

**PLANNING OVERVIEW**

**P3 TO P5 / BLOCK 3**

**FRENCH**

TOPIC AREAS	KEY PHRASES	SUPPORTING DOCUMENTS	
Colours	C'est quelle couleur ?	Colour flashcards	SD1
	C'est bleu ?	Activity 1 – Suggested song – L'arc-en-ciel (the rainbow song)	SD2
	Oui, c'est bleu.	Activity 2 – Suggested IDL activity – mixing colours	SD3
	Non, ce n'est pas bleu.	Find the colour game	SD4
	Trouve/z du bleu.	Powerlanguage CD-Rom for song and whiteboard activities	
	Touche/touchez du bleu.		
	Bleu plus jaune égal ?		
Likes and dislikes	Tu aimes le rouge ?		
	J'aime le rouge.		
	Je n'aime pas le rouge		
Asking for colour or object	Passe-moi le bleu, s'il te plaît.		
	Voilà le bleu.		

**PLANNING FOR PROGRESSION – P3-P5 / Block 3 – FRENCH**

Practitioners are expected to build on prior learning and teaching by revisiting and recycling language previously learned, including personal language.			
Suggested learning experiences <i>* = refer to Supporting Documents (SD) provided</i>	Suggested learning intentions	Suggested success criteria (to be adapted for children)	How do I assess the learning? Possible evidence †
<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 colours:</b></p> <ul style="list-style-type: none"> <li>- With help of Tidou, teach 1 or more colour(s) per session using <b>Colour flashcards*(SD1)</b> depending on how you get on. Associate each colour with <u>a gesture</u>. Use Makaton sign language throughout the school.</li> <li>- 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.</li> <li>- Refer to <b>ACTIVITY 1- SUGGESTED SONG* (SD2) (<i>L'arc en ciel</i>)</b> for a song to practice colours.</li> <li>- Refer to <b>ACTIVITY 2-SUGGESTED IDL* (SD3) ("<i>Bleu plus jaune, égal ?</i>")</b> for work on mixing primary colours.</li> <li>- Introduce pupils to the written form of the colours and play familiar spelling games in L2, such as Fast writing, Rainbow writing, Pyramid writing, Magnetic Board writing, etc.</li> <li>- Use Detecto Dol (Powerlanguage CD1) for knowledge about language, masculine, feminine, place of adjective in French)</li> <li>- "<b>Find the colour</b>" game* (SD4): teacher says a colour and children have to go and point to/touch an object of that colour in the room, saying aloud <i>c'est jaune/c'est bleu</i>, etc.</li> <li>- Play Twister, link colours to school dinners every morning.</li> </ul>	<p>I will learn to respond appropriately to daily classroom routines and instructions in L2 which may be accompanied by gesture and expression. MLAN 2-01b</p> <p>I will learn to explore the patterns and sounds of L2 and make comparisons and connections between sound patterns in different languages. MLAN 2-07a</p> <p>I will learn about social conventions when listening and talking with others. MLAN 2 – 03a</p>	<p>I can use and/or demonstrate my understanding of words and phrases such as <i>c'est quelle couleur ?</i>, <i>écoutez, regardez</i>, when talking with my teacher and with others. MLAN 2-01c</p> <p>Through discussion, songs and rhymes such as <i>L'arc en ciel</i>, I can show understanding and enjoyment, on my own and/or with others, by listening, joining in and responding. MLAN 2-05a (refer to 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 MLAN 2-07b</p> <p>I can demonstrate awareness of when to listen and when to talk. MLAN 2 – 03a</p>	<p><b>Do:</b> Taking part in simple games and activities using phrases and words from L2</p> <p><b>Do:</b> react appropriately to classroom instructions</p> <p><b>Say:</b> Singing song at Assembly</p> <p><b>Say/Do:</b> Recording song being sung to post on school website or send to partner school in France</p> <p><b>Say/write:</b> peer assess and feedback on pronunciation, etc.</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>

**1+2 Initiative Pilots, 2012-2013 / year 1 of the project**

<p>- Tidou shows pupils card with colour and asks <b>C'est bleu ?</b> Children have to answer <b>oui, c'est bleu</b> (yes, it's blue) or <b>non ce n'est pas bleu</b> (no, it's not blue). Tidou makes deliberate mistakes. Children can play game in pairs at their table.</p> <p><b>Learning phrases "I like/I don't like"</b></p> <p>- <b>J'aime le rouge/le bleu*</b> (SD5): teach <b>j'aime le rouge/bleu</b> putting a « heart » near the colour red/blue and doing a heart gesture. Ask the children <b>Tu aimes le... ?</b> (do you like...?) and get them to place the heart themselves. Children repeat the sentence making the heart gesture. Do the same with <b>je n'aime pas le...</b> (I don't like). Also encourage children to ask back saying <b>Et toi ?</b> (and you?).</p> <p>- Play a game of Chinese whispers (<b>le téléphone arabe</b>) with your pupils, with sentences starting with <b>j'aime le/je n'aime pas le...</b> 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.</p> <p><b>Learning to ask for a colour</b></p> <p>- <b>Passe-moi le bleu, stp*</b> (SD6): (Pass-me 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. <b>Passe-moi le vert, stp</b>, and his/her partner has to give him it and say <b>Voilà le vert</b>, then they swap.</p>	<p>I will learn new words in L2 relevant to specific contexts such as colours and likes and dislikes.</p> <p>I will become aware of other cultures, and traditions through the study of relevant materials in L2. MLAN 2-09a</p>	<p>I can share information about myself using new words in L2 such as <i>J'aime le rouge, Je n'aime pas le bleu</i> MLAN 2 – 03a</p> <p>I can use and/or demonstrate my understanding of colours in L2 when talking with my teacher and with others. MLAN 2-01c</p> <p>I can draw on my knowledge of expressive arts to use L2 to predict the result of mixing primary colours together. (refer to Activity 2) EXA 1-03a</p> <p>I can sing a French song such as <i>L'arc en ciel</i> (refer to Activity 1)</p>	<p><b>Say:</b> Taking part in simple dialogues with a partner. <b>Do:</b> Recording the dialogues</p> <p><b>Do:</b> Taking part in games and activities using colours in L2 <b>Say/Do:</b> Recording pupils practicing colours <b>Do:</b> Pupils participate and lead the IDL activity 2 <b>Make:</b> a colour chart in L2</p> <p><b>Do:</b> Singing song at Assembly <b>Do:</b> Recording the song and post on school website or send to partner school in France</p>
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**† make sure you are assessing a balance of skills**

**ACTIVITY 1 - SUGGESTED SONG / P3-P5 / Block 3 – FRENCH**

Learners will familiarise themselves with a French song such as « **L'ARC EN CIEL** » (the Rainbow song), learn the words and sing along to the tune.

<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- I will learn to sing a French song.</li> <li>- I will learn to identify the 7 colours of the rainbow in L2</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>- I can sing along to a song such as <i>L'arc en ciel</i> and share it with others.</li> <li>- I can identify and name the 7 colours of the rainbow in L2</li> </ul> <p><b>Possible Evidence</b></p> <ul style="list-style-type: none"> <li>- Say: Singing song at Assembly</li> <li>- Do: Recording song to post on school website or send to partner school in France.</li> <li>- Make: a colourful wall display to illustrate the song</li> </ul>	<p><b>Suggested learning experiences</b></p> <ul style="list-style-type: none"> <li>- Play the song. Pupils put their hand up when they recognise a word</li> <li>- Play song with words projected on board. Ask pupils to identify cognate words</li> <li>- Sing song in rounds</li> <li>- Hand out a colour card or flag to each pupil. As song is sung, pupils have to raise their card or wave their flag each time they hear their colour. Pupils can then sort themselves into colour groups and song is played again with each group standing up and waving their colour each time it is heard (as in a football match)</li> </ul> <p><b>Resources/Support</b></p> <ul style="list-style-type: none"> <li>- PL CD-ROMs for recording of the song</li> <li>- a PPT document with recorded Key Language</li> <li>- Colour 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, une chanson</td> <td>Now, a song</td> </tr> <tr> <td>La chanson s'appelle...</td> <td>The song is called...</td> </tr> <tr> <td>L'arc en ciel</td> <td>The rainbow</td> </tr> <tr> <td>Ecoutez</td> <td>Listen (group)</td> </tr> <tr> <td>Répétez</td> <td>Repeat (group)</td> </tr> <tr> <td>Chantez</td> <td>Sing (group)</td> </tr> <tr> <td>Levez la main</td> <td>Put your hand up (group)</td> </tr> <tr> <td>Attention!</td> <td>Careful!</td> </tr> <tr> <td>Encore une fois</td> <td>Again</td> </tr> <tr> <td>Encore une fois?</td> <td>Again?</td> </tr> <tr> <td>C'est quelle couleur?</td> <td>What colour is it?</td> </tr> <tr> <td>C'est bleu</td> <td>It is blue</td> </tr> </table>	Maintenant, une chanson	Now, a song	La chanson s'appelle...	The song is called...	L'arc en ciel	The rainbow	Ecoutez	Listen (group)	Répétez	Repeat (group)	Chantez	Sing (group)	Levez la main	Put your hand up (group)	Attention!	Careful!	Encore une fois	Again	Encore une fois?	Again?	C'est quelle couleur?	What colour is it?	C'est bleu	It is blue
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<p><b>Opportunities for problem solving, challenge &amp; application</b> (relevant to age/stage of learners): e.g. offer possibilities of revisiting language for composite classes</p> <ul style="list-style-type: none"> <li>• Create gestures/choreography to demonstrate the song and/or add instruments</li> <li>• Think, pair, share to compare the song to a similar song in English</li> <li>• Make a colour chart in L2</li> <li>• Go online and find other French songs related to colours, and with support try to interpret gist/meaning and share with others</li> <li>• Link with pupils in Partner school</li> </ul>																										

**ACTIVITY 2 - SUGGESTED INTERDISCIPLINARY LEARNING / P3-P5 / Block 3 – FRENCH**

**“DU BLEU ET DU JAUNE, QU’EST-CE QUE ÇA FAIT ?” (What do you get when you mix blue with yellow?)** : Learners will explore the mixing of primary and secondary colours and express themselves through arts

<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- I will learn to recognise primary and secondary colours in L2</li> <li>- I will learn to get secondary and tertiary colours by mixing primary and secondary colours together</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>- I can recognise and name primary and secondary colours in L2</li> <li>- I can tell what colour I will get when I mix two primary or secondary colours together</li> </ul> <p><b>Possible Evidence</b></p> <ul style="list-style-type: none"> <li>- Do: Taking part in games and activities using colours in L2</li> <li>- Say/Do: Recording pupils saying colours</li> <li>- Do: Pupils participate and lead the IDL activity 2</li> <li>- Make: a French primary/secondary colour chart display for the classroom</li> </ul>	<p><b>Suggested learning experiences</b></p> <ul style="list-style-type: none"> <li>- Get children to make predictions in L2 of the result of mixing colours, drawing on their previous knowledge</li> <li>- Mix colours using a variety of mediums (paint, play dough, clay, pencil, etc.)</li> <li>- Hand out colour cards to each pupil. Call out 2 colours in L2 and pupils have two pick and show the colour that they get when mixed together.</li> </ul> <p><b>Resources/Support</b></p> <ul style="list-style-type: none"> <li>- A PPT document with recorded Key Language</li> <li>- Colour flashcards</li> <li>- PL CD-ROMs for whiteboard activity</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>C’est quelle couleur ?</td> <td>What colour is it?</td> </tr> <tr> <td>C’est bleu</td> <td>It is blue</td> </tr> <tr> <td>C’est une couleur primaire</td> <td>It’s a primary colour</td> </tr> <tr> <td>Bleu plus jaune égal ?</td> <td>Blue + yellow =?</td> </tr> <tr> <td>Levez la main</td> <td>Put your hand up</td> </tr> <tr> <td>Bleu + jaune = vert</td> <td>Blue + yellow = green</td> </tr> <tr> <td>C’est une couleur secondaire</td> <td>It’s a secondary colour</td> </tr> <tr> <td>Non, bleu + jaune n’est pas égal à vert</td> <td>No, blue + yellow doesn’t equal green</td> </tr> <tr> <td>A vous !</td> <td>Your turn!</td> </tr> </table>	Maintenant, regardez	Now, look (group)	C’est quelle couleur ?	What colour is it?	C’est bleu	It is blue	C’est une couleur primaire	It’s a primary colour	Bleu plus jaune égal ?	Blue + yellow =?	Levez la main	Put your hand up	Bleu + jaune = vert	Blue + yellow = green	C’est une couleur secondaire	It’s a secondary colour	Non, bleu + jaune n’est pas égal à vert	No, blue + yellow doesn’t equal green	A vous !	Your turn!
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<p><b>Challenge &amp; Application</b> (relevant to age and stage of learners)</p> <ul style="list-style-type: none"> <li>• Sorting objects into colours and counting in L2.</li> <li>• Expressing feelings through colours</li> <li>• Exploring international classic “Petit-Bleu et Petit-Jaune” (Little Blue and Little Yellow) by children’s author Leo Lionni (<a href="http://www.youtube.com/watch?v=a9Wjckg5-Zc">http://www.youtube.com/watch?v=a9Wjckg5-Zc</a> . Making a “claymation” of the story (<a href="http://www.youtube.com/watch?v=d7eVMXEzQi4">http://www.youtube.com/watch?v=d7eVMXEzQi4</a>). Create your own movie using MonkeyJam.</li> <li>• Look at work by French artist Hervé Tullet (<a href="http://www.herve-tullet.com">www.herve-tullet.com</a>) and his famous “Blops” of colour. Work can be done on colour mixing, sizes, families, etc</li> <li>• Organise an Art project using French artists (Matisse, Monnet, Seurat)</li> </ul>																						