

## 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*

## 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.

### **PLANNING FOR PROGRESSION – P1&P2 / Block 2 – FRENCH**

*“The open-ended nature of the experiences and outcomes allows for **creativity** and **flexibility** and allows primary teachers to focus on teaching methodologies for **skills development** and for a **deeper understanding** without having to plan for too much content/topic coverage.”*  
*CFE Modern Languages Principles and Practice*

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.

<b>Practitioners are expected to build on prior learning and teaching by revisiting and recycling language previously learned.</b>			
<b>Suggested learning experiences</b> <i>* = refer to Resources provided</i>	<b>Suggested learning intentions</b>	<b>Suggested success criteria</b>	<b>How do I assess the learning?</b> <b>Possible evidence</b>
<p><b>Suggested context for learning</b> (appropriate to age and stage of learners): <b>Tidou, the French puppet, has just arrived at the school. He’s been sent to teach pupils about France/the French language.</b></p> <p><b>Learning numbers from 0 to 10:</b>                      - With help of Tidou, teach 1 or more numbers per session using <b>Number flashcards*</b> 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> <p>- <b>P.E TIME – “Pass the ball” game*:</b> 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 <b>dix</b> (10) is shouted out has to say <b>Merci!</b> And sit down, until all the pupils are sitting down.</p> <p>- <b>“Giant dice” game*:</b> 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.</p> <p>- <b>“Corner” game*:</b> 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</p>	<p>I will learn to respond appropriately to daily classroom routines and instructions in L2 which may be accompanied by gesture and expression.</p> <p>I will learn to explore the patterns and sounds of L2 and make comparisons and connections between sound patterns in different languages.</p>	<p>I can use and/or demonstrate my understanding of words such as <i>faites une ligne, écoutez, regardez-moi</i>, when talking with my teacher and with others. (refer to IDL Activity 1)</p> <p>Through discussion, songs and rhymes such as <i>Joyeux anniversaire</i> or games such as <i>Quelle heure est-il M le loup?</i> I can show understanding and enjoyment, on my own and/or with others, by listening, joining in and responding. (refer to IDL Activity 1)</p> <p>I can use appropriate intonation when asking and answering questions and my pronunciation will become increasingly accurate and easily understood by others</p>	<p><b>Do:</b> Taking part in simple games and activities using phrases and words from L2  <b>Do:</b> react appropriately to classroom instructions</p> <p><b>Say/Do:</b> Playing game at Assembly  <b>Say/Do:</b> Recording game being played to post on school website or send to partner school in Spain</p> <p><b>Say/write:</b> peer assess and feedback on pronunciation, etc.</p>

## 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.

<p>shout out numbers.</p> <ul style="list-style-type: none"> <li>- <b>P.E TIME</b> – “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!</li> <li>- “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.</li> <li>- refer to <b>IDL Activity 1*</b> (<i>Quelle heure est-il M le loup?</i>) for a game to practice numbers 1 to 10.</li> <li>- refer to <b>ILD Activity 2*</b> (<i>Combien d’objets il y a devant/derrière?</i>) for simple adding up and taking off practice</li> </ul> <p><b>Learning to say your age:</b></p> <ul style="list-style-type: none"> <li>- Keep using the song <i>Joyeux anniversaire</i> around birthdays. On the occasion of a pupil’s Birthday, Tidou asks what age he/she is (<i>Quel âge tu as ?</i>). Teach the pupils to recognise the question and say their age (<i>J’ai x ans</i>). Pupils practise by clapping hands with a partner (<i>i.e J’ai 3 ans, un, deux, trois</i>). Each clap represents a syllable.</li> <li>- <b>ICT CROSS-CURRICULAR TIME:</b> design a birthday cake with the right number of candles on it, and write your age (<i>J’ai x ans</i>)</li> <li>- “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>i.e. J’ai 6 ans</i>) and asking other pupils their age (<i>Et toi?</i>) (I’m 6. And you?). They carry on until they have found all their partners (<i>i.e. all other pupils with same age</i>).</li> </ul>	<p>I will learn about social conventions when listening and talking with others.</p> <p>I will learn new words in L2 relevant to specific contexts such as numeracy and personal information.</p> <p>I will become aware of other cultures, and traditions through the study of relevant materials in L2.</p>	<p>I can demonstrate awareness of when to listen and when to talk.</p> <p>I can share information about myself using new words in L2 and by responding to questions such as <i>Quel âge tu as ?</i></p> <p>I can use and/or demonstrate my understanding of numbers from 0 to 10 in L2 when talking with my teacher and with others.</p> <p>I can draw on my knowledge of numeracy to use L2 to do simple taking off / adding up operations. (refer to IDL Activity 2)</p> <p>I can take part in a French playground game such as <i>Quelle heure est-il M le looup ?</i> (refer to IDL Activity 1)</p>	<p><b>Make/write:</b> a short film clip of pupils demonstrating turn taking / teacher observation when participating in role plays/games in L2</p> <p><b>Say:</b> Taking part in simple dialogues with a partner. <b>Do:</b> Recording the dialogues</p> <p><b>Say:</b> Greet people with Happy Birthday in L2. <b>Say/Do:</b> Recording a Birthday message <b>Make/write:</b> Making a Birthday card using learned phrases</p> <p><b>Do:</b> Taking part in games and activities using numbers in L2 <b>Say/Do:</b> Recording pupils practicing numbers 0 to 10 <b>Do:</b> Pupils participate and lead the IDL activity 2 <b>Make:</b> a number chart in L2</p> <p><b>Do:</b> Play game in the playground <b>Do:</b> filming the game and post on school website or send to partner school in Spain</p>
---	---	---	--

## 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.

### 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.

<p><b>Learning Intentions</b> - I will learn to take part in a French playground game.</p> <p><b>Success Criteria</b> - I can take part in a French playground game such as <i>Quelle heure est-il M le loup?</i> and play with others.</p> <p><b>Possible Evidence</b> - Do: play game in the playground - Do: filming the game and posting on school website or sending to partner school in France - Say: explain how to play the game, using a mixture of English and French - Make: a poster to put on the wall when game is played (with numbers/ wolf/etc.)</p>	<p><b>Suggested Learning experiences</b> - Watch the video provided with your pupils. - Practise the phrases needed to play the game (refer to Key language), using gesture and expression. - <b>PE TIME:</b> Play the game during PE sessions</p> <p><b>Resources/Support</b> - A video of the game being played by native children - A PPT document with recorded Key Language - Ongoing e-mail support from the LFEE team</p>	<p><b>Key Language</b></p> <table border="0"> <tr> <td>Et maintenant, un jeu !</td> <td>And now, a game</td> </tr> <tr> <td>Le jeu de M le loup</td> <td>The game of Mr Wolf</td> </tr> <tr> <td>Ecoutez</td> <td>Listen (group)</td> </tr> <tr> <td>Faites une ligne ici</td> <td>Make a line here</td> </tr> <tr> <td>Regardez-moi</td> <td>Look at me</td> </tr> <tr> <td>Je suis le loup</td> <td>I am the wolf</td> </tr> <tr> <td>Répétez</td> <td>Repeat (group)</td> </tr> <tr> <td>Quand je dis "il est 5 heures"</td> <td>When I say "It's 5 o'clock"</td> </tr> <tr> <td>Faites 5 pas</td> <td>Take 5 steps forward</td> </tr> <tr> <td>Comptez les pas, comme ça</td> <td>Count the steps, like this</td> </tr> <tr> <td>Attention !</td> <td>Careful!</td> </tr> <tr> <td>Quelle heure est-il M le Loup?</td> <td>What time is it Mr Wolf?</td> </tr> <tr> <td>Il est midi. J'ai faim! Miam miam</td> <td>It's 12. I'm hungry! Yum...</td> </tr> <tr> <td>C'est parti !</td> <td>Let's go!</td> </tr> <tr> <td>A toi</td> <td>Your turn</td> </tr> </table>	Et maintenant, un jeu !	And now, a game	Le jeu de M le loup	The game of Mr Wolf	Ecoutez	Listen (group)	Faites une ligne ici	Make a line here	Regardez-moi	Look at me	Je suis le loup	I am the wolf	Répétez	Repeat (group)	Quand je dis "il est 5 heures"	When I say "It's 5 o'clock"	Faites 5 pas	Take 5 steps forward	Comptez les pas, comme ça	Count the steps, like this	Attention !	Careful!	Quelle heure est-il M le Loup?	What time is it Mr Wolf?	Il est midi. J'ai faim! Miam miam	It's 12. I'm hungry! Yum...	C'est parti !	Let's go!	A toi	Your turn
Et maintenant, un jeu !	And now, a game																															
Le jeu de M le loup	The game of Mr Wolf																															
Ecoutez	Listen (group)																															
Faites une ligne ici	Make a line here																															
Regardez-moi	Look at me																															
Je suis le loup	I am the wolf																															
Répétez	Repeat (group)																															
Quand je dis "il est 5 heures"	When I say "It's 5 o'clock"																															
Faites 5 pas	Take 5 steps forward																															
Comptez les pas, comme ça	Count the steps, like this																															
Attention !	Careful!																															
Quelle heure est-il M le Loup?	What time is it Mr Wolf?																															
Il est midi. J'ai faim! Miam miam	It's 12. I'm hungry! Yum...																															
C'est parti !	Let's go!																															
A toi	Your turn																															
<p><b>Challenge &amp; Application</b> (relevant to age and stage of learners)</p> <ul style="list-style-type: none"> <li>• Think, pair, share to compare the game to similar games in Scotland</li> <li>• In small groups, invent a new version of the game by replacing <i>Quelle heure est-il M le loup?</i> with other known French questions (ie. "<i>Quel âge tu as?</i>") (using numbers), "<i>Comment tu t'appelles?</i>" (using alphabet.), etc.)</li> <li>• Pupils teach other pupils how to play the original/new game.</li> <li>• Research on the internet, to find other traditional games in the French speaking world</li> <li>• Incorporate these new games into the school's sports week/day</li> </ul>																																

## 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.

### INTERDISCIPLINARY LEARNING - ACTIVITY 2 - P1&P2 / Block 2 – FRENCH

« **COMBIEN D’OBJETS IL Y A DEVANT/DERRIERE ?** » (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.

<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- I will learn to count to 10 in French.</li> <li>- I will learn to make simple taking off / adding up operations in L2.</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>- I can use and demonstrate my understanding of numbers from 0-10 in French.</li> <li>- I can use and demonstrate my understanding of taking off / adding up operations.</li> </ul> <p><b>Possible Evidence</b></p> <p><b>Do:</b> Taking part in games and activities using numbers in L2</p> <p><b>Say/Do:</b> Recording pupils practicing numbers 0 to 10</p> <p><b>Do:</b> Pupils participate and lead the IDL activity 2</p> <p><b>Make:</b> a French number chart display for the classroom</p>	<p><b>Possible learning experiences</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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.</li> <li>- 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”</li> <li>- In pairs or small groups, pupils lead activity described above</li> </ul> <p><b>Resources/Support</b></p> <ul style="list-style-type: none"> <li>- A PPT document with recorded Key Language</li> <li>- Numbers flashcards</li> <li>- Ongoing e-mail support from the LFEE team</li> </ul>	<p><b>Key Language</b></p> <table border="0"> <tr> <td>Maintenant, regardez</td> <td>Now, look (group)</td> </tr> <tr> <td>Il y a 5 objets ici</td> <td>There are 5 objects here</td> </tr> <tr> <td>Comptez: 1,2, 3, 4, 5</td> <td>Count (group)</td> </tr> <tr> <td>Fermez les yeux</td> <td>Close your eyes (group)</td> </tr> <tr> <td>Ouvrez les yeux</td> <td>Open your eyes (group)</td> </tr> <tr> <td>Levez la main</td> <td>Put your hand up</td> </tr> <tr> <td>Devant</td> <td>In front of</td> </tr> <tr> <td>Combien d’objets il y a devant ?</td> <td>How many objects are in front?</td> </tr> <tr> <td>Derrière</td> <td>Behind</td> </tr> <tr> <td>Combien d’objets il y a derrière ?</td> <td>How many objects are behind?</td> </tr> <tr> <td>Devant, il y a 3 objets</td> <td>In front, there is/there are</td> </tr> <tr> <td>Derrière, il y a 2 objets</td> <td>Behind, there is/there are</td> </tr> <tr> <td>Encore une fois</td> <td>Again</td> </tr> <tr> <td>Encore une fois ?</td> <td>Again?</td> </tr> <tr> <td>A toi</td> <td>Your turn (1 person)</td> </tr> <tr> <td>A vous</td> <td>Your turn (group)</td> </tr> <tr> <td>2 par 2</td> <td>In pairs</td> </tr> <tr> <td>En groupes</td> <td>In groups</td> </tr> <tr> <td>En groupes de 4</td> <td>In groups of 4</td> </tr> </table>	Maintenant, regardez	Now, look (group)	Il y a 5 objets ici	There are 5 objects here	Comptez: 1,2, 3, 4, 5	Count (group)	Fermez les yeux	Close your eyes (group)	Ouvrez les yeux	Open your eyes (group)	Levez la main	Put your hand up	Devant	In front of	Combien d’objets il y a devant ?	How many objects are in front?	Derrière	Behind	Combien d’objets il y a derrière ?	How many objects are behind?	Devant, il y a 3 objets	In front, there is/there are	Derrière, il y a 2 objets	Behind, there is/there are	Encore une fois	Again	Encore une fois ?	Again?	A toi	Your turn (1 person)	A vous	Your turn (group)	2 par 2	In pairs	En groupes	In groups	En groupes de 4	In groups of 4
Maintenant, regardez	Now, look (group)																																							
Il y a 5 objets ici	There are 5 objects here																																							
Comptez: 1,2, 3, 4, 5	Count (group)																																							
Fermez les yeux	Close your eyes (group)																																							
Ouvrez les yeux	Open your eyes (group)																																							
Levez la main	Put your hand up																																							
Devant	In front of																																							
Combien d’objets il y a devant ?	How many objects are in front?																																							
Derrière	Behind																																							
Combien d’objets il y a derrière ?	How many objects are behind?																																							
Devant, il y a 3 objets	In front, there is/there are																																							
Derrière, il y a 2 objets	Behind, there is/there are																																							
Encore une fois	Again																																							
Encore une fois ?	Again?																																							
A toi	Your turn (1 person)																																							
A vous	Your turn (group)																																							
2 par 2	In pairs																																							
En groupes	In groups																																							
En groupes de 4	In groups of 4																																							
<p><b>Challenge &amp; Application</b> (relevant to age and stage of learners)</p> <ul style="list-style-type: none"> <li>• Sorting objects into sets and counting in L2. Deciding which is the biggest/smallest set. Ordering sets.</li> <li>• 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.</li> <li>• Learn to count to 30 or more. Play similar games. Count in 10s</li> </ul>																																								