle around him or her. They hold hands and go around in a circle singing the song. At the end of the 'wife' verse the farmer chooses his 'wife' from the circle, who then joins the other child in the middle. The song continues with the last child chosen selecting the character from the next verse. The child who plays the 'mouse' is the farmer in the next round.
- Extension: Draw pictures of characters with labels for a class display.

- listen with care
- identify specific words
- identify sounds that are the same as or different from English
- know the French version of a well-known song

- There are different versions of this song in French. You can find these by entering the French title into an internet search engine. You could also download pictures to illustrate the song and incorporate them into an interactive whiteboard presentation. A foreign language assistant or native speaker could record the song into a presentation. Later use the presentation to identify graphemes with the same sound, eg *fermier, pré* and *ohé*.

One version of the song is:

*Le fermier dans son pré
Le fermier dans son pré
Ohé, ohé, ohé
Le fermier dans son pré*

*Le fermier prend sa femme
Le fermier prend sa femme
Ohé, ohé, ohé
Le fermier prend sa femme*

(The farmer's in his den
Eee eye addy-oh,
etc
The farmer takes his wife,
etc)
Other verses continue with:

*La femme prend son enfant ...
L'enfant prend la nourrice ...
La nourrice prend le chat ...
Le chat prend la souris ...
La souris prend le fromage ...
Le fromage est battu ...*

(The wife takes her child
The child takes the nurse
The nurse takes the cat
The cat takes the mouse
The mouse takes the cheese
We all pat the cheese [literally: The cheese is patted])

- Follow-up: Throughout the week, children can listen to the song and join in. They can act out the song.
- Accept physical responses from children who are not ready to respond verbally.

Section 2. Numbers 1–10

- to listen and respond to simple rhymes (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to recognise and apply simple agreements, eg gender, singular, plural (KAL)
- to play games to help to remember (LLS)

- Introduce (or revise) pronunciation and aural recognition of numbers 1–10 through games, songs and activities such as asking children to make their whole body into the shape of a given number (see Unit 1 for more ideas).
- Recap the character words (eg *fermier*) from the previous session.
- Teach *Combien de ...?* (How many ...?) and combine numbers with characters, eg *deux chats*. Highlight the pronunciation of plural words and compare with English.
- Play hopscotch with digit cards. Children say the numbers on which they land in French.
- In small groups, children arrange digit cards (1–9) in a 3x3 grid on the floor. The first child jumps to a number and calls it out (then moves away). The second child jumps onto the first number and calls it out, then jumps to another number and calls it out. The game continues with other children in the group following the sequence and adding their own numbers.
- Extension: Children read and sequence number words to 10. They practise writing these from memory.

- pronounce numbers 1–10 accurately
- begin to recognise that, when simple plurals are made, the pronunciation of the noun remains the same
- use their knowledge of numbers 1–10 to play a game

- In simple plurals such as *chats* and *fermiers*, the *-s* is silent.
- Create a new page in the word bank (see Unit 1, Section 2) for *é* and add *fermier, pré* and *ohé*. Point out to the children that the endings look different but the words do end in the same sound.
- Follow-up: Play games throughout the week to reinforce knowledge of numbers 1–10.
- Follow-up: Ask children to suggest playground games which involve using numbers and encourage them to play these in French.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Clapping games

- to listen and respond to simple rhymes, stories and songs (O3.1)
 - to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using simple words, phrases and short sentences (O3.3)
 - to imitate pronunciation (KAL)
 - to repeat words rhythmically (LLS)
- Revise numbers 1–10 using games, songs and activities from previous sessions.
 - Ask children to talk about counting-out rhymes that they know and use in the playground. Invite a group of children to the front of the class and say the following rhyme (about counting geese) as you count around the group: *une oie, deux oies, trois oies, quatre oies, cinq oies, six oies, sept oies*. Highlight the significance of *sept oies* by pointing to the child and saying *C'est toi!*
 - Practise the sound *oi* and ask the children if they know a number containing that sound (*trois*). Emphasise the difference in sound between *toi* and *trois*. Ask the children if they can hear the difference. Say the words in a sequence, eg *toi, toi, toi, trois, toi*. Use your fingers to illustrate this and then get the children to show you, using their fingers, which one was the odd one out. (It is advisable not to use numbers in this case as it might cause confusion with the word *trois*.)
 - Practise the rhyme as a class and in groups of seven.
 - Ask children to demonstrate clapping games they have played in the playground.
 - Show a simple clapping game with numbers to 10 in French and teach it to the class. In pairs, children create their own clapping games and perform them to the class.
 - Extension: Children create their own counting-out games.

- pronounce numbers 1–10 accurately
- use newly learnt vocabulary to create a playground game
- perform their game with confidence

- When children play their own clapping games, ensure that they say the numbers out loud in French.
- Pictures of geese on the interactive whiteboard can illustrate the sound changes in numbers in a vivid way. In subsequent units the teacher can add extra pages with different pictures so that children can see that numbers, eg *trois, six, huit*, change according to whether the following noun begins with a vowel or a consonant.
- Follow-up: Children teach their clapping game to the class.
- Follow-up: If the school has a French-speaking partner school, exchange counting out rhymes.
- Create a new page in the word bank (see Unit 1, Section 2) for *oi* and add *oie, trois* and *toi*.
- Compare the sound *oi* makes in French with the sound this letter string makes in English (ie 'wa' versus 'oy'). Use the puppets from Unit 1, Section 2.

Section 4. Making a game of Conkers

- to listen attentively and understand instructions, everyday classroom language and praise words (O3.4)
 - to hear main word classes (KAL)
 - to use a physical response (LLS)
 - to use the context of what they see to determine some of the meaning (LLS)
- Invite children to listen as you give simple instructions for making a game of Conkers, using real conkers or modelling clay.
 - Mime the verbs: you say some verbs and the children mime them, then the children give a verb and you or a child mime it.
 - Focus on the sounds *é/er/ez*.
 - Play *Jacques a dit* to practise instructions.
 - Read the whole set of instructions (full sentences) and ask the children to stand up and sit down every time they hear the sound *é (ez/er)*. Can they remember any of the instructions from Unit 1 (eg *touchez*)? What do they notice about the final sound?
 - Using real conkers or modelling clay, children follow your instructions and make a conker on a string.
 - Provide extra support for children working with another adult, such as a teaching assistant, by making some picture cards with the instructions for making the Conkers game.
 - Extension: Children put a set of written instructions for making the game into the correct sequence.

- use physical response, mime and gesture to show they understand a series of instructions
- use clues such as mime to help them with meaning

- Link in with literacy work: The first activity links with year 1 and year 2 work on listening to instructions and following instructions accurately. The final activity links with year 3 work on creating texts using the structures of non-narrative text types (instructions).
- Instead of the game of Conkers, a different activity could be chosen where children listen and respond to instructions. The learning objectives and outcomes would remain the same.
- An interactive whiteboard presentation can show the steps involved in making the game. If a native speaker is available, he or she can record the instructions so that the children can listen as well as see pictures (taken with a digital camera).
- Follow-up: Throughout the week, play *Jacques a dit* to practise instructions.
- Add the instruction words (*sautez, prenez, percez, enfilez, trouvez, tapez*) to the word bank (see Unit 1, Section 2) on the *é/ez/er* page. Point out that this is another different way of writing the sound *é*. Remind the children of some of the instruction words from Unit 1 (eg *venez*). Can they work out the endings of the words (*é* or *er* or *ez*)?

Section 5. Numbers to 20

- to recognise and respond to sound patterns and words (O3.2)
 - to make indirect or direct contact with the country/countries where the language is spoken (IU3.4)
 - to imitate pronunciation (KAL)
 - to play games to help remember (LLS)
 - to practise saying new words aloud (LLS)
- Revise numbers 1–10 and introduce numbers 11–12.
 - Practise pronunciation and discuss with children how numbers 17–19 are formed.
 - Compare the sound *on* in *onze* with *bonjour* and *marron*.
 - Practise counting up and down from 11–20.
 - Play Number Ping Pong where you 'bat' a number to the class and they 'bat' the same number or the number above or below back to you.
 - Some children may prefer to show recall of numbers by holding up a digit card.
 - Count up from 11–20 using odd and then even numbers only. Dictate numbers for children to write in the air with different body parts.
 - Discuss with children which numbers they find difficult to remember and their ideas for strategies that might help them.
 - Sing the song *Un kilomètre à pied* (One kilometre on foot).
 - Extension: Play *Loto* (Bingo) with numbers 10–20.

- begin to know numbers 11–20 in sequential order

- Follow-up: Use activities from previous sessions to reinforce pronunciation and recall of numbers 11–20.
- Add *marron* and *onze* to the word bank (see Unit 1, Section 2) on the *on* page.
- The words to *Un kilomètre à pied* are:

*Un kilomètre à pied, ça use, ça use ...
Un kilomètre à pied, ça use les souliers!*

*Deux kilomètres à pied, ça use, ça use ...
Deux kilomètres à pied, ça use les souliers!*

*Trois kilomètres à pied, ça use, ça use ...
Trois kilomètres à pied, ça use les souliers!*

(One kilometre on foot, it wears out, it wears out, One kilometre on foot, it wears out your shoes! etc)

- Use an internet search engine to find a recording with the melody of this traditional marching song.
- Follow-up: Use a DVD clip to show children counting in French during various playground/board games.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Favourite playground games

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to recognise some familiar words in written form (L3.1)
 - to experiment with the writing of simple words (L3.3)
 - to use actions, rhymes and play games to aid memorisation (LLS)
 - to make indirect or direct contact with the country/countries where the language is spoken
- Practise counting from 1–20. Play *Montrez-moi* (Show Me) with digit cards.
 - Introduce the names of popular playground games such as *le football* (football), *le saut à la corde* (skipping), *Cache-cache* (Hide and Seek), *le Scoubidou* (Scoubidou) or *Chat Perché* (Tag) through mimes or flashcards.
 - Model *Je préfère ... le football* (I prefer ... football) and invite children to repeat. Practise with other playground games.
 - Write *Je pré ...* on the board. Can the children complete the word?
 - Ask differentiated questions to ascertain children's favourite playground game: *Qui préfère ...? Tu préfères le Cache-cache ou le football? Quel est ton jeu préféré? (Who prefers ...? Do you prefer Hide and Seek or football? What is your favourite game?)* Keep a tally of children's preferences and count the results in French.
 - From children not ready to give a verbal response, accept miming or holding up a digit card in response to your question.
 - Reinforce sound and spelling links by showing the written words for the playground games as you say them.
 - Give individual text cards to children needing extra support.
 - Children draw a picture to illustrate their favourite playground game and copy-write *Je préfère le football*, etc.
 - Extension: Children take part in a survey about their favourite playground game and create a bar chart of the results. Ask them questions about the survey, eg *Combien d'enfants préfèrent le football?* (How many children prefer football?)

- pronounce numbers 11–20 with increasing accuracy
- answer simple questions about favourite playground games
- recognise some familiar words when they see them written
- understand that words for some playground games occur in both French and English, although they may not sound the same

- For the fourth activity you could use a graphics package appropriate to year 3 to record children's preferences and record the results in French.
- Follow-up: Throughout the week, practise numbers 1–20.
- Follow-up: Find out about playground games played in other countries by inviting foreign language assistants or speakers of other languages into the classroom.
- Follow-up: Share information about playground games with a partner school abroad.
- Add *préfère* to the word bank (see Unit 1, Section 2) (on the *ère* page – but it could also be included on the *é* page).
- Play the phoneme–grapheme running game from Unit 1, Section 4, but this time use six cards around the hall – *j, é/er/ez, on, u, ère, oi*. Progress from calling out a sound to calling out a word containing that sound, such as *fermier*. (Sometimes this will mean the children can choose between two cards, eg *bonjour* – *on* or *j*.)

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- Create a labelled display of playground games. Add bar charts comparing children's preferences of playground games. If the school has a link abroad, this information can be researched at the link school and included.
 - Children film playground games, clapping games and counting-out rhymes to send to a partner school.
 - Children perform or teach a playground game or counting-out game in assembly.
- use French for real purposes to communicate information
- Children can use ICT to record, display and, if appropriate, send information. Handheld video cameras will record the games and can be used to record children's achievements, as well as to share with a partner school abroad.
 - Link with literacy work: The first activity links with year 2 literacy work on selecting different presentational features to suit a particular writing style.