

La Léçon 1 - L'èrnouvé					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning vocabulary associated with spring.</p> <p>We are learning how to describe size in Jèrriais.</p>	<p>I know some vocabulary associated with spring.</p> <p>I can describe size in Jèrriais.</p>	<p>Diphthong aî</p>	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 1 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li>• <i>Bouôñjour, Salut.</i></li> <li>• Bring <a href="#">Douard</a> out to ask the chn <i>Tch'est qu'est tan nom? Tchil âge qué tu'as?</i> and <i>Comment qu'tu'es?</i></li> <li>• Revise the days of the week and sing the days of the week song.</li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>• Revise the seasons and ask the chn what season it is.</li> <li>• <i>Écouter, Égarder, Érpéter.</i></li> <li>• Show <a href="#">Spring vocabulary flashcards</a>, highlighting the now familiar phonemes in each word. Encourage the children to repeat the vocabulary. (Much of the vocabulary should be familiar from previous lessons.)</li> <li>• Pause on the word ouaîsé to look at the <a href="#">aî phonics card</a>. Explain the circumflex accent elongates the î and so the diphthong aî makes a long ay sound.</li> <li>• Introduce the vocabulary used to describe size: <i>grand</i> and <i>p'tit</i>.</li> <li>• Remind the chn not to pronounce the end consonants.</li> <li>• How do the chn say big and small in different languages.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Show the chn a series of spring objects in different sizes and ask the chn <i>Ch'est-i' grand ou p'tit?</i></li> <li>• Ask the chn to stand up: <ul style="list-style-type: none"> <li>• Spread arms wide and say 'GRAND' in a big voice</li> <li>• Bring hands in close and say 'p'tit' in a small voice</li> </ul> </li> <li>• Ask chn to walk around the classroom making big steps saying the word 'grand' with each step, and then small steps, saying the word p'tit with each step</li> <li>• Ask the chn to make big jumps, saying the word 'grand' with each jump, and then small jumps, saying the word 'p'tit' with each jump</li> <li>• Give out packs of <a href="#">Spring object cards</a> between two. Chn must listen for you to call out different sized spring objects, e.g. <i>'Chèrchiz pour lé grand êtcheutheu'</i>. They must pick the correct card and hold it up.</li> <li>• The pack includes two cards labelled 'Grand' and 'P'tit'. Ask the chn to sort the objects under the two headings.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>• Chn sort big and small spring objects into hoops labelled <i>'grand'</i> and <i>'p'tit'</i></li> <li>• Show <a href="#">flashcard</a>, 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.</li> </ul>	<p>Recognise languages describe familiar things differently.</p>	<p>Use physical actions to aid memorisation.</p> <p>Compare Jèrriais with pupils' home languages.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>les saisons l'èrnouvé</p> <p>lé solé un arc-en-ciel eune flieur eune fielle un lapîn eune êtchutheu eune papilotte un ouaîsé un bourdon</p> <p>grand p'tit</p> <p>Ch'est-i' grand ou p'tit?</p> <p>Chèrchiz pour...</p>		<p>Question form: <i>Ch'est-i'...?</i></p>	<p><b>Links to Jersey Curriculum for Languages</b></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><b>Assessment / Next Steps</b></p>		

La Léçon 2 - Chiéthe Mênag'gie					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name animals in Jèrriais.</p> <p>We are learning that nouns in Jèrriais are either masculine or feminine.</p>	<p>I can identify and name animals in Jèrriais.</p> <p>I know that nouns in Jèrriais are either masculine or feminine.</p>	<p>Grammatical gender</p> <p>Indefinite articles <i>un, eune</i></p>	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 2 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li>Bring <a href="#">Douard</a> out to ask the chn <i>Tch'est qu'est tan nom? Tchil âge qué tu'as?</i> and <i>Comment qu'tu'es?</i></li> <li>Revise the days of the week and sing the days of the week song.</li> <li><i>Tchi saison qué ch'est?</i></li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Read <a href="#">Chiéthe Mênag'gie</a>.</li> </ul>	<p>Compare Jèrriais with other languages.</p> <p>Recognise that languages describe familiar things differently.</p> <p>Understand grammatical gender.</p>	<p>Use of songs and stories to promote interest and provide context.</p> <p>Use of physical movement to aid understanding.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>Chiéthe Mênag'gie</p> <p>un grand éléphant eune haute girafe un féroce lion eune tchilieuvre êffritante un marmoûset affronté un chanmeau malengronné eune raînotte saûticotante un p'tit tchian</p> <p>Tch'est qu'ch'est? Ch'est...</p> <p>mastchulîn / fémînîn</p> <p>noun adjective</p>		<p>grand'/grande as an irregular adjective in the feminine form</p>	<p><b>GRANMAITHE</b></p> <ul style="list-style-type: none"> <li>Can then chn tell you what a noun is?</li> <li>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. No rhyme or reason i.e. <i>eune barbe</i>.</li> <li>Run through <a href="#">animal flashcards</a>, read and repeat. Point out the indefinite articles that indicate which animals are masculine or feminine.</li> <li>Run through animals again, this time with the adjectives used to describe them. Can the chn use French and English to work out what the adjectives mean?</li> <li>Get the chn to repeat the words and act them out.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Look at the illustrations on the end pages, point to different animals and ask <i>Tch'est qu'ch'est?</i> Encourage the response <i>Ch'est...</i></li> <li>Get everyone to stand up. Use <a href="#">adjective flashcards</a> and say each adjective in turn. The chn must mime each one.</li> <li>Play animal charades. Individuals come to the front and pretend to be an animal from the book (they can use the <a href="#">charades cue card</a> to help them choose). Chn must guess what the animal is. Help them say what the animal is, repeating the animal and adjective after you, e.g. <i>eune haute girafe</i>.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Re-read the story encouraging the chn to join in.</li> <li>Show <a href="#">flashcard</a>, 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.</li> </ul>	<p><b>Links to Jersey Curriculum for Languages</b></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>Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</p>	<p><b>Assessment / Next Steps</b></p>

La Léçon 3 - L's animaux apprivoaîsis					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name pet animals.</p> <p>We are learning some adjectives to describe pets.</p>	<p>I can identify and name pet animals.</p> <p>I can use some adjectives to describe pets.</p>	<p>Position of the adjective</p> <p>Masculine / feminine adjectival agreement</p>	<p><b>STARTER / REVISION</b> (Lesson 3 PowerPoint)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li>Bring <b>Douard</b> out to ask the chn <i>Comment qu'tu'es?</i></li> <li>Revise the days of the week and ask the chn <i>Tchi jour qué ch'est aniet?</i></li> <li><i>Re-read Chiéthe Mênag'gie and encourage the chn to join in.</i></li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>This time pause on <i>lé p'tit tchian</i> at the end. Why is it the ideal pet unlike the others?</li> <li>Can the chn tell you what an adjective is?</li> <li>Introduce adjective <i>bouôn</i> to describe the puppy. Encourage chn to repeat.</li> <li>Look at <b>pet animal flashcards</b>. Read through them and ask chn to repeat.</li> <li>Highlight the hard <i>j</i> sound at the start of <i>Dginnée</i>, the hard <i>ch</i> sound in <i>pèrrotchet</i>, the <i>w</i> sound in <i>souothis</i>, <i>y</i> sound in <i>tchillieuvre</i>, nasal <i>i</i> sound in <i>lapîn</i> and the elongated <i>ay</i> sound in <i>païsson</i>.</li> <li>Mention that there are feminine versions of the cat, dog and rabbit nouns.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Play <b>pet lotto</b> in pairs.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Display set of adjectives in circles. Show <b>small pet animal flashcards</b> and ask e.g. <i>Lé tchian, est-i'...?</i> Elicit the response <i>Oui</i> or <i>Nânnîn</i>. Drag the flashcards into the chosen adjective circles.</li> <li>Show <b>flashcard</b>, 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.</li> </ul>	<p>Compare Jèrriais with French and English.</p>	<p>Use of props and pictures to aid memorisation.</p> <p>Playing repetitious games.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>l's animaux apprivoaîsis                      un cat eune chatte                      un tchian eune tchianne                      un lapîn eune lapinne                      un hanmster                      eune souothis                      eune tortue                      eune tchillieuvre                      un couochon d'la Dginnée                      un j'va                      un pèrrotchet                      un rouoge païsson</p> <p>grand(e) / grand'                      p'tit(e)                      bouôn(ne)                      bieu/belle                      affronté(e)                      éffritant(e)                      malengronné(e)                      saûticotant(e)</p> <p>Est-i'...?                      Oui                      Nânnîn</p> <p>noun                      adjective</p>		<p>Question forms: <i>Tch'est qu'?</i></p> <p>Inversion to create a question e.g. <i>Est-i'...?</i></p> <p>Verb: <i>êt'</i></p> <p>grand'/grande as an irregular adjective in the feminine form</p>	<p><b>Links to Jersey Curriculum for Languages</b></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>Describe things orally.</p> <p><b>Assessment / Next Steps</b></p>		

La Léçon 4 - Breune Ourse, Breune Ourse					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are reading and enjoying <i>Breune Ourse, Breune Ourse</i> in Jèrriais.</p> <p>We are learning to identify and name different animals.</p>	<p>I can enjoy short stories in Jèrriais.</p> <p>I can name and identify different animals.</p>	<p>Diphthong ai</p> <p>Masculine / feminine</p>	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 4 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li>• <i>Bouôñjour, Salut.</i></li> <li>• Bring <a href="#">Douard</a> out to ask the chn <i>Comment qu'tu'es?</i></li> <li>• Revise the days of the week and ask the chn <i>Tchi jour qué ch'est aniet?</i></li> <li>• Sing the <i>arc-en-ciel</i> song.</li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>• Read <a href="#">Breune Ourse, Breune Ourse</a>.</li> <li>• Go back through the book and identify the different animals. Encourage chn to repeat and practise pronunciation.</li> <li>• Identify masculine and feminine animals using the indefinite articles <i>un/eune</i> as a clue.</li> <li>• Refer to the <a href="#">ai phonics focus card</a> and highlight the pronunciation of the elongated <i>ay</i> sound in <i>ouaîsé, raînotte, paîsson</i> and <i>maîtrêsse</i>.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Play <a href="#">animal lotto game</a> in pairs.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>• Show random animals and ask the chn <i>Tch'est qu'ch'est?</i></li> <li>• Show <a href="#">flashcard</a>, 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.</li> </ul>	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes.</p>	<p>Use of stories to promote interest and provide context.</p> <p>Playing repetitious games.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>Breune Ourse, Breune Ourse</p> <p>eune ourse un ouaîsé un cannard un j'va eune raînotte (un crapaud) un cat un tchian eune brébis un rouoge paîsson eune maîtrêsse, un maître d's êfants</p>		<p>Question form: <i>Tch'est qu'...</i></p> <p>Indefinite article <i>un eune</i></p> <p>Verb: <i>êt'</i></p>	<p><b>Links to Jersey Curriculum for Languages</b></p> <p>Explore the patterns and sounds of language through stories 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>Understand basic grammar appropriate to Jèrriais, including feminine and masculine forms.</p> <p><b>Assessment / Next Steps</b></p>		

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning to identify and name pet animals.	I can identify and name pet animals.		<p><b>INTRODUCTION</b> (Lesson 5 PowerPoint)</p> <ul style="list-style-type: none"> <li>• <i>Bouônjour, Salut.</i></li> <li>• Bring <b>Douard</b> out to ask the chn <i>Comment qu'tu'es?</i></li> <li>• Revise the days of the week and ask the chn <i>Tchi jour qué ch'est aniet?, Tchi jour qué ch'tait hier?</i> and <i>Tchi jour qué ch's'sa d'main?</i></li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>• This week we are going to play games on Linguascope to practise and consolidate pets.</li> </ul>	Apply phonic and whole word knowledge to read simple words.	Use of interactive technology to increase interest and participation and aid memorisation.
<p><b>Key vocabulary, questions, phrases</b></p> <p>l's animaux apprivoaîsis</p> <p>un tchian un j'va un rouoge païsson un lapîn eune souothis un cat un hanmster un ouaîsé eune tchilieuvre eune tortue</p>			<p><b>READING, ORAL UNDERSTANDING AND RESPONDING</b></p> <ul style="list-style-type: none"> <li>• Hand out iPads for chn to log onto the Linguascope App.</li> <li>• Direct the chn to the Pets section.</li> <li>• Demonstrate a couple of games and invite the chn to choose which games they would like to play.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>• Play a Linguascope game as a whole class on the IWB.</li> <li>• Show <b>flashcard</b>, 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.</li> </ul>	<p><b>Links to Jersey Curriculum for Languages</b></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><b>Assessment / Next Steps</b></p>	

Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name animals at Jersey Zoo.</p> <p>We are learning to describe the colours of the animals at Jersey Zoo.</p>	<p>I can identify and name animals at Jersey Zoo.</p> <p>I can describe the colours of the animals at Jersey Zoo.</p>	<p>Position of the adjective</p> <p>Masculine / feminine adjectival agreement</p>	<p><b>STARTER / REVISION</b> (Lesson 6 PowerPoint)</p> <ul style="list-style-type: none"> <li>Bouôñjour, Salut.</li> <li>Bring <a href="#">Douard</a> out to ask the chn <i>Comment qu'tu'es?</i></li> <li>Revise colours.</li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Run through <a href="#">Jersey Zoo animal flashcards</a> and encourage chn to repeat. Use the question <i>Tch'est qu'ch'est?</i> for each animal and encourage the chn to use the stem <i>Ch'est...</i> to respond.</li> <li>Ask the chn to identify which are masculine and which are feminine.</li> </ul>	<p>Use prior learning and transfer knowledge for use in different contexts.</p>	<p>Use of other words and pictures to gain context and determine meaning.</p> <p>Playing repetitious games.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>un rat eune tchilieuvre un marmoûset eune raînotte un tchian un gorille un mèrcat un orang-utan eune ourse eune caûque-southis un lémur un fliamant</p> <p>les couleurs</p> <p>Tch'est qu'ch'est? Ch'est...</p> <p>Tchi couleu qu'il/oulle est?</p>		<p>Question forms: <i>Tch'est qu'</i> <i>Comme tchi qu'</i></p> <p>Verb: <i>ê't', aver</i></p>	<p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Look at each animal in turn and ask <i>Tch'est qu'ch'est?</i> Encourage the chn to read and repeat the response <i>Ch'est...</i> using framed response slides.</li> <li>Look at each animal in turn again and ask <i>Tchi couleu qu'il/oulle est?</i> Encourage children to read and repeat the full sentence responses framed on the board. Adapt the colours for them to agree with masculine/feminine.</li> <li>Display some pictures of zoo animals on the board. Chn refer to this and draw pictures of animals to match colour descriptions on a <a href="#">prepared template</a>.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Check through sheet as a whole class, describing the colours of the animals in full sentences.</li> <li>Show <a href="#">flashcard</a>, 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.</li> </ul>	<p><b>Links to Jersey Curriculum for Languages</b></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>Read carefully and show understanding of words, phrases and simple writing.</p> <p><b>Assessment / Next Steps</b></p>	

La Léçon 7 - Dêcris l's animaux siez Jersey Zoo					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name animals at Jersey Zoo.</p> <p>We are learning to describe animals at Jersey Zoo.</p>	<p>I can identify and name animals at Jersey Zoo.</p> <p>I can describe animals at Jersey Zoo.</p>	<p>Position of the adjective</p> <p>Masculine / feminine adjectival agreement</p>	<p><b>STARTER / REVISION</b> (Lesson 7 PowerPoint)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li>Bring <b>Douard</b> out to ask the chn <i>Comment qu'tu'es?</i></li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Re-read <i>Chiéthe Ménag'gie</i>, pausing to read and repeat the adjectives used to describe each animal.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Look at a selection of animals from Jersey Zoo in turn and ask e.g. <i>Comme tchi qu'est l'gorille?</i></li> <li>Can chn use their knowledge to suggest different adjectives to describe the gorilla?</li> <li>Reveal framed responses and encourage the chn to join in read and repeat, e.g. <i>Lé gorille est grand</i>. Adapt the adjectives so they agree with masculine/ feminine.</li> <li>Play animal charades. Individuals come to the front and choose an animal <b>cue card</b> from the Zoo and act it out.</li> <li>Chn must guess what the animal is. Encourage them to practise saying phrases that include the animal, colour and additional adjective, e.g. <i>Un p'tit brun rat</i>.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Ask each child to choose an animal and give a quick description of it; animal, colour and adjective.</li> <li>Show <b>flashcard</b>, 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.</li> </ul>	<p>Use prior learning and transfer knowledge for use in different contexts.</p>	<p>Use of other words and pictures to gain context and determine meaning.</p> <p>Playing repetitious games.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>un rat eune tchilievre un marmoûset eune raînotte un tchian un gorille un mèrcat un orang-utan eune ourse eune caûque-souothis un lémur un fliamant</p> <p>les couleurs</p> <p>grand(e) haut(e) féroce malengronné(e) êffritante affronté(e) bouôn bouonne bieau belle saûticotant(e)</p> <p>Tch'est qu'ch'est? Ch'est...</p>		<p>Question forms: <i>Tch'est qu'</i> <i>Comme tchi qu'</i></p> <p>Verb: <i>ê't', aver</i></p>	<p><b>Links to Jersey Curriculum for Languages</b></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>Describe things orally.</p>	<p><b>Assessment / Next Steps</b></p>	

La Léçon 8 - D'vinnale dé Marmouset					
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 to describe animals.</p>	<p>I can listen to, follow and enjoy a story in Jèrriais.</p> <p>I can describe animals.</p>	<p>Position of the adjective</p> <p>Masculine / feminine adjectival agreement</p>	<p><b>STARTER / REVISION</b> (Lesson 8 PowerPoint)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li>Bring <b>Douard</b> out to ask the chn <i>Comment qu'tu'es?</i></li> <li>Revise the days of the week and ask the chn <i>Tchi jour qué ch'est aniet? Tchi jour qué ch'tait hier? Tchi jour qué ch's'sa d'main? and Tchi jour qué ch's'sa après d'main?</i></li> </ul> <p><b>READING, LISTENING, ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Read D'vinnâle dé Marmouset.</li> <li>As you encounter each animal ask <i>Tch'est qu'ch'est?</i> Encourage the chn to use the response <i>Ch'est...</i> by modelling the response.</li> <li>For each animal ask <i>Tchi couleu qu'il/ouille est?</i> Encourage children to answer in full sentences. Adapt the colours for them to agree with masculine/feminine.</li> <li>Move on to ask <i>Comme tchi qu'est...?</i> and elicit responses using adjectives the chn have encountered previously. Adapt the adjectives so they agree with masculine/feminine.</li> <li>Reflect upon how the baby monkey is feeling at the beginning and the end. Look at his facial expressions and ask <i>Comment qu'il est, lé p'tit marmouset?</i></li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>If there is time sing <i>Chîn rainottes piquelottées</i> with <a href="#">stick puppets</a>.</li> <li>Show <a href="#">flashcard</a>, 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.</li> </ul>	<p>Use prior learning and transfer knowledge for use in different contexts.</p>	<p>Use of stories to engender interest and encourage listening and speaking.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>un marmouset un éléphant eune tchilieuve un pêtre un pèrrot eune raïnotte eune caûque-souothis</p> <p>les couleurs</p> <p>grand(e) haut(e) féroce malengronné(e) êffritant(e) affronté(e) bouôn      bouonne bieau      belle saûticotant(e)</p> <p>Tch'est qu'ch'est? Ch'est...</p> <p>Ch'est tchi couleu?</p> <p>Comme tchi qu'est? Est-i'...? / Est-alle...? Il est... / Oulle est</p> <p>Comment qu'il est, lé p'tit marmouset?</p>		<p>Question forms: <i>Tch'est qu'</i> <i>Comme tchi qu'</i></p> <p>Verb: <i>êt', aver</i></p>	<p><b>Links to Jersey Curriculum for Languages</b></p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Describe things orally.</p> <p>Answer questions.</p> <p><b>Assessment / Next Steps</b></p>		



La Léçon 9 - Aimes-tu l's animaux?					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning to say which pet animals we like and dislike.	I can say which pet animals I like and dislike.	Inversion to create a question e.g. <i>Aimes-tu...?</i>	<p><b>STARTER / REVISION</b> (Lesson 9 PowerPoint)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li>Bring <b>Douard</b> out to ask the chn <i>Comment qu'tu'es? Tch'est qu'est tan nom? Tchil âge qué tu'as?</i></li> <li>Revise the days of the week and ask the chn <i>Tchi jour qué ch'est aniet? Tchi jour qué ch'tait hier? Tchi jour qué ch's'sa d'main?</i> and <i>Tchi jour qué ch's'sa après d'main?</i></li> </ul>	Recognise that languages describe familiar things differently.	Using chn's personal interests to engender interest and encourage speaking and listening.
<p><b>Key vocabulary, questions, phrases</b></p> <p>un annima (l's animaux)                      un cat (les cats)                      un tchian (les tchians)                      un hanmster (les hanmsters)                      un couochon d'la Dginnée (les couochons d'la Dginnée)                      un pèrotchet (les pèrotchets)                      un lapîn (les lapîns)                      eune souothis (les souothis)                      un rouoge païsson (les rouoges païssons)                      eune tchilievre (les tchilievres)                      eune tortue (les tortues)                      un j'va (les j'vaux)</p> <p>Aimes-tu les...?                      Oui, j'aime...                      Nânnîn, j'n'aime pon les...</p>		<p>Definite article <i>lé/la/les</i></p> <p>Plural nouns</p> <p>Grammatical gender</p> <p>Negative: <i>n'aime pon</i></p> <p>Verbs: <i>aver, êt'</i></p>	<p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Point to a large heart symbol and say <i>J'aime</i>. Get chn to repeat.</li> <li>Point to a large heart symbol with a cross through it and say <i>J'n'aime pon</i>. Get chn to repeat.</li> <li>Look at pictures of different pets and ask individual chn <i>Aimes-tu les...?</i> using cues on the board to elicit the response <i>Oui, j'aime les...</i> or <i>Nânnîn, j'n'aime pon les...</i> Practise this a lot and ask multiple chn each time.</li> <li><i>D'vinnez</i>: Hold three <b>pet animal cards</b> close to you so the chn can't see and invite chn to ask <i>Aimes-tu...?</i> different animals until they find out what you have chosen. Chn refer to animal vocabulary on board to help.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Listening activity: Chn listen to descriptions of likes/dislikes of different animals and identify likes/dislikes on a <b>prepared tick sheet</b>.</li> <li>Show <b>flashcard</b>, 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.</li> </ul>	<p>Use prior learning and transfer knowledge for use in different contexts.</p>	
				<p><b>Links to Jersey Curriculum for Languages</b></p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Read carefully and show understanding of words</p> <p>Ask and answer questions.</p>	
				<p><b>Assessment / Next Steps</b></p>	

La Léçon 10 - L'Êté					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning vocabulary associated with Summer.	I know some vocabulary associated with Summer.	Question forms: <i>Tch'est qu'</i>	<p><b>STARTER / REVISION</b> (Lesson 10 PowerPoint)</p> <ul style="list-style-type: none"> <li><i>Bouôñjour, Salut.</i></li> <li>Bring <b>Douard</b> out to ask the chn <i>Comment qu'tu'es?</i></li> <li>Revise the days of the week and ask the chn <i>Tchi jour qué ch'est aniet? Tchi jour qué ch'tait hier? Tchi jour qué ch's'sa d'main?</i> and <i>Tchi jour qué ch's'sa après d'main?</i></li> <li>Revise the seasons.</li> </ul>	<p>Recognise languages describe familiar things differently.</p> <p>Recognise how different sounds are represented in written form.</p>	Playing repetitive games.
<p><b>Key vocabulary, questions, phrases</b></p> <p>l'Êté</p> <p>lé solé</p> <p>des flieurs</p> <p>la grève</p> <p>eune vacanche</p> <p>lé gardîn</p> <p>eune gliaiche</p> <p>un vêpre</p> <p>un pique-nique</p> <p>leune castchette</p> <p>les néthes leunettes</p> <p>Tch'est qu'est l'difféthence?</p>			<p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Show <b>Summer vocabulary flashcards</b>, highlighting the now familiar phonemes in each word. Encourage the children to repeat the vocabulary.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Play a game of <b>spot the difference</b> using Summer pictures. Chn point out differences. Reinforce by repeating what they say in Jèrriais using the target vocabulary.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Revist <b>Spot Va à la Grève</b> (which you read in Y2) and talk about the pictures. Show <b>flashcard</b>, 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.</li> </ul>	<p><b>Links to Jersey Curriculum for Languages</b></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><b>Assessment / Next Steps</b></p>	

LES LÉÇONS 11 & 12 - EN FÎN - FINISHING UP LESSONS - CHILDREN COMPLETE ALL THE WORK IN THEIR FOLDERS THAT IS INCOMPLETE. IF THEY HAVE COMPLETED EVERYTHING THEY CAN DO SUMMER I SPY ACTIVITY.