

| w/c | 20/02/23 | 27/02/23 | 06/03/23 | 13/03/23 | 20/03/23 | 27/03/23 |
|------------------------------|--|--|--|---|--|---|
| MFL States of Being | Being a Linguist Memory techniques & hooks | Being a Linguist Memory techniques & hooks | Being a Linguist Memory techniques & Sentence detectives | Being a Linguist Memory techniques & Sentence detectives | Being a Linguist Memory techniques & Sentence detectives | Being a Linguist Memory techniques & Sentence detectives |
| Skills Progression | Join in with some words from song. Use phonemes to help learn to read and write pizza toppings | Begin to sing the pizza song from memory. Identify the nouns & their gender in a song by spotting the article une / du / des . | Sing the pizza song from memory. Identify the nouns & their gender in a song by spotting the article une / du / des . | Use a dictionary to find a French noun & its gender. Begin to read aloud unfamiliar words using phonics knowledge (alternative pizza toppings) | Begin to write sentences from memory using a scaffold | Cultural awareness How the French celebrate Easter – les cloches |
| Phonics | Recall of J/ge, gn, oo Teach gn and w (in champignon suis) | Recall of J/ge, gn, oo Teach Z for des onions liaison and é (ay) and oo (in une du) | Recall of oi, ou, j/ge, gn, oo, z Teach /e/ ai (J'aime) | Recall of oi, ou, j/ge, gn, oo, z, w Compare /e/ ai (J'aime) and é (ay) | Recall of all phonemes taught to date | |
| Key Vocab | Je suis une pizza, avec du fromage, tomate, champignons, onions, épices mélangées, prête à manger | Je suis une pizza, avec du fromage, tomate, champignons, onions, épices mélangées, prête à manger | Moi, j'aime la pizza avec.... et.... Je n'aime pas | Moi, j'aime la pizza avec.... et.... Je n'aime pas | Alternative pizza toppings chosen & shared by the children | Pâques, les cloches volants, les oeufs au chocolat, le poussin, la poule, le lapin, La Pâquette (easter Monday) |
| Grammar / sentence structure | Beaucoup de + single Du = de le De la Des = de les | Je = I before a verb | Ne pas verb sandwich to make a verb negative, elision of je /ne and aime. | Du = de le. De la Des = de les Importance of knowing noun gender | Correct choice of article based on noun gender | De le = du. A le = au |
| Recall at start | Greetings rap. How do you answer these questions in French: Comment t'appelles-tu ? Quel âge as-tu? | Repetez si c'est vrai C'est un pizza (f) C'est une tomate (f) C'est de la fromage(m) Ce sont des champignons. What mistake did I make ? ?Afl un = m noun, une = f noun & noun recall | Morpion (no images) to practice reading and saying pizza toppings from the song (and AfL for recall) | Quickwrite nouns from memory: Picture cards – fromage / champignons / pizza / tomates & first line of song: je suis une pizza | Sentence detectives – spot & correct the mistakes. Je aime le pizza avec de la jombon est l'anas. | Numbers – 1-20 Tens to 100 (songs) Colours (Makaton signs prompt) Easter Joke! |

| w/c | 20/02/23 | 27/02/23 | 06/03/23 | 13/03/23 | 20/03/23 | 27/03/23 |
|-------------------------|---|--|--|--|--|---|
| Main Teach | <p>Teach them the song without telling them what it is about. Which words do they recognise (cognates) ?</p> <p>Do phonics input then, read the lyrics from the song.</p> <p>Which words do you recognise? Play the reading game where they follow with their finger and say the next word to fill my silence.</p> <p>Which words are nouns ? how do you know ? Grammar focus: Du = de le Des = de les Beaucoup de = a lot of and is followed by singular noun no article</p> | <p>Sing the pizza song (can the children sing from memory yet ?) Read the words to identify the verbs “Je suis” “manger” And nouns – which nouns are definitely f / m. Use dictionary to check gender of plural nouns.</p> <p>Play games: morpion / pendu To help children to recall the key nouns from the song</p> | <p>Use sentence builder to say J’aime / Je n’aime pas la pizza avec X et Y.</p> <p>Play Trappe as a class. Then children to play with a partner.</p> <p>Spot & correct my deliberate mistakes in a sentence.</p> <p>Challenge children to write a sentence to describe their pizza likes (all) and dislikes (HA).</p> <p>They must check their sentence for spellings and punctuation.</p> | <p>Read the sentences and decide if they are true / false. Sentence detectives – spot & correct the mistakes.</p> <p>Design your perfect pizza: Use ICT to draw your pizza with toppings. (or use paper plates and colour paper to cut and stick)</p> <p>Use bilingual dictionary to find French name for your (up to 3) favourite pizza toppings. Record your answers in your book remember to record the gender and plural form. NB - -check whether children can save work on ipad and/or print work from the school ipad; if they cant.... Use paper plates and collage of tissue paper to create pizzas</p> | <p>Finish your pizza design. Label the toppings on your IT pizza.</p> <p>Write the sentence: “J’aime la pizza avec X et Y car c’est delicieuse!”</p> <p>NB – if we use paper plate pizzas, children to write labels and their sentence for a display. (Could do as concertina ?)</p> <p>Can we edit the song to reflect our pizza topping choices ?</p> <p>Can we change the opening line to Moi, J’aime la pizza (explain use of moi for emphasis and to fit the rhythm of the song!)</p> | <p>Put children in smaller groups to play le beret game to teach vocab linked to Easter: Joyeuses Pâques, Oeufs au chocolat, Cloches (volants), poussin, poules</p> <p>They have to “catch” the poussin / lapin soft toy.</p> <p>Play NSEW outside to revise numbers / colours to run to the Easter egg / Cloche volant with that number on</p> |
| Plenary activity / task | Memory check – match the noun to the article (de / du / des) | Play 31 points to use vocab and recall numbers | with a partner ask & answer the question: Tu aimes la pizza ? | Look at some of the pizzas. Children to tell you the names of the toppings | Sing the song (record and share with parents) | Teach the Easter joke so children can say it to each other. |
| Outcome | Chn recognise / recall pizza toppings when they hear them and can read them with correct pronunciation. | Chn can use a bilingual dictionary to find the gender M / F of a French noun | Chn can use a sentence builder to create and read a grammatically perfect sentence. | Chn can use a bilingual dictionary to find the French name for an English word AND know whether it is M / F | Chn have sense of pride in their work and ability to express a like / dislike in French. | Chn have cultural understanding of how Easter celebrations and traditions differ between UK & France. |

Assessment for Learning - By the end of this unit:

Most children should be able to sing the Je suis une pizza song from memory. Write key pizza topping words in the song from memory. Use the sentence builder to express a like / dislike: e.g. J'aime la pizza avec fromage, champignons et jambon.

Some children **may also be able to** use a conjunction to extend the sentence to say why they like / don't like a pizza and/or edit the sentence using a dictionary to find alternative food items in lieu of pizza e.g. J'aime le chocolat chaud.

Some children **might only be able to** join in the "Je suis une pizza" song, find pizza topping names on a picture word mat.

Notes from [Easter in France | Euroclub Schools \(euroclub-schools.org\)](https://euroclub-schools.org)

Le Jeudi Saint - Holy Thursday - is the day when we think about la Cène - the Last Supper of Jesus with His disciples.

On the evening of *le Jeudi Saint* something very strange and special happens! All the church bells in France fly away to Rome! **C'est bizarre!** These flying bells are known as **les cloches volantes**.

Question: How do the bells do this?

Réponse: The grown-ups tell the children that wings suddenly appear on the bells.

Question: Why do the bells do this?

Réponse: The grown-ups say that the bells fly to Rome to visit the Pope - le Pape. During their visit, they are blessed by *le Pape* and collect chocolate goodies to give to French children.

This means that all the church bells in France remain silent! No bells are heard because they have all flown away to Rome.

The bells fly back to France early in the morning of Easter Day! This happy day is **le Dimanche de Pâques**. As the Easter bells - les cloches de Pâques - fly back, they drop chocolate goodies into the gardens of the French towns.

Some French children prepare nests in their gardens and houses. The nests - **les nids** - are for the Easter bunny who will fill them with chocolate eggs when he arrives during the night. He is called **le lapin de Pâques** or **le lièvre de Pâques**.

When we wake up on Easter Day - **le Dimanche de Pâques** - usually someone will call out - **Les cloches sont passées!** - meaning that the bells have visited. The children have great fun finding the hidden goodies left in the nests by **le lièvre de Pâques** or scattered by **les cloches de Pâques** - the Easter bells! This egg hunt is called **la chasse aux œufs**.

Les cloches sonnent à nouveau! The church bells ring again because they have returned from Rome and are celebrating the Resurrection of Jesus! - la Résurrection de Jésus!

Lundi de Pâques, c'est l'occasion de faire un pique-nique en famille! - On Easter Monday, it is the time to have a picnic with your family in a park or in the countryside. It is a lovely way in which to welcome **le printemps** - the spring.

Easter Monday is also known as **la Pâquette** - meaning 'the little Easter.' **There is a tradition to eat omelette on this day.**

In the **town of Bessières, in the south of France**, there is a festival on Easter Monday where a giant omelette is cooked. It is prepared with **fifteen thousand eggs in a frying pan that is four metres wide**. It is organised and cooked by a group of people called **la confrérie de l'omelette géante**.



Here is an Easter rhyme about hens laying eggs:

C'est la poule grise
Qui pond dans l'église.
C'est la poule noire
Qui pond dans le tiroir.
C'est la poule
Qui pond sur la planche.

Here is an Easter joke about a hen laying eggs:

Question: La poule dit trois nombres quand elle pond un œuf. Lesquels?

Réponse: Sept. Un. Neuf.

(Sounds like 'C'est un oeuf!')