

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

6. My route to school

Prior Knowledge: It is helpful if there is a display of key vocabulary, such as conjunctions, for children to refer to.

<p><u>Objectives</u></p> <p>Present ideas and information orally to a range of audiences.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Describe people, places, things and actions orally and in writing.</p>	<p><u>Support</u></p> <p>Some children will benefit from using a writing frame and having a word bank with images to refer to. Differentiate the writing frame according to the needs of each child.</p> <p><u>Extension</u></p> <p>When preparing their presentation, more confident children could include a range of conjunctions, such as <i>puis</i> (then), <i>ensuite</i> (next) or <i>finalement</i> (finally).</p>	<p><u>Main</u></p> <p>Practise the directions learnt in Session 5 by playing <i>Jacques a dit</i> (Simon says).</p> <p>Revise the names of places in town and the alphabet by playing games such as <i>Le Pendu</i> (Hangman).</p> <p>Display the simple map on the board from Session 5, this time adding a house to it and talk through a simple route from your house to the school, starting off with <i>Quand je vais à l'école, je passe devant...</i></p> <p>Erase the route you have drawn and ask for a volunteer to draw a new route to school and talk through it. Repeat a number of times.</p> <p>Give each child a sheet with simple map and ask them to add in a number of places, including the school and their house. This can be fictional or real. Next, ask them to write a description of the route using a writing frame and word bank. Establish a set of success criteria with the children, for example, writing in complete sentences; spelling the names of places correctly.</p> <p>Invite children to swap their description with a partner and edit one another's work to improve it, using the success criteria. Give children time to make any changes suggested by their partner and to ask for help. Encourage them to use <i>Comment ça s'écrit?</i> if asking about spellings and <i>Comment dit-on...en français?</i> if unsure of a word (Unit 10).</p> <p>Ask children to share their descriptions with the class.</p> <p><u>ICT Opportunities:</u> Using recordable microphones, children record their descriptions and listen back to them, focussing on clarity. Is their narration clear? Can they understand every word? Are the words pronounced correctly?</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>No specific focus.</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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<u>Learning Outcomes</u>	<u>New National Curriculum Links</u>
<p>Children can:</p> <ul style="list-style-type: none"> Write a description of their route to school Evaluate the effectiveness of their own and other's writing Read aloud clearly 	<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>

<u>Throughout the week</u>	<u>Resources</u>
<p>Children work on turning their descriptions into presentations with multimedia presentation software.</p>	<ul style="list-style-type: none"> Writing frame for description of route to school Bank of images for use in presentations Digital video camera Recordable microphone Video-conferencing facilities (for work with partner school, if appropriate)
<p>Teaching Tips</p> <ul style="list-style-type: none"> Create a display with a large map of the local area and children's descriptions of routes to school. Use recordable buttons to make the display interactive and include a speaking and listening element. If supervised by an adult, a group of children could video a short journey to school from a nearby location and edit the video using simple editing software. Use the interactive whiteboard to model the compound sentences. If children can see a screen with a map showing the relevant features, they can plot their journey with a whiteboard pen and record their voices. The sequence could be saved and played back for evaluation and used as evidence of achievement. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>un magasin</i>	a shop	<i>un magasin</i>	a shop
<i>un café</i>	a café	<i>un café</i>	a café
<i>un musée</i>	a museum	<i>un musée</i>	a museum
<i>un passage piéton</i>	a pedestrian crossing	<i>un passage piéton</i>	a pedestrian crossing
<i>une poste</i>	a post office	<i>une poste</i>	a post office
<i>une rivière</i>	a river	<i>une rivière</i>	a river
<i>une gare</i>	a train station	<i>une gare</i>	a train station

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<p><i>une église</i></p> <p><i>Quand je vais à l'école...</i></p> <p><i>Je passe devant ...</i></p> <p><i>cinq minutes plus tard</i></p> <p><i>finaleme nt</i></p> <p><i>puis</i></p> <p><i>ensuite</i></p> <p><i>Je traverse</i></p> <p><i>après ça</i></p> <p><i>Tournez</i></p> <p><i>à droite</i></p> <p><i>à gauche</i></p> <p><i>tout droit</i></p> <p><i>ex. Je tourne à droite et je passe devant les magasins. Je continue tout droit et je traverse la rue au passage piéton.</i></p>	<p>a church</p> <p>When I go to school ...</p> <p>I pass in front of ...</p> <p>five minutes later</p> <p>finally</p> <p>then</p> <p>next</p> <p>I cross</p> <p>after that</p> <p>Turn</p> <p>(to/on the) right</p> <p>(to/on the) left</p> <p>straight ahead</p> <p>e.g. I turn right and pass in front of the shops. I continue straight ahead and cross the street at the pedestrian crossing.</p>	<p><i>une église</i></p> <p><i>Quand je vais à l'école...</i></p> <p><i>Je passe devant ...</i></p> <p><i>cinq minutes plus tard</i></p> <p><i>finaleme nt</i></p> <p><i>puis</i></p> <p><i>ensuite</i></p> <p><i>Je traverse</i></p> <p><i>après ça</i></p> <p><i>Tournez</i></p> <p><i>à droite</i></p> <p><i>à gauche</i></p> <p><i>tout droit</i></p> <p><i>ex. Je tourne à droite et je passe devant les magasins. Je continue tout droit et je traverse la rue au passage piéton.</i></p>	<p>a church</p> <p>When I go to school ...</p> <p>I pass in front of ...</p> <p>five minutes later</p> <p>finally</p> <p>then</p> <p>next</p> <p>I cross</p> <p>after that</p> <p>Turn</p> <p>(to/on the) right</p> <p>(to/on the) left</p> <p>straight ahead</p> <p>e.g. I turn right and pass in front of the shops. I continue straight ahead and cross the street at the pedestrian crossing.</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 use presentation software to make a presentation about their route to school and then present this to the class. The class listens to and evaluates each other's work according to the agreed criteria. 	<ul style="list-style-type: none"> Make a short presentation of their route to school. Constructively evaluate other children's work and appreciate feedback. 	<ul style="list-style-type: none"> Follow-up: Children share their presentations with the rest of the school and their French-speaking partner school, if appropriate. If children in the partner school send video clips of their journeys to school, the English children will be able to experience the challenge of listening and responding to French spoken by native speakers.