

## Jeux et chansons (Games and songs)

### 2. Up to 10!

**Prior Knowledge:** It is helpful if the children are confident with the numbers 1-10 in English.

<p><b><u>Objectives</u></b></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>Understand basic grammar appropriate to the language being studied, such as (where relevant): <b>feminine, masculine and neuter</b> 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.</p>	<p><b><u>Support</u></b></p> <p>Ensure children are in mixed ability groups.</p> <p>Some children may need support moving from <i>le chat</i> to <i>deux chats</i> and may need reminding that the <i>le</i> is replaced by the number.</p> <p><b><u>Extension</u></b></p> <p>Give children the opportunity to practise numbers up to 10 using mental arithmetic activities from maths sessions.</p> <p>Confident children could assume the role of the teacher in the <i>Touchez l'image</i> game.</p>	<p><b><u>Main</u></b></p> <p>Revise pronunciation and aural recognition of numbers 1-8. Introduce <i>neuf</i> and <i>dix</i> and practise numbers up to 10 through games, songs and activities.</p> <p><b><u>ICT opportunities:</u></b> Create a multimedia presentation to practise numbers</p> <p>Call out a number and ask children to make their whole body into the shape of the number.</p> <p>Play or sing <i>Le fermier dans son pré</i> and recap the character words (e.g. <i>le fermier</i>) from the previous session. Use the expressions <i>plus/moins vite</i> and <i>plus/moins fort</i> to conduct the volume and pace of the singing.</p> <p>Show the written form for <i>le fermier</i>, <i>le chien</i>, <i>le chat</i> and <i>la souris</i> and match them to picture flashcards. Focus on the words <i>chat</i> and <i>souris</i> and ask for comments on the sound and spelling of these words to see if the children can recall what they know about final consonants in French. (See Unit 1, Session 4)</p> <p>Play <i>Touchez l'image</i> (see Session 1) using flashcards of the characters.</p> <p>Revisit the sound [e] <i>é</i> (<i>ohé, pré</i>) and <i>er</i> (<i>fermier</i>) from Session 1. Show children how the words <i>fermier</i>, <i>pré</i> and <i>ohé</i> are written. Point out to the children that although the endings look different the words do end in the same sound. Introduce the term 'accent' and explain that these change the sounds of letters in French. Create a new page in the 'sound bank' for [e] <i>é</i> and <i>er</i> (see Unit 1, Session 6).</p> <p>Teach <i>Combien de...?</i> (How many?) and combine numbers with characters, e.g. <i>Il y a deux chats</i>. Demonstrate asking and answering the question yourself before asking children a number of <i>Combien de...?</i> questions. Encourage them to answer in a full sentence with <i>Il y a ...</i> Highlight the pronunciation of plural words and compare with English.</p> <p>Play hopscotch with digit cards. Children say the numbers on which they land in French. In small groups, children arrange digit cards (1-9) in a 3 by 3 grid on the floor, with number 10 on top of the grid. The first child jumps to a number and calls it out (then moves away). The second child jumps onto the first number and calls it out, then jumps to another number and calls it out. The game continues with other children in the group following the sequence and adding their own number.</p>
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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Masculine (<i>le</i>) and feminine (<i>la</i>) nouns</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Definite article – <i>le chat / chien / fermier, la souris</i></p> <p>Plurals of nouns</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[jɛ̃] ien – <i>combien, bien, chien</i></p> <p>[wɛ̃] – <i>moins</i>    [ʃ] ch – <i>chat, chien</i></p> <p>[i] i – <i>dix, souris, voici</i>    [ø] eu – <i>neuf, deux</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>Silent last consonant – <i>fermiers, chats, chiens</i></p>
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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>pronounce numbers 1 – 10 accurately;</li> <li>begin to recognise that when simple plurals are made, the pronunciation of the noun remains the same;</li> <li>use their knowledge of numbers to 10 to play a game.</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Reading</u> – Year 1</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>
<p><b><u>Throughout the week:</u></b></p> <ul style="list-style-type: none"> <li>Ask children to suggest playground games which involve using numbers and encourage them to play these in French.</li> </ul> <p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>In simple plurals such as <i>chats</i>, <i>fermiers</i> the -s is silent.</li> <li>There are many primary classroom resources which can be used to support activities e.g. number fans/multi-link cubes. Interactive whiteboard programmes also have resources which can be used in conjunction with the language activity.</li> <li>If space is limited, hopscotch can also be played in pairs seated at tables with children's fingers doing the 'hopping'.</li> <li>Repeated exposure to the new language through a variety of games and activities will help children remember.</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Multimedia presentation for numbers</li> <li>Written form of focus words: <i>le fermier, le chien, le chat, la souris</i></li> <li>Flashcards or props to represent characters in the song</li> <li>Digit cards</li> <li>Computer</li> </ul>

<b><i>Le langage du prof</i></b>	<b>Teacher Language</b>	<b><i>Le langage des enfants</i></b>	<b>Children's Language</b>
<i>Écoutez</i>	Listen	1 <i>un</i>	1 one
<i>Répétez</i>	Repeat	2 <i>deux</i>	2 two
<i>Faites le ex. trois</i>	Make a e.g. three	3 <i>trois</i>	3 three
<i>Touchez l'image</i>	Touch the picture	4 <i>quatre</i>	4 four
<i>Sautez</i>	Jump	5 <i>cinq</i>	5 five
<i>Dites le chiffre</i>	Say the number	6 <i>six</i>	6 six
<i>Combien de .... ?</i>	How many ?	7 <i>sept</i>	7 seven
<i>Plus/moins vite</i>	more slowly/quickly [Lit. more/less quickly]	8 <i>huit</i>	8 eight
<i>Plus/moins fort</i>	more loudly/quietly [Lit. more/less loudly]	9 <i>neuf</i>	9 nine
		10 <i>dix</i>	10 ten

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<p><b>les chiffres de 1-10</b></p> <p>1 <i>un</i>  2 <i>deux</i>  3 <i>trois</i>  4 <i>quatre</i>  5 <i>cinq</i>  6 <i>six</i>  7 <i>sept</i>  8 <i>huit</i>  9 <i>neuf</i>  10 <i>dix</i></p> <p><b>Les personnages</b></p> <p>Voici:  <i>le fermier (dans son pré)</i>  <i>la femme</i>  <i>l'enfant</i>  <i>la nourrice</i>  <i>le chien</i>  <i>le chat</i>  <i>la souris</i>  <i>le fromage</i></p> <p><i>le singulier / au singulier</i>  <i>pluriel / au pluriel</i>  <i>la marelle</i></p>	<p><b>numbers 1-10</b></p> <p>1 one  2 two  3 three  4 four  5 five  6 six  7 seven  8 eight  9 nine  10 ten</p> <p><b>The characters</b></p> <p>Here is:  the farmer (in his field)  the wife  the child  the nurse  the dog  the cat  the mouse  the cheese</p> <p>singular / in the singular  plural / in the plural  hopscotch</p>		
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