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|  **Advent 2** **Subject:French Year:3 Medium Term Planning****J’apprends le francais (I am learning French)** |
| **National Curriculum Objectives****●** Listen attentively to spoken language and show understanding by joining in and responding● Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words● Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help● Speak in sentences, using familiar vocabulary, phrases and basic language structures● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases● Read carefully and show understanding of words, phrases and simple writing● Appreciate stories, songs, poems and rhymes in the languageDescribe people, places, things and actions orally and in writing |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson:** | I know where to locate France on a world map and some facts about France. | I know basic greetings and how to ask someone how they are feeling in French.  | I know how to ask and answer “What is your name?” in French.  | I know how to count to 10 in French.  | I know how to say 10 colours in French and express my favourite colour. | Assessment. |
| **Recall and retrieval** | Building on prior knowledge:Recall what I learnt about the stone age- how to say period, house and tools used then.  | Know where to locate France on a world map and some facts about France | Know basic greetings and how to ask someone how they are feeling in French.  | Know how to ask and answer “What is your name?” in French.  | Know how to count to 10 in French. | Know how to say 10 colours in French and express my favourite colour. |
| **Sequence of knowledge throughout the lesson** | Know where to locate France on a world map and some facts about France.Exploring places in France and places around the world where they speak French.  | Know basic greetings and how to ask someone how they are feeling in French. Read familiar words and short phrasesaccurately by applying knowledge. Understand themeaning in English of short words I read in the foreign language. | Know how to ask and answer “What is your name?” in French.Write familiar words & short phrases usinga model or vocabulary list. EG: 'I play thepiano'. 'I like apples'. | Know how to count to 10 in French.Read familiar words and short phrasesaccurately by applying knowledge.Write familiar words & short phrases. |  Know how to say 10 colours in French and express my favourite colour.Communicate with others using simplewords and short phrases covered in theunits. | Assessment of key skills and knowledge from the topic “J’apprends le francais” (I am learning French)Skills Assessment TaskALL SKILLS |
| **Task type** | Locate France on the world map. Name some cities in France and research about one of these places. EXPLORATION | Use snap cards to match pictures to correct phrases for greeting or feeling.READING | Use characters to create speech asking what is your name and then replying.WRITING  | Write/Recognise 1-10 numerals in French.READING (LA)WRITING (HA)  | Speaking task slide 28-37, then 55-57 as class. Then use slide 58 to model asking your favourite colour and saying which colour you prefer . SPEAKING |  |
| **Scaffolding** | Find France on map and then with TA find out some facts about Paris as capital.Draw a picture of the Eiffel Tower.  | Work in mixed pairs with HA supporting reading and together matching up. Practice saying phrases together e.g. greeting one another in role play scenarios and showing facial expressions for feeling response. | Children have 2 characters and speech bubbles (need to make up sheet.) Write one child asking a question about a name and then another child responding “My name is…” | Match up the number to the french word for it.(From snap cards SEND lesson 1 pg 5)  | Children paired HA and MA. One child asks a question about their favourite colour and the other responds. Child chooses their favourite colour and takes this colour pencil from the tray without the partner seeing. After saying their response, the partner correctly identifies the colour by finding the pencil in the tray-do they match? Has the partner recognised colour correctly? |  |
| **Challenge** | Find 3 facts about the chosen city. | Children choose 2-3 characters from the writing sheet and create a conversation between them with blank speech bubbles. Write one child asking a question about a name and then another child responding “My name is…” | Write 1-10 numerals in books and then write the french word next to it. | TA to go round and ask children which colour they like. Children just focus on saying the colour they like, not the full phrase.Use SEND snap cards from lesson 1 to support in finding word to say.  |  |
| **Key Vocabulary** | France, Paris, Eiffel Tower, Marseilles, Lyon, Toulouse, Nice, Lille  | Salut, ça va, ça va bien, ça va mal, comme ci comme ca, bonjour, au revoir.  | Salut, ça va, comment tu t’appelle? Je m'appelle, | une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, nombres**.**  | vert, rouge, rose, bleu, brun, jaune, blanc, noir, gris, orange, marron, violet, quelle est ta colouer preferee?ma couleur préférée… |  |