

## Vive le Sport! (Our Sporting Lives)

### 6. Making a poster

**Prior Knowledge:** It is helpful if children already know the names for some sports and some information about famous French sports stars.

#### Objectives

Describe people, places, things and actions orally and in **writing**.

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

#### Support

Some children could be given a word bank with images for support when they are designing their poster.

#### Extension

Some children can express opinions about food, drink and sporting activities. They can justify these.

#### Main

Sing the *Tu aimes faire du sport?* song.

Remind children about *il/elle* and practise changing sentences from *j'aime* to *il/elle aime*. (See Session 3.)

Explain to the class that they will be using the language they have learned to create posters about famous French sports men and women to be displayed around the school.

As a class, discuss the different types of information you could present about your sports star, e.g. What could go in a speech bubble? *Je m'appelle... j'ai ... ans, J'aime ... J'ai les yeux... J'ai les cheveux... Mon anniversaire est le...* What could I tell people about the sports star? *Voici... Il / Elle aime / adore... Il/ Elle a...*

Children work in groups to design a poster about a French sports star using the language they have learned so far. Some children can contribute by labelling pictures with single words, while others will be able to write longer phrases.

ICT Opportunities: Use comic strip creation software to make a one page poster of their French sports star.

#### **Grammar**

##### For teachers:

Verbs – first person and third person singular.

<b>Infinitive</b>	<b>First person</b>	<b>Third person</b>
<i>s'appeler</i>	<i>je m'appelle</i>	<i>il / elle s'appelle</i>
<i>aimer</i>	<i>j'aime</i>	<i>il / elle aime</i>
<i>avoir</i>	<i>j'ai</i>	<i>il / elle a</i>
<i>adorer</i>	<i>j'adore</i>	<i>il / elle adore</i>
<i>détester</i>	<i>je déteste</i>	<i>il / elle déteste</i>

#### **Grammar**

##### For children:

Verbs – first and third person singular of regular *er* verbs (see Grammar for Teachers)

#### **Phonics focus**

##### For teachers:

No specific focus

#### **Phonics focus**

##### For children:

No specific focus

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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Write simple words and phrases using a model and some words from memory</li> <li>• Design an effective information poster about a French sports star</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Writing - Years 3-4</u></p> <p>Pupils should be taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures and evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>
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<p><b><u>Throughout the week:</u></b></p> <p>Children offer feedback on their finished posters and using the 'Two Stars and a Wish' format; evaluate two things that went well and an area to improve.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Materials for designing and making posters</li> <li>• Word banks</li> <li>• Comic strip creation software</li> <li>• Digital camera</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• It would be worth showing / drawing children's attention to examples of posters around the school and reminding them of what they may already know from English lessons about the features of posters.</li> <li>• Agree success criteria with children before they create the poster and refer to these when giving 2 stars and a wish feedback.</li> </ul>	

<b><i>Le langage du prof</i></b>	<b>Teacher Language</b>	<b><i>Le langage des enfants</i></b>	<b>Children's Language</b>
<p><i>Vous allez créer un poster au sujet d'un champion du sport.</i></p> <p><i>Donnez-moi le nom d'un champion du sport français/e.</i></p> <p><i>Qu'est-ce que vous proposez comme phrases ? Par exemple, Je m'appelle...</i></p> <p><i>Qui peut me faire une phrase qui commence avec Il/Elle ?</i></p> <p>See language from the rest of the unit.</p>	<p>You're going to design a poster about a French sports star.</p> <p>Give me the name of a French sports star.</p> <p>What sentences can you suggest (that we might use)? For example, My name is</p> <p>Who can give me a sentence that starts with he/she?</p>	<p>See language from the rest of the unit.</p>	

## *Vive le Sport! (Our Sporting Lives)*

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End of Unit Activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"><li>To apply the knowledge, skills and understanding in this unit</li></ul>	<ul style="list-style-type: none"><li>When the posters are finished, allow children to present them to the class before displaying them around the school.</li></ul>	<ul style="list-style-type: none"><li>Use prior learning and learning from this unit to design a poster about a sports star.</li></ul>	<ul style="list-style-type: none"><li>This may be an electronic presentation so that children can practise presentation skills and use picture stimuli to produce full sentences.</li><li>Follow up: The class create an assembly in French on sports and sports stars.</li><li>The web-site <i>Global Gateway</i> provides opportunities for finding partner schools abroad: <a href="http://www.globalgateway.org">www.globalgateway.org</a></li></ul>