

La Léçon 1 - L'Ënorme Navet					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are listening to and enjoying the story of the Enormous Turnip in Jèrriais.</p> <p>We are learning to identify and name family members.</p> <p>We are learning there is a difference between the -l'ye and (i)l'ye sounds.</p>	<p>I can listen to and enjoy the story of the Enormous Turnip in Jèrriais.</p> <p>I can identify and name family members.</p> <p>I know there is a difference between the -l'ye and (i)l'ye sounds.</p>	<p>Semi-consonant (i)l'ye</p> <p>Question form: <i>Tchi qu'</i></p> <p>Grammatical gender</p> <p>Definite article lé, la, les</p> <p>Verb: <i>haler</i></p>	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 1 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i> - introduce some new responses.</li> <li><i>Comment qu'tu'es?</i> Chn ask each other.</li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Show <a href="#">family flashcards</a>. Read aloud and encourage chn to repeat.</li> <li>Point out the similarities of some of the words with English and French.</li> <li>Refer to the <a href="#">(i)l'ye phonics card</a> and refer back to the <a href="#">-l'ye phonics card</a> and highlight the difference between <i>l'ye</i> in <i>fanmil'ye</i> and <i>înmeubl'ye</i>.</li> <li>Point out the definite article <i>lé, la and les</i> depending on masculine, feminine and plural.</li> <li>Read <a href="#">L'Ënorme Navet</a>. Pause throughout to point to the different family members who join to help and ask <i>Tchi qu'il/ouille est?</i></li> </ul> <p><b>READING AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Chn complete <a href="#">story sequencing cut and stick activity</a> and match the labels to the correct pictures.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Check story sequences together as a whole class.</li> <li>Show <a href="#">flashcards</a> with <i>À bétôt</i>, and <i>à la s'maine tchi veint</i> and encourage chn to respond with the same.</li> </ul>	<p>Recognise how different languages describe familiar things differently.</p> <p>Recognise how different sounds are represented in written form.</p>	<p>Use well-known stories to add interest and aid memorisation.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>la fanmil'ye</p> <p>lé grand-péthe</p> <p>la grand'-méthe</p> <p>lé péthe</p> <p>la méthe</p> <p>lé fréthe</p> <p>la soeu</p> <p>lé tchian</p> <p>lé cat</p> <p>la souothis</p> <p>un navet</p> <p>ënorme</p> <p>Tchi qu'il/ouille est?</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>Appreciate stories in Jèrriais.</p> <p><b>Assessment / Next Steps</b></p>		

La Léçon 2 - Racontez l'histouaithe					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are listening to the story of the Enormous Turnip in Jèrriais and arranging the text in the correct sequence.	I can listen to the story of the Enormous Turnip in Jèrriais and arrange the text in the correct sequence.	Grammatical gender	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 2 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li><i>Bouñjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i> Chn ask each other.</li> <li><i>Écouter, Égarder, Érpéter</i> - phonics revision.</li> <li>Revise family flashcards.</li> </ul>	Recognise how different sounds are represented in written form.	Re-tell well-known, repetitive stories to encourage speaking and aid memorisation.
<p><b>Key vocabulary, questions, phrases</b></p> <p>la fanmil'ye</p> <p>lé grand-péthe la grand'-méthe lé péthe la soeu lé tchian lé cat la souothis</p> <p>un navet énorme</p> <p>i' halit / i' halitent i' déhoulit</p> <p>Tchi qu'il/ouille est?</p>		<p>Definite article lé, la, les</p> <p>Question form: <i>Tchi qu'</i></p> <p>Verbs: <i>haler, déhouler</i></p>	<p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Re-read <a href="#">L'Énorme Navet</a>. Encourage the chn to join in with repeated refrains.</li> <li>Go back through the story to point to the different family members who join to help and ask <i>Tchi qu'il/ouille est?</i></li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Give out <a href="#">story sequencing sentence packs</a>. Chn work in table groups.</li> <li>Re-tell the story (using a <a href="#">copy of the sentences in order</a>) with picture only PP slides. Chn should look for the correct sentences as you tell the story and arrange them in order.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Re-tell the story again while the chn check their sentences are in the correct sequence.</li> <li>Show <a href="#">flashcards</a> with <i>À bétôt</i>, and <i>à la s'maine tchi veint</i> and encourage chn to respond with the same.</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>Read carefully and show understanding of words.</p> <p>Appreciate stories in Jèrriais.</p>	
				<p><b>Assessment / Next Steps</b></p>	

La Léçon 3 - Racontez l'histouaithe (acouo)					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are retelling the story of the Enormous Turnip in Jèrriais.	I can retell the story of the Enormous Turnip in Jèrriais.	Grammatical gender	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 3 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i> Chn ask each other.</li> <li><i>Écouter, Égarder, Érpéter</i> - phonics revision.</li> <li>Revise family members.</li> </ul>	<p>Recognise how different sounds are represented in written form.</p> <p>Read simple phrases and sentences aloud.</p>	Re-tell well-known stories to encourage speaking and aid memorisation.
<p><b>Key vocabulary, questions, phrases</b></p> <p>la fanmil'ye</p> <p>lé grand-péthe</p> <p>la grand'-méthe</p> <p>lé péthe</p> <p>la soeu</p> <p>lé tchian</p> <p>lé cat</p> <p>la souothis</p> <p>un navet</p> <p>énorme</p> <p>i' halit / i' halitent</p> <p>i' déhoulit</p>		<p>Definite article lé, la, les</p> <p>Verbs: <i>haler, déhouler</i></p>	<p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Re-read a slightly simplified version of <a href="#">L'Énorme Navet</a>. Encourage the chn to join in with repeated refrains. Focus on:                             <ul style="list-style-type: none"> <li>halitent et halitent et halitent</li> <li>mais lé navet né bouog'geait pon!</li> </ul> </li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Chn work in table groups. Give out sets of <a href="#">cue cards</a> and <a href="#">character cards</a>.</li> <li>Chn use the character cards and cue cards to help them re-tell the story.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Bring groups out to the front to act the story out.</li> <li>Show <a href="#">flashcards</a> with <i>À bétôt</i>, and <i>à la s'maine tchi veint</i> and encourage chn to respond with the same.</li> </ul>	<p><b>Links to Jersey Curriculum for Languages</b></p> <p>Read carefully and show understanding of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally to a range of audiences.</p>	
				<p><b>Assessment / Next Steps</b></p>	

La Léçon 4 - La Journée Ôropéenne des Langues					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are celebrating European Day of Languages.	I have gained an awareness of the rich diversity of languages spoken in Europe.		<p><b>STARTER / REVISION</b> (Lesson 4 PowerPoint)</p> <ul style="list-style-type: none"> <li>• <i>Bouônjour, Salut</i> (other Channel Island languages too)</li> <li>• Encourage those chn who speak different languages to say 'hello' in their languages.</li> <li>• <i>Comment qu'tu'es?</i></li> <li>• Brief intro about European Day of Languages.</li> <li>• We are a Language Friendly School!</li> <li>• How many languages are spoken in this school?</li> <li>• How many different languages are spoken just in this class?</li> </ul>	<p>Compare different languages.</p> <p>Understand that there is a wide variety of languages spoken across the European continent.</p>	
<b>Key vocabulary, questions, phrases</b>			<p><b>EUROPEAN DAY OF LANGUAGES QUIZ</b></p> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>• Say À bétôt (other Channel Island languages too).</li> <li>• Encourage those chn who speak different languages to say 'goodbye' in their languages.</li> </ul>	<p><b>Links to Jersey Curriculum for Languages</b></p> <p>Aim: Appreciate the cultural influence of Europe on Jersey's heritage.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p>	
				<p><b>Assessment / Next Steps</b></p>	

La Léçon 5 - La fanmil'ye					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning to identify and name family members.	I can identify and name family members.	Question form: <i>Tchi qu'</i>	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 5 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li><i>Bouôñjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i> Chn ask each other.</li> <li><i>Écouter, Érgarder, Érpéter</i> - phonics revision.</li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Revise <a href="#">family flashcards</a>. Read aloud and encourage chn to repeat.</li> </ul> <p><b>READING, UNDERSTANDING AND WRITING</b></p> <ul style="list-style-type: none"> <li>Chn complete the <a href="#">Tchi qu'i' sont? worksheet</a>. They must look at the family portraits, read the statements and match the portraits to the children.</li> <li>Chn who finish go on to complete the <a href="#">family member worksheet</a>. They must read the statements and match the names to the portraits.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Go to <i>La Fanmil'ye</i> on Linguascope and play games related to family members as a whole class.</li> <li>Show <a href="#">flashcards</a> with <i>À bétôt</i>, and <i>à la s'maine tchi veint</i> and encourage chn to respond with the same.</li> </ul>	Recall, retain and use vocabulary.	Reading to aid memorisation.
<b>Key vocabulary, questions, phrases</b>		Definite article lé, la, les		<b>Links to Jersey Curriculum for Languages</b>	
la fanmil'ye  la grand' méthe lé grand-péthe la méthe lé péthe la soeu lé fréthe		Verb: <i>ê't'</i>		Broaden their vocabulary and develop their ability to understand new words.  Read carefully and show understanding of words, phrases and simple writing.  Listen attentively to spoken language and show understanding by joining in and responding.	
				<b>Assessment / Next Steps</b>	

La Léçon 6 - La fanmil'ye Weasley					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning to identify and name family members.	I can identify and name family members.	Question form: <i>Tchi qu'</i>	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 6 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i> Chn ask each other.</li> <li><i>Écouter, Érgarder, Érpéter</i> - phonics revision.</li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Revise <a href="#">family flashcards</a>. Read aloud and encourage chn to repeat.</li> </ul>	<p>Compare Jèrriais with French and English.</p> <p>Recognise how different sounds are represented in written form.</p>	<p>Use well-known stories and props to aid memorisation.</p> <p>Use of pictures and diagrams to aid memorisation.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>la fanmil'ye</p> <p>la grand' méthe lé grand-péthe la méthe lé péthe la soeu lé frêthe</p> <p>Tchi qu'il est? Tchi qu'oulle est?</p> <p>Né v'chîn</p>		<p>Grammatical gender</p> <p>Definite article lé, la, les</p> <p>Verb: <i>ét'</i></p>	<p><b>UNDERSTANDING AND WRITING</b></p> <ul style="list-style-type: none"> <li>Look through the <a href="#">Bucket family tree</a> as an example of a family tree. Point out family members and say their family titles.</li> <li>Point to different family members and ask the chn <i>Tchi qu'il est?</i> and <i>Tchi qu'oulle est?</i></li> <li>Give out <a href="#">Weasley family tree cut and stick activity</a> with <a href="#">scissors and glue</a>. Chn must cut out the family portraits and stick them on the template, then label the family members using the wordbank.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Show the class a completed Weasley family tree. Use the phrase <i>Né v'chîn...</i> to point out different family members and ask the chn <i>Tchi qu'il est?</i> and <i>Tchi qu'oulle est?</i></li> <li>Show <a href="#">flashcards</a> with <i>À bétôt</i>, and <i>à la s'maine tchi veint</i> and encourage chn to respond with the same.</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>Write simple phrases.</p>	
				<p><b>Assessment / Next Steps</b></p>	

La Léçon 7 - Les fanmil'yes heutheuses					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to identify and name family members.</p> <p>We are learning that adjectives have masculine and feminine forms and must agree with the nouns they are describing.</p>	<p>I can identify and name family members.</p> <p>I know that adjectives have masculine and feminine forms and must agree with the nouns they are describing.</p>	<p>Question forms: <i>Tchi qu'</i></p> <p>Pronunciation of end consonant sounds in words ending in e</p> <p>Masculine / feminine</p> <p>Adjectival agreement</p> <p>Definite article <i>lé, la, les</i></p> <p>Verb: <i>ét', aver</i></p>	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 7 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li><i>Bouôñjour, Salut.</i></li> <li><i>Êcouter, Êrgarder, Êrpéter</i> - phonics revision.</li> <li>Run through the family members and focus in on definite articles. (Give the chn the short names used as well this time.)</li> <li>Revise colours and ask the chn to give you the feminine forms.</li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Revisit the <a href="#">Happy family cards</a> from last lesson and give a sentence for each. Ask <i>Tchi qu'il est?</i> and <i>Tchi qu'ouille est?</i> Elicit the response <i>Ch'est la/lé...</i> reminding chn to use the correct article and adapt the adjective accordingly.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Chn play <a href="#">Happy families</a> in groups of four. Chn recall knowledge of colours and use with new family vocabulary to play this game in small groups. Chn ask each other <i>As-tu la/lé...?</i> to obtain the colour sets they need. Again, remind chn the colour adjectives must agree with the noun they are describing.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Show <a href="#">flashcards</a> with <i>À bétôt</i>, and <i>à la s'maine tchi veint</i> and encourage chn to respond with the same.</li> </ul>	<p>Recall, retain and use vocabulary.</p> <p>Compare Jèrriais with French.</p> <p>Understand grammatical gender.</p>	<p>Playing repetitious games.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>vèrte bliue blianche néthe breune grise</p> <p>la fanmil'ye</p> <p>la grand' méthe lé grand-péthe la méthe lé péthe la soeu lé fréthe</p> <p>As-tu la/lé...?</p> <p>Tchi qu'il est? Tchi qu'ouille est?</p>			<p>manman papa m'mèe p'pèe</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>Read carefully and show understanding of words.</p> <p>Understand basic grammar appropriate to Jèrriais, including feminine and masculine forms.</p>	<p><b>Assessment / Next Steps</b></p>

La Léçon 8 - La Séthée ès Chorchières					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning Halloween vocabulary</p> <p>About the story of La Ruette à la Vioge in St Peter</p>	<p>I know some Halloween vocabulary</p> <p>I know the story of La Ruette à la Vioge in St Peter</p>	<p>Dropping final consonant</p> <p>Question form: Tch'est qu'</p>	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 8 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li>Play <a href="#">Rigodon d'Chorchel'lie</a> by <i>Badlabecques</i> and explain what the song was about.</li> <li><i>Bouôñjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i></li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Run through <a href="#">Halloween vocabulary flash cards</a>.</li> <li>Highlight the tch sound in <i>stchelette</i> and the soft ch sound in <i>chorchiéthe</i> and <i>chorchi</i>. Point out the ïn sound in <i>zombïn</i>.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Play Pictionary. Divide the class into groups and give each group a <a href="#">Halloween vocabulary card</a>. Each group takes a turn to send a volunteer out to the front to draw an object on the white board with <a href="#">whiteboard pen</a>. Group get 3 chances to guess what it is.</li> </ul> <p><b>READING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Introduce the legend of La Ruette à la Vioge in St Peter.</li> <li>Watch the <a href="#">video of Charlie telling the story of La Ruette à la Vioge</a>. Pause throughout to translate the text.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Read Geraint Jennings' poem <i>La Vioge</i>.</li> <li>Show <a href="#">flashcards</a> with <i>À bétôt</i>, and <i>à la s'maine tchi veint</i> and encourage chn to respond with the same.</li> </ul>	<p>Recognise how different sounds are represented in written form.</p> <p>Identify specific phonemes.</p>	<p>Use of pictures to aid memorisation.</p> <p>Playing repetitious games.</p> <p>Using story and song to engender interest and engagement.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>la séthée ès chorchières</p> <p>un potithon</p> <p>un balle-à-leunettes</p> <p>un nièr cat</p> <p>un stchelette</p> <p>eune chorchiéthe</p> <p>un chorchi</p> <p>un zombïn</p> <p>un vampithe</p> <p>un monstre</p> <p>eune vioge</p> <p>Tch'est qu'ch'est?</p> <p>Ch'est...</p>		<p>Verb: êt'</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>Develop accurate pronunciation and intonation so that others understand.</p> <p>Appreciate stories and songs in the language.</p> <p><b>Assessment / Next Steps</b></p>		



La Léçon 9 - Ma fanmil'ye (en Angliais)					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning the vocabulary we need to describe our own families.	I know the vocabulary I need to be able to describe my family.	Question forms: <i>Tchi qu'</i> <i>As-tu...</i>	<b>STARTER / REVISION</b> ( <a href="#">Lesson 9 PowerPoint</a> ) <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i></li> <li><i>Écouter, Égarder, Érpéter</i> - phonics revision.</li> <li>Run through the family members and focus in on masculine and feminine forms of the definite articles.</li> </ul>	Recall, retain and use vocabulary.  Understand grammatical gender.	Use of pictures and diagrams to aid speaking.
<b>Key vocabulary, questions, phrases</b>		Possessive adjectives <i>man, ma, mes</i>	<b>READING, LISTENING AND PRONUNCIATION</b> <ul style="list-style-type: none"> <li>Share a diagram of <a href="#">your own family tree</a> and mention not all families are the same.</li> <li>Talk chn through it highlighting the use of possessive adjectives <i>ma, man, mes</i> when referring to different family members and using the phrase <i>Né v'chîn...</i></li> <li>Point out step members of the family and introduce new vocabulary to describe them.</li> </ul>	<b>Links to Jersey Curriculum for Languages</b>  Broaden their vocabulary and develop their ability to understand new words.  Understand basic grammar appropriate to Jèrriais, including feminine and masculine forms.	
ma fanmil'ye  ma grand' méthe man grand-péthe ma méthe man péthe ma soeu man fréthe  ma belle-méthe man bieu-péthe man d'mi-fréthe ma d'mi-soeu  Né v'chîn	manman papa m'mée p'pée	Masculine / feminine	<b>KNOWLEDGE AND UNDERSTANDING</b> <ul style="list-style-type: none"> <li>Refer back to the Bucket family tree and run through what a family tree looks like again - grandparents at the top, parents below and children at the bottom.</li> <li>Ask chn to draw up their own family tree on <a href="#">scrap paper</a> in English.</li> </ul>	<b>Assessment / Next Steps</b>	
		Verb: <i>ét', aver</i>	<b>PLENARY</b> <ul style="list-style-type: none"> <li>Ask chn to talk to their families at home and find out the names of those family members they don't know.</li> <li>Wave to chn and say <i>À la s'maine tchi veint</i> and encourage chn to respond with the same.</li> </ul>		

La Léçon 10 - Ma fanmil'ye (en Jèrriais)					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning the vocabulary we need to describe our own families.	I know the vocabulary I need to be able to describe my family.	Question forms: <i>Tchi qu' As-tu...</i>	<b>STARTER / REVISION</b> ( <a href="#">Lesson 10 PowerPoint</a> ) <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i></li> <li><i>Écouter, Érgarder, Érpéter</i> - phonics revision.</li> <li>Run through the family members again and focus in on masculine and feminine forms of the definite articles.</li> </ul>	Recall, retain and use vocabulary.  Understand grammatical gender.	Use of pictures and diagrams to aid speaking.  Writing to aid memorisation.
<b>Key vocabulary, questions, phrases</b>		Possessive adjectives <i>man, ma, mes</i>	<b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b> <ul style="list-style-type: none"> <li>Refer back to your family tree again and this time talk about the different family members in Jèrriais. Say e.g. <i>J'ai un fréthe. J'n'ai pon eune soeu.</i> Ask random chn <i>As-tu un fréthe ou eune soeu?</i> Use <a href="#">cue cards</a> to elicit the responses <i>Oui, j'ai un fréthe</i> or <i>Nännîn, j'n'ai pon un fréthe.</i></li> <li>Introduce the phrase <i>J'sis un/eune seul(e) éfant.</i></li> <li>Say <i>Man fréthe s'appelle..., Man péthe s'appelle...</i> etc.</li> </ul>	<b>Links to Jersey Curriculum for Languages</b>	
ma fanmil'ye				Understand basic grammar appropriate to Jèrriais, including feminine and masculine forms.	
ma grand' méthe	manman			Speak in sentences, using familiar vocabulary, phrases and basic language structures.	
man grand-péthe	papa			Write simple phrases.	
ma méthe	m'mèe			<b>Assessment / Next Steps</b>	
man péthe	p'pèe				
ma soeu		Masculine / feminine	<b>AND WRITING</b> <ul style="list-style-type: none"> <li>Ask chn to draw up their own family tree using their English drafts from last lesson and <a href="#">family tree frames</a> for help. They should include names of each family member (if known) and what position they hold in the family.</li> </ul>		
man fréthe					
ma belle-méthe					
man bieau-péthe					
man d'mi-fréthe					
ma d'mi-soeu					
Né v'chîn		Verb: <i>ét', aver</i>	<b>PLENARY</b> <ul style="list-style-type: none"> <li>If there is time look at some of the chn's family trees.</li> <li>Wave to chn and say <i>À la s'maine tchi veint</i> and encourage chn to respond with the same.</li> </ul>		
As-tu...?					
Oui, j'ai...					
Nännîn, j'n'ai pon un /eune...					
J'sis un/eune seul(e) éfant					

La Léçon 11 - As-tu un annima?					
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 to say which pets we have.</p>	<p>I can identify and name pet animals.</p> <p>I can say which pets I have.</p>	<p>Inversion to create a question e.g. <i>As-tu...?</i></p>	<p><b>STARTER / REVISION</b> (Lesson 11 PowerPoint)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li>Revise pets. Remind the chn that there are feminine versions of the cat, dog and rabbit nouns.</li> <li>Play a quick game of <b>pet lotto</b> in pairs.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Show a <b>photo of your own pets</b> and say for example, <i>J'ai eune chatte!</i> Introduce your pet to the group.</li> <li>Ask individual chn <i>As-tu un annima?</i> using <b>cues on the board</b> to elicit the response <i>Oui, j'ai..</i> or <i>Nânnîn j'n'ai pon un annima</i>. Practise this a lot and get chn to ask their partners.</li> <li>Pet survey: Chn use <b>survey templates</b> and move around the room asking <i>As-tu un annima?</i> and record results.</li> <li>Chn refer to cues on the board to help them answer <i>Oui, j'ai...</i> and <i>Nânnîn, j'n'ai pon un annima</i>.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Look at the survey results.</li> <li>Show <b>flashcards</b> with <i>À bétôt</i>, and <i>à la s'maine tchi veint</i> and encourage chn to respond with the same.</li> </ul>	<p>Recognise that languages describe familiar things differently.</p>	<p>Using chn's personal interests to engender interest and encourage speaking and listening.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>un annima un cat un tchian un hanmster un couochon d'la Dginnée un pèrrotchet un lapîn eune souothis un rouoge païsson eune tchilleuvre eune tortue un j'va</p> <p>As-tu un annima? Oui, j'ai... Nânnîn, j'n'ai pon un annima</p>		<p>Indefinite article <i>un/eune</i></p> <p>Grammatical gender</p> <p>Negative: <i>n'ai pon</i></p> <p>Verbs: <i>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>Read carefully and show understanding of words</p> <p>Ask and answer questions.</p>	<p><b>Assessment / Next Steps</b></p>	

La Léçon 12 - L's animaux siez nous					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
<p>We are learning to say which pets we have at home.</p> <p>We are learning to describe our pets.</p>	<p>I can say which pets I have at home.</p> <p>I can describe my [imaginary] pet.</p>	<p>Inversion to create a question e.g. <i>As-tu...?</i></p> <p>Indefinite article <i>un/eune</i></p> <p>Grammatical gender</p> <p>Negative: <i>n'ai pon</i></p> <p>Verbs: <i>aver, êt'</i></p> <p>grand'/grande as an irregular adjective in the feminine form</p>	<p><b>STARTER / REVISION</b> (Lesson 12 PowerPoint)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li>Revise pets.</li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Ask the chn <i>As-tu un annima siez té?</i> Ask around the room and give multiple chn a chance to respond <i>Oui, j'ai un annima</i> or <i>Nânnîn, j'n'ai pon un annima</i>.</li> <li>Refer back to the <a href="#">photo of your own pet</a> and say for example, <i>J'ai eune chatte! San nom est Arnie.</i></li> <li>Say what colour your pet is, e.g. <i>Arnie est breune, néthe et blanche.</i></li> <li>Give a description of personality, e.g. <i>Arnie est p'tite et bouonne.</i></li> <li>Give the chn a selection of adjectives to choose from to describe their pets. Run through them and remind them that adjectives must agree with the gender of the noun they are describing.</li> </ul> <p><b>READING AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Show the chn a fact sheet about one of your own pets.</li> <li>Run through the fact sheet in Jèrriais using phrases including: <i>Né v'chîn ma chatte Arnie; oulle a tchînze ans; oulle est breune, néthe et blanche; oulle est p'tite et bouonne.</i></li> </ul> <p><b>ORAL UNDERSTANDING, RESPONDING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Choose a couple of chn to talk about their pets. Refer to the plain sheet on the PP and ask them the same questions about their pets. Write in the answers.</li> </ul> <p><b>READING AND WRITING</b></p> <ul style="list-style-type: none"> <li>Give out <a href="#">fact sheet templates</a> for the chn to fill in about their own pets. Chn who do not own a pet can create a sheet about an imaginary pet - an animal that they would like to have as a pet.</li> <li>Chn use a <a href="#">word bank</a> from the board. Explain the words in pink are the feminine versions of the adjectives.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Bring chn out to the front to show their fact sheets and answer quesitons about their pets.</li> <li>Show <a href="#">flashcards</a> with <i>À bétôt</i>, and <i>à la s'maine tchi veint</i> and encourage chn to respond with the same.</li> </ul>	<p>Recognise that languages describe familiar things differently.</p> <p>Use prior learning and transfer knowledge for use in different contexts.</p>	<p>Using chn's personal interests to engender interest and encourage speaking and listening.</p>
<p><b>Key vocabulary, questions, phrases</b></p> <p>un annima un cat un tchian un hanmster un couochon d'la Dginnée un pèrrotchet un lapîn eune souothis un rouoge païsson eune tchilieuvre eune tortue un j'va</p> <p>As-tu un annima? Oui, j'ai.... Nânnîn, j'n'ai pon un annima Tchil annima qué tu'as? Tch'est qu'est san nom? Ch'est tchi couleu?</p> <p>Comment qu'il/oulle est? Est-i'...? / Est-alle...? Il est... / Oulle est...</p> <p>grand(e) / grand' p'tit(e) bouôn(ne) biew/belle</p> <p>les couleurs</p>		<p><b>Links to Jersey Curriculum for Languages</b></p> <p>Understand basic grammar appropriate to Jèrriais, including feminine and masculine forms.</p> <p>Answer questions.</p> <p>Describe pets orally and in writing.</p> <p><b>Assessment / Next Steps</b></p>			

La Léçon 13 - Les cartes dé Noué					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning Christmas greetings in Jèrriais.	I can offer Christmas greetings in Jèrriais.	Masculine / feminine forms  Short vowel è  Short vowel é	<p><b>STARTER / REVISION</b> (<a href="#">Lesson 13 PowerPoint</a>)</p> <ul style="list-style-type: none"> <li><i>Bouôñjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i></li> <li><i>Écouter, Égarder, Érpéter</i> - phonics revision.</li> <li>Look at the <a href="#">picture Alentou l'arbre dé Noué</a> from last year (Y5) and ask chn to name different objects.</li> </ul> <p><b>LISTENING, SPEAKING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Ask the chn to repeat the greetings <i>Bouan Noué</i> et <i>Bouanne Année</i>.</li> <li>Remind the chn of the words for mum, dad, grandpa and grandma and get the chn to repeat.</li> </ul> <p><b>UNDERSTANDING AND WRITING</b></p> <ul style="list-style-type: none"> <li>Remind the chn the salutation 'Dear' has masculine, feminine and plural forms and that it has to agree with who the card is addressed to.</li> <li>Chn choose from a variety of <a href="#">Christmas card templates</a>. They write greetings inside in Jèrriais with the help of a <a href="#">vocabulary sheet</a> and colour them.</li> <li>Chn who finish their cards can go on an iPad and use Linguascope to practise vocabulary covered so far.</li> </ul> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Say <i>À bétôt, Bouan Noué</i> and <i>Bouanne Année</i> to each other on the way out.</li> </ul>	Greeting conventions that are shared across languages.	Use of songs and music to promote interest and provide context.  Writing to aid memorisation.
<b>Key vocabulary, questions, phrases</b>				<b>Links to Jersey Curriculum for Languages</b>	
Bouan Noué Bouanne Année				Develop accurate pronunciation and intonation so that others understand.	
Chièr / chiéthe / chièrs				Write simple phrases in Jèrriais.	
M'mèe P'pèe Manman Papa				Appreciate songs in Jèrriais.	
dé				<b>Assessment / Next Steps</b>	

La Léçon 14 - Des gammes à Linguascope - Noué					
Lesson learning objectives	Success criteria	Grammar & phonics focus	Activities	Knowledge about language	Language learning strategies
We are learning Christmas vocabulary in Jèrriais.	I know some Christmas vocabulary in Jèrriais.		<p><b>INTRODUCTION</b> (Lesson 14 PowerPoint)</p> <ul style="list-style-type: none"> <li><i>Bouônjour, Salut.</i></li> <li><i>Comment qu'tu'es?</i></li> <li>Read through Eisteddfod piece.</li> <li><i>Écouter, Égarder, Érpéter</i> - phonics revision.</li> </ul> <p><b>READING, LISTENING AND PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>Read and repeat <a href="#">Christmas vocabulary flashcards</a>.</li> <li>This week we are going to play games on Linguascope to practise this new vocabulary.</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>Noué</p> <p>eune mèrlifiche Papa Noué l'arbe dé Noué un traîné un chère du Nord eune étaile eune cauche un goblîn / eune faitelle un bouonhomme dé né un présent</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 Noué 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>Say <i>À bétôt</i> and <i>Bouan Noué</i> to each other on the way out.</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>	