

La Léçon 1 - Séyiz les bein'vnus!					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are revising some of what we learned last year.	I can ask and answer questions about myself and others.	Trigraph tch Digraph qu	<p>INTRODUCTION (Lesson 1 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouôñjour, Salut.</i> Bring out Tanmîn lé taupîn. Sing the Thank you, Please song. <i>Tchi jour qué ch'est aniet? Tchi jour qué ch'tait hièr? Tchi jour qué ch's'sa d'main? Tchi jour qué ch's'sa après d'main?</i> <i>Tchi saïson qué ch'est achteu?</i> Numbers to 12 and <i>soûffliez!</i> <i>leune, deux, trais, lé bouais.</i> 	<p>Recognise how sounds are represented in written form.</p> <p>Recognise question forms.</p>	<p>Use context and previous knowledge to determine meaning and pronunciation.</p> <p>Write simple phrases to aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>Bouôñjour, Salut</p> <p>Comment qu'tu'es?</p> <p>Tch'est qu'est tan nom?</p> <p>Man nom est...</p> <p>Tchil âge qué tu'as?</p> <p>J'ai ... ans</p> <p>Les jours</p> <p>Les saïsons</p>		<p>READING, LISTENING, PRONUNCIATION, ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Run through ourselves questions introduced to the chn so far. Point out the <i>tch</i> and <i>qu</i> sounds to remind the chn how they look and sound. <ul style="list-style-type: none"> <i>Tch'est qu'est tan nom?</i> <i>Comment qu'tu'es?</i> <i>Tchil âge qué tu'as?</i> Ask individuals to respond and encourage them to use full sentences. Get the chn to ask and answer the questions in pairs. <p>READING AND WRITING</p> <ul style="list-style-type: none"> Give out Entouor Mé worksheet. Chn must use the example and word bank on the side to write sentences about the children in each box. <p>PLENARY</p> <ul style="list-style-type: none"> Bring chn to the front to practise a short conversation. Show flashcard with <i>À bétôt</i> and <i>À bi</i> and encourage chn to respond with the same. 		<p>Links to Jersey Curriculum for Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Ask and answer questions.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write simple phrases.</p> <p>Assessment / Next Steps</p>	

La Léçon 2 - La Folle d'Avoût					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning about the 1769 Corn Riots and the festival La Folle d'Avoût.</p> <p>We are learning a traditional Channel Island dance or song.</p>	<p>I know about the 1769 Corn Riots and the reason for the festival La Folle d'Avoût.</p> <p>I know a traditional Channel Island dance or song.</p>		<p>INTRODUCTION (Lesson 2 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouônjour, Salut.</i> • <i>Comment qu'tu'es?</i> • <i>Tch'est qu'est tan nom?</i> • <i>Tchil âge qué tu'as?</i> • Chn ask each other these questions. <p>HISTORY/CULTURE</p> <ul style="list-style-type: none"> • Give a brief explanation of the significance of the Corn Riots festival, celebrated in Jersey at the end of September. • What does Democracy mean? • What does <i>La Folle d'Avoût</i> mean? <p>LA FOLLE D'AVOÛT CELEBRATIONS</p> <ul style="list-style-type: none"> • Explain that we will be celebrating La Folle d'Avoût by learning a traditional Channel Island dance. • Introduce the Guernsey dance La Bébée. Play the video from La Fête Nouormande in 2018. <p>PLENARY</p> <ul style="list-style-type: none"> • Have a go at the La Bébée dance. • Show flashcard with <i>À bétôt</i> and <i>À bi</i> and encourage chn to respond with the same. 	<p>Understand the link between language and culture.</p>	<p>Use of traditional activities to provide context and promote interest.</p> <p>Use of video to garner interest and provide example.</p>
<p>Key vocabulary, questions, phrases</p> <p>Jèrriais</p> <p>Corn Riots</p> <p>La Folle d'Avoût - the Spirit of Harvest</p> <p>Democracy The States Assembly Seigneur wheat harvest export rente</p> <p>La Bébée</p>				<p>Links to Jersey Curriculum for Languages</p> <p>Aim: Pupils appreciate the cultural influence of France on Jèrriais and Jersey's heritage.</p>	<p>Assessment / Next Steps</p>

La Léçon 3 - L's instructions d'la clâsse					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to understand and respond to classroom instructions.</p> <p>We are learning to pronounce the -ez and -iz sounds.</p>	<p>I can understand and respond to classroom instructions.</p> <p>I can pronounce the -ez and -iz sounds.</p>	<p>Front vowels -ez -iz</p>	<p>STARTER / REVISION (Lesson 3 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Sing <i>Eh bein si tu'es d'charme.</i> <i>Comment qu'tu'es?</i> <i>Êcouter, Êrgarder, Êrpéter</i> - phonics revision <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Display large classroom instruction flashcards, point to each in turn and read them out. Repeat, asking chn to say them with you. Repeat and add actions, encouraging chn to say each command and do the action. Point out the open vowels -ez and -iz sounds at the ends of the imperatives. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Play <i>Hedley, i' dit...</i> Chn must stand up and respond to the commands that start with <i>Hedley, i' dit...</i> but otherwise stand still. Encourage chn to say the commands as they imitate the actions. Play classroom instruction line bingo. <p>PLENARY</p> <ul style="list-style-type: none"> Bring out Tanmîn lé taupîn puppet and take him around giving individual chn instructions that they have to act out before they leave. Show flashcard with <i>À bêtôt</i> and <i>À bi</i> and encourage chn to respond with the same. 	<p>Recognise imperatives (commands).</p> <p>Identify specific phonemes.</p>	<p>Use physical response to show recognition and understanding of specific words and phrases.</p> <p>Playing repetitious games.</p>
<p>Key vocabulary, questions, phrases</p> <p>assied-té / assiév'-ous léve-té / lév'-ous êcoute / êcoutez êrgarde / êrgardez lié / liéthez pâle / pâlez êcrit / êcrivez léve la main / l'vez la main tai-té / tais'ous douochement n'crie pon / n'criez pon c'menche / c'menchiz arrête / arrêtez êrpête / êrpétez acouo eune aut' fais tuous ensembl'ye dêhaler vos dôsièrs ouvrez vos livres</p> <p>êcoutez et faites comme mé Hedley, i' dit tu'as pèrdu tu'es l'espion tu'es lé/la gângnant(e)</p> <p>À la préchainel!</p>		<p>Dropping final consonant</p> <p>Imperative form</p> <p>Verb: êt'</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>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Assessment / Next Steps</p>		

La Léçon 4 - L'Eisteddfod					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to read and recite a choral piece for the Eisteddfod.</p> <p>We are learning to perform an Eisteddfod piece in Jèrriais.</p>	<p>I can read and recite a piece for the Eisteddfod.</p> <p>I can perform an Eisteddfod piece in Jèrriais.</p>	<p>Phonics specific to chosen Eisteddfod piece</p>	<p>STARTER / REVISION</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> <i>Comment qu'tu'es?</i> <p>EISTEDDFOD</p> <ul style="list-style-type: none"> Introduce Choral Speaking piece for this year. <p>PLENARY</p> <ul style="list-style-type: none"> Show flashcard with <i>À bétôt</i> and say it aloud. Point out the dropping of the <i>t</i> on the end. Wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. <p>See relevant SOW for choice of texts to be performed.</p>	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes.</p>	<p>Use of poems to promote interest and provide context.</p> <p>Using rhyme to embed sounds.</p>
<p>Key vocabulary, questions, phrases</p> <p>Vocabulary specific to chosen Eisteddfod piece.</p>				<p>Links to Jersey Curriculum for Languages</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate stories and poems in Jèrriais.</p> <p>Present ideas and information orally to a range of audiences</p>	
				<p>Assessment / Next Steps</p>	

La Léçon 5 - L's objets d'la clâsse					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name classroom objects.</p> <p>We are learning that nouns in Jèrriais are either masculine or feminine.</p> <p>We are learning that the article <i>a/an</i> has a masculine and feminine form in Jèrriais and this has to agree with the noun.</p>	<p>I can identify and name classroom objects.</p> <p>I understand that nouns in Jèrriais are either masculine or feminine.</p> <p>I understand that the article <i>a/an</i> has a masculine and feminine form in Jèrriais and this has to agree with the noun.</p>	<p>Long vowel sound ô</p> <p>Long vowel sound î</p> <p>Use of the indefinite article in masculine and feminine forms; <i>un, eune</i></p> <p>Question form: <i>Tch'est qu' Ch'est-i'</i></p>	<p>STARTER / REVISION (Lesson 5 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> <i>Comment qu'tu'es?</i> <i>Tchi jour qu'est ch'est aniet? Tchi jour qué ch'tait hièr? Tchi jour qué ch's'sa d'main? Tchi jour qué ch's'sa après d'main?</i> <i>Tchi saison qu'est ch'est achteu?</i> Sing <i>Les Couleurs dé S'tembre</i> <i>Écouter, Êrgarder, Êrpéter</i> - phonics revision. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Explain, unlike English but like French and Portuguese, Jèrriais nouns are either masculine or feminine. Point to objects around the room and say whether they are masculine or feminine. Display large classroom object flash cards on the board. Point to each in turn and read them out loud. Point out whether they are masculine or feminine. Further explain, when we refer to a noun, in English we simply say 'a chair'. However, in Jèrriais, the article has to agree with the noun. So we say <i>un</i> for masculine nouns and <i>eune</i> for feminine nouns. Point to each flashcard and say the noun aloud including its accompanying article. Pause on <i>plieunme</i> and <i>cluite</i> and remind the chn of the <i>l(i)</i> sound. Remind the chn the ô with a circumflex makes a long vowel sound oh. Remind the chn the î with a circumflex makes a long vowel sound ee. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Blindfold game: Chn take turns to wear blindfold and have object placed in hand. They must guess what it is. <p>PLENARY</p> <ul style="list-style-type: none"> Pick random objects from the pencil case and ask <i>Tch'est qu'ch'est?</i> Elicit the response <i>Ch'est un/eune...</i> Ask <i>Ch'est-i' mastchulîn ou féminîn?</i> Then place the object in one of two hoops labelled mastchulîn et féminîn. Wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Compare Jèrriais with French, Portuguese and English.</p> <p>Identify specific phonemes and sounds.</p> <p>Begin to understand grammatical gender.</p>	<p>Playing repetitious games.</p>
<p>Key vocabulary, questions, phrases</p> <p>article <i>a/an</i> eune / un mastchulîn / féminîn noun</p> <p>un relle eune gomme un apointcheux un crèyon un livre un dôssyi eune plieunme eune pouque à plieunmes des chîsieaux (mpl) d'la cliute eune pathe des chîsieaux</p> <p>Tch'est qu'ch'est? Ch'est un/eune...</p> <p>Ch'est-i' mastchulîn ou féminîn?</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>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Understand basic grammar appropriate to Jèrriais, including feminine and masculine forms.</p> <p>Assessment / Next Steps</p>		

La Léçon 7 - L's objets d'la classe					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name classroom objects.</p> <p>We are learning that nouns in Jèrriais are either masculine or feminine.</p>	<p>I can identify and name classroom objects.</p> <p>I understand that nouns in Jèrriais are either masculine or feminine.</p>	<p>Use of the indefinite article in masculine and feminine forms; <i>un, eune</i></p>	<p>STARTER / REVISION (Lesson 7 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> <i>Comment qu'tu'es?</i> <i>Tch'est qu'est tan nom?</i> <i>Tchil âge qué tu'as?</i> Chn ask each other these questions. <i>Tchi saison qu'est ch'est?</i> <i>Écouter, Êrgarder, Êrpéter</i> - phonics revision. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Revise large classroom object flash cards. Ask <i>Ch'est-i' mastchulîn ou féminin?</i> <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Play classroom object matching pairs with words and encourage chn to say the names of the objects they turn over. <p>OR</p> <ul style="list-style-type: none"> Quizizz classroom objects quiz on iPads. <p>PLENARY</p> <ul style="list-style-type: none"> Play the tray game. <i>Tchil objet qui manque?</i> Wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	<p>Compare Jèrriais with French, Portuguese and English.</p> <p>Identify specific phonemes and sounds.</p> <p>Begin to understand grammatical gender.</p>	<p>Playing repetitious games.</p> <p>Use of IT to engender interest and aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>article a/an eune / un mastchulîn / féminin noun</p> <p>un relle eune gomme un apointcheux un crèyon un livre un dôssyi eune plieunme eune pouque à plieunmes des chîsieaux (mpl) d'la cliute eune pathe des chîsieaux</p> <p>Tch'est qu'ch'est? Ch'est un/eune... Tchil objet qui manque?</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>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Understand basic grammar appropriate to Jèrriais, including feminine and masculine forms.</p>	<p>Assessment / Next Steps</p>

La Léçon 10 - Les cantiques dé Noué					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning some Christmas songs in Jèrriais.	I can sing some Christmas songs in Jèrriais.	Short vowel é	<p>STARTER / REVISION (Lesson 10 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouôñjour, Salut.</i> <i>Comment qu'tu'es?</i> <i>Écouter, Égarder, Érpéter</i> - phonics revision. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Introduce 3 new Christmas Carols. Sing <i>Oh Tchi Douche Noué</i> with Badlabèques. Point out all the words that end in consonants and remind the chn that we don't usually pronounce the final consonant sound unless there is an apostrophe. Run through relevant Christmas vocab flashcards and focus in on all the vocabulary related to calm and peace: <i>douoche, calme, bé, paix, tait, couochi</i>. It's a lullaby. Sing <i>Oh tchi douoche niet</i> as a whole class with bells. Sing <i>J'vos souaitons un jouaiyeuse Noué!</i> Run through relevant Christmas vocab flashcards. Sing <i>J'vos souaitons un jouaiyeuse Noué!</i> - swap the bells around. Sing <i>Donne-mé man Noué</i>. Run through relevant Christmas vocab flashcards and focus in on all the different descriptions of quantities. Sing <i>Donne-mé man Noué</i> - swap the bells around. <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bétôt</i> and <i>Bouan Noué</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 songs and music to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>un chanson eune cantique Noué</p>		<p>Not pronouncing final consonants</p>		<p>Links to Jersey Curriculum for Languages</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate songs in Jèrriais.</p>	<p>Assessment / Next Steps</p>

La Léçon 12 - 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>We are learning to pronounce the long vowel sound aî.</p>	<p>I can identify and name different Christmas objects.</p> <p>I can pronounce the long vowel sound aî.</p>	Diphthong aî	<p>STARTER / REVISION (Lesson 12 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> <i>Comment qu'tu'es?</i> <i>Écouter, Êrgarder, Êrpéter</i> - phonics revision. Run through Christmas object flashcards and ask chn to repeat again. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Show the chn a picture of Papa Noué and ask <i>Ch'est Tchi?</i> <i>Écouter, Êrgarder, Êrpéter.</i> Run through Christmas object flashcards and ask chn to repeat again. Pause to remind chn of sounds they have encountered already. Refer to aî phonics card to explain this makes a long ay vowel sound. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Bring out a large Christmas sack containing Christmas objects and invite chn to choose an object each. Ask <i>Tch'est qu'ch'est?</i> as each object is drawn out of the bag. <p>READING, UNDERSTANDING AND WRITING</p> <ul style="list-style-type: none"> Chn fill Christmas activity books. <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, Prans du housse, Oh Tchi Douche Noué, Donne-mé man Noué, J'vos souaitons un jouaiyeuse Noué!</i> <p>PLENARY</p> <ul style="list-style-type: none"> Say <i>À bétôt</i> and <i>Bouan Noué</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>Writing to aid memorisation.</p> <p>Use of songs and music to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>Noué 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 podîn d'Noué un cracot d'Noué eune faitelle un goub'lin un présent d'Noué un chèr du Nord des mèrlifiches (f) un chanson</p>		<p>Question form: Tch'est qu' Tchi qu'</p>	<p>Links to Jersey Curriculum for Languages</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Write words and simple phrases in Jèrriais.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Assessment / Next Steps</p>		

