

## Language

## Core language

Regardez	Look
Répétez	Repeat
Ecoutez	Listen

quarante	40
cinquante	50
soixante	60
soixante-dix	70
quatre-vingts	80
quatre-vingt-dix	90
cent	100

Il/Elle est ...	He/She is ...
grand/e	big (masculine/feminine)
petit/e	small (masculine/feminine)

vrai	true
faux	false

## Additional language for this unit

le prince	the prince
la belle	Sleeping Beauty
la méchante fée	the wicked fairy
la haie d'épines	the hedge of thorns
Ouvre les yeux	Open your eyes
Tu dors cent ans	You will sleep for 100 years

charmant/e	charming (masculine/feminine)
méchant/e	wicked (masculine/feminine)

Levez-vous	Stand up
Asseyez-vous	Sit down

Levez la main / le doigt	Put your hand/finger up
Taisez-vous/Tais-toi	Be quiet (plural/singular)

## Additional language for teachers

Prends garde à toi	Watch out
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## Unit 9 Raconte-moi une histoire! (Tell me a story!)

## About the unit

In this unit children work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives, revise how to make simple feminine agreements and give instructions to each other. The unit is based on a song that tells the story of Sleeping Beauty.

## Where the unit fits in

As in Unit 8, children develop their confidence in speaking French, have the opportunity to perform to an audience and enjoy using the language creatively. They consolidate and extend their knowledge of numbers by counting in multiples of 10.

## Prior learning

It is helpful if children already know:

- classroom instructions such as *Répétez* and *Ecoutez*
- numbers 1–20
- le père* and *la mère*
- voici*
- feminine agreements of adjectives (with *e*).

## New language

- Instructions
- Numbers in multiples of 10 up to 100
- Imperatives; *vous* form
- Adjectives: masculine and feminine singular agreement
- Phonic focus: *r*, *an*

## Resources

- Sugar paper to make a story board
- Visuals to illustrate the characters in the simplified story of Sleeping Beauty
- 'Stick' drawings to illustrate the *La Belle* song
- Props for characters
- Word number cards for multiples of 10 up to 60, in envelopes
- Number cards for multiples of 10 up to 60
- Digit fans
- 100 squares
- Rough paper for Strip Lotto
- Large set of word cards for modelling sentence building
- Envelopes with word cards for sentence building

## Links with other subjects

Primary framework for literacy: engage with and respond to texts; use knowledge of phonics, morphology and etymology to spell new and unfamiliar words; develop a range of personal strategies for learning new and irregular words; write consistently with neat, legible and joined handwriting; develop scripts based on improvisation; comment constructively on plays and performances, discussing effects and how they are achieved; tell stories effectively and convey detailed information coherently for listeners

Primary framework for mathematics: read and write two-digit and three-digit numbers in figures and words (year 2); identify patterns and relationships involving numbers or shapes and use these to solve problems (year 3); identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples

Geography: use secondary sources of information

## Expectations

## At the end of this unit

*most children will:*

understand and use numbers in multiples of 10, up to 100; develop their understanding of the way sounds are represented in writing; sing a song from memory; write short sentences that contain an adjective with an appropriate feminine agreement

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

recognise numbers in multiples of 10, up to 100; refer to visual clues when singing a song; copy-write using single words or short phrases

*some children will have progressed further and will:*

write and say phrases from memory, with clear pronunciation and meaning; produce extended descriptions in French with attention to correct adjectival endings

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<p><b>Section 1. Sleeping Beauty</b></p> <ul style="list-style-type: none"> <li>to listen for specific words and phrases (O4.2)</li> <li>to listen for sounds, rhyme and rhythm (O4.3)</li> <li>to compare traditional stories (IU4.3)</li> <li>to use mental associations to help remember words (LLS)</li> <li>to use context and previous knowledge to determine meaning and pronunciation (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Ask children to retell the story of Sleeping Beauty in pairs. Feed back as a whole class. Create a story board on sugar paper or on the interactive whiteboard.</li> <li>Introduce some key language for retelling the story in French: <i>la belle, le prince, la méchante fée, la haie d'épines, ouvre les yeux, tu dors cent ans</i>. Try the following routine: <ul style="list-style-type: none"> <li>– say the word or phrase as you display the picture and do an action</li> <li>– point to the pictures and children do the actions</li> <li>– children join in with actions and repeat the words. Some children will need more time and may focus on actions before producing the words</li> <li>– say a word and give an action. Children repeat only if they match</li> <li>– hide one or more of the pictures and ask children to give the action and say the word for the missing picture</li> <li>– say the word and children do the action. Repeat, vice versa. Invite individual children to lead the game.</li> </ul> </li> <li>It may help some children to look at the words and phrases with a teaching assistant before the session.</li> <li>Sing <i>La Belle</i> to the class. Children do the actions when they hear the key words and phrases.</li> <li>Repeat the song. Children join in with the actions and individual words if possible.</li> <li>Display a series of eight pictures with 'stick' drawings for each verse. Repeat the language from the song as you show each picture.</li> <li>Place the pictures in random order, numbered one to eight. Ask children to work with a partner to decide the correct sequence. They write the numbers on a mini-whiteboard.</li> <li>As a class, place the pictures in correct sequence. Repeat the language from the song as you refer to each picture.</li> <li>Phonic focus: Draw attention to the sound <i>an/en</i>, which occurs frequently in the song. Ask the children to work in groups and give each group some multi-link cubes (40 per group). They listen to the song again and, as a team, take a cube every time they hear the sound <i>an</i>, building the cubes into a tower. After hearing the song two or three times, the groups can compare towers. As a check, give the children the lyrics and a highlighter pen. Remind them that the sound <i>an</i> can be represented as <i>an</i> or <i>en</i>. The sound occurs 35 times in the song. These words can now be added to the word bank.</li> </ul>	<ul style="list-style-type: none"> <li>listen and respond to words and phrases with actions</li> <li>recognise and say key words in a song</li> <li>understand that stories from different cultures may be similar</li> </ul>	<ul style="list-style-type: none"> <li>The story board created here can be used throughout the unit for contextual support.</li> <li>Text for <i>La Belle</i> (sung to the tune of 'There Was a Princess Long Ago'). You can find this by using an internet search engine: <p><i>La belle, la belle au bois dormant, bois dormant, bois dormant</i>  <i>La belle, la belle au bois dormant, bois dormant</i></p> <p><i>La belle, la belle, prends garde à toi, garde à toi, garde à toi</i>  <i>La belle, la belle, prends garde à toi, garde à toi</i></p> <p><i>La méchante méchante fée arrive, fée arrive, fée arrive</i>  <i>La méchante méchante fée arrive, fée arrive</i></p> <p><i>Elle jette son sort « Tu dors cent ans! » « Tu dors cent ans! »</i>  <i>« Tu dors cent ans! »</i>  <i>Elle jette son sort « Tu dors cent ans! » « Tu dors cent ans! »</i></p> <p><i>La haie d'épines grandit grandit, grandit grandit, grandit grandit</i>  <i>La haie d'épines grandit grandit, grandit grandit</i></p> <p><i>Le prince arrive il voit la belle, voit la belle, voit la belle</i>  <i>Le prince arrive il voit la belle, voit la belle</i></p> <p><i>« Ma belle ma belle ouvre les yeux, ouvre les yeux, ouvre les yeux, ma belle ma belle ouvre les yeux, ouvre les yeux! »</i></p> <p><i>La belle épouse son prince charmant, prince charmant, prince charmant</i>  <i>La belle épouse son prince charmant, prince charmant.</i></p> </li> <li>The song can be translated as follows: <p>Sleeping Beauty  Watch out!  The wicked fairy is coming  She casts her spell 'You will sleep for a hundred years'  The hedge of thorns grows  The prince arrives and sees Sleeping Beauty  'My Sleeping Beauty, open your eyes!'  Sleeping Beauty marries her prince.</p> </li> <li>Follow-up: Throughout the week, sing <i>La Belle</i> and practise the vocabulary with actions or pictures.</li> <li>Follow-up: Use an internet search engine to find out whether other traditional tales exist in French.</li> <li>Teachers may prefer to use a different traditional tale in French to the one suggested here.</li> </ul>

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. Giving instructions

- to listen for sounds, rhyme and rhythm (O4.3)
  - to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
  - to apply phonic knowledge of language to support reading and writing (KAL)
  - to discuss language learning and share ideas and experiences (LLS)
- Revise key words from the story of Sleeping Beauty and repeat the actions.
  - Write three phrases on the board:
    - *La fée arrive.*
    - *La haie grandit.*
    - *Le prince charmant.*
  - Work with the class to decipher the meaning of the words, using knowledge of English (or other languages) as a support. Point out that this can sometimes be a valuable strategy to use.
  - Sing *La Belle* and children perform the actions. Some will be able to join in with the key words.
  - Phonic focus: Display the words *prince, prends, ouvre, grandit, arrive*. Say the words and ask children to comment on any sound that is different from English. Practise saying the *r* sound.
  - Look at and listen to the playground rhyme *Am stram gram*. Highlight where the *r* sound occurs. Children join in.
  - Extension: Practise this sound further by saying the nonsense tongue twister *Un dragon gradé dégrade un gradé dragon*.
  - Extension: A further tongue twister to try is *Trois tortues trottaient sur un trottoir très étroit* (Three tortoises trotted along a very narrow pavement).
  - Return to the actions and phrases from *La Belle* where a command is given, *prends garde à toi, ouvre les yeux*. Ask children what they think the phrase would be in English. Discuss ways of giving instructions and orders in English.
  - Revise known classroom instructions and introduce any new ones from the list below:
    - *Répétez*
    - *Ecoutez*
    - *Regardez*
    - *Levez-vous*
    - *Asseyez-vous*
    - *Levez la main*
    - *Taisez-vous*.
  - Play *Jacques a dit* with classroom instructions.
  - Play *Chef d'Orchestre* (Conductor). Choose one child to be the detective and send them out of the room. Have a display of classroom instructions on the board. Choose one child to act as the conductor, who will give an agreed signal. The detective comes back in. The class begin to chant the first instruction and do the action. On the signal, they change to the next instruction and action on the list, and so on. The detective must guess who the conductor is.
  - Extension: Children write out and illustrate or use ICT to display instructions in French. Children take photographs of each other performing the actions. They import the pictures into a word-processing program and add a caption.
  - Extension: Give children some regular infinitives of verbs and ask them to create instructions, eg:
    - *aller – allez!*
    - *sauter – sautez!*
    - *tourner – tournez!*
    - *jouer – jouez!*
    - *dessiner – dessinez!*

- hear the *r* sound in French words and phrases
- understand and respond to classroom instructions in French
- understand that verbs change when giving an order in French

- Text for the French rhyme *Am stram gram* (you can find spoken and sung versions by using an internet search engine):

*Am stram gram  
Pic et pic et colégram  
Bour et bour et ratatam  
Am stram gram.*

This is used as a rhyme to choose players. Children stand in a circle and as the rhyme is being said, one player points to each child in turn. The player who is pointed to on the last syllable is out.

- Follow-up: A collection of tongue-twisters in many different languages can be found at: [www.uebersetzung.at/twister/](http://www.uebersetzung.at/twister/).
- Follow-up: Throughout the week, practise *Am stram gram*.
- Follow-up: Build up a collection of tongue-twisters with the *r* sound.
- Follow-up: Investigate tongue-twisters in English or other languages spoken in the class.
- Link with literacy work: Children may have had experience of writing tongue-twisters in year 4 in literacy.
- Grammar point: Note that the classroom commands given in *La Belle* are in the familiar/singular (*tu*) form. The commands that are introduced in this session are all in the plural (*vous*) form because they address the whole class. If any children ask you about this, then give this simple explanation.
- Follow-up: Throughout the week, play *Jacques a dit* when class are lining up, on the stairs, in the playground, etc.
- Link with literacy work: The extension activities link to literacy work on identifying the features of instructions and writing instructions in year 3.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Counting in multiples of 10 to 100

- to listen for sounds, rhyme and rhythm (O4.3)
  - to read and understand a range of familiar written phrases (L4.1)
  - to use mental associations to help remember words (LLS)
- Revise sequential numbers 1–31 by playing Number Ping-Pong, where you 'bat' a number to the class and they 'bat' the following number back.
  - Repeat, with numbers in random order, backwards or adding on two, three, four, etc.
  - Sing *La Belle* and focus on the fourth verse *Elle jette son sort « Tu dors cent ans »*. Ask children if they can remember or guess what *cent ans* means.
  - Display the word *cent* and ask children if they know any words in English that begin with this (eg *centimetre, century*). What do these words mean?
  - Give pairs of children envelopes containing cards with multiples of 10 up to 60 written in French. They work together to put the cards in the correct order. You can tell them what is in the envelope before the task or ask them to work it out for themselves.
  - Children feed back on strategies they used to work on their task. Discuss which numbers were particularly difficult to work out.
  - Use cards with numbers on them, say each number and children repeat.
  - Phonic focus: Say the words again and ask the children what sound they keep hearing (*an*). Add these words to the word bank.
  - Display the numbers on the board and point to them in random order. Say the word and children repeat. You may wish to clap the syllables to reinforce the words.
  - Say a number and hold up a card. Children repeat only if they match.
  - Play *Toc-Toc* (Knock-Knock). Display the numbers on the board and split the class into two teams. Invite a child from each team to come to the board. Say a number and the first child to knock on the correct card wins a point for their team.
  - Use digit fans to play *Montrez-Moi* (Show Me). Say a number. Children have 10 seconds to discuss in pairs and then show the number with their fans.
  - Extension: Give children addition or subtraction questions, eg  
 $dix + dix =$   
 $vingt + dix =$
  - Some children will need to spend more time on the lower numbers before moving on to 70–100.
  - Display the written form of the numbers on the board, this time including 70, 80, 90 and 100. Do they notice any similarities or patterns between the words? What happens after 60? Is this what they expected to happen?
  - Go through the numbers orally. Children repeat and point to them on a 100 square.
  - Children work in pairs to find as many different ways as possible to make 50. They feed back their ideas, saying the numbers in French.

- can recognise multiples of 10 up to 100 in French
- begin to understand how the French number system works

- Some children will need additional support to carry out the mathematics investigations in this unit. If you have made a number square zero to 39 as suggested in Unit 8 Section 3, alter it so that it has 10 columns and four rows. Rearrange the numbers zero to 9 across the top row and 30 to 39 across the bottom row. Encourage children to see the relationship between the numbers in each column. Next, copy the grid and add six more rows, inserting the numbers 40 to 90 in the left-hand column. You can print out these slides and laminate them so that groups of children can use them for subsequent number activities.
- As an alternative to teaching multiples of 10 up to 100 in one sequence, it may be more appropriate to spread this as a separate strand over a longer period of time.
- Follow-up: Throughout the week, practise counting in tens up to 60 by playing Number Ping-Pong, Lotto or using a counting stick. Take opportunities to count in tens when going upstairs or during PE.
- For the extension activity, if using the interactive whiteboard activity suggested, add screens to practise addition and subtraction. Children could use the laminated slides to help them work out the answers to questions presented on the board. Add further slides to show the written form of the numbers.
- Follow-up: Play *Poubelle ou Coffre?* (Bin or Chest?) to practise *an* and/or *r* sounds. Have a wastepaper bin and a toy treasure chest (or boxes with pictures of these on). Tell the children that only items with a certain sound (such as *an*) can go in the treasure chest and that the rest is rubbish. Show the children a selection of objects and say each word. They decide whether to put it in the *poubelle* or the *coffre*.
- Follow-up: Practise listening for the sounds *an* and *r* using objects and sorting games. Divide children into groups and give them two hoops and a selection of objects or picture cards. Label the hoops *an* and *r* and ask the children to place the objects in the appropriate hoop. The hoops can be overlapped, to look like a Venn diagram, for words containing both sounds, such as *quarante, orange* and *prince charmant*. It may be most suitable to carry out this activity in a hall.

## Learning objectives

## Children should learn

## Possible teaching activities

## Learning outcomes

## Children

## Points to note

## Section 4. Descriptions

- to listen for sounds, rhyme and rhythm (O4.3)
- to write simple words and phrases using a model and some words from memory (L4.4)
- to recognise and apply simple agreements (KAL)
- to reinforce and extend recognition of word classes and understand their function (KAL)
- to sort words into categories (LLS)
- to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)

- Play Strip Lotto. Each child has a strip of paper divided into six sections. They write down any six multiples of 10 (between 10 and 100), one number per section. Call out numbers in random order and children rip off the number if they have it at either end of their strip. The child who is the first to hold only one number is the winner.
- Recap key words from *La Belle*. Do the actions and encourage children to say the words in French. Get them to say as much of the story as they can, in French or English.
- Sing the song, with actions.
- Show pictures of the characters (Sleeping Beauty, the wicked fairy and the prince). Ask children how they would describe them in English. Explain that they are going to be looking at adjectives in French.
- Show the sentence *Le prince est charmant*. Ask children what they think it means. Then show them *La belle est charmante*. Ask them what they think this means. Continue by showing children the sentences *Le père est charmant*, *La mère est charmante* and *Le garçon est charmant*, *La fille est charmante*.
- Ask children what they notice about the sentences. Invite them to sort the sentences into two groups, either on cards or the interactive whiteboard.
- Highlight the *la* words and the *-e* on the end of the adjectives and explain why this is added.
- Ask children to put a further set of masculine and feminine nouns into correct groups. Choose some words that they have already learnt, eg *le football*, *le nez*, *le lapin*, *la bouche*, *la tomate*, *la tête*.
- Show children the following table on the board and show by gestures the meanings of *grand* and *petit*:

charmant	charmante
méchant	méchante
grand	grande
petit	petite

- Colour-code each box for masculine and feminine as you read out the words.
- Display the words and pictures for *la belle*, *le prince*, *la fée*, *la haie*. Model writing a sentence, eg *La belle est petite*. Ask children to translate. Model another one or two sentences. On mini-whiteboards, children work in pairs to write a sentence using the table and other words on the board. Take feedback from the class.
- Children write three more sentences. Some children will need support with these writing activities, such as word cards colour-coded or numbered on the back for each part of the sentence.
- Extension: Children read out their sentences in different voices to reflect the characters.
- Extension: Children write extended sentences using *et*, eg *Le prince est charmant et grand*.

- respond to multiples of 10 and say them in chorus
- recognise adjectives and nouns in French
- apply simple agreements to adjectives
- write simple sentences with support

- Follow-up: Throughout the week, play Strip Lotto at the end of the day.
- Follow-up: Children investigate how adjectives are used in English. Is it different from French? Do the endings change? This links to literacy work in year 3 where children compose sentences using adjectives, verbs and nouns for precision, clarity and impact.
- The interactive whiteboard is an excellent way of helping children to make sense of the concept of agreement of adjectives. Once you have established a colour code, there are various ways of reinforcing the ending of the adjective, eg make the last letter of the feminine form the same colour as the background of the screen, so that it is invisible until moved into a cell or box that is the 'feminine' colour.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Setting the scene

- to write simple words and phrases using a model and some words from memory (L4.4)
  - to recognise and apply simple agreements (KAL)
  - to reinforce and extend recognition of word classes and understand their function (KAL)
  - to sort words into categories (LLS)
  - to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)
- Display a series of sentences with visual support on the board, eg *L'éléphant est grand*. Children work in pairs to decide whether they are *vrai* or *faux* (true or false).
  - Model sentence building by using word cards on the board or in a human sentence, eg *le/prince/est/charmant*.
  - Discuss with children why *charmant* is without the -e.
  - Children work in pairs or groups and are given envelopes containing word cards. Use familiar nouns or cognates and adjectives from the previous session plus some cards showing *est*. Give them a time limit to build at least three sentences and display them on their table.
  - Explain to the class that they will be performing *La belle au bois dormant* and that they will need to introduce the three characters to their audience before singing the song or presenting the dialogue.
  - Use props (eg a sword and crown for the prince) to demonstrate: *Voici le prince*. *Le prince est ...* Elicit some adjectives from children to describe the prince. Repeat for the other characters.
  - Give children pictures or a worksheet with illustrations of the main characters/elements of the story. They write sentences to describe these using the structure in the table used in the previous session. Some children will need to work with a writing frame and word bank when constructing their sentences, eg they may be asked to insert an appropriate noun or adjective only.
  - Children use props to share their sentences with the rest of the class, eg *Voici la fée*. *La fée est méchante*.

- recognise adjectives and nouns in French
- apply simple agreements to adjectives
- write simple sentences with support

- Encourage children to work in mixed-ability pairs or groups, or with a teaching assistant, when completing their written tasks.
- Follow-up: Children practise introducing each other using the new language and dramatic expression, eg *Voici Shaun*. *Shaun est grand*. *Voici Melissa*. *Melissa est méchante*. Do this as part of a circle-time activity where the class discuss how important it is to be sensitive to the feelings of others.
- Link with literacy work: The fifth activity links to work on characterisation in year 4.
- Assessment for learning: Display the vocabulary on the whiteboard and model sentences for children. A first screen can display nouns and adjectives in colour in order to emphasise the relationship between words. A second screen can remove the colours in order to increase challenge and help children to see their progress. If the whiteboard has a screen recording function, the children can record themselves saying individual words as they move them on the screen to make sentences. Their actions and voices are recorded as a video sequence so that they and the teacher can evaluate knowledge, skills and understanding.

## Section 6. Tell me a story!

- to memorise and present a short spoken text (O4.1)
  - to practise new language with friends (LLS)
  - to plan and prepare for a language activity (LLS)
- Begin the lesson by referring to *La Belle*. This may be done by:
    - performing the actions for each verse and asking children to recall the words with the help of a prompt (which could be a key word for that verse)
    - asking children to perform the actions and recall the words together
    - showing a story board of pictures to be put in order
    - asking children to recall key words and phrases
    - asking children to recall the song and actions in pairs.
  - Sing the song with the whole class performing the actions.
  - Briefly draw attention to and revise the phonic focus of the *r* sound.
  - Practise giving the instructions used in the song.
  - Divide children into groups of eight and ask them to select a role for themselves, eg a sleeping beauty, prince, wicked fairy, a hedge, four trees. You may wish to create other roles, eg a horse for the prince, a maid for Sleeping Beauty.
  - In groups, children act out the story. It might be helpful to have a recording of the song playing in the background.
  - Extension: Children add dialogue between the verses, such as greetings or exchanges of personal information.
  - Extension: Experiment with ways of singing the song. This may be done as a round.

- sing a French song and act out the story
- perform the story in front of an audience
- recall and describe the agreement between nouns and adjectives

- The routine for recapping *La Belle* can be adapted for any other song.
- Link with work in English: These activities link to drama work in year 3 and year 4 where children create roles to explore stories.
- Follow-up: Children offer feedback on their own performance and evaluate two things that went well and an area to improve (the 'Two Stars and a Wish' format).

## End-of-unit activities

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

- Give children an opportunity to rehearse their performance.
- Invite each group in turn to perform their song to the class.

- tell a story effectively
- perform in front of an audience

- Follow-up: Perform the song as part of an assembly.
- Video record the performance and share with other classes and partner schools.