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| **Pentecost 1**  **Subject: French Year:3 Medium Term Planning:**  **Les Fruits** | | | | | | |
| **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 | | | | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson:** | To know how to say five fruits in French. | To know how to say and write ten fruits in French. | To know how to convert singular nouns to plural nouns. | To know how to say “I like” in french to express what fruits I like to eat. | To know how to say “I don’t like” in french to express what fruits I don’t like to eat. | Assessment |
| **Recall and retrieval** | Building on prior knowledge:  Count aloud to 10 from the first topic- this can help to say like more than 1 fruit later in topic. | Know the names of five common fruits in French. | Know the names of five more common fruits in French, now knowing ten altogether. | Know all ten fruits in French and how to make them plural. | Know how to express the opinion “J’aime pas…” for fruits they like. | Know how to express the opinion “Je n’aime pas…” for fruits they do not like as well as “J’aime pas…” for fruits they like. |
| **Sequence of knowledge throughout the lesson** | Know the names of five common fruits in French.  Write familiar words. | Know the names of five more  common fruits in French, now knowing ten altogether.  Start to understand the concept of noun gender and the use of articles. | Know all ten fruits in French and how to make them plural.  Read familiar words and understand their meaning in English. | Know how to express the opinion “J’aime pas…” for fruits they like.  Read familiar words and understand their meaning in English. | Know how to express the opinion “Je n’aime pas…” for fruits they do not like as well as “J’aime pas…” for fruits they like.  Communicate with others using simple words covered in the unit. | Assessment of key skills and knowledge from the topic “Les Fruits.”  All 4 skills of reading, writing, speaking and listening are covered. |
| **Task type** | Labelling fruit  WRITING | Article sort  GRAMMAR | Wordsearch  READING | Picture/Word matching game  READING | Les Fruits scaffold  SPEAKING & LISTENING | Skills Assessment Task  ALL SKILLS |
| **Scaffolding** | WS labelling sheet- selecting correct fruit option and writing underneath. | Vocab sheet on table to support reading and sorting- complete on sheet. | Supported by an adult through group talk. Colouring in bold words on word search, identified by highlighting the same colour as fruit to show recognition. | Mixed ability pairing to play the game. | Scaffold sheet is cut up to support children moving the words around to create phrases to say it. |  |
| **Challenge** | Draw 5 fruits in books and label these. | Sort 10 fruits into un/une in books-book folded down middle. | Filling in missing letters to spell words and then reading these in wordsearch. Draw a picture of fruit next to it. | Combine ideas of like and dislike together and talk about 2 fruits. |  |
| **Key Vocabulary** | Les Fruits  une pomme, une fraise, une pêche, une cerise, une banane | une orange, une prune, une poire, un kiwi, un abricot | Singular noun  Plural noun  Article  Un  Une  Les | J’aime... (I like…) | Je n’aime pas... (I do  not like…)  Est-ce que tu aimes...? (Do you like…?) |  |