

MFL: French - Y3 Medium Term Planning KS2

Key Knowledge

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing Languages – key stage 2
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year group 3	Unit	Vocabulary	Listening	Speaking	Reading	Writing
Autumn 1	Unit 1 Je Parle Francais	<p><u>Greetings</u> Comment t'appelles-tu? Je m'appelle Ça va? Ça va bien/ ça va mal/ comme ci comme ça Il/ elle s'appelle Comment s'appelle-t-il/elle</p> <p><u>Classroom Commands</u> Verbs in the imperative- vous form Regardez! Ecoutez! Arrêtez ! Touchez ! donnez-moi ! Ecrivez ! Répétez !Levez-vous ! Asseyez-vous ! marchez ! sautez ! frappez ! tournez ! cachez ! Trouvez ! montrez- moi ! etc</p> <p><u>Numbers 0-12 & Praise words</u> un – douze zéro très bien ! super ! Trouvez ! Classroom Objects & Determiners Voici voilà Qu'est-ce que c'est? C'est un une Determiners Masculine/ feminine & plural of nouns le, la, les mon, ma, mes ton, ta, tes</p> <p><u>Description of what is in a pencil case</u> Qu'est-ce qu'il y a? dans mon sac/ dans ma trousse il y a ... dans ma salle de classe il y a tu as--- ? J'ai---</p>	<p>Who is it ? It's....</p> <p>What is he/she called ?</p> <p>He/she is called...</p> <p>Yes/no</p>	<p>Join in with a song Salut Ça Va?/ Je peux sauter or Classroom Rap</p>	<p>Match the items</p>	<p>Copying words</p>
Autumn 2	Unit 1 Je Parle Francais	<p><u>Greetings</u> Comment t'appelles-tu? Je m'appelle</p>	<p>Listen to the first verse of the classroom rap. Children hold up the</p>	<p>Role play (twice) asking for items in a pencil case U1 Lesson 10 both roles</p>	<p>Rap text comprehension. List 8 objects in pencil case/backpack</p>	<p>Writing sentences based on a model</p>

		<p>Ça va? Ça va bien/ ça va mal/ comme ci comme ça Il/ elle s'appelle Comment s'appelle-t-il/elle Classroom Commands Verbs in the imperative- vous form Regardez! Ecoutez! Arrêtez ! Touchez ! donnez-moi ! Ecrivez ! Répétez !Levez-vous ! Asseyez-vous ! marchez ! sautez ! frappez ! tournez ! cachez ! Trouvez ! montrez- moi ! etc Numbers 0-12 & Praise words un – douze zéro très bien ! super ! Trouvez ! Classroom Objects & Determiners Voici voilà Qu'est-ce que c'est? C'est un une Determiners Masculine/ feminine & plural of nouns le, la, les mon, ma, mes ton, ta, tes Description of what is in a pencil case Qu'est-ce qu'il y a? dans mon sac/ dans ma trousse il y a ... dans ma salle de classe il y a tu as--- ? J'ai---..</p>	<p>items in the correct order.</p>			
<p>Spring 1</p>	<p>Unit 2 Je me presente</p>	<p>Age ; Avoir ; Pronouns je/tu/il/elle Quel âge as-tu? J'ai ... ans 1st/2nd and 3rd person singular of verb 'avoir' J'ai; tu as; il/elle a Where you live (town & country) prepositions Où habites-tu? J'habite --- à Paris</p>	<p>Listening for the name of a person and where he/she lives Listening Tasks 2A/2B Listening for the name & age of person Listening Tasks 2A/2B</p>	<p>Cue card conversation name and age</p>	<p>Adapted Worksheet 2.10 Adapted Worksheet 2.11</p>	<p>Worksheet 2.08 Task 2</p>

		<p>en France à la campagne en ville prepositions à; en <u>Days of the Week/Adverbs of Time</u> <i>lundi – dimanche</i> adverbs of time <i>aujourd’hui ;</i> <i>demain ; hier</i> <u>The Hungry Caterpillar - Verbs il/elle</u> <u>mange</u> Lundi il mange etc ... <u>Describing the Weather</u> Quel temps fait-il? Il fait beau / mauvais/ chaud/froid etc Il pleut/ il neige Il y a du soleil <u>Weather Rap learnt by heart</u> Il fait beau à Pau etc <u>Alphabet</u> Ça s’écrit comment? Qui est-ce? répétez <u>Numbers 13-20</u></p>				
<p>Spring 2</p>	<p>Unit 2 Je me presente</p>	<p><u>Age ; Avoir ; Pronouns je/tu/il/elle</u> Quel âge as-tu? J’ai ... ans 1st/2nd and 3rd person singular of verb ‘avoir’ J’ai; tu as; il/elle a <u>Where you live (town & country)</u> <u>prepositions</u> Où habites-tu? J’habite --- à Paris en France à la campagne en ville prepositions à; en <u>Days of the Week/Adverbs of Time</u> <i>lundi – dimanche</i> adverbs of time <i>aujourd’hui ;</i> <i>demain ; hier</i> <u>The Hungry Caterpillar - Verbs il/elle</u></p>	<p>Listen and respond to story of Hungry Caterpillar.</p>	<p>Work in pairs with a ball asking questions (name, age, where you live, family)</p>	<p>Comprehension questions on 4 characters</p>	<p>Write about self, giving name, age, where you live or two/three sentences on the weather.</p>

		<p>mange Lundi il mange etc ... <u>Describing the Weather</u> Quel temps fait-il? Il fait beau / mauvais/ chaud/froid etc Il pleut/ il neige Il y a du soleil <u>Weather Rap learnt by heart</u> Il fait beau à Pau etc <u>Alphabet</u> Ça s'écrit comment? Qui est-ce? répétez <u>Numbers 13-20</u></p>				
Summer 1	Unit 3 En famille	<p><u>Describing members of the family</u> Tu as un frère ou une sœur? J'ai/ Je n'ai pas c'est ; Qui est-ce ?voici ; determiners mon,ma, mes <u>Reading & writing a letter about my family</u> Dans ma famille il y a--- personnes Je suis Il/ elle est + adjectives grand, petit, joli, méchant <u>Colours & preferences/Feminine adjective agreement</u> Adjectives of colour De quelle couleur est-ce? De quelle couleur est le stylo? <u>Asking & answering questions</u> Quelle est ta couleur préférée? Qui est-ce Il y a — <u>The story of Sleeping Beauty</u> verbs : dormir ; voir ; ouvrir pronoun object toi ; adjectives mechant ; dormant</p>	Listen and respond	Work in pairs with a ball asking questions name, family	Read and match colours	Gap –filling exercise
Summer 2	Unit 3 En famille	<p><u>Describing members of the family</u> Tu as un frère ou une sœur? J'ai/ Je n'ai pas c'est ; Qui est-ce ?voici ; determiners mon,ma, mes <u>Reading & writing a letter about my family</u></p>	Listen and join in with actions in story ' la Belle au Bois dormant '	Work in pairs with a ball asking questions name, age, where you live, family	Reading a letter in French about family with 5 comprehension questions	Write two short sentences about own family using phrases from song 'Ma famille'

	<p>Dans ma famille il y a--- personnes Je suis Il/ elle est + adjectives grand, petit, joli, méchant Colours & preferences/Feminine adjective agreement Adjectives of colour De quelle couleur est-ce? De quelle couleur est le stylo? Asking & answering questions Quelle est ta couleur préférée? Qui est-ce Il y a — The story of Sleeping Beauty verbs : dormir ; voir ; ouvrir pronoun object toi ; adjectives mechant ; dormant</p>		<p>Use the song 'Ma Famille' to describe their own family</p>		
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