

LESSON 1: Le visage (The face)



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> Listen for specific words and phrases (O4.2) Identify specific sounds (O4.3) Read and understand a range of familiar written phrases - match phrases to pictures (L4.1) Pronounce letter strings and words accurately (L4.3) Write simple words using a model (L4.4) Use context and previous knowledge to determine meaning (LLS) 	<p>Starter:</p> <ul style="list-style-type: none"> Sing parts of the face to Happy Birthday tune as on Head shoulders knees and toes PowerPoint (slide 4) <p>Phonic focus eu as in <i>bleu</i> and <i>yeux</i> (slide 6)</p> <ul style="list-style-type: none"> Introduce parts of the face (slide 7) Practise reading and labelling faces (slides 8-9) Discuss cognates Draw own face and label in French/match words. <p>Plenary:</p> <ul style="list-style-type: none"> Play <i>Jacques a dit</i> with parts of the face: <i>Jacques a dit touche le nez etc...</i> 	<ul style="list-style-type: none"> Be able to say, read and write parts of the face 	<ul style="list-style-type: none"> Head and shoulders PowerPoint Words to label face <p><i>les parties du corps</i> = body parts <i>la tête</i> = head <i>les yeux</i> = eyes <i>le nez</i> = nose <i>la bouche</i> = mouth <i>l'oreille</i> (f)= ear</p>	<p>Remind pupils to look at the face of the person speaking and listen attentively. (LLS)</p> <p>Remind the pupils to blend article into the noun in <i>les yeux</i> sounds like 'lay zee-uh'.</p> <p>Cognates are words that are the same in English and French.</p>
<p>WEB LINKS: Staffs material QCA French : variety of resources at different levels relating to face and other body parts. Primary Resources: Modern Foreign Languages French Body Parts Songs & Rhymes: Using "Comptines" and "Chansons" to Teach Kids French</p>				
<p>FOLLOW UP IDEAS: Throughout the week, pupils can sing the parts of the face using the Happy Birthday tune.</p>				
<p>NOTES: See additional resources for more activities. Pronunciation help - copy and paste any text into http://www.text-to-speech.imtranslator.net/, select 'French', click on 'Say it' and listen.</p>				

LESSON 2: Les parties du corps (Parts of the body)



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> • Read and understand a range of familiar written phrases (L4.1) • Listen for specific words and phrases (O4.2) • Plan and prepare for a language activity (LLS) • Perform a simple communicative task (O3.3) • Write simple words using a model and some words from memory (L4.4) 	<p><i>Starter:</i></p> <ul style="list-style-type: none"> • <i>Using Head and Shoulders PowerPoint (slides 11-12) pupils label the monster pictures.</i> • Play Splat Use slide 13 (Head and Shoulders PowerPoint) or Splat Monster PowerPoint. For game instructions - see slide notes with each PowerPoint. <p>Phonic Focus: <i>ou</i> in <i>bouche</i> and <i>genou</i>.</p> <ul style="list-style-type: none"> • Reinforce parts of the face vocabulary by playing the Draw a face Battleship game: Use Grid A and the How to Play battleships instructions. • Introduce new words: <i>la tête, l'épaule, le genou</i> and <i>le pied</i> • Pupils create their own song using words given on Head and Shoulders PowerPoint (slide 14) - record in words. <p><i>Plenary:</i></p> <ul style="list-style-type: none"> • <i>Sing their songs to class.</i> 	<ul style="list-style-type: none"> • Know some other body parts, in French 	<ul style="list-style-type: none"> • Head and shoulders PowerPoint • Splat Monster PowerPoint • Grid A Battleship grid -to print • How to play Battleships instructions - Notebook <p><i>la tête</i> = head <i>les épaules</i> = shoulders <i>les genoux</i> = knees <i>les pieds</i> = feet</p> <p>Mettez les mains sur la tête = Put your hands on your head (example of instructions for <i>Jacques a dit</i>)</p>	<p>Accept physical responses from pupils who are not ready to respond verbally.</p>

WEB LINKS: [Staffs material QCA French](#) - Battleship game Activestudio 2, [Primary Resources: Modern Foreign Languages](#)

FOLLOW UP IDEAS: Throughout the week, pupils can sing their song versions or play *Jacques a dit*.

NOTES:

LESSON 3: Head, shoulders, knees and toes



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> • Read and understand a range of familiar written phrases (L4.1) • Listen for specific words and phrases (O4.1) • Listen for sounds, rhyme and rhythm (O4.3) • Ask and answer questions (O4.4) • Apply phonic knowledge of the language to support reading and writing (KAL) 	<ul style="list-style-type: none"> • Use Boardworks Unit 18. Parler: Pupils practise saying the parts of the body Revoir et Apprendre: Timed activity. Label the body against the clock. Chanter et Réciter: Sing <i>Tête épaules genoux pieds</i> <p>Phonic Focus: Body PowerPoint - look at the silent last consonant.</p> <ul style="list-style-type: none"> • Noughts and crosses with body parts (slide 3) Teacher asks <i>Qu'est-ce que c'est?</i> Pupil replies <i>C'est la/le/les...</i> • Wordsearch - complete one or devise own. <p>Plenary: <i>Select a plenary activity from Purposeful Plenaries.</i></p>	<ul style="list-style-type: none"> • Be able to say and write parts of the body, from the song, accurately 	<ul style="list-style-type: none"> • Boardworks unit 18 • Body PowerPoint • Body Wordsearch <p>Tête, épaules, genoux et pieds = Head shoulders knees and toes</p> <p>Genoux et pieds = knees and toes</p> <p>Et les yeux, les oreilles, la bouche et le nez = And eyes, ears, mouth and nose</p> <p>Qu'est-ce que c'est? = What is it?</p> <p>C'est la/le/les = It is the...</p>	<p>Accept physical responses from pupils who are not ready to respond verbally.</p> <p>Focus on identifying silent letters at the end of the body words.</p>

WEB LINKS: [Staffs material QCA French](#) and [Alien Language](#): on-line activities about parts of the body.

FOLLOW UP IDEAS: PE warm up body part dribble see Head PowerPoint (slide 7)

NOTES:

LESSON 4. Jean Petit



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> • Listen for specific words and phrases (O4.2) • Listen for sounds, rhyme and rhythm (O4.3) • Memorise and present a song (O4.1) • Compare traditional songs (IU4.3) • Use gesture and mime to show they understand (LLS) • Follow a short familiar text, listening and reading at the same time (L4.2) • Recognise that texts often have the same conventions of style and layout as English (KAL) 	<p><i>Starter:</i></p> <ul style="list-style-type: none"> • <i>Body Bingo</i>, (as normal bingo, but with parts of the body). Winning pupil to shout le corps! • <i>Jean Petit qui danse</i>. Listen to the song. What body parts do you hear? Make notes on whiteboard. Listen for the rhythm and pattern in the song. • Model accurate pronunciation of the parts of the body in the song. Reinforce silent final consonant. • Pupils Learn the dance and sing the song. • Extension ideas: Follow written instructions to make a Jean Petit puppet. <p><i>Plenary:</i> Select a plenary activity from Purposeful Plenaries.</p>	<ul style="list-style-type: none"> • (Begin) to know the words and actions for a traditional French song - Jean Petit 	<ul style="list-style-type: none"> • Jean Petit qui danse animated video and song also available via Teacher Tube - a funny video! • Jean Petit qui danse lyrics, song, sheet music and dance instructions (weblink) • Jean Petit song words + instructions (word.doc) • Puppet template • Puppet Instructions <p><i>son doigt</i> = his finger <i>sa main</i> = his hand <i>son bras</i> = his arm <i>son pied</i> = his foot <i>sa jambe</i> = his leg <i>sa tête</i> = his head <i>ses fesses</i> = his buttocks</p>	<p>Discuss action songs and rhymes pupils already know, which refer to body parts.</p> <p>Possessive adjectives agree with the noun son/sa masculine/ feminine ses plurals.</p> <p>Singular form of imperatives used in the instructions.</p>

WEB LINKS: [Jean petit qui danse](#) tune and lyrics

FOLLOW UP IDEAS: Throughout the week, pupils can sing *Jean Petit* and do actions with their puppets.

NOTES:

LESSON 5: Un loto monstre (Monster Bingo)



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> • Listen for sounds, rhyme and rhythm (O4.3) • Read and understand a range of familiar written phrases (L4.1) • Read some familiar words and phrases aloud and pronounce them accurately (L4.3) • Listen for specific words and phrases (O4.1) • Recognise categories of words e.g. numbers, body parts (KAL) • Play games to help remember (LLS) 	<p>Starters:</p> <ul style="list-style-type: none"> • <i>Revise numbers to 10 - Singing French Track 7</i> • <i>Quickfire numbers game I say. You say (English - French & visa versa).</i> • <i>Head Shoulders Knees and Toes.</i> <p>Phonic focus: <i>x in six and dix sounds like an s but it disappears if there is a noun after it e.g. dix (di) pommes.</i></p> <ul style="list-style-type: none"> • Look at 10 pommes PowerPoint to practise plurals. Pupils repeat the rhyme and are asked what they notice (silent s). • Concept bingo: pupils divide mini whiteboard in 4 boxes in each box they put a number and a part of the body. Teacher calls out J'ai trois pieds. When a child has all 4 boxes ticked he/she shouts Loto! and tells the teacher what he/she has on his/her board e.g. J'ai trois pieds. • Sing Singing French song 10 (track 19) - What body parts/numbers can you hear? Look at words as a class - highlight body parts/numbers. 	<ul style="list-style-type: none"> • To learn a French song with many body parts • Recognise body words in written and spoken form 	<ul style="list-style-type: none"> • 10 pommes rouges PowerPoint • Singing French track 7 / 19 • Song 10 words • Head shoulders knees and toes song / words <p>Nous allons compter! = We are going to count!</p> <p>Dix pommes rouges dans un panier = 10 red apples in a basket</p> <p>Loto! = Bingo! la dent = tooth la main = hand</p>	<p>Accept physical responses from pupils who are not ready to respond verbally.</p> <p>Number one agrees with the noun - un nez, une bouche.</p> <p>Remind pupils that colour adjectives come after the noun; and adjectives agree with the noun.</p> <p>Discuss ways of remembering words e.g.: dent (tooth). Link to dentist in English.</p>
<p>WEB LINKS: Revise Numbers 0 - 10 using BBC - Schools - Primary French</p> <p>FOLLOW UP IDEAS: Throughout the week, pupils can sing Singing French song 10 (track 19). Pupils listen for rhyming words as well as working out the description. Can they draw this monster?</p>				
<p>NOTES:</p>				

LESSON 6: Brico-monstre (Make a Monster)



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> Recognise simple agreements singular and plural (KAL) Listen for specific words and phrases (O4.2) Follow a short familiar text, listening and reading at the same time (L4.2) Write simple words and phrases using a model and some words from memory (L4.4) 	<p><i>Starter:</i></p> <ul style="list-style-type: none"> Sing Singing French song 10 Paired work. Give pupils a copy of the monster description. Pupils highlight the numbers, then the body parts and annotate. Read together as a class. They should then draw the monster on a piece of paper. Pupils use the description as a model for writing about their own monster creation. They can give their monsters a name - Mon monstre s'appelle... Pupils draw their monsters on a separate piece of paper to display. Some pupils may just label their monster. Others may want to use a dictionary to find other body parts. <p><i>Plenary:</i></p> <ul style="list-style-type: none"> Pupils read aloud their description to their talk partner who tries to draw it. 	<ul style="list-style-type: none"> Adapt a text to describe a monster 	<ul style="list-style-type: none"> Singing French song 10 Song 10 words Monster description <p>Mon monstre s'appelle ... = My monster is called ...</p>	<p>Discuss position of adjectives.</p> <p>Remind the pupils to use the plural form.</p>

WEB LINKS: [Staffs material QCA French](#) [Primary Resources: Modern Foreign Languages](#)
FOLLOW UP IDEAS: Throughout the week, pupils finish their art work. Make a class display.

NOTES: