

Essential Knowledge

By the end of this unit children will

Pupils who are **secure** will be able to:

- Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').
- Join in with a song using actions.
- Respond to numbers by showing fingers or ticking on whiteboards.
- Ask and answer a question about their age.
- Change their answers and recognise number words.
- Listen carefully and relate sounds to a written phoneme.
- Recall numbers one to 12 with increasingly accurate pronunciation.



Vocabulary

un
deux
trois
quatre
cinq
six
sept
huit
neuf
dix
onze
douze

Intention

Language comprehension

- Listening and responding to single words and short phrases.
- Listening and noticing rhyming words when joining in with songs.
- Beginning to notice common spelling patterns.
- Reading aloud some words from simple songs, stories and rhymes.
- Recognising some familiar French words in written form.

Key Objectives

This topic sees children count, recognise and use numbers to twelve, ask how old someone is and answer the same question, compare sentence structures in French and English and put this vocabulary into practice by playing some traditional French games

National Curriculum Links

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language

Appreciate stories, songs, poems and rhymes in the language

Speak in sentences, using familiar vocabulary

Read carefully and show understanding of words, phrases and simple writing

Using language for practical communication; understanding spoken language from authentic sources

Key Vocabulary

Un, deux, trois, quatre, cinq, six - Numbers one to six

Plus (or you can use 'et') -

Plus Moins - Minus

Fait (literally 'makes') -

Equals Combien? - How many?/How much?

A toi - Your turn

A moi - My turn

J'ai gagné! - I've won!

From 'Visual Composition Lessons': - shapes - colours

From last lesson: - numbers one to six
sept, huit, neuf, dix, onze, douze - numbers seven to twelve

Lesson One:

Focus: To count in French

Success criteria:

- I can say the numbers one to six in French
- I can recognise some of the number words one-six in French
- I can play a game using number words

We start this topic with a logic puzzle. Display Slide 1 of the Let's Count PowerPoint on the board: Trois + Trois = Six. Allow the children time to think and talk about the meanings of the words, they can work in pairs to show their answers on mini whiteboards. Ask them to explain how they knew these were number words and how they worked out what they meant.

Now display these clues on Slide 2: - Un + Deux + Trois = Six - Six - Cinq = Un - Six - Quatre = ? Fast finishers can try and use what they have found out to write a different number sentence on their boards, in French

Rehearse the numbers by counting together, several times (see Let's Count video). Finger Games Call out a number and ask the children to show the number on their fingers to show they can recognise the vocabulary. Next, hold up different amounts of fingers and ask the children Combien? (count action - see Let's Count video). Finally, shake fist (as for scissors, stone and paper) and count Un, deux, trois, allez! (1, 2, 3, go). On Allez, everyone shows their fingers - children who match your fingers have to call out the right number.

Throwing the Dice Roll a single dice. Ask the children to call out the number the dice lands on. Fastest answer gets to throw next time.

Lesson Two:

Focus: To count beyond six in French

Success criteria:

- I can say the numbers to twelve in French
- I can use my fingers to show the number I hear in French
- I can join in with a traditional French finger rhyme

Display the shapes slide from Les Formes PowerPoint. Put the children into groups of six. One player from each team comes to the teacher, who whispers a description of one of the shapes on the board, eg: Un cercle bleu. The children then go back to their groups and pass the description round by whispering it to the next child, who then passes it on and so on until everyone has heard it. The last person races to the interactive whiteboard (IWB) to point to the correct shape on the board. Continue with different descriptions, or choose a professeur to make one up. You could also include petit and grand as follows: un + size + shape + colour.

Sing or play the number song all the way through for the children to listen to twice. It translates as: Un deux trois nous irons au bois (one two three we're going to the woods) Quatre cinq six cueillir des cerises (four five six to pick cherries) Sept huit neuf dans mon panier neuf (seven eight nine in my new basket) Dix onze douze elles seront toutes rouges (ten eleven twelve they'll be red) Ask: - Which words can you recognise? - What other words might be in the song? - Can you hear any rhyming sounds? - Which bits could you join in with?

Sing it through again slowly, line by line, to practise the actions (shown in the Let's count higher video). Then put it all together and sing

Lesson Three:

Focus: To use number words to give more information about ourselves

Success criteria:

- I can find out how old someone is, and tell them my age
- I can compare sentence structures in French and English and explain some of the similarities and differences

Katie has just received her first letter from her new pen friend, Amelie. Ask: What do you think might be in the letter? Share Amelie's Letter on the IWB or print copies to share in pairs and read together. Emphasise that we may not know all of the words, but we are predicting and looking for clues. Ask: - How many words can we spot that we already know? - Or that we can easily recognise? - What information is Amelie giving about herself?

On the board, draw a cake outline and add five candles - un, deux, trois, quatre, cinq. Point to self and say J'ai cinq ans. Repeat with six candles (J'ai six ans), seven candles (J'ai sept ans). Add another candle and ask children to predict - J'ai huit ans.

Ask: - How many words are in the sentence? - Which word is changing each time? - Where is the number word in the sentence? Say another sentence and ask one child to draw the candles on the cake. They then make up the next sentence for someone else to draw. Repeat a few times.

Introduce the question Tu as quel âge? - ask several children, then get them to answer and pass the question on by asking someone else in the class. Le Morpion (noughts and crosses)

<p>Tu as quel âge? - How old are you? J'ai X ans - I am X years old (literal translation: 'I have X years') L'intrus - Odd one out C'est qui? - Who is it? Éliminé - Out (of the game) (Encore) plus vite - (Even) Faster (Encore) plus bas - (Even) lower/quieter Il y a - There is/are Combien? - How many? Lisez - Read Dessinez - Draw Arrêtez! - Stop! Manqué - Missed Gagné - Won Point à point - Dot to dot Qu'est-ce que c'est? - What is it? Sauter à la corde - Skipping Petit Chaperon Rouge - Little Red Riding Hood</p>	<p>Repeat several times, then introduce the board game. Board Game Children play a version of the Jeu de L'oie game in groups of two to three, which is a traditional French board game, using the eu de L'oie - Colour. Children take it in turns to roll the dice and move their counter around the board. If they land on a square with a coloured splat and they can name the colour, they have another go. Play must be in French! They have to say: who's turn it is (à moi', 'à toi), the number they roll on the dice, as well as counting their counter along the board using French numbers. Whoever gets to the end of the track first says: J'ai gagné!</p> <p>In the playground or hall, divide the class into teams of six, each with a colour name: rouge, bleu, vert, jaune. Explain to the children that for the purposes of the game they are each a rat and give each player a number from one to six. Teams line up against each edge of the playing area. Stand in the middle and hold up a scarf. Call out two colours and then a number - the two players in the teams whose colours and number are called have to race to grab the scarf and take it back to their base before the other player can catch them. Points are scored for each team whose 'rat' makes it safely back to base with the scarf.</p> <p>Children needing extra support: Partner with a more confident peer.</p> <p>Children working at greater depth: Encourage to recall numbers without having to go through sequence. Develop pronunciation of words.</p>	<p>along</p> <p>Practise the new numbers Count up together several times (use the tune as a 'hook' to encourage children to recall the number sequence). Then try playing the song again and stop in different places - ask: Which number word comes next? Rehearsing out of sequence To check on confidence with the new numbers, call out one of the numbers and ask the children hold up the correct number of fingers. This time they will have to work with a partner, otherwise they might not have enough fingers! Together they have to show the right number (on two, three or four hands!). The game is more fun in a pair, they need to work together and think about number bonds!</p> <p>Working in pairs on whiteboards, children choose five numbers between one and 12 and write them on their boards. You call out numbers at random, and children circle/tick them as they hear them. The winner is the first person to tick all their numbers and call out 'Lotto!', they must tell the teacher all the numbers on their board.</p> <p>Children needing extra support: Partner with a more confident peer.</p> <p>Children working at greater depth: Encourage to recall numbers without having to go through sequence. Develop pronunciation of words</p>	<p>Played in pairs, on a whiteboard. Children create a 3 x 3 grid with a selection of nine numbers between one and twelve. Each square has a number in it, and to put an X or O in the box, the children have to make a number sentence saying: "I am X years old" to match the number in the grid. Children take it in turns to choose a number to make an age sentence to win the square. Three in a row wins. Chercher l'intrus With everybody's eyes closed, secretly tap one child in the room who will be l'intrus (the odd one out). Everyone secretly chooses a number from one to ten to say how old they are. Only l'intrus must be older, they choose to be eleven or twelve. Give the children two minutes to ask Tu as quel âge? to as many peers as they can in order to find out how old they are, and who l'intrus is. After the time is up, ask L'intrus, c'est qui?</p> <p>The children stand in a circle, and you stand in the middle and shout Tu as quel âge? and point to one of the children who is then 'the cake'. They then hold up a number of fingers to represent candles on a cake. The children on either side of them compete to be the first to 'blow out the candle' by saying the correct phrase - so if there are six fingers, they would say J'ai six ans. The slowest person to answer sits down.</p> <p>Children needing extra support: Partner with a more confident peer.</p> <p>Children working at greater depth: Encourage to recall numbers without having to go through sequence. Develop pronunciation of words. Adapt sentences</p>
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Lesson Four

Focus: To recognise the numbers one to twelve, written in French

To identify French words which use the key phonemes

Success criteria:

- I can read and recognise the number words one to twelve in French
- I can pronounce the phonemes 'eu', 'oi' and 'ou' and name French words which contain these sounds

Count and Clap Count together up to twelve, using your fingers as visual prompts. Count again, plus vite (faster) and then again encore plus vite! (even faster!). Ask the children: - Who can count the fastest? - Race your partner Count again, plus bas (in a quiet voice) and then again encore plus bas (even quieter). Next, the children listen as you clap. Clap once for each count, and silently mouth each number. When you stop, the children have to call out the next number. Repeat a few times, volunteers can come up and clap, and then take turns playing with a partner. Finally, in pairs, ask the children to practise counting to twelve, clapping their hands together for an odd number, and clapping hands with their partner for even numbers.

Display the Combien PowerPoint on the interactive whiteboard (IWB). Ask the question Il y a combien de pianos? (using the counting action for combien - demonstrated in the teacher video Reading Numbers). Then, Il y a combien de fleurs? Next, Il y a combien de zèbres? And finally, Il y a combien de crayons? Children can say the number word and point

Lesson Five

Focus: To use the number words one to twelve when playing playground games

Success criteria:

- I can say the numbers one to twelve in French
- I can use the language of game playing and turn taking in French

Watch together the video clip of the children playing 'La Marelle' (Ciel and Terre are Heaven and Earth). Discuss how the game compares with the English version; does it look the same? Do they have the same rules? Establish the language they will need to be able to play the game in French: - Numbers one to ten - À moi - À toi - manqué - gagné Get ready to play!

Carousel of Playground Games -

1. La Marelle In pairs or small groups, the children play the French version of hopscotch from the video we watched in the introduction.
2. Le loup est-il passé? This is played as a larger group, the instructions are as follows: - Children sit in a circle. - Petit Chaperon Rouge (Little Red Riding Hood) skips around the outside of the circle with her cherry basket as the children sing the counting song from Lesson 2: Un, deux, trois nous irons au bois. They then close their eyes and Petit Chaperon Rouge keeps walking/skipping round the circle. - He/she chooses a child and puts the basket on the ground behind them, and keeps walking. - Meanwhile

to/hold up the correct card. How did the children know the word for flower? Or piano? These are 'cognates', words which are the same or similar in both languages,

Give each pupil a copy of the Read and Draw sheet and ask them to read the descriptions and draw a picture to match

Children needing extra support - Children match the word cards to the corresponding picture. Encourage them to keep looking at the number words on the table or wall.

Greater depth v - Includes adjectives from the Visual Composition topic. So, instead of drawing deux éléphants, they might make them deux éléphants bleus - There are also two empty boxes at the bottom of the page for them to come up with captions which they could write for a partner to draw and vice versa.

Announce that the phoneme train is about to leave! On a mini whiteboard, write 'eu' - and ask: What sound does it make? One child holds the board and begins to move around the classroom making the sound (repeating quietly). Which French words do we know which have that sound? Any child that can name a word with 'eu' sound can join the train and carry on moving. Words might include: bleu, deux, neuf, fleur... (it doesn't matter if they reuse a word someone else has said). Once there are a few children on board, you can start another train, this time with 'oi' (as in trois, noir, moi, toi...). And a third train with 'ou' (as in rouge, douze, tout...).

Keep the children coming up with words to join onto a train until the whole class is moving and chanting the sound. You can blow a whistle, or signal to stop (Arretez!), and allow passengers

the children count to six out loud, and ask Le loup est-il passé? ('Has the wolf been?'). - If the basket is already on the ground, Petit Chaperon Rouge says Oui (if the basket is not on the ground the children must count the rest of the way up to 12, and ask again Le loup est-il passé?). - If/when the answer is Oui, the person with the basket behind them must jump up, grab the basket and try and catch Petit Chaperon Rouge before they get back to the empty space in the circle.

3. A group of four to five children should be given Number Word Cards One to Twelve and secretly choose one of the Paris Landmarks pictures. Teams have five minutes to use the number cards to lay out a giant 'dot to dot' puzzle on the ground for that picture. Once complete, gather and display on the ground all the landmark pictures. Each team must rotate round and visit one of the other puzzles, join up the dots (using rope or string), decide which landmark has been created, and choose the correct picture to go with it.

Sauter à la Corde Gather up your skipping ropes to use for skipping games! Children can skip alone or in groups. Sing the counting song (Un, deux, trois nous irons au bois) and/or count skips up to 12 and out.

to change trains by coming up with a different word/sound.

Learning Challenge Week

Pupils with secure understanding indicated by:

Recalling, with generally accurate pronunciation, all numbers one to six

Joining in with the song and actions, and responding to numbers by showing fingers or ticking on whiteboards

Asking and answering the question. Changing their answer and recognising number words.

Listening carefully and relating sounds to the written phoneme.

Recalling numbers one to twelve with increasingly accurate pronunciation.

Pupils working at greater depth indicated by:

Recalling numbers confidently and without always needing to count in sequence. Keen and confident use of other transactional language for playing and turn taking with a partner/group.

Quickly recognising the new number words, even when presented out of sequence. Being able to notice (and imitate) rhyming sounds.

Using given sentences and context to work out meaning. Showing insight into how they could adapt the sentences for their own purposes.

: Identifying common phoneme patterns in newly encountered language.

Seeking opportunities to use a wide range of spoken language throughout the activity