

Language

Core language

<i>Il neige</i>	It's snowing
<i>Il gèle</i>	It's freezing
<i>Quand ... il te faut ...</i>	When ... you need ...
<i>moins</i>	minus
<i>lundi 5 juin, etc</i>	Monday 5th June, etc
<i>le 5 juin, etc</i>	the 5th June, etc

Additional language for this unit

<i>un manteau</i>	a coat
<i>un chapeau</i>	a hat
<i>un parapluie</i>	an umbrella
<i>une écharpe</i>	a scarf
<i>des gants</i>	gloves
<i>des bottes</i>	boots
<i>des lunettes de soleil</i>	sunglasses

Additional language for teachers

<i>Qu'est-ce qu'il te faut?</i>	What do you need?
<i>Il fait quelle température?</i>	What temperature is it?
<i>Quelle est la date?</i>	What's the date?
<i>Voici la météo</i>	Here is the weather report
<i>aujourd'hui</i>	today



Unit 12 Quel temps fait-il? (What's the weather like?)

About the unit

In this unit children learn more phrases about the weather and how to say the temperature (including with negative numbers). Aesop's fable *Le Vent et le Soleil* (The Wind and the Sun) is used and the text can be found at the end of the unit. Children learn the names of some common articles of clothing and relate these to the weather. They learn to say the date and to write and say telephone numbers.

Where the unit fits in

This unit consolidates and extends work on the weather in Unit 7. Children are already familiar with numbers, the days of the week and months of the year. They use this knowledge to create their own weather reports.

Prior learning

It is helpful if children already know:

- some weather phrases
- *Quel temps fait-il à ...?*
- numbers zero to 40
- days of the week
- months of the year
- *moins*
- *fort*.

New language

- Describing the weather
- Revision of numbers up to 40
- Saying the temperature (plus and minus)

- Saying the date
- Complex sentences starting with a clause using *Quand ...*
- Phonic focus: revision of common phonemes, especially *an/en*; consolidation of phoneme–grapheme correspondence; breaking words into individual phonemes; synthesising phonemes to build phonetically regular words

Resources

- Picture flashcards of weather
- Mini-picture cards with weather symbols
- Large outline maps of France and Belgium with weather symbols

- Counting stick or number line
- Large ball
- Numbered tiles, balls or flashcards up to 40
- Pictures of hot and cold places labelled with the symbol of a thermometer
- Thermometer on interactive whiteboard
- Text of Aesop's fable *Le Vent et le Soleil*
- Phrases or sentences from *Le Vent et le Soleil* cut into strips
- Clothing and props to match weather phrases
- Jumbled sentences on card or strips of paper
- Word cards for days of the week, months and *le*

Links with other subjects

Primary framework for literacy: use knowledge of phonics, morphology and etymology to spell new and unfamiliar words; distinguish the spelling and meaning of common homophones

Primary framework for mathematics: know and use multiples of numbers to 10; interpret intervals and divisions on partially numbered scales and record readings accurately

Geography: use atlases, globes, maps and plans at a range of scales; identify and describe what places are like (for example, in terms of weather); use appropriate geographical vocabulary (for example, temperature)

Expectations

At the end of this unit

most children will:

understand and say weather phrases; say which clothes they might wear in different conditions; respond appropriately when asked the date; use the new language in a short presentation

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

understand and say numbers, the days of the week and weather phrases when prompted; understand names of clothes; need prompting to recall vocabulary and structures

some children will have progressed further and will:

initiate conversations when working in pairs or groups; cope with retrieving information from extended descriptions; take part in a presentation using mainly memorised language

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
Section 1. What's the weather like?	<ul style="list-style-type: none"> Revise known weather phrases and introduce <i>il neige, il gèle</i> (see previous units for suggested teaching sequences). Play <i>Montrez-moi</i>. Each child makes or is given a set of cards with weather symbols. On the instruction <i>Montrez-moi – il fait beau</i>, for example, they find the correct card and hold it in the air. Play <i>Trouvez l'image</i>. Invite two children to the front. Attach weather pictures or flashcards to the board within easy reach. Call out a weather phrase and children race to see who can touch the correct picture first. The winner stays at the board to have another turn. Play <i>Qu'est-ce qu'il te faut?</i> (What Do You Need?) Display a selection of clothing and props to match weather phrases, eg gloves, sunglasses, umbrella, etc. Invite children to come to the front. Call out a weather phrase. Children select an appropriate prop or item of clothing. Play <i>Pass the Phrase</i>. Organise children into teams of about six. Teams stand in lines. Whisper a different weather phrase to player one in each team. On the signal <i>un, deux, trois</i>, player one traces the appropriate weather symbol on the back of player two. The phrase is passed from back to back all the way along the line. When the last player receives the phrase, the team sits down. When all teams are sitting down, ask player six from each team to say their phrase out loud. Where appropriate, allow some children to play these games in pairs for extra support. Remind children of the question <i>Quel temps fait-il à ...?</i> (What's the weather like in ...?) by doing the clapping rhyme introduced in Unit 7. Point out <i>Bruxelles</i> on an outline map of Belgium and pronounce its name. Ask children to think of a weather phrase that rhymes, eg <i>il gèle</i>. Repeat with <i>Liège</i> and <i>il neige</i>. Repeat the clapping rhyme and use the new weather phrases to create two new verses. Extension: Children make up a rap or song using the place names and weather phrases. 	<ul style="list-style-type: none"> repeat words and phrases spoken by someone use mime and gesture to express what they mean use physical response to show they understand 	<ul style="list-style-type: none"> Ensure that children who are not confident in speaking can participate in games by using a physical response. Follow-up: Throughout the week, revisit the maps of France and Belgium to practise weather phrases and place names. Follow-up: Every day, ask <i>Quel temps fait-il?</i> when you take the register and encourage children to respond using a variety of appropriate phrases. Follow-up: Children use the internet or a television weather report to investigate weather around the world. Follow-up: Phonic focus. Following the weather clapping rhyme, practise the key phonemes (<i>au, oi, è, eu</i>) by playing Phoneme Salad. The children sit in a circle and each has a picture card showing a type of weather or an object. When you call out a sound, all the children with an item containing that sound swap places. As an extension, one child could be in the middle, trying to find a place. He/she chooses a sound to call out. Follow-up: Revise key phonemes and allow children to practise identifying individual sounds. Give the children some counters, say a word and ask them to place a counter in front of them for every phoneme they hear. (Some children will need reminding that a phoneme is a single sound, made up of one or more letters.) Ask them <i>Il y a combien de phonèmes?</i> (How many phonemes are there?) Compare with <i>combien de syllabes</i> and <i>combien de lettres</i>. Words could include <i>mouton</i> (four phonemes), <i>chapeau</i> (four) and <i>gants</i> (two).

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. More practice at numbers to 40

- to memorise and recite a short spoken text (O4.1)
 - to listen for specific words and phrases (O4.2)
 - to imitate pronunciation (KAL)
 - to answer in their heads questions asked to other people (LLS)
- Revise multiples of five up to 40 using a counting stick or number line.
 - Play *Passez le Ballon* with multiples of five. Pass a large ball to a child and say *zéro*. The child who receives the ball says *cinq* and passes it on. The sequence continues up to 40.
 - Revise *vingt-et-un* and *trente-et-un* using a counting stick or number line.
 - Play *Cherchez le Numéro*. Place numbered tiles, balls or number flashcards up to 40 on the floor. Invite two children to stand next to them. Call out a number and children race to find it. The winner stays to have another turn.
 - Play Fizz Buzz with animal sounds from Unit 11. Children count around the class from zero to 40. They replace each multiple of five with a sound, eg *un, deux, trois, quatre, meuh*. When children are confident, add another animal sound for multiples of 10.
 - Allow some children to play in pairs.
 - Extension: Play Fizz Buzz to 40 using multiples of two.
 - Learn the *Le téléphone* rhyme with children miming an action as if to dial the numbers.
 - Extension: Practise higher numbers by changing those in the *Le téléphone* rhyme, eg 29, 31, 42, 25.
 - Set up an interactive whiteboard file to present the rhyme.

- recognise numbers to 40 when someone says them aloud
- pronounce numbers to 40 with reasonable accuracy
- memorise a rhyme

- If you have used the interactive whiteboard activity suggested in Units 8 and 9, the children will be able to see the sequence and pattern of multiples in the grid.
- If you have not covered Unit 11, replace the animal sounds in the Fizz Buzz game with words such as *miam, miam!* or *berk!*
- Follow-up: Throughout the week, play *Passez le Ballon* and Fizz Buzz to practise numbers.
- Allow more thinking time for games which rely on speed, eg in *Cherchez le Numéro* count slowly to 10 before allowing children to find the number.
- Text for the rhyme *Le téléphone*:

4, 2, 2, 1, 2, 3, 4, 5
Le téléphone sonne, il tinte, il résonne
Personne ne répond, alors nous raccrochons
 4, 2, 2, 1, 2, 3, 4, 5
Le téléphone sonne, il tinte, il résonne
Ce n'est pas Marion, alors nous raccrochons
 4, 2, 2, 1, 2, 3, 4, 5
Le téléphone sonne, il tinte, il résonne
Enfin! C'est Marion, viens vite à la maison!

4, 2, 2, 1, 2, 3, 4, 5
 The telephone rings
 No one answers, so we hang up
 4, 2, 2, 1, 2, 3, 4, 5
 The telephone rings
 It's not Marion, so we hang up
 4, 2, 2, 1, 2, 3, 4, 5
 The telephone rings
 At last! It's Marion, come home quickly!

- Note that *sonne, tinte* and *résonne* all mean 'ring'.
- Follow-up: Explain to children that French telephone numbers are said (and written) as four pairs and that, for example, 32 is said as 'thirty-two'. The first pair of numbers denotes the region, eg 01 is Paris. Mobile numbers begin with 06.
- Follow-up: Throughout the week, read out some French telephone numbers for children to write down and read back to you. This activity could be done in pairs.
- Follow-up: Throughout the week, practise different sequences of numbers in French as a warm-up to the daily mathematics lesson.
- If using the interactive whiteboard, insert an image of a telephone. Copy it and superimpose different numbers on it for the children to practise. If you are able to link a recording of the number to each image, the children will be able to check whether they are correct.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. What temperature is it?

- to listen for specific words and phrases (O4.2)
 - to recognise that texts in different languages will often have the same conventions of style and layout (KAL)
- Revise weather phrases using one of the activities from Section 1.
 - Place pictures of hot and cold places labelled with a temperature (some with negative numbers) around the room.
 - Use an activity from the previous session to revise numbers zero to 40.
 - Model how to say *degrés* (degrees).
 - Point to a picture of a hot place. Use a thermometer or number line to count, for example, from zero to 30 degrees with children. Say *Il fait 30 degrés* and mime 'very hot'.
 - Repeat for some other hot places.
 - Point to a picture of a cold place. Count down with the thermometer or number line. Stress *moins* before each number and stop at -10 degrees. Say, for example, *Il fait moins 5 degrés* and mime 'very cold'.
 - Practise saying the temperatures of the hot and cold places displayed around the room.
 - Read out a temperature and children point to the matching picture. Invite a child to come out and stand next to each one as you say it.
 - Practise reading temperatures on a thermometer. Include some negative numbers.

- repeat words and phrases spoken by someone
- use mime and gesture to express what they mean
- use physical response to show they understand

- Follow-up: Throughout the week, children measure the temperature in the classroom (*la salle de classe*) and playground (*la cour de récréation*) every day. They record this in a chart showing the days of the week. They make line graphs of temperature data collected during the week. If the school has a partner in a French-speaking country, children find out the temperatures there and compare the two.
- Use a website with weather data from French towns and cities to talk about the current temperatures in various locations in France.
- You may be able to import an interactive thermometer into the interactive whiteboard and easily move the 'mercury' to show the temperature for the day, copy the screen for each subsequent day, add the day of the week and change the temperature accordingly. If desired, add a caption, *Aujourd'hui c'est mardi et la température fait 23 degrés*.

Section 4. The Wind and the Sun

- to listen for specific words and phrases (O4.2)
 - to follow a short familiar text, listening and reading at the same time (L4.2)
 - to apply phonic knowledge to support reading and writing (KAL)
 - to use gesture and mime to show they understand (LLS)
 - to use action and rhymes to aid memorisation (LLS)
- Revise the temperature and weather phrases from previous sessions. Check the day's temperature and weather in Paris on the internet.
 - Explain to children that they are going to hear Aesop's fable *Le Vent et le Soleil* (The Wind and the Sun). Ask them to guess what the title might be in English and what they think the story might be about. Copy the story into an electronic presentation or the interactive whiteboard to make an electronic big book. If possible, add a recording of the text so that children can hear the story as they read it. Get children to illustrate sections of the story, scan the illustrations and incorporate them into the presentation.
 - Read the story. Ask children to join in with an action when they recognise the words *le vent* and *le soleil*.
 - Read the story again and ask children to join in with *Je suis plus fort que toi* (I am stronger than you).
 - Focus on the sound *en/an* using the words *vent* and *manteau*. Model the sound and children repeat. Read out a list of words from the story, including those containing the *en/an* sound: *vent, manteau, enlever*. When children hear this sound, ask them to give a physical response. If using an electronic version of the story, let children come to the board and highlight graphemes representing the sounds you are practising.
 - Distribute to pairs of children phrases or sentences from the story cut into strips. Re-read the story and, when children hear their phrase or sentence, they wave it in the air.
 - Narrate the story and children act it out.
 - Extension: Children include some dialogue as they act out the story.

- repeat words and phrases spoken by someone
- use mime and gesture to express what they mean
- use physical response to show they understand

- Follow-up: Throughout the week, re-read the story. Display words containing the *en/an* sound and practise reading them with correct pronunciation.
- Follow-up: Children read and discuss other fables in English. They write an English version of *Le Vent et le Soleil*.
- Link with literacy work: Children will have investigated fables in year 4 and written their own fables in literacy.
- Link with literacy work: The seventh activity links to drama work in year 1 and year 2, where children act out well-known stories.
- Link with literacy work: The extension activity links to year 3 drama work, where children present events and characters through dialogue to engage the interest of the audience.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Dressing for the weather

- to ask and answer questions on several topics (O4.4)
 - to read and understand a range of familiar written phrases (L4.1)
 - to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
 - to apply phonic knowledge of the language to support reading and writing (KAL)
 - to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)
- Revise weather phrases using an activity from Section 1.
 - Introduce items of clothing: *un manteau* (coat), *un chapeau* (hat), *un parapluie* (umbrella), *une écharpe* (scarf), *des gants* (gloves), *des bottes* (boots), *des lunettes de soleil* (sunglasses). Show props or draw pictures on the board as you say the words and children repeat.
 - Show or point to an item and say a word. Children say *oui* or *non* depending on whether you are correct or incorrect.
 - Offer alternative answers, eg *C'est un chapeau ou un parapluie?*
 - Show or point to an item and children say the word.
 - Play Pictionary to practise the new vocabulary.
 - Link weather phrases and items of clothing by modelling, for example, *Quand il pleut, il te faut un parapluie*. Children chorus and mime the sentence.
 - Say some sentences and children repeat if correct or say *non!* with thumbs down if incorrect, eg *Quand il pleut, il te faut des lunettes de soleil – non!*
 - Make two grids on the interactive whiteboard, one containing six pictures of weather and one containing six items of clothing. Number each item 1–6. Load two electronic dice into the file. Teams click on the first die and select the corresponding weather, then click on the second die and select the corresponding clothing. They have to make a sentence as suggested in the previous activity, followed by repetition if correct or *non!* with thumbs down if incorrect.
 - Write some sentences on the board. Children read silently, chorus and mime. Give children in pairs some jumbled sentences on card or strips of paper to reorder.
 - Some children will need picture clues to support their reading.
 - Extension: Children write their own sentences on mini-whiteboards.
 - Extension: Children say the sentences in a different order, eg *Il te faut un parapluie quand il pleut*.

- read and understand a range of familiar written phrases
- use their knowledge of grammar to build sentences

- See Unit 11 for instructions on how to play Pictionary.
- Follow-up: Hold up items of clothing and children say an appropriate sentence.
- Follow-up: Children create weather pictures and write matching sentences. Some will do this from memory.
- Some interactive whiteboards have interactive dice in different colours that speak the numbers in French.
- Modelling sentences on the interactive whiteboard enables the teacher to include the full ability range by adding more support when necessary and withdrawing support when appropriate. In the second extension activity, the teacher can show children how reordering sentences does not necessarily change their sense.
- Write some words on the board and omit a phoneme. Say the word and ask the children to supply the missing letters. Some children might benefit from phoneme cards. Possible words include: *Lunettes* (*lunettes*), *pl__t* (*pleut*), *ch__d* (*chaud*) and *fr__d* (*froid*).
- Extension: Give the children the opportunity to practise building phonetically regular words such as *ami*, *toi*, *petite*, *couteau*, *peluche* and *avion*, using their knowledge of common phonemes. They could practise writing the words on a mini-whiteboard or play the Human Phonemes game (see Unit 11).
- Practise *Il te faut* by playing the *Moi!* box game from Unit 8 Section 6. The children must collect objects beginning with a particular sound. Show the children an object and ask *Il te faut un ...?* If the word contains the sound a child is collecting then he/she calls out *oui*.
Some children could be encouraged to say *Oui, il me faut ...*

Section 6. Weather reports

- to memorise and present a short spoken text (O4.1)
 - to listen with care for specific words and phrases (O4.2)
 - to plan and prepare for a language activity (LLS)
 - to use a dictionary to look up spellings (LLS)
- Divide the class into two teams. Give each team the same selection of number cards and word cards for days, months and *le*. Call out a date, eg *lundi le 5 juin*. Each team assembles the date as quickly as possible. The class read aloud the date.
 - Organise the class into groups. Give each group a selection of cards as above, weather symbols and items or pictures of clothing. Read out a weather report, eg *Bonjour, je m'appelle Monsieur Brown. C'est mardi le 22 avril. Voici la météo. Aujourd'hui il pleut. Quand il pleut il te faut un parapluie*. Children assemble the correct date, weather symbol and clothing. They feed back their answers in French. Repeat with a different weather report.
 - Children help to make a new weather report. They suggest the date, day, month, weather and clothing.
 - In pairs or groups, children prepare their own reports. Each group will produce a report appropriate to their level of confidence. Children who are not confident in speaking can participate by saying single words or saying words in chorus.
 - Extension: Children extend the weather report by saying the temperature.
 - Extension: Children use a map of France and the rhyming language from Section 1 in their reports, eg *A Troyes, il fait froid*.

- understand the main points of a report
- give a weather report describing the day, date, weather and appropriate clothing

- Weather forecasts are given in the future tense. All phrases taught here are in the present tense, so 'reports' rather than 'forecasts' is the appropriate term.
- Follow-up: Each morning a pair or group of children give a weather report in French.
- Link with literacy work: These activities build on year 3 work on presenting spoken information and using specific vocabulary in different contexts.
- To promote creativity, display the map of France on the interactive whiteboard along with weather symbols from this unit and Unit 7. Add a list of names. Model a sentence, such as *Je m'appelle Mireille. J'habite à Marseille. Il fait du soleil à Marseille*, and challenge the children to make their own sentences by working out which names, weather conditions and places rhyme.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

End-of-unit activity

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

- Children work in groups or pairs to create a weather report for one of the French-speaking countries introduced in Unit 7. These are filmed and played to the class, who comment constructively on performances. Children who participate in this activity could save the clip onto their personal space on a learning platform to record and celebrate their achievement.

- give a weather report describing the day, date, weather and appropriate clothing

- Follow-up: If the school has a French-speaking partner school, daily weather reports can be exchanged through email or video conferencing.

Le Vent et le Soleil

Un jour le vent dit au soleil: « Je suis plus fort que toi. »

« Non, » dit le soleil, « je suis plus fort que toi. »

« On verra » dit le vent. « Regarde l'homme là-bas! »

Le soleil regarde.

« Oui, je vois l'homme, » dit le soleil.

« Je vais lui faire enlever son manteau, » dit le vent.

« Non, » dit le soleil. « C'est moi qui vais lui faire enlever son manteau. »

« On verra, » dit le vent. Le vent souffle, souffle et souffle.

« Brrr ... il fait froid, » dit l'homme. Il serre son manteau. Mais il garde toujours son manteau.

Le vent souffle et souffle.

« Le vent est très fort, » dit l'homme. Il serre son manteau. Mais il garde toujours son manteau.

Le soleil brille et brille.

« Le soleil est très fort, » dit l'homme. Il déboutonne son manteau.

Le soleil brille et brille.

« Le soleil est très, très fort, » dit l'homme. « J'ai chaud! » Et voilà – il enlève son manteau!

« Tu vois! » dit le soleil. « Je suis le plus fort! »

Le vent est très, très fâché.

The Wind and the Sun

One day the wind says to the sun, 'I am stronger than you.'

'No,' says the sun, 'I am stronger than you.'

'We will see,' says the wind. 'Look at that man down there!'

The sun looks down.

'Yes, I can see the man,' says the sun.

'I am going to make him take off his coat,' says the wind.

'No,' says the sun. 'I am going to make him take off his coat.'

'We will see,' says the wind. The wind blows and blows and blows.

'Brrr ... it's cold,' says the man. He pulls his coat tight. But he keeps it on.

The wind blows and blows.

'The wind is very strong,' says the man. He pulls his coat tight. But he keeps it on.

The sun shines and shines.

'The sun is very strong,' says the man. He unbuttons his coat.

The sun shines and shines.

'The sun is very, very strong,' says the man. 'I'm hot!' And – he takes off his coat!

'You see!' says the sun. 'I am the strongest!'

The wind is very, very cross.