

## Scène de plage (Beach scene)

### Overview Unit 16

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit children use both new and familiar language to describe a painting. The painting used here is <i>Scène de plage</i> by Degas, but you can substitute an alternative. Children use their knowledge to write and perform their own poetry inspired by the painting.		In this unit children have the opportunity to revise colours in addition to the agreement and position of adjectives (first met in Unit 4).
<b>Prior Learning</b> It is helpful if children already know: <ul style="list-style-type: none"> <li>• some colours</li> <li>• agreement /position of feminine adjectives</li> <li>• <i>qui</i></li> <li>• some instructions used in simple recipes</li> <li>• simple sentences with subject, verb, adjective.</li> </ul>	<b>New Language Content</b> <ul style="list-style-type: none"> <li>• Giving a simple description (of a scene or place)</li> <li>• Using adjectives to add interest and detail to a description</li> <li>• Writing instructions</li> <li>• Regular <i>-er</i> verbs (present tense): third person singular</li> <li>• <i>dormir</i> (irregular): <i>il/elle dort</i></li> <li>• <i>C'est, Ce n'est pas</i> + noun</li> <li>• Phonic focus: revision of [Ø] eu, [u] ou, [o] au/eau, [ɔ̃] [on; [ij] il and ille</li> </ul>	<b>End of Unit Activities</b> Children create poems based on Degas' picture <i>Scène de plage</i> . These can be displayed or shared with a partner school via the Internet.
<b>Expectations</b> At the end of this unit: <p><i>Most children will:</i> listen to a story or poem and identify key words and phrases from the unit; create a short poem alone or with a partner and read this aloud, with reasonable pronunciation</p> <p><i>Some children will not have made so much progress and will:</i> need to refer to visual clues when listening to a story or poem; copy using words or short phrases</p> <p><i>Some children will have progressed further and will:</i> write a poem and read it aloud with accurate pronunciation; research new vocabulary using a bilingual dictionary</p>		<b><u>Links to the New National Curriculum for KS2 Foreign Languages</u></b> <i>Where there is a specific focus within the objective, this is shown in bold.</i> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Engage in conversations; <b>ask and answer questions</b>; express opinions and respond to those of others; <b>seek clarification and help</b>.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, such as <b>feminine, masculine</b> and neuter <b>forms</b> and <b>the conjugation of high-frequency verbs</b>; <b>key features and patterns of the language</b>; <b>how to apply these, for instance, to build sentences</b>; and how these differ from or are similar to English.</li> </ul>

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#### Resources

- Colour cards
- Colour photocopies and/or an image of the Degas painting *Scène de plage*
- Mini whiteboards and coloured pens
- Interactive whiteboard
- Multimedia presentation software
- Computer paint package
- Fuzzy Felt (Session 2)
- Digital video camera
- Movie-editing software
- Text and music for Il était un petit navire (Resources Session 3)
- Large sentence cards to describe the picture and sets of smaller ones for pair work
- Pictures or postcards of beach scenes and coastlines in the UK and in French-speaking countries
- A representation of the background of the painting in three bands.
- Flashcard figures from the painting
- A graphics program
- Internet access
- Pictures or postcards of beach scenes and coastlines in the UK and in French-speaking countries (Session 4)
- Word cards for features of a beach scene
- Copies of the poem La plage ('Teaching Tips' Session 4)
- Coloured pens or pencils
- Access to an online tool for creating word clouds
- Class and individual writing frames with instruction words for a recipe (Session 5)
- Word-processing software
- A microphone
- Sound-editing software
- Differentiated writing frames (Session 6)
- Word banks for support and extension
- Desktop publishing package