

Time Travelling: Count With Me

<p>Aim: To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; speak in sentences using familiar vocabulary, phrases and basic language structures in the context of counting into thousands.</p>	<p>Success Criteria: I can recognise number words in spoken sentences I can explain how larger numbers are often described by combining smaller number words. I can say numbers larger than 100. I can use numbers in a sentence correctly.</p>	<p>Resources: Lesson Pack Place value arrow cards ThHTU. (Download here if needed) Digit cards (or 10-sided dice)</p>
<p>I can use known vocabulary to help me identify new language in a sentence; I can build a sentence using a given range of vocabulary choices.</p>	<p>Key/New Words: cent [hundred], mille [thousand], plus [add/plus], moins [take away/less], fois [times], divisé par [divided by], égale [equals], nombre (m) [number], numbers 1-99.</p>	<p>Preparation: Hundreds Number Cards - per group Thousands Number Cards - per group Hundreds and Thousands Game Cards lower ability/medium ability - per child</p>

Prior Learning: It will be helpful if children can already count up to 100 and know basic number operation language.

Learning Sequence

	<p>What Can You Remember? Children challenge a partner to say numbers from 10-99 by selecting/rolling two digits to make a TU number. (For higher ability children, ask them to do a subtraction of the number from 100, e.g. <i>Cent moins soixante-douze égale vingt-huit.</i>)</p>	
	<p>Cent plus cent égale... [100 + 100 = ...] How do we change the English hundreds numbers? Use the Lesson Presentation to explain it's exactly the same method in French; can children describe how they think you say '200'? Begin counting: cent, deux-cents, trois-cents... and encourage the class to join in. Count up/down between 100 and 900.</p>	
	<p>Écoutez bien ! [Listen Up!] Give each group a set of Hundreds Number Cards. Count up/down 100-900 but miss out a number. Can the children listen accurately and hold up the missing number? Do quick mental/oral calculations of 100s numbers within the range, e.g. <i>Cinq-cents plus/moins deux-cents égale...?</i> (If time and space allow, children could physically form and say the number sentences.)</p>	
	<p>Et puis ? [What's Next?] On the Lesson Presentation, Show a sentence on the board - which words look familiar? Children use their language-learning strategies to guess the meaning of mille and translate the sentence. Can they use their knowledge about 100s to guess the missing words in the next sentence? Count up/down in 1000s as before, using Thousands Number Cards.</p>	
	<p>Maintenant, faites le nombre [Now, Make the Number] Using large Place Value Arrow Cards or an interactive whiteboard programme, select a 4-digit number. Add and say the T+U, then the H+TU, (Do they spot there is no 'and' in a French HTU number?) Finally Th+HTU. Children explain to a partner how to build HTU and ThHTU numbers. Which part of saying numbers is most difficult? (Children usually find remembering the TU numbers hardest.)</p>	
	<p>Allez-y ! [Off You Go!] Children identify and say numbers greater than 100 using a variety of resources.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="213 1487 560 1715"> <p> Children match up word and digit numbers with the Hundreds and Thousands Game Cards lower ability and practise saying the numbers with a partner.</p> </div> <div data-bbox="587 1487 986 1715"> <p> Children match up word and digit numbers with the Hundreds and Thousands Game Cards medium ability and practise saying the numbers with a partner. Then make up their own with Th and H arrow cards.</p> </div> <div data-bbox="1013 1487 1385 1630"> <p> Children select Th, H, T and U arrow cards to make a number, then challenge a partner to say the number out loud.</p> </div> </div>	

Taskit

Findit: Put a range of numbers from 100-9999 around the room. Say a number out loud; groups discuss what the number is then send an envoy to find it.

Calculateit: In mental/oral maths work, challenge the children to use their French number language and give answers in French where possible.

Language Notes:

- The English 'mile' and the French 'mille' have the same etymology: the Latin word 'mille' meaning thousand. A mile was a thousand paces for a Roman soldier.