

Ideas for Connecting Learning (ICLs)

Key Stage 2 Years 6 & 7

# Needs and Wants

## Primary Languages



focus

# My Family

## Suggested Learning Intentions

The children will:

- be able to ask and answer simple questions;
- be able to follow short pieces of text and read aloud short familiar phrases;
- be able to memorise and recite a short spoken text.

## Suggested Activities

A group of six children represent the family Lopez or the Bernard family. The father, mother, son, daughter, grandfather and grandmother are introduced individually to the class and the class greet each one, for example Bonjour M Bernard, or Buenos Días señora Lopez. The family members swap places and the class have to identify who's who by asking: Are you the father? etc. The children form family groups and introduce themselves to the class. They can add to their introduction using language they already know, for example giving their age, saying what they like or what their hobby is.

Play the Happy Family Card game. Each child is given a card stating who s/he is, for example Mme Bernard, Mother. The card also names the other people in the family. The aim of the game is for the children to use the information on their card to find the other people in their family. They can introduce themselves in the TL and ask others: What's your name? When all the families have been found, they introduce themselves to the class.

The teacher reads the story of the Enormous Turnip using picture cards and plenty of gestures and expression to convey meaning.

Involve the children in the story:

- distribute the picture cards and ask the children to hold them up or give them to you when you reach that part of the story;
- join in the repeat phrases, for example: They pulled and pulled but it was no good.

Act out the story using props and costumes.

# Going Shopping

## Suggested Learning Intentions

The children will:

- be able to count in 5s;
- be able to ask and answer simple questions;
- know about the culture of the TL country and other countries that we get our food from;
- know that languages describe familiar things differently.

## Suggested Activities

Using a counting stick or the 100 square, the teacher count in 5s up to 20, 30 and eventually up to 100 with the class gradually joining in. Count in different voices, for example softer, louder, angry, sad, or happy. Start at different numbers and count forwards and backwards. The teacher calls out a number and the children make it with their number fans and show it saying the number aloud.

Play a 'The Price is Right' Type game. Arrange a number of articles as 'prizes' for example a football, a CD, a video game, and place three possible price tags beside each one such as 45 euros, 90 euros, 25 euros. The children are the contestants and they 'win' the prize by guessing and saying the correct price.

The teacher introduces the names of common fruits: apples, pears, grapes, bananas, oranges and peaches. The children listen to the song: Avec mon panier and identify the different fruits as they hear them. Each child is given a basket template and fruit cards. As they listen and sing the song, they put the fruit into their basket.

Set up a fruit shop in the class with play fruit and price tags in euros. The children engage in simple shopping role plays.

Hide a number of word cards with fruit vocabulary around the room. The children are divided into teams and each team is given a 'shopping list' in the form of pictures that they have to hunt for. They must find the word that matches each picture and copy the word into their list. The first team to get everything on their list wins.

Research using the internet, or reference books and using partner school where possible typical shops in the TL country. Find out about opening hours, and which shops sell which products.

Investigate labels on common food and household products at home and when in the supermarket to find out where our food and other household goods come from. Make a collection of labels from different countries and in different languages to show the range of products that we use and their origin. If there are children in

the class from different countries, they can lead this work sharing information on products from their home country. Examine the labels to look for words that are similar to English or have been assimilated into English. Make a graffiti wall with these words.