

Coin Game

Context

This class has been learning the numbers 1-30 which are displayed on a washing line across the classroom. They go on to play a game to reinforce the numbers and the alphabet in French.

Exploration

Making links between languages and other subject areas makes languages feel part of the whole curriculum. The primary teacher is ideally placed to make these links which offer opportunities to re-visit, reinforce and enrich learning and help to make language learning meaningful and real for the children.

Here are some of the opportunities which exist to reinforce work in mathematics through language learning: E.g. Numbers and counting, the decimal system, time, distance and speed, journeys, money and currency, the date, birthdays, prices and costs, surveys, data collection and analysis. ICT can be used to present and practise any of these aspects of mathematics in a new language. By setting a time limit for this activity the teacher challenges the children.

Learning Outcomes

The children:

- recognise and respond to sound patterns and words
- perform simple communicative tasks using single words, phrases and short sentences
- listen attentively and understand instructions, everyday classroom language and praise words
- identify specific sounds, phonemes and words
- imitate pronunciation
- play games to help them remember
- look at the face of the person speaking and listen attentively

Next Steps

The children have been using their knowledge of numbers and letters to identify a square on a grid. They have also been able to recall numbers in random order. Children might build on this work by counting to thirty in twos, fives and tens and doing simple calculations in the new language. This would help them to:

- recognise and respond to sound patterns and words
- perform simple communicative tasks using simple words, phrases and short sentences

Ask children to read aloud the numbers from an Interactive Whiteboard or a sheet and develop their ability to make links between some phonemes, rhymes and spellings, and read aloud familiar words, making links between some phonemes, rhymes and spellings.

Children could then go on to write numbers as words and experiment with the writing of words

Counting sets of objects and noticing how the plural sounds e.g. one dog, two dogs, three dogs, would help children to recognise and apply simple agreements (e.g. gender, singular, plural).

Singing songs and learning rhymes about number from a country where the language is spoken will mean children are making indirect contact with the country/countries where the language is spoken.

To reinforce children's knowledge of number, play games to help them remember.



Development

- Explore different ways in which children reinforce work in mathematics in language learning.
- With a colleague make a list of techniques which you use in teaching mathematics which you could also use in teaching languages.
- Start a collection of number games. Use ideas from the Teaching Activities in the KS2 Framework.

KS2 Framework Teaching Activities

Year 3: Pages 23-30

Year 4: Pages 37-42

Year 5: Pages 49-54

Year 6: Pages 61-64