**Lesson 1 – Les formes**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To lean the names for some simple shapes | 1. Review basic introductions/ salutations. *Bouônjour* and *Comment qu'tu'es?* and the various different responses.
2. Show les formes ppt and introduce each of the shapes. Focus on the long *ê* ( ay sound) in *bêlong* and *êtaile*. Also, the long *â* ( arrhh sound) in *cârré. Say each shape out loud and then get the children to repeat the shape.*
3. Ask the children *Montrez-mé un*/eune….and get the children to point to examples of the different shapes around the classroom.
4. Play shape reveal game on the IWB encourage the children to use the correct definitive article and not just shout out the shape*.*
5. Play a game of shape lotto. Give each child a lotto board and children need to choose a card and then say the name of the shape. If they have that shape on their board then they keep it. If not they discard it.
6. At the end of the lesson review how we say goodbye using à bêtôt and à bi
 | children can accurately name each of the shapes in turn.Children can say which shape is feminine and which is masculine  | les fromes ppt pptshape reveal gameshape lotto |  | Aim: Pupils appreciate the cultural influence of France on Jèrriais and Jersey’s heritage. |

**Lesson 2 – les formes et les couleurs**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To learn the names of some simple shapesTo use colour adjectives to describe shapes | 1. Review basic introductions/ salutations. *Bouônjour* and *Comment qu'tu'es?* and the various different responses
2. Use colour flashcards to review the names of the colours. Check children know both masc and feminine versions of appropriate colours
3. Using the les formes 2 ppt review the names of the shapes. Ask the children *Tch'est qu'ch'est?* and encourage them to respond with *Ch'est…* followed by the colour and name of the shape. Remind children that colour adjectives come before the noun. Make sure that the children are making the correct agreement with the adjective/noun relationship
4. Show Paul Klee’s painting Colourful Architecture. Ask the children to find a list of shapes in the picture.
5. Children play colour shape battleships.
6. At the end of the lesson review how we say goodbye using à bêtôt and à bi
 | children can name all the shapes.Children know that a colour adjective goes before the noun.  | colour flashcardsles formes pptPlau Klee – Colourful Architecturebattleships game |  | Aim: Listen attentively to spoken language and show understanding by joining in and responding.Engage in conversations; ask and answer questions.Speak in sentences, using familiar vocabulary, phrases and basic language structures. |

**Lesson 3 – les formes et prépositions**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To learn how to describe the location of an object using simple prepositions | 1. Review basic introductions/ salutations. *Bouônjour* and *Comment qu'tu'es?* and the various different responses
2. Review the names of the shapes using ppt or flashcards.
3. Explain that some words help us to understand the position of something and these are called prepositions. Go through the prepositions ppt. Get the children to repeat each jèrriais word. Check that the children clearly understand the position on each slide. Focus on the individual sounds of each preposition *sus –*short 'u' sound, *souos* – the 'sw' sound, *gauche* – the 'oh' sound, *drouaite* – the 'eh' sound.
4. Ask the question *Où'est qu'est lé cat*? Explain to answer we use the present tense of the verb êt to be – *il est*. Go through the cat slide on the prepositions ppt
5. Using a toy crapaud play a game of where is the crapaud? Place the toy crapaud around the room and then ask the children to ask each other the question *Où'est qu'est Cliément?* The other children reply with appropriate preposition. (You may need to help them by giving the name of the object they are placing the crapaud near)
6. Get the children to complete Où'est qu'est worksheet.
 | children can describe where an object is in relation to another object  | shape pptpreposition ppttoy crapaudoù'est qu'est worksheet |  | Aim: Listen attentively to spoken language and show understanding by joining in and responding.Engage in conversations; ask and answer questions.Speak in sentences, using familiar vocabulary, phrases and basic language structures. |

**Lesson 4 – La Fache**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To learn the names of the facial features | 1. Say Bouônjour and Comment qu'tu'es to all the students and wait for appropriate responses.

 1. Explain that we are learning about the face and how to describe someone’s features. Go through la fache ppt. Get the children to repeat each of the facial features after you. Remind the children that we learnt these last year when doing parts of animals.
2. Show the children a face with different colour features. Model to the children how to describe the face. Remind the children that the colour always comes before the noun. Explain to say I have we use the present tense of verb *aver* – *j'ai..* and for he has *– il a* and for she has *- oulle a*
3. Give out the face cards. Get the children to describe the face on their card to the rest of the group.
4. Give out the La Fache word search sheet
 | Children can identify and say each of the facial features.Children can use the verb aver in the present | la fache ppt la fache cardsla fache word search |  | Develop accurate pronunciation so that others understand when they are using familiar words and phrases.Broaden their vocabulary and develop their ability to understand new words. |

**Lesson 5 – La fache**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To learn how to say a simple description of someone's face | 1. Say Bouônjour and Comment qu'tu'es to all the students and wait for appropriate responses.
2. Review the names of the parts of the face with the children on la fache 2 ppt.
3. Explain that as well as the colour of facial features we can also describe the size. Introduce and review *p'tit/e* and *grand/'*. Give some examples to describe someone’s eyes
4. Introduce the 4 simple adjectives to describe hair. Short – *court/e*, long – *long,* straight – *drait* and curly – *corlé/e*
5. Play the face card matching game
 | children can describe the features of the face.Children can use the correct form of the adjective | la fache 2 ppt face card matching game |  | Aim: Listen attentively to spoken language and show understanding by joining in and responding.broaden their vocabulary and develop their ability to understand new words  |

**Lesson 6 - Les parties du corps**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To be able to name the different parts of the body.Listen with careSpeak clearly and confidently | 1. Say Bouônjour and Comment qu'tu'es to all the students and wait for appropriate responses.
2. Review the names of the parts of the face with the children.
3. Introduce new vocabulary with les parties du corps ppt. Get the children to repeat each of the parts of the body. Focus on the long 'ay' sound in *tête* and *èpaûle* as opposed to the short eh sound in *dés and ortés*
4. Teach the children the song *Tête, êpaûles, genouors pids* to the tune of heads shoulders knees and toes. Each time miss out one of the body parts.
5. Play a game of Hedley I'dit getting the children to point to the parts of their body.
 | children can name the parts of the body. |  les parties du corps ppt |  | Aim: Listen attentively to spoken language and show understanding by joining in and responding.broaden their vocabulary and develop their ability to understand new words explore the patterns and sounds of language through songs and rhymes  |

**Lesson 7– Les parties du corps**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To be able to name the different parts of the bodyListen with careSpeak clearly and confidently | 1. Say Bouônjour and Comment qu'tu'es to all the students and wait for appropriate responses.
2. Review the names of the parts of the body with the children les parties du corps ppt.
3. Play a game of slap the board. Get the children into 2 teams and then teacher or chosen child calls out the name of the body part in Jèrriais. the first players out of the 2 teams to run to the board and place their hand on the correct picture gets a point for their team.
4. Play parties du corps lotto.
5. At the end of the lesson review how we say goodbye using *à bêtôt* and *à bi*
 | children can identify and name the different parts of the body | les parties du corps pptles parties du corps lotto |  | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.Develop accurate pronunciation so that others understand when they are using familiar words and phrases.Broaden their vocabulary and develop their ability to understand new words. |

**Lesson 8 – L's habits**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To learn the names of different types of clothing | 1. Say Bouônjour and Comment qu'tu'es to all the students and wait for appropriate responses.
2. Review the names of the parts of the body.
3. Introduce the new vocabulary using les habits ppt. Review the î vowel sound in *c'mînse* and focus on the nasal quality of the sound in Jèrriais. Review the long â sound in câsaque. Remind the children of the triphthong oeu makes an ur vowel sound as in *d'oeuvre*.
4. Split the children into 2 groups and play hang the clothes game. Two bags of clothes are placed at the end of the room and an article of clothing is called out. One player from each team has to go and find the article of clothing and then hang it up on a string washing line.
5. When all the clothes are hung up the group has to say the names of each article of clothing to gain a point.
6. At the end of the lesson say goodbye using à bêtôt and à bi
 | children can identify and correctly name different articles of clothing | les habits pptstring for washing line2 bags of mixed up clothingpegs |  | Develop accurate pronunciation so that others understand when they are using familiar words and phrases.Broaden their vocabulary and develop their ability to understand new words. |

**Lesson 9 – Tch'est qu tu'es à porter aniet?**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To learn how to describe what someone is wearing. | 1. Say Bouônjour and Comment qu'tu'es to all the students and wait for appropriate responses.
2. . Use clothes flashcards to review the names of articles of clothing. Review the colours from level 1
3. Introduce the question *Tch'est qu tu'es à porter?* Explain to the children the response *j'sis à porter…* and then they need to describe the article of clothing and the colour. Remind the children that in Jèrriais the colour adjective always precedes the noun. Go around the class asking the question and passing it on with the correct response.
4. Play a game of pick and mix people. Give each child a bottom, middle and top card they then have to describe what their character is wearing using the sentence J'sis à porter…..
5. Children complete clothes labelling worksheet.
 | Children can ask each other what they are wearing.Children can describe what they are wearing | clothes flashcardspick and mix people gameclothes labelling worksheet |  | Develop accurate pronunciation so that others understand when they are using familiar words and phrases.Broaden their vocabulary and develop their ability to understand new words |

**Lesson 10 – Bouôn Pâques**

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| **Lesson learning objectives** | **Activities** | **Success criteria** | **Resources** | **Assessment** | **Links to Jersey Curriculum for Languages** |
| To review the Easter vocabulary from level 1To revise the simple prepositions from lesson 3Listen with careSpeak clearly and confidently | 1. Welcome the children in Jèrriais. Ask the question *Comme est qu’ tu’es?* and Listen for their responses.
2. Use Bouôn Pâques ppt to review the vocabulary for Easter themed objects. Focus on the correct definite article.
3. Show the children the Easter picture and ask them the question *Où’est qu'est lé lapîn?* Review the simple prepositions *sus*, *souos*, *à drouaite*, *à gauche* and *dans.* Get the children to reply *il est…*
4. Children make a Jèrriais Easter card and write a short message inside in Jèrriais.
 | children can say the names of the vocab associated with Easterchildren can accurately describe their position using simple prepositions. | bouôn Pâques pptJèrriais Easter card templates |  | Listen attentively to spoken language and show understanding by joining in and responding.Broaden their vocabulary and develop their ability to understand new words.Understand basic grammar appropriate to Jèrriais, including feminine and masculine forms. |