

## Planets Near and Far

### Context

Children are working in French on aspects of a science topic on the planets. In this extract they are learning whether planets are near to or far from the sun. They have previously learned the names of the planets in French, and have learned sentences containing adjectives to describe them, e.g. Mars is a red planet.

### Exploration

The KS2 Framework does not prescribe specific topics or contexts for learning. It gives teachers the freedom to be creative and innovative and to devise programmes of work and activities which will engage, excite and challenge children. Cross-curricular work such as this can be stimulating, enjoyable and challenging, reflecting children's increasing maturity and offering them motivation to communicate and use language creatively and imaginatively. Themes should fit in with schools' aims for the whole curriculum, building on the principles described in Excellence and Enjoyment: a strategy for primary schools. Cross-curricular work can be introduced at different levels:

- Aspects of the languages programme can be integrated into daily routines, e.g. greetings, register, date, weather, assemblies.
- Aspects of the curriculum can be taught using the language, e.g. Internet and e-mail use in ICT, a dance in PE, a song in music, a picture in art, making things in D&T, a new concept in maths, aspects of a country in geography, grammatical knowledge in Literacy, a topic in science.
- At a higher level schools might develop partial immersion programmes, teaching large parts of a subject using the new language.

### Learning Outcomes

The children:

- listen for specific words and phrases
- listen attentively and understand more complex phrases and sentences
- memorise and present a short spoken text
- recognise some familiar words in written form
- manipulate language by changing a single element in the sentence
- decode and make meaning based on previous knowledge, language and other cues
- use a word or phrase known in one context or topic in another context or topic
- use a physical response

### Next steps

The class develops this work by linking the names of the planets with adjectives and 'near' and 'far'. Children listen attentively and understand more complex phrases and sentences. The teacher goes on to present this work using colourful illustrations and text on an Interactive Whiteboard.



Children might build on this work by:

- memorising and presenting a short spoken text
- making simple sentences and short texts

## Development

- How might you introduce adjectives in the language you are teaching, using content from another subject? How could you use ICT to present this topic? Read the overview of the Knowledge About Language (KAL) strand on pages 79-84 of the KS Languages Framework and identify the objectives which include work on adjectives. How is the use of adjectives developed from Year 3 to Year 6?

Overview of Knowledge about Language: pages 79-84

- With a colleague explore ways of developing cross-curricular work:

Here is an example from Year 3:

1. Read Expectations and Outcomes for Y3, pages 18-22 of the Framework
2. Read At a Glance for Y3, page 19 of the Framework
3. Refer to the Cross-curricular links for Y3
4. List any broad themes and areas which might overlap or reinforce the curriculum
5. Revision: note any aspects of work which children have undertaken in previous years, which can be reinforced by work in languages