

Portraits (Portraits)

1. Body parts

Prior Knowledge: It is helpful if children already know how to play the game 'Simon Says'.

<p><u>Objectives</u></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</p>	<p><u>Support</u></p> <p>Accept a physical response from those not ready to respond verbally.</p> <p><u>Extension</u></p> <p>Some children may be ready to learn additional vocabulary for body parts (see Extension vocabulary).</p> <p>Some children could assume the role of the caller in Simon Says.</p>	<p><u>Main</u></p> <p>The children listen to 'Heads, shoulders, knees and toes' song in French ('<i>la tête, les épaules, les genoux et les pieds.</i>') Do they recognise the song? Throughout the session, encourage children to show they understand by using the question and response <i>D'accord? D'accord.</i></p> <p>Sing or play the song again but this time adding the actions. Talk about the differences between the French and English versions e.g. feet instead of toes.</p> <p><u>ICT Opportunities:</u> Create an mp3 version of the song and also a 'karaoke' version with melody + backing track or ask your partner school or a native speaker to sing the song and record it for the class to listen to.</p> <p>Teach vocabulary of body parts used in the song by using visuals. Children use gestures to show they understand. Encourage children to practise pronunciation by repeating after you. Use <i>moins / plus vite, moins/ plus fort</i> (Units 2 & 3) to practise the new language in a variety of ways.</p> <p><u>ICT Opportunities:</u> Pictures could be shown on flashcards or using images on the IWB.</p> <p>Children listen to the song again, filling in gaps left by pointing to the appropriate body part.</p> <p>They listen to the song once more and, this time, supply the French words for the missing body parts.</p> <p>Play games such as Simon Says ('<i>Jacques a dit</i>') to reinforce key vocabulary. Children take turns to be the caller.</p>
--	---	--

<p>Grammar</p> <p><u>For teachers:</u></p> <p>There are four definite articles used in French – <i>le, la, l'</i> and <i>les</i>. <i>Le</i> precedes a masculine noun (<i>le nez</i>), <i>la</i> precedes a feminine noun (<i>la tête</i>), <i>l'</i> is used before a noun starting with a vowel, whether masculine or feminine (<i>l'épaule, l'orteil</i>), and <i>les</i> is used for any plural noun, masculine or feminine (<i>les épaules, les genoux</i>). Definite articles are used much more in French than in English, often where we would not use 'the'.</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>Silent final consonant – <i>les</i> (unless this precedes a vowel when the <i>s</i> is sounded – <i>les épaules, les oreilles</i>); also, <i>épaules, genoux, pieds, yeux, oreilles, nez</i></p> <p>[u] ou – <i>genoux, bouche</i></p> <p>[o] au – <i>épaules</i></p> <p>[e] é – <i>épaules</i></p> <p>[ø] eu – <i>yeux</i></p> <p>[ʃ] ch - <i>bouche</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>No specific focus</p>
--	--	--	--

Portraits (Portraits)

1. Body parts

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> listen with care identify specific words respond to instructions and indicate understanding 	<p><u>New National Curriculum Links</u></p> <p>Music – Key Stage 2</p> <p>Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p>
<p><u>Throughout the week:</u></p> <p>Sing the song and play <i>Jacques a dit</i> to reinforce key vocabulary.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Song ‘Heads, shoulders, knees and toes’ in French This is the French version of the song (the tune and actions are the same): <i>La tête, les épaules, les genoux et les pieds, La tête, les épaules, les genoux et les pieds, Et les yeux, les oreilles, la bouche et le nez La tête, les épaules, les genoux et les pieds.</i> Picture flashcards or interactive whiteboard images to show body parts
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> In the song, the word <i>pieds</i> (feet) is used since it fits the tune more effectively than the literal translation <i>les doigts de pieds</i> (toes) Give children plenty of opportunities to imitate the new vocabulary, by using different voices, saying the word to the ceiling, to the floor, to a partner etc. <i>Les yeux</i> refers only to the plural ‘eyes’. A different word is used for the singular ‘eye’ – <i>l’œil</i>. When children are confident with the new body parts vocabulary, play ‘catch them out’ by pointing to a part of the body and saying the right or wrong word – children should only repeat if it is the correct word. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children’s Language
<p><i>Écoutez (la chanson)</i></p> <p><i>Chantez</i></p> <p><i>C’est ... ou ... ?</i></p> <p><i>Qu’est-ce que c’est ?</i></p> <p><i>les parties du corps</i></p> <p><i>la tête</i></p> <p><i>les épaules (f)</i></p>	<p>Listen (to the song)</p> <p>Sing</p> <p>Is it ... or ...?</p> <p>What is it?</p> <p>parts of the body</p> <p>head</p> <p>shoulders</p>	<p><i>la tête</i></p> <p><i>les épaules (f)</i></p> <p><i>les genoux (m)</i></p> <p><i>les pieds (m)</i></p> <p><i>les yeux (f)</i></p> <p><i>les oreilles (f)</i></p> <p><i>la bouche</i></p> <p><i>le nez</i></p>	<p>head</p> <p>shoulders</p> <p>knees</p> <p>feet</p> <p>eyes</p> <p>ears</p> <p>mouth</p> <p>nose</p>

Portraits (Portraits)

1. Body parts

<i>les genoux (m)</i> <i>les pieds (m)</i> <i>les yeux (m)</i> <i>les oreilles (f)</i> <i>la bouche</i> <i>le nez</i> <i>Répétez</i> <i>Encore une fois</i> <i>plus lentement / plus vite</i> <i>plus fort / plus bas</i> <i>Jacques a dit</i> <i>Touchez la tête / les épaules etc.</i> <i>D'accord ?</i> Extension : <i>le bras/la jambe/la main</i> <i>les doigts (m) /les orteils (m) les doigts de pied (m) /les cheveux (m)</i>	knees feet eyes ears mouth nose Repeat again slower / quicker louder / more quietly Simon says Touch your head / your shoulders etc. All right? Extension: arm/leg/hand fingers/toes/ toes/hair	<i>Jacques a dit</i> <i>Touchez la tête / les épaules etc.</i> Extension : <i>le bras</i> <i>la jambe</i> <i>la main</i> <i>les doigts (m)</i> <i>les orteils (m)</i> <i>les doigts de pied (m)</i> <i>les cheveux (m)</i> <i>D'accord</i>	Simon says Touch your head / your shoulders etc. Extension: arm leg hand fingers toes toes hair All right
---	---	---	--