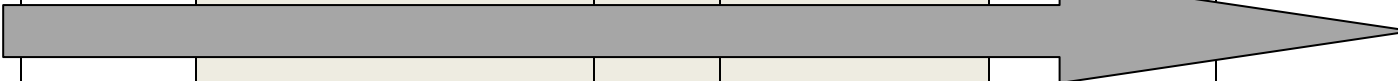
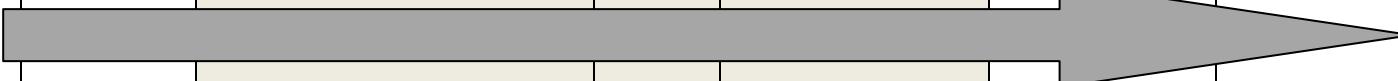
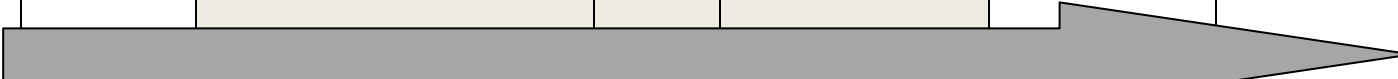
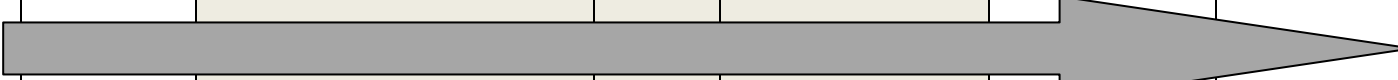
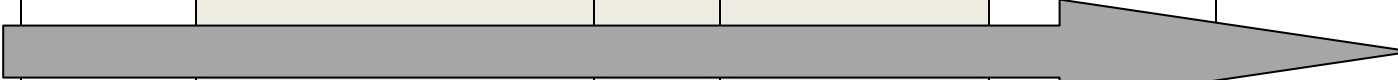


# 1+2 Project

	P1	P2	P3	P4	P5	P6	P7
<b>BLOCK 1</b>	<p><b>Bonjour</b> (hello). Intro session with Tidou. Practice <b>Je m'appelle</b> (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.</p>						
	<p><b>Ça va Tidou?/Ça va bien merci.</b> (How are you Tidou? I'm OK, thanks. All squat in a circle and practice the intonation for the question <b>Ça va Tidou?</b> (As the voice goes up, pupils stand up) and the answer <b>Ça va bien merci.</b> (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 <b>Ça va bien merci.</b></p>						
	<p><b>Merci!</b> (thank you). Today Tidou brings a song to school, <b>Merci Tidou!</b> Pupils go around the class and shake hands with other pupils saying <b>Merci!</b></p>						
	<p><b>La balle, s'il te plaît</b> (the ball, please). Children all have a small plastic ball in their hands and sit in a circle with the teacher. Teacher says <b>La balle, s'il te plaît...</b> and shouts a pupil's name. This pupil has to roll his/her ball to the teacher. The teacher says <b>merci!</b> Then children play in groups of 6 or at their table (rolling the ball on the table).</p>						
	<p>Say and sing <b>Joyeux anniversaire</b> (happy birthday) to Tidou and to children in the class on their birthday. Use Tidou's upcoming birthday to familiarize the class</p>						

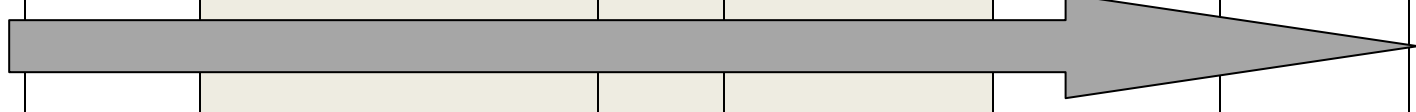
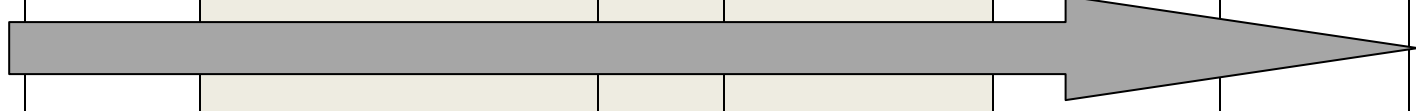
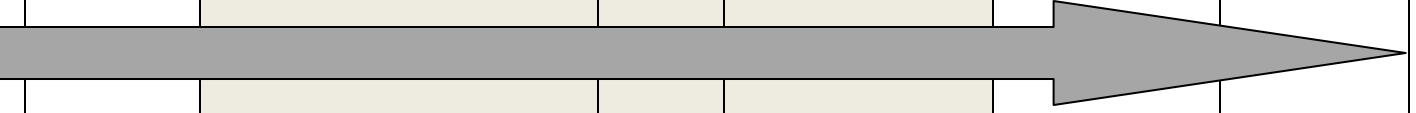
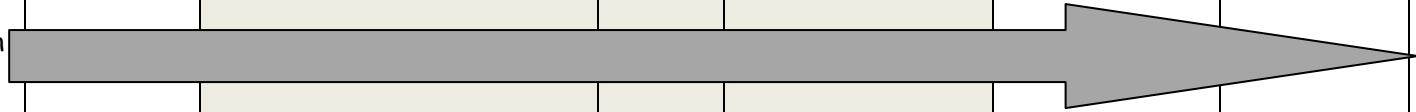
with the song. Make a birthday card for Tidou. Children can think of something French that he might like to see on his card.

**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.

Teach the children to sing the song **Frère Jacques**. 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.

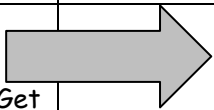
Wave hands as you say **au revoir!** (goodbye) at the end of the day. Get pupils to wave to a partner (or shake hands), and to teacher/adults

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.

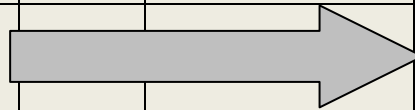


## BLOCK 2

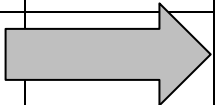
- With help of Tidou, teach 1 or more numbers per session using Number flashcards depending on how you get on. Get pupils to use fingers to show numbers. Pupils repeat numbers that they have learnt by clapping hands in pairs and then swap partner.



Tidou could count using different funny voices and the pupils have to imitate him. Pupils can do the same in pairs (listen/repeat with funny voices). N.B. When you get to numbers 11-19, remember to separate numbers 11-16 (ending



As P3-5 but numbers to 69



- **P.E TIME** - "Pass the ball" game: Pupils standing in a big circle with a ball. They have to throw the ball to each other in a circle and **count to 10**. The child who has the ball when the number *dix* (10) is shouted out has to say *Merci!* And sit down, until all the pupils are sitting down.

- "Giant dice" game: Pupils pick a card or throw a "giant" dice and they have to jump as many times as the number on the card or dice. Everybody joins in and counts aloud. You can also twirl around, jump on one foot, etc.

- "Corner" game: put number cards in different places in the room. Put music on, teacher says a number; the pupils have to get to the right corner before the music stops. Get pupils to say what number they are standing in front of. Get a child to replace you and shout out numbers.

- **P.E TIME** - "Stepping stones" game: put some numbers on the floor as stepping stones to go through an imaginary river. Pupils have to hop from stone to stone, saying the numbers aloud, and cross without falling into the river!

- "The human number line": In groups of 10, against the clock, create a human number line, with each pupil holding a number card from **1-10** or from 10-1. Pupils say their number out loud. You can then get pupils to swap places.

- IDL Activity 1 (**Quelle heure est-il M le loup?**) for a game to practice numbers 1 to 10.

in "ze") and 17-19 (starting in "dix"). **Numbers to 31**

Game of "Elimination": as a whole class or in small groups, pupils are allowed to say 1, 2 or 3 numbers in a sequence (i.e. 1,2). The next person chooses to say 1, 2 or 3 numbers (i.e. 3, 4, 5). Game continues until one pupil says number 11. This person is out of the game. The game resumes from number 1 until only one pupil is left. Also play game with numbers 10-21 and 20-31.

"Le jeu de bip" game - (buzz game):  
1,2,3,4,bip,6,7,  
8,9,bip etc

"Lines" game: pupils split into two lines facing the board. The teacher calls out a number and the first pupil in each line has to go to the board and write/spell/erase that number. The first to do that successfully wins a point. Game carries on.

- ILD Activity 2 (*Combien d'objets il y a devant/derrière?*) for simple adding up and taking off practice

**Learning to say your age:**

- Keep using the song *Joyeux anniversaire* around birthdays. On the occasion of a pupil's Birthday, Tidou asks what age he/she is (*Quel âge tu as ?*). Teach the pupils to recognise the question and say their age (*J'ai x ans*). Pupils practise by clapping hands with a partner (i.e. *J'ai 3 ans, un, deux, trois*). Each clap represents a syllable.

- **ICT CROSS-CURRICULAR TIME:** design a birthday cake with the right number of candles on it, and write your age (*j'ai x ans*)

- "Find your partner" game: give one number card to each pupil. Tell them this is their "new" age. They have to go around the room saying their "new" age (i.e. *J'ai 6 ans*) and asking other pupils their age (*Et toi?*) (I'm 6. And you?). They carry on until they have found all their partners (i.e. all other pupils with same age).

ILD Activity 2 (*Le triangle magique*) for adding and subtracting practice

As P1+ 2 but : Pupils practice the question and answer.

As P1+2 but asking others their "new" age (*Quel âge tu as?*). Pupils answer using *J'ai x ans*.

**Learning to say your date of birth:**

- Present months using Months flashcards. Pupils stand up if they have a birthday in the mentioned month.

- IDL Activity 1 (*Lève la main si ton anniv'*) for a song to practice months of the year.

- **C'est quand ton anniversaire?:** Practise the question and the answer (i.e. **c'est le 12 mars**). Use the PPT slide of famous people and get pupils to guess their birthdays. You could also play a "find your partner" game with birthday dates.

- **ICT CROSS-CURRICULAR TIME**  
Research other famous people (some French) and their dates of birth.

- **ICT CROSS-CURRICULAR TIME:** Play the game of "**la carte d'identité**"\*

(Identity card): create a fictitious identity card with a name (**le nom**), age (**l'âge**), date of birth (**l'anniversaire**) address (**l'adresse**), and nationality (**la nationalité**).

Pupils walk around the class to find information about their friends. Ask them to present someone to the rest of the class. Pupils research real names of French people and towns.

**QUELLE HEURE EST-IL MONSIEUR LE LOUP ?**

**Key Language**

Et maintenant, un jeu !

Le jeu de M le loup

Ecoutez

Faites une ligne ici

Regardez-moi

Je suis le loup

Répétez

Quand je dis "il est 5 heures"

Faites 5 pas

Comptez les pas, comme ça

Attention !

Quelle heure est-il M le Loup?

Il est midi. J'ai faim! Miam miam

C'est parti !

A toi

**Challenge & Application**

(relevant to age and stage of learners)

- Think, pair, share to compare the game to similar games in Scotland
- In small groups, invent a new version of the game

**LÈVE LA MAIN SI TON ANNIV'...**

**Key Language**

Maintenant, une chanson

La chanson s'appelle...

Lève la main si ton anniv'...

Ecoutez

Répétez

Chantez

Levez la main

Attention!

Encore une fois

Encore une fois?

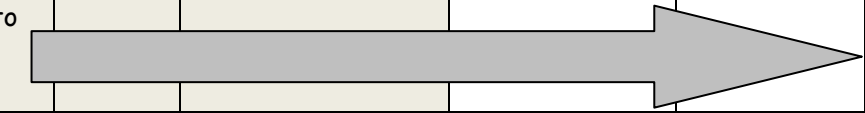
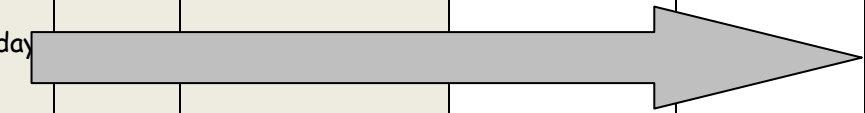
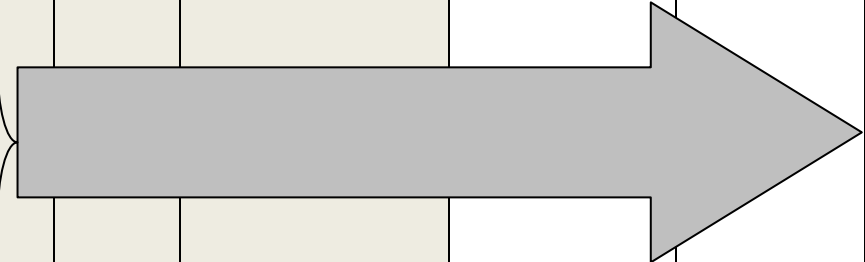
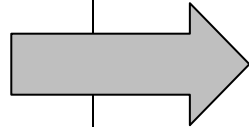
C'est quand ton anniversaire?

C'est le 12 mars

**Challenge & Application**

(relevant to age and stage of learners)

- Make a class birthday chart in L2
- Think, pair, share to compare the song to similar songs in English



by replacing *Quelle heure est-il M le loup?* with other known French questions (ie. "*Quel âge tu as?*" (using numbers), "*Comment tu t'appelles?*" (using alphabet.), etc.)

- Pupils teach other pupils how to play the original/new game.
- Research on the internet, to find other traditional games in the French speaking world  
Incorporate these new games into the school's sports week/day

**COMBIEN D'OBJETS IL Y A DEVANT/DERRIERE ?**

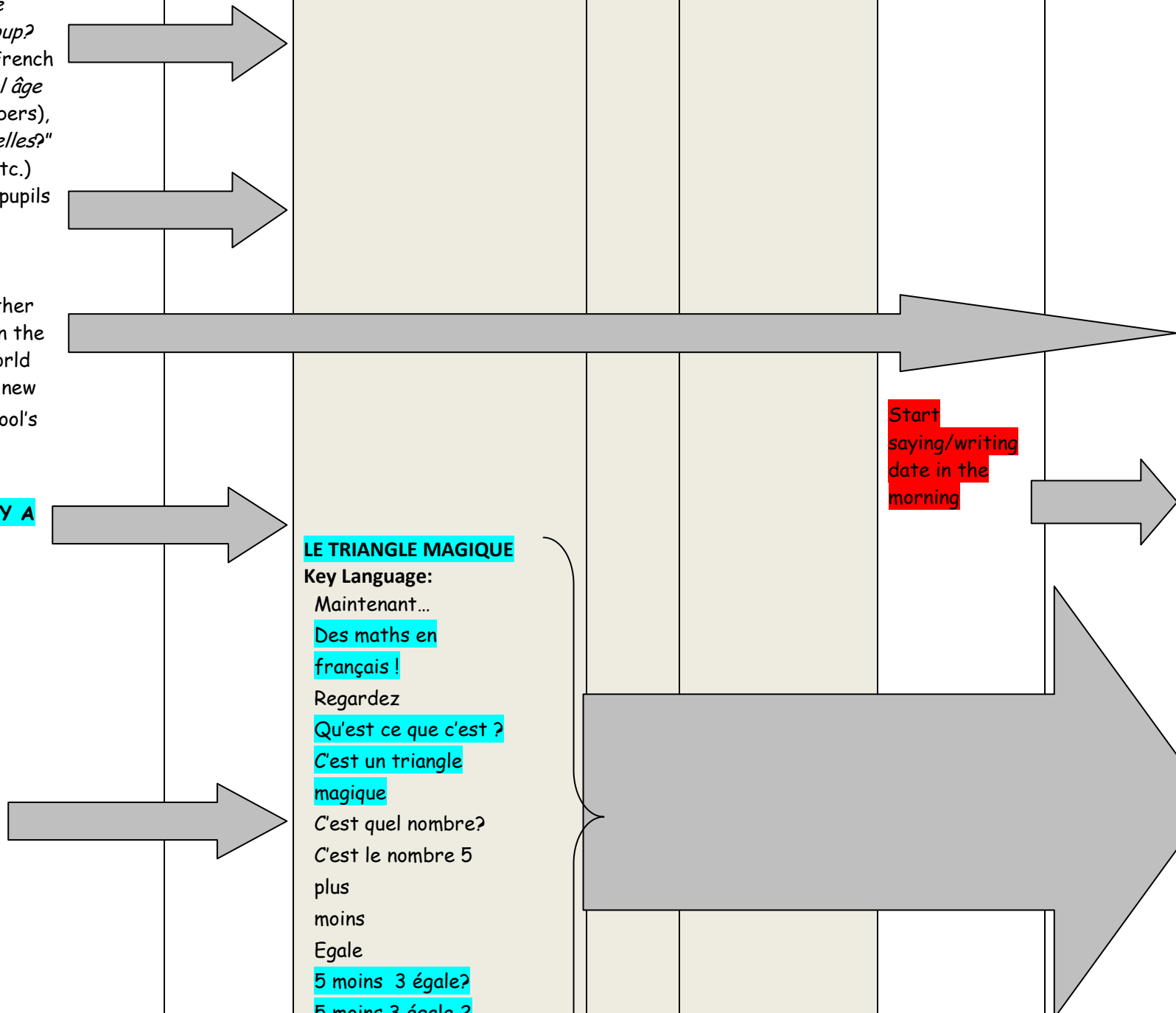
**Key Language**

Maintenant, regardez  
 Il y a 5 objets ici  
 Comptez: 1,2, 3, 4, 5  
 Fermez les yeux  
 Ouvrez les yeux  
 Levez la main  
 Devant  
 Combien d'objets il y a devant ?  
 Derrière  
 Combien d'objets il y a derrière ?  
 Devant, il y a 3 objets

**LE TRIANGLE MAGIQUE**

Key Language:  
 Maintenant...  
 Des maths en français !  
 Regardez  
 Qu'est ce que c'est ?  
 C'est un triangle magique  
 C'est quel nombre?  
 C'est le nombre 5 plus moins  
 Egale  
 5 moins 3 égale?  
 5 moins 3 égale 2  
 A vous  
 Ecrivez les nombres ici

Start saying/writing date in the morning



Derrière, il y a 2  
objets  
Encore une fois  
Encore une fois ?  
A toi  
A vous  
2 par 2  
En groupes  
En groupes de 4

**Challenge & Application**  
(relevant to age and stage of learners)

- Sorting objects into sets and counting in L2. Deciding which is the biggest/smallest set. Ordering sets.
- Competition between 2 pupils to count forwards and backwards to 10 in French - kinaesthetic style. Pupils start with their hands in the air and step by step take them down all the way to 1 when they touch the floor.
- Learn to count to 30 or more. Play similar games. Count in 10s

et ici

**Challenge & Application**  
(relevant to age and stage of learners)

- Make more Magic triangles to practice multiplications and divisions
- Play a "number chain" around the class: teacher starts with one operation. Whichever group finds the result first can ask the next question.
- On the internet, research other "Magic shapes" (see <http://www.mathcats.com/explore/factfamilycards.html>) and play with the class

Divisé par  
Multiplié par  
5 fois 4 égale?  
5 fois 4 égale 20

**BLOCK 3**

Learning colours:  
- With help of Tidou, teach 1 or more colour(s) per session using Colour flashcards depending on how you get on. Associate each colour with a gesture. Use Makaton sign language throughout the school.



- Make a gesture and children have to say the colour it relates to out loud. You can also do a series of gesture, and they have to come up with a series of colours.

- ACTIVITY 1- SUGGESTED SONG (*L'arc en ciel*) for a song to practise colours.

- ACTIVITY 2-SUGGESTED ("*Bleu plus jaune, égal ?*") for work on mixing primary colours.

- Practise recognising written form of the colours with a game of pairs. Use colour by number/word technique. Stick the right colour word in the right balloon.

Introduce pupils to the written form of the colours and play familiar spelling games, such as Fast writing, Rainbow writing, Pyramid writing, Magnetic Board writing, etc.

- Play Twister, link colours to school dinners every morning.

#### Learning phrase "It is...."

- "Find the colour" game: teacher says a colour and children have to go and point to/touch an object of that colour in the room, saying aloud *c'est jaune/c'est bleu*, etc.

- Tidou shows pupils card with colour and asks *C'est bleu ?* Children have to answer *oui* or *non*. Tidou makes deliberate mistakes. Children can play game in pairs at their table.

Same as P1+2 but Answer:

*Oui, c'est bleu.*  
*Non, ce n'est pas bleu.*

#### Learning phrases "I like/I don't like"

- *J'aime le rouge/le bleu*: teach *j'aime le rouge/bleu* putting a « heart » near the colour red/blue and doing a heart gesture. Ask the children *Tu aimes le... ?* (do you like...?) and get them to place the heart themselves. Children repeat the sentence making the heart gesture. Do the same with

**je n'aime pas le...** (I don't like). Also encourage children to ask back saying **Et toi ?** (and you?).

- Play a game of Chinese whispers (**le téléphone arabe**) with your pupils, with sentences starting with **j'aime le/je n'aime pas le...** Pupils can play in 2 or 3 circles, or in a line: the pupil at the back has to read the word first, he whispers it to the child in front of him/her. The pupil at the front has to write the word.

#### Learning to ask for a colour

- **Le bleu stp.** (the blue, pls). Encourage children to ask for a specific colour (pen, pencils, paint, paper, object, etc.) in the target language as much as possible during expressive arts activities or construction, at golden time. Play a quick game in pairs: give 4 colour objects/pens to each pair. One child has to ask for a colour, e.g. **le vert, stp**, and his/her partner has to give him it, then they swap.

#### **L'ARC EN CIEL**

**Maintenant, une chanson**

**La chanson s'appelle...**

**L'arc en ciel**

Ecoutez

Répétez

**Chantez**

**Levez la main**

Attention!

**As P1+2 but** **Passe-moi....**  
**Voilà**

Encore une fois

Encore une fois?

C'est quelle couleur?

C'est bleu

**Opportunities for problem solving, challenge & application** (relevant to age/stage of learners): e.g. offer possibilities of revisiting language for composite classes

- Create gestures/choreography to demonstrate the song and/or add instruments
- Think, pair, share to compare the song to a similar song in English
- Make a colour chart in L2
- Go online and find other French songs related to colours, and with support try to interpret gist/meaning and share with others

Link with pupils in Partner school

**BLEU PLUS JAUNE EGAL?**

**Key Language**

Maintenant, regardez

C'est quelle couleur ?

C'est bleu

C'est une couleur primaire

Bleu plus jaune égal ?

Levez la main

Bleu + jaune = vert

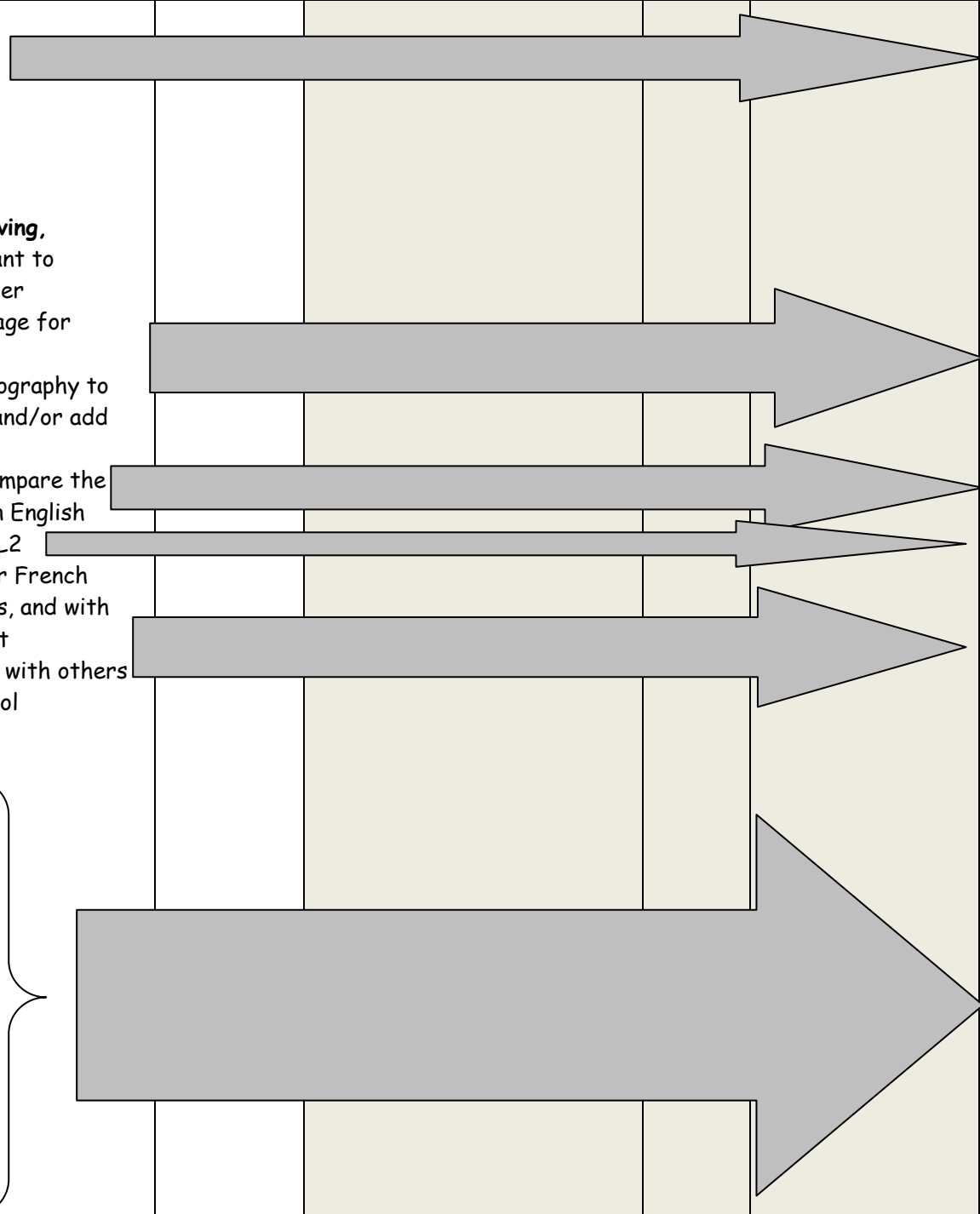
C'est une couleur

secondaire

Non, bleu + jaune n'est pas

égal à vert

A vous !



## La Routine (daily vocabulary for all class teachers)

Bonjour (la classe) !

C'est le 9 janvier

Bonjour Monsieur

Quel temps il fait aujourd'hui?

Bonjour Madame

Il fait froid

Ça va (la classe) ?

Il fait chaud

Ça va bien

Il fait gris

Ça va super bien

Il fait beau

Ça va pas bien

Il pleut

Ça va comme ci, comme ça

Il neige

Je fais l'appel

Il fait du soleil

Répondez

Rangez vos affaires

Present/présente

Au revoir (la classe)!

D'accord?

A demain

Qui mange à la cantine aujourd' hui?

A lundi

Qui mange un pique-nique aujourd' hui?

Bon week-end

Moi, (je mange à la) cantine.

Moi, (je mange un) pique-nique.

Quelle est la date aujourd'hui?

C'est lundi 4 décembre