

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

2. Features of the locality

Prior Knowledge: It is helpful if children already know how to read and plot coordinates on a grid.

Objectives

Speak in **sentences**, using familiar vocabulary, phrases and basic language structures.

Understand basic grammar appropriate to the language being studied, such as (where relevant): **feminine, masculine and neuter forms** and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, **to build sentences**; and how these differ from or are similar to English.

Describe people, **places**, things and actions orally and in writing.

Support

In the third activity, some children may benefit from having word cards to sort.

In the fifth activity, some children may benefit from a visual reminder that they should name the horizontal axis first. Others may need a prompt sheet showing the written words corresponding to the multiples of 10.

Extension

In activity eight, some children will be able to answer with a full sentence, e.g. *Oui, il y a une gare dans la case C.*

Main

Sing the alphabet song.

Use symbols or photographs to introduce children to a number of places in the locality, e.g. *un magasin, un café, un musée, un supermarché, une poste, une rivière, une gare, une école, une église*. Say the words and ask children to listen and repeat. Are there any words that children think will be easy to remember? Practise the new vocabulary using games e.g. *Sur mes lèvres* (Read my Lips. See Unit 10, Session 5). Make up actions for each place as a memory aid.

Display the new words in random order on the board and highlight those containing an *é* (*café, piéton, musée, supermarché, école, église*). Ask children what these words have in common. Discuss suggestions and focus on the *é*. Ask children to suggest pronunciation of the words and then model them, inviting the class to repeat. Which other words can children recall that contain an *é*? Ask a child to add the words to the [e] page of the class word bank.

Ask children to sort the words into masculine and feminine words as quickly as they can, writing them onto mini whiteboards. Explain that you will be timing them. Ask a volunteer to sort the words on the whiteboard. Discuss how children decided which were masculine and feminine – highlight the indefinite articles *un* and *une*. Ask children how you would say 'the café' instead of 'a café'? Elicit *le* and *la* and ask children to tell you which places should be *le* and which *la*. How did they work this out?

Find a map of the locality using an internet street finder. Place the school on the map and save the screen onto an interactive whiteboard file. Ask children to recall what places are to be found in different streets. Encourage them to use *Il y a* to begin their sentences, e.g. *il y a une gare*.

Display a 10x10 grid. Label the squares on the horizontal axis with letters and those on the vertical axis with multiples 10-100. In some of the squares, place flashcards of map symbols showing features of the locality. Uncover and name the symbols that are in squares suggested by children. They repeat the name and do the appropriate action.

Ask children to close their eyes while you cover one of the squares. Can they tell you which place has been covered?

Use the grid again and give children the address of a square. They name the place. Ask a child to name a place and another to give the address.

Make some statements about the grid, e.g. *Il y a une poste dans la case B, 30* (There is a post office in square B, 30). Children reply with *oui / c'est vrai*, (*il y a une poste dans la case B, 30*) if it is true and *non / c'est faux* if it is false. Ask some children to lead this activity, then go on to do it in pairs.

Display a false statement about the grid on the board. Children read and identify that the statement is false. Ask what could be changed in the statement to make it true. (Children may choose to change the place or the coordinate.) Ask individuals to read the statement aloud, changing an element to make it true. Repeat the activity with different sentences.

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		Play <i>Morpion</i> (noughts and crosses) to practise the names of places, using a grid with symbols / pictures for each place hidden behind the noughts and the crosses.
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Grammar <u>For teachers:</u> <i>Il y a</i> (there is) is used with both singular and plural nouns, for example: <i>Il y a un magasin.</i> (There is a shop.) <i>Il y a des magasins.</i> (There are some shops.) In a negative sentence, the indefinite article becomes 'de', for example: <i>Il y a une poste</i> becomes <i>il n'y a pas de poste.</i>	Grammar <u>For children :</u> <i>un / une</i> – masculine and feminine indefinite articles <i>le / la</i> – masculine and feminine definite articles	Phonics focus <u>For teachers:</u> [i] y – <i>il y a</i> (pronounced 'ee')	Phonics focus <u>For children:</u> [e] é – <i>café, supermarché, piéton, église</i>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> Understand the concept of gender in language and sort words accordingly Pick out key words when listening Identify and pronounce the names of some places in the locality 	<u>New National Curriculum Links</u> Geography – Key Stage 2 Pupils should be taught to use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
<u>Throughout the week</u> Play <i>Le Pendu</i> (Hangman) and <i>La Bataille navale</i> (Battleships) to practise newly learnt vocabulary, with children taking the teacher's role.	<u>Resources</u> <ul style="list-style-type: none"> Interactive whiteboard Photographs or map symbols representing places in the locality Word cards for sorting activity (support) 10x10 grid
<u>Teaching Tips</u> <ul style="list-style-type: none"> 'Along the corridor and up the stairs' in English or <i>marcher dans le pré, monter l'escalier</i> (walk in the field, climb the stairs) is a useful mnemonic to help children to remember that when giving coordinates the letter/number on the horizontal axis is always given first. The Battleships extension activity would work well during a videoconference with a partner school. 	

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Le langage du prof	Teacher Language	Le langage des enfants	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> <i>Il y a ... dans la case ...</i> <i>Donnez-/Donne-moi les coordonnées de cette case.</i> <i>C'est vrai/faux ?</i> <i>la case C, 20</i> <i>il y a une poste/une rivière etc. dans la case C, 20/B, 20 etc.</i> <i>Non, désolé(e)</i> <i>Oui, il y a une poste dans la case C, 20.</i> <i>Le Pendu</i> <i>La Bataille navale</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 There is a... in square B, 30 Give (plural/singular) me the coordinates of this square. Is it true/false? square C20 There is a post office/river etc. in square C20/B20 etc. No, I'm sorry Yes, there is a post office in square C20. Hangman Battleships	<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> <i>Il y a ... dans la case ...</i> <i>vrai/faux</i> <i>la case C, 20</i> <i>il y a une poste/une rivière etc. dans la case C, 20/B, 20 etc.</i> <i>Non, désolé(e)</i> <i>Oui, il y a une poste dans la case C, 20.</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 There is a...in square B, 30 true/false square C20 There is a post office/river etc. in square C20/B20 etc. No, I'm sorry Yes, there is a post office in square C20.