

En route pour l'école (On the way to school)

3. Journey to school

Prior Knowledge: It is helpful if children understand what a complex sentence is in English.

Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

Read carefully and show understanding of words, phrases and simple writing.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Support

Some children may need to refer to a sheet with the words and symbols for the sequencing activities.

Extension

In the fifth activity, some children may be given longer passages to read. More confident children can read their sentences to the class.

Main

Revise and practise names of places in town from Session 2.

Display a simple map with appropriate symbols showing a real or imagined journey to school. Explain the map to the class and ask them to make the appropriate action when they hear the name of a place, e.g. *Quand je vais à l'école, je passe devant une église et des magasins. Cinq minutes plus tard je tourne à gauche et je passe devant une gare. Je tourne à droite et je passe devant un café. Je traverse la rue au passage piéton. Finalement, j'arrive à l'école.* (When I go to school, I pass in front of a church and some shops. Five minutes later I turn left and pass in front of a station. I turn right and I pass in front of a café. I cross the street at the pedestrian crossing. Finally, I arrive at school.)

What do children think you were talking about? Did they recognise any words? Do they have any questions?

ICT Opportunities: Using an online map, create a start and end point for a typical journey to school and let the tool plot the journey so the children can see each stage clearly. To make the task more authentic, use the French version of the mapping tool and read out the directions given for the different parts of the journey.

Give children a selection of mini-flashcards of map symbols included in the above description. Cover up the map and re-read the description of the journey. Children sequence their mini-flashcards. Discuss the new vocabulary, such as *au passage piéton*. Ask children how they worked out the meanings.

Show children a short written sentence about a journey to school, e.g. *Quand je vais à l'école, je passe devant un café et un musée* (When I go to school, I pass in front of a café and a museum). Invite children to come to the front and add appropriate symbols (either flashcards or interactive whiteboard images) to each part of the sentence. Chorus the sentence as a class. Repeat with new sentences.

Give groups of children a selection of similar short sentences. In groups, they match appropriate mini-flashcards to each sentence in turn and read the sentence as a group. Invite children to read one of their sentences to the class.

Show children one of the sentences and ask them to chorus it. Show appropriate symbols (but one of which does not match the corresponding part of the sentence). Ask children to identify the mistake and invite a volunteer to re-read the sentence, correcting the text to match the symbols. Repeat with new sentences.

Display a similar sentence on the board with the words in the wrong order and challenge children, in pairs to reorder it so that it reads correctly.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>As in English, in a complex sentence in French the two clauses are connected by a conjunction, shown in bold:</p> <p>Quand je vais à l'école, je passé devant une église. (When I go to school, I pass in front of a church.)</p> <p>As in English, the conjunction can be placed in more than one point in the sentence:</p> <p>Je passé devant une église quand je vais à l'école. (I pass in front of a church when I go to school.)</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Using prior knowledge of French sentence structure to tackle new, unfamiliar language.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>No specific focus.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>No specific focus.</p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Pick out key words when listening to a short text Read and understand a selection of sentences Use strategies to aid memorisation 	<p><u>New National Curriculum Links</u></p> <p>Geography</p> <p>Key Stage 1</p> <p>Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment.</p> <p>Key Stage 2</p> <p>Pupils should be taught to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p><u>Throughout the week</u></p> <p>Ask children to say one sentence about their journey to school. Play <i>Le Pendu</i> (Hangman) with names of places in town.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Photographs or map symbols representing places in the locality Simple map of the locality showing a real or imagined journey to school Mini-flashcards of map symbols Internet access
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> If you have a partner school, children can compare the places in their local area with those of their French partners. You may like to explore complex sentences in French and compare these with English. 	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>un magasin</i> <i>un café</i> <i>un musée</i> <i>un supermarché</i> <i>un passage piéton</i> <i>une poste</i> <i>une rivière</i> <i>une bibliothèque</i> <i>une gare</i> <i>une église</i> <i>une école</i>	a shop a café a museum a supermarket a pedestrian crossing a post office a river a library a train station a church a school	<i>un magasin</i> <i>un café</i> <i>un musée</i> <i>un supermarché</i> <i>un passage piéton</i> <i>une poste</i> <i>une rivière</i> <i>une bibliothèque</i> <i>une gare</i> <i>une église</i> <i>une école</i>	a shop a café a museum a supermarket a pedestrian crossing a post office a river a library a train station a church a school
<i>Comment vas-tu à l'école ?</i>	How do you get to school? An example description of a journey to school e.g.	<i>Quand je vais à l'école, je passe devant....</i>	When I go to school, I pass in front of...
<i>Quand je vais à l'école, je passe devant une église et des magasins. Cinq minutes plus tard je tourne à gauche et je passe devant une gare. Je tourne à droite et je passe devant un café. Je traverse la rue au passage piéton. Finalement, j'arrive à l'école.</i>	When I go to school, I pass in front of a church and some shops. Five minutes later I turn left and pass in front of a station. I turn right and I pass in front of a café. I cross the street at the pedestrian crossing. Finally, I arrive at school.		
<i>Pouvez-vous lire la phrase ?</i>	Can you read the sentence?		