

1+2 Initiative Pilots, 2012-2013 / year 1 of the project/P3 to P5

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/P3 to P5

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 – P3 to P5 / 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.

Practitioners are expected to build on prior learning and teaching by revisiting and recycling language previously learned.			
Suggested learning experiences * = refer to Resources provided	Suggested learning intentions	Suggested success criteria	How do I assess the learning? Possible evidence
<p>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.</p> <p>Learning numbers from 0 to 31:</p> <ul style="list-style-type: none"> - With help of Tidou, teach a few numbers per session using Number flashcards*. 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 in “ze”) and 17-19 (starting in “dix”). - 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. - “Corner” game*- put number cards in different places in the room. Put music on, teacher says a number; the pupils have to run 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 in the river! 	<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 phrases such as <i>C’est quel nombre?</i> (What number is it?), <i>Ecrivez les nombres</i> (Write the numbers), <i>Ecoutez, Répétez</i>, etc. when talking with my teacher and with others. (refer to IDL Activity 2)</p> <p>Through play, discussion, rhymes and songs such as <i>Joyeux anniversaire</i> and <i>Lève la main si ton anniv’</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</p>	<p>Do: Taking part in simple games and activities using phrases and words from L2</p> <p>Do: react appropriately to classroom instructions</p> <p>Say: Singing song at Assembly</p> <p>Do: Recording song being sung to post on school website or send to partner school in France</p> <p>Say/write: peer assess and feedback on pronunciation, etc.</p>

1+2 Initiative Pilots, 2012-2013 / year 1 of the project/P3 to P5

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>- “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.</p> <p>- refer to ILD Activity 2* (Le triangle magique) for adding and subtracting practice</p> <p>Learning to say your age:</p> <p>- 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?). Pupils practice the question and answer (J’ai x ans).</p> <p>- ICT CROSS-CURRICULAR TIME: design a birthday cake with the right number of candles on it, and write your age (j’ai x ans)</p> <p>- “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 asking others their “new” age (Quel âge tu as?). Pupils answer using J’ai x ans. They carry on until they have found all their partners (i.e. all other pupils with same age).</p> <p>Learning to say your date of birth:</p> <p>- Present months using Months flashcards*. Pupils stand up if they have a birthday in the mentioned month.</p> <p>- Refer to IDL Activity 1* (Lève la main si ton anniv’) for a song to practice months of the year.</p> <p>- refer to PPT 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.</p> <p>- ICT CROSS-CURRICULAR TIME Research other famous people (some French) and their dates of birth.</p>	<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, personal information and Birthdays/the calendar.</p> <p>I will become aware of other cultures, and traditions through the study of relevant materials in L2</p>	<p>answering questions and my pronunciation will become increasingly accurate and easily understood by others</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 asking and responding to questions such as <i>¿Quel âge tu as?</i> and <i>C’est quand ton anniversaire?</i></p> <p>I can use and/or demonstrate my understanding of numbers from 0 to 31 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 mathematical operations. (refer to IDL Activity 2)</p> <p>I can sing a French song about the months of the year. (refer to IDL Activity 1)</p>	<p>Make/write: a short film clip of pupils demonstrating turn taking / teacher observation when participating in role plays/games in L2</p> <p>Say: Taking part in simple dialogues with a partner. Do: Recording the dialogues</p> <p>Say: Greet people with Happy Birthday in L2. Say/Do: Recording a Birthday message Make/write: Making a Birthday card using learned phrases</p> <p>Do: Pupils participate in mathematical games and challenges in L2 (refer to IDL Activity 2)</p> <p>Say: Singing song at Assembly Do: Recording song being sung to post on school website or send to partner school in Spain</p>
--	--	---	---

1+2 Initiative Pilots, 2012-2013 / year 1 of the project/P3 to P5

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

P3 to P5 / Block 2 – FRENCH

Learners will familiarise themselves with a French song such as « **LÈVE LA MAIN SI TON ANNIV’...** », learn the words and sing along to the tune.

<p>Learning Intentions - I will learn to sing a French song.</p> <p>Success Criteria - I can sing along to a song such <i>Lève la main si ton anniv’...</i> and share it with others.</p> <p>Possible Evidence - Say: Singing song at Assembly - Do: Recording song to post on school website or send to partner school in France. - Make/Write: a poster to illustrate the song</p>	<p>Suggested Learning experiences - Play the song. Pupils put their hand up when they recognise a word - Play song with words projected on board. Ask pupils to identify cognate words - Play song again and pupils put their hand up when they hear the month of their birthday - Play the “Faster pen game”. Pupils use small whiteboards/paper. Teacher calls out a month or a date and the fastest pupil to write down the correct answer gets a point for his/her team.</p> <p>Resources/Support - PL CD-ROMs for recording of the song - a PPT document with recorded Key Language - Months of the year Flashcards - Ongoing e-mail support from the LFEE team</p>	<p>Key Language</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>Lève la main si ton anniv’...</td> <td>Put your hand up if your birthday...</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 quand ton anniversaire?</td> <td>When is your birthday?</td> </tr> <tr> <td>C’est le 12 mars</td> <td>It’s on 12th of March</td> </tr> </table>	Maintenant, une chanson	Now, a song	La chanson s’appelle...	The song is called...	Lève la main si ton anniv’...	Put your hand up if your birthday...	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 quand ton anniversaire?	When is your birthday?	C’est le 12 mars	It’s on 12th of March
Maintenant, une chanson	Now, a song																									
La chanson s’appelle...	The song is called...																									
Lève la main si ton anniv’...	Put your hand up if your birthday...																									
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 quand ton anniversaire?	When is your birthday?																									
C’est le 12 mars	It’s on 12th of March																									
<p>Challenge & Application (relevant to age and stage of learners)</p> <ul style="list-style-type: none"> • Make a class birthday chart in L2 • Think, pair, share to compare the song to similar songs in English • Research on the internet, to find other traditional songs in the French speaking world 																										

1+2 Initiative Pilots, 2012-2013 / year 1 of the project/P3 to P5

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

P3 to P5 / Block 2 – FRENCH

« LE TRIANGLE MAGIQUE » (THE MAGIC TRIANGLE): Learners will explore the sequence of numbers from 1-31 in French, and do mathematical operations in L2.

<p>Learning Intentions</p> <ul style="list-style-type: none"> - I will learn to count or recognise numbers up to 31 in French. - I will do mathematical operations in L2. <p>Success Criteria</p> <ul style="list-style-type: none"> - I can use and/or demonstrate my understanding of numbers from 0-31 in French. - I can use my numeracy skills to take part in mathematical tasks <p>Possible Evidence</p> <ul style="list-style-type: none"> - Do: Pupils make their own triangles and challenge another group. - Say: multiples of certain numbers in French (e.g. multiples of 2, 3 or 10) whilst playing the Mexican wave. - Make: a wall display of all the triangles created 	<p>Possible learning experiences</p> <ul style="list-style-type: none"> - Show the first Magic Triangle to the class and do the different sums and subtractions in L2. - Work out triangle no 2 with the class. - Ask pupils if they can find the answer to triangle no 3 in a group/pairs. - ICT CROSS-CURRICULAR TIME: Ask pupils to create more triangles with a missing number. <p>Resources/Support</p> <ul style="list-style-type: none"> - a PPT document with <i>le Triangle Magique</i> activities - Number flashcards - a PPT document with recorded Key Language - Ongoing e-mail support from the LFEE team 	<p>Key Language</p> <table border="0"> <tr> <td>Maintenant...</td> <td>Now...</td> </tr> <tr> <td>Des maths en français !</td> <td>Maths in French!</td> </tr> <tr> <td>Regardez</td> <td>Look (group)</td> </tr> <tr> <td>Qu'est ce que c'est ?</td> <td>What is it?</td> </tr> <tr> <td>C'est un triangle magique</td> <td>It's a magic triangle</td> </tr> <tr> <td>C'est quel nombre?</td> <td>What number is it?</td> </tr> <tr> <td>C'est le nombre 5</td> <td>It's number 5</td> </tr> <tr> <td>plus</td> <td>Plus</td> </tr> <tr> <td>moins</td> <td>Minus</td> </tr> <tr> <td>Egale</td> <td>Equals</td> </tr> <tr> <td>5 moins 3 égale?</td> <td>5 minus 3 equals?</td> </tr> <tr> <td>5 moins 3 égale 2</td> <td>5 minus 3 equals 2</td> </tr> <tr> <td>A vous</td> <td>Your turn (group)</td> </tr> <tr> <td>Ecrivez les nombres ici et ici</td> <td>Write the numbers here and here (group)</td> </tr> </table>	Maintenant...	Now...	Des maths en français !	Maths in French!	Regardez	Look (group)	Qu'est ce que c'est ?	What is it?	C'est un triangle magique	It's a magic triangle	C'est quel nombre?	What number is it?	C'est le nombre 5	It's number 5	plus	Plus	moins	Minus	Egale	Equals	5 moins 3 égale?	5 minus 3 equals?	5 moins 3 égale 2	5 minus 3 equals 2	A vous	Your turn (group)	Ecrivez les nombres ici et ici	Write the numbers here and here (group)
Maintenant...	Now...																													
Des maths en français !	Maths in French!																													
Regardez	Look (group)																													
Qu'est ce que c'est ?	What is it?																													
C'est un triangle magique	It's a magic triangle																													
C'est quel nombre?	What number is it?																													
C'est le nombre 5	It's number 5																													
plus	Plus																													
moins	Minus																													
Egale	Equals																													
5 moins 3 égale?	5 minus 3 equals?																													
5 moins 3 égale 2	5 minus 3 equals 2																													
A vous	Your turn (group)																													
Ecrivez les nombres ici et ici	Write the numbers here and here (group)																													
<p>Challenge & Application (relevant to age and stage of learners)</p> <ul style="list-style-type: none"> • 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 																														