



<p><b>Subject: French</b></p>	<p>Meeting and Greeting</p>	
<p><b>Class: Elephants</b></p>	<p><b>Teacher: Sukhi Lall</b></p>	<p><b>Term: Autumn 1</b></p>
<p><b>Key Vocabulary:</b> <b>Bonjour</b> bon-joor <i>Hello, good morning!</i> <b>Salut</b> sal-u <i>Hi!/bye</i> <b>Ça va?</b> sa-vah <i>How's it going?</i> <b>Comment ça va?</b> como-sa-vah <i>How's it going?</i> <b>Comment vas-tu?</b> como-vah-tu <i>How are you? (informal)</i> <b>Comment allez-vous?</b> como-allay-voov <i>How are you? (formal or to group)</i> <b>Bon après-midi</b> boh-swahr <i>Good evening.</i> ways of saying good-bye <b>Au revoir</b> oh-voir <i>Good-bye</i> <b>Salut!</b> sah-loo <i>Bye! (informal)</i> <b>Bonne nuit</b> bun-nwee <i>Good night</i> <b>À bientôt!</b> ah-bi-ehn-toh <i>See you soon!</i> answers to how are you? <b>Ça va</b> sah-vah <i>I'm okay.</i> <b>Ça va bien, merci.</b> sah-vah-bi-ehn, mersee <i>I'm well, thanks.</i> <b>Ça va mal</b> sah-vah-mahl <i>I'm not doing well.</i> <b>Ça va comme ci comme ça</b> com-see-com-sah <i>I'm so-so</i> meeting for the first time <b>Bienvenue!</b> bi-ehn-vuh-noo <i>Welcome!</i> <b>Ravi de faire votre connaissance!</b> ravee-duh-fair-vo-truh-co-nay-sanse <i>Nice to meet you (formal)</i> <b>Enchanté(e)!</b> uhn-shan-tay <i>Nice to meet you!</i> informal/slang greetings <b>Quoi de neuf?</b> kwah-duh-nuf <i>What's new?</i> <b>Tu es en forme?</b> tu-ay-ehn-form <i>Are you feeling well? (informal)</i> <b>Coucou!</b> coo-coo <i>Hey there! (very informal)</i> <b>Ça baigne?</b> sah-banyuh <i>How's it going?</i> <b>Ça bouge?</b> sah-booge <i>How's it going?</i></p>	<p><b>Alternative Learning Environments</b></p>	<p><b>Resources:</b></p> <p>French-games.net website</p> <p>Light bulb learning resources</p> <p>Twinkle practise sheets</p>

<b>Unit Aim:</b> To will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of each lesson plan.
<b>Prior Learning:</b> know that French is spoken in many countries and has different pronunciation of words
<b>Future Learning:</b> to use in everyday conversations to improve understanding of spoken words in French
<b>Unit Expectations:</b> <b>All:</b> ay hello and goodbye; • introduce themselves; • say if they are feeling good/bad/so-so; • count to 10; • say how old they are <b>Some:</b> ... use vocabulary they have learnt elsewhere to develop their sentences; • recognise there is a difference between formal and informal language. <b>A Few:</b> use different greetings for different situations; • ask and answer simple questions for each topic area.
<b>Links with other subjects:</b> <b>ICT:</b> interactive learning reources- <a href="http://French-games.net">French-games.net</a> website <b>SP/L</b> repeating new words and sharing conversation in French

<b>Pupil Asset Milestones to be achieved:</b>
<b>Subject: French - Greeting and meeting</b>
<b>Stage 1</b>
<b>Listening</b>
I can listen and join in with a range of songs, rhymes and stories.
<b>I can listen and respond to sound patterns and words.</b>
<b>I can listen attentively and understand instructions, everyday classroom language and praise words.</b>
<b>I can understand a variety of different voices.</b>
<b>Speaking</b>
<b>I can communicate with others using simple words, phrases and short sentences.</b>
<b>I can use correct pronunciation of familiar words.</b>
<b>I understand the conventions such as taking turns to speak, valuing the contribution of others.</b>
<b>Reading</b>
<b>I can recognise and understand some familiar words in written form.</b>
<b>I can read aloud in chorus, with confidence and enjoyment, from a known text.</b>
<b>Writing</b>
<b>I can experiment with the writing of different words.</b>

<b>I can write some familiar words from memory.</b>
<b>Grammar &amp; Vocabulary</b>
<b>I can recognise similarities between some English words and those in another language.</b>
<b>I am beginning to recognize some simple patterns.</b>
<b>Cultural Understanding</b>
<b>I can appreciate different languages not spoken by members of my school.</b>
<b>I understand that there are similarities and differences in social conventions between different cultures.</b>
<b>I can identify the country or countries where the language is spoken.</b>
<b>I can recognize a childrens song or rhyme which is well known to native speakers.</b>
<b>K9</b>
<b>Listening</b>
<b>I can demonstrate an understanding of an increasing vocabulary of actions and objects</b>
<b>I can answer questionson an increasing range of subjects in the target language</b>
<b>Speaking</b>
<b>I can respond to familiar requests with sentences of three or four words</b>
<b>I can use an increasing vocabulary of actions and objects</b>
<b>I can ask questions, with visual clues, in the target language</b>
<b>I am beginning to pronounce spoken vocabulary with more clarity</b>
<b>Reading</b>
<b>I can read an increasing range of symbols to identify objects and actions</b>
<b>I can read and shows understand of a few words or symbols presented in an familiar context</b>
<b>Writing</b>
<b>I can draft a simple sentence using symbols or a word bank</b>
<b>I can attempt to write one or twosimple words from memory</b>
<b>Cultural Understanding</b>
<b>I can identify an increasing range ofitems of cultural identity</b>
<b>I can identify physical features of the target country</b>
<b>I canshow an understanding of a range ofcultural differences</b>
<b>K8</b>
<b>Listening</b>
<b>I can listen attentively and is demonstrate awareness that the target language conveys meaning</b>
<b>I can demonstrates an understanding of one or two simple classroom instructions</b>
<b>Speaking</b>
<b>I can introduce myself by name in the target language and ask a peer for their name</b>
<b>I can use the target language with a purpose such as requesting items in simulations of real life encounters.</b>
<b>I can respond using simple words or signs or symbols to an increasing range of simple questions</b>
<b>Reading</b>
<b>I can select symbols for familiar actions or objects in the target language</b>
<b>I can read and shows understand of a few words or symbols presented in an familiar context</b>
<b>Writing</b>

I can label one or two objects with symbols

Week	Session 1
1 06/09/21	<p><b>Lesson Objective</b></p> <p>I can say hello for different times of day.                      I can use formal or informal language appropriately.                      I can use gestures to support my conversation.</p> <p><b>Activities</b></p> <p>Ask what Hello is in French.</p> <p>Engage in conversations, ask and answer questions in the context of introducing yourself. To exchange names in French</p> <p><b>ZB SW TH JK - Guidance and some support</b>  <b>KG RO AD -differentiation by resource</b></p>

<p>2 13/09/21</p>	<p><b>Lesson Objective</b> I can introduce myself to someone else. • I can ask another person their name. • I can use gestures to support my conversation</p> <p><b>Activities</b></p> <p>What's Your Name? Engage in conversations, ask and answer questions in the context of introducing yourself. To exchange names in French</p> <p><b>Play game on French-games.net</b></p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p>
<p>3 20/09/21</p>	<p><b>Lesson Objective</b> I can use 'Comment ça va?' as a question. I can choose the appropriate phrase to say how I feel</p> <p><b>Activities</b></p> <p>How Are You? Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions in the context of talking about how you are.</p> <p>Pair conversation</p> <p>French-games.net games</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p>

4 27/09/21	<p><b>Lesson Objective</b></p> <p>I can use 'Comment ça va?' as a question. I can choose the appropriate phrase to say how I feel</p> <p><b>Activities</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions in the context of talking about how you are.</p> <p>Pair conversation</p> <p>French-games.net games</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p> <p>.</p>
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5 04/10/21	<p><b>Lesson Objective</b></p> <p>I can say goodbye in a variety of ways. I can use formal and informal language.</p> <p><b>Activities</b></p> <p>Goodbye! Listen attentively to spoken language and show understanding by joining in and responding; engage in conversations, ask and answer questions in the context of saying goodbye.</p> <p>Pair respond to each other in French</p> <p>Play game on <a href="http://French-games.net">French-games.net</a></p> <p><b>ZB SW TH JK - Guidance and some support</b></p> <p><b>KG RO AD -differentiation by resource</b></p>
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<p>6 11/10/21</p>	<p><b>Lesson Objective</b> To recognise and repeat sounds and words accurately. To use songs to support my learning. I can say the numbers 0-10 in French. I can listen and repeat carefully. I can join in when the numbers are in a song. I can use music to help me remember new words.</p> <p><b>Activities</b> Counting 0-10 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; appreciate stories, songs, poems and rhymes in the language in the context of counting. To recognise and repeat sounds and words accurately.</p> <p>BBC French site</p> <p>Listen and repeat several times to learn the correct pronunciation</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p>
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7 18/10/2	<p><b>Lesson Objective</b></p> <p>To recognise and repeat sounds and words accurately. To use songs to support my learning.</p> <p>I can say the numbers 0-10 in French.</p> <p>I can listen and repeat carefully.</p> <p>I can join in when the numbers are in a song.</p> <p>I can use music to help me remember new words.</p> <p><b>Activities</b></p> <p>Frenc-games.net games to further develop names of numbers in French</p> <p>Pair conversation</p> <p>BBC French site</p> <p>Listen and repeat several times to learn the correct pronunciation</p> <p><b>ZB SW TH JK - Guidance and some support</b></p> <p><b>KG RO AD -differentiation by resource</b></p>
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