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|  **Lent 1**  **Subject:French Year:3 Medium Term Planning:****Les Animaux(Animals)** |
| **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 language
* Describe people, places, things and actions orally and in writing
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|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson:** |  I know how to name five animals in French.  | I know how to name five more animals in French | I know how to name all ten animals in French and attempt to spell these words. | I know the role of the determiner in names of animals in French. | I know how to use the verb ‘je suis.’ | Assessment  |
| **Recall and retrieval** | Building on prior knowledge:Recall numbers to 10, counting aloud on fingers.  | Know how to name five animals in French. |  Know how to name five more animals in French | Know how to name all ten animals in French and attempt to spell these words. | Know how to name all ten animals in French and attempt to spell these words. | Know how to use the verb ‘je suis.’ |
| **Sequence of knowledge throughout the lesson** | Know how to name five animals in FrenchWrite familiar words & short phrases usinga model or vocabulary list. EG: 'I play thepiano'. 'I like apples'. | Know how to name five more animals in FrenchListen to and recognise familiar words and short phrases covered in the unit.  | Know how to name all ten animals in French and attempt to spell these words.Read familiar words and short phrasesaccurately by applying knowledge. Understand themeaning in English of short words I read inthe foreign language. | Know the role of the determiner in names of animals in French.Start to understand the concept of noungender and the use of articles.  | Know how to use the verb ‘je suis.’Communicate with others using simplewords and short phrases covered in the units. Use the firstperson singular version of high frequencyverbs. EG: 'I like...' 'I play...' 'I am called...' | Assessment of key skills and knowledge from the topic “Les Animaux”(Animals)All 4 skills of reading, writing, speaking and listening are covered. |
| **Task type** | Write animal names in French next to correct pictures of animals.WRITING | Listen on slide 18 PowerPoint and match the animal to the correct number.LISTENING  | Matching pairs game- matching french word to correct animal picture.READING | Sorting animals into un/une determiner**.**GRAMMAR | Children make animal noise and then say what animal they are in French.SPEAKING | Skills Assessment TaskALL SKILLS |
| **Scaffolding** | Use vocab bank taken from easy writing sheets to support matching and copying words to correct animals. TA support as needed.Use the easy sheet with missing letters if feel further support needed.  | TA support in resaying the heard word and using word card sheet (picture vocab sheet) to help find and match. | Mixed ability pairs- play matching pairs game to match pictures to animal words in French. HA support in reading words. Then once all matched, stick them into books (photocopy for partner.) | Use picture vocab sheet to cut and sort into two headings un/une.  | Mixed ability pairs- HA support LA in reading from oral scaffold sheet to support. Both children practice saying “I am…” and then placing the animal name after.  |  |
| **Challenge** | Children to write out English word and French word next to animal picture using  | Complete listening sheet unaided | Write animals under correct heading in book folded in half une/un.  |  |
| **Key Vocabulary** | un cheval, un cochon, un lapin, un oiseau, un lion | n singe, une souris, un canard, une vache, un moutonu | un cheval, un cochon, un lapin, un oiseau, un lion, un singe, une souris, un canard, une vache, un mouton | un cheval, un cochon, un lapin, un oiseau, un lion, un singe, une souris, un canard, une vache, un mouton | Je suis, un cheval, un cochon, un lapin, un oiseau, un lion, un singe, une souris, un canard, une vache, un mouton |  |