

## Les quatre saisons (The four seasons)

### 4. Seasonal colours

**Prior Knowledge:** It is helpful if children already know some colours.

<p><b><u>Objectives</u></b></p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally and in writing.</p>	<p><b><u>Support</u></b></p> <p>Some children may need support when matching colours or other words to the musical extracts.</p> <p>Less confident children may need a list of words to refer to.</p> <p><b><u>Extension</u></b></p> <p>More confident children could look up additional vocabulary in a dictionary.</p>	<p><b><u>Main</u></b></p> <p>Read out a selection of known nouns and adjectives. When children hear an adjective, they clap their hands; when they hear a noun, they tap their feet.</p> <p>Revise the seasons by practising the mimes (see Session 1). Mime a season and ask children <i>C'est quelle saison?</i> (Which season is it?)</p> <p>Play extracts from Vivaldi's 'The Four Seasons' and ask children to identify which season matches each extract. Children listen again and in pairs write down as many colours as they can in French which they associate with each season. Ask children to suggest contrasting colours for summer and winter. Write suggestions on the board under the correct heading.</p> <p>Introduce some additional antonyms. Display picture flashcards or images in random order to illustrate <i>chaud / froid</i> (warm / cold), <i>clair / sombre</i> (light / dark), <i>heureux / triste</i> (happy / sad), <i>coloré / terne</i> (colourful / dull), <i>agité / calme</i> (excited / calm), <i>rigolo / sérieux</i> (funny / serious). Ask volunteers to come to the board and match them up. Use the matched pairs to introduce pronunciation of the new words and encourage children to think of a mime to aid memorisation.</p> <p><b><u>ICT Opportunities:</u></b> Create draggable word cards of different antonyms and mix them up on the interactive whiteboard. Ask the children to match them up.</p> <p>Children work in pairs to decide on adjectives to describe a season. Add these suggestions under the headings of summer and winter that are already on the board.</p> <p>Play Ping-Pong with the antonyms. 'Bat' <i>chaud</i> to the children and the children 'bat' back <i>froid</i>, etc.</p>
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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Adjectives: Note that the masculine singular form of the adjective is used after the following expressions:</p> <p><i>Tout est...</i> = everything is...      <i>C'est...</i> = it's...</p> <p>Teachers should note that even if the noun being referred to is feminine, e.g. <i>une maison</i> you would say <i>c'est beau</i>. Thus, <i>C'est une belle maison</i> = it's a beautiful house</p> <p>But, <i>Voici ma maison. C'est beau!</i> = Here's my house. <b>It's beautiful!</b></p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Nouns and adjectives: Remind children about nouns and adjectives, and explain that they will be using some familiar and new adjectives to describe the seasons.</p> <p>Antonyms/opposites: Suggest to children that linking and learning words in pairs of opposites is a useful strategy for remembering them, e.g.</p> <p><i>Chaud / froid</i> = hot / cold</p> <p><i>Rigolo / sérieux</i> = funny / serious</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[Ø] eu – <i>heureux, sérieux</i></p> <p>Silent final consonant – <i>heureux, sérieux chaud, froid,</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>No specific focus</p>
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<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"><li>• select adjectives to describe seasons</li></ul>	<b><u>New National Curriculum Links</u></b> <b>English</b> Grammar & punctuation - <u>Terminology for pupils</u> – Year 2 verb, tense (past, present), adjective, noun, suffix, apostrophe, comma <b>Music</b> – Key Stage 2 Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
<b><u>Throughout the week</u></b> Play the Ping-Pong game with opposites and practise descriptions of seasons.	<b><u>Resources</u></b> <ul style="list-style-type: none"><li>• Recording of Vivaldi's 'The Four Seasons'</li><li>• Flashcards or images to introduce antonyms</li></ul>
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"><li>• Remind children of what nouns and adjectives are before starting the first activity.</li><li>• Some children may find it difficult to associate colours or other adjectives with music. Ask them how the music makes them feel, e.g. happy/sad/warm cold etc. and then progress from there, associating words to their feelings.</li></ul>	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Tapez vos pieds quand vous entendez un nom.</i> <i>Tapez vos mains quand vous entendez un adjectif.</i>  <i>C'est quelle saison?</i> <i>tout est ...</i>  <i>Associez/Associe une couleur à une saison</i>  <i>Décrivez/Décris une saison</i> <i>chaud / froid</i> <i>clair / sombre</i> <i>heureux / triste</i> <i>coloré / terne</i> <i>agité / calme</i> <i>rigolo / sérieux</i>	Tap your feet when you hear a noun. Clap your hands when you hear an adjective.  Which season is it? everything is ...  Match (plural/singular) a colour to a season  Describe (plural/singular) a season warm / cold light / dark happy / sad colourful / dull excited / calm funny / serious	<i>C'est (l'hiver) etc.</i> <i>tout est ...</i>  <i>chaud / froid</i> <i>clair / sombre</i> <i>heureux / triste</i> <i>coloré / terne</i> <i>agité / calme</i> <i>rigolo / sérieux</i>	It's (winter) etc. everything is ...  warm / cold light / dark happy / sad colourful / dull excited / calm funny / serious