



# Primary - Planning

**My Family**

**Key Stage 2**

**Unit 3**

**Lesson 5**



## Key Stage Two

### Unit Number: Unit Three

## My Family

Session	Learning Objective(s)	Proposed Teaching Activities	Learning Outcomes	Resources
5.	All children will consolidate prior learning by interviewing their peers about their names, ages, and brothers and sisters.	<ul style="list-style-type: none"> <li>➤ Sing the Greeting Song.</li> <li>➤ Sing the Alphabet Song, recapping vowel and consonant sounds if necessary.</li> <li>➤ Recap French numbers 0-10 and teach <i>plus</i> [plus] and <i>moins</i> [minus].</li> <li>➤ Complete addition and subtraction calculations using French names for numbers and operations.</li> <li>➤ Recap the previously taught French vocabulary and sentence structures.</li> <li>➤ Complete the Interview Game.</li> <li>➤ Listen to and discuss Tony Ross' La Petite princesse.</li> <li>➤ Sing the Goodbye Song to finish.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will answer a question in French.</li> <li>➤ Most children will understand and respond to mathematical calculations in French.</li> <li>➤ Some children will ask questions in French and understand the details in the answers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Our Greeting Song, including Video (PP Slides 7-8)</li> <li>➤ Lyrics for the Greeting Song – See Lesson 5 Printable Resources</li> <li>➤ The Alphabet Song (PP Slide 9)</li> <li>➤ Vowels &amp; Consonants Support (PP Slides 10-15)</li> <li>➤ French Numbers 0-10 (PP Slides 16-17)</li> <li>➤ French Mathematical Operations (PP Slide 18)</li> <li>➤ French Addition Sentences (PP Slides 19-20)</li> <li>➤ French Subtraction Sentence (PP Slide 21)</li> <li>➤ French Written Calculations (PP Slide 22)</li> <li>➤ Recapping Prior Learning and Interview Game Help Page (PP Slides 23-28)</li> <li>➤ The Interview Game Worksheet (PP Slide 29) - See Lesson 5 Printable Resources</li> <li>➤ Tony Ross' La Petite princesse (PP Slides 30-31)</li> <li>➤ Translation of the Story - See Lesson 5 Printable Resources</li> <li>➤ The Goodbye Song (PP Slide 32)</li> </ul>





#### Lesson Resources:

- Lesson PowerPoint
- Our Greeting Song, including Video ([PP Slides 7-8](#))
- Lyrics for the Greeting Song – [See Lesson 5 Printable Resources](#)
- The Alphabet Song ([PP Slide 9](#))
- Vowels & Consonants Support ([PP Slides 10-15](#))
- French Numbers 0-10 ([PP Slides 16-17](#))
- French Mathematical Operations ([PP Slide 18](#))
- French Addition Sentences ([PP Slides 19-20](#))
- French Subtraction Sentence ([PP Slide 21](#))
- French Written Calculations ([PP Slide 22](#))
- Recapping Prior Learning and Interview Game Help Page ([PP Slides 23-28](#))
- The Interview Game Worksheet ([PP Slide 29](#)) - [See Lesson 5 Printable Resources](#)
- Tony Ross' La Petite princesse ([PP Slides 30-31](#))
- Translation of the Story - [See Lesson 5 Printable Resources](#)
- The Goodbye Song ([PP Slide 32](#))

Date:	Key Stage: Two	Duration: 45 minutes to 1 hour
Unit Number and Title: Three My Family	Lesson No: Five	
Key Vocabulary: [French Numbers 0-10] <b>plus</b> [plus/add] <b>moins</b> [minus/take away] <b>As-tu des frères et des sœurs ?</b> [Do you have any brothers and sisters?] <b>J'ai ... frère(s) et ... sœur(s).</b> [I have...brother(s) and...sister(s).] <b>Je n'ai pas de frère / sœur.</b> [I don't have any brothers/sisters]. <b>Quel âge as-tu ?</b> [How old are you?] <b>J'ai ..... ans.</b> [I have..... years.]	Preparation: <a href="#">Print and Trim the Interview Game Worksheet</a>	

**Learning Objective(s):** All children will consolidate prior learning by interviewing their peers about their names, ages, and brothers and sisters.

**Learning Outcomes:** All children will answer a question in French. Most children will understand and respond to mathematical calculations in French. Some children will ask questions in French and understand the details in the answers.

**Prior Learning:** **papa** [daddy], **frère** [brother], **maman** [mummy], **sœur** [sister], **bébé** [baby], **grand(e)** [tall/big], **petit(e)** [short/little], **As-tu des frères et des sœurs ?** [Do you have any brothers and sisters?], **J'ai ... frère(s) et ... sœur(s).** [I have...brother(s) and...sister(s).], **Je n'ai pas de frère / sœur.** [I don't have any brothers/sisters.], **Quel âge as-tu ?** [How old are you?], **J'ai ..... ans.** [I have..... years.]

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Focus Activity	10 Mins – 15 Mins	<p><a href="#">Singing the Greeting Song (PP Slides 7-8)</a></p> <ul style="list-style-type: none"> <li>➤ Start the lesson by waving to individuals and saying '<b>Bonjour. Je suis Monsieur / Madame TEACHER'S NAME.</b>' [Good day. I am Mr/Mrs TEACHER'S NAME] and have the class reply '<b>Bonjour, Monsieur / Madame TEACHER'S NAME.</b>'</li> <li>➤ Sing the greeting song learnt in the previous lessons with the corresponding actions (<a href="#">PP Slides 7-8</a>).</li> <li>➤ Remind children of the actions which go along with the first verse: <ul style="list-style-type: none"> <li>• <b>Bonjour</b> [Good Day] (wave right hand),</li> </ul> </li> </ul>		

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Focus Activity, cont.	10 Mins – 15 Mins	<ul style="list-style-type: none"> <li>• <b>salut</b> [Hi] (wiggle left fingertips),</li> <li>• <b>et ça va ?</b> [And how's it going?] (open hands in enquiry with face questioning).</li> </ul> <p>➤ If necessary, slowly lead children in choral rep of each word, emphasising mouth movements. For example, exaggerate the 'ou', etc).</p> <p>➤ Remind children of the actions which go along with the subsequent verses:</p> <ul style="list-style-type: none"> <li>• <b>Ça va très bien</b> [It's going very well.] (thumbs up, left then right),</li> <li>• <b>Ça va comme ci comme ça</b> [It goes like this, like that/middling/so so.] (hold out right hand with your palm to the floor and tilt back and forth as you would do when saying you are feeling so so),</li> <li>• <b>Ça ne va pas</b> [It's not going well.] (<b>NE</b> dismissive swipe with right hand, <b>PAS</b> – same with left – hoping children will mirror Teacher so gesture is like text word order).</li> </ul> <p>➤ Sing the song all together.</p> <p>➤ Lyrics for this song can also be found in <b>Lesson 5 Printable Resources</b>.</p> <p><u>Recapping the French Alphabet (PP Slides 9-15)</u></p> <p>➤ As a class, sing the Alphabet Song (PP Slide 9).</p> <p>➤ You may wish to proceed this by recapping the various vowel (PP Slide 10) and consonant sounds (PP Slides 11-15).</p> <p><u>Recapping French Numbers 0-10 (PP Slides 16-17)</u></p> <p>➤ Using PP Slides 10-11, as a class, chant through the numbers 0-10:</p> <ul style="list-style-type: none"> <li>• <b>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</b> [zero, one, two, three, four, five, six, seven, eight, nine, ten].</li> </ul> <p>➤ Complete some of the short activities below, which were previously taught in Unit 1:</p> <ul style="list-style-type: none"> <li>• Do the turn and turnabout activity where you say one number and the children say the next one in the sequence, up until they reach 10.</li> <li>• Model counting again but leave gaps for the pupils to fill in with the missing number. Begin this chorally before moving to hands up (<b>Levez le doigt</b>) [Raise your finger]</li> <li>• Flip this activity on its head by turning it from a speaking activity to a listening one. Counts from 0 to 10 but occasionally get the order wrong. Children should say 'oui' [yes] or 'non' [no] depending on whether you state the numbers in the correct order.</li> <li>• Hold up a number of fingers and say a number – if you, the teacher, correctly say the number which matches your fingers, the class should say 'oui' [yes], but you say the wrong number, the class should say 'non' [no].</li> </ul>		

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Focus Activity, cont.	10 Mins – 15 Mins	<p><u>Calculating Using French Numbers (PP Slides 18-22)</u></p> <ul style="list-style-type: none"> <li>➤ Explain that in France they use the same mathematical operations that we do in England.</li> <li>➤ Show the children the picture of the plus and minus signs and teach them the vocabulary <b>plus</b> [plus/add] and <b>moins</b> [minus] (PP Slide 18).</li> <li>➤ Work through the addition sentences on PP Slide 19. Use the audio clips to speak the sentences with the children and then as a class, chorally recite the calculations.</li> <li>➤ When the children respond with the answer to the calculations, they must answer in French.</li> <li>➤ The children should then write the final addition calculation on PP Slide 20 in their French book, using the vocabulary bank to help them. Allow the children to self-mark this when you go over the answer.</li> <li>➤ Work through the subtraction calculation on PP Slide 21. Use the audio clips to speak the sentences with the children and then as a class, chorally recite the calculations.</li> <li>➤ When the children respond with the answer to the calculation, they must again answer in French.</li> <li>➤ The children should then write the final subtraction calculation on PP Slide 21 in their French book, using the vocabulary bank to help them. Allow the children to self-mark this when you go over the answer.</li> <li>➤ Work through the first two written calculations on PP Slide 22. Use the audio clips to speak the sentences with the children and then as a class, chorally recite the calculations.</li> <li>➤ When the children respond with the answer to the calculation, they must again answer in French.</li> <li>➤ The children should then write the final three written calculations on PP Slide 22 in their French book, using the vocabulary bank to help them. Allow the children to self-mark these when you go over the answer.</li> </ul>		
Main Content	25 Mins – 30 Mins	<p><u>Recapping Prior Learning (PP Slides 23-25)</u></p> <ul style="list-style-type: none"> <li>➤ In the succeeding activity, the children will need to speak a range of questions and answers when interviewing and being interviewed by their peers: <ul style="list-style-type: none"> <li>• PP Slide 23 recaps <b>Qui es-tu ?</b> [Who are you?] and the response of <b>Je suis...</b> [I am...],</li> <li>• PP Slide 24 recaps <b>Qui es-tu ?</b> [Who are you?] and the response of <b>Je m'appelle...</b> [I'm called...],</li> <li>• PP Slide 25 recaps <b>Quel âge as-tu ?</b> [What age have you?] and the response of <b>J'ai _____ ans.</b> [I have _____ years.],</li> <li>• PP Slide 26 recaps the five family words of <b>papa</b> [daddy], <b>maman</b> [mummy], <b>frère</b> [brother], <b>sœur</b> [sister], <b>bébé</b> [baby],</li> <li>• PP Slide 27 recaps <b>As-tu des frères et des sœurs ?</b> [Have you any brothers or sisters?] along with the responses of <b>J'ai _____ frère(s) et _____ sœur(s).</b> [I have _____ brother(s) and _____ sister(s).] and <b>Je n'ai pas de...</b> [I don't have any...].</li> </ul> </li> </ul>		

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Main Content, cont.	25 Mins – 30 Mins	<ul style="list-style-type: none"> <li>➤ Elicit what vocabulary the children know and what they need extra support on before the next activity. Go through each of the slides, listening and modelling using call and response/my turn, your turn. Ask children questions and allow them to practise responding before the next activity.</li> </ul> <p><u>Interviewing Others (PP Slides 28-29)</u></p> <ul style="list-style-type: none"> <li>➤ Play the interviewer and interviewee game.</li> <li>➤ Split the class in half. Half will be interviews whilst the other half are the interviewees.</li> <li>➤ The interviewers must interview four different children, asking of them their name, age and how many brothers and sisters they have.</li> <li>➤ These should be both spoken and answered in French.</li> <li>➤ To aid the children should they struggle to remember these questions and all of the possible responses, these can be found on <a href="#">PP Slide 28</a> to use as prompts.</li> <li>➤ Show the children the table from the Interview Game worksheet on <a href="#">PP Slide 29</a>. This can be found in <a href="#">Lesson 5 Printable Resources</a>.</li> <li>➤ Explain that the first two rows are examples of a child call Samantha who is 7 and has 2 brothers and another child called Patrick who is 8 and has 1 brother and 2 sisters.</li> <li>➤ Model asking the questions with a higher ability child and marking them on the Interview Game table on <a href="#">PP Slide 29</a>.</li> <li>➤ Once you are sure that the children understand the task, move the PowerPoint back to <a href="#">PP Slide 28</a> and give the interviewing half the Interview Game Worksheet.</li> <li>➤ The interviewees should remain seated (<i>asseyez-vous</i>) whilst the interviewing half can walk around choosing people to interview.</li> <li>➤ Set a four or five minute timer and once this time limit has expired, swap the groups round, handing out the Interview Game Worksheet and allowing the game to continue afresh with the interviewers sitting down as the new interviewees, and the other half taking over as interviewers.</li> </ul>		

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Plenary	10 Mins – 15 Mins	<p><u>Tony Ross' La Petite princesse (PP Slides 30-31)</u></p> <ul style="list-style-type: none"> <li>➤ Introduce Tony Ross, author and illustrator of many books including The Little Princess series of books, to the class (PP Slide 30).</li> <li>➤ Explain that we are going to watch/listen to one of Tony Ross' stories about the Little Princess called <i>Je veux une petite sœur !</i> [I want a little sister!]</li> <li>➤ Play the video on PP Slide 31 and afterwards discuss it the children. Can they understand the plot from context? Are they aware that the Little Princess' mother is pregnant and the tale revolves around the Little Princess wanting a sister.</li> <li>➤ Play the story again, but this time ask the children if they can listen out to any French words which they have previously been taught.</li> <li>➤ A translation of this story can be found in <i>Lesson 5 Printable Resources</i>.</li> </ul> <p><u>Singing the Goodbye Song (PP Slide 32)</u></p> <ul style="list-style-type: none"> <li>➤ Sing the Goodbye Song (PP Slide 32).</li> </ul>	<ul style="list-style-type: none"> <li>➤ There are some instances of good vocabulary which you may wish to discuss, including: <ul style="list-style-type: none"> <li>• When the princess says <i>"Chic alors !"</i> [Great!],</li> <li>• <i>Je ne veux pas de petit frère !</i> [I don't want a little brother!],</li> <li>• <i>Ça sent mauvais</i> [That smells bad],</li> <li>• <i>très mauvais</i> [very bad],</li> <li>• <i>dans la poubelle</i> [in the bin].</li> </ul> </li> </ul>	