

TOPIC OVERVIEW - PRACTISE AT HOME

Sessions are based around a topic that introduces vocabulary and phrases. As learners progress, they will be introduced to new vocab/phrases.

Every learner is unique and learns at their own pace. When our Language Guides (our teachers) consider children are familiar/comfortable with our “Start” words, they will move on to “Stretch & Challenge”, and when ready, to “Above & Beyond”.

Start: Core words that start to build vocabulary

Stretch & Challenge: Extension words

Above & Beyond: One step above Stretch & Challenge to build more complex phrases

Language Guides recognise when a learner needs more advanced or simplified vocab/phrases and these are built into the session.

We always expect learners to recognise more words than they can use. We cannot guarantee which specific word in a topic a learner will remember as it's related, to a great extent, to which words of the ones introduced the learner finds meaningful.

In addition to the content below, the Language Guide will incorporate the use of ‘classroom language’, meaning instructions, daily routine phrases, words, etc. are given in the target language.

The content detailed in the table below is delivered using the Speak Like a Native approach to language acquisition: guided participation in games, songs and stories that are meaningful, engaging and age appropriate. Please note that on occasions the Language Guide may change session order.

A sessions – an introduction to the Series (topic) using 3-5 key words, with new songs and new games

B sessions - a reinforcement of key words, with repetition and extension of session A songs and new games that link to the topic

C sessions - a reinforcement (and sometimes extension, depending on the children’s readiness) of key words, with repetition and extension of session A/B songs and new games that link to the topic

D sessions - a recap of all key words, with a selection of favourite songs and games from all previous sessions from the Series done so far

Please also note that we **always adapt** the songs to fit in with the sounds and words we are trying to practise and reinforce. Children may be more familiar with the version used in their lesson, however, the link(s) should still be useful and worth playing to them.

| ENGLISH | | FRENCH |
|---|--|--|
| Series 1 (sessions 1A to 1D) Colours | | |
| Start | blue – red – green – yellow | bleu(e) – rouge – vert(e) - jaune |
| Stretch & Challenge | orange – purple - white – black – pink | orange – violet(te) – blanc(he) – noir(e) - rose |
| Above & Beyond | I like/I don't like... | J'aime/je n'aime pas... |
| Song | https://www.youtube.com/watch?v=m50U33brThk | |
| Series 2 (sessions 2A to 2D) Animals | | |
| Start | duck – cat – dog – rabbit – bird | le canard – le chat – le chien – le lapin – l'oiseau |
| S & C | goat – penguin – zebra – tortoise – elephant - fish | la chèvre – le pingouin – le zèbre – la tortue – l'éléphant – le poisson |
| A & B | I like/I don't like... I have/I don't have... | J'aime/je n'aime pas... J'ai/je n'ai pas... |
| Song | https://www.youtube.com/watch?v=_g6juEQxKms https://www.youtube.com/watch?v=Ub-V1n6zpQE | |
| Series 3 (sessions 3A to 3D) Body | | |
| Start | head hands - arms legs - feet | la tête les mains – les bras les jambes – les pieds |

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|--|--|--|
| S & C | eyes – nose – mouth face - hair – toes - fingers | les yeux – le nez – la bouche le visage – les cheveux – les orteils – les doigts |
| A & B | clothes – jacket – shoes – hat I like/I don't like... I have/ I don't have... | les vêtements – la veste – les chaussures – le chapeau j'aime/je n'aime pas... j'ai/je n'ai pas... |
| Song | https://www.youtube.com/watch?v=n0j1oKhVPYE https://www.youtube.com/watch?v=wS1uofMBNoA | |
| Series 4 (sessions 4A to 4D) Food | | |
| Start | egg – bread – banana – carrot | l'œuf – le pain – la banane – la carotte |
| S & C | food – to eat – yummy strawberry – tomato – chocolate – ice-cream | la nourriture – manger – délicieux/délicieuse la fraise – la tomate – le chocolat – la glace |
| A & B | breakfast – lunch – snack - dinner I like/I don't like... I have/I don't have... | le petit déjeuner – le déjeuner – le goûter – le diner j'aime/je n'aime pas... j'ai/je n'ai pas... |
| Song | https://www.youtube.com/watch?v=Z PMk7XZGbM https://www.youtube.com/watch?v=nJ03KjwiIVM | |
| Series 5 (sessions 5A to 5D) Things that go | | |
| Start | car – train – plane – bus | la voiture – le train – l'avion – le bus |
| S & C | water – road - sky bicycle – boat – truck | l'eau – la route – le ciel la bicyclette – le bateau – le camion |
| A & B | to go I like/I don't like... I have/I don't have... | aller J'aime/je n'aime pas... J'ai/je n'ai pas... |
| Song | www.youtube.com/watch?v=Ks7qr5bgFZQ www.youtube.com/watch?v=Bf5gdr1vlrl | |
| Session 6 (sessions 6A to 6D) Family and home | | |
| Start | mum – dad – sister – brother – baby | maman – papa – la sœur – le frère – le bébé |
| S & C | the house grandma – grandpa | la maison la grand-mère – le grand-père |
| A & B | the kitchen - the bathroom – the garden I like/I don't like... I have/I don't have... | la cuisine – la salle de bain – le jardin j'aime/je n'aime pas... j'ai/je n'ai pas... |
| Song | www.youtube.com/watch?v=ZIF_QS2fOOE | |

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