1+2 Initiative Pilots, 2012-2013 / year 1 of the project / P1 & P2
The examples of Planning presented below are early insights/suggestions towards the implementation of the 1+2 approach. These suggestions are neither exhaustive nor prescriptive, nor are they intended to set or pre-empt policy. They represent current thinking at the time of their publication, and their authors may subsequently reconsider elements of them as practice evolves.

INTRODUCTION

“We will introduce a norm for language learning in schools based on the European Union 1 + 2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.”

Scottish Government manifesto commitment, 2011

RATIONALE OF THE 1+2 PRIMARY PILOT PROJECTS

- To embed L2 into the life of the school, and teach it at all levels from P1 to P7
- To use L2 where possible for all classroom interaction (modelled on the “Immersion approach”), using gesture and expression if necessary
- To create relevant and meaningful learning contexts for L2 through interdisciplinary learning
- To work with practitioners to plan collaboratively to ensure coherence and progression in the language learning experiences provided for all learners

CURRICULUM FOR EXCELLENCE, MODERN LANGUAGES, INTRODUCTORY STATEMENTS

The 1+2 pilot project is planned around the three key Introductory Statements of the CfE Modern Languages (see below). Suggested Learning Experiences align with the seven Principles of Curriculum Design, focusing specifically on progression, relevance and challenge and enjoyment.

“Learning a new language encourages pupils and young people to broaden their horizons as they explore the language and its associated culture. Through my learning of a new language:

- I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages
- I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world.
- I develop skills that I can use and enjoy in work and leisure throughout my life.”

CfE Modern Languages Framework

GENERIC PRINCIPLES

Responsibility of All
Literacy, Numeracy and Health and well-being remain the responsibility of all practitioners. Aspects of all three, but particularly literacy, will be a natural part of modern language lessons. Through learning how another language works, pupils can understand their own language better.

The study of another language plays an important role in all language learning and the development of literacy skills.

“Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence”

Building the Curriculum 1
The 1+2 pilot projects will provide pupils with a range of meaningful language learning experiences which will allow for early achievement of some or all of the second level outcomes and, in the longer term, opportunities for depth and breadth of learning.

### Suggested learning experiences

**Suggested context for learning** (appropriate to age and stage of learners): Tidou, the French puppet, has just arrived at the school. He’s been sent to teach pupils about France/the French language.

- **Learning numbers from 0 to 10:**
  - 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.

- **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 I will learn to respond appropriately to daily classroom routines and instructions in L2 which may be accompanied by gesture and expression.

### Suggested learning intentions

- I will learn to explore the patterns and sounds of L2 and make comparisons and connections between sound patterns in different languages.

### Suggested success criteria

- I can use and/or demonstrate my understanding of words such as *faites une ligne*, *écoutez*, *regardez-moi*, when talking with my teacher and with others. (refer to IDL Activity 1)

- Through discussion, songs and rhymes such as *Joyeux anniversaire* or games such as *Quelle heure est-il M le loup?* I can show understanding and enjoyment, on my own and/or with others, by listening, joining in and responding. (refer to IDL Activity 1)

### How do I assess the learning?

- Do: Taking part in simple games and activities using phrases and words from L2
- Do: react appropriately to classroom instructions

Say: Playing game at Assembly

Say/Do: Recording game being played to post on school website or send to partner school in Spain

Say/write: peer assess and feedback on pronunciation, etc.
1+2 Initiative Pilots, 2012-2013 / year 1 of the project / P1 & P2

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<table>
<thead>
<tr>
<th>Activity / Game</th>
<th>Learning Objectives</th>
<th>Make/write</th>
<th>Say/Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P.E TIME</strong> - “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!</td>
<td>I will learn about social conventions when listening and talking with others.</td>
<td>Make/write: a short film clip of pupils demonstrating turn taking / teacher observation when participating in role plays/games in L2</td>
<td>Say: Taking part in simple dialogues with a partner. Do: Recording the dialogues</td>
</tr>
<tr>
<td><strong>“The human number line”</strong>: 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.</td>
<td>I will learn new words in L2 relevant to specific contexts such as numeracy and personal information.</td>
<td>Say: Greet people with Happy Birthday in L2. Say/Do: Recording a Birthday message Make/write: Making a Birthday card using learned phrases</td>
<td>Do: Taking part in games and activities using numbers in L2 Say/Do: Recording pupils practicing numbers 0 to 10 Do: Pupils participate and lead the IDL activity 2 Make: a number chart in L2</td>
</tr>
<tr>
<td>- refer to IDL Activity 1* (Quelle heure est-il M le loup?) for a game to practice numbers 1 to 10.</td>
<td>I can demonstrate awareness of when to listen and when to talk.</td>
<td></td>
<td>Do: Play game in the playground Do: filming the game and post on school website or send to partner school in Spain</td>
</tr>
<tr>
<td>- refer to ILD Activity 2* (“Combien d’objets il y a devant/derrière?) for simple adding up and taking off practice</td>
<td>I can share information about myself using new words in L2 and by responding to questions such as Quel âge tu as ?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning to say your age: - Keep using the songJoyeux 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, tois). Each clap represents a syllable.</td>
<td>I can use and/or demonstrate my understanding of numbers from 0 to 10 in L2 when talking with my teacher and with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ICT CROSS-CURRICULAR TIME: design a birthday cake with the right number of candles on it, and write your age (J’ai x ans)</td>
<td>I can draw on my knowledge of numeracy to use L2 to do simple taking off / adding up operations. (refer to IDL Activity 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- “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).</td>
<td>I can take part in a French playground game such as Quelle heure est-il M le loup ? (refer to IDL Activity 1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERDISCIPLINARY LEARNING - ACTIVITY 1 - P1&P2 / Block 2 – FRENCH

Learners will familiarise themselves with a French playground game such as « QUELLE HEURE EST-IL MONSIEUR LE LOUP ? », learn the words and instructions and play the game.

<table>
<thead>
<tr>
<th>Learning Intentions</th>
<th>Suggested Learning experiences</th>
<th>Resources/Support</th>
<th>Key Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I will learn to take part in a French playground game.</td>
<td>- Watch the video provided with your pupils.</td>
<td>And now, a game</td>
<td>Et maintenant, un jeu !</td>
</tr>
<tr>
<td>Success Criteria</td>
<td>- Practise the phrases needed to play the game (refer to Key language), using gesture and expression.</td>
<td>The game of Mr Wolf</td>
<td>Le jeu de M le loup</td>
</tr>
<tr>
<td>- PE TIME: Play the game during PE sessions</td>
<td>- PE TIME: Play the game during PE sessions</td>
<td>Listen (group)</td>
<td>Ecoutez</td>
</tr>
<tr>
<td>Possible Evidence</td>
<td>Resources/Support</td>
<td>Make a line here</td>
<td>Faites une ligne ici</td>
</tr>
<tr>
<td>- Do: play game in the playground</td>
<td>- A video of the game being played by native children</td>
<td>I am the wolf</td>
<td>Je suis le loup</td>
</tr>
<tr>
<td>- Do: filming the game and posting on school website or sending to partner school in France</td>
<td>- A PPT document with recorded Key Language</td>
<td>Repeat (group)</td>
<td>Répétez</td>
</tr>
<tr>
<td>- Say: explain how to play the game, using a mixture of English and French</td>
<td>- Ongoing e-mail support from the LFEE team</td>
<td>Careful!</td>
<td>Quand je dis “il est 5 heures”</td>
</tr>
<tr>
<td>- Make: a poster to put on the wall when game is played (with numbers/ wolf/etc.)</td>
<td></td>
<td>COUNT the steps, like this</td>
<td>Comptez les pas, comme ça</td>
</tr>
</tbody>
</table>

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 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
INTERDISCIPLINARY LEARNING - ACTIVITY 2 - P1&P2 / Block 2 – FRENCH
« COMBIEN D'OJECTS IL Y A DEVANT/DERIERE ? » (HOW MANY OBJECTS ARE BEHIND/IN FRONT OF?) : Learners will explore the sequence of numbers from 0-10 in French, and practice simple taking off / adding up operations.

Learning Intentions
- I will learn to count to 10 in French.
- I will learn to make simple taking off / adding up operations in L2.

Success Criteria
- I can use and demonstrate my understanding of numbers from 0-10 in French.
- I can use and demonstrate my understanding of taking off / adding up operations.

Possible Evidence
Do: Taking part in games and activities using numbers in L2
Say/Do: Recording pupils practicing numbers 0 to 10
Do: Pupils participate and lead the IDL activity 2
Make: a French number chart display for the classroom

Possible learning experiences
- Choose a “magic screen” with the class to use in this game (could be a book, a hat, a bucket, etc.) and 10 of the same objects
- Put a number of objects to the front of the screen and get the whole class to count with you. Pupils then close their eyes as you remove some objects and put them behind the screen. Pupils open their eyes and have to say how many objects are in front of/behind the screen.
- Pupils make a simple screen out of folded cardboard to be able play in pairs or groups at their table. The screen can be decorated with “French things”
- In pairs or small groups, pupils lead activity described above

Resources/Support
- A PPT document with recorded Key Language
- Numbers flashcards
- Ongoing e-mail support from the LFEE team

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
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