

## Vive le Sport! (Our Sporting Lives)

### 4. Diary of activities

**Prior Knowledge:** It is helpful if children already know some sports and how to say whether they like doing them.

#### Objectives

Engage in conversations; **ask and answer questions; express opinions and respond to those of others; seek clarification and help**

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.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

#### Support

Some children may only be able to produce actions for days of the week.

#### Extension

Ask the question *Lundi, qu'est-ce que tu aimes faire?* (What do you like to do on Monday?) to elicit responses about their diary.

#### Main

Sing *Tu aimes faire du sport?* from the previous session (see Session 3).

Play *le Morpion* (Noughts and Crosses) again (see Session 2) but this time use phrases that start *j'aime faire du/de la...* as well as ones that start *j'aime jouer au...*

Select one of the pictures that uses *jouer au* and display it on the board. Write the sport at the far end followed by a full stop then draw a line to represent each of the other words as if you were underlining them. Ask children what the missing sentence is.

As a class try to fill in the blanks from memory. Give children thinking time in pairs to discuss the spelling of any of the words in the sentence. Invite children to the board to compete the sentence. Ask, e.g. '*J'aime*', *comment ça s'écrit?* How did they remember the spelling of the words?

Teach the question *Comment ça s'écrit?* Begin by modelling it yourself with a familiar word, e.g. *Le football, comment ça s'écrit?* and by spelling it out in French as you write it on the board. Then ask children to listen and repeat as you say the question. Repeat a number of times as you clap the syllables. Ask children when they might use this question and encourage them to use it frequently. Add it to the classroom language poster / wall.

Repeat the activity with a sentence that uses *faire du/de la*.

Display on the interactive whiteboard or flip chart a page from a week's diary: *lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche*.

Teach the days of the week by putting these to a simple tune that children can echo and then sing with you.

Ask the children to listen carefully to the days and decide which is the odd one out and why. Which sound can they hear at the end of each word but at the beginning of *dimanche*? Create a page for [i] i in the word bank and add the days, *il, oui, ski, cricket* etc. and other words children think of (such as *six, dix, lire, écrire, racine* and *tige*).

Add pictures of the sports to the diary, saying *Lundi j'aime jouer au football. Mardi j'aime faire du ski* etc.

ICT Opportunities: Create a podcast of sports you like to do every day of the week, with appropriate sound effects.

Say the days of the week in order. Children do the action for the sport and say the appropriate sentence. Repeat, with the days in random order.

Ask children to make a similar diary page or give them a template. Read aloud another 'diary' and children sketch the activity against the appropriate day. They compare their diary pages in pairs and feed back.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>(See Grammar for children.)</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Capitalisation - days of the week do not normally have a capital letter at the start, although they will do here if used at the start of the sentence.</p> <p>Note that when saying 'on' with a particular day ('on Monday') this is not translated in French. 'On Tuesday I like ...' = <i>Mardi, j'aime...</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[œ̃] un – <i>lundi</i></p> <p>[ø] eu – <i>jeudi</i></p> <p>[ɑ̃] en / an – <i>vendredi, dimanche, agenda</i></p> <p>[ʃ] ch – <i>dimanche</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[i] i – <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Say the days of the week</li> <li>Understand the layout of a French diary</li> <li>Listen to and understand the content of a diary when read aloud</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>ENGLISH</b></p> <p><u>Handwriting</u> - Years 3-4</p> <p>Pupils should be taught to increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Sing the days of the week to the 'Camptown Races' theme tune.</p> <p>Play <i>le Morpion</i> (Noughts and Crosses).</p> <p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>The days of the week don't start with capital letters in French.</li> <li>The days of the week fit well to the tune of 'Camptown Races':  <i>lundi, mardi, mercredi, jeudi, jeudi,</i>  <i>lundi, mardi, mercredi, jeudi, vendredi,</i>  <i>samedi, dimanche, samedi, dimanche,</i>  <i>lundi, mardi, mercredi, jeudi, vendredi</i></li> <li>Play 'Where am I?' Call 7 children out to the front of the class and give them a day of the week card to show to the rest of the class. Read these out with the class, then stop on a particular child and see if the other children can read the day of the week aloud. These cards can then be jumbled and children can pick out a card at random and see if they can re-order themselves into the correct sequence for the days of the week.</li> </ul>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li><i>Morpion</i> grid</li> <li>Template on board of a French diary (<i>Mon agenda</i> template)</li> </ul>	

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- Children have not yet learned the alphabet in French (see Unit 15) so you may need to revert to English letter names when spelling a word in response to the question *Comment ça s'écrit?* However, they can begin to familiarise themselves with the French letter names if you give the spelling first in French and then in English.

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Écoutez et répétez</i> <i>Comment ça s'écrit?</i> N.B. French days of week written without capital letters. <i>lundi</i> <i>mardi</i> <i>mercredi</i> <i>jeudi</i> <i>vendredi</i> <i>samedi</i> <i>dimanche</i> <i>mon agenda</i> <i>C'est quel jour?</i>	Listen and repeat How do you spell that? (Lit. How is it written?)  Monday Tuesday Wednesday Thursday Friday Saturday Sunday my diary Which day is it?  See sports vocabulary from Session 1.	<i>Comment ça s'écrit?</i> <i>lundi</i> <i>mardi</i> <i>mercredi</i> <i>jeudi</i> <i>vendredi</i> <i>samedi</i> <i>dimanche</i>	How do you spell that? Monday Tuesday Wednesday Thursday Friday Saturday Sunday  See sports vocabulary from Session 1.