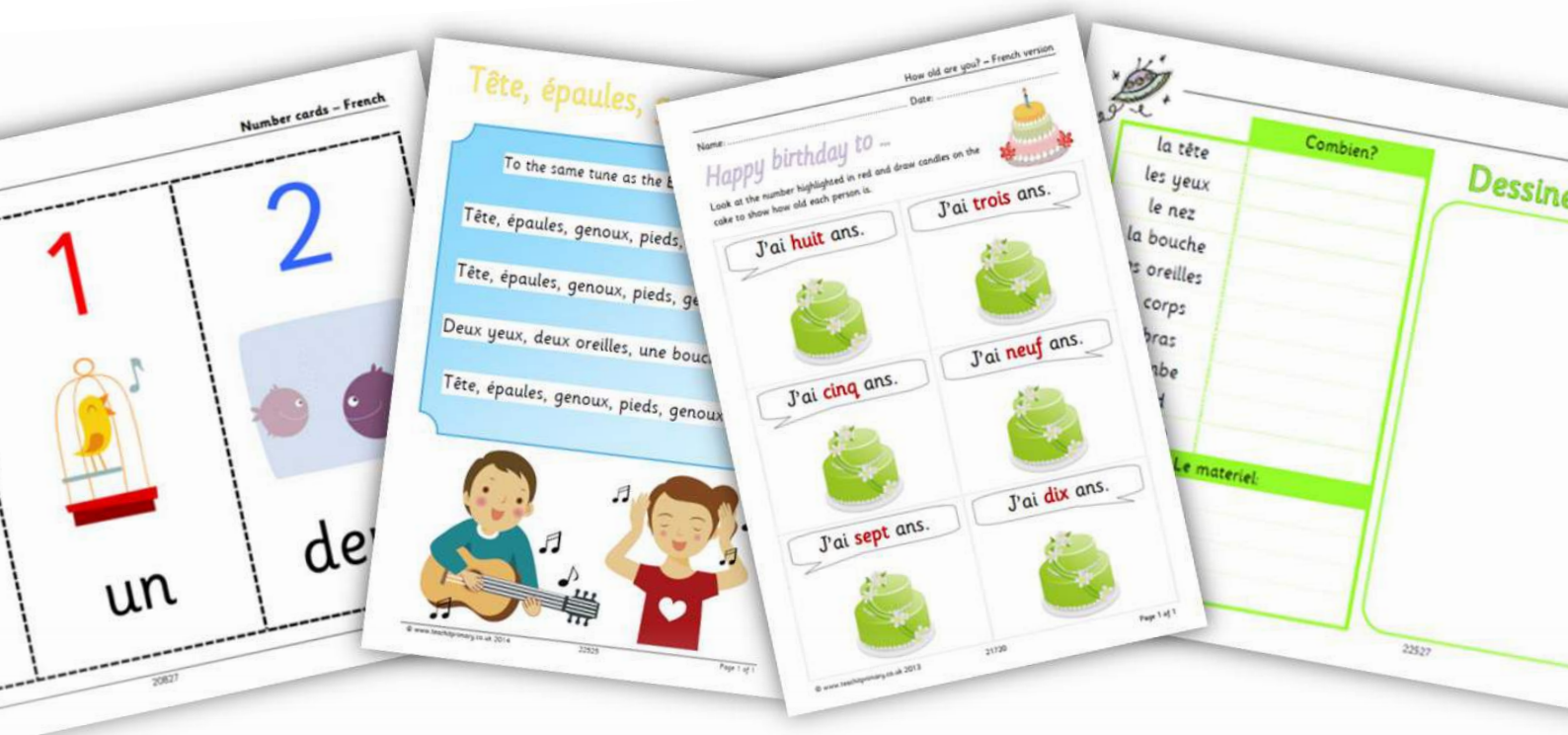


Introducing French



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Finding your way around the curriculum pack

This pack is intended as an introduction to French for upper KS1 or lower KS2. It is broken down into 6 themed sections, each supported by a variety of teaching suggestions and resources. The sections are designed for the non-specialist teacher to dip into rather than to be followed as a series of lessons. This allows for the flexibility to work alongside a more structured sequence.

Sections comprise:

- **Quick 'n' easy** – for those times when you only have a few minutes
- **Time for more?** – if you have 30 minutes or more
- **Looking for a challenge** and **In need of a helping hand** – provide ideas for differentiation
- **How are you doing?** – assessment opportunities
- **Taking it home** – home-learning opportunities
- **Showing off!** – display ideas

Finally there is a **Keep things ticking over** section giving tips and ideas for ensuring that key aspects of language are revisited on a regular basis rather than just in isolated lessons.

We've included links to each separate resource included in this pack so that you can access the resources directly on www.teachitprimary.co.uk. We've also included the file number for each original resource – just pop this into Teachit Primary's search engine. Lots of the resources in this pack are Word documents, but we've also included links to PowerPoints and interactive activities. Please log in first in order to access any of these resources on Teachit Primary.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachitprimary.co.uk or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the [Introducing French curriculum pack](#) page on Teachit Primary (please log in to access this).

Curriculum coverage and mapping

Activities in this teaching pack meet the following requirements in the 2014 National Curriculum.

Key stage 2: Foreign languages

Statutory requirements

Pupils should be taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
10. describe people, places, things and actions orally and in writing

Statutory requirements as set out above; where they are addressed in the pack:

Main teaching aspect	1	2	3	4	5	6	7	8	9	10
Session 1: J'adore la France										
Session 2: Nice to meet you										
Session 3: Numbers count										
Session 4: All the colours of a rainbow										
Session 5: All about me										
Session 6: Heads, shoulders knees and toes										

Section 1: J'adore La France!

(Statutory requirements covered: 1, 8)

Purpose: This session is intended to introduce children to France and draw out what they already know.

Kick things off with an event!

- Take your children on a trip to France! (Not literally of course, but in their imaginations!) Set up your room as a café by arranging tables and chairs in small groups and covering the tables in red, white and blue crepe paper or banqueting roll. If possible, wear red, white and blue or dress as a waiter or waitress in black and white with an apron. Play French accordion music as children enter the room and greet them in French: *“Bonjour! Entrez! Asseyez-vous!”* (Hello! Come in! Sit down!) to set the scene! <http://www.youtube.com/watch?v=iBQG1cbqyvg> is a good example of accordion music as it is played against a Parisian background but there are plenty alternatives available to download from the internet.
- Create simple menus showing the items on offer and include the prices listed in euros. It is possible to find plastic euro coins or make cardboard alternatives for the children to use when paying for their food. Menu items could include traditional French crepes, slices of baguette or even small pieces of croissant, brioche or pain au chocolat.
- Even better, if you have cooking facilities and some willing helpers at your disposal, try making some crêpes with the children or, alternatively, make a traditional French vinaigrette to either try in the classroom with tomatoes and salad leaves or to take home. [Resource 22522: Recipes for success!](#) provides a set of easy to follow recipe cards for some French classics.
- At the end of the session, play the children the French National anthem *‘La Marseillaise’*. Edith Piaf’s version is particularly rousing! www.youtube.com/watch?list=RDLu3eSNi_4w&v=lu3eSNi_4w

Taking it home:

- Many children will already have experiences of France or the French language from holidays they have enjoyed or from previous learning. Ask them to research a fact about France or bring in a relevant picture or photograph showing the experiences they have already had.

Showing off!

- For an effective display, cut out an outline of France for the wall and arrange children’s French facts and photographs on or around the map.

Resource contained within Section 1

22522 **Recipes for success**.....2

French crêpes

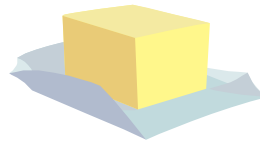
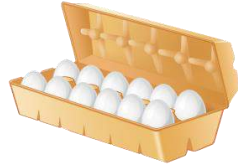
Ingredients

(makes approx 12)

- ✓ 125g plain flour
- ✓ 1 large egg
- ✓ 1 tsp melted butter
- ✓ 300ml milk

Method

1. Place the flour into a bowl, add the egg, butter and milk and whisk to a smooth batter.
2. Add 2 tablespoons of batter to a medium hot frying pan, tip to fill the base and fry for 1-2 minutes on each side.



Vinaigrette

Ingredients

- ✓ 2 tbsp white wine vinegar
- ✓ 1 tbsp Dijon mustard
- ✓ ½ tsp salt
- ✓ ½ tsp sugar
- ✓ ½ cup olive oil

Method

1. Combine the vinegar, mustard, salt and sugar
2. Add the oil slowly and whisk in.



Section 2: Nice to meet you (Statutory requirements covered: 1, 2, 3, 4, 5)

Purpose: Children should learn a variety of ways to greet a person in French and to say “goodbye”.

Quick ‘n’ easy:

- Ask children how to greet someone and say “goodbye” in French. Most children know the words “*Bonjour*” and “*Au revoir*” and will enjoy demonstrating their knowledge.
- Introduce the word “*Salut*” as an alternative (informal) greeting and ask children to greet their partner. Form a circle and invite children to take it in turns around the circle to either shake the hand of the person next to them or to wave at them and greet them in the appropriate corresponding way.
- Use a selection of photo cards showing different people – if possible include photographs of members of your school community – and ask children to decide how they should greet each of the people shown; with a more formal “*Bonjour*” or an informal “*Salut*”.
- Invite TAs, parent helpers or older children to pop in and encourage children to greet them in French. And don’t forget to reinforce the new vocabulary by using it at the beginning and end of the day and for the register!

Time for more?

- Introduce the question “*Ça va?*” (How are you?) and the possible responses: “*Ça va bien merci!*”, (I’m well, thank you!), “*Pas mal*” (Not bad) and “*Ça va mal*” (Not very well). You may want to use enlarged versions of some of the picture cards in [resource 22529: Greetings game](#) to introduce the new phrases. This resource also outlines a selection of simple games to reinforce which of the responses is most appropriate.
- Invite children to ask the question of a partner and then they respond with a variety of responses. Children will enjoy pulling happy/grumpy/sad faces at one another to match the responses!
- Use traditional stories as scenarios for children to imagine the response characters would give to the question “*Ça va?*” at different points in the story. For example, how would Red Riding Hood respond to the question if asked when she arrived at her grandmother’s house? Or what about the Little Pigs when their mother first sets them off to build houses of their own? Puppets can be used to act out the question and response activity. [Resource 22530: What would you say?](#) provides a simple template for children to record appropriate responses to different situations.

How are we doing?

- A game of Snap makes for a fun plenary and is a useful assessment tool. Use either blank playing cards with the phrases written on them or [resource 22533 Bonjour- bonjour!](#) as an interactive snap game for your IWB.

Taking it home:

- Encourage children to show off their new vocabulary by practising with family members at home. Use word fans so that they have a reminder of the phrases they have covered. Children can then report back on situations where they were able to use the phrases.

Looking for a challenge?

- As the children to create simple plays which demonstrate the possible responses – props at the ready!

Giving a helping hand

- Create simple facial expression masks – old ping pong bats work well – to hold up when the corresponding responses are given to the question “*Ça va?*” These will provide a visual reminder to link the different phrases.

Resources contained within Section 2

22529 Greetings game - French	5
22530 What would you say?	8
22533 Bonjour – bonjour!	9

Two friends saying hello!



Two strangers meeting



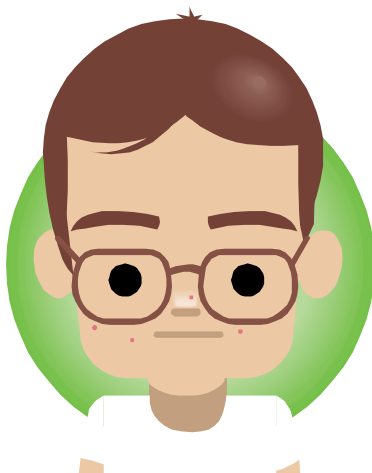
He is not very happy!



He is feeling great



He is feeling ok



Goodbye!



Salut!

Bonjour

Ça va
mal

Ça va
bien!

Pas mal

Au revoir

Before you start:

Cut out and laminate the cards (pictures and corresponding phrases), ensuring there are two sets for every pair of children.

Games to play:

Greetings pairs

- Give each pair of children a single set of cards to play as a pelmanism game.
- Lay all the cards face down and take turns in turning over two cards. If they turn over two matching cards (a picture and corresponding phrase) they keep them.
- The winner is the player with the most pairs.

Snap!

- Shuffle two sets of the cards and deal them out equally between two players.
- Players make a pile of their cards and each turn over the top card on their pile at the same time.
- If they match, the first player to shout Snap! wins the pair. If they don't match, the top card on the first pile is returned to the bottom of the pile and play continues.
- The winner is the player with the most pairs at the end.

Say what you see











- Use two sets of the picture cards face down on the table.
- Players take turns to turn over a card and say the corresponding phrase. If they get it right, they win the card. If not, the card is returned to play.
- The winner is the player with the most cards at the end of the game.

What would you say?

Name: Date:

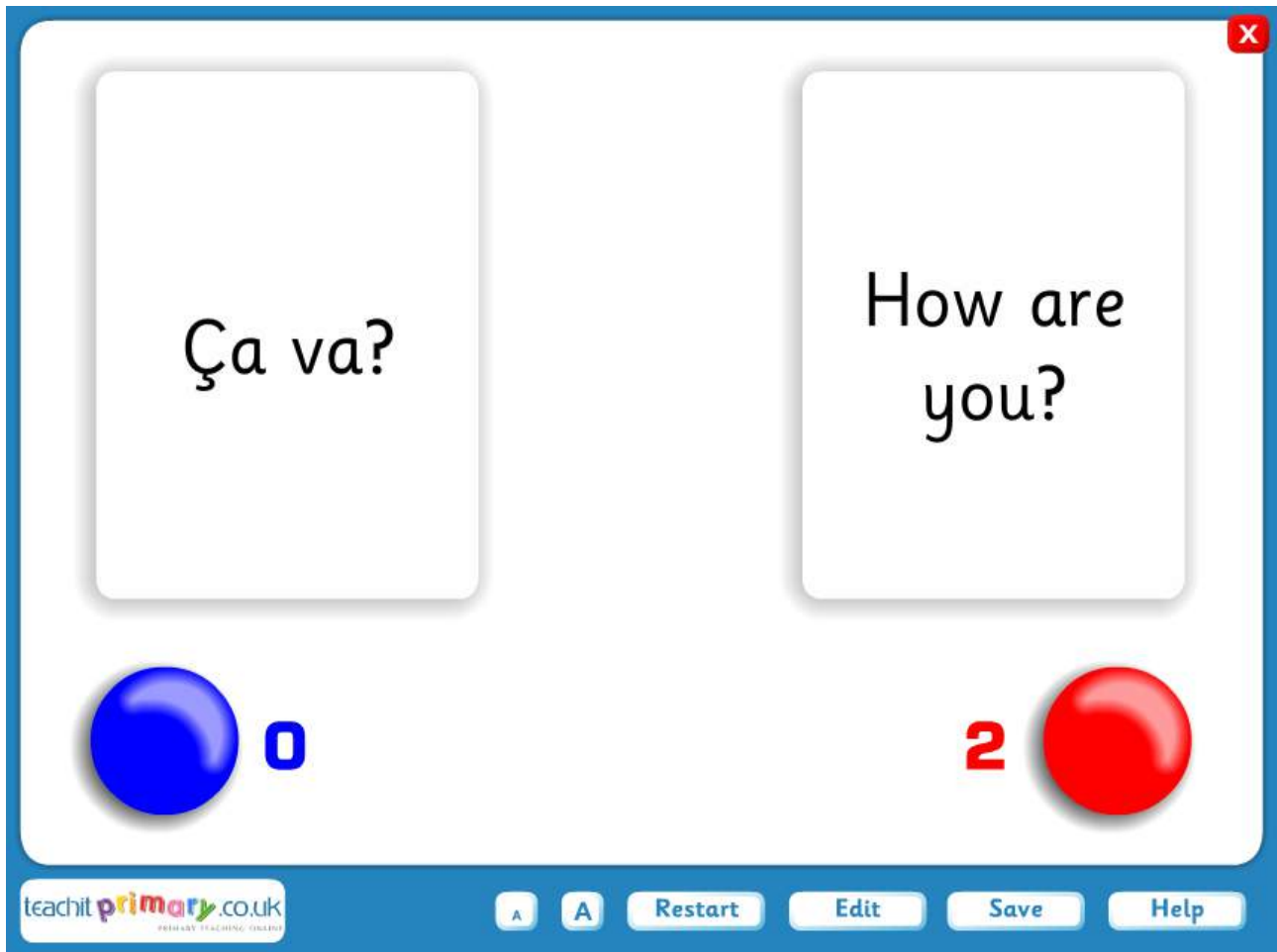
Which of the phrases would be most appropriate to use in each of the different situations? Write the phrase you would use alongside each situation.

Pas mal	Bonjour	Au revoir
Ça va bien	Salut	Ça va mal

Think about each situation:	Which phrase would you use?
 <p>You meet your friend in the street.</p>	
 <p>You've got a tummy ache and your teacher asks you how you are.</p>	
 <p>You are introduced to your new headteacher.</p>	
 <p>Your grandparents are just leaving after a visit.</p>	
 <p>You've just passed your next swimming badge and your friend asks you how you are.</p>	
 <p>You greet your cousins off the train.</p>	
 <p>A lady in a shop says hello to you.</p>	
 <p>You win a prize at school and your teacher asks you how you are feeling.</p>	
 <p>You come second in a race at sports day, how do you feel?</p>	
 <p>Your mum tells you off as you haven't tidied your room, how do you feel?</p>	



To access this resource please **log in** to the [Teachit Primary website](#) and type **22533** into the search bar.



The interface is a blue-bordered window with a red 'X' in the top right corner. It contains two white rounded rectangular boxes. The left box contains the text 'Ça va?' and the right box contains 'How are you?'. Below the left box is a blue sphere with a white outline and a small blue '0' to its right. Below the right box is a red sphere with a white outline and a small red '2' to its left. At the bottom left is the logo for 'teachit primary.co.uk' with 'PRIMARY TEACHING ONLINE' underneath. At the bottom right are five buttons: 'A', 'A', 'Restart', 'Edit', 'Save', and 'Help'.

Section 3: Numbers count

(Statutory requirements: 1, 2, 5)

Purpose: Children should learn to count to 10 (possibly extending to 20) and to use the number names in different contexts.

Quick 'n' easy:

- Begin with a straightforward 'listen and repeat' task - first up to 5, then to 10 (and eventually to 20) – see how quickly children can do it or try it with an accompanying Mexican Wave! Extend this by counting on a blank number stick starting at different places and counting backwards and forwards. [Resource 20827: Number cards](#) provides a colourful set of number cards and an interactive audio activity to ensure correct pronunciation.
- Once children have begun to count confidently, you can begin to practise ordering numbers with number cards on a washing line or by using numbered cones in PE.
- Place large digit cards or chalk digits in different parts of the playground, shout out French numbers and watch children run to the correct digit!

Time for more?

- Take a well-known book with a numerical theme such as *A Hungry Caterpillar* by Eric Carle and, using post-its, cover the numbers in English with the words in French! Ask the children to retell the story but inserting the French numbers as they go. Another great book for this is *Animals on board* by Jill Murphy.
- Hold a number themed treasure hunt. Ask the children to find a given number of a certain object for example *trois* pencils, or *neuf* counters. These can easily be extended to larger numbers but do be careful with your choice of objects – *vingt* chairs may be a little difficult to carry!
- Children should also know number names out of the context of counting. Reinforce this skill with a game or two of bingo! [Resource 22521: Number lotto](#) provides a simple template, which can easily be adapted for larger numbers.
- Keeping with the gaming theme, hold a beetle drive but use a blank dice with the number written on in French. This can be extended by using numbers beyond six to signify which body parts should be drawn on the bug!

How are we doing?

- Further games such as ‘Flip flap’ ([Resource 16781: Flip-flap](#) provides instructions on how to play) and Last Man Standing (children sit down on multiples of 2, for example) are fun ways to see what children have grasped.
- Or give each child a number from 1-10 and ask them all to stand. Call out a number in French. The children allocated that number have to sit down or put their thumbs up or put their hands on their head – you or they decide.
- For an individual record of children’s knowledge [resource 22532: Sequencing numbers](#) is a simple interactive sequencing activity with a printable outcome to record independent assessments.

Showing off

- Ask children to create collages using groups of objects or pictures – buttons, leaves and feathers all work well – to represent different numbers. These can then be used to create a touchy-feely counting wall with the numbers written alongside in French.

Looking for a challenge?

- Children can be asked to respond to simple maths questions in French. Start with simple additions and build up to multiplying by ten to introduce larger numbers: *vingt, trente, quarante, soixante* etc.

Giving a helping hand

- Provide children with flapped number lines so that they can lift the flap to reveal the number in French when they are uncertain of the vocabulary.

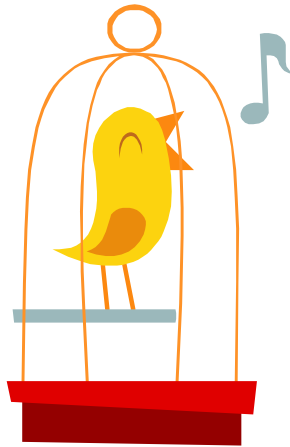
Resources contained within Section 3

20827 Number cards in different languages: French	12
22521 Number lotto	20
16781 Flip-flap	25
22532 Sequencing numbers	26

0

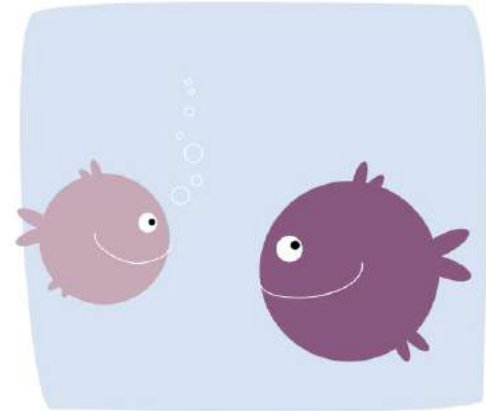
zéro

1



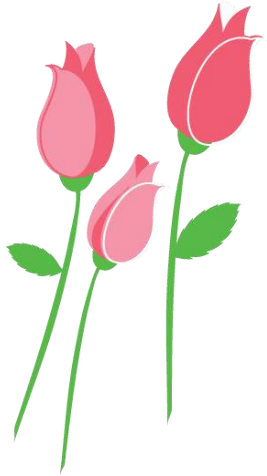
un

2



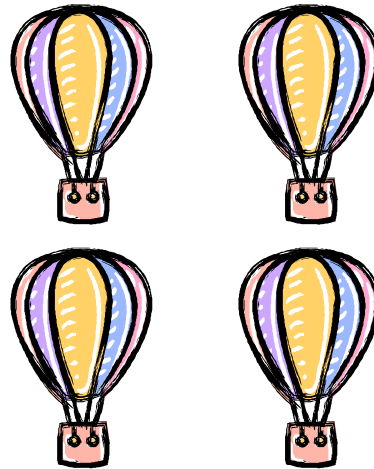
deux

3



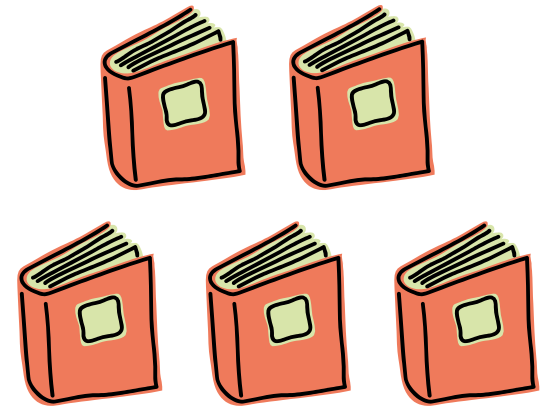
trois

4



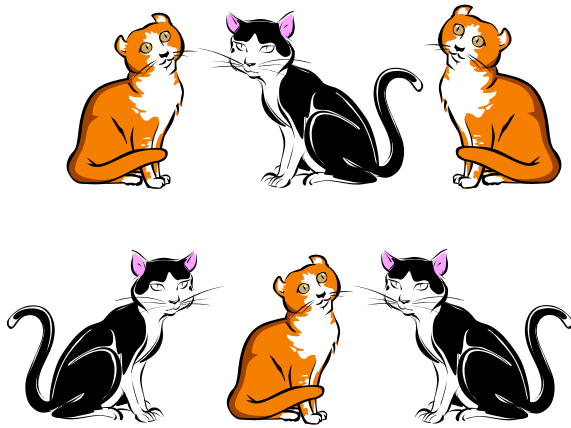
quatre

5



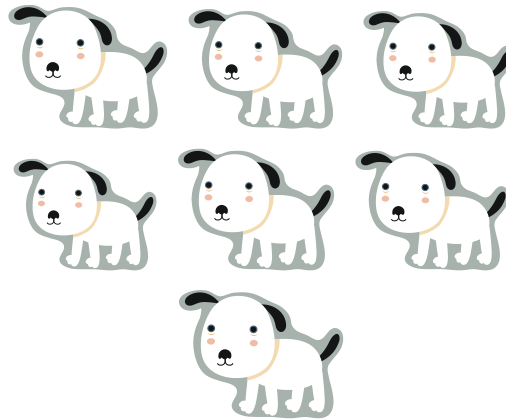
cinq

6



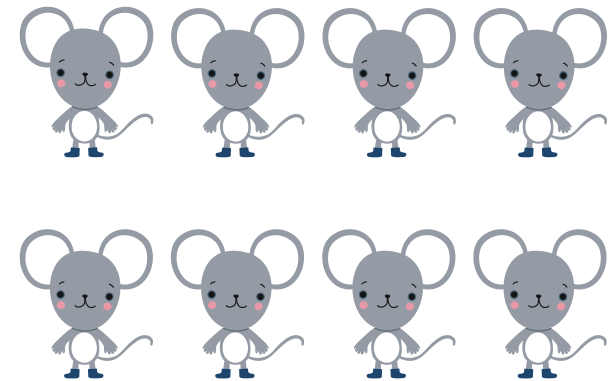
six

7



sept

8



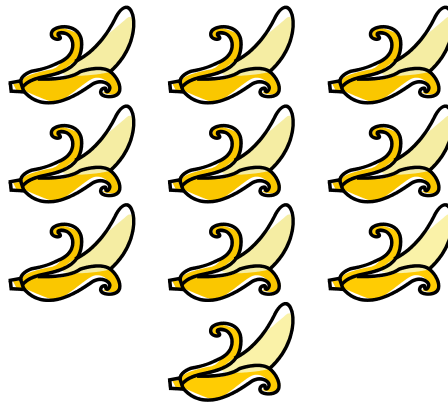
huit

9



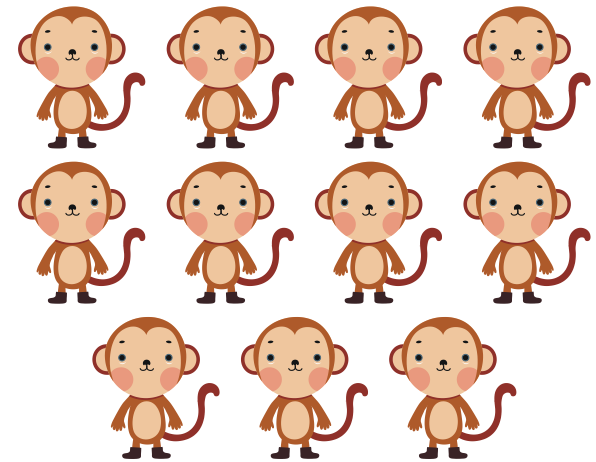
neuf

10



dix

11



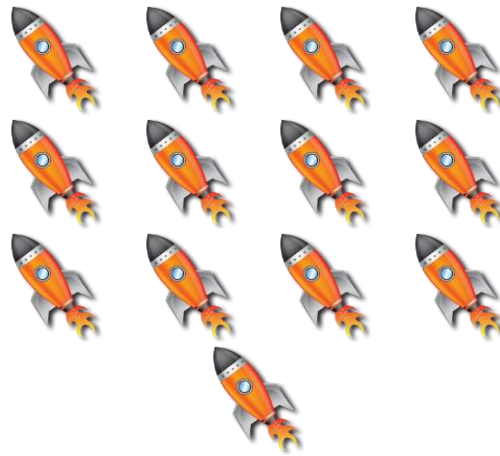
onze

12



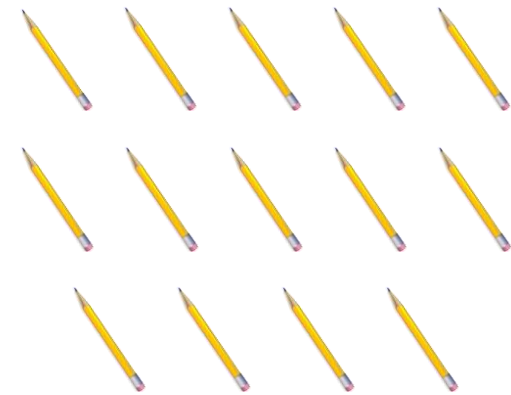
douze

13



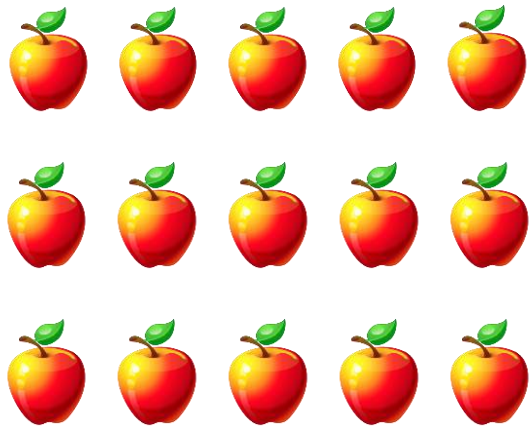
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14



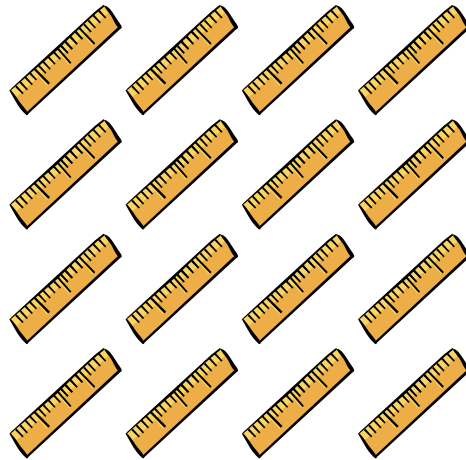
quatorze

15



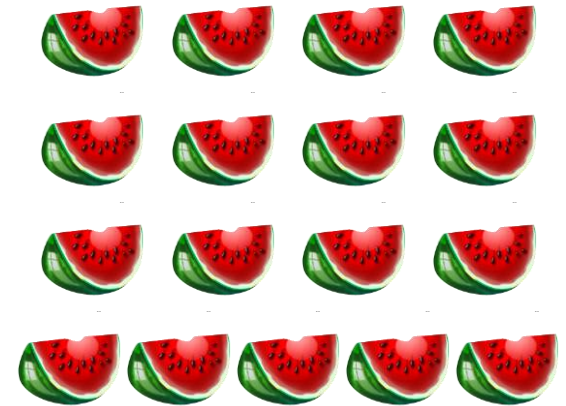
quinze

16



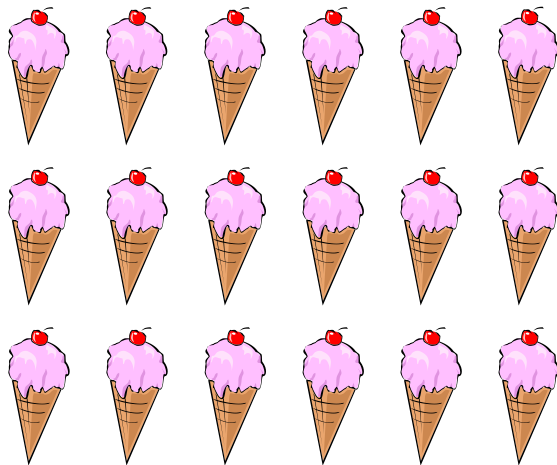
seize

17



dix-sept

18



dix-huit

19



dix-neuf

20



vingt



To access this resource please **log in** to the [Teachit Primary website](https://www.teachitprimary.co.uk) and type **20827** into the search bar.

Magnet x

0 1 2 3 4 5 6 7

8 9 10 11 12 13 14 15

Click on a number to hear how to say it in French.

teachitprimary.co.uk ★ + ⌂ 🔍 🔄 ⌂ + ↩ ✖ ✓ ✓ ✖ ↩ Save Help

trois

huit

dix

un

cinq

neuf

zéro

deux

trois

sept

cinq


huit

six	un	quatre
sept	zéro	neuf

huit	trois	dix
deux	six	quatre

neuf	sept	trois
un	dix	huit

zéro	cinq	six
quatre	dix	deux

0	1	2
3	4	5
6	7	8
9	10	

Before you start:

- This is a game for up to 6 players or pairs.
- Print off and laminate the bingo boards one – per player or team.
- Print off, laminate and cut out a set of number cards for each player/team and a set for the lotto caller.

How to play:

- Give each player or team a Lotto board and set of number cards
- Place the caller's number cards into a bag or bowl. The caller removes a card at a time and calls out the number in English.
- If a player has the number on their lotto board they cover the French word with the number card.
- The winner is the first player to cover all six numbers and shout "Lotto!"



Language for game instructions

On va jouer à flip flap!

We're going to play flip flap!

Chaque personne dit le prochain numéro.

Each person says the next number in order.

Pour chaque numéro qui est un multiple de cinq, on dit 'flip'. Pour chaque numéro qui est un multiple de cinq et dix on dit 'flip flap'.

For each number that's a multiple of five we say 'flip' and for each number that's a multiple of five and ten we say 'flip flap'.

Instructions for play

1. Revise numbers up to 20 with the class.
2. Tell the children that you are going to play 'flip flap' up to 20. Ask the class to stand up.
3. Choose a child to start the game (perhaps someone who has worked really hard that lesson).
4. Each child says one number in turn (in French of course!) before passing over to their neighbour. If a child is due to say a multiple of five they say 'flip'. If the number is a multiple of five and ten they say 'flip flap'.
5. Children who say the number rather than 'flip flap' are out and have to sit down.
6. Once you get to 20, start again with the next child.
7. You can extend the game up to whatever number you have covered with the children.



To access this resource please **log in** to the [Teachit Primary website](#) and type **22532** into the search bar.

Drag the tiles up and down to sequence the French numbers correctly

sept
quatre
cinq
dix
deux
six
zéro
neuf
un
trois
huit

teachit primary.co.uk

A A Print Restart Edit Save Help

Drag the tiles up and down to sequence these French numbers correctly

douze
vingt
seize
dix-neuf
dix-huit
dix-sept
quinze
quatorze
treize
onze

teachit primary.co.uk

A A Print Restart Edit Save Help

Section 4: All the colours of the rainbow

(statutory requirements covered: 1, 2, 5)

Purpose: Children should learn the names of French colours.

Quick 'n' easy:

- Ensure you have a selection of objects in a variety of colours – beanbags or plastic animals make good props. Start by introducing the primary colours and then introduce secondary colours by showing the coloured props and asking children to listen and repeat.
- For an energetic follow-up, take the children outside and adapt an idea from section 3: mark out areas of the playground with coloured cones, call out French colours and ask children to run to the correct area. Or place coloured bean bags around the hall floor, call out colours and get children to race to collect a corresponding bag.
- Play what colour am I? Give simple clues to begin with, such as I am the colour of bananas, then expand to more difficult clues, such as I have four letters and I end in a vowel – obviously using the French spelling! [Resource 19022: Jumbled words – French vocabulary](#) gives some simple anagrams to solve and also provides an interactive audio resource to demonstrate the correct pronunciation.

Time for more?

- Use an art session to instruct children in colour mixing in French. Children label their experiments with the French colour names: “*rouge + jaune = orange*”. These make for a bright display!
- This can be followed up with a ‘Colour by French’ activity using simple line drawings – old colouring-in books are great for this. Label the sections with French colours rather than numbers to follow. [Resource 22524: Colour by language – French](#) provides a simple set of templates linking previous knowledge of numbers to colours. Children can then create their own simple drawings for others to colour with the labelled colours in French.
- Sing along to ‘I can sing a rainbow’ replacing colours with the French words. Reinforce the vocabulary by providing the children with the corresponding coloured sticks (pencils can be used) that the children hold up when their colour/s are sung.
- Play a colours version of Kim’s game. Place a variety of objects on a tray (it is important that each object is a single distinct colour to avoid confusion). Ask the children to close their eyes and then remove an object. Rather than the children telling you which object has gone, as with the conventional game, the children tell you the colour of the object. This activity can be done in small groups of children working independently.

How are we doing?

- Ask the children to listen to and follow a set of instructions using colours to draw a simple picture. Use whiteboards if you have plenty of dry wipe coloured pens, if not just use scrap paper. For example: draw a *bleu* car with *noir* wheels.
- A game of colour bingo is another fun way to see what children have learnt! [Resource 22526: Colour lotto](#) sets out how to play.

Taking it home

- Give each child a specific colour and ask them to create mnemonics to teach other children ways of remembering the correct spellings. For example *bleu* could be *big tons eat unicorns*.

Showing off!

- For a quick and effective display, make colour collections – ask children to find or bring in items of specific colours and display matching colours together with a corresponding label. Swap the labels around when children are out at play and see if they can sort them out when they notice!

Looking for a challenge?

- Children who are confident with colour vocabulary can begin to insert colour words into simple sentences. For example: “*J’aime le rouge mais je deteste le bleu*” (I like red but I hate blue.)

Giving a helping hand

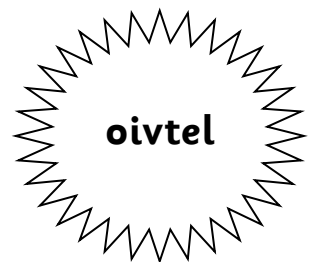
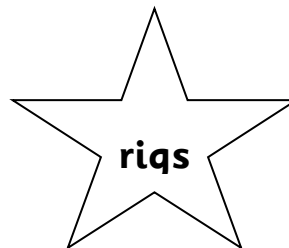
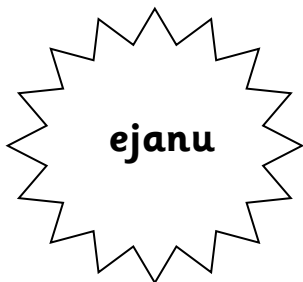
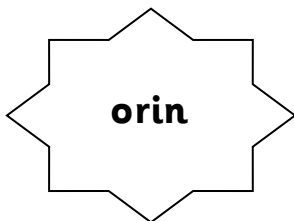
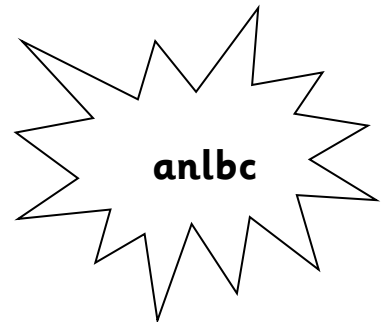
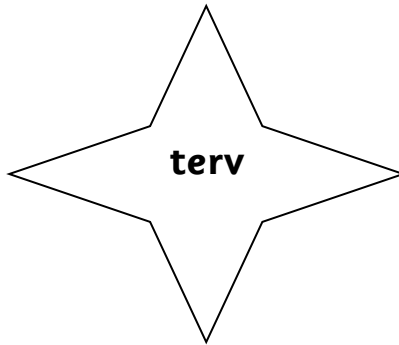
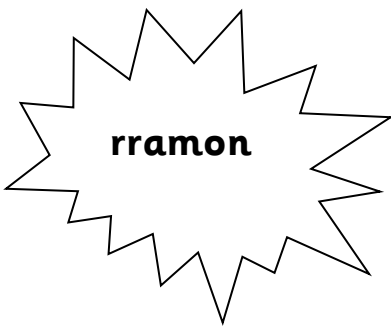
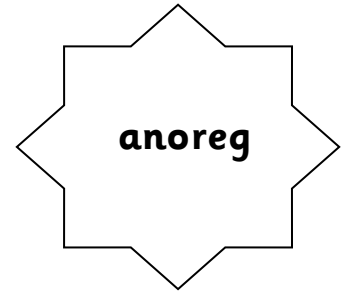
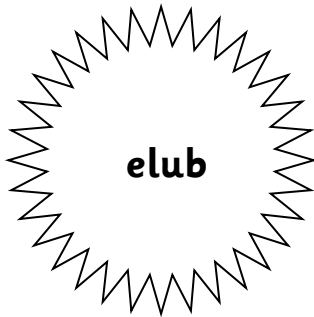
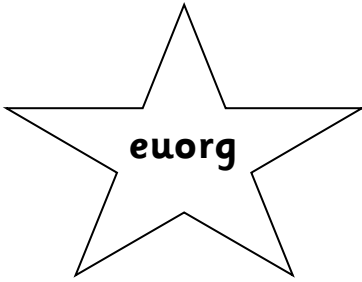
- Label everyday objects around the classroom with the French colour word. This will provide constant reinforcement of vocabulary.

Resources contained within Section 4

19022 Jumbled colours – French vocabulary	29
22524 Colour by language – French	31
22526 Colour lotto	33

Name: Date:

What's the colour? Un-jumble these words to reveal a colour.
Write the colour under each shape and colour it to match.





To access this resource please **log in** to the [Teachit Primary website](#) and type **19022** into the search bar.

Drag each colour word on to its matching coloured box.

jaune	bleu	gris	marron	violet
blanc	vert	rouge	noir	orange

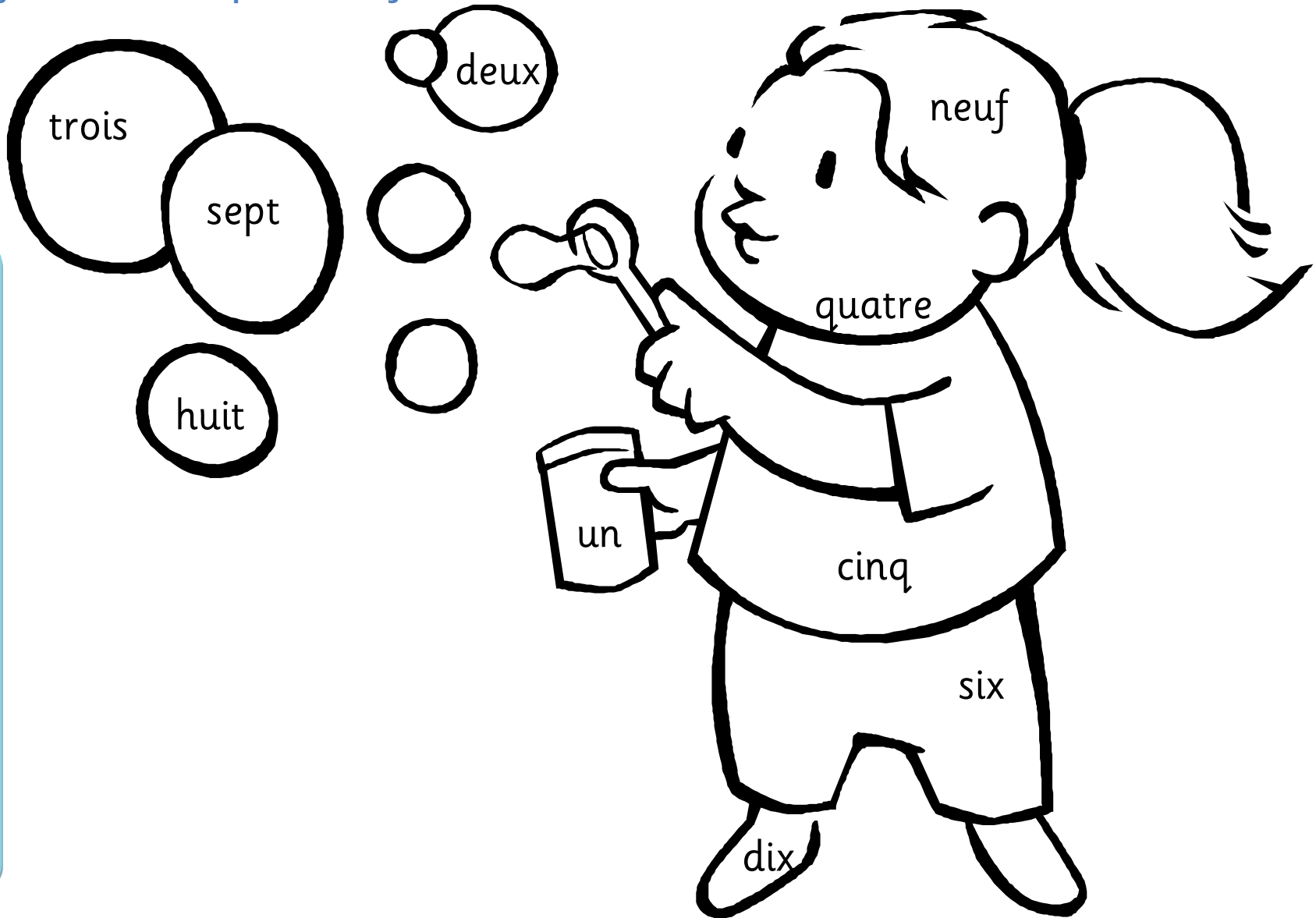
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Save Help

Look at the key. Colour the shapes correctly.

Key

- 1 = rouge
- 2 = jaune
- 3 = violet
- 4 = rose
- 5 = blanc
- 6 = bleu
- 7 = vert
- 8 = orange
- 9 = marron
- 10 = noir



Look at the key. Colour the shapes correctly.

Key

1 = rouge

2 = jaune

3 = violet

4 = rose

5 = blanc

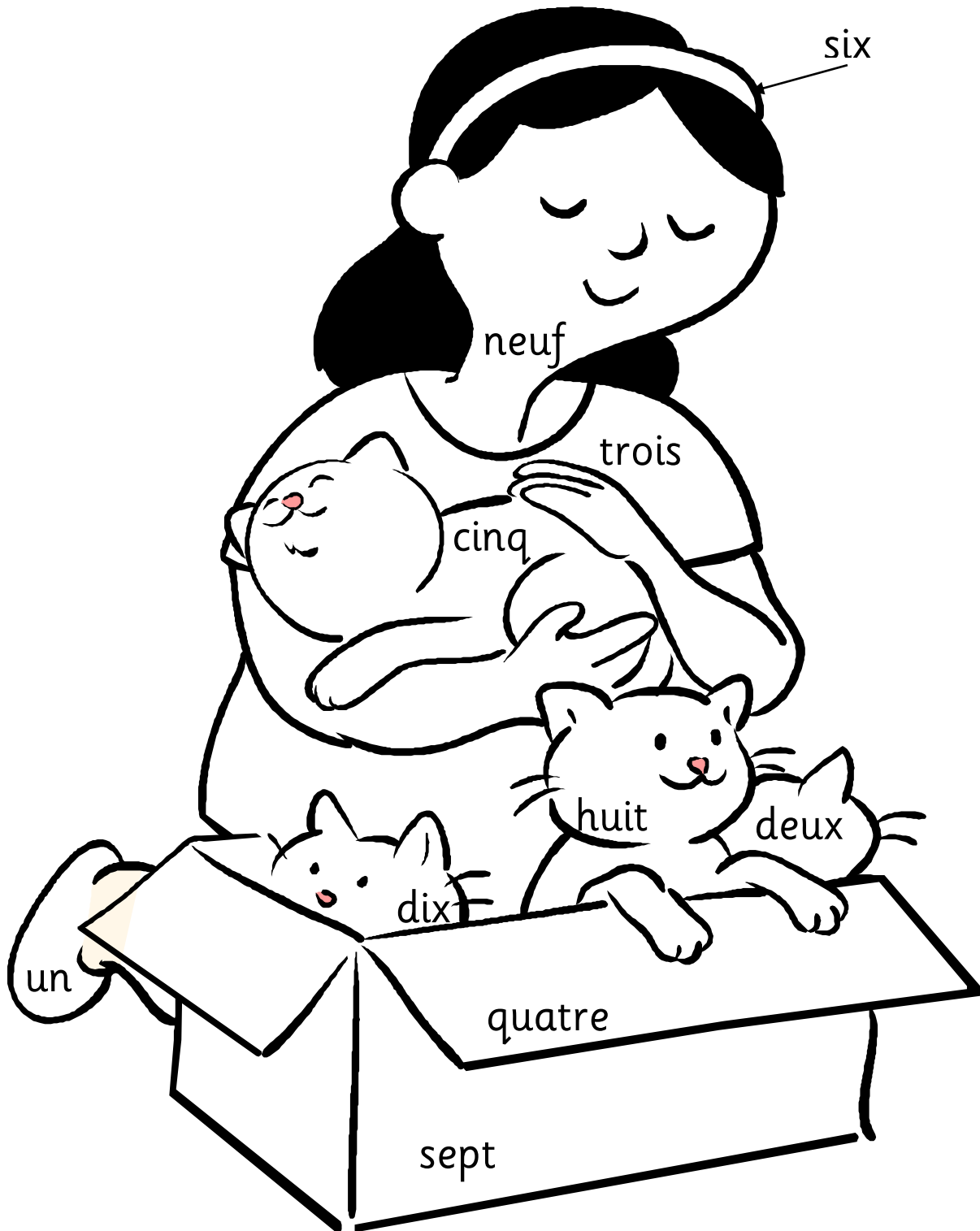
6 = bleu

7 = vert

8 = orange

9 = marron

10 = noir



rouge	bleu	noir
marron	orange	violet

blanc	vert	rouge
jaune	violet	marron

jaune	orange	noir
blanc	vert	bleu

rose	noir	vert
rouge	bleu	jaune

rouge

marron

jaune

bleu

violet

rose

rose

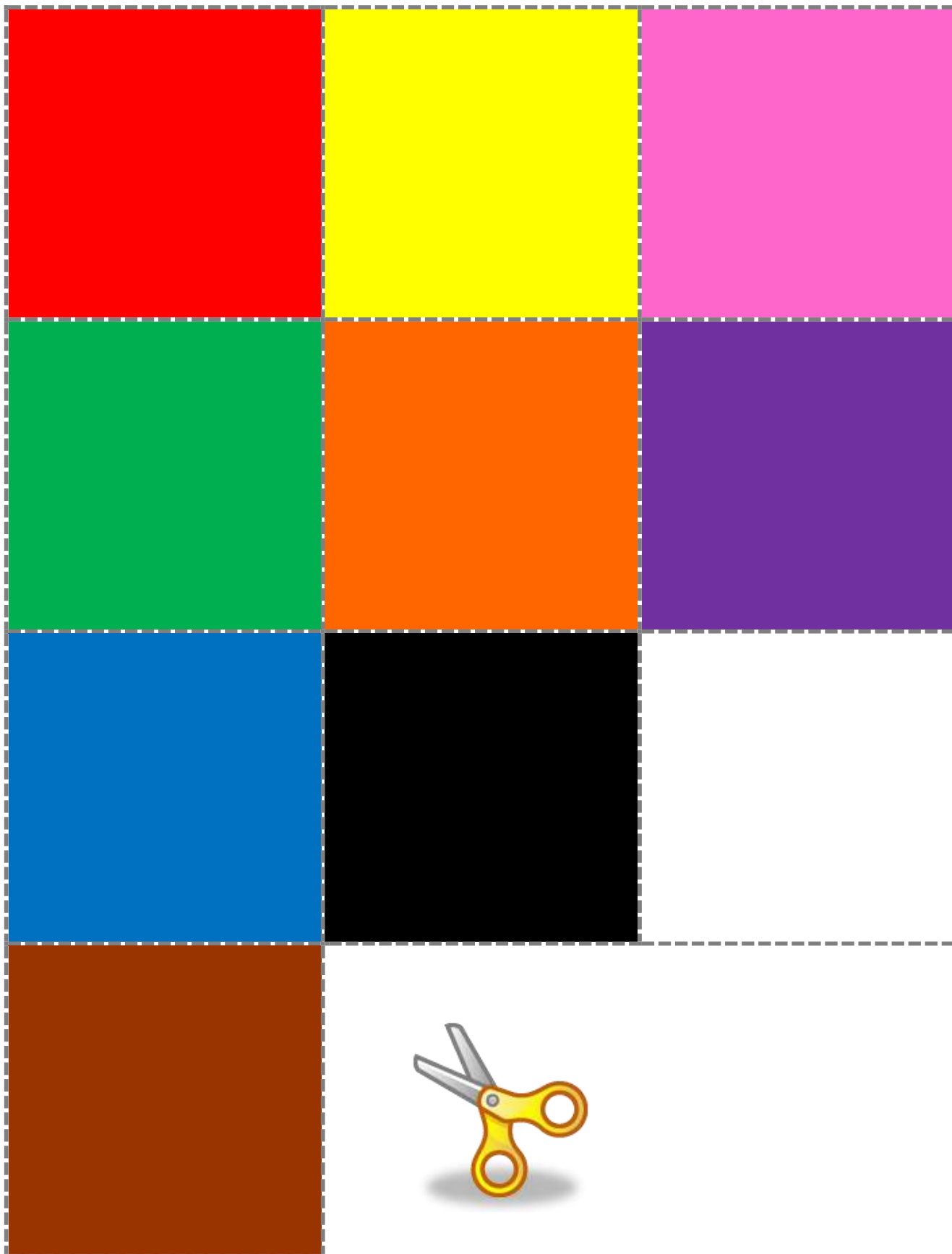
noir

orange

vert

rouge

blanc

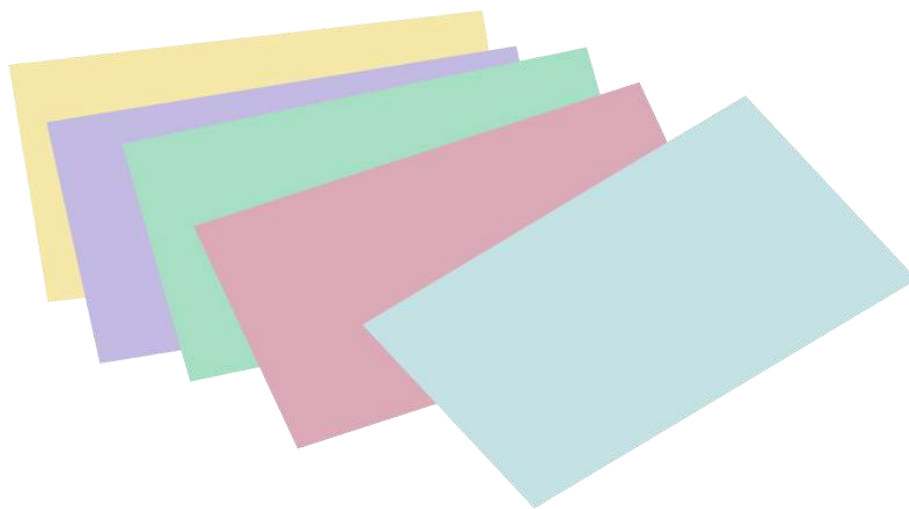


Before you start:

- This is a game for up to 6 players or pairs.
- Print off and laminate the bingo boards one per player or team.
- Print off, laminate and cut out a set of coloured cards for each player/team and a set for the lotto caller.

How to play:

- Give each player or team a Lotto board and set of coloured cards.
- Place the caller's coloured cards into a bag or bowl. The caller removes a card at a time and calls out the colour in English.
- If a player has the number on their lotto board they cover the French word with the number card.
- The winner is the first player to cover all six colours and shout "Lotto!"



Section 5: All about me

(Statutory requirements: 1, 2, 3, 4, 5, 7, 9)

Purpose: Children introduce themselves, giving their name and age.*Quick 'n' easy:*

- Use puppets, dolls or soft toys to introduce the phrase *“Je m’appelle...”*. (My name is ...) Introduce each one with a different name, repeating the phrase each time to reinforce the language. Ask a confident child *“Comment t’appelles tu?”* (What is your name?) and encourage the response *“Je m’appelle ...”*
- Remind children of the vocabulary they learnt back in section 2 and put them into pairs to have a basic conversation: *“Salut/Bonjour!”*, *“Je m’appelle ...”*, *“Ça va?”*, *“Ça va bien, merci / ça va mal / pas mal”* etc. Confident children will love to model their conversations to the class!
- Now children are confident with French numbers they should move on to responding to the question *“Quel âge as-tu?”* (How old are you?) Again, using the puppets or toys, model introductions: *“Salut!”*, *“Je m’appelle ...”*, *“J’ai six/sept/huit ans”* (I am ... years old.) The interactive element of [Resource 21720: How old are you – French version](#) is perfect for reinforcing the vocabulary and pronunciation.

Time for more?

- Finding a partner is a good activity to ensure the children interact with each other using their basic language skills. Place names cards in one bag and ages in another – there will need to be duplication of ages and names to ensure that a partner can be found each time. Children then pick a name and an age from the bags. They then have to find partners dependent on whether you ask them to find someone the same age as them or someone with the same name. Children will need to ask *“Comment t’appelles tu?”* and respond *“Je m’appelle ...”* and *“Quel âge as-tu?”* and respond *“J’ai ... ans”*.
- Cut out a selection of celebrity or character photos and give a picture to each child. Ask them to pretend they are the celebrity/character and introduce themselves to others around the room. Swap pictures around and repeat. Ask children to draw a favourite character or celebrity and insert a *“Je m’appelle”* speech bubble.

How are we doing?

- Use a simple loop game to establish which children are able to recognise the key phrasing covered in the section (*“Je m’appelle”* and *“J’ai ... ans”*) and also to reinforce previous vocabulary for numbers. [Resource 22752: I am – Loop game](#) provides guidance and cards for this activity. This could also be adapted to use character names and a greater variety of ages to test higher number knowledge.

Taking it home:

- Ask children to find out the names and ages of family friends and relatives; do they know how old dad is or Granny's name? Sensitivity will be required as not everyone is keen to reveal their ages! Encourage children to model the phrase used so that everyone responds to the questions in French. [Resource 22528: Who are you?](#) provides a template for recording ages and names.

Showing off:

- Ask the children to produce portraits of members of your school community and add speech bubbles to reveal who they are. These could include self-portraits giving the ages of the children or portraits of children from other year groups.

Looking for a challenge?

- Explore the patterns of larger numbers: *vingt et un, vingt-deux, vingt-trois* to cover older ages. Children will quickly establish the sequence and this will build on the vocabulary for multiples of ten from the previous challenge.

Giving a helping hand

- Break down the activities so that initially the children only cover the phrase "*Je m'appelle...*" When this phrasing is established, include the phrase "*J'ai ... ans*" to describe themselves but with the support of number cards so the children are not dependent on being able to recall the vocabulary.

Resources contained within Section 5

21720 How old are you? – French version	40
22752 I am– loop game	42
22528 Who are you?	48

Name: Date:

Happy birthday to ...

Look at the number highlighted in red and draw candles on the cake to show how old each person is.



J'ai **huit** ans.



J'ai **trois** ans.



J'ai **cinq** ans.



J'ai **neuf** ans.



J'ai **sept** ans.



J'ai **dix** ans.






To access this resource please **log in** to the [Teachit Primary website](https://www.teachitprimary.co.uk) and type **21720** into the search bar.

Magnet

Drag the number tiles to complete the sentence.
Click to hear the number in French.


Quel âge as-tu?



Moi, j'ai ans.

one two three four five six
seven eight nine ten eleven



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Instructions:

- Cut out and laminate the loop game cards and give each child one card. There are 30 cards.
- The child with the **start** card reads the statements written in English on their card.
- The rest of the children look at the statements written in French on their cards to see if they match the statements which have been given in English.
- If the statements match then the child with the matching statements then reads the statements written on their card.
- The loop game finishes when the child with the **start** card matches the statements given in English to those written in French on their card by raising their hand.
- This game can be played where children read the words in French and the loop is followed by spotting the translation in English.
- Note that names and ages are repeated so children have to listen carefully to ensure that both statements match.

START

Je m'appelle
Noah.
J'ai dix ans.

I am Sarah.
I am seven years
old.

Je m'appelle Jack.
J'ai trois ans.

I am Rebecca.
I am ten years
old.

Je m'appelle
Sarah.
J'ai sept ans.

I am Ben.
I am five years
old.

Je m'appelle
Rebecca.
J'ai trois ans.

I am Josh.
I am six years
old.

Je m'appelle Ben.
J'ai cinq ans.

I am Tom.
I am three years
old.

Je m'appelle Josh.
J'ai six ans.

I am Noah.
I am ten years
old.

Je m'appelle Tom.
J'ai trois ans.

I am Lucy.
I am ten years
old.

Je m'appelle
Matilda.
J'ai huit ans.

I am Shaun.
I am nine years
old.

Je m'appelle Lucy.
J'ai dix ans.

I am Sam.
I am four years
old.

Je m'appelle
Shaun.
J'ai neuf ans.

I am Finn.
I am five years
old.

Je m'appelle Sam.
J'ai quatre ans.

I am Matilda.
I am eight years
old.

Je m'appelle Finn.
J'ai cinq ans.

I am Milly.
I am two years
old.

Je m'appelle
Milly.
J'ai deux ans.

I am Evie.
I am four years
old.

Je m'appelle Jack.
J'ai huit ans.

I am Rebecca.
I am seven years
old.

Je m'appelle Evie.
J'ai quatre ans.

I am Ellis.
I am nine years
old.

Je m'appelle
Rebecca.
J'ai sept ans.

I am Josh.
I am three years
old.

Je m'appelle Ellis.
J'ai neuf ans.

I am Jack.
I am eight years
old.

Je m'appelle Josh.
J'ai trois ans.

I am Noah.
I am deux years
old.

Je m'appelle
Noah.
J'ai deux ans.

I am Sarah.
I am eight years
old.

Je m'appelle Tom.
J'ai six ans.

I am Lucy.
I am five years
old.

Je m'appelle
Sarah.
J'ai huit ans.

I am Ben.
I am four years
old.

Je m'appelle
Matilda.
J'ai neuf ans.

I am Shaun.
I am two years
old.

Je m'appelle Ben.
J'ai quatre ans.

I am Tom.
I am six years
old.

Je m'appelle
Lucy.
J'ai cinq ans.

I am Sam.
I am nine years
old.

Je m'appelle
Shaun.
J'ai deux ans.

I am Finn.
I am four years
old.

Je m'appelle
Milly.
J'ai cinq ans.

I am Evie.
I am three years
old.

Je m'appelle Finn.
J'ai quatre ans.

I am Milly.
I am five years
old.

Je m'appelle Evie.
J'ai trois ans.

I am Ellis.
I am seven years
old.

Je m'appelle Sam.
J'ai neuf ans.

I am Matilda.
I am nine years
old.

Je m'appelle Ellis.
J'ai sept ans.

I am Jack.
I am three years
old.

Name:..... Date:.....

Look at the pictures and make up names and ages for the children shown.
Complete the sentences by each one, giving a name and age for each.



Je m'appelle

J'ai ans.



Je m'appelle

J'ai ans.



.....

.....



.....

.....

Name:..... Date:.....

Ask your family and friends how old they are and what are they called but remember you must ask them in French and they must answer in French!

Use '*Comment t'appelles-tu?*' to ask their name and '*Quel âge as-tu?*' to ask how old they are.

They may need your help to respond in French so tell them to use the phrase '*Je m'appelle ...*' to give their name and '*J'ai ... ans*' to tell you their age.

What is the person's relationship to you? Family or friend?	What is their name?	What is their age?

Section 6: Heads, shoulders, knees and toes (Statutory requirements: 1, 2, 5, 6)

Purpose: To name the different parts of the body.

Quick 'n' easy:

- Begin by asking children to sing the song Head, shoulders, knees and toes in English to remind them of the tune and format. Then introduce the French version ([resource 22525: tête, épaules, genoux, pieds](#) provides the lyrics) encouraging the children to follow the actions to reinforce the new vocabulary.
- Don't forget to include the verse for eyes, ears, mouth and nose: *(les) yeux, (les) oreilles, (la) bouche and (le) nez.*
- Ask the children to suggest other body parts to create an alternative version of the song. For example hands, tummy, back and elbows: *les mains, le ventre, le dos and les coudes.* Remind children to touch the body parts as they say them. [Resource 22534: Le corps – pelmanism](#) introduces some extra body parts the children may want to include.

Time for more?

- Create child sized body parts posters by drawing round a willing model and asking children to label as many body parts as they can. [Resource 22245: Parts of the body – en français](#) and [resource 22276: Name the facial features– en français](#) allow for a quick interactive recaps of key vocabulary. Children can use basic French dictionaries and / or the internet to find additional vocabulary. Remind children to use the definite articles; *la, le, and les* to show feminine, masculine and plural when referring to nouns in French.
- Ask children to design an extra-terrestrial! The alien can have as many arms, legs, heads etc. as the children like but each part must be labelled! This provides another opportunity to practise numbers – *trois bras / quatre jambes* (three arms / four legs) etc. [Resource 22527: Mon extra-terrestre](#) provides a useful design template for this activity.
- For a fun and exciting whole class activity, try a beetle drive with a difference. This is a great game to practise vocabulary for body parts! [Resource 22535: Beetle drive en français](#) sets out how to play.

How are we doing?

- A quick game of 'Jacques a dit' (Simon says) will give an excellent indication of where children are with their recall of names for body parts. For example: "Jacques a dit: *mettez la main sur la tête*" (Jacques says put your hand on your head).

Taking it home

- Ask children to find the total number of legs, arms and heads in their house (including pets!) – they could even include hands and feet to help reinforce numbers too.

Looking for a challenge?

- Introduce the children to additional vocabulary for animals parts: *les ailes, le bec, la queue* (wings, beak, tail) for children to use to create crazy creatures. Include colours too, so children describe not only the number of each part but also the colour.

Giving a helping hand

- Label dolls or soft toys with basic body parts. If you use velcro pads children can place and move the labels.

Resources contained within Section 6

22525 Tête, épaules, genoux, pieds	52
22534 Le corps - pelmanism	53
22245 Parts of the body – en français!	56
22276 Name the facial features – en français!	57
22527 Mon extra-terrestre	58
22535 Beetle drive – with a difference!	59

Tête, épaules, genoux, pieds

To the same tune as the English version:

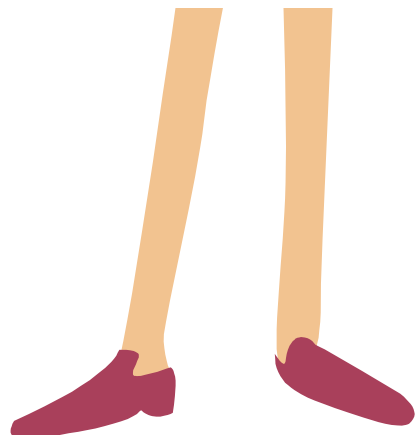
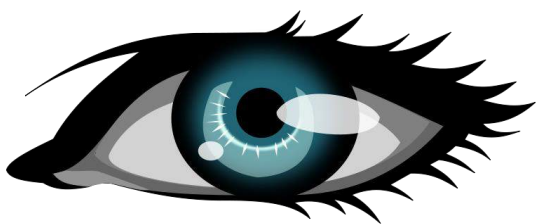
Tête, épaules, genoux, pieds, genoux, pieds

Tête, épaules, genoux, pieds, genoux, pieds

Deux yeux, deux oreilles, une bouche, un nez

Tête, épaules, genoux, pieds, genoux, pieds





la tête

la main

les pieds

les bras

le nez

la bouche

les yeux

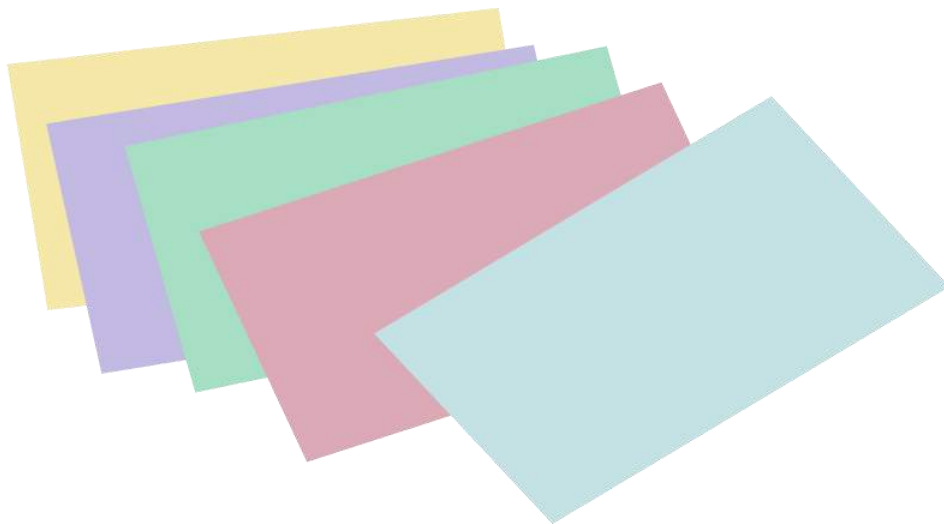
les
jambes

Before you start:

This is a game for up to 6 players or pairs. Laminate both sets of cards. Cut out a set of pictures and a set of word cards for each player / pair.

How to play:


- Players lay both sets of cards face down on the table.
- Take it in turns turning over two cards. If they match a picture with its correct label they keep the pair.
- The winner is the player with the most pairs at the end.





To access this resource please **log in** to the [Teachit Primary website](#) and type **22245** into the search bar.

Drag the labels to the correct part of the body



le pied

la jambe

l'épaule

le ventre

la main

le bras

la tête

Double click on each tile to hear the French, then again to see the English

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Save Help



To access this resource please **log in** to the [Teachit Primary website](#) and type **22276** into the search bar.

Magnet

le nez

la bouche

l'oeil

la tête

le cou

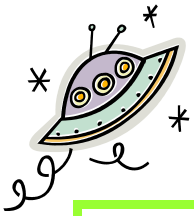
l'oreille

Drag the tiles to the correct part of the head

Double click to hear the French and click again to see the English

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Save Help



Combien?

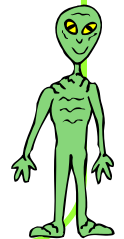
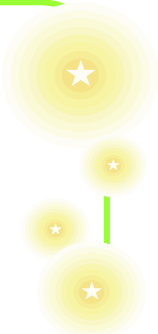
la tête	
les yeux	
le nez	
la bouche	
les oreilles	
le corps	
le bras	
la jambe	
le pied	
la queue	

Le materiel:

Four horizontal dashed lines for writing materials.

Dessine ton extra-terrestre

A large rounded rectangular area for drawing the alien.



How to play:

- Divide the class into groups of 4-6 players and give each child a template.
- Each player in the group takes turns to roll a dice and draws the corresponding body part. Players must begin with the body so cannot start until they have thrown a 1.
- The first person in each group to complete their figure shouts *Scarabée!*
- Players in the group then add up their scores for that round. Each body part is worth the same number of points as the number thrown to draw it. The winner is the player in each group with the highest score at the end of the game.



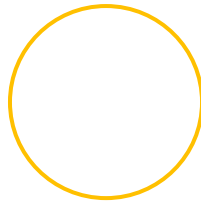
Number rolled	Body part
1	Le corps
2	La tête
3	Le bras (x2)
4	La main (x2)
5	La jambe (x2)
6	Le pied (x2)

Name: Date:

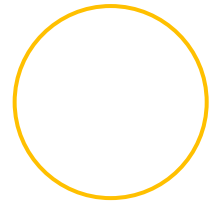
Round 1:

Round 2:

Score:



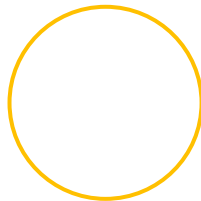
Score:



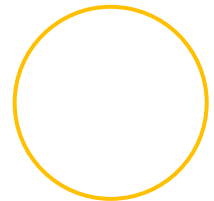
Round 3:

Round 4:

Score:



Score:



Keep things ticking over:

When teaching a foreign language it is vital that the sessions are not viewed in isolation but that teachers should continue to reinforce new vocabulary and phrases throughout the week. Try the following to really consolidate the children's learning:

- Greet children in French at the beginning of the day and say "goodbye" in French at the end of the day.
- Use French when taking the register.
- Encourage children to greet visitors in French, or even other staff members or children popping in on errands.
- Use French when counting children in a line or into groups.
- Use French colour names in art sessions and numbers and colours where appropriate in PE.
- Sing French songs – everybody knows '*Frere Jacques*' and there are a host of others available to listen to on the internet!
- Use flashcards for display and on a washing line. Number cards are a great resource for a washing line. Mix up the numbers when children are out at play and see if they can re-order them correctly. (It is quite nice to have a 'French' puppet to blame for this!)