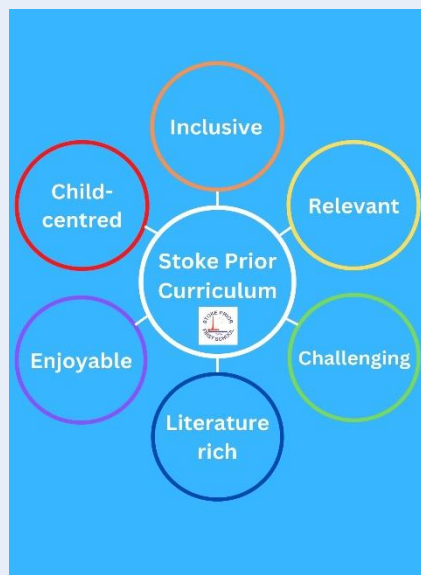


Stoke Prior First School Year 3 French Medium Term Plan – Knowledge, skills and understanding

Our Learning Principles, & Values



- *Child-centred* – excites, informs and inspires children to learn, know and remember.
- *Inclusive* – ensures equal opportunities for all
- *Relevant* – reflects the world in which we live and promotes sustainability
- *Challenging* – ensures children achieve their best
- *Literature rich* – placing reading at the heart of everything
- *Enjoyable* – provides opportunities for children to be active, inquisitive, creative learners

Responsibility – Respect – Teamwork – Reflection

Essential Characteristics of French

Learning a new language provides excitement, enjoyment and challenge for children at Stoke Prior. Language learning is sociable and active, relaxed and fun. Pupils learn French first by listening and understanding, then by repeating and remembering new sounds, words and phrases. From the beginning pupils are given the opportunity to sing French songs and have conversations with one another in French. As they take steps to communicate in French and learn how the language works, they are also developing literacy skills which will support them in their learning of English, noticing differences and similarities between the two languages. As they progress from Year 2 to Year 3 pupils use their knowledge of the foreign language with growing confidence, both to understand what they hear and read and to express themselves in speech and writing. From practising words and phrases they progress to reading, speaking and writing sentences. Then they learn about French people and their culture they discover that the world is multilingual and multicultural. They develop an understanding of their place within it and consequently a better awareness of their own culture as well as an appreciation for other cultures.

Subject: French

Term: Autumn

Unit: Family and friends

Year: 3

In Yr 3 pupils are building on their knowledge of French learned in Year 2, learning to speak and write in sentences.

Skills developed this term	Knowledge and understanding	Vocabulary	Prior Learning
<ul style="list-style-type: none">• Recognise familiar words or phrases.• Apply phonics knowledge to unknown words.• Read and show understanding of words and simple phrases with known words.• Repeat short phrases accurately, including liaison of final consonant before vowel.• Apply understanding of possessive adjective rule.• Speak in short sentences.• Write words and short phrases using a model or word list.• Form simple statements with information including the negative.• Begin to use the correct gender for different nouns.• Start to understand the concept of nouns and articles.	<p><u>PETS</u></p> <ul style="list-style-type: none">• Learning 11 words for pets• Asking someone if they have a pet and answering.• Forming plural of pet words• Learning the sounds oi et eau <p><u>FAMILY</u></p> <ul style="list-style-type: none">• Naming different family members.• Recognising masculine and feminine nouns using mon and ma.• Introducing your family using voici (Role play)• Singing « Je te présente ma famille »• Asking and answering whether you have brothers and/or sisters.• Christmas : cultural understanding	<p>un chien, un chat, une souris, un cochon d'Inde, un lapin, une tortue, un cheval, un serpent, un poisson rouge, un oiseau</p> <p>voici</p> <p>La mère, le père, la sœur, le frère, le grand-père, la grand-mère, l'oncle, la tante, le bébé</p> <p>Mon, ma, mes</p> <p>As-tu des frères ou des sœurs ?</p> <p>J'ai ... Je n'ai pas de ...</p>	<p><u>PETS</u> Consolidating use of j'ai and je n'ai pas</p> <p>Members of the family</p>

	Term: Spring	Unit: Bon appétit	Year: 3
Skills developed this term	Knowledge and understanding	Vocabulary	Prior Learning
<ul style="list-style-type: none"> Learn and recall new words. Listen and respond to familiar spoken words and phrases. Apply the rule about possessive adjectives. Form simple statements with information including the negative. Read, recognise and understand some familiar words and phrases Write some familiar simple words using a model and some from memory Read and understand the main points in a song or a story Appreciate stories and songs Identify cognates 	<ul style="list-style-type: none"> Learning pizza toppings Expressing what you would like on your pizza. Asking and answering which toppings you would like on your pizza. Listening to someone preparing a pizza. Creating your own pizza recipe following an example. Singing « Je suis une pizza ! » Reading the story Berthe fait une pizza. Talking and writing about what we eat and drink for breakfast. La Chandeleur : cultural understanding 	<p>le fromage, le poivron, le jambon, le pepperoni, l'ananas, la sauce tomates, les tomates, les anchois, les oignons, les champignons</p> <p>sur ma pizza</p> <p>j'aime, je n'aime pas</p> <p>Qu'est ce que tu voudrais sur ta pizza ?</p> <p>Je voudrais...</p> <p>Je mange ... / je bois...</p> <p>Un pain au chocolat, un croissant, du pain grillé, de la confiture, du beurre, des céréales, un yaourt.</p> <p>Un café, un thé, du lait, un chocolat chaud</p> <p>Avec, et</p>	<p>Masculine and feminine nouns</p> <p>Possessive adjectives</p> <p>Members of the family (Berthe)</p>

Subject: French	Term: Summer	Unit: Fruits		Year: 3
Skills developed this term	Knowledge and understanding		Vocabulary	Prior Learning
<ul style="list-style-type: none"> Learn and recall new words. Ask questions and understand different answers. Listen and identify specific words in songs and demonstrate understanding. Write words and learn their spelling. Identify plural of nouns read carefully and show understanding of words, phrases and simple writing 	<p>Learning the fruits</p> <p>Asking and giving opinions about fruits</p> <p>Forming plural of fruits</p> <p>Singing <u>j'aime les fruits</u></p> <p>Reading la Chenille qui fait des trous</p> <p>Making a mini story book</p> <p>Revising numbers up to 30</p> <p>Learning numbers up to 60</p>		<p>La pomme La poire Les raisins Les fraises L'ananas La banane La prune La pêche L'orange</p> <p>Aimes-tu ... ? Oui, j'aime... Non je n'aime pas...</p> <p>Les nombres</p>	<p>Pets - Plural</p> <p>Days of the week</p> <p>Numbers up to 30</p>