

La Léçon 1 - Les saisons					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning to identify and name the different seasons.	I can identify and name the different seasons.	Question forms: <i>Tch'est qu'</i>	<p>STARTER / REVISION (Lesson 1 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Introduce Douard to use him to ask the chn <i>Tch'est qu'est tan nom?</i> Sing the <i>thank you/please</i> song. Sing the <i>Eh bein si tu'es d'charme</i> song. Ask the chn <i>Comment qu'tu'es?</i> 	Recognise languages to describe familiar things differently.	Use of practical activities to encourage reading and aid memorisation.
<p>Key vocabulary, questions, phrases</p> <p>Comment qu'tu'es? J'sis d'charme J'sis heutheux/heutheuse J'sis mangnifique J'sis lâssé(e) J'sis triste J'sis mârri(e)</p> <p>les saisons</p> <p>lé s'tembre l'hivé l'èrnouvé l'été</p> <p>Tchi saison qué ch'est?</p>			<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Show Seasons flashcards, highlighting the now familiar phonemes in each word. Encourage the children to repeat the vocabulary. <p>READING AND UNDERSTANDING</p> <ul style="list-style-type: none"> Seasons cut and stick activity with scissors and glue. <p>PLENARY</p> <ul style="list-style-type: none"> Run through the seasons flash cards again and ask the chn <i>Tchi saison qué ch'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>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>Assessment / Next Steps</p>

La Léçon 2 - Lé s'tembre					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name the different seasons.</p> <p>We are learning vocabulary associated with autumn.</p>	<p>I can identify and name the different seasons.</p> <p>I know some vocabulary associated with autumn.</p>	<p>Diphthong ai</p> <p>Triphthong ais</p> <p>long vowel ê</p> <p>long vowel â</p>	<p>STARTER / REVISION (Lesson 2 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouônjour, Salut.</i> • Bring Douard out to ask the chn <i>Tch'est qu'est tan nom?</i> • Sing the <i>Eh bein si tu'es d'charme</i> song. • Ask the chn <i>Comment qu'tu'es?</i> <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> • <i>Écouter, Égarder, Épéter.</i> • Show Seasons flashcards and encourage chn to repeat. Suggest ways to remember the words - <i>l'hivé/shiver, l'èrnouvé/renewal, lé s'tembre/september.</i> • Show Autumn vocabulary flashcards, highlighting the now familiar phonemes in each word. Encourage the children to repeat the vocabulary. • Pause to highlight the ais sound in <i>bouais</i> and explain the three letters together make an ay sound. Refer to the ais phonics card to share more examples. • Pause on the words <i>mouaithe</i> and <i>châtaine</i> and point out the ai sound. Point out that there is no s on the end so it makes an eh sound like the open e in egg. Refer to the ai phonics card to share more examples • Pause on the word <i>châtaine à j'va</i> to highlight the soft j sound and refer to the j phonics card with examples. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> • Chn play autumn pelmanism in pairs. <p>PLENARY</p> <ul style="list-style-type: none"> • Chn take Autumn items from a feely bag and say what they are on the way out. • 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 languages describe familiar things differently.</p> <p>Recognise how different sounds are represented in written form.</p>	<p>Play repetitive games to aid memorisation.</p> <p>Use physical actions to aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>les saisons lé s'tembre l'hivé l'été l'èrnouvé</p> <p>un bouais les fielles un potithon un hérisson eune mouaithe eune tchênelle eune châtaine à j'va eune pomme dé sapîn eune pomme un êtchutheu</p> <p>Tch'est qu'ch'est? Ch'est...</p>			<p>Soft consonant j</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>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>	

La Léçon 3 - Les couronnes dé s'tembre					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning vocabulary associated with autumn.	I know some vocabulary associated with autumn.	Diphthong ai Triphthong ais long vowel ê long vowel â	<p>STARTER / REVISION (Lesson 3 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Revise the seasons. Introduce the autumn colours song. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> <i>Écouter, Êrgarder, Êrpéter.</i> Revise Autumn vocabulary flashcards from last week. Encourage the children to repeat the vocabulary. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Today we are going to make autumn wreaths, <i>les couronnes dé s'tembre</i> with wreath templates, autumn object cut outs, scissors and glue sticks. Each wreath should have at least one of each of the autumn objects on it. As the children are working, circulate the room and point out the different objects, asking <i>Tch'est qu'ch'est?</i> and encouraging them to name them in Jèrriais. Point to the different coloured leaves and ask the chn <i>Ch'est tchi couleu?</i> <p>PLENARY</p> <ul style="list-style-type: none"> Chn show their wreaths to the class and everyone names the objects together. 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 languages describe familiar things differently.	Using arts and crafts to engage and aid memorisation.
<p>Key vocabulary, questions, phrases</p> <p>lé s'tembre</p> <p>les fielles</p> <p>les tchènelles</p> <p>les châtaines à j'va</p> <p>eune pomme dé sapîn</p> <p>les pommes</p> <p>les couleurs</p> <p>Tch'est qu'ch'est?</p> <p>Ch'est...</p> <p>eune couronne</p>		Question form: <i>Tch'est qu'</i>		<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>Assessment / Next Steps</p>	

La Lèçon 4 - Hérisson Howdedo					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are reading Hérisson Howdedo.</p> <p>We are learning to count to 20 in Jèrriais.</p>	<p>I have followed and enjoyed Hérisson Howdedo.</p> <p>I can count to 20 in Jèrriais.</p>	<p>Question forms: <i>Tch'est qu'</i> <i>Combein qu'</i></p>	<p>STARTER / REVISION (Lesson 4 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Use Douard to ask <i>Comment qu'tu'es?</i> Sing the thank you/please song. Revise the seasons. Sing the autumn colours song. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Count to 10 and back and <i>soûffliez!</i> Sing <i>Chîn raînottes piquelotées</i> with frog stick puppets. <i>Écouter, Êrgarder, Êrpéter.</i> Revise Autumn vocabulary flashcards, highlighting the now familiar phonemes in each word. Encourage the children to repeat the vocabulary. Have various autumn objects wizz across the screen and ask the chn to call out what they see. Read <i>Hérisson Howdedo</i> by Lynley Dodd. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> While reading the story, pause to point out autumn objects, asking <i>Tch'est qu'ch'est?</i> Count the hedgehogs, blueberries and blackberries, encouraging chn to join in. Ask <i>Combein qu'i' y'a d'...?</i> and encourage chn to repeat the numbers. <p>PLENARY</p> <ul style="list-style-type: none"> Sing the autumn colours song. Count to 20. Chn take Autumn items from a feely bag and say what they are on the way out. 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 languages describe familiar things differently.</p> <p>Use phonic and whole word knowledge to support accurate pronunciation.</p>	<p>Use of stories and songs to engender interest and aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>lé s'tembre</p> <p>un bouais les fielles un potithon un hérisson les mouaithes les tchênelles les châtaines à j'va eune pomme dé sapîn les pommes un êtchutheu</p> <p>Tch'est qu'ch'est? Ch'est...</p> <p>Combein qu'i' y'a d...?</p> <p>Les neunméthos 1 - 20</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, songs, poems and rhymes in Jèrriais.</p>	<p>Assessment / Next Steps</p>

La Léçon 5 - Les p'tits hérissons					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are making clay hedgehogs and describing them in Jèrriais.</p> <p>We are learning the word hérisson for hedgehog in Jèrriais.</p>	<p>I can make a clay hedgehog and describe it in Jèrriais.</p> <p>I know the word hérisson for hedgehog in Jèrriais.</p>	<p>Question forms: <i>Tch'est qu'</i> <i>Comme tchi qu'</i></p>	<p>STARTER / REVISION (Lesson 5 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Look at a picture of a hedgehog and ask the children <i>Tch'est qu'ch'est?</i> Can anyone remember the word for hedgehog in Jèrriais? Today we are going to make some hedgehogs using clay (<i>d'la pâte à mod'ler</i>) and matchsticks (<i>des badgettes à alleunmettes</i>). <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> While the chn are making their hedgehogs walk around the room and remind them of the words for squash (<i>crêpi</i>), squeeze (<i>squouîzi</i>), squish (<i>êgliâmni</i>) and mish (<i>mînchi</i>) as they shape the clay. When the children have made their hedgehogs walk around the room asking: <ul style="list-style-type: none"> <i>Tch'est qu'ch'est?</i> <i>Ch'est tchi couleu?</i> <i>Comme tchi qu'ch'est?</i> Point out the hedgehogs' features - <i>ch'est p'tit, il a d's êpîngnes, ch'est brun, l's êpîngnes sont toutes les couleurs etc.</i> <p>Give each child a piece of card with their name on it to put their hedgehog on for display.</p> <p>PLENARY</p> <ul style="list-style-type: none"> Show flashcard, wave to chn and say <i>À bêtôt</i> and <i>À bi</i>. Chn say <i>À bêtôt</i> and <i>À bi</i> as they leave. 	<p>Recognise languages describe familiar things differently.</p>	<p>Using arts and crafts as context for language use and to engage and aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>lé s'tembre</p> <p>un hérisson</p> <p>p'tit</p> <p>l's êpîngnes</p> <p>d'la pâte à mod'ler</p> <p>des badgettes à alleunmettes</p> <p>crêpi</p> <p>squouîzi</p> <p>êgliâmni</p> <p>mînchi</p> <p>brun</p> <p>blianc</p> <p>toutes les couleurs</p> <p>Tch'est qu'ch'est?</p> <p>Comme tchi qu'ch'est?</p> <p>Ch'est...</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>Assessment / Next Steps</p>	

La Léçon 6 - Aaaarrgghh! Un Pêtre!					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are reading <i>Aaaarrgghh! Un Pêtre!</i></p> <p>We are revising simple prepositions in Jèrriais.</p>	<p>I have followed and enjoyed <i>Aaaarrgghh! Un Pêtre!</i></p> <p>I remember some simple prepositions in Jèrriais.</p>	<p>Question forms: <i>Où'est qu' Combein qu'</i></p>	<p>STARTER / REVISION (Lesson 6 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Use Douard to ask <i>Comment qu'tu'es?</i> Sing the thank you/please song. Revise the seasons. Sing the autumn colours song. Can the chn remember the word for hedgehog? 	<p>Recognise languages to describe familiar things differently.</p>	<p>Use of stories and songs to engender interest and aid memorisation.</p>
<p>Key vocabulary, questions, phrases</p> <p>lé s'tembre</p> <p>un bouais les fielles un potithon un hérisson les mouaïthes les tchênelles les châtaines à j'va eune pomme dé sapîn les pommes un êtchutheu un pêtre</p> <p>Où'est qu'est lé pêtre?</p> <p>Combein qu'i' y'a d'pêtres?</p> <p>Les neunméthos 1 - 20</p> <p>sus, souos, dans, driéthe</p>			<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Count to 10 and back and <i>soûffliez!</i> Sing <i>Chîn raïnottes piquelotées</i> with frog stick puppets. <i>Écouter, Êrgarder, Êrpéter.</i> Revise Autumn vocabulary flashcards, highlighting the now familiar phonemes in each word. Encourage the children to repeat the vocabulary. Introduce the word <i>pêtre</i>. Read Aaaarrgghh! Un Pêtre! by Lydia Monks. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> While reading the story, pause to ask the chn <i>Où'est qu'est lé pêtre?</i> and encourage them to draw on their knowledge of prepositions to answer, e.g. <i>il est sus lé piafond / il est dans lé bain / il est sus la craûle / il est dans lé tchéthiot.</i> Count the spiders on the last page, encouraging chn to join in. Ask <i>Combein qu'i' y'a d'pêtres?</i> and encourage chn to repeat the numbers. <p>PLENARY</p> <ul style="list-style-type: none"> Sing <i>Ainsi Ouainsi</i> with finger puppet. Show flashcard, wave to chn and say <i>À bêtôt</i> and <i>À bi</i>. Chn say <i>À bêtôt</i> and <i>À bi</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>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Appreciate stories, songs, poems and rhymes in Jèrriais.</p>	<p>Assessment / Next Steps</p>

La Léçon 7 - La séthée ès chorchiers					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning vocabulary associated with autumn.</p> <p>We are listening and following instructions in Jèrriais.</p>	<p>I know some vocabulary associated with autumn.</p> <p>I can listen to and follow instructions in Jèrriais.</p>	<p>Question form <i>Tch'est qu'</i></p> <p>Imperative form</p>	<p>STARTER / REVISION (Lesson 7 PowerPoint)</p> <ul style="list-style-type: none"> Play <i>Rigodon d'Chorchel'lie</i> by the Badlabeques (mp4). <i>Bouônjour, Salut.</i> Use Maurice lé monstre to ask <i>Comment qu'tu'es?</i> Revise the seasons. Sing the autumn colours song. Sing <i>Ainsi Ouainsi</i> with finger puppet. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> <i>Écouter, Êrgarder, Êrpéter.</i> Show Halloween vocabulary flashcards, highlighting the now familiar phonemes in each word. Encourage the children to repeat the vocabulary. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Listen and colour activity. Hold up halloween cards and give the instruction <i>Couleuthez un/eune en (colour)</i>. Chn colour the correct picture in the correct colour using pencil crayons. <p>PLENARY</p> <ul style="list-style-type: none"> Run through the Halloween vocabulary cards again and ask the chn <i>Tch'est qu'ch'est?</i> Elicit the response <i>Ch'est un/eune...</i> Show flashcard, wave to chn and say <i>Bouonne séthée ès chorchières!</i> 	<p>Recognise languages describe familiar things differently.</p>	<p>Use of games that encourage active listening and response.</p>
<p>Key vocabulary, questions, phrases</p> <p>la séthée ès chorchiers</p> <p>eune chorchiéthe un pêtre un monstre un stchelette un fantôme un potithon un cat eune cauque-souothis</p> <p>Colours</p> <p>Écoutez</p> <p>Couleuthez</p> <p>Tch'est qu'ch'est? Ch'est...</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 songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Assessment / Next Steps</p>		

La Léçon 8 - La séthée d'Guy Fawkes					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are making fork firework paintings.</p> <p>We are using colours to describe fireworks in Jèrriais.</p>	<p>I can use a fork to make a firework painting.</p> <p>I can use colours to describe fireworks in Jèrriais.</p>	<p>Question form <i>Tchi</i></p>	<p>STARTER / REVISION (Lesson 8 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Revise the seasons. Introduce the <i>Gai Faxe</i> rhyme. <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> <i>Êcouter, Êrgarder, Êrpéter.</i> Show firework flashcards and introduce the term <i>les feux d'artifices</i>. Introduce some imperatives to describe firework sounds. Encourage the chn to stand up and shout the words, making exploding shapes with their hands and arms. Show colour flashcards, highlighting the now familiar phonemes in each word. Encourage the children to repeat the vocabulary. Today we are going to make fork firework paintings using black card, plastic forks and coloured poster paints. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> While the chn are creating their firework paintings walk around the room and ask: <ul style="list-style-type: none"> <i>Tchi couleurs qu'i' sont, ches feux d'artifices?</i> <p>PLENARY</p> <ul style="list-style-type: none"> Sing the <i>Guy Fäxe</i> rhyme again. Show flashcard, wave to chn and say <i>Bouonne séthée d'Guy Fawkes!</i> 	<p>Recognise languages describe familiar things differently.</p>	<p>Using arts and crafts as context for language use and to engage and aid memorisaïton.</p>
<p>Key vocabulary, questions, phrases</p> <p>la séthée d'Guy Fawkes</p> <p>les feux d'artifices</p> <p>explôdez</p> <p>soûffliez</p> <p>pétilyiz</p> <p>pouf</p> <p>cracotez</p> <p>rouoge</p> <p>rose</p> <p>bliu</p> <p>jaune</p> <p>pourpre</p> <p>or</p> <p>argent</p> <p>Tchi couleurs qu'i' sont?</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>Assessment / Next Steps</p>		

La Léçon 9 - Avoût					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name different foods associated with harvest.</p> <p>We are learning to express our likes and dislikes.</p>	<p>I can identify and name different foods associated with harvest.</p> <p>I can express my likes and dislikes.</p>	<p>Question forms: <i>Tch'est qu' Combein qu' Aimes-tu...</i></p>	<p>STARTER / REVISION (Lesson 9 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Use Douard to ask chn <i>Tch'est qu'est tan nom?</i> Sing <i>Ainsi Ouainsi</i> with finger puppet. Ask <i>Tchi saison qué ch'est?</i> Sing the autumn colours song. Read <i>Hérrison Howdedo</i> by Lynley Dodd. <ul style="list-style-type: none"> While reading the story, pause to point out autumn objects, asking <i>Tch'est qu'ch'est?</i> Count the hedgehogs on each page, asking <i>Combein qu' y'a d'hérrisons?</i> 	<p>Recognise and use question forms.</p>	<p>Hide vocabulary cards to make learning fun.</p>
<p>Key vocabulary, questions, phrases</p> <p>lé s'tembre</p> <p>les hérissons</p> <p>des potithons (m) des cârottes (f) du maïs du grain des pommes (f) des paithes (f) des chours d'Bruxelles (m) des ouognons (m) des mouaithes (f) du pain d'la soupe d'la g'lée du pâté d'pommes</p> <p>Tch'est qu'ch'est? Ch'est...</p> <p>Aime'-ous...? Aimes-tu..?</p> <p>Oui, naine naine!</p> <p>Nânnîn, peuh!</p>			<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Show Harvest vocabulary flashcards, highlighting the now familiar phonemes in each word. Encourage the children to repeat the vocabulary. Run through the vocabulary again, this time looking at different meals/snacks that might be made from the harvest foods. <p>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</p> <ul style="list-style-type: none"> Ask the chn <i>Aime'-ous du/d'la...?</i> Remind them of the responses <i>Oui, naine naine!</i> and <i>Nânnîn, peuh!</i> and ask them to respond as a class using thumbs up or thumbs down. Get the chn to look under their chairs where they will discover small cards with pictures of different foods stuck with blutack. Ask each child to hold up their card in turn and ask them <i>Aimes-tu...?</i> depending on what they have. Get them to turn to their partners at their tables to ask each other <i>Aimes-tu...?</i> <p>PLENARY</p> <ul style="list-style-type: none"> Run through the Harvest vocabulary flashcards again. 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>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 and express opinions.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p>	
				<p>Assessment / Next Steps</p>	

La Léçon 10 - Comment qu'tu'es?					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are revising to say how we are and ask how someone else is.	I can say how I am and ask someone else how they are.		<p>INTRODUCTION (Lesson 10 PowerPoint)</p> <ul style="list-style-type: none"> <i>Bouônjour, Salut.</i> Use Douard to ask the chn <i>Tch'est qu'est tan nom?</i> Chn ask each other. Ask <i>Tchi saison qué ch'est?</i> Sing the autumn colours song. Sing the <i>Eh bein, si tu'es d'charme</i> song with Douard. 	Recognise and use question forms. Begin to be aware of grammatical gender.	Using visual activities that encourage reading and aid memorisation.
<p>Key vocabulary, questions, phrases</p> <p>Comment qu'tu'es?</p> <p>J'sis d'charme J'sis mangnifique J'sis heutheux / heutheuse J'sis malheutheux / malheutheuse J'sis lâssé(e) J'sis triste J'sis mârri(e)</p> <p>J'sis pon trop mal</p>		<p>Question form: <i>Comment qu'</i></p> <p>Verb: <i>êt'</i></p>	<p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> Show cue card and revise the question <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> 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. Remind the children of the difference between masculine and feminine malheutheux(euse). Introduce the new response <i>J'sis pon trop mal.</i> <p>READING AND UNDERSTANDING</p> <ul style="list-style-type: none"> Give out <i>Comment qu'tu'es? sheets</i> for chn to complete. Chn draw the facial expressions on the faces under each speech bubble. <p>PLENARY</p> <ul style="list-style-type: none"> Bring chn to the front to have a short conversation - <i>Bouônjour, Tch'est qu'est tan nom? Comment qu'tu'es?</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>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 11 - Les cantiques					
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.	Not pronouncing final consonants	<p>STARTER / REVISION (Lesson 11 PowerPoint)</p> <ul style="list-style-type: none"> • <i>Bouôñjour, Salut.</i> • Sing the <i>Eh bein si tu'es d'charme</i> song. • Use Douard to ask <i>Comment qu'tu'es?</i> Chn ask each other. • Run through the seasons. Ask <i>Tchi saison qu'é ch'est?</i> It is now winter - <i>l'hivé</i> <p>READING, LISTENING AND PRONUNCIATION</p> <ul style="list-style-type: none"> • Sing the 3 Christmas Carols introduced last year. 	<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>			<ul style="list-style-type: none"> • Sing <i>Sonne les clioches</i> with Badlabeques. • Run through and revise the Christmas vocab flashcards and ask chn to repeat. • Sing <i>Sonne les clioches</i> as a whole class with bells. • Sing <i>l'tchait d'la né</i> with Badlabeques. • Run through and revise the Christmas vocab flashcards and ask chn to repeat. • Sing <i>l'tchait d'la né</i> as a whole class - swap the bells around. • Sing <i>Prans du housse</i> with Badlabeques. • Run through and revise the Christmas vocab flashcards and ask chn to repeat. • Sing <i>Prans du housse</i> as a whole class - swap the bells around again. <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>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 - play *Pâsse lé Patchet* and sing *les cantiques*.