

## Language

## Core language

|   |  |
|---|--|
| bien  | well/good  |
| très bien                                   | very well/good   |
| <i>Je joue bien au football</i>             | I'm good at playing football (literally: I play football well) |
| <i>Je nage bien</i>                         | I'm good at swimming (literally: I swim well)                  |
| <i>Je danse</i>                             | I dance  |
| <i>Je chante</i>                            | I sing   |
| <i>Je lis</i>                               | I read   |
| <i>bravo, super, chouette, fantastique!</i> | well done, super, cool, fantastic!                             |
| <i>Je suis un génie! / génial(e)!</i>       | I am a genius! (masculine/feminine)                            |
| <i>Tu es un génie! / génial(e)!</i>         | You are a genius! (masculine/feminine)                         |
| <i>Joyeux anniversaire!</i>                 | Happy birthday!  |
| <i>en ...</i>                               | in ...   |
| <i>janvier</i>                              | January  |
| <i>février</i>                              | February   |
| <i>mars</i>                                 | March  |
| <i>avril</i>                                | April  |
| <i>mai</i>                                  | May  |
| <i>juin</i>                                 | June   |
| <i>juillet</i>                              | July   |
| <i>août</i>                                 | August   |
| <i>septembre</i>                            | September  |
| <i>octobre</i>                              | October  |
| <i>novembre</i>                             | November   |
| <i>décembre</i>                             | December   |
| <i>Je peux ... / Je peux ...?</i>           | I can ... / Can I ...?   |
| <i>s'il te plaît</i>                        | please (singular, informal)                                    |

## Additional language for this unit

|  |                             |
|--|-----------------------------|
| <i>sauter</i>                            | to jump                     |
| <i>lancer le ballon</i>                  | to throw the ball           |
| <i>attraper le ballon</i>                | to catch the ball           |
| <i>courir</i>                            | to run                      |
| <i>sauter à la corde</i>                 | to skip                     |
| <i>Loto!</i>                             | Bingo!                      |
| <i>Mon anniversaire est en (janvier)</i> | My birthday is in (January) |

## Additional language for teachers

|   |   |
|---|---|
| <i>Répondez/Répond avec un geste</i>                                  | Respond (plural/singular) with an action                      |
| <i>Prenez/Prends une carte</i>  | Take (plural/singular) a card                                 |
| <i>Tu nages bien?</i>   | Are you good at swimming?                                     |
| <i>Qu'est-ce que tu veux faire?</i>                                   | What would you like to do?                                    |
| <i>les mois de l'année</i>  | the months of the year  |
| <i>C'est quand, ton anniversaire?</i>                                 | When is your birthday?  |
| <i>On va jouer au Loto / au Cadeau Musical / à la Statue Musicale</i> | We're going to play Bingo / Pass the Parcel / Musical Statues |
| <i>On va écrire une invitation à une fête</i>                         | We're going to write a party invitation                       |
| <i>Viens à ma fête!</i>   | Come to my party!   |
| <i>le nom</i>   | name  |
| <i>la date</i>  | date  |
| <i>Sautez/Saute!</i>  | Jump! (plural/singular)                                       |
| <i>Sautez/Saute (à la corde)!</i>                                     | Skip! (plural/singular) (with a skipping rope)                |
| <i>Lancez/Lance le ballon!</i>  | Throw the ball! (plural/singular)                             |
| <i>Attrapez/Attrape le ballon!</i>                                    | Catch the ball! (plural/singular)                             |
| <i>Courez/Cours!</i>  | Run! (plural/singular)  |
| <i>une course</i>   | a race  |
| <i>un saut</i>  | a jump  |

## Unit 3 On fait la fête (Celebrations)

## About the unit

In this unit children learn language relating to celebrations of special occasions and of their achievements in activities and games. They also learn to say the name of the month in which they celebrate their birthday.

## Where the unit fits in

If Units 1 and 2 have already been covered, this unit consolidates language-learning strategies, such as practising new language with a friend and repeating new words rhythmically. It provides opportunities for children to say more about themselves. Children add to their repertoire of games to play in French.

## Prior learning

It is helpful if children already know:

- how to play party games such as Musical Statues and Stations.

## New language

- Making simple statements (about activities)
- Expressing praise
- Months of the year
- Writing an invitation
- Asking permission
- Regular -er verbs: *je* form
- Simple adverbs
- Position of simple adverbs
- *pouvoir: je peux* + infinitive (as statement and as a question)
- *être: je suis, tu es*
- *en* + month
- Phonic focus: alternative spellings of common phonemes, eg *j/ge; ère/aire; é/er/ez*. Consolidation of six common phonemes (*oi, j, ère, é, on, u*)

## Resources

- Picture flashcards for verbs, eg *Je nage bien* (see Section 1)
- Two sets of text flashcards for verbs (see above) – one large set (to go on the wall) and a smaller set (to go in a feely bag)
- DVD clip or still image of birthday celebrations
- Picture flashcards for months of the year
- Song or rhyme for the months of the year
- Mirrors
- Feely bag
- Music for playing party games
- Writing frame for party invitation on interactive whiteboard
- Mini-whiteboards and pens
- Pen, paper and pencils for party invitations
- Skipping ropes and large balls

## Links with other subjects

Primary framework for literacy: speak clearly and audibly with confidence (foundation stage); write with consistency in the size and proportion of letters and spacing within and between words

PE: consolidate existing skills and learn new ones

PSHCE: listen to other people, and play and work cooperatively; recognise their worth as individuals by identifying positive things about themselves and their achievements; identify and respect the differences and similarities between people

## Expectations

## At the end of this unit

*most children will:*

state what activities they can do well; recognise and respond to instructions; understand and use praise words; say the month of their birthday; write a party invitation from a model

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

respond with an action, *oui/non* or single words to questions about activities they can do well; understand instructions with prompting and/or visual support; say the month of their birthday when prompted; copy a party invitation

*some children will have progressed further and will:*

write and say phrases from memory, with clear pronunciation and meaning; spell most of the key vocabulary in a party invitation accurately

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 1. Look at me

- to recognise and respond to sound patterns and words (O3.2)
- to hear main word classes (KAL)
- to use gestures to show they understand (LLS)

- Discuss with the children in English what activities they are able to do and feel they are good at, both in and out of school.
- In French, introduce some activities that you are good at, using picture flashcards, eg *Je nage/lis/danse/chante bien; je joue bien au football* (I'm good at swimming/reading/dancing/singing; I'm good at playing football).
- Say the phrases again and invite children to make up an action for the verbs. Then children repeat after you, with actions.
- Ask individual children to perform the action when you say the sentence.
- Teach the class some praise words, eg *bravo, super, chouette, fantastique!*, to congratulate children on their mimes.
- Introduce the question for individual children, *Tu nages bien?* (Are you good at swimming?) to elicit *oui*. Repeat with other verbs.
- Children then extend their answers to *Oui, je nage bien*.
- Extension: Model the sentence *Je nage très bien* (I'm very good at swimming) with a thumbs-up gesture and ask children to guess what you are saying. Repeat with other verbs and encourage children to join in.
- Extension: Introduce the negative response by modelling *Non, pas du tout*. (No, not at all).
- Children practise the gestures, actions and responses.

- recognise and say some action verbs
- repeat words modelled by the teacher
- use physical response, mime and gesture to show they understand a sequence of language

- As an alternative to using picture flashcards, you could bring in clothing or other items to represent each action verb.
- Some children may respond to questions by simply making a gesture.
- Follow-up: Children could practise questions with a talk partner and/or family members at home.
- Link with literacy work: Children will have had experience of practising asking questions with a talk partner in year 2.
- Follow-up: Throughout the week, use the praise words when appropriate.
- Follow-up: Play Change the Word. One child leaves the room. The class agree on one familiar praise word. The child comes back in and gives a praise word of their choice. If this matches the class choice, the child chooses the next person to leave the room. If not, they have another turn.
- Follow-up: Say the verbs *lis, nage, joue* and *chante*. The children listen carefully and make a gesture every time they hear the sound *j* (miming brushing teeth might serve as a reminder of the sound).
- Show the written form of *nage* and elicit an explanation of this alternative spelling of the sound *j* before adding it to the word bank (see Unit 1 Section 2). For example, ask the children when they think 'g' is pronounced *j*. Compare *ga, ge, gi, go* and *gu* and then, in literacy work, compare with English.

## Section 2. Happy birthday

- to listen and respond to simple rhymes, songs and stories (O3.1)
- 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 use actions and rhymes, and play games to aid memorisation (LLS)

- Show a DVD clip or still image of birthday celebrations.
- Invite children to sing *Joyeux anniversaire* to the tune of 'Happy Birthday to You'.
- Introduce the months of the year with picture flashcards plus a song, rhyme, DVD clip or story so that children can hear the words.
- Say the months of the year again and group children into birthday months.
- Each birthday group practises saying their month by chanting it softly.
- Ask each group to sit down / stand up as you call out their month.
- Model the phrase *Mon anniversaire est en ...* (My birthday is in ...) and children repeat. Each birthday group then uses the phrase to chorus *Mon anniversaire est en ...*
- Hold up flashcards for the months in random order and the relevant birthday group says their sentence.
- Phonic focus: *j* sound. Draw children's attention to the soft *j* sound in *je, janvier, juin, juillet* and *joyeux*. Ask children what is different about the *j* sound in English and in French. Model the mouth shape for saying *j* and invite children to practise in pairs and with mirrors if possible. Write the *j* words on the board and say them all together as a whole class, focusing on accurate pronunciation. Children then practise in pairs and may volunteer to demonstrate to the class.

- join in with a simple song
- recognise their birthday month when they hear it
- chorus, in groups, their birthday month
- understand that there may be different ways of writing a particular sound in French just as in English

- Children are not expected to memorise all the months of the year at this stage.
- Provide less confident children with a picture flashcard of their birthday month, so that they can hold this up when their month is called.
- Follow-up: Some children or parents may sing the birthday song in other languages spoken by children in the class.
- Follow-up: In literacy work, compare and contrast the months in written form to look for patterns.
- Follow-up: Add *joyeux, janvier, juin* and *juillet* to the *j* page of the word bank (see Unit 1 Section 2). Add *anniversaire* to the *ère* page and draw attention to this alternative spelling pattern.
- Follow-up: Children illustrate a picture for each month to be displayed in class or shown during a video conference.
- Follow-up: Children can make birthday cards and copy-write *Joyeux anniversaire*.
- Follow-up: Investigate name days and their place within other cultures. You could use the internet to find information about name days in francophone countries. Alternatively, children could use a digital content provider to find out about such celebrations.
- Follow-up: Award French birthday stickers to children with a birthday and sing *Joyeux anniversaire*. Ask the child *Quel âge as-tu?*

## Section 3. Party games

- to make links between some phonemes, rhymes and spellings and read aloud familiar words (O3.2)
- 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 imitate pronunciation (KAL)
- to play games to help remember (LLS)

- Revise birthday months and *Mon anniversaire est en ...*
- Explain to the children that they are going to play some party games in French.
- Play Musical Statues using verbs from Section 1. Play the music and, when it stops, call out a sentence, eg *Je nage bien*. The children freeze as a statue to show the verb.
- Play the game again and, when you call out a sentence, show a large text card at the same time.
- Play the game Stations by placing the text cards around the room. Read them out to the children as you stick them on the walls. Play the music. When it stops, children choose one of the cards to stand next to. Using a second, smaller set of cards, ask a child to choose one and read it out. All children standing next to that sentence card are out.
- Play Pass the Parcel. Put the small text cards in a feely bag and play some music. Children (sitting in a circle) pass the bag around and, when the music stops, the child with the bag pulls out a card, reads it out and chooses another child to mime the action.

- understand and take part in a simple party game
- understand and respond to simple words and sentences in the written form
- read aloud familiar words

- The party games are best played in the hall or a large space.
- When placing text cards around the room in the game Stations, ensure that these are placed high up, so that they can be easily seen and not obscured by children standing in front of them.
- Follow-up: Throughout the week, play Pass the Parcel and ensure that, as far as possible, every child is chosen.
- Follow-up: Play the game Stations but use grapheme cards instead of word cards (eg *on, j, u, oi, ère, è*).
- Follow-up: Invite native speakers or foreign language assistants to talk about children's birthday celebrations in their country. Use a digital content provider to access information and video clips about birthday celebrations in other countries.
- Follow-up: Label picture flashcards for a display.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. Come to my party

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to experiment with the writing of simple words (L3.3)
- to compare new words with known words in English or another language (LLS)

- Revise the verbs introduced so far, with a flashcard game.
- For further consolidation, play *Loto* (Bingo).
- Practise pronunciation of the *j* sound using the words from Section 2.
- Extension: Children use bilingual dictionaries to make word banks of words beginning with *j*.
- Explain that children will be creating a party invitation.
- Using a writing frame on the interactive whiteboard, model how to complete the invitation. Ask children to copy-write *J'ai 8 ans* for the front of the invitation and also the date of the party. They can add in their name.

|   |
|---|
| <p><i>Viens à ma fête!</i></p> <p>Nom:</p> <p>Date:</p> |
|---|

- Extension: Using the picture flashcards of verbs as prompts, see how many sentences such as *Je danse bien* (I'm good at dancing) some children can write from memory. Children may also use a whiteboard screen to drag pictures into a grid and read out the sentences they have constructed.

- copy-write accurately words and simple sentences
- complete simple details on a party invitation

- Play *Loto* by asking children to choose three of the verbs and quickly draw them on a mini-whiteboard. You call out the sentences, eg *Je danse bien*, saying each sentence two or three times. Children cross out the picture if you say one of their sentences. The first one to call out *Loto!* when all three of their pictures have been marked off is the winner. To check, the child reads back to you the three sentences in French. The class congratulate the winner. In the next round, the winner can be the caller.
- Play *Loto* to practise common phonemes. Give the children cards containing four pictures, illustrating words they have met in the first three units (eg farmer, swim, conker, number three). Call out sounds (eg *oi*, *on*) and the children cross off a picture if it contains that sound. (This could be made easier by adding the text below the pictures.)
- Write a date for children to copy, for example *le 10 janvier*. Note that the months are written in lower-case letters.
- Follow-up: Decorate the party invitations.
- Follow-up: Create a party invitation in French using ICT. Alternatively, download electronic greeting cards from the internet and model with the children how to complete them.
- Follow-up: Throughout the week, children read their invitations to the class.
- Follow-up: Revise the verbs by playing games.

## Section 5. Sports day

- to recognise and respond to sound patterns and words (O3.2)
- to perform simple communicative tasks using single words and short sentences (O3.3)
- to hear main word classes (KAL)
- to engage in turn taking (KAL)
- to use a physical response (LLS)

- Introduce *Je peux ...* (I can ...).
- By doing the actions, introduce some verbs connected to sports day activities, eg *Je peux + sauter, courir, sauter à la corde, lancer le ballon, attraper le ballon* (I can jump, run, skip, throw the ball, catch the ball). For each new verb, children devise their own mime. You say a verb and children mime it, and vice versa.
- Perform a Mexican Wave to practise pronunciation.
- Play *Jacques a dit* (Simon Says) with the new verbs.
- In the hall, introduce a selection of sports day activities, eg
  - simple running races
  - standing long jump
  - in pairs or against a wall, throwing and catching a ball up to 12 times without dropping it, counting in French
  - skipping up to 12 jumps, counting in French.

- understand a wider range of verbs
- use familiar praise words appropriately
- recall and pronounce well some of the newly learnt words

- In a Mexican Wave, children take turns in echoing you, saying the key word or phrase and combining this with a physical action such as standing up or waving their arms in the air. You can vary the speed, voice tone or pitch with each round.
- Follow-up: Create an activity circuit where children have to jump five times, skip with a rope three times, throw and catch a ball four times, etc. Give the instructions and encourage children to do the counting in French. Children can praise each other in French.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 6. We are the champions

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
  - to experiment with the writing of simple words (L3.3)
  - to ask someone to clarify or repeat (LLS)
  - to compare new words with known words in English or another language (LLS)
- Set up the same activities as in Section 5. Revise the response *Je peux courir* (I can run). Children chorus this. Repeat with the other verbs.
  - Explain that, in French, if you want to ask permission to do an activity, you can do so by making your sentence into a question by raising your voice at the end. Practise this, eg *Je peux courir?* (Can I run?), also indicating that you are asking a question through your body language and facial expression. Repeat with the other verbs, with children choring.
  - Explain that it is also polite to say *s'il te plaît* (please) and practise the above activity again, with this addition.
  - In pairs, children decide on which activity they would like to ask to do and practise their response.
  - Introduce the question *Qu'est-ce que tu veux faire?* (What would you like to do?) Ask this to some individual children, to elicit responses such as *Je peux sauter?* (Can I jump?) Less confident children could simply show a picture card in response to the question *Qu'est-ce que tu veux faire?*
  - Ask children to sit by their chosen activity and ask some individual children in turn *Qu'est-ce que tu veux faire?* to elicit the response *Je peux ...?* (Can I ...?)
  - Each group in turn carries out their activity while the rest of the class encourage with praise words.
  - If there are winners from each group, they are congratulated by the class with *Tu es un génie!* (You are a genius!)
  - Children then copy-write a sentence using the construction *Je peux + infinitive*. *Je suis un génie!* (I am a genius!) to label a drawing of themselves running, skipping, etc.
  - Extension: Some children may be encouraged to ask permission to do things, such as *Je peux aller aux toilettes / manger / ouvrir la fenêtre?* (Can I go to the toilet / eat / open the window?)

- understand the question *Qu'est-ce que tu peux faire?*
- reply to the above question using the structure *Je peux + verb*
- copy-write familiar sentences with accuracy

- The polite form for 'please', *s'il vous plaît*, is introduced in Unit 6. However, you might wish to introduce it at this stage, if children are asking the teacher for permission.
- You say *un génie* whether referring to a boy or a girl. Alternatively, you can say *Tu es génial(e)!*, but when this is written it is necessary to make the adjective agree (masculine or feminine). The agreement of adjectives is introduced in Unit 4.
- Follow-up: Finish labelled drawings and use them to create a celebration display.
- Follow-up: Throughout the week, encourage the children to look through the word bank. They choose a phoneme each and then use ICT to create a poster illustrating that sound, eg the title *ON* and labelled pictures of a chestnut, a bridge, number 11 and a photo of Avignon. The posters could form part of a display.
- Link with literacy work: Children should be familiar with writing captions and labels from their own year 1 work, when they composed and wrote simple sentences including captions and labels.

## End-of-unit activity

- to apply the knowledge, skills and understanding in this unit

- With a digital camera, children take photographs of each other doing some of the activities covered in this unit. They use these to prepare a short presentation about the things they do well.

- use French for real purposes, to introduce themselves in oral and written form

- If the school has handheld video cameras or handheld learning devices such as personal digital assistants, the children can record each other and save their work onto their secure area on the learning platform as evidence of their progress and to celebrate with parents and relatives.
- If the school has a French-speaking partner school, the information can be shared through email.