

Le carnaval des animaux (Carnival of the animals)

Overview Unit 11

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN		
This unit is based on ‘The Carnival of the Animals’ by Saint-Saëns. The children learn to describe animals characterised by the music and talk about their natural habitats. They learn how to tell the time on the hour.		The children learn and use new vocabulary to talk about animals. They are familiar with the numbers 1–24 and learn to apply these to telling the time. They continue to develop confidence in speaking and prepare a performance to consolidate work from this unit as well as past work.		
<u>Prior Learning</u> It is helpful if children already know: <ul style="list-style-type: none">• colours• feminine agreement for colours• numbers 1–12• <i>grand, petit</i>• some animal names• <i>Joyeux anniversaire!</i>	<u>New Language Content</u> <ul style="list-style-type: none">• Names of animals and some animal habitats• Adjectives to describe animals• some adverbs• Telling the time on the hour and asking the time• Phonic focus: revision of [u] <i>ou</i>; difference between [u] <i>ou</i> and [y] <i>u</i>; [k] <i>qu</i>; silent <i>h</i>; silent final consonants; pronunciation of adjectives with –e ending and without; synthesis of known phonemes to form phonetically regular words	<u>End of Unit Activity</u> The children perform their pieces to the class. The class evaluates the performances, discussing the effect of each piece and how they were achieved.		
<u>Expectations</u> At the end of this unit: <i>Most children will:</i> ask and answer questions about animals; describe animals and begin to use feminine agreement; understand time on the hour; devise and perform a short dialogue, using structures learned in this unit and previous units. <i>Some children will not have made so much progress and will:</i> understand the names of animals with the support of visual or musical clues; respond with a single word answer to questions about the time. <i>Some children will have progressed further and will:</i> give extended descriptions in accurate French demonstrating some attention to feminine agreement; show creativity and imagination by using known language in a new context.		<u>Links to the New National Curriculum for KS2 Foreign Languages</u> <i>Where there is a specific focus within the objective, this is shown in bold.</i> <ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and responding.• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.• Appreciate stories, songs, poems and rhymes in the language.• 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.• Read carefully and show understanding of words, phrases and simple writing• Describe people, places, things and actions orally and in writing.• Understand basic grammar appropriate to the language being studied, such as feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.		
<u>Resources</u> <ul style="list-style-type: none">• Extracts from <i>Carnival of the Animals</i>• Large/mini picture cards of animals• Lyrics and music of <i>Dans la Forêt Lointaine</i> song (Session 1)• Pictures of two desert islands• Flipchart or notebook page with embedded sound files of animals and music clips by Saint Saëns		<ul style="list-style-type: none">• Mirrors• IWB jigsaw/eraser/spotlight tools• Flipchart or notebook page with pictures of <i>ou</i> and <i>u</i> words, with embedded sound files• Large phoneme cards (Session 2)• Words to <i>Dans la ferme à Mathurin</i> song (Session 2)• Mini whiteboards	<ul style="list-style-type: none">• Ball (Session 3)• Large clock and clock faces from the bank of IWB resources• Text of <i>Un éléphant</i> song (Session 3)• Word cards for the adjectives• Card with a large red letter e• Words to <i>Trotte, Petit Cheval</i> song (Session 4)• Pictures of the four habitats	<ul style="list-style-type: none">• A4 paper and coloured marker pens for vocabulary exercise.• Animal puppets or pictures• Habitat word cards• Backgrounds from the IWB resource bank• Language imported from previous presentations