

La Léçon 1 - Salutâtions					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning how to say hello and goodbye.</p> <p>We are learning how to introduce ourselves to each other.</p>	<p>I can say hello and goodbye in Jèrriais.</p> <p>I can say my name and ask for someone else's name.</p>	<p>[w] ou bouônjour</p> <p>[ch] tch tch'est qu'</p> <p>Dropping final consonant</p>	<p>INTRODUCTION (Lesson 1 PowerPoint)</p> <ul style="list-style-type: none"> Show flashcard with the greeting <i>Bouônjour</i> and say it aloud. Point to the <i>ou</i> in <i>bouônjour</i> and explain it makes a <i>w</i> sound. Use ou phonics card and explain <i>ou</i> makes a <i>w</i> sound in Jèrriais. Repeat the word emphasising the pronunciation. Ask the children to repeat. Introduce yourself! Say <i>Man nom est Misses Sargent</i>. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Show cue cards and repeat <i>Man nom est Misses Sargent</i>. Model asking <i>Tch'est qu'est tan nom?</i> Point to the <i>om</i> in <i>nom</i> and explain that in Jèrriais we do not pronounce the final consonant so <i>nom</i> sounds like <i>no</i>. Use tch phonics card and explain <i>tch</i> makes a <i>ch</i> sound in Jèrriais. Get chn to repeat the question with you. Move around the class asking each child and elicit response <i>Man nom est...</i> <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Circle ball game: Child holds ball and says <i>Man nom est...</i> then throws the ball to another child asking <i>Tch'est qu'est tan nom?</i> Find a partner game: Chn each have a nonsense name card. Chn must walk around the room saying <i>Man nom est...</i> and asking <i>Tch'est qu'est tan nom?</i> to find their partner with the corresponding name. Guessing game: One child sits at the front with back to everyone and asks <i>Tch'est qu'est tan nom?</i> Teacher silently points to someone who replies <i>Man nom est...</i> with a real/fake name in a silly voice. Child at the front then replies with <i>Véthe</i> or <i>Nou-fait, tan nom est...</i> (referring to cue cards for help) guessing the correct name. <p>EISTEDDFOD</p> <ul style="list-style-type: none"> Show chn the Eisteddfod page on Learn Jèrriais website. Introduce class 628 and explain we will be doing this as a whole class! Introduce <i>J'allons à la chasse à l'ourse</i> (PowerPoint & Book). SEND OUT EISTEDDFOD LETTERS THIS WEEK. <p>PLENARY</p> <ul style="list-style-type: none"> Bring out puppets Tanmîn lé taupîn and Douard lé r'nard. Take puppets around the class saying <i>bouônjour</i>, introducing themselves and asking for names. Show flashcard with <i>À bêtôt</i> and say it aloud. Point out the dropping of the <i>t</i> on the end. Wave to chn and say <i>À bêtôt</i>. Chn say <i>À bêtôt</i> as they leave. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Playing repetitious games.</p> <p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>bouônjour</p> <p>èrpétez</p> <p>oui</p> <p>nânnîn</p> <p>à bêtôt</p> <p>man, tan nom</p> <p>Tch'est qu'est tan nom?</p> <p>Man nom est...</p> <p>mèrcie bein des fais</p> <p>s'ï' t'pliaît</p> <p>s'ï' vouos piaît</p> <p>véthe</p> <p>nou-fait</p>		<p>Question form: <i>Tch'est qu'</i></p>		<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions.</p> <p>Appreciate stories in Jèrriais.</p>	<p>Assessment / Next Steps</p>

La Léçon 2 - Comment qu'tu'es?					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to say how we are and ask how someone else is.</p> <p>We are learning to identify and name the different geographical settings in Bear Hunt.</p>	<p>I can say how I am and ask someone else how they are.</p> <p>I can identify and name the different geographical settings in Bear Hunt.</p>	<p>[sh] ch charme</p> <p>[e] é riviéthe, pité, lâssé, né</p> <p>Question form: <i>Comment qu'</i></p> <p>Verb: <i>ét'</i></p>	<p>STARTER / REVISION (Lesson 2 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards and say to a child <i>Bouônjour, man nom est Misses Sargent. Et té, tch'est qu'est tan nom?</i> Elicit response <i>Bouônjour, Man nom est...</i> Chn pass the question around. If possible give children their name in the Jèrriais equivalent (look these up). <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Show cue card and ask <i>Comment qu'tu'es?</i> Get chn to repeat. Refer to board with prepared responses: <i>J'sis d'charme, J'sis mangnifique, Pon trop mal, J'sis malheutheux / malheutheuse, J'sis triste, J'sis lâssé, J'sis mârri.</i> Look at the picture of the emoji accompanying each and consider what they might mean. Read through the responses and get chn to repeat, making faces and bodily gestures to convey meaning. Point out the difference between masculine and feminine malheutheux(euse). Use ch phonics card and explain <i>ch</i> makes a <i>sh</i> sound in Jèrriais, <i>charme</i>. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Headbands game: Chn play in pairs. They each wear a headband and spread emotions cards face down on the table. They take turns to pick a card and put it in their headband without looking. They then ask their partner <i>Comment qu'tu'est?</i> Using expression that gives a clue as to what their partner has stuck on their head. Their partner must use the expression clue to guess what card they have stuck on their head and give an answer. Chn refer to board for prompts. <p>J'ALLONS À LA CHASSE À L'OURSE (RLP)</p> <ul style="list-style-type: none"> Revist and flick through the Eisteddfod text (PowerPoint & Book) and highlight the geographical features: <i>dé l'herbe, eune riviéthe, du pité, eune bouaïs'sie, d'la né, eune cave.</i> Run through terms with geographical feature flashcards and get chn to repeat. Compare vocabulary to English words; ask chn to guess English equivalents. Use é phonics card and explain <i>e</i> makes a short sharp <i>e</i> sound in Jèrriais, like in egg in English. Emoji voices game: hold up pictorial geographical flashcards with emoji flashcards and chn have to say the word with an expression that denotes emoji. Play the tray game using pictorial geographical flashcards. Chn have to guess which card is missing. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Invite chn to the front to hold up geographical feature flashcards. Bring out puppet Douard lé r'hard. Explain he is learning Jèrriais and needs help. Invite chn to say different features and move Douard to a flashcard - right or wrong. Chn must call out <i>Véthe!</i> or <i>Nou-fait!</i> Wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Recognise how different sounds are represented in written form.</p> <p>Compare Jèrriais with English.</p> <p>Identify specific phonemes and sounds.</p>	<p>Use of physical gestures and facial expression to aid memorisation.</p> <p>Playing repetitious games.</p> <p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>Comment qu'tu'es?</p> <p>J'sis d'charme</p> <p>J'sis mangnifique</p> <p>Pon trop mal</p> <p>J'sis malheutheux / malheutheuse</p> <p>J'sis lâssé(e)</p> <p>J'sis triste</p> <p>J'sis mârri(e)</p> <p>èrpétez</p> <p>Véthe</p> <p>Nou-fait</p> <p>mèrcie bein des fais</p> <p>s'ï' t'pliaït</p> <p>s'ï' vouos pliaït</p> <p>dé l'herbe</p> <p>eune riviéthe</p> <p>du pité</p> <p>eune bouaïs'sie</p> <p>d'la né</p> <p>eune cave</p>			<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p>	<p>Assessment / Next Steps</p>	

La Léçon 3 - J'allons à la chasse à l'ourse					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to read and recite the chorus to Bear Hunt.</p> <p>We are learning to identify and name the different geographical settings in Bear Hunt.</p>	<p>I can read and recite the chorus to Bear Hunt.</p> <p>I can identify and name the different geographical settings in Bear Hunt.</p>	<p>[sh] ch chasse</p> <p>[ch] tch tchi</p> <p>Pronouncing final consonant when there is an e on the end</p>	<p>STARTER / REVISION (Lesson 3b PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to greet random children, ask their names and how they are. Refer to board with prepared responses. Emotions dice game: Divide chn into teams. Each team has 3 coloured beanbags. Ask a child in each team <i>Comment qu'tu'es?</i> The child should roll an emotions dice and respond with <i>J'sis</i> and a reply that matches the emotion they have rolled. If they get the emotion correct they get to throw a beanbag into a basket. Mark scores on the board. Introduce the extra feeling of fear; <i>J'ai peux</i>. Mention that <i>J'ai</i> means 'I have' rather than <i>J'sis</i> which means 'I am'. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Read Bear Hunt text and encourage chn to join in with repeated phrases. Go back to the beginning of the book and focus on the opening page: <ul style="list-style-type: none"> <i>J'allons à la chasse à l'ourse.</i> <i>J'allons en attraper eune hardi grande.</i> <i>Tchi bieu temps!</i> <i>J'n'avons pon peux.</i> Look at the vocabulary and ask the chn if they recognise any of the language. Encourage them to: <ul style="list-style-type: none"> Use their knowledge of French Look for words that look like an English equivalent Work out which word means 'bear' Think about how they say 'I am scared' when describing feelings. Point out the <i>sh</i> sound in <i>chasse</i> and <i>ch</i> sound in <i>tchi</i>. Point out the pronunciation of <i>d</i> in <i>grande</i> because of the <i>e</i>. Re-read the passage together. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Refer back to the Eisteddfod and explain that this is going to be a performance. Ask the chn for suggestions for actions for each line. Run though each line with accompanying actions. Revise geographical features with a colouring sequencing activity. Provide chn with felt pens. Read through the text, encouraging chn to stand up and join in with actions each time you get to the repeated chorus. They then listen to you and draw grass, water, snow etc in boxes on sheet as you go (they will have to be quick!) GIVE OUT BEAR HUNT WORDS TO PRACTISE CHORUS AT HOME. <p>PLENARY</p> <ul style="list-style-type: none"> Show flashcard with <i>À bétôt</i> and say it aloud. The chn say <i>À bétôt</i> as they leave. Check on Eisteddfod practise progress. 	<p>Recognise how different sounds are represented in written form.</p> <p>Compare Jèrriais with French, Portuguese and English.</p> <p>Identify specific phonemes and sounds.</p>	<p>Use of physical gestures and facial expression to aid memorisation.</p> <p>Use of stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>Comment qu'tu'es?</p> <p>J'sis d'charme</p> <p>J'sis magnifique</p> <p>Pon trop mal</p> <p>J'sis malheureux / malheureuse</p> <p>J'sis lâssé(e)</p> <p>J'sis triste</p> <p>J'sis mârri(e)</p> <p>J'ai peux</p> <p>J'allons à la chasse à l'ourse.</p> <p>J'allons en attraper eune hardi grande.</p> <p>Tchi bieu temps!</p> <p>J'n'avons pon peux.</p> <p>dé l'herbe</p> <p>eune riviéthe</p> <p>du pité</p> <p>eune bouaïs'sie</p> <p>d'la né</p> <p>eune cave</p> <p>mèrcie bein des fais</p> <p>s'i' t'pliaït</p> <p>s'i' vouos pliaït</p>		<p>Verbs: <i>aver, aller</i></p>	<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through stories and rhymes and link the spelling, sound and meaning of words.</p> <p>Assessment / Next Steps</p>		

La Léçon 4 - Jé n'pouvons pon pâsser pas dessous					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to recognise and say the adjectives in Bear Hunt.</p> <p>We are learning some descriptive Jèrriais vocabulary to describe movement.</p>	<p>I can recognise and say the adjectives in Bear Hunt.</p> <p>I know some descriptive Jèrriais vocabulary to describe movement.</p>	<p>[sh] ch chasse</p> <p>[ch] tch tchi</p> <p>[y] li pitouoïlliz patouoïlliz soûffliez sùffliez</p> <p>[oo] oû souffliez</p> <p>[ew] û sùffliez</p>	<p>STARTER / REVISION (Lesson 4b PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to greet random children, ask their names and how they are. Refer to board with prepared responses: <i>J'sis d'charme, J'sis magnifique, Pon trop mal, J'sis malheutheux / malheutheuse, J'sis triste, J'sis lâssé, J'sis mârri, J'ai peux.</i> Get chn to pass the question around and ask each other. Read through Bear Hunt focussing on repeated chorus from last week. Show chn where the recordings are on the Eisteddfod page of website. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Compare vocabulary to English equivalents. Use li phonics card and explain <i>li</i> makes a y sound in Jèrriais. Read each descriptive sentence in turn with the onomatopoeic description and ask the chn to repeat with associated physical actions (adjective cue cards). Read each of the six intro paragraphs leading into each scene aloud with the chn and get them to highlight the repeated phrases in orange/pink (orange/pink highlighter pens). <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Choose five chn to come to the front and take a role-play mask. Explain you are going to read out the first two lines, then everyone is going to practise reading the next four and the chn at the front should then act out the corresponding movements with the onomatopoeic words at the end each time, e.g. Teacher: <i>Oh las! Dé l'hèrbe! D'la langue hèrbe russ'lante.</i> Everyone: <i>Jé n'pouvons pon pâsser par dessous. Jé n'pouvons pon pâsser par dessus. Nan-dgia! l' faut aller d'l'avant!</i> <p>Chn at front act: <i>Frou-frou! Frou-frou! Frou-frou!</i></p> <p>PLENARY</p> <ul style="list-style-type: none"> Hold up random scene setting flashcards and get the chn to respond with the onomatopoeic words. Choose three children to take on individual parts. Show flashcard with <i>À bétôt</i> and say it aloud. The chn say <i>À bétôt</i> as they leave. 	<p>Compare Jèrriais with English.</p> <p>Identify specific phonemes and sounds.</p>	<p>Playing repetitious games.</p> <p>Use of physical gestures to aid memorisation.</p> <p>Use of stories to promote interest and provide context.</p> <p>Use of pictures to aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>J'allons à la chasse à l'ourse. J'allons en attraper eune hardi grande. Tchi bieu temps! J'n'avons pon peux.</p> <p>longue russ'lante fraide profonde épais vâseux grande néthe êtraite sombre</p> <p>frou-frou piotinnéz piétinnéz pitouoïlliz patouoïlliz trébutchiz drotchiz soûffliez sùffliez trique-marchiz sus l'but des pids</p>		<p>Pronouncing final consonant when there is an e on the end</p> <p>Verbs: <i>aver, aller</i></p>	<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation so that others understand when they are using familiar words and phrases.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Explore the patterns and sounds of language through stories and rhymes and link the spelling, sound and meaning of words.</p> <p>Assessment / Next Steps</p>		

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to recognise and say the adjectives in Bear Hunt.</p> <p>We are learning some Jèrriais vocabulary to describe the parts of the bear.</p>	<p>I can recognise and say the adjectives in Bear Hunt.</p> <p>I know some Jèrriais vocabulary to describe the parts of the bear.</p>	<p>[e] é riviéthe, pité, lâssé, né</p> <p>[sh] ch chasse</p> <p>[ch] tch tchi</p> <p>[y] li pitouoilliz patouoilliz soûffliez sùffliez</p> <p>[oo] oû souffliez, dessous</p> <p>[ew] û u sùffliez, dessus</p> <p>[j] dg dgia</p> <p>[w] ou bouaïs'sie</p> <p>elongation of vowel sounds with circumflex î ê â ô</p> <p>Pronouncing final consonant when there is an e on the end</p> <p>Verbs: <i>aver, aller</i></p>	<p>STARTER / REVISION (Lesson 5 PowerPoint)</p> <ul style="list-style-type: none"> Throw ball and get chn to ask each their names and how they are. Chn refer to board with prepared responses. Divide the chn into two teams. Each team stands in a space. Hold up random scene setting flashcards and get the chn to respond by moving in the appropriate way while saying the onomatopoeic words. Read once through Bear Hunt focussing on repeated sections. <p>READING, LISTENING AND ORAL UNDERSTANDING</p> <ul style="list-style-type: none"> Focus on the bear scene and read through it slowly. Look at the picture of the bear's head. Get the chn to match the three descriptors to the correct parts of the face/head. <ul style="list-style-type: none"> Look at the descriptive vocabulary and translate, asking for the chn to help. Encourage them to look for clues in the language and to use their knowledge of French. <p>LISTENING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Listen and respond game: Draw two bear head outlines on the board with whiteboard pens. Divide the chn into two teams. Choose a child to read out the three descriptors at random using cue cards. Chn in each team must draw on what the caller says. The first to draw the correct part gets a point. Give out highlighted texts with individual allocated parts. Read through the text together, pausing to introduce and practise individual parts. <p>PLENARY</p> <ul style="list-style-type: none"> Remind chn where the recordings are on the Eisteddfod page of website. Show flashcard with <i>À bétôt</i> and say it aloud. The chn say <i>À bétôt</i> as they leave. 	<p>Compare Jèrriais with English and French.</p> <p>Identify specific phonemes and sounds.</p>	<p>Playing repetitious games.</p> <p>Using physical response to language.</p> <p>Use of stories to promote interest and provide context.</p> <p>Use of pictures to aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>frou-frou</p> <p>piotinnez piétinnez</p> <p>pitouoilliz patouoilliz</p> <p>trébutchiz drotchiz</p> <p>soûffliez sùffliez</p> <p>trique-marchiz sus l'but des pids</p> <p>Ourse</p> <p>Un lithant rôs'leux nez!</p> <p>Deux grandes ouoithelles plitcheuses!</p> <p>Deux grands ièrs dé travèrs!</p>				<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation so that others understand when they are using familiar words and phrases.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Explore the patterns and sounds of language through stories and rhymes and link the spelling, sound and meaning of words.</p>	
				<p>Assessment / Next Steps</p>	

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning to recognise, understand and say the different verbs in Bear Hunt.	I can recognise, understand and say the different verbs in Bear Hunt.	[e] é riviéthe, pité, lâssé, né [sh] ch chasse [ch] tch tchi [y] li pitouoilliz patouoilliz soûffliez sùffliez	<p>STARTER / REVISION (PowerPoint 6a)</p> <ul style="list-style-type: none"> Use cue cards to greet random children, ask their names and how they are. Refer to board with prepared responses: <i>J'sis d'charme, J'sis mangnifique, Pon trop mal, J'sis malheutheux / malheutheuse, J'sis triste, J'sis lâssé, J'sis mârri, J'ai peux.</i> All chn with individual parts rehearse their lines. Stand up and read through the first part of Bear Hunt together with the actions and individual parts. 	Identify specific phonemes and sounds.	Use of physical gestures to aid memorisation. Use of stories to promote interest and provide context.
<p>Key vocabulary, questions, phrases</p> <p>Cache!</p> <p>Dèrtou par...</p> <p>frou-frou piotinnez piétinnez pitouoilliz patouoilliz trébutchiz drotchiz soûffliez sùffliez trique-marchiz sus l'but des pids</p> <p>Ourse</p> <p>Un lithant rôs'leux nez! Deux grandes ouothelles pliutcheuses! Deux grands ièrs dé travèrs!</p>		<p>[oo] oû souffliez, dessous</p> <p>[ew] û u sùffliez, dessus</p> <p>[j] dg dgia</p> <p>[w] ou bouaîs'sie</p> <p>elongation of vowel sounds with circumflex î ê â ô</p> <p>Pronouncing final consonant when there is an e on the end</p> <p>Verbs: <i>aver, aller</i></p>	<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Explain that today the focus is going to be on the second part of the piece. Everyone stand in a line in order of speaking parts. Each child practise their part in turn. Listen and repeat. Start with the bear. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Look more closely at the language in this second part of the piece. <ul style="list-style-type: none"> Do the chn know what <i>Cache!</i> means? What about <i>Dèrtou par...</i>? What are the characters doing now? This is going to affect how the second part of the piece is read. After some practise the chn need to deliver it slightly more quickly than the first part. Pick out the different verbs and imperatives: <i>ouvriz, amont, freunmer, ava, ramontez</i>. Get the chn to decide on actions to go with each. Run through this second part, each child reading their part in turn, while everyone performs associated actions. <p>PLENARY</p> <ul style="list-style-type: none"> Remind chn where they can find the recorded parts on the Learn Jèrriais website to practise. Show flashcard with <i>À bétôt</i> and say it aloud. The chn say <i>À bétôt</i> as they leave. 	<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation so that others understand when they are using familiar words and phrases.</p> <p>Explore the patterns and sounds of language through stories and rhymes and link the spelling, sound and meaning of words.</p> <p>Assessment / Next Steps</p>	

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We are learning to recognise, understand and say the different verbs in Bear Hunt.	I can recognise, understand and say the different verbs in Bear Hunt.	[e] é riviéthe, pité, lâssé, né [sh] ch chasse [ch] tch tchi [y] li pitouoïlliz patouoïlliz soûffliez sùffliez	STARTER / REVISION (PowerPoint 6c) <ul style="list-style-type: none"> Use cue cards to greet random children, ask their names and how they are. Refer to board with prepared responses: <i>J'sis d'charme, J'sis mangnifique, Pon trop mal, J'sis malheutheux / malheutheuse, J'sis triste, J'sis lâssé, J'sis mârri, J'ai peux.</i> Look again at the parts of the bear head and the three red lines. Listen and respond game: Draw two bear head outlines on the board with whiteboard pens. Divide the chn into two teams. Get the chn reading the red lines to read out the three descriptors at random using cue cards. Chn in each team must draw on what the caller says. The first to draw the correct part gets a point. 	Identify specific phonemes and sounds.	Use of physical gestures to aid memorisation. Use of stories to promote interest and provide context.
Key vocabulary, questions, phrases				Links to Jersey Curriculum for Languages	
Cache!		[oo] oû souffliez, dessous	ORAL UNDERSTANDING, RESPONDING AND SPEAKING <ul style="list-style-type: none"> Look more closely at the language in the second part of the piece. <ul style="list-style-type: none"> Do the chn know what <i>Cache!</i> means? What about <i>Dèrtou par...</i>? What are the characters doing now? This is going to affect how the second part of the piece is read. After some practise the chn need to deliver it slightly more quickly than the first part. Pick out the different verbs and imperatives: <i>ouvriz, amont, freunmer, ava, ramontez</i>. Get the chn to decide on actions to go with each. 	Listen attentively to spoken language and show understanding by joining in and responding. Develop accurate pronunciation so that others understand when they are using familiar words and phrases.	
Dèrtou par...		[ew] û u sùffliez, dessus		Explore the patterns and sounds of language through stories and rhymes and link the spelling, sound and meaning of words.	
frou-frou piotinnez piétinnez pitouoïlliz patouoïlliz trébutchiz drotchiz soûffliez sùffliez trique-marchiz sus l'but des pids		[j] dg dgia	READING, LISTENING AND PRONUNCIATION <ul style="list-style-type: none"> All chn with individual parts rehearse their lines in turn. Listen and repeat. Start with the bear. Everyone stand in a line in order of speaking parts. Stand up and read through the whole of Bear Hunt together with the actions and individual parts. 	Assessment / Next Steps	
Orse		[w] ou bouaïs'sie	PLENARY <ul style="list-style-type: none"> Remind chn where they can find the recorded parts on the Learn Jèrriais website to practise. Show flashcard with <i>Â bétôt</i> and say it aloud. The chn say <i>Â bétôt</i> as they leave. 		
Un lithant rôs'leux nez! Deux grandes ouothelles pliutcheuses! Deux grands ièrs dé travèrs!		elongation of vowel sounds with circumflex î ê â ô Pronouncing final consonant when there is an e on the end Verbs: <i>aver, aller</i>			

Les Léçons 8 / 9 - Performing J'allons à la chasse à l'ourse					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning to read and perform J'allons à la chasse à l'ourse for Eisteddfod.	I can read and perform J'allons à la chasse à l'ourse for Eisteddfod.	[e] é rivièthe, pité, lâssé, né [sh] ch chasse [ch] tch tchi [y] li pitouoïlliz patouoïlliz soûffliez sùffliez [oo] oû souffliez, dessous [ew] û u sùffliez, dessus [j] dg dgia [w] ou bouaïs'sie elongation of vowel sounds with circumflex î ê â ô Pronouncing final consonant when there is an e on the end Verbs: <i>aver, aller</i>	<p>STARTER / REVISION (<i>La chasse à l'ourse PowerPoint</i>)</p> <ul style="list-style-type: none"> Use cue cards to greet random children, ask their names and how they are. Refer to board with prepared responses: <i>J'sis d'charme, J'sis mangnifique, Pon trop mal, J'sis malheutheux / malheutheuse, J'sis triste, J'sis lâssé, J'sis mârri, J'ai peux.</i> Emotions dice game: Divide chn into teams. Each team has 3 coloured beanbags. Ask a child in each team <i>Comment qu'tu'es?</i> The child should roll an emotions dice and respond with <i>J'sis</i> and a reply that matches the emotion they have rolled. If they get the emotion correct they get to throw a beanbag into a basket. Mark scores on the board. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Get chn to stand up and practise reading <i>J'allons à la chasse à l'ourse</i> from the projector screen, concentrating on keeping together during the repeated choral sections and remembering to come in for individual parts. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Practise performing the piece with associated actions. <p>PLENARY</p> <ul style="list-style-type: none"> Show chn again where they can find the recorded parts on the Learn Jèrriais website to practise. Show flashcard with <i>Â bêtôt</i> and say it aloud. The chn say <i>Â bêtôt</i> as they leave. 	<p>Compare Jèrriais with English.</p> <p>Identify specific phonemes and sounds.</p>	<p>Use of physical gestures to aid memorisation.</p> <p>Use of stories to promote interest and provide context.</p>
Key vocabulary, questions, phrases				Links to Jersey Curriculum for Languages	
				<p>Develop accurate pronunciation so that others understand when they are using familiar words and phrases.</p> <p>Explore the patterns and sounds of language through stories and rhymes and link the spelling, sound and meaning of words.</p>	
				Assessment / Next Steps	

La Léçon 10 - La pouque à Papa Noué					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name different Christmas objects.</p>	<p>I can identify and name different Christmas objects.</p>	<p>[e] é Noué, né, traîné, faité, [y] li clioches, [a] â gâche, [i] î goub'lin, podin [ey] ê étaile</p>	<p>STARTER / REVISION (Lesson 10 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to greet random children, ask their names and how they are. Refer to board with prepared responses: <i>J'sis d'charme, J'sis mangnifique, Pon trop mal, J'sis malheutheux / malheutheuse, J'sis triste, J'sis lâssé, J'sis mârri.</i> <p>LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Show the chn a picture of Papa Noué and ask <i>Tchi qu'il est? or Ch'est tchi?</i> Bring out a large Christmas sack containing Christmas objects. Pass the sack around an invite the chn to take the objects out one at a time and show them. Name each object and ask the chn to repeat. Run through Christmas object flashcards and ask chn to repeat again. Pause to remind chn of sounds they have encountered before - <i>é, li</i> and use î, ê and â phonics cards to introduce new sounds. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Bring out a Christmas tree advent calendar. Count the number of baubles (<i>mèrlifiches</i>) on the tree. Repeat and get the chn to join in. Lift each bauble to reveal different objects. Ask the chn <i>Tch'est qu'ch'est?</i> Game: Chn take turns to roll tens and units dice and lift the corresponding bauble to reveal a picture of a Christmas object. They then name the object and see if they can cross it off their object card. The first child to cross all the objects off their card is the winner. <p>LES CANTIQUES</p> <ul style="list-style-type: none"> Have a sing-a-long with Christmas songs en Jèrriais - focus on <i>l'tchait d'la né, Sonne les clioches</i> and <i>Prans du housse</i>. <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bétôt, Bouôn Noué</i> and <i>Bouonne Année</i> to each other on the way out. 	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes and sounds.</p>	<p>Use of props and pictures to aid memorisation.</p> <p>Playing repetitious games.</p> <p>Use of songs and music to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases Papa Noué Tchi qu'il est? Ch'est tchi? Tch'est qu' ch'est?</p> <p>la pouque à Papa Noué eune gâche dé Noué des clioches (f) un traîné un picot un arbre d'Noué un bouonhomme dé né eune étaile un podin d'Noué un cracot d'Noué eune faitelle un goub'lin un présent d'Noué un chère du Nord des mèrlifiches (f) un chanson Noué calendri d'Avent</p>		<p>Question forms: <i>Tch'est qu' Tchi</i></p>		<p>Links to Jersey Curriculum for Languages</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation so that others understand when they are using familiar words and phrases.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Assessment / Next Steps</p>	

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name different Christmas objects.</p> <p>We are learning some Christmas songs in Jèrriais.</p>	<p>I can identify and name different Christmas objects.</p> <p>I can sing some Christmas songs in Jèrriais.</p>	<p>[e] é Noué, né, traîné, faité,</p> <p>[y] li clioches,</p> <p>[a] â gâche,</p> <p>[i] î goub'îin, podîn</p>	<p>STARTER / REVISION (Lesson 11 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to greet random children, ask their names and how they are. Refer to board with prepared responses: <i>J'sis d'charme, J'sis mangnifique, Pon trop mal, J'sis malheutheux / malheutheuse, J'sis triste, J'sis lâssé, J'sis mârri.</i> Look at the picture Alentou l'arbre dé Noué. Point out various objects and ask the chn to identify them; <i>Tch'est qu' ch'est?</i> <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Play pass lé patchet. Each time a child unwraps a layer they get a chocolate treat and must say what is on the picture card. Play Christmas object 4 in a Row with coloured counters. <p>LES CANTIQUES</p> <ul style="list-style-type: none"> Have a sing-a-long with Christmas songs en Jèrriais - focus on <i>l'tchait d'la né, Sonne les clioches</i> and <i>Prans du housse</i>. <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bétôt, Bouôn Noué</i> and <i>Bouonne Année</i> to each other on the way out. 	<p>Retain and recall vocabulary.</p>	<p>Playing repetitious games.</p> <p>Use of songs and music to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>Tch'est qu' ch'est?</p> <p>Papa Noué la pouque à Papa Noué eune gâche dé Noué des clioches (f) un traîné un picot un arbre d'Noué un bouonhomme dé né eune étaile un podîn d'Noué un cracot d'Noué eune faitelle un goub'îin un présent d'Noué un chère du Nord des mèrlifiches (f) un chanson Noué</p>		<p>[ey] è étaile</p> <p>Question forms: <i>Tch'est qu'</i></p>		<p>Links to Jersey Curriculum for Languages</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation so that others understand when they are using familiar words and phrases.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p>	
				<p>Assessment / Next Steps</p>	

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning Christmas greetings in Jèrriais.	I can offer Christmas greetings in Jèrriais.	[e] é Noué, année, chiéthe [w] ou bouon, bouonne	<p>STARTER / REVISION (Lesson 12 PowerPoint)</p> <ul style="list-style-type: none"> Use cue cards to greet random children, ask their names and how they are. Refer to board with prepared responses: <i>J'sis d'charme, J'sis mangnifique, Pon trop mal, J'sis malheutheux / malheutheuse, J'sis triste, J'sis lâssé, J'sis mârri.</i> Divide the chn into two teams and play Pictionary to revise Christmas vocabulary with white boards and pens. Show the chn a Christmas card with greetings written in Jèrriais inside. Read out the greetings <i>Bouon Noué</i> and <i>Bouonne Année</i> and ask the chn if they can remember what they mean. 	Greeting conventions that are shared across languages.	Use of songs and music to promote interest and provide context. Writing to aid memorisation.
<p>Key vocabulary, questions, phrases</p> <p>Bouôn Noué Bouonne Année</p> <p>Chièr / chiéthe / chièrs</p> <p>M'mèe P'pèe Manman Papa</p> <p>dé</p>		Masculine, feminine and plural forms.	<p>LISTENING, SPEAKING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Ask the chn to repeat the greetings <i>Bouon Noué</i> et <i>Bouonne Année</i>. Point out the w sound in <i>bouôn</i> and <i>bouonne</i>. Remind the children of the open e sound in <i>Noué</i> and point out the same in <i>année</i>. Read through the different words for mum, dad, grandpa and grandma and get the chn to repeat. <p>UNDERSTANDING AND WRITING</p> <ul style="list-style-type: none"> Show the chn the salutation 'Dear' in masculine, feminine and plural forms and explain how it has to agree with who the card is addressed to. Chn choose from a variety of Christmas card templates. They write greetings inside in Jèrriais with the help of a vocabulary sheet and colour them. <p>LES CANTIQUES</p> <ul style="list-style-type: none"> Have a sing-a-long with Christmas songs en Jèrriais - focus on <i>l'tchait d'la né, Sonne les clioches</i> and <i>Prans du housse</i>. <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bétôt, Bouôn Noué</i> and <i>Bouonne Année</i> to each other on the way out. 	<p>Links to Jersey Curriculum for Languages</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation so that others understand when they are using familiar words and phrases.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	
				<p>Assessment / Next Steps</p>	