

La Léçon 1 - Les Monstres Aiment Bein les Couleurs					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name colours in Jèrriais.</p> <p>We are listening to, following and enjoying a story in Jèrriais.</p> <p>We are learning how to pronounce the j sound.</p>	<p>I can identify and name colours in Jèrriais.</p> <p>I can listen to, follow and enjoy a story in Jèrriais.</p> <p>I can pronounce the j sound.</p>	<p>Consonant j</p> <p>Verb: <i>aimer</i></p>	<p>INTRODUCTION (Lesson 1 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour.</i> Introduce the greeting <i>Salut.</i> Sing the Thank you/please song. Introduce the rhyme <i>Baa Baa Nièr Mouton.</i> <p>READING, LISTENING AND UNDERSTANDING</p> <ul style="list-style-type: none"> Read colour flashcards and encourage chn to repeat. Do the colours sound like any other languages? Make comparisons. Refer to the j phonics card and explain the j makes a soft sound in the word <i>jaune.</i> Read Les Monstres Aiment Bein les Couleurs. Have fun with the verbs and imperatives used throughout the book. Encourage the children to repeat the words and stand up to physically act them out. Aim here is to get the chn to enjoy the sounds of the words rather than to remember them. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Give out coloured monster cards. Chn should have one each. (Encourage chn to say <i>Mèrcie bein des fais</i> on receipt.) Remind chn of the colours. Call out different colours and chn with those coloured monsters should stand up. Call out e.g. 'Les rouoges monstres, mêlez!' All the chn with red monster cards must stand up and repeat the imperative while making a mixing action. Repeat with different coloured monsters and different actions. Focus on just the vocab highlighted in green. Get the chn to swap their monsters so they have different colours and repeat. <p>PLENARY</p> <ul style="list-style-type: none"> Introduce and sing the <i>arc-en-ciel</i> song, including the colour <i>rose</i>. Show flashcard, 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>Link sounds to meanings.</p> <p>Compare Jèrriais with other languages.</p>	<p>Use of songs and stories to promote interest and provide context.</p> <p>Use of physical actions to aid understanding and memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p><i>Les Monstres Aiment Bein les Couleurs</i> un monstre</p> <p>les couleurs rouoge jaune bliu vèrt pourpre orange rose un arc-en-ciel lev'-ous scriblier - to scribble mêler - to mix hadgi - to mash crêpi - to squash mînchi - to mish èglianmi - to squish danser - to dance gigotter - to wiggle pitouoilli - to splash heurler - to roar / growl ronner - to howl ronfler - to snore rôder - to prowl baver - to dribble gînmoler - to nibble</p>		<p>Links to Jersey Curriculum for Languages</p> <p>Explore the patterns and sounds of language through songs and stories and link the spelling, sound and meaning of words.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Appreciate stories, poems and songs in Jèrriais.</p>		<p>Assessment / Next Steps</p>	

La Léçon 2 - L'arc-en-ciel					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning our colours in Jèrriais.</p> <p>We are learning to answer questions about our likes and dislikes.</p> <p>We are learning how to pronounce the è and au sounds.</p>	<p>I know my colours in Jèrriais.</p> <p>I can answer questions about my likes and dislikes.</p> <p>I can pronounce the è and au sounds.</p>	<p>Diphthong au</p> <p>Short vowel è</p>	<p>INTRODUCTION (Lesson 2 PowerPoint)</p> <ul style="list-style-type: none"> Bouônjour, Salut. Introduce <i>Maurice lé Monstre</i> puppet. Sing the <i>arc-en-ciel</i> song with Maurice. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Re-read <i>Les Monstres Aiment Bein les Couleurs</i>. Revise colour flashcards from last week. Refer to the au phonics card and explain the diphthong au in <i>jaune</i> sounds like 'oh'. Refer to the è phonics card and explain the short vowel è with a grave accent in <i>vèrt</i> makes an open e sound and comes from the back of the throat. Get the chn to say the words <i>Jèrriais</i> and <i>vèrt</i> a few times to see if they can feel it. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Return to the book to look at favourite colours. Say to the chn, <i>Lev'-ous si ous aimez jaune etc.</i> Ask random children <i>Aimes-tu...?</i> and encourage the response <i>Oui</i> or <i>Nännin</i> with thumbs up or down. <p>RESPONDING, SPEAKING AND READING</p> <ul style="list-style-type: none"> Play rainbow colours game in pairs. Give each child a rainbow labelled in Jèrriais. (Encourage chn to say <i>Mèrcie bein des fais</i> on receipt.) They take turns to roll a colour dice. Each time they roll a colour they use pencil crayons to colour the corresponding arc on the rainbow ensuring they put the correct colours in the correct places according to the labels. The first to complete their rainbow wins. <p>PLENARY</p> <ul style="list-style-type: none"> Play <i>Montrez-mé</i> with colour fans. Show flashcard, 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>Identify specific phonemes.</p> <p>Recognise question forms.</p>	<p>Use of songs and stories to promote interest and provide context.</p> <p>Playing repetitious games.</p>
<p>Key vocabulary, questions, phrases</p> <p><i>Les Monstres Aiment Bein les Couleurs</i> un monstre</p> <p>les couleurs rouoge jaune bliu vèrt pourpre orange rose</p> <p>arc-en-ciel</p> <p>Aimes-tu...? Oui Nännin</p>		<p>Verb: aimer</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>Appreciate stories, poems and songs in Jèrriais.</p>	<p>Assessment / Next Steps</p>	

La Léçon 3 - Mêlez les monstres					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning our colours in Jèrriais.</p> <p>We are learning to mix and describe new colours.</p> <p>We are learning how to pronounce the u(n) sound.</p>	<p>I know my colours in Jèrriais.</p> <p>I can mix and describe new colours.</p> <p>I can pronounce the u(n) sound.</p>	<p>Nasal vowel u(n)</p>	<p>INTRODUCTION (Lesson 3 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> <p>UNDERSTANDING, RESPONDING AND WRITING - SMALL GROUPS</p> <ul style="list-style-type: none"> Chn should fetch painting aprons. (Email ahead to check with teachers.) Give out paint palettes with dollops of primary colour poster paints. Chn should share a palette with a paint brush each. They should use the brush to paint each hand a different colour, using water pots to clean their brushes in between. They then rub their hands together to mix the primary colours and make a different colour. Chn create monsters by pressing their hands onto the template sheet. Encourage the chn to say 'Mêler _____ et _____ fait _____.' Inevitably, some chn will make brown! Use this as an opportunity to teach the colour <i>brun</i>. <p>READING & UNDERSTANDING</p> <ul style="list-style-type: none"> The rest of the class should do the colour mixing worksheet with pencil colours using the colour key on the board to help. Have a supply of monster colour by numbers ready for those chn who finish quickly. <p>PLENARY</p> <ul style="list-style-type: none"> Show flashcard, wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. <p>The chn will be able add a face with black marker pens once dry next week.</p> <p>They will also complete the sentence on the sheet next week.</p>	<p>Recognise and read simple words.</p>	<p>Use of practical arts and crafts activities to remember key vocabulary.</p> <p>Repeat simple phrases.</p>
<p>Key vocabulary, questions, phrases</p> <p>les couleurs rouoge jaune bliu vèrt pourpre orange brun</p> <p>Mêlez la peintuthe</p> <p>Mêler rouoge et jaune fait orange Mêler jaune et bliu fait vèrt Mêler rouoge et bliu fait pourpre Mêler rouoge et bliu et jaune fait brun</p> <p>les monstres</p>		<p>Verb: faithe</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>Read carefully and show understanding of words and simple writing.</p>	<p>Assessment / Next Steps</p>

La Léçon 4 - La mêl'lie ès couleurs					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning our colours in Jèrriais.</p> <p>We are learning to mix and describe new colours.</p> <p>We are learning how to pronounce the u(n) sound.</p>	<p>I know my colours in Jèrriais.</p> <p>I can mix and describe new colours.</p> <p>I can pronounce the u(n) sound.</p>	<p>Nasal vowel u(n)</p>	<p>INTRODUCTION (Lesson 4 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouônjour, Salut.</i> • Sing the thank you, please song with <i>Maurice lé monstre.</i> • Sing <i>Baa Baa Nièr Mouton</i> with <i>Maurice lé monstre.</i> • Sing the <i>arc-en-ciel</i> song with <i>Maurice lé monstre.</i> <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> • Revise <i>colour flashcards.</i> • Return to <i>Les Monstres Aiment Bein les Couleurs</i> and focus on the colour mixing pages. • Revise what happens when we mix different primary colours. What colours are produced? • Revise the new colour <i>brun</i>. Refer to the <i>u(n) phonics card</i> and explain when u comes before n it makes a nasal vowel sound. • Introduce new colours: <i>gris, nièr</i> and <i>blianc</i> by mixing red and white to make pink, and black and white to make grey. • Go through the colour mixing templates again but this time leave gaps for the chn to fill in. <p>UNDERSTANDING, RESPONDING AND WRITING - SMALL GROUPS</p> <ul style="list-style-type: none"> • Hand out the dry monster paintings from last week. • Chn add faces to their monsters with <i>black marker pens.</i> • Chn refer to the <i>word bank</i> on the board to fill in the gaps in the sentence at the bottom: <i>Mêler _____ et _____ fait _____.</i> <p>READING & UNDERSTANDING</p> <ul style="list-style-type: none"> • If chn need to they can finish their <i>colour mixing worksheets</i> with <i>pencil colours</i> using the <i>colour key</i> on the board to help. <p>PLENARY</p> <ul style="list-style-type: none"> • Read <i>Les Monstres Aiment Bein Les Couleurs</i> and encourage the chn to join in. • Show <i>flashcard</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>Identify specific phonemes.</p>	<p>Use of songs and stories to promote interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p><i>Les Monstres Aiment Bein les Couleurs</i> un monstre</p> <p>les monstres</p> <p>les couleurs rouge jaune bliu vèrt pourpre orange brun rose nièr blianc gris</p> <p>Mêler rouge et jaune fait orange Mêler jaune et bliu fait vèrt Mêler rouge et bliu fait pourpre Mêler rouge et bliu et jaune fait brun</p>		<p>Verb: faithe</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>Appreciate stories, poems and songs in Jèrriais.</p>	<p>Assessment / Next Steps</p>

La Léçon 5 - Des gammes à Linguascope - les couleurs					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning our colours in Jèrriais.	I know my colours in Jèrriais.		<p>INTRODUCTION (Lesson 5 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouônjour, Salut.</i> • Sing the <i>arc-en-ciel</i> song with <i>Maurice lé monstre</i>. • Sing counting song to the tune of <i>Frères Jaques</i> to revise numbers to 10. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> • Revise colour flashcards. • This week we are going to play games on Linguascope to practise and consolidate our colours. <p>READING, ORAL UNDERSTANDING AND RESPONDING</p> <ul style="list-style-type: none"> • Hand out iPads for chn to log onto the Linguascope App. • Direct the chn to the Colours section. • Demonstrate a couple of games and invite the chn to choose which games they would like to play. <p>PLENARY</p> <ul style="list-style-type: none"> • Play a Linguascope game as a whole class on the IWB. • Show flashcard, wave to chn and say <i>À bétôt</i>. Chn say <i>À bétôt</i> as they leave. 	Apply phonic and whole word knowledge to read simple words.	Use of interactive technology to increase interest and participation and aid memorisation.
<p>Key vocabulary, questions, phrases</p> <p>les couleurs</p> <p>rouoge</p> <p>jaune</p> <p>bliu</p> <p>vèrt</p> <p>pourpre</p> <p>orange</p> <p>brun</p> <p>rose</p> <p>nièr</p> <p>blianc</p> <p>gris</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>Read carefully and show understanding of words.</p>	<p>Assessment / Next Steps</p>

La Léçon 6 - Les sentiments					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to describe feelings in Jèrriais.</p> <p>We are learning how to pronounce the ngn sound.</p>	<p>I can describe feelings in Jèrriais.</p> <p>I can pronounce the ngn sound.</p>	<p>Trigraph ngn</p>	<p>INTRODUCTION (Lesson 6 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Sing the <i>arc-en-ciel</i> song with <i>Maurice lé monstre</i>. Sing counting song to the tune of <i>Frères Jaques</i> to revise numbers to 10. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Return to <i>Les Monstres Aiment Bein les Couleurs</i> and focus on the pages where the monsters relate colours to feelings. Look at the chosen adjectives in the book and ask the chn to name the associated feelings. E.g. Red = roar = angry; Yellow = howl = happy/excited; Blue = dribble = sad/worried. Show pictures of different coloured monsters. Look at the expressions on their faces. For each monster ask <i>Comment qu'il est? Comment qu'oulle est?</i> Translate the chn's responses to introduce a range of feelings in Jèrriais. Pause on the word <i>mangnifique</i> and refer to the <i>ngn phonics card</i> and explain the trigraph <i>ngn</i> sounds like the <i>ng</i> in lasange. Do any of the words that describe the different feelings sound similar to any other languages? Pause on the grey coloured monster and revise the word <i>gris</i>. Run through the different feelings again - read and repeat. <p>READING AND UNDERSTANDING</p> <ul style="list-style-type: none"> <i>Mood Monsters I Spy and Count to 10</i> activity. Chn count the monsters representing different moods and write the correct number next to the Jèrriais checklist. <p>PLENARY</p> <ul style="list-style-type: none"> Introduce the song <i>Eh bein, si tu'es d'charme</i> (If you're happy and you know it). Use different actions for different feelings, e.g. angry - stamp your feet, sad - rub your eyes, great - shout hooray. Show the chn different monsters and ask <i>Comment qu'il/oulle est?</i> Show <i>flashcard</i>, wave to chn and say <i>À bétôt</i> and introduce <i>À bi</i>. Chn say <i>À bétôt</i> and <i>À bi</i> as they leave. 	<p>Recognise that languages describe familiar things differently.</p> <p>Identify specific phonemes.</p> <p>Compare Jèrriais to other languages.</p>	<p>Use of nursery rhymes, counting songs and stories to promote interest and provide context.</p> <p>Use context of what they see to determine some of the meaning.</p>
<p>Key vocabulary, questions, phrases</p> <p>les sentiments</p> <p>un monstre</p> <p>Comment qu'il est? Comment qu'oulle est?</p> <p>Il/oulle est d'charme</p> <p>Il/oulle est mangnifique</p> <p>Il/oulle est heutheux/se</p> <p>Il/oulle est malheutheux/se</p> <p>Il/oulle est lâssé(e)</p> <p>Il/oulle est triste</p> <p>Il/oulle est mârri(e)</p> <p>heurler - to roar / growl</p> <p>ronner - to howl</p> <p>baver - to dribble</p> <p>gris</p>		<p>Verb: êt'</p>	<p>Links to Jersey Curriculum for Languages</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>Appreciate stories, poems and songs in Jèrriais.</p> <p>Assessment / Next Steps</p>		

La Léçon 7 - 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 how to pronounce the ch sound.</p>	<p>I can say how I am and ask someone else how they are.</p> <p>I can pronounce the ch sound.</p>	<p>Digraph ch</p>	<p>INTRODUCTION (Lesson 7 PowerPoint)</p> <ul style="list-style-type: none"> Bouônjour, Salut. Use Maurice to ask the chn <i>Tch'est qu'est tan nom?</i> Chn ask each other. Sing <i>Pétille, Pétille</i> with Maurice. Sing the <i>Eh bein, si tu'es d'charme</i> song with Maurice. <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, J'sis heutheux / heutheuse, J'sis malheutheux / malheutheuse, J'sis triste, J'sis lâssé, J'sis mârri.</i> Use ch phonics card and explain <i>ch</i> makes a <i>sh</i> sound in Jèrriais, <i>charme</i>. Look at the emojis accompanying each. Can the chn remember what any of these 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 <i>malheutheux(euse)</i>. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Give out emoji cards so each child has one. Chn walk around the room asking each other <i>Comment qu'tu'es?</i> and answering according to what emoji they are holding. Circle ball game: Child holds ball and asks <i>Comment qu'tu'es?</i> then bounces the ball to another child who replies with one of the variety of responses. <p>PLENARY</p> <ul style="list-style-type: none"> Practice asking the question again. Get the chn to ask and answer each other. Bring out Maurice and give him to a child to take him around the class asking different children <i>Comment qu'tu'est?</i> Show flashcard, wave to chn and say <i>À bétôt</i> and <i>À bi</i>. Chn say <i>À bétôt</i> and <i>À bi</i> as they leave. 	<p>Recognise and use question forms.</p> <p>Begin to be aware of grammatical gender.</p>	<p>Getting up, moving around and mingling to encourage speaking and listening in Jèrriais.</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>J'sis heutheux / heutheuse</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>Question form: <i>Comment qu'</i></p> <p>Verb: <i>êt'</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>Answer questions.</p> <p>Begin to be aware of basic grammar appropriate to Jèrriais, including feminine and masculine forms.</p> <p>Assessment / Next Steps</p>		

La Léçon 8 - Faites les monstres					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to describe a monster we have created.</p> <p>We are learning to pronounce the â sound.</p>	<p>I can describe a monster I have created.</p> <p>I can pronounce the â sound.</p>	<p>Long vowel â</p> <p>Question form: <i>Comment qu'</i></p> <p>Verb: <i>êt'</i></p>	<p>INTRODUCTION (Lesson 8 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouônjour, Salut.</i> • Use Maurice to ask the chn <i>Tch'est qu'est tan nom?</i> • Sing <i>Pétille, Pétille</i> with Maurice. • Sing the <i>Eh bein, si tu'es d'charme</i> song with Maurice. • Ask the chn <i>Comment qu'tu'es?</i> <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> • Introduce a selection of monsters to the chn and tell them their names. • Encourage the chn to help describe the monsters and consider how they are feeling. Ask: <i>Tchi couleu qu'il est? / Tchi couleu qu'oulle est?</i> Introduce grammatical gender here for the first time. There are feminine versions of some of the colours. • Move on to <i>Comment qu'il est? / Comment qu'oulle est?</i> and mention grammatical gender here again. Some adjectives change if describing a female monster. • Pause on the words <i>mârri and lâssé</i> and refer to the â phonics card and explain the circumflex on the a makes a long flat vowel sound ahh. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> • Give out make a monster sticker packs and templates and ask the chn to add colours and features using felt pens or pencil colours. • Ask the chn to think about how their monsters feel and to give them names. <p>PLENARY</p> <ul style="list-style-type: none"> • Show some of the monsters the chn have made and ask them some simple questions about their monsters - name, how they feel, what colours they are. • Show flashcard, wave to chn and say <i>Â bétôt and Â bi</i>. Chn say <i>Â bétôt and Â bi</i> as they leave. 	<p>Recognise that languages describe familiar things differently.</p> <p>Begin to be aware of grammatical gender.</p>	<p>Use of practical activities to garner interest and provide context.</p>
<p>Key vocabulary, questions, phrases</p> <p>les sentiments</p> <p>les couleurs (masc. and fem. forms)</p> <p>un monstre</p> <p>Tch'est qu'est san nom?</p> <p>Tchi couleu qu'il est?</p> <p>Tchi couleu qu'oulle est?</p> <p>Comment qu'il est?</p> <p>Comment qu'oulle est?</p>				<p>Links to Jersey Curriculum for Languages</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Answer questions.</p> <p>Begin to be aware of basic grammar appropriate to Jèrriais, including feminine and masculine forms.</p>	<p>Assessment / Next Steps</p>

La Léçon 9 - Spot Va à la grève					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning to use our knowledge of colours, prepositions and feelings to answer questions about a picture book.	I can use my knowledge of colours, prepositions and feelings to answer questions about a picture book.	Question forms: <i>Comment qu'</i> <i>Ch'est tchi</i> <i>Où'est qu'</i> <i>Combein qu'</i>	<p>INTRODUCTION (Lesson 9 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouônjour, Salut.</i> • Use Maurice to ask the chn <i>Tch'est qu'est tan nom?</i> Chn ask each other. • Sing the <i>Eh bein, si tu'es d'charme</i> song with Maurice. • Ask the chn <i>Comment qu'tu'es?</i> Chn ask each other. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> • Sing <i>Pétille, Pétille</i> with Maurice. • Sing the <i>arc-en-ciel</i> song. • Sing counting song to the tune of <i>Frères Jaques</i> to revise numbers to 10. • Revise simple prepositions, <i>dans, driéthe, sus</i> and <i>souos</i>. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> • Read the story <i>Spot Va à la Grève</i>. • Pause throughout to point to different characters and objects and ask where they are and what colours they are. • Count characters and objects. • Look at the characters' facial expressions and ask <i>Comment qu'il/ouille est?</i> <p>PLENARY</p> <ul style="list-style-type: none"> • Show flashcard, wave to chn and say <i>À bétôt</i> and <i>À bi</i>. Chn say <i>À bétôt</i> and <i>À bi</i> as they leave. 	Recognise question forms.	Use context of pictures, gestures and written text to determine meaning. Use previous knowledge of key vocabulary and apply this knowledge to different contexts.
<p>Key vocabulary, questions, phrases</p> <p>les sentiments</p> <p>Comment qu'il est? Comment qu'ouille est?</p> <p>les couleurs</p> <p>Ch'est tchi couleu?</p> <p>les prépositions</p> <p>Où'est qu'est...?</p> <p>Les neunméthos 0 - 10</p>		Verb: <i>ét'</i>		<p>Links to Jersey Curriculum for Languages</p> <p>Explore the sounds and patterns of language through songs and stories.</p> <p>Appreciate stories, poems and songs in Jèrriais.</p> <p>Answer questions.</p> <p>Assessment / Next Steps</p>	

La Léçon 10 - Des gammes à Linguascope - les neunméthos					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning our numbers to 10 in Jèrriais.	I know my numbers to 10 in Jèrriais.		<p>INTRODUCTION (Lesson 10 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Sing the <i>Baa Baa Nièr Mouton</i> with <i>Maurice lé monstre</i>. Sing counting song to the tune of <i>Frères Jaques</i> to revise numbers to 10. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> This week we are going to play games on Linguascope to practise and consolidate our numbers to 10. <p>READING, ORAL UNDERSTANDING AND RESPONDING</p> <ul style="list-style-type: none"> Hand out iPads for chn to log onto the Linguascope App. Direct the chn to the Numbers section. Demonstrate a couple of games and invite the chn to choose which games they would like to play. <p>PLENARY</p> <ul style="list-style-type: none"> Play a Linguascope game as a whole class on the IWB. Show flashcard, wave to chn and say <i>À bétôt</i> and <i>À bi</i>. Chn say <i>À bétôt</i> and <i>À bi</i> as they leave. 	Apply phonic and whole word knowledge to read simple words.	Use of interactive technology to increase interest and participation and aid memorisation.
<p>Key vocabulary, questions, phrases</p> <p>les neunméthos</p> <p>ieune deux trais quat' chîng six sept huit neuf dgix</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>Read carefully and show understanding of words.</p>	
				<p>Assessment / Next Steps</p>	

La Léçon 11 - La Maison Crêpie et Squouïzie					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are listening to, following and enjoying a story in Jèrriais.</p> <p>We are learning how the long vowel sounds î and ê are pronounced.</p>	<p>I can listen to, follow and enjoy a story in Jèrriais.</p> <p>I know how the long vowel sounds î and ê are pronounced.</p>	<p>Long vowels ê î</p> <p>Diphthong aî</p>	<p>INTRODUCTION (Lesson 11 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouônjour, Salut.</i> • Sing the <i>Eh bein, si tu'es d'charme</i> song with Maurice. • Ask the chn <i>Comment qu'tu'es?</i> Chn ask each other. <p>READING, LISTENING AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Read La Maison Crêpie et Squouïzie. • Encourage the chn to join in the repeated refrains throughout. • Can the chn remember encountering vocabulary such as <i>crêpie</i> in <i>Les Monstres Aiment Bein les Couleurs?</i> • Point out the long vowel sounds ê and î and the diphthong aî get the chn to repeat them and enjoying pronouncing them. <p>PLENARY</p> <ul style="list-style-type: none"> • Introduce the counting rhyme <i>Chîn Raïnottes Piquelotées</i> and act it out with stick puppets. • Show flashcard, wave to chn and say <i>À bétôt</i> and <i>À bi</i>. Chn say <i>À bétôt</i> and <i>À bi</i> as they leave. 	<p>Recognise how different sounds are represented in written form.</p> <p>Link sounds to meanings.</p>	<p>Use of songs and stories to promote interest and provide context.</p> <p>Use of puppets to engage and promote interest.</p>
<p>Key vocabulary, questions, phrases</p> <p>La Maison Crêpie et Squouïzie</p> <p>Chîn Raïnottes Piquelotées</p>				<p>Links to Jersey Curriculum for Languages</p> <p>Explore the patterns and sounds of language through songs and stories and link the spelling, sound and meaning of words.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Appreciate stories, poems and songs in Jèrriais.</p>	<p>Assessment / Next Steps</p>

LA LÉÇON 12 - EN FÎN - FINISHING UP LESSON - CHILDREN COMPLETE ALL THE WORK IN THEIR FOLDERS THAT IS INCOMPLETE. IF THEY HAVE COMPLETED EVERYTHING THEY CAN DO SUMMER COLOUR BY NUMBER ACTIVITIES.