














# All About Ourselves: The Body

|   |  |  |
|---|--|--|
| <p><b>Aim:</b><br/>To listen attentively to spoken language and show understanding by joining in and responding in the context of parts of the body.</p> <p>I can demonstrate my listening skills by showing I have understood spoken language.</p> | <p><b>Success Criteria:</b><br/>I can name different parts of the body.</p> <p>I can join in or respond when someone speaks to me.</p>   | <p><b>Resources:</b><br/><a href="#">Lesson Pack</a></p> <p>Bilingual dictionaries</p>   |
|   | <p><b>Key/New Words:</b><br/>les cheveux (m) [hair], les dents (f) [teeth],<br/>lèvre (f) [lip], langue (f) [tongue], joue (f) [cheek], menton (m) [chin], cou (m) [neck],<br/>poitrine (f) [chest], dos (m) [back], ventre (m) [tummy/belly], doigt (m) [finger], pouce (m) [thumb], orteil (m) [toe], derrière (m) [bottom],<br/>voici [this is], corps (m) [body], visage (m) [face].</p> | <p><b>Preparation:</b><br/><a href="#">Le Corps Poster</a> - 1 per pair<br/><a href="#">Picture Flashcards</a>, <a href="#">Vocabulary Flashcards</a> and <a href="#">Differentiated Picture Cards</a> - 1 per group/per pair<br/><a href="#">Differentiated Picture Cards</a> - 1 per group</p> |

**Prior Learning:** It will be helpful if children have learned parts of the body for 'Heads, Shoulders, Knees & Toes' in the Year 3 lessons. They also need to know the vocabulary for 'hand', 'elbow', 'leg' and 'arm'.

## Learning Sequence

|  |   |   |
|--|---|---|
|    | <p><b>What Do You Know?</b> How many parts of the body do the children remember? Count slowly to 20 while they brainstorm and write down (correct spellings need not be an issue at this point) as many French body parts as they can. Share with the class. Say some of these words at random for children to demonstrate by pointing at the relevant part of themselves.</p>  |    |
|   | <p><b>The Knee Bone's Connected to the Ankle Bone</b> On their <a href="#">Le Corps Poster</a>, children draw arrows to indicate five new parts of the body - next to ones they already know - which they would like to learn the name for. (If any children are likely to make inappropriate suggestions, give them a pre-marked poster with your choices.)</p>  |   |
|  | <p><b>Qu'est-ce que c'est? [What's This?]</b> Using the <a href="#">Lesson Presentation</a> and <a href="#">Picture Flashcards</a>, introduce and practise each new part of the body. After each four-five phrases, point to part of the body, hold up a <a href="#">Vocabulary Flashcard</a> and say a word. If it's right, the class stand up and repeat. If not, they correct you.</p>   |  |
|  | <p><b>Voici ... [Here is...]</b> Children consolidate the new vocabulary together: one child turns up a <a href="#">Picture Card</a> and says the word; the rest of the group repeats it and point to the correct part of their body, saying <i>voici le/la/les...</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="215 1238 587 1323">  <p>Picture cards include the word and pronunciation guide.</p> </div> <div data-bbox="614 1238 986 1323">  <p>Picture cards include the word only.</p> </div> <div data-bbox="1013 1238 1385 1379">  <p>Choose two-three cards at once and say them in order; the group has to respond in the correct order.</p> </div> </div> |  |
|  | <p><b>Écrivez-le [Write It]</b> Pairs look back at their <a href="#">Le Corps Poster</a> - have they found everything they were looking for? Transfer the new language to their labels then use bilingual dictionaries to fill in the gaps.</p>   |  |

## Taskit

**Watchit:** When you signal for the children's attention in class, finish with pointing to part of yourself or covering up a body part label on your display.

**Followit:** Sit in a circle. Point to part of your body, but say a different part. The child next to you points to the one you said, but says a different part again, and so on.

## Language Notes:

- 'Hair' is always treated as a plural countable noun: *les cheveux*.
- Encourage your class to explore the etymology of some of these words. For example, look at *la langue*; where do they think our word 'language' comes from? Do they know/understand the expression 'mother tongue'?