



Teaching Type: **Early Learning**



Unit: **LES INSTRUMENTS**

Unit Objective: To say what instrument you play in French

By the end of this unit we will be able to:

- Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.
- Start to understand articles/determiners better in French.
- Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb '**je joue**' (I play) with up to ten different instruments.

Skills we will develop:

To work on improving memory skills. Learning to recognise and learn cognates such as **triangle**, **piano**, **clarinette** first. Starting to build a short phrase in French using the personal pronoun (**je**), conjugated 1st person verb (**joue**), and partitive article (**du**, **de la** or **des**). Choosing and ordering these words accurately.

Activities we will complete:

A number of activities with speaking, reading, listening and written tasks to help learn and retain the new vocabulary including word puzzles, word searches, cross-words to help the final task of recalling from memory in oral and written form **je joue** plus the partitive article/determiner and an instrument.

Vocabulary we will learn & revisit:

ten common instruments with their appropriate definite article/determiner first and then in a short phrase using the partitive article. First person conjugation of the verb **jouer** (**je joue**). This is all listed on the Vocabulary Sheet.

It will help if we already know:

- What nouns, verbs and articles/determiners are in English.
- A basic understanding of the concept of gender in French.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **OU** sound in **joue**
- **ON** sound in **violon**
- **Contractions & silent letters.** When the preposition **de** is followed by the definite article **les** it becomes **des** but the 's' in **des** is silent.
- **Nasal sounds.** Starting to explore the four French nasal sounds (**on**, **un**, **in** and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like **violon** and **instruments**.

Grammar we will learn & revisit:

Nouns, definite articles/determiners and high frequency verb 'jouer' in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular form of the verb '**jouer**' (to play), '**je joue**' (I play). Learning that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles **le**, **la** and **les** (**l'** is not seen in this unit). Learning how to categorise nouns in French by their article/determiner, gender and plurality.

Vocabulary

Material	A material is any substance that has a name.
Raw materials	A material that is found in nature and that have not been changed by humans.
Synthetic materials	A material that has been made by a human.

Raw Materials

Some raw materials come from under the ground:

Example	Where can it be used for?
Coal and Oil	Used as fuel for vehicles
Sand and Clay	To make ornaments or for building
Copper and Iron	Used to make hard objects

Some raw materials come from living things:

Living thing	Example	What is it used for?
Plants	Rubber	Tyres, balloons, shoe soles
	Wood	Hard objects and as fuel
	Cotton	For clothes, towels and sheets
Animals	Wool	To make cloth
	Leather	For clothing, footwear and bags
	Silk	To make clothing and decorations

Synthetic materials

are often made from raw materials.

Example	Made from	What is it used for?
Plastic	Oil	Strong objects of any shape
Paper	Wood	For writing or packaging
Glass	Sand	Strong, see-through objects
Brick	Clay	To make buildings

How to make synthetic materials – examples

To make glass:

1. Sand can be mixed with some other materials.
2. The mixture is heated until it gets very hot and becomes a liquid.
3. The liquid glass is pushed or knocked into the right shape.
4. The liquid cools down to become solid glass

To make paper:

1. Trees are cut down and stripped of their bark
2. The trees are chopped up into wood chips
3. Wood chips are boiled with water to make a paste
4. The paste is squeezed and flattened to remove water
5. The flattened paste is dried and cut to make paper

Recycling – the process of collecting and reusing materials to make new synthetic materials

It is important to recycle for 3 reasons:

1. Raw materials will eventually run out
2. Collecting raw materials can destroy natural habitats
3. Throwing away materials fills up landfill sites

Living sustainably - to live in a way that means humans will have enough materials to live in the future

Ways that we can live sustainably:

1. Recycle as many materials as we can
2. Only throw away biodegradable materials
3. Use less fossil fuels by
 - using less electricity
 - use cars, buses, trains and planes less
 - get food that is grown near where you live

Food - Eating seasonally

Climate	The weather and temperature in each country in the world, depends on which climate group that country is located. There are five climate groups: polar, temperate, dry, tropical and mediterranean.
Dry climate	Less than 250mm of rain, fog, sleet or snow in total across a whole year.
Exported	When products or produce, such as fruit and vegetables, are sent to another country.
Imported	When products or produce, such as fruit and vegetables, are brought into a country.
Mediterranean climate	Hot dry summers and cooler wetter winters.
Nationality	Belonging to a particular country (e.g. a person with Italian nationality comes from Italy).
Nutrients	Substances in food that all living things need to make energy, grow and develop.
Polar climate	Long periods of extreme cold.
Recipe	A set of instructions for making or preparing a food item or dish.
Seasonal food	Food that can be harvested and is ready to eat in a particular season.
Seasons	The seasons of the year are spring, summer, autumn and winter.
Temperate climate	Mild temperatures, where the summers are not too hot and the winters are not too cold.
Tropical climate	High temperatures and a lot of rain. This is where you will find the world's rainforests.

Fruits and vegetables are full of vitamins, minerals and fibre. These **nutrients** help us to grow, heal, give us energy and keep us healthy.



Key facts

Not all fruits and vegetables can be grown in Britain. Many foods are **imported** from all across the globe. Here are some examples:



How many people live on Earth?

- Approximately 7.7 billion
- In 1800 there were approximately 0.8 billion people on Earth

The differences between villages, towns and cities

Village	<ul style="list-style-type: none">• In the countryside• Some services such as a post office, a small shop and sometimes a small place of worship• There may be a doctors' practice and a primary school• Many people are leaving villages to move to towns and cities
Town	<ul style="list-style-type: none">• Services such as primary and secondary schools, a train station, hospitals and shopping centres• Large supermarkets and at least one place of worship
City	<ul style="list-style-type: none">• Many different types of services, including universities, sports stadiums and a large variety of shops• Many restaurants, transport links and different places of worship• Many people move to cities because there are more opportunities for employment and leisure

What opportunities do villages, towns and cities offer?

Employment – the jobs that people do. There might only be a few opportunities for employment in a village but there will be a lot of jobs in a city.	Leisure – this is what we do in our spare time and can include activities such as walking in the countryside or visiting a museum in a city.
Shopping – villages might have only one shop. However, a city could have thousands of shops selling a wide variety of things.	Transport – villages are often connected by country lanes, with very little traffic. However, towns and cities can have busy roads and many different types of public transport.

Land use in cities

Residential	Housing of all types
Commercial	Businesses, offices and shops
Industrial	Factories, warehouses (large buildings for storage), rubbish and recycling facilities
Transportation	Roads, bus lanes, railway lines, cycle paths
Green areas	Big parks and open spaces

Knowledge organiser

Vocabulary	
City	A large settlement that usually has more than 100,000 people
Employment	A job – that pays money in return for work
Land use	The purpose or use of an area of land
Leisure	Activities that people do in their spare time when they are not working
Megacity	A city with at least 10 million people
Population	The number of people in a particular place
Population density	The number of people per square kilometre
Settlement	A place where humans live
Town	A medium-sized settlement that can have between 1,000 and 100,000 people
Village	A small settlement that can have between 100 and approximately 3,000 people



Village – Trška Gora, Slovenia



Town – Ashford, UK



City – New York, USA



Megacity – Tokyo, Japan

Prior Learning: In Year 2 children were introduced to some fundamental basketball skills. They learned different ways of throwing and catching. They also learned how to dribble the ball with their hands standing and began to move with the ball. They also played some adapted invasion games in which they could dribble the ball - and introduced some basketball skills.

Physical Me

Throw

Catch

Dodge

Run

Dribble

Agility

Balance

Co-ordination

Jump

Speed

Key Skills



Value Me:

- Honesty
- Courage

Thinking Me

- To make decisions in the game

Social Me

- Communication
- Encourage
- Collaboration



Our Basketball Rules:

Double Dribble:

When a player dribbles the ball with two hands at the same time or starts to dribble again after stopping

Out of Bounds:

If a team lose possession of a ball and it goes out of bounds then a free pass is awarded to the opposition

Tip Off:

To put the ball in play by throwing it up between two opponents

Travelling:

When a player takes too many steps without dribbling the ball.

Key Vocabulary

Dribble

Extend

Receiver

Pivot

Attack

Defender

Free-Pass

Intercept

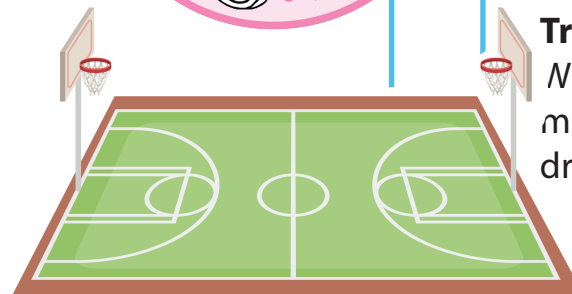
Triple threat

Key Knowledge

Dribble - hip height
- push don't pat
- Look up

Passing- It takes two to make a successful pass
- a passer and receiver

SEP- A way to remember a chest pass
- Step (forward), Extend (arms), Pass



Prior Learning: If children took part in KS1, they were introduced to some activities in pairs, learning how to work together with a partner and in small groups. They were encouraged to work as a team to solve problems/tasks. They were also introduced to orienteering and used the co-ordinates North, South, East and West.

Key Skills

Physical Me

Co-ordination

Jump, step, hop

Balance

Walk, run, jog

Value Me:

- Teamwork
- Leadership
- Responsibility

Social Me

- Co-operation
- Organisation
- Good listener
- Encouraging others
- Supporting others
- Collaborate
- Communicate

Thinking Me

- Problem solving

Key Knowledge

Key: Shows what the symbols on a map represent.

Compass Points: North, South, East, West, North East, North West, South East, South West

X-axis: Horizontal edge of a grid

Y-axis: Vertical edge of a grid

Co-ordinate: Two characters that describe a point on a grid expressed as (x,y).



OAA

Outdoor and adventure activities are mainly non-competitive and offer alternative ways to enjoy a healthy approach to recreation and outdoor activities.

The outdoor and adventure activities strand has many links with the Geography curriculum.

Key Vocabulary

Orienteering

Key

North-east

South-east

South-west

North-west

Co-ordinate

Symbol