

Jeux et chansons (Games and Songs)

1. 'The Farmer's in His Den'

Prior Knowledge: It is helpful if children already know the song and actions for *The Farmer's in his Den* (or an alternative song).

<p><u>Objectives</u></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p><u>Support</u></p> <p>Accept a physical response from children who are not ready to respond verbally.</p> <p><u>Extension</u></p> <p>Draw pictures of characters with labels for a class display.</p> <p>Confident children could assume the role of the teacher in the <i>Touchez l'image</i> game.</p>	<p><u>Main</u></p> <p>Play or sing <i>Le Fermier dans son Pré</i>. Do children recognise the song and what it is about? Invite them to listen again and find the equivalent to <i>Eee eye addy-oh</i> in French.</p> <p><u>ICT opportunities:</u> There are different versions of this song in French. You can find these by entering the French title into an internet search engine. You can also download pictures to illustrate the song and incorporate them into an interactive whiteboard presentation. A foreign language assistant or native speaker could record the song into the presentation. Later use the presentation to identify graphemes with the same sound, e.g. <i>fermier</i>, <i>ohé</i>.</p> <p>Show a flashcard or prop as you say the word for each of the characters. Remind children that if they want you to repeat a word or phrase, they can also use the phrase <i>Répétez s'il vous plaît</i>. Repeat, with children saying the words after you.</p> <p>Reinforce by playing games such as <i>Touchez l'image</i>. Place picture flashcards of the characters on the board. Divide the class into two teams. One child from each team comes to the board. Call out one of the characters from the song e.g. <i>le chien</i>. The first child to touch the correct picture wins a team point. Choose two new children for the next round.</p> <p>Focus on the sound [e] é (<i>ohé</i>, <i>pré</i>) and <i>er</i> (<i>fermier</i>) to support pronunciation.</p> <p>Talk about the differences between the French and English versions of the song.</p> <p>Sing the song with actions. Children (who have already selected a 'farmer') form a circle around him. They hold hands and go around in a circle singing the song as the farmer in the middle mimes e.g. digging, planting. At the end of the 'wife' verse the farmer chooses his 'wife' from the circle. The wife and farmer go around in their own circle in the middle as they too join in with the song. The song continues with the last child chosen selecting the character from the next verse. The child who plays the 'mouse' is the farmer in the next round.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Third person singular of the verb '<i>prendre</i>' (to take) – <i>le fermier prend sa femme</i></p> <p>Possessive pronoun – his / her – <i>son</i> is used if the following word is masculine (e.g. <i>son pré</i>); <i>sa</i> is used if the following word is feminine (e.g. <i>sa femme</i>)</p> <p>Definite article – <i>le</i> is used for masculine nouns, and <i>la</i> for feminine</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>[jɛ̃] ien – <i>chien</i>, <i>bien</i></p> <p>[a] a – <i>chat</i></p> <p>[u] ou – <i>souris</i>, <i>nourrice</i></p> <p>[ʃ] ch – <i>chat</i>, <i>chien</i></p> <p>silent final consonant – <i>dans</i>, <i>enfant</i>, <i>chat</i>, <i>souris</i></p>	<p>Phonics focus</p> <p><u>For children :</u></p> <p>[e] é / er – <i>ohé</i>, <i>pré</i>, <i>fermier</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • listen with care • identify specific words • identify sounds which are the same as or different from English • understand a well-known children's game from a country where the language is spoken. 	<p><u>New National Curriculum Links</u></p> <p>English</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>Music – Key Stage 2</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>												
<p><u>Throughout the week:</u></p> <p>Listen to the song and join in. Act out the song.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Flashcards or props to represent characters in the song • Internet • Song / words for <i>Le Fermier dans son Pré</i>. One version of the song is: 												
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Children can use a feather duster or fly swatter to touch the correct picture on the board. • Ask children if they have heard the word 'fromage' before – some may have eaten <i>fromage frais</i>. 	<p><i>Le fermier dans son pré x 2</i></p> <p><i>Ohé, ohé, ohé le fermier dans son pré</i></p> <p><i>Le fermier prend sa femme x2</i></p> <p><i>Ohé, ohé, ohé le fermier prend sa femme</i></p> <p>Other verses continue with:</p> <table border="0" style="width: 100%;"> <tr> <td><i>La femme prend son enfant...</i></td><td>The wife takes her child</td></tr> <tr> <td><i>L'enfant prend la nourrice...</i></td><td>The child takes the nurse</td></tr> <tr> <td><i>La nourrice prend le chat...</i></td><td>The nurse takes the cat</td></tr> <tr> <td><i>Le chat prend la souris...</i></td><td>The cat takes the mouse</td></tr> <tr> <td><i>La souris prend le fromage...</i></td><td>The mouse takes the cheese</td></tr> <tr> <td><i>Le fromage est battu</i></td><td>We all pat the cheese [literally: The cheese is patted]</td></tr> </table>	<i>La femme prend son enfant...</i>	The wife takes her child	<i>L'enfant prend la nourrice...</i>	The child takes the nurse	<i>La nourrice prend le chat...</i>	The nurse takes the cat	<i>Le chat prend la souris...</i>	The cat takes the mouse	<i>La souris prend le fromage...</i>	The mouse takes the cheese	<i>Le fromage est battu</i>	We all pat the cheese [literally: The cheese is patted]
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<i>L'enfant prend la nourrice...</i>	The child takes the nurse												
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Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>Écoutez</i>	Listen	<i>le fermier (dans son pré)</i>	the farmer (in his field)
<i>Répétez s'il vous plaît</i>	Repeat please	<i>la femme</i>	the wife
<i>Faites un geste pour ex. le fermier</i>	Do an action for e.g. the farmer	<i>l'enfant</i>	the child
		<i>la nourrice</i>	the nurse
<i>Regardez les images</i>	Look at the pictures	<i>le chien</i>	the dog
<i>Trouvez</i>	Find	<i>le chat</i>	the cat
<i>Touchez l'image</i>	Touch the picture	<i>la souris</i>	the mouse
		<i>le fromage</i>	the cheese
<i>les personnages</i>	the characters	<i>ohé ! ohé ! ohé !</i>	E-I-Addio
<i>Voici:</i>	Here is:	<i>Répétez s'il vous plaît</i>	Repeat please
<i>le fermier (dans son pré)</i>	the farmer (in his field)		
<i>la femme</i>	the wife		
<i>l'enfant</i>	the child		
<i>la nourrice</i>	the nurse		
<i>le chien</i>	the dog		
<i>le chat</i>	the cat		
<i>la souris</i>	the mouse		
<i>le fromage</i>	the cheese		
<i>ohé ! ohé ! ohé !</i>	E-I-Addio		
<i>prend</i>	takes / grabs		
<i>battu</i>	beaten		
<i>son / sa</i>	his / hers		
<i>C'est ... ou ... ?</i>	Is it ... or ... ?		