

MLAN	ICT VT input	Learning Outcome / Activity	Comments / Evaluation
<p>MLAN 2-01b MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b</p>		<p>Using French on regular basis: register, asking questions, Bonjour, Ca va? Comment t'appelle tu? Quelle age as tu?. Use puppets and soft toys to enable pupils to practice different names, ages, etc.</p>	<p>Making progress, puppets working well.</p>
<p>MLAN 2-07a SOC 0-15a</p>		<p>Raise the profile and importance of language learning. Extend the number of languages that pupils are able to say hello in (European Day of Languages resources).</p>	<p>Pupils really motivated to learn hello in other languages, stickers helping motivate some who may otherwise not be so interested.</p>
<p>MLAN 2-07a SOC 0-15a</p>		<p>Raise the profile and importance of language learning. Share some facts with pupils and parents at our literacy week (perhaps also our quiz night??)</p>	
<p>SOC 0-15a RME 1-03b TCH 0-04a TCH 1-04a LIT 1-22a LIT 1-23a</p>	<p>Y</p>	<p>Carousel activity to brainstorm and discuss our Christmas customs: food, tree, stocking, Santa. Produce pieces of writing and upload onto Glow / send to French school describing our different customs.</p>	<p>Text ready for uploading.</p>
<p>MLAN 2-01a SOC 2-10a SOC 1-14a SOC 0-15a</p>		<p>Introduce concept of working with a French School. Plan what they would like to find out. Explore where France is on a world map (http://www.ngfl-cymru.org.uk/vtc/clicmap/index.html), and a globe, in comparison to Scotland. Explore where Haute Loire is in France. Revise Songs: Bonjour la classe (Powerlanguage).</p>	<p>Used jigsaws too to help with geography aspect. Need to speak more about what they want to learn, once link properly established. Enjoy Bonjour song, although want to dance and then forget to sing!</p>
<p>MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-05a MLAN 2-05b MLAN 2-08a MLAN 2-13a MLAN 2-13b</p>		<p>Revise colours. Learn Song: Couleurs Je vous aime. (Powerlanguage) Use Powerpoint 'Body, Using Cartoon Characters' to revise/learn body parts (focus on face). Jaques a dit... Label face (P1 - listen and stick word in place, P2 - read and copy, P3- read and copy extra features), add colours for eyes and hair, colour.</p>	<p>P2,3 doing very well with colours and P1 getting there. P2,3 found labeling hard as not done much reading before but will do again on computer and their sheets will help them. P1 listening exercise worked well but next time colour or number the labels as some cut all out at once. Body parts needs more work but is easy to do in any spare 5mins.</p>
<p>MLAN 2-08a MLAN 2-08b MLAN 2-13a MLAN 2-13b TCH 0-03a TCH 1-03a TCH 0-04b TCH 1-04b TCH 1-08a</p>	<p>Y</p>	<p>Make contact with a school in Haute Loire. Use ICT skills to produce drawings of themselves, labeled with names, French colours as appropriate (Clicker?), upload onto Glow.</p>	

MLAN 2-02a TCH 1-03b TCH 0-04b TCH 1-04b LIT 1-22a LIT 1-24a	Y	Produce a SCRAN file (create - Notice) describing all things typically Scottish in English (Burn's Day, Saint Andrew, Saltire, highland cows, bagpipes, shortbread, oatcakes, Ben Nevis, kits, tartan, thistle. Save as pdf and upload to Glow.	
HWB 0-35a TCH 0-04a TCH 1-04a	Y	Have haggis, neeps and tatties for lunch on Burn's Day. Post on Glow about it.	
MLAN 2-01a MLAN 2-05a		Revise Song: Couleurs Je vous aime. (Powerlanguage). Introduce Song: Salut Ca va? (Powerlanguage) Introduce Song, 'La Salsa des Couleurs' (Ma Grande Maison) to revise colours.	
MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05a MLAN 2-06a TCH 0-03a TCH 1-03a TCH 0-04b TCH 1-04b	Y	Song: Salut Ca va? Use Easispeaks / microphones to record short messages about themselves, giving a greeting, their names, age and where they live. Include Bonjour, 'Je m'appelle...', J'aians, J'habite a (P2,3). BP French student to help with this.	
MLAN 2-01a MLAN 2-05a TCH 0-04a TCH 1-04a LIT 1-22a	Y	Record our Doric St Andrews day poems and produce writing (in English) describing what they are about. Post this on Glow.	
MLAN 2-06b SOC 2-10a SOC 1-14a LIT 1-22a		Use PowerPoint on France to discuss what it is famous for. Complete 2 sheets in groups of 3 (mixed ability) about something that makes France famous - use for display. BP French student to help with this.	
TCH 0-01a TCH 1-01a		Glow meet with pupils in Ecole de Monlet	
MLAN 2-01c MLAN 2-02a MLAN 2-05b		Learn to pronounce the different seasons and months using flashcards. Seasons game: place the months in the different seasons. (La Jolie Ronde) Begin to use a French calendar to revise the months on a regular basis. BP French student to help with this.	
HWB 0-35a SOC 0-15a		Make pancakes for Mardi Gras (fat Tuesday instead of Shrove Tuesday) on Tuesday, February 12, 2013. Lent 2013 begins on Ash Wednesday , February 13, 2013.	
MLAN 2-01c MLAN 2-06b SOC 0-15a LIT 1-22a		Tell the story of the flying bells. Sequence the traditions (pancakes, Mardi Gras, flying bells, finding Easter eggs) (La Jolie Ronde) BP French student to help with this.	

MLAN 2-01c	Learn words and phrases associated with Easter and Spring. Easter: 4 eggs (flower, moss on stone, butterfly, air). Practice song. (La Jolie Ronde) Listening: Follow instructions to make Easter cards different colours and write Happy Easter. BP French student to help with this.
MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-05b	Easter Egg Hunt: remind them of symbolism associated with Easter images. Hide eggs and find them (pairs) by using cold, very cold, hot, very hot. BP French student to help with this.
MLAN 2-01a MLAN 2-05a	Song: Youpi! C'est le printemps! (La Jolie Ronde) Song: Oeufs de Paques
MLAN 2-01c MLAN 2-02a MLAN 2-03a SOC 0-15a	April Fool's Day (Poissons D'Avril). Discuss traditions. Colour fish as instructed (end up with lots of different coloured fish). Play games with fish to reinforce the colours. (La Jolie Ronde) BP French student to help with this.

Learning Outcomes for subjects other than Modern Languages

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**

Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a**

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a

*I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a***

*Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. **SOC 2-10a***

*Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. **SOC 1-14a***

*I am aware that different types of evidence can help me to find out about the world around me. **SOC 0-15a***

*I enjoy playing with and exploring technologies to discover what they can do and how they can help us. **TCH 0-01a***

*By exploring and using technologies in the wider world, I can consider the ways in which they help. **TCH 1-01a***

*I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. **TCH 0-03a***

*As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH 1-03a / TCH 2-03a***

*I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. **TCH 1-03b***

*I enjoy exploring and using technologies to communicate with others within and beyond my place of learning. **TCH 0-04a***

*I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. **TCH 1-04a / TCH 2-04a***

TCH 1-04a / TCH 2-04a

*I enjoy taking photographs or recording sound and images to represent my experiences and the world around me. **TCH 0-04b***

*I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b / TCH 2-04b***

*I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. **TCH 1-08a / TCH 2-08a***

Curriculum area	Outcome statement
Listening for information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a</p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. MLAN 2-01b</p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>
<p>Listening and talking with others</p> <p>Organising and using information</p> <p>Using knowledge about language</p> <p>Finding and using information</p> <p>Reading to appreciate other cultures</p> <p>Reading for interest and enjoyment Using knowledge about language</p> <p>Organising and using information</p>	<p>I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a</p> <p>When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a</p> <p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b</p> <p>I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a</p> <p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a</p> <p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p> <p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a</p> <p>I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. MLAN 2-06b</p> <p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. MLAN 2-07a</p> <p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. MLAN 2-07b</p> <p>I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a</p> <p>I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. MLAN 2-08b</p> <p>I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. MLAN 2-09a</p> <p>I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted. MLAN 2-10a</p> <p>I can understand how a bilingual dictionary works and use it with support. MLAN 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning. MLAN 2-11b</p> <p>I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. MLAN 2-11c</p> <p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. MLAN 2-11d</p> <p>I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. MLAN 2-12a / MLAN 3-12a / MLAN 4-12a</p> <p>I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. MLAN 2-13a</p> <p>I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b</p>

I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. **MLAN 2-14a**