

Block 1	
Learning outcomes in the target language	<ul style="list-style-type: none"> - I can say hello and goodbye - I can understand when someone asks me what my name is - I can say my name - I can say please and thank you - I can say yes and no - I can understand when someone asks me how I am - I can say that I am feeling well - I can sing Happy Birthday - I can say if familiar pictures are typical French or Scottish environments - I can say Merry Christmas
Challenges (CCA=cross-curricular activity)	<p>1. Learn to sing a traditional song: “Frère Jacques” (in a round?) and share it with peers or wider community. Languages Early: LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a Languages First: LGL 1-05a Languages Second: MLAN 2-01a</p> <p>2. CCA – « C’est en Ecosse ou en France ? » (Is it in Scotland or in France?): Learn to differentiate between typical French and Scottish environments. Ask before if anyone has been to France. Show where France is on a map. Show pictures of typical French and Scottish habitats and landscapes (including children’s local environment-to be chosen by teachers) Languages Early: LGL 0-04a Languages First: LGL 1-03a Languages Second: MLAN 2-05b Other CA: SOC 0-07a / SOC 1-07a</p>
Learning journey	<p>1. Bonjour (hello). Intro session with Tidou (presented at Teacher’s 1st CPD). Practice Je m’appelle (my name is) by clapping hands with a partner. Each clap represents a syllable. Teacher work with pupils to help with syllables in their name. Languages First: LGL 1-02a / LGL 1-03a Languages Second: MLAN 2-02a / MLAN 2-03a Other CA: LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-02a / ENG 0-03a</p> <p>2. Ça va Tidou ?/Ça va bien merci. (How are you Tidou (name of class puppet)? I’m OK, thanks). All squat in a circle and practice the intonation for the question Ça va Tidou? (As the voice goes up, pupils stand up) and the answer Ça va bien merci. (As the voice goes down, pupils squat back down). Eventually replace “Tidou” by a child’s name. The child who hears his or her name has to squat back down and say Ça va bien merci. Languages First: LGL 1-02a / LGL 1-03a Languages Second: MLAN 2-02a / MLAN 2-03a Other CA: LIT 0-02a / ENG 0-03a / HWB 0-21a</p> <p>3. Merci ! (thank you). Today Tidou brings a song to school, Merci Tidou ! Pupils go around the class and shake hands with other pupils saying Merci! Languages First: LGL 1-03a Languages Second: MLAN 2-02a / MLAN 2-03a Other CA: LIT 0-02a / ENG 0-03a</p> <p>4. La balle, s’il te plaît (the ball, please). Children all have a small plastic ball in their hands and sit in a circle with the teacher. Teacher says La balle, s’il te plaît... and shouts</p>

	<p>a pupil's name. This pupil has to roll his/her ball to the teacher. The teacher says merci! Then children play in groups of 6 or at their table (rolling the ball on the table). Languages First: LGL 1-02a / LGL 1-03a Languages Second: MLAN 2-02a / MLAN 2-03a Other CA: LIT 0-02a / ENG 0-03a / HWB 0-22a</p> <p>5. Say and sing Joyeux anniversaire (happy birthday) to Tidou and to children in the class on their birthday. Use Tidou's upcoming birthday to familiarize the class with the song. Make a birthday card for Tidou. Children can think of something French that he might like to see on his card. Languages Early: LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a / LGL 0-06a Languages First: LGL 1-05a Languages Second: MLAN 2-01a / MLAN 2-05a</p> <p>6. Oui/Non (yes or no). Are we going to listen to the song again Tidou? Oui ou non ? Work on facial expression and gesture when we say oui and non. Try to make partner laugh/not laugh. Languages Second: MLAN 2-02a Other CA: EXA 0-12a</p> <p>7. Teach the children to sing the song Frère Jacques. Use the easy steps as described in the Notes for CPD (see Es and Os above)</p> <p>8. Present your selection of images for the cross curricular activity and discuss with your class C'est en Ecosse ou en France? Work with whole class, then pupils can work at their table or in pairs to sort out the images. (see Es and Os above)</p> <p>9. Wave hands as you say au revoir! (goodbye) at the end of the day. Get pupils to wave to a partner (or shake hands), and to teacher/adults Languages First: LGL 1-03a Languages Second: MLAN 2-02a / MLAN 2-03a Other CA: LIT 0-02a / ENG 0-03a</p> <p>10. Teach children to say Joyeux Noël (Merry Christmas). Get them to shake hands/wave to each other and say Joyeux Noël. Record a short Christmas message (Bonjour! Joyeux Noël! Au revoir!) to share with peers or wider community, and/or make a Christmas card for Tidou. Languages First: LGL 1-03a Languages Second: MLAN 2-02a / MLAN 2-03a Other CA: LIT 0-02a / ENG 0-03a</p>
<p>Resources</p>	<ul style="list-style-type: none"> - PowerPoint with words to the song <i>Frère Jacques</i> - Audio recording of the song - Video recording of the song - PowerPoint of the CCA « C'est en Ecosse ou en France ? » (Is it in Scotland or in France?) - Vocabulary lists of target language with audio recordings - <i>Joyeux anniversaire</i> song on PL CD-Rom