

Les quatre saisons (The four seasons)

6. Preparing a performance

Prior Knowledge: It is helpful if children already have experience of writing and learning scripts.

<p><u>Objectives</u></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p><u>Support</u></p> <p>Less confident children may say single words, or benefit from a writing frame to create longer sentences when writing their scripts.</p> <p><u>Extension</u></p> <p>Encourage more confident children to use additional language, either provided or that they have looked up in a dictionary.</p>	<p><u>Main</u></p> <p>Prepare a class performance based on Session 5. You may want to incorporate the music from Vivaldi's 'The Four Seasons' and include some movement. You may like to choose two confident children as actors who will 'walk' through the year and decide which season they prefer.</p> <p>You may want to give children some additional expressions to include, e.g. <i>J'adore le printemps, c'est si clair</i>. (I love spring, it's so light).</p> <p>Children work with their season talk partner from the previous section to create a script that they will use for their performance. Display a writing frame on the board for support. You may like to choose two confident children as actors who will 'walk' through the year and decide which season they prefer.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Teachers may wish to note that the French word <i>si</i> has several uses. In the extension sentence: <i>J'adore le printemps, c'est si clair</i> (I love spring, it's so light) the word <i>si</i> is used to mean 'so'. In this context another word for 'so' could be <i>tellement</i>.</p> <p><i>Si</i> also means 'if': <i>Si c'est vrai, levez-vous</i>= if it's true, stand up</p> <p><i>Si</i> also means 'yes' when contradicting a previous statement: <i>Tu n'aimes pas les olives – Si! Je les aime beaucoup!</i> = You don't like olives – Yes I do! I like them a lot!</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus.</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"> Memorise a rhyme and repeat this with correct pronunciation and intonation Use tone of voice and gesture to convey meaning 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading - Comprehension</u> – Years 5 – 6</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
<p><u>Throughout the week</u></p> <p>Children practise their performance.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Props for a performance
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Ensure you have a mix of abilities in each season group. Children may wish to use props in their performance to clearly identify the season. Encourage more confident children to develop their actions, tone and facial expression to help emphasise the characteristics, rather than rely solely on props. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>l'hiver</i> (m) <i>le printemps</i> <i>l'été</i> (m) <i>l'automne</i> (m)	winter spring summer autumn	<i>l'hiver</i> (m) <i>le printemps</i> <i>l'été</i> (m) <i>l'automne</i> (m)	winter spring summer autumn
<i>chaud/froid</i> <i>clair/sombre</i> <i>heureux/triste</i> <i>coloré/terne</i> <i>agité/calme</i> <i>rigolo/sérieux</i>	warm/cold light/dark happy/sad colourful/dull excited/calm funny/serious	<i>chaud/froid</i> <i>clair/sombre</i> <i>heureux/triste</i> <i>coloré/terne</i> <i>agité/calme</i> <i>rigolo/sérieux</i>	warm/cold light/dark happy/sad colourful/dull excited/calm funny/serious

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<i>Viens/Reste chez moi</i> <i>Les couleurs sont ...</i> <i>C'est une saison ...</i> <i>Il fait chaud et c'est une saison heureuse, colorée et claire ... Les couleurs sont le vert, le jaune et le rouge</i> <i>J'adore le printemps, c'est si clair.</i>	<p>Come to / Stay (singular) with me</p> <p>The colours are ...</p> <p>It's a ... season.</p> <p>It is hot and the season is happy, colourful and light ... The colours are green, yellow and red ...</p> <p>I love spring, it's so light.</p>	<i>Viens/Reste chez moi</i> <i>Les couleurs sont ...</i> <i>C'est une saison ...</i> <i>Il fait chaud et c'est une saison heureuse, colorée et claire ... Les couleurs sont le vert, le jaune et le rouge</i> <i>J'adore le printemps, c'est si clair.</i>	<p>Come to / Stay (singular) with me</p> <p>The colours are ...</p> <p>It's a ... season.</p> <p>It is hot and the season is happy, colourful and light ... The colours are green, yellow and red ...</p> <p>I love spring, it's so light.</p>
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End of Unit Activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> To apply the knowledge, skills and understanding from this unit. 	<ul style="list-style-type: none"> Children perform their play to an audience. Film or photograph this with a digital camera. Children involved in the performance could store the film on their personal space on a learning platform, to celebrate their achievement and to record it as evidence of progress. 	<ul style="list-style-type: none"> Memorise a rhyme and repeat this with correct pronunciation and intonation Use tone of voice and gesture to convey meaning 	<ul style="list-style-type: none"> Follow-up: Children view the film or photographs of their performance. They discuss and evaluate it, using the 'two stars and a wish' formula to highlight achievements and suggest improvements for the future. Follow-up: Using photographs and scripts from their performance, children create a class multimedia presentation.

<p>Le retour du printemps</p> <p><i>Dans la prairie, ce matin</i> <i>Une hirondelle m'a dit: « Viens, Viens, viens, viens, »</i> <i>Le printemps est sur le chemin. »</i></p> <p>(Refrain) <i>Tape les mains, c'est l'printemps qui revient.</i> <i>Tape les pieds, c'est l'printemps qui renaît.</i></p>	<p>The return of spring</p> <p>In the meadow this morning A swallow said to me: 'Come, Come, come, come, Spring is on its way.'</p> <p>(Chorus) Clap your hands, Spring is coming again. Tap your feet, Spring is reborn.</p>	<p><i>Dans la forêt, ce matin</i> <i>Un écureuil m'a dit: « Viens, Viens, viens, viens, »</i> <i>Le printemps est sur le chemin. »</i></p> <p>(Refrain) <i>Près de l'étang, ce matin</i> <i>Une grenouille m'a dit: « Viens, Viens, viens, viens, »</i> <i>Le printemps est sur le chemin. »</i></p> <p>(Refrain)</p>	<p>In the forest this morning A squirrel said to me: 'Come, Come, come, come, Spring is on its way.'</p> <p>(Chorus) By the pond this morning A frog said to me: 'Come, Come, come, come, Spring is on its way.'</p> <p>(Chorus)</p>
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