

## SPORTS KS2 FRENCH PLANNING

**Class:**

**Term: Summer 1**

**Subject: French**

**Topic: Sports**

| <b>Differentiation and support</b>   | <b>Cross curricular links</b>   |
|--|---|
| <p>SEN / EAL: Work with more able partners / peers, Focus mainly on oral work</p> <p>GT: Support less able peers. Encourage accurate written work (grammar and spelling)</p> | <p>English: comparing English and French punctuation, using a dictionary, word classes (adjectives, verbs and nouns), sentence construction</p> <p>Science: healthy lifestyles</p> <p>ICT: audio on PowerPoints and online dictionaries</p> <p>PSHCE: appreciating that different people have different preferences and healthy lifestyles</p> <p>PE: types of sport and sports-related verbs</p> |

### **Unit overview**

Lesson 1: Learning how to say some sports in French and to express like or dislike of them

Lesson 2: Learning how to express reasons for preferences

Lesson 3: Learning some verbs in French to describe sports

Lesson 4: Learning to recognise masculine / feminine and singular / plural nouns

Lesson 5: Learning to describe what day and locations where people participate in sporting activities

Lesson 6: To consolidate and assess learning for this unit

*Note: All PowerPoints come with audio of any French words or phrases*

| W | LO   | Activities  | Resources  | Success Criteria   |
|---|--|---|--|--|
| 1 | <p>To learn some sports and to express preferences for different sports</p> <p>(40 mins)</p> | <p>Intro:<br/>Go through PowerPoint which:</p> <ul style="list-style-type: none"> <li>recaps what we covered last half-term</li> <li>asks the children to think, pair, share some sentences about food and drink, using what we learnt in the previous half-term (children can write some of these on pupil whiteboards)</li> <li>explains how we looked at healthy eating and asks children to think of other ways we can stay healthy</li> <li>asks the children to think, pair, share as many different sports as they can (in English) and to think, pair, share their favourite and least favourite sports</li> <li>asks the children to work in pairs to match the sports given in French with the images e.g. <i>le rugby</i> and the image of a rugby player</li> <li>gives the children the images and the labels matched correctly, and asks them to explain how they worked out which label went with which image and the difference between the sports in the red and the blue font (sports in the red font are feminine and sports in the blue font are masculine)</li> <li>gives the children the audio for each sport in French</li> <li>recaps how to say 'I like ...' and 'I don't like ...' in French</li> <li>explains how to say 'I love ...' and 'I hate ...'</li> <li>asks the children to come up with actions for each sport and to play <i>Jacques a dit</i> 'Simon says' with the actions for the sports</li> </ul> <p>Explain independent work</p> <p><b>Teaching points:</b><br/>A noun in French is either masculine or feminine – if it begins with 'le' (the) it is masculine; if it begins with 'la' (the) it is feminine<br/>If the word starts with a vowel or a vowel sound, the 'e' and 'a' are dropped and replaced with an apostrophe e.g. L'athlétisme – this makes it more difficult to tell if a word is masculine or feminine<br/>There are no fail-proof rules to determine whether a noun is going to be masculine or feminine, we just have to learn this as we go along<br/>The accent pointing down to the left in <i>l'athlétisme</i> only ever appears over an 'e' and usually changes the sound to an 'ay' sound</p> <p>Main:<br/>Children given a sport and a smiley or sad face e.g. swimming with a smiley face<br/>For each of these they need to write a sentence e.g. if there is a smiley face with an image of swimming, the children should write <i>J'aime la natation</i>.<br/>Lower ability / slower working children to be given a writing frame worksheet; higher ability children to work in their books<br/>Extension: children to write more sentences of their own, using <a href="http://www.collinsdictionary.com/dictionary/english-french">http://www.collinsdictionary.com/dictionary/english-french</a> or English-French dictionaries to find out the French names for the sports that they choose to write about<br/>Encourage the children to try to write their sentences without referring to the prompt slide or worksheet once they have practiced a few examples<br/>Optional activity: Make a video / audio recording of children doing the action for a sport and</p> | <p>PowerPoint</p> <p>Pupil whiteboards</p> <p>Flashcards</p> <p>Worksheets</p> <p>Audio / video recording device (if completing this activity)</p> <p>Laptops / tablets (at least enough for children not able to use dictionaries)</p> <p>English-French dictionaries</p> | <p>MUST: know the names of <b>some</b> of the sports and how to communicate their preferences <b>verbally</b></p> <p>SHOULD: know the names of <b>all</b> of the sports and how to communicate their preferences <b>verbally</b></p> <p>COULD: know how to communicate their preferences <b>in writing</b> and independently learn the names of some additional sports</p> |

|  |   |   |                                 |                    |  |                             |  |                    |                  |                             |                            |                 |                                |                                 |                               |                  |  |                                 |  |                       |  |  |  |                    |  |  |  |                     |  |  |  |   |
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|  |   | describing in French if they like it or not<br><br>Plenary:<br>In pairs / small groups, ask the children to take it in turns to do a sports action for their partners to then respond with the sentence to say if they like the sport or not  |                                 |                    |  |                             |  |                    |                  |                             |                            |                 |                                |                                 |                               |                  |  |                                 |  |                       |  |  |  |                    |  |  |  |                     |  |  |  |   |
| 2                                      | To know how to express feelings about sports and give reasons for these feelings<br><br>To understand how using <i>c'est</i> before an adjective makes the adjective neutral<br><br>(40 mins) | Intro:<br>Go through the PowerPoint which: <ul style="list-style-type: none"> <li>• asks the children to think, pair, share some of the French names for sports that we learnt in the previous lesson, and reminds them of some of them</li> <li>• recaps how to say 'I like and I don't like' and asks the children if they can think of stronger words for 'like' and 'dislike'</li> <li>• recaps <i>J'adore</i> (I love) and <i>Je déteste</i> (I hate) and asks the children to think of some reasons why we might like or dislike like a sport</li> <li>• introduces <i>parce que c'est ...</i> (because it's) <i>difficile / ennuyeux / super / magnifique</i> (hard / boring / fantastic / exciting)</li> <li>• explains how using <i>c'est</i> (it is) instead of <i>est</i> (is) means that we do not need to have gender agreement between the noun and the adjective</li> <li>• final slide with the sentence options for the independent work:</li> </ul> <table border="1" data-bbox="394 704 1071 1040"> <tr> <td><i>J'aime</i><br/>(I like)</td> <td><i>le cyclisme</i></td> <td></td> <td><i>ennuyeux</i><br/>(boring)</td> </tr> <tr> <td><i>Je n'aime pas</i><br/>(I don't like)</td> <td><i>le football</i></td> <td><i>parce que</i></td> <td><i>super</i><br/>(fantastic)</td> </tr> <tr> <td><i>J'adore</i><br/>(I love)</td> <td><i>le rugby</i></td> <td><i>c'est</i><br/>(because it's)</td> <td><i>difficile</i><br/>(difficult)</td> </tr> <tr> <td><i>Je déteste</i><br/>(I hate)</td> <td><i>le tennis</i></td> <td></td> <td><i>magnifique</i><br/>(fabulous)</td> </tr> <tr> <td></td> <td><i>la gymnastique</i></td> <td></td> <td></td> </tr> <tr> <td></td> <td><i>la natation</i></td> <td></td> <td></td> </tr> <tr> <td></td> <td><i>l'athlétisme</i></td> <td></td> <td></td> </tr> </table> <p>Try to use all 4 blue options and all 4 green options</p> <p><b>Extension:</b> Look up some more sports and adjectives to use</p> <p>Explain independent work (including what the word 'preferences' means), and practise some examples with the children</p> <p>Main:<br/>         See image of final slide above<br/>         Lower ability / slower working children to be given a writing frame worksheet; higher ability children to work in their books<br/>         Extension: children to write more sentences of their own, using <a href="http://www.collinsdictionary.com/dictionary/english-french">http://www.collinsdictionary.com/dictionary/english-french</a> or English-French dictionaries to find out the French names for the sports that they choose to write</p> | <i>J'aime</i><br>(I like)       | <i>le cyclisme</i> |  | <i>ennuyeux</i><br>(boring) | <i>Je n'aime pas</i><br>(I don't like) | <i>le football</i> | <i>parce que</i> | <i>super</i><br>(fantastic) | <i>J'adore</i><br>(I love) | <i>le rugby</i> | <i>c'est</i><br>(because it's) | <i>difficile</i><br>(difficult) | <i>Je déteste</i><br>(I hate) | <i>le tennis</i> |  | <i>magnifique</i><br>(fabulous) |  | <i>la gymnastique</i> |  |  |  | <i>la natation</i> |  |  |  | <i>l'athlétisme</i> |  |  | PowerPoint<br><br>Flashcards (if children unable to recognise sports in French)<br><br>Writing frames (for lower ability / slower working children)<br><br>Slide on gender of nouns and adjectives printed out, enlarged and left on display<br><br>English-French dictionaries<br><br>Laptops / tablets (at least enough for children not able to use dictionaries) | MUST: write some sentences expressing how they feel about different sports, <b>without</b> gender agreement between nouns and adjectives<br><br>SHOULD: as above, but <b>with</b> gender agreement between nouns and adjectives<br><br>COULD: also independently find out the names of some additional sports and adjectives to use to describe their feelings about them |
| <i>J'aime</i><br>(I like)              | <i>le cyclisme</i>  |   | <i>ennuyeux</i><br>(boring)     |                    |  |                             |  |                    |                  |                             |                            |                 |                                |                                 |                               |                  |  |                                 |  |                       |  |  |  |                    |  |  |  |                     |  |  |  |   |
| <i>Je n'aime pas</i><br>(I don't like) | <i>le football</i>  | <i>parce que</i>  | <i>super</i><br>(fantastic)     |                    |  |                             |  |                    |                  |                             |                            |                 |                                |                                 |                               |                  |  |                                 |  |                       |  |  |  |                    |  |  |  |                     |  |  |  |   |
| <i>J'adore</i><br>(I love)             | <i>le rugby</i>   | <i>c'est</i><br>(because it's)  | <i>difficile</i><br>(difficult) |                    |  |                             |  |                    |                  |                             |                            |                 |                                |                                 |                               |                  |  |                                 |  |                       |  |  |  |                    |  |  |  |                     |  |  |  |   |
| <i>Je déteste</i><br>(I hate)          | <i>le tennis</i>  |   | <i>magnifique</i><br>(fabulous) |                    |  |                             |  |                    |                  |                             |                            |                 |                                |                                 |                               |                  |  |                                 |  |                       |  |  |  |                    |  |  |  |                     |  |  |  |   |
|  | <i>la gymnastique</i>   |   |                                 |                    |  |                             |  |                    |                  |                             |                            |                 |                                |                                 |                               |                  |  |                                 |  |                       |  |  |  |                    |  |  |  |                     |  |  |  |   |
|  | <i>la natation</i>  |   |                                 |                    |  |                             |  |                    |                  |                             |                            |                 |                                |                                 |                               |                  |  |                                 |  |                       |  |  |  |                    |  |  |  |                     |  |  |  |   |
|  | <i>l'athlétisme</i>   |   |                                 |                    |  |                             |  |                    |                  |                             |                            |                 |                                |                                 |                               |                  |  |                                 |  |                       |  |  |  |                    |  |  |  |                     |  |  |  |   |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  | <p>about and for the adjectives that they wish to use</p> <p>Plenary:<br/>Children to read some of their sentences to a partner, checking each other's work for gender agreement between nouns and adjectives</p>  |  |  |
| 3 | <p>To understand what a verb is</p> <p>To learn some verbs we would use when 'doing' sports in French</p> <p>(40 mins)</p> | <p>Intro:<br/>Go through the PowerPoint which:</p> <ul style="list-style-type: none"> <li>• asks the children to think, pair, share some sentences from the previous lesson to describe how they feel about a sport and why</li> <li>• recaps what adjectives are and explains / recaps what verbs are</li> <li>• asks the children to think, pair, share some sports-related verbs. and gives them 12 examples</li> <li>• gives the French for these 12 verbs</li> <li>• explains the difference between verbs in French and English (see 'Teaching points' below)</li> </ul> <p>Explain independent work, including how a crossword works and how in this one an apostrophe takes up a box, the same as a letter does</p> <p><b>Teaching points:</b><br/>The ending of verbs in French changes depending on who is carrying out the action. For example, <i>Je cours</i> means 'I run', whereas <i>Il / Elle court</i> means 'He / she runs'</p> <p>Main:<br/>Have flashcards with images for verbs and verbs in French on tables<br/>Children to complete a crossword – they are given the verb in English and need to fill in the French translation e.g. 1 down is 'swim', so the children need to write <i>je nage</i><br/>Children can refer to the flashcards to help them complete the crossword<br/>Extension: children to practise learning to spell the verbs</p> <p>Plenary:<br/>Come up with actions for each verb in French<br/>Use 'verb dice' (cubes with a verb in French on each face)<br/>Have a child roll the dice, say the verb that comes up and the rest of the children to do the actions<br/>Swap, and have the child who rolls the dice do the action and the rest of the children say the verb in French<br/>Ask the children who got on to the extension to share some of the verbs that they found the French for</p> | <p>PowerPoint</p> <p>Flashcards (enough for one set per table) and laminate / print back –to-back</p> <p>Worksheets (can leave clues and answers on IWB throughout lesson to save printing and photocopying them)</p> <p>Verb dice</p> | <p>MUST: know how to communicate <b>orally some</b> of the verbs in French</p> <p>SHOULD: know how to communicate <b>orally all</b> of the verbs in French</p> <p>COULD: know how to communicate <b>all</b> of the verbs in French <b>in writing</b></p> |

To access the complete version of this [Sports KS2 French planning](#), and all of the resources needed to teach each lesson, visit:

<http://www.saveteacherssundays.com/french/year-3/576/>



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