

## Les quatre saisons (The four seasons)

### Overview Unit 17

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit children learn to describe seasons using a poem, <i>Le retour du printemps</i> , and the music from Vivaldi’s ‘The Four Seasons’. The poem is provided at the end of the unit. They also learn to talk about what the weather was like. Children work on an end-of-unit performance to consolidate and celebrate their learning.		This unit draws upon familiar vocabulary and structures. Children revise the months (see Unit 3), the weather (see Unit 12), animals and their habitats (see Unit 11) and the alphabet (see Unit 15). The imperfect tense is introduced here and covered in more detail in Unit 22.
<b>Prior Learning</b> It is helpful if children already know: <ul style="list-style-type: none"><li>• some weather phrases</li><li>• how to say the date of their birthday</li><li>• the alphabet</li><li>• some animals and their habitats</li><li>• some colours</li><li>• <i>chaud / froid</i>.</li></ul>	<b>New Language Content</b> <ul style="list-style-type: none"><li>• Making simple statements (about seasons)</li><li>• Describing the weather (with reference to the present and the past)</li><li>• Using adjectives as antonyms</li><li>• Prepositions <i>en, au</i> (with seasons)</li><li>• Imperfect tense, e.g. <i>Il faisait beau/chaud</i></li><li>• Adjectives: agreement/position (revision)</li><li>• Phonic focus: revision of [ɛ̃] <i>in</i>, [e] <i>é</i>, [o] <i>au</i>, sounded final consonants and silent <i>h</i></li></ul>	<b>End of Unit Activities</b> Children prepare a performance where they personify the four seasons and persuade others that their season is the best, using the poem as a model. Music from Vivaldi’s ‘The Four Seasons’ and actions could be included.
<b>Expectations</b> At the end of this unit:  <div><i>Most children will:</i> understand how a simple sentence is written; build sentences in the imperfect tense from a model; listen to a poem and select familiar key words and phrases; take part in a brief prepared task</div> <div><i>Some children will not have made so much progress and will:</i> understand and respond to simple questions with prompts and single-word answers; need to refer to visual clues when listening to a poem or story</div> <div><i>Some children will have progressed further and will:</i> show understanding of a short text containing familiar and unfamiliar language; take the initiative in preparing an oral task and use a bilingual dictionary to research new language</div>		<b>Links to the New National Curriculum for KS2 Foreign Languages</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/ show understanding by joining in and responding</li><li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</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 they are reading aloud or using familiar words and phrases</li><li>• Read carefully and show understanding of words, phrases and simple writing</li><li>• Appreciate stories, songs, poems and rhymes in the language</li><li>• Broaden their vocabulary and <b>develop their ability to understand new words</b> that are introduced into familiar written material, including through using a dictionary</li><li>• <b>Write phrases from memory</b>, 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 (where relevant): <b>feminine, masculine</b> and neuter <b>forms</b> and the conjugation of high-frequency verbs; <b>key features and patterns of the language; how to apply these, for instance, to build sentences</b>; and how these differ from or are similar to English.</li></ul>
<b>Resources</b> <ul style="list-style-type: none"><li>• Song about the months</li><li>• Picture flashcards and/or props for the weather/ seasons</li><li>• Text cards for the seasons/ weather phrases</li><li>• Small sets of word cards for months, days and <i>le</i></li><li>• Hoops</li></ul>	<ul style="list-style-type: none"><li>• Map of France or another francophone country</li><li>• Colour-coded text and picture cards for weather phrases (see Session 2)</li><li>• A copy of the poem <i>Le retour du printemps</i> (the poem is available at the end of this unit)</li><li>• Visuals to illustrate the poem <i>Le retour du printemps</i></li><li>• Multi-link cubes</li></ul>	<ul style="list-style-type: none"><li>• Illustrated word bank of animal habitats</li><li>• Differentiated writing frames</li><li>• Recording of Vivaldi’s ‘The Four Seasons’</li><li>• Flashcards or images and text cards for antonyms</li><li>• Props for a performance</li><li>• Multimedia presentation software</li></ul>