

Quel temps fait-il? (What's the weather like?)

2. More practice at numbers to 100

Prior Knowledge: It is helpful if children have already heard and seen numbers 0-100.

<p><u>Objectives</u></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p><u>Support</u></p> <p>In games such as Fizz Buzz, allow children to play in pairs.</p> <p>Allow more thinking time for games that rely on speed, e.g. when playing <i>Cherchez le Numéro</i> teacher counts slowly to 10 before allowing children to look for the number).</p> <p><u>Extension</u></p> <p>Practise higher numbers by changing those in the <i>Le téléphone</i> rhyme, e.g. 29, 31, 42, 25.</p>	<p><u>Main</u></p> <p>Revise weather phrases by saying the rhyme from Session 1.</p> <p>Play <i>Qu'est-ce qu'il te faut?</i> (What do you need?). Collect 12 or more items of clothing/props to match weather phrases, e.g. gloves, sunglasses, umbrella etc. Display images of the items on the board and number each one. Invite 2 children to the front. Say a weather phrase. Children select appropriate items and show the class. Ask the class <i>C'est quel numéro?</i></p> <p>Revise multiples of 5 up to 100 using a counting stick or number line.</p> <p><u>ICT Opportunities:</u> Use multimedia presentation software to animate numbers and make them whiz across the screen. Children call out numbers as they see them.</p> <p>Play <i>Faites passer le ballon</i> with multiples of 5. Pass a large ball to a child and say <i>zéro</i>. The child who receives the ball says <i>cinq</i> and passes it on. The sequence continues up to 50. Play again this time counting to 100.</p> <p>Revise <i>vingt et un, trente et un, quarante et un</i> etc. using a counting stick or number line.</p> <p>Play <i>Cherchez le Numéro</i>. Place numbered tiles, balls or number flashcards up to 100 on the floor. You could make this easier by using only, e.g. multiples of 5 and 11. Invite two children to stand next to them. Call out a number and children race to find it. The winner stays to have another turn.</p> <p>Play 'Fizz Buzz' with animal sounds from Unit 11. Count around the class from 0-100. Children replace multiples of 5 with a sound, e.g. <i>un, deux, trois, quatre, meuh</i>. When they are confident, add another sound for multiples of 10 or 11.</p> <p>Learn the <i>Le téléphone</i> rhyme with children doing an action as if to dial the numbers. Display the rhyme and focus on the difference between the <i>one/onne</i> [ɔn] sound in <i>téléphone</i> and the <i>on</i> [ɔ̃] sound in <i>répond</i>. Say the rhyme and ask children to hold their noses for the nasal <i>on</i> and make a different gesture for the <i>one/onne</i> sound.</p> <p><u>ICT Opportunities:</u> Set up an interactive whiteboard file to present the rhyme.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Negative – in the rhyme <i>Le Téléphone</i> the negative pronoun 'nobody' is used. In French this is <i>personne</i>; it is followed by <i>ne</i>, which precedes the verb – <i>personne ne répond</i> ('nobody answers').</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Asking questions – <i>c'est quel numéro?</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɛ̃] in – <i>tinte, vingt, cinq, quinze, enfin, cinquante</i></p> <p>[e] é – <i>résonne, téléphone, zéro</i> [o] au – <i>faut</i></p> <p>[ɑ̃] en / an – <i>enfin, trente, quarante, cinquante, soixante</i></p> <p>[ʃ] ch – <i>cherchez, raccrochons</i> [iɛ̃] ien – <i>viens</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ɔn] one / onne – <i>téléphone, sonne, résonne, personne,</i></p> <p>[ɔ̃] on – <i>répond, Marion, raccrochons, maison, ballon</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Memorise a rhyme • Recognise numbers to 100 when someone says them aloud • Pronounce numbers to 100 with reasonable accuracy 	<p><u>New National Curriculum Links</u></p> <p>Mathematics</p> <p><u>Multiplication and Division</u> – Year 4</p> <p>Recall multiplication and division facts for multiplication tables up to 12 × 12</p>
<p><u>Throughout the week:</u></p> <p>Play <i>Passez le ballon</i> and 'Fizz Buzz' to practise numbers.</p> <p>Read out some French telephone numbers for children to write down and to read back to you. This activity could be done in pairs. Practise different sequences of numbers in French as a warm-up to the daily mathematics lesson.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Items of clothing and images to match • Counting stick or number line • Ball • Number cards / tiles / balls • Text for the rhyme <i>Le téléphone</i>Ⓢ Note that <i>sonne</i>, <i>tinte</i> and <i>résonne</i> all mean 'ring'.) <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>42, 21, 32, 55, <i>Le téléphone sonne, il tinte, il résonne</i> <i>Personne ne répond, alors nous raccrochons</i> 42, 21, 32, 55, <i>Le téléphone sonne, il tinte, il résonne</i> <i>Ce n'est pas Marion, alors nous raccrochons</i> 42, 21, 32, 55, <i>Le téléphone sonne, il tinte, il résonne</i> <i>Enfin! C'est Marion, viens vite à la maison!</i></p> </div> <div style="width: 45%;"> <p>42, 21, 32, 55, The telephone rings No one answers, so we hang up 42, 21, 32, 55, The telephone rings It's not Marion, so we hang up 42, 21, 32, 55, The telephone rings At last! It's Marion, come home quickly!</p> </div> </div> <ul style="list-style-type: none"> • Multimedia presentation software
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • If you have not covered Unit 11, replace the animal sounds in the 'Fizz Buzz' game with words such as <i>miam</i>, <i>miam!</i> or <i>berk!</i> • Allow more thinking time for games which rely on speed, e.g. in <i>Cherchez le numéro</i> count slowly to 10 before allowing children to find the number. • Explain to children that French telephone numbers are said (and written) as four pairs and that, for example, 32 is said as "thirty two". The first pair of numbers denotes the region, for example, 01 is Paris. Mobile numbers begin with 06. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Qu'est-ce qu'il te faut?</i></p> <p><i>Faites passer le ballon</i></p> <p><i>Cherchez le numéro</i></p> <p>1 <i>un</i></p> <p>2 <i>deux</i></p> <p>3 <i>trois</i></p>	<p>What do you need?</p> <p>Pass the ball</p> <p>Find the number</p> <p>one</p> <p>two</p> <p>three</p>	<p>1 <i>un</i></p> <p>2 <i>deux</i></p> <p>3 <i>trois</i></p> <p>4 <i>quatre</i></p> <p>5 <i>cinq</i></p> <p>6 <i>six</i></p> <p>7 <i>sept</i></p>	<p>one</p> <p>two</p> <p>three</p> <p>four</p> <p>five</p> <p>six</p> <p>seven</p>

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4 quatre	four	8 huit	eight
5 cinq	five	9 neuf	nine
6 six	six	10 dix	ten
7 sept	seven	11 onze	eleven
8 huit	eight	12 douze	twelve
9 neuf	nine	13 treize	thirteen
10 dix	ten	14 quatorze	fourteen
11 onze	eleven	15 quinze	fifteen
12 douze	twelve	16 seize	sixteen
13 treize	thirteen	17 dix-sept	seventeen
14 quatorze	fourteen	18 dix-huit	eighteen
15 quinze	fifteen	19 dix-neuf	nineteen
16 seize	sixteen	20 vingt	twenty
17 dix-sept	seventeen	21 vingt et un	twenty-one
18 dix-huit	eighteen	22 vingt-deux etc.	twenty-two etc.
19 dix-neuf	nineteen	30 trente	thirty
20 vingt	twenty	31 trente et un	thirty-one
21 vingt et un	twenty-one	40 quarante	forty
22 vingt-deux etc.	twenty-two etc.	41 quarante et un	forty-one
30 trente	thirty	50 cinquante	fifty
31 trente et un	thirty-one	51 cinquante et un	fifty-one
40 quarante	forty	60 soixante	sixty
41 quarante et un	forty-one	61 soixante et un	sixty-one
50 cinquante	fifty	70 soixante-dix	seventy
51 cinquante et un	fifty-one	70 soixante onze	seventy-one
60 soixante	sixty	80 quatre-vingts	eighty
61 soixante et un	sixty-one	81 quatre-vingt un	eighty-one
70 soixante-dix	seventy	90 quatre-vingts dix	ninety
70 soixante onze	seventy-one	91 quatre-vingts onze	ninety-one
80 quatre-vingts	eighty	100 cent	one hundred
81 quatre-vingt un	eighty-one		
90 quatre-vingts dix	ninety		
91 quatre-vingts onze	ninety-one		
100 cent	one hundred		