

## Language

## Core language

<i>les couleurs</i>	colours
<i>rouge</i>	red
<i>rose</i>	pink
<i>orange</i>	orange
<i>jaune</i>	yellow
<i>bleu(e)</i>	blue
<i>vert(e)</i>	green
<i>noir(e)</i>	black
<i>blanc(he)</i>	white
<i>violet(te)</i>	violet
(Add -s to the above if plural)	
<i>marron</i> (invariable)	brown
<i>J'ai ...</i>	I have ...
<i>Il/Elle a ...</i>	He/She has ...
<i>un nez bleu</i>	a blue nose
<i>une bouche bleue</i>	a blue mouth
<i>les yeux/cheveux bleus</i>	blue eyes/hair
<i>Il/Elle est ...</i>	He/She is ...
<i>grand(e)</i>	big/tall
<i>petit(e)</i>	small

## Additional language for this unit

<i>le nez</i>	nose
<i>le bras</i>	arm
<i>le coude</i>	elbow
<i>la tête</i>	head
<i>la bouche</i>	mouth
<i>la jambe</i>	leg
<i>les épaules</i>	shoulders
<i>les genoux</i>	knees
<i>les pieds</i>	feet
<i>les doigts</i>	fingers
<i>les orteils</i>	toes
<i>les yeux</i>	eyes
<i>l'oeil (m)</i>	eye
<i>les oreilles</i>	ears
<i>l'oreille (f)</i>	ear

*J'ai gagné!* I've won!

For the song *Savez-vous Planter les Choux?* see Section 5.

## Additional language for teachers

<i>Chantez/Chante</i>	Sing (plural/singular)
<i>Écrivez/Écris</i>	Write (plural/singular)
<i>Mettez-vous dans le bon ordre</i>	Put yourselves in the right order
<i>Lisez/Lis</i>	Read (plural/singular)
<i>Lancez/Lance le dé</i>	Throw (plural/singular) the die
<i>C'est ... ou ...?</i>	Is it ... or ...?
<i>Qui a fini son monstre?</i>	Who has finished their monster?
<i>Quelle couleur pour ...?</i>	What colour for ... ?
<i>On va réviser ...</i>	We're going to revise ...
<i>les parties du corps</i>	parts of the body
<i>les parties de la tête et du visage</i>	parts of the head and face
<i>On va jouer au Brico-monstre / Téléphone arabe</i>	We're going to play Make-a-Monster / Chinese Whispers
<i>Jouons!</i>	Let's play!
<i>A vous/toi de jouer!</i>	It's your turn! (plural/singular)

## Unit 4 Portraits (Portraits)

## About the unit

In this unit children learn the names for main parts of the body and describe colours. They ask and answer questions about physical appearance.

## Where the unit fits in

Children use newly learnt vocabulary to describe themselves and others. They consolidate their knowledge of sound and spelling links as well as question forms.

## Prior learning

It is helpful if children already know:

- how to play Battleships and Chinese Whispers.

## New language

- Making simple statements (about appearance)
- Giving a simple description (of a person)
- Adjectives: agreement and position
- *avoir*: *j'ai, il/elle a*
- *être*: *il/elle est*
- Phonic focus: *ou, eu*

## Resources

- Song 'Heads, Shoulders, Knees and Toes' in French
- Picture flashcards or interactive whiteboard images to show body parts (see Section 1)
- Large colour cards and children's individual colour cards (see Section 2)
- Multi-link cubes
- Portraits by well-known artists
- Picture flashcards or interactive whiteboard images and text cards for parts of the face and head (see Section 3)
- Grids and images for the Draw the Face Battleships game (see Section 3)
- Mini-whiteboards
- Story involving colours and/or body parts (see Section 4)
- Dice
- Large sheets of sugar paper
- Song *Savez-vous Planter les Choux?*
- Two colourful wigs
- Digital portraits of teacher and children copied onto A4 sheets

## Links with other subjects

Primary framework for literacy: speak clearly and audibly with confidence (foundation stage); listen to others in class, ask relevant questions and follow instructions (year 2); actively include and respond to all members of the group; experiment with and build stores of words to communicate in different contexts; apply phonic knowledge and skills as a prime approach to reading and spelling (year 1)

Primary framework for mathematics: read and plot coordinates in the first quadrant

ICT: be sensitive to the needs of the audience and think carefully about the content and quality when communicating information; share and exchange information in a variety of forms, including email

Music: sing songs in unison; improvise

Art and design: record from experience and imagination, first-hand observation; explore a range of starting points, ie themselves

## Expectations

## At the end of this unit

*most children will:*

develop their understanding of the way sounds are represented in writing; copy accurately in writing some key words from the unit; sing a song from memory; recognise and respond to instructions including parts of the body; describe the colour of facial features; begin to use agreements of adjectives of colour

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

understand and respond to simple questions with prompts or visual support; understand parts of the body with the support of visual clues; refer to text or visual clues when singing songs; copy or label using single words or short phrases

*some children will have progressed further and will:*

ask simple questions and write set phrases using mainly memorised language; begin to apply aspects of grammar in new contexts

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 1. Body parts

- to listen and respond to simple 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 use gestures to show they understand (LLS)
- Children listen to the 'Heads, Shoulders, Knees and Toes' song in French. Do they recognise it?
  - Sing or play the song again, this time with the actions.
  - Talk about the difference between the French and English versions (feet instead of toes).
  - Teach the vocabulary of the body parts used in the song by using picture flashcards. Encourage children to practise pronunciation by repeating after you.
  - Children listen to the song again and fill in the gaps by pointing to the appropriate body part.
  - They listen to the song again and, this time, supply the French words for the missing body parts.
  - Play *Jacques a dit* (Simon Says) to reinforce key vocabulary. Children may respond with a gesture and take turns to be the caller. Accept a physical response from those not ready to respond verbally.

- listen with care
- identify specific words
- respond to instructions and indicate understanding

- This is the French version of the song (the tune and actions are the same):  
*Tête, épaules, genoux et pieds*  
*Genoux et pieds*  
*Tête, épaules, genoux et pieds*  
*Genoux et pieds*  
*Et les yeux, les oreilles, la bouche et le nez*  
*Tête, épaules, genoux et pieds*  
*Genoux et pieds*
- Follow-up: Make a class display of a body with labelled parts.
- Follow-up: Compose a song using only body parts vocabulary, to the tune of a well-known nursery rhyme or 'Happy Birthday to You'. Record the song, for example on an MP3 player, and play to another class, possibly on a whiteboard screen saved on the school network.
- Follow-up: Throughout the week, sing the song and play *Jacques a dit* to reinforce key vocabulary.
- Link with work in English: Children should be familiar with making adventurous word choices appropriate to the style of the text from year 2 work in English.

## Section 2. Colours

- to listen and respond to simple songs (O3.1)
  - to recognise and respond to sound patterns and words (O3.2)
  - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
  - to use gestures to show they understand (LLS)
- Teach the names of primary and secondary colours (approximately six as a starting point). Try games such as *Montrez-moi* (Show Me), where children show you the colour card that you have asked for, or Colour Bingo.
  - Encourage the children to listen carefully to the sound of the colour words and to use their whole body in a gesture that imitates that sound, such as a rounded gesture for *rouge*, stretching for *jaune* and flopping forwards for *bleu*.
  - Sing *Je connais les couleurs* ('I know the colours') to the tune of 'I Can Sing a Rainbow', using the key colour vocabulary.
  - Play a colour listening game. Children listen to a repeated sequence of colours, eg *bleu, rouge, vert*, and place multi-link cubes in the same sequence on their tables. Invite individual children to say the colour sequence aloud.
  - Create a human 'colour line'. Give individual children coloured cards and ask them to form into a line according to your instructions.
  - Extension: Draw four or five colour sequences on the board and read one of them out. Children work out which is the one that you have said.
  - Extension: Challenge children in pairs to produce their own sequences for the class to identify.
  - Extension: Repeat the above activity, this time with written colours.
  - Extension: Group children in the class according to eye colour and/or hair colour.

- join in with a song
- repeat words modelled by the teacher
- use newly learnt vocabulary to join in a game

- Link with work in English: The third activity links to listening with sustained concentration and building new stores of words in different contexts (year 1).
- Follow-up: Throughout the week, sing the song and play the colour listening game.
- Play *Montrez-moi*, eg *Montrez-moi quelque chose de bleu* (Show me something blue).
- Follow-up: Add *vert* to the *ère* page of the word bank (see Unit 1, Section 2) and point out the different ending. Add *jaune* to the *j* page and point out that *marron* is already in the word bank from Unit 2.
- Discuss the *eu* in *bleu* and create a new page in the word bank for this sound. Can the children think of another word containing this sound? (Humming the tune to 'Happy Birthday to You' might help them to remember *joyeux*.)

## Section 3. Drawing a face

- to recognise and respond to sound patterns and 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 recognise how sounds are represented in written form (KAL)
  - to identify specific sounds, phonemes and words (KAL)
- Use portraits by well-known artists to revise orally the parts of the head and face learnt in Section 1.
  - Introduce the written words for the parts of the face and head.
  - Display picture flashcards or interactive whiteboard images and play a game where children match pictures to text.
  - Play *Touchez l'image*. Pictures of parts of the head and face are displayed on the board. The class is divided into two teams. One child from each team stands at the board and, when you show the written word, the children race to touch the corresponding picture.
  - Allow children opportunities to listen, look and say singular and plurals of parts of the head, face and body.
  - Revise or introduce numbers to five in French. Reinforce with flashcard matching games.
  - Play the Draw the Face Battleships game with the class divided into two teams.
  - Extension: Play the Draw the Face Battleships game in pairs or small groups.
  - Challenge the children to create combinations of colours and body parts containing the same phoneme, eg *genoux rouges, bouche rouge, cheveux bleus, yeux bleus, épaules jaunes* (but not *pieds violets*).

- use newly learnt vocabulary to join in a game

- To make the Draw the Face Battleships game:
  - You have a copy of Grid A, which has numbers 1–5 on the horizontal axis and the names of five colours written on the vertical axis. Some of the blank squares of the grid are filled with an image of part of the head or face (eg mouth, nose, ear, etc).
  - In addition, you have separate images of the same parts of the head or face on individual pieces of paper.
  - A blank grid is displayed on the board.
  - The children have mini-whiteboards on which they draw the outline of a head.
  - Invite individuals to give the 'address' of one of the squares by saying the number (horizontal axis first) then the colour (vertical axis second). If an address is given where there is a part of the head or face, place the corresponding image in the appropriate square on the grid on the board.
  - The children can draw that part of the head or face on their mini-whiteboard. This activity may be replicated on an interactive whiteboard.
- For children who have difficulty drawing, provide pictures of features that can be stuck onto an outline of a head for the Draw the Face Battleships game.
- Follow-up: Throughout the week, play *Morpion* (Noughts and Crosses) with numbers and/or body parts. Play Kim's Game with flashcards of body parts.
- Follow-up: Update the word bank. Add *yeux* and *cheveux* to the *eu* page; add *épaules* to the *é* page; create a new page for *ou* and add *rouge, bouche* and *genoux*.
- Follow-up: Make your own alien from a variety of materials and label the body and face parts that have been learnt in French.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. Monsters

- to listen and respond to a simple story (O3.1)
- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to hear main word classes (KAL)
- to use a physical response and play games to help remember (LLS)

- Play *Répétez si c'est vrai* (Repeat if it's True). Hold up a picture card or point to a part of the body and name it. If you give the correct name, the children repeat it. If you deliberately give the wrong name, they must remain silent.
- Read a story with a focus on either colour or body parts. Children can listen and respond by pointing to parts of the body or holding up colour cards as they are mentioned.
- Children listen to the story again and chorus familiar language.
- Divide the class into two teams to play *Brico-monstre* (Monster Beetle).
- Extension: Children design their own monsters and label body parts and colours in French.
- Extension: Children play the beetle game in pairs or small groups.

- listen with care
- identify and read simple words and phrases
- follow a simple story
- read and understand familiar words
- read familiar words aloud
- are aware that pronunciation of certain colours changes if the colour describes a feminine noun

- To play *Brico-monstre*:
  - 1 You need one die to generate a number that represents a labelled part of the body or head.
  - 2 You need a second die to generate a number that represents a labelled colour.
  - 3 You need a large sheet of sugar paper for each team on which they draw their monster.
  - 4 Children in each team take turns to throw the two dice. They have to read aloud the part of the body or head and the colour. They draw this onto their team's monster.
  - 5 The first team to draw a complete monster with a previously agreed set of body parts and features is the winner, eg a green mouth, two arms, three legs, a yellow nose, etc.
- Follow-up: Throughout the week, children can enjoy listening to and joining in with the story.
- Follow-up: Using painting software, children can design a monster and label parts, combining text and graphics. Alternatively, use a digital content provider to perform the same activity. Some such providers are accessible at home or in a public library.

## Section 5. Guess who?

- to listen and respond to a simple song (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to locate the country/countries where the language is spoken (IU3.2)
- to make indirect or direct contact with a country where the language is spoken (IU3.4)
- to identify specific sounds (KAL)
- to recognise that some words occur both in English and in the language being learnt, although they may sound different (KAL)

- Children listen to and join in with the song *Savez-vous Planter les Choux?* ('Do You Know How to Plant Cabbages?') Children make a planting action to show the part of the body in each verse.
- Choose one boy and one girl to come to the front. Using colourful wigs, teach *Il/Elle a les cheveux bleus* (He/She has blue hair), for example. Describe another feature in the same way.
- Ask the children to compare and discuss the use of *Il/Elle a ...* Continue describing the children in this way.
- Ask the children to complete sentences started by you, eg *Elle a ...* (the children select one feature to complete the sentence).
- Select two boys and two girls to come to the front. Describe the hair and eye colour of a child with brown or black hair, using *Il/Elle a ...*
- Then describe a child who has blonde hair. How did the class work out which child was being described? Elicit recognition of the unfamiliar cognate *blonds*.
- Play Guess Who? by inviting six to eight children to the front of the class and describing one of them. Using gesture, bring in some additional language such as *Il/Elle est grand(e)/petit(e)*. The children guess the identity of the child being described.
- Model this a few times and then ask confident children to lead the game. Allow some children to use labelled prompt cards for support.
- Use pictures/portraits of famous French people or Francophiles past and present to reinforce describing physical features.

- listen with care
- remember a sequence of spoken words and indicate understanding

- These are the words of *Savez-vous Planter les Choux?*, a traditional French children's song. You can find the music through an internet search engine.

*Savez-vous planter les choux  
A la mode, à la mode?  
Savez-vous planter les choux  
A la mode de chez nous?*

*On les plante avec le doigt  
A la mode, à la mode  
On les plante avec le doigt  
A la mode de chez nous*

*On les plante avec les mains ...  
On les plante avec le pied ...  
On les plante avec le coude ...  
On les plante avec le nez ...*

(Do you know how to plant cabbages  
In the way, in the way  
Do you know how to plant cabbages  
In the way we do

We plant them with our finger  
In the way, in the way  
We plant them with our finger  
In the way we do

We plant them with our hands/foot/elbow/nose ... etc)

- Follow-up: In the hall, sing the song and invite children to do these actions:  
First verse: go around in a circle.  
Next verses: children mime planting with the part of the body that is being sung.  
They can then invent more verses.
- Follow-up: Throughout the week, sing the song.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 6. My portrait

- 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)

- Play Chinese Whispers to build a portrait. Organise children into lines, in teams of about six. Give the last child in each team the first sentence of a written description of a facial feature, face down, eg *Il a les cheveux bruns* (He has brown hair). On a given signal, the children turn over their phrase and whisper it to the next child in line. The phrase is passed along the team to the child at the front, who then selects the correct picture and sticks it on an outline of a face or just on a board. The game continues until the portrait is complete.
- Model writing your description as you say it aloud, eg *Bonjour, je m'appelle ... J'ai les cheveux bruns* (Hello, I am called ... I have brown hair).
- Ask the children to suggest a new hair colour. Turn to a black-and-white copy of your digital portrait and, using the interactive whiteboard or felt tip pens, colour the hair and write the appropriate sentence. The children continue to suggest alternative colours for eyes and mouth.
- Children use the model to create colourful self-portraits using black-and-white A4 copies of their digital portraits. Using a phrase bank, children copy-write simple descriptions of themselves. Some children may benefit from a personal vocabulary bank to cut up and stick onto their portrait.
- Extension: Some children can experiment with writing from memory the vocabulary for facial features.
- Extension: Insert a digital image of a child or famous person into the electronic whiteboard. Draw around the image with the whiteboard pen and then delete the original image to reveal the 'pen portrait', whose features may then be enhanced with the whiteboard pen and printed out, together with a simple description.

- recall and pronounce accurately up to six colours
- understand and pronounce accurately vocabulary for parts of the face and head
- label accurately parts of the face and head

- Ensure mixed-ability teams for Chinese Whispers. Place less confident children at the end of the team with a partner, to select the appropriate pictures.
- Follow-up: Explore portraits virtually in the National Portrait Gallery via their website: [www.npg.org.uk/live/search/](http://www.npg.org.uk/live/search/)

## End-of-unit activities

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

- Children present their portraits and descriptions.
- Build a display of children's colourful portraits. The display can then be used for a Guess Who? game.

- have fun using French for real purposes

- Children can use ICT to record, display and, if appropriate, send information.
- Link with literacy work: This work links to making choices about which ICT programmes to select when presenting texts.