

Language

Core language

<i>Il est midi/minuit</i>	It is midday/midnight
<i>Il est une heure et demie / Il est deux heures et demie, etc</i>	It is half past one / It is half past two, etc
<i>Il est deux heures et quart / Il est deux heures moins le quart</i>	It is a quarter past two / It is a quarter to two
<i>Il est quatorze heures trente</i>	It is 14.30

<i>le terrain de sport</i>	the sports field
<i>la salle de classe</i>	the classroom
<i>la cour</i>	the playground
<i>les toilettes (f plural)</i>	the toilets

<i>la récré</i>	breaktime
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<i>J'ai joué</i>	I played
<i>J'ai parlé</i>	I spoke
<i>J'ai dansé</i>	I danced
<i>J'ai aidé</i>	I helped
<i>J'ai travaillé</i>	I worked
<i>J'ai chanté</i>	I sang

<i>le dessin</i>	art
<i>le sport</i>	sport
<i>le français</i>	French
<i>la géographie</i>	geography
<i>la technologie</i>	design and technology
<i>l'anglais (m)</i>	English
<i>l'informatique (f)</i>	ICT
<i>l'histoire (f)</i>	history
<i>les sciences (f plural)</i>	science
<i>les maths (f plural)</i>	maths

Additional language for this unit

<i>C'est l'heure!</i>	It's time!
<i>le parking</i>	the car park
<i>la grande salle</i>	the hall
<i>la bibliothèque</i>	the library
<i>la cuisine</i>	the kitchen
<i>l'entrée (f)</i>	the entrance

<i>Comment ça s'écrit?</i>	How is that spelt?
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<i>un emploi du temps</i>	a timetable
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<i>le déjeuner</i>	lunchtime
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<i>L'école commence à quelle heure?</i>	What time does school start?
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<i>C'est quand ...?</i>	When is ...?
<i>Qu'est-ce que tu as fait (pendant la récré)?</i>	What did you do (at breaktime)?
<i>un copain (m) / une copine (f)</i>	a friend
<i>mes copains (m plural) / mes copines (f plural)</i>	my friends
<i>C'était super!</i>	It was great!

Additional language for teachers

<i>Où est ...?</i>	Where is ...?
<i>Fermez/ferme les yeux</i>	Close (plural/singular) your eyes
<i>Ouvrez/ouvre les yeux</i>	Open (plural/singular) your eyes

Unit 19 Notre école (Our school)

About the unit

In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and quarter-hours. They look at school timetables and begin to give times using 24-hour clock notation. They find out about timings of the school day in a French-speaking country and compare with their own. They talk about what they did at breaktime and create short texts describing these activities.

Where the unit fits in

In this unit children consolidate and extend their work on the time (see Unit 11). They begin to use extended descriptions of their school environment and daily routines and present this information in written form and orally. They develop their use of the perfect tense (see Unit 13).

Prior learning

It is helpful if children already know:

- some places around the school
- *Voici ...*
- *J'ai mangé / J'ai bu*
- *Levez-vous!*
- how to tell the time on the hour.

- Definite and indefinite articles: *le/la; un/une*

- Perfect tense: regular *-er* verbs with *avoir* (eg *J'ai joué, J'ai parlé*)
- Phonic focus: *qu*

Resources

New language

- Making statements (about the school environment and everyday school routines)
- Making statements about breaktime activities, with reference to the past
- Telling the time using half-hours, quarter-hours and 24-hour clock notation

- Large clock face
- Small clock faces
- Mini-whiteboards
- Large-sized photographs of places in the school
- Double sets of small-sized photos of places in the school for a matching game
- Dictionaries

- Word cards of places in the school
- A large die with the faces labelled *le* and *la*
- Photographs of places in a French school
- Example of a French school timetable
- Flashcards and mini-flashcards with symbols of school subjects
- Pictures, photos or symbols showing breaktime activities
- Activity cards for Find Your Group game (see Section 5)
- Word cards for human sentences (see Section 6)
- Word cards for pair work (see Section 6)

Links with other subjects

Primary framework for literacy: use varied structures to shape and organise text coherently

Primary framework for mathematics: use vocabulary related to time; read the time to the quarter-hour (year 2); read timetables and time using 24-hour clock notation (year 5)

Expectations

At the end of this unit

most children will:

understand the French for, and speak about, some school subjects and places around school; use some verbs correctly in the perfect tense; write short sentences about activities they have done at breaktime; read the time to the quarter-hour, half-hour and hour; understand timetables and 24-hour clock notation

some children will not have made so much progress and will:

understand the names of some school subjects and places around the school; need prompting to recall vocabulary and structures; copy short phrases; read the time to the half-hour

some children will have progressed further and will:

use a range of verbs confidently in the perfect tense; read timetables and give information using 24-hour clock notation



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. What's the time?</p> <ul style="list-style-type: none"> to compare attitudes to aspects of everyday life (IU6.1) to devise questions for authentic use (KAL) to practise new language with a friend and outside of the classroom (LLS) 	<ul style="list-style-type: none"> Ask children the question <i>Quelle heure est-il?</i> to see if they can remember what this means. Revise times on the hour with a large clock face. Introduce <i>Il est midi</i> (It is midday) and <i>Il est minuit</i> (It is midnight). Ask children to suggest strategies for remembering these. Model the time on the half-hour. Children repeat in chorus and individually, eg <i>Il est cinq heures et demie</i> (It is half past five). Using small clock faces, play <i>Montrez-moi</i> (Show Me). Give children a time on the half-hour. They set their clocks to the given time. On the instruction <i>Montrez-moi</i> they show their clocks. Perform a Mexican wave (see Unit 3, Section 5) where each child quickly stands up, says a time on the half-hour and sits down again. Some children will make up their own time and others will prefer to say one that you show on the clock face. Display in written form <i>Il est ...</i> and highlight the pronunciation of <i>est</i> (see 'Points to note'). Ask children for suggestions of times on the half-hour to make sentences, eg <i>Il est huit heures et demie</i> (8.30). Ask children to read the sentences aloud. In pairs, children play <i>Montrez-moi</i> using small clock faces. Give children the opportunity to practise asking the question <i>Quelle heure est-il?</i> in pairs. Volunteers can then take on the role of the teacher and ask questions about time to the rest of the class. Give children a range of times on the half-hour and ask them to write them down as a digital time using a mini-whiteboard, eg <i>Il est onze heures et demie</i> = 11.30. Ask children if they remember the times of the school day in France or other French-speaking countries and compare with the English school day (see Unit 13, Section 1, 'Points to note'). What are the advantages and disadvantages of each system? 	<ul style="list-style-type: none"> tell the time on the half-hour recognise similarities and differences in attitudes among children from different cultures 	<ul style="list-style-type: none"> Pronunciation point: The t at the end of a word is only pronounced when the next word starts with a vowel (eg <i>est-il</i>). Follow-up: Throughout the week, practise asking and answering questions about the time.
<p>Section 2. Places in our school</p> <ul style="list-style-type: none"> to use spoken language confidently to initiate and sustain conversation to tell stories (O6.4) to make predictions based on existing knowledge (LLS) to use a dictionary (LLS) 	<ul style="list-style-type: none"> Play Time Bingo. Using mini-whiteboards, ask children to write down in digital form three times on the half-hour between 9 and 15.30. Call out some times and the first child to have all three of theirs called out stands up and says <i>C'est l'heure!</i> (It's time!) Display photographs of some places in the school, explaining what each one is. Start with a few places, eg <i>Voici la salle de classe</i> (Here is the classroom) / <i>le terrain de sport</i> (the sports field) / <i>la cour</i> (the playground) / <i>les toilettes</i> (the toilets). Then introduce some more places, eg <i>Voici la grande salle</i> (Here is the hall) / <i>la bibliothèque</i> (the library) / <i>la cuisine</i> (the kitchen) / <i>l'entrée</i> (the entrance) / <i>le parking</i> (the car park). Then turn the photographs over. Alternatively, use images on the interactive whiteboard and then conceal them. Explain to children that they are going to do a five-minute challenge. Write the names of the places on the board and ask children to work with a talk partner to decide what they think each word means in English. Children could use a dictionary to cross-check. They can also try to pronounce the words correctly. Encourage them to use French in their discussions, eg <i>Je pense que 'la cour' est 'the playground' en anglais</i> (I think that 'la cour' is 'the playground' in English). When working with dictionaries, encourage them to use the phrase <i>Comment ça s'écrit?</i> (How is that spelt?) and then spell out the words in French. Invite feedback and ask children how they identified the words. Encourage them to see that there are words (eg <i>l'entrée</i>, <i>le parking</i>) that are similar in French and in English and to use their existing knowledge of French words, eg <i>grand</i> and <i>sport</i>, to help them find the meaning of others. Reveal the photographs again and children repeat the words in chorus. Invite a volunteer to come to the front. Say, for example, <i>Où est la salle de classe?</i> (Where is the classroom?) Encourage children to use <i>voici</i> in their answers, eg <i>Voici la salle de classe</i>. Repeat with other volunteers. Ask individual children to come out and take the teacher's role. Children play Pelmanism in pairs with double sets of small-sized photographs of places in the school. The photos are placed face down. The first player turns one over and says to his or her partner, for example, <i>Je cherche l'entrée</i> (I'm looking for the entrance). The second player turns over a photo and says <i>Voici</i> + the name of that room. If the photos match, the second player keeps the pair, otherwise they are placed back face down on the table. The winner is the player with the most matching pairs. Extension: Children use a dictionary to find names of other places around the school to put in a word bank. Remind them to use their knowledge of phoneme-grapheme correspondence to help them to pronounce the new words. 	<ul style="list-style-type: none"> use knowledge of words, text and structure to make sentences about their school work out meaning using a range of clues use a dictionary to cross-check English meanings 	<ul style="list-style-type: none"> If you plan for children to make a digital video at the end of this unit, tell them about this. They will need to remember new language to put into their script. Instead of using photographs for the Pelmanism game, you may want to prepare an A4 sheet of symbols for the different rooms, which can then be photocopied and cut into cards for each pair. Follow-up: Throughout the week, refer to places in the school by their French names. Follow-up: Children take pictures of places in the school and label these for a display. If the school has a partner school in a French-speaking country, send a labelled plan of the school with photos and captions. The Global Gateway website at www.globalgateway.org provides opportunities for finding partner schools abroad

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Tour of our school

- to understand longer and more complex phrases or sentences (O6.3)
- to write sentences on a range of topics using a model (L6.4)
- to compare attitudes towards aspects of everyday life (IU6.1)
- to use knowledge of word and text conventions to build sentences and short texts (KAL)

- Show the written form of a masculine noun, eg *le terrain de sport* (the sports field). Demonstrate how you can change this to a sports field (*un terrain de sport*). Repeat with another masculine noun. Do the same with some feminine nouns (*la/une*). Ask children to make up a rule to explain this.
- Play *Masculin ou féminin*. Display word cards showing places in the school from the previous section. Label the six faces of a large die with *le* and *la*. Throw the die and invite children to suggest an appropriate place in school, eg *le terrain de sport* or *la cour*. Encourage children to give you both the definite and indefinite articles for each place, eg *la cour, une cour*.
- Show children a variety of photos from a French (or French-speaking) school and discuss some of the differences and similarities between these and schools in England (see 'Points to note').
- Explain to children that they are going to take a visitor on an imaginary walk around some places in school. Ask them to stand up (*Levez-vous!*) and to listen, repeat and mime as they pretend to walk around school, eg *Voici la bibliothèque ... Voici la grande salle* (Here is the library ... Here is the hall).
- Draw children's attention to the fact that we would say *Voici la grande salle* but *Notre école a une grande salle*. This is just the same in English, where we would say 'Here is the hall' but 'Our school has a hall'.
- Ask children to work in pairs. One child should 'present' a place in school using *Voici* (+ *le/la*) and the other child then responds with *Notre école a + un/une ...* After giving children time to practise this, invite pairs of children to demonstrate.
- As a class, create a short written description of the school, eg *Notre école a un terrain de sport et une cour. Il y a aussi une grande salle et une bibliothèque.* (Our school has a playing field and a playground. There is also a hall and a library.) As captions for photos of these places, *Voici + le/la* can also be used. This work can then be used to create a bilingual display for the school entrance.
- Extension: Children create digital or hard-copy books entitled *Notre école* using the photographs of the school and the description. These could be sent to a partner school and could also be given to any new arrivals at the school who are from French-speaking countries.

- write a short text to describe different areas of the school
- recognise some similarities and differences between French and English schools

- Follow-up: Throughout the week, play *Masculin ou féminin* to practise vocabulary and gender.
- Either obtain photographs of a school from your French-speaking partner, or look at primary schools' websites.
- In French schools, children are likely to sit at individual desks in rows. They do not have so many displays as in an English primary school. They have a longer break in the middle of the day because many children go home for lunch. They do not have to wear a uniform in state schools.
- Follow-up: Look in more detail at the similarities and differences between schools. If the school is linked with a French-speaking one, swap photographs for children to discuss. These can be used in a class display with captions written by children.
- Follow-up: If the school has a French-speaking partner school, children agree on a set of questions to send to their French counterparts in order to elicit some views about their school. This may be done in English, comparing their counterparts' views with their own.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. School times and subjects

- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
 - to compare attitudes towards aspects of daily life (IU6.1)
 - to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
 - to plan and prepare – analyse what needs to be done in order to carry out a task (LLS)
- Play Time Bingo to revise telling the time (see Section 2).
 - Ask children if they need to be able to say other times in order to describe their day. Elicit ‘quarter to’ and ‘quarter past’.
 - Use a large clock face as you model how to say the time on the quarter-hour, eg *Il est cinq heures et quart / moins le quart* (It is quarter past/to five). Call out some times on the quarter-hour and children show you these on their own small clock faces. Invite an individual child to call out a time and the class race to show this on their small clock faces. The first child to show and then repeat the correct time becomes the caller for the next round.
 - Phonic focus: *qu*. Teach children the following tongue twister to help practise the *qu* sound. *Qu’a bu l’âne au quai? Au quai, l’âne a bu l’eau.* (What did the donkey drink at the dock? At the dock the donkey drank water.) Revise question words with *qu*, eg *quel ...*, *quand ...*, *qui ...*
 - Extension: Teach the time at five-minute intervals, eg *Il est cinq heures cinq/dix*, etc.
 - Display flashcards with symbols of the school subjects on the board and point to each card as you pronounce the subject. Children repeat. Ask them to close their eyes (*Fermez les yeux*) and you remove a card. Ask them to open their eyes (*Ouvrez les yeux*) and say which card is missing. Repeat, taking one card away each time until they can say all of the items from memory.
 - Sing a song about the school subjects (see ‘Points to note’).
 - Using photocopies or the interactive whiteboard, show children a timetable (*un emploi du temps*) from a French-speaking school and ask them to look at the timings of the French school day. You may need to revise times on the hour using the 24-hour clock (see ‘Points to note’). Ask children questions, eg *Le français, c’est à quelle heure? Les maths – c’est à quelle heure? C’est à neuf heures ou c’est à deux heures?* When children are confident, invite a volunteer to take the teacher’s role. Some children may want to show the time on their clock faces.
 - Encourage children to talk about the times of lessons with full sentences, eg *A dix heures, c’est les maths. A quatorze heures, c’est le français.*
 - Give children some mini-flashcards with the symbols of school subjects. In pairs, they ask and answer questions about the times of these lessons. They can use real or imaginary times.
 - Extension: Children make timetable posters with times and written captions to show a day’s activities.

- tell the time on the hour, half-hour and quarter-hour
- give information about their school day using times of the day and names of subjects
- ask and answer questions about a school timetable

- Ensure that children are in mixed-ability groups for pair and group work.
- The Primary Languages website (www.primarylanguages.org.uk) has links to French schools. Some may have a timetable in their website.
- The 24-hour clock might be used in some French school timetables, so highlight the fact that time is told differently using the 24-hour clock, eg 14.30 is *quatorze heures trente*.
- ‘The Timetable Song’ is sung to the tune of ‘I Only Want to be With You’.

*Lundi c’est l’histoire et la géographie,
Mardi le dessin et la technologie,
Mercredi les sciences, l’informatique,
Jeudi c’est l’anglais, le sport et la musique,
Vendredi, c’est vrai!
On a les maths et le français!*

- Follow-up: Throughout the week, children sing ‘The Timetable Song’.
- Follow-up: Discuss the structure of the French school week. Many French children may not go to school on Wednesdays (although this is now changing in some regions of France); would children prefer this to the English school week? Discuss the implications this may have for family life.
- If the school is linked with a French-speaking partner school, timetables could be swapped. Model an email about the timetable using the structure *A neuf heures, c’est l’anglais*, etc. If the French-speaking children use the same structure for their return messages, the children will be able to read them with greater success and enjoyment.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Breaktime

- to understand longer and more complex phrases or sentences (O6.3)
 - to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
 - to recognise patterns in the foreign language (KAL)
 - to use knowledge of words and text conventions to build sentences and short texts (KAL)
- Sing 'The Timetable Song' from the previous section.
 - Show a timetable that includes breaks and lunchtimes. Make statements about the times of these breaks, eg *La récré est à onze heures. Le déjeuner est à treize heures moins le quart.* (Break is at 11.00. Lunch is at 12.45pm.) Ask the question *Qu'est-ce que tu as fait pendant la récré hier?* and tell the children *Moi, j'ai mangé une banane et j'ai bu du café. J'ai travaillé.* (I ate a banana and drank some coffee. I worked.) Ask children to tell you what they think you said. If you have past, present and future posters (see Unit 17, Section 2) on display, you may like to ask children to refer to these to see if there are any 'clue' words (eg *hier*) that could help them.
 - Teach the phrases *J'ai joué au football, J'ai dansé, J'ai parlé avec mes copains/copines, J'ai travaillé, J'ai aidé Madame/Monsieur ..., J'ai chanté* (I played football, I danced, I spoke to my friends (m/f), I worked, I helped Mrs/Mr ..., I sang) using mimes or pictures. Practise the new structures with a number of games (see *Teacher's guide* for additional activities). Remind children of the phrases *J'ai mangé* (I ate) and *J'ai bu* (I drank), which they will have encountered in Unit 13. Ask children to change the phrase *J'ai joué au football* by using other known sports, eg *J'ai joué au tennis / au hockey / au ping pong*, etc.
 - Show children a series of pictures, symbols or photographs representing the breaktime activities on the board, where each picture is lettered. Ask children to number 1–8 on mini-whiteboards and read out eight statements corresponding to the pictures on the board, eg *Pendant la récré, j'ai dansé avec mes copines. C'était super!* Children write down the corresponding letter next to each number, eg '1C'.
 - Teach the question *Qu'est-ce que tu as fait pendant la récré?* (What did you do at breaktime?) Play *Cherche ton groupe* (Find Your Group): give each child a card with images of two activities, eg football and dancing. There should be at least two other children in the class with the same card. Tell children that they should keep their cards hidden. They then find the rest of their group by walking around the room and asking the question *Qu'est-ce que tu as fait (pendant la récré)?* Children should try to answer in full sentences, eg *J'ai joué au ping pong*, but accept just the name of an activity from less confident children.
 - On the interactive whiteboard, display a series of photographs of children (children in the class, if possible) doing a variety of breaktime activities. Underneath each picture, write – with the help of the children – a sentence in the perfect tense explaining what that child would say if asked *Qu'est-ce que tu as fait pendant la récré?*

- understand and say some school subjects
- understand and describe simple school activities

- Grammar point: The verbs introduced in the perfect tense in this section are all regular *-er* verbs. This means that they are conjugated in the same way as *manger* (see Unit 13, Section 1), with *avoir* (to have) as the auxiliary verb and with the past participle ending in *-é*.
- The question *Qu'est-ce que tu as fait?* (What did you do?) can be used in many different contexts and as children's vocabulary increases can become part of their everyday incidental language. For example, you might ask children during morning registration *Qu'est-ce que tu as fait hier soir?* (What did you do yesterday evening?) and on a Monday, *Qu'est-ce que tu as fait ce weekend?* (What did you do this weekend?)
- Follow-up: Throughout the week, ask children what they did at breaktime.
- Follow-up: Throughout the week, children sing 'The Timetable Song'.
- In the Find Your Group game, less confident children can be given cards showing just one activity.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Breaktime diaries

- to understand longer and more complex phrases or sentences (O6.3)
 - to read and understand the main points and some detail from a short written passage (L6.1)
 - to write sentences on a range of topics using a model (L6.4)
 - to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
 - to listen for clues to meaning (LLS)
- Play Noughts and Crosses or Blockbusters to practise the sentence structures from the previous section. Children choose a picture of an activity and say the corresponding phrase in the perfect tense to win the square/hexagon, eg *J'ai dansé avec mes copines*.
 - Display the sentence *Pendant la récré j'ai joué avec mes copains* (At breaktime I played with my friends). Having established the meaning of the sentence, underline *Pendant la récré* and ask children to suggest other words or phrases relating to the past that could be substituted for *Pendant la récré*. You may wish to refer to the *Passé* poster (see Unit 17, Section 2) or provide a number of possibilities to choose from, eg *hier* (yesterday), *la semaine dernière* (last week), *le weekend dernier* (last weekend). As a class, write three new sentences in the perfect tense using the other time words.
 - Practise the 24-hour clock using small clock faces. Encourage children to say some afternoon times, eg *treize heures trente* (13.30).
 - Display a timetable showing breaktimes and lunchtimes. Show food and drink, as well as symbols of activities. Model using the timetable as a prompt for speaking, eg *Lundi, à onze heures, j'ai mangé une pomme et j'ai bu du jus d'orange. J'ai dansé. A treize heures, j'ai mangé un sandwich et des chips. J'ai bu de l'eau. J'ai joué au tennis.* (On Monday at 11.00 I ate an apple and I drank some orange juice. I danced. At 13.00 I ate a sandwich and some crisps. I drank some water. I played tennis.)
 - Using large word cards distributed to a number of children in the class, build a number of 'human sentences', eg *Mardi à onze heures j'ai mangé une banane et j'ai bu de l'eau*. Read the sentences aloud as a class. Help children to memorise these by asking those holding the cards to turn around one by one, so that in the end none of the word cards can be seen and the sentence has to be 'read' from scratch.
 - Give pairs of children sets of word or phrase cards with which they can build sentences. Ask them to build as many sentences as they can and to practise reading these aloud. Children could also record their sentences in exercise books or on mini-whiteboards. Invite a number of pairs to share their sentences with the class. Ask others to suggest elements of these sentences that they could change, eg the day, the time and the activity. You may also like to play this as a circle game, where a sentence is passed around the circle with one element being changed each time, eg *Lundi, j'ai joué au tennis et j'ai dansé avec mes copines* could be changed to *Lundi, j'ai joué au football et j'ai dansé avec mes copines*.
 - Explain to children that they will be keeping a diary of their breaktime activities, starting off with recording their activities from the two previous days. You may like them to work in pairs. Ask for suggestions of what they might write and model these on the board. Give children a choice of format – they may like to create a paper diary, video diary or multimedia presentation. They will be adding to these each day throughout the rest of the week. Children begin writing their breaktime diaries for the two previous days.

- listen attentively and understand key details from a spoken passage
- build sentences in the perfect tense using word cards

- Follow-up: Throughout the week, children add to their breaktime diaries.
- Follow-up: Throughout the week, play the circle game, where each child changes one element at a time.

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- Children present their activity diaries to the rest of the class.
- Extension: Link with a local secondary school. Children may be able to work with some older children to produce a simple introductory video about the secondary school, eg key places, departments and an example of the timetable.
- construct short texts in the perfect tense
- present information in a variety of ways