

Winterton Federation Medium Term Planning – French Year 3

	Activities		Success Criteria
<p>Session 1 I can research facts about the country of France.</p>	<p>Inform children that they will be learning about France and throughout juniors, learning the French language. Why do you think we are learning French? Discuss the importance of learning about different cultures, language etc. Brainstorm: What do you know about France? Children to create a mind map of ideas. Run through the video introducing France (a bit Americanised but kiddy friendly) Recap on the main points.</p>	<p>In groups (mixed ability) children to research facts about France by referring to https://www.kids-world-travel-guide.com/france-facts.html. Share facts about France (e.g capital, Eiffel tower, food they eat etc) and children to create their own Info Poster with main facts. These posters to be either stuck in book or used as a display. USE MAP OF FRANCE AS TEMPLATE.</p>	<p>I can recall facts about France I can locate locations on a map I am beginning to understand about different cultures</p>
<p>Session 2 I can say hello and good bye in French.</p> <p>Key Vocab: Salut = Hi Bonjour= Hello Au Revoir -= Goodbye Madame-= Mrs (used for female adults) Mademoiselle = Miss (female girls) Monsieur – (men, boys)</p>	<p>Recap on key information on France from previous lesson.</p> <p>Explain to children that they are learning basic greetings (hello, goodbye) in French. Does anyone know the French from Hello - Bonjour. Hi-Salut. Goodbye - Au Revoir. Write these on the board. Introduce the words Madame, Mademoiselle, Monsieur and their meaning.</p>	<p>LISTENING/READING.</p> <ul style="list-style-type: none"> Rigolo1: Unit 1: Lesson 1 Watch animated story. Can the children hear familiar words in French? Stop the video at intervals to discuss words. <p>ORAL</p> <ul style="list-style-type: none"> PLAY ORACY ACTIVITY SELECTING THE CORRECT RESPONSE. <p>WRITING</p> <p>Children to create a basic storyboard with speech bubbles of basic conversation saying hello to madame, goodbye etc.</p>	<p>I can read, write and say simple greetings in French I can write simple sentences using key vocabulary</p>

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<p>Session 3 I can ask and say my name in French. Key Vocab: Comment t'appelles tu? – What is your name? Je m'appelle..... My name is... Et toi ? and you ?</p>	<p>Recap on how to say hello/ goodbye etc by greeting the children Bonjour, Salut.</p> <p>Introduce the new vocab: Comment t'appelles tu? Explain that the word Comment means 'how'. Literal translation (how are you called) Je m'appelle Explain Je means =I , Literal translation : I am called...) Et toi? and you?</p>	<p>LISTENING/READING/ORAL</p> <ul style="list-style-type: none"> • Rigolo1: Unit 1: Lesson 2 Animated story: Children to repeat phrase. It gets them saying the greetings out loud. <p>ORAL</p> <ul style="list-style-type: none"> • Children to go around room practising greetings from Session 2 /3Session. • If time play Dennis the Menace sound file : children rather than saying Je m'appelle Dennis the Menace they replace it with their name <p>Writing: Children to stick in key vocab only.</p>	<p>I can ask a question in French I am able to reply to a simple question using French vocabulary</p>
<p>Session 4 I can ask and saying how you are in French. Key vocabulary : Comment Ça va? (How are you?), Oui, ça va bien. (Yes, I'm well.), Comme ci comme ça. (I'm so-so.) Non, ça ne va pas. (No, I'm not doing well.).</p>	<p>Recap on greetings. Quick fire writing on whiteboard. How do you write... Hello ? What does Je m'appelle mean? How do you say my name is.</p> <p>Introduce next saying asking how you are and responding. Can children remember from Session 2 what Comment means - How. You can ask comment ca va or just ca va = both mean how are you. Run through the response both positive and negatives.</p>	<p>LISTENING/ORAL</p> <ul style="list-style-type: none"> • Rigolo1: Unit 1 lesson 3: Identify the best response. Choose different children to select the best response. • Listen to the whole animated story – did the children understand it now? <p>WRITING</p> <ul style="list-style-type: none"> • Stick in key vocabulary, • Work sheet 1b (Session 3 rigolo) Children to complete speech bubbles selecting the best response to the questions. 	<p>I can read, write and say simple phrases in French I can identify the best response using key vocabulary</p>

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		<ul style="list-style-type: none"> Children to practise conversation afterwards. Choose a pair to demonstrate in front of class. 	
<p>Session 5 I know the names of certain instruments in French. Key Vocabulary: Instruments: un tambour (drum), une guitare (guitar), un piano (piano), une trompette (trumpet), une flûte à bec (recorder)</p> <p>People: une fille (girl), un garçon (boy)</p>	<p>Flash Cards: Tell children that they are learning the names of instruments in French. Run through the names using flash cards (print these of Rigolo 1 flashcards Unit 1: nouns) Make it into a game. Who can tell me the name of a drum in French etc.</p>	<p>LISTENING /ORACY</p> <ul style="list-style-type: none"> Rigolo 1 Unit 1: lesson 4 ORACY: Listen to the name of the instrument, select a child to choose correct instrument. <p>WRITING:</p> <ul style="list-style-type: none"> Stick in key vocab. Children to draw instruments into book and name them. 	<p>I can identify the names of instruments in French I am improving my pronunciation</p>

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<p>Session 6 I can count to ten in French</p> <p>Key Vocab Numbers 1–10: un, (uh) one deux,(duhr)two trois,(twah)three quatre,(kat-r) four cinq, (sank) five six, (seez) six sept, (set) seven huit, (weet) eight neuf, (nurf) nine dix (deez) ten</p>	<p>Recap on previous Sessions lesson. Can they name the instruments (use flash cards.)</p> <p>INTRODUCTION TO COUNTING TO TEN USE RIGOLO 1: UNIT 1 LESSON 5 PRESENTATION. Run through counting to ten .Listening to the correct pronunciation.</p>	<p>LISTENING/ORAL</p> <ul style="list-style-type: none"> • Have a game of round – the –world where one child is selected, they stand behind a child sat on a chair , you ask a question to the pair, e.g what is ten in French (listen to the correct pronunciation) . Whoever gets the answer correct moves to stand behind the next child. If they find this easy use numbers bond e.g sept plus ? = dix. <p>WRITING</p> <ul style="list-style-type: none"> • Stick in key vocab • Children to work through worksheet 3B. 	<p>I can identify the numbers 1-10 in French I read and say numbers 1-10 in French</p>
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<p>SESSION 7 I can name classroom objects in French.</p> <p>Key Vocab Classroom objects: En Classe – In class</p> <p>une trousse (pencil case), un stylo (pen), une règle (ruler), un crayon (pencil), un cahier (exercise book), un livre (text book), un sac (bag), une gomme (rubber).</p>	<p>Recap on previous lessons : Greetings in French . counting to ten.</p> <p>Classroom objects : RIGOLO UNIT 2: lesson 1. En classe – In class. Presentation. Explain to the children that they are learning names of classroom objects. Click on Presentation which will demonstrate the correct pronunciation of items.</p>	<p>LISTENING/ORAL</p> <ul style="list-style-type: none"> • Qu'est que tu as? (what do you have?) – (how to say this is under ORAL section) Listen to pronunciation of the question and the items. • Children play this game themselves. Get them into teams. You can say J'ai ... (I have...) and name the item. The first team to grab the item wins. <p>WRITING</p> <ul style="list-style-type: none"> • Stick in key vocab. • Children to draw classroom objects in their books and label them. 	<p>I can identify objects in the classroom I can read and write simple statements in French</p>
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<p>SESSION 8</p> <p>I can name colours in French.</p> <p>Key Vocab Colours: rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange).</p>	<p>Recap on previous lesson, hold up a ruler, pen etc – ask Qu'est que tu as? (what do you have?)</p> <p>Colours. Use multi-link cubes to help with lesson: same colours as the key vocab suggests.</p> <p>Rigolo 1 unit 2 lesson 2 presentation. Run through colours and the correct punctuation.</p>	<p>LISTENING/ORACY Once the children are competent with the colour names, play a game where you say the colour eg marron (brown) the children select the correct colour from the multilink, then continue with different colours. At the end run through the correct order to test children's knowledge-children saying the colours.</p> <p>WRITING:</p> <ul style="list-style-type: none"> • STICK IN KEY VOCAB • Worksheet 1B – colouring activity combining classroom objects with colours. • Once coloured in children to read the sentences out loud. 	<p>I am able to name colours in French I am able to read aloud simple sentences with correct pronunciation</p>
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<p>SESSION 9 I can ask your age in French.</p> <p>Key Vocab</p> <p>Quel age as-tu? – How old are you? J’aians (I am years old)</p>	<p>Recap on previous Sessions lesson by running through counting to ten then backwards.</p> <p>Asking your age. Rigolo 1 Unit 2 lesson 3: Presentation.</p> <p>Run through this as it has the correct pronunciation Quel age as-tu? And J’ai ... ans .</p> <p>Explain to the children J’ai means I have and the Je ai is contracted when there are 2 vowels together to make J’ai.</p>	<p>LISTENING/ORAL</p> <ul style="list-style-type: none"> • Unit ORAL ACTIVITY. Choose children to listen to the question and answer. Translate into English e,g Quel age at tu? J’ai huit ans. (I am 8 years old) <p>WRITING</p> <ul style="list-style-type: none"> • WRITE DOWN KEY VOCAB IN BOOKS. • WORKSHEET 4a – Children to look at the age of the children and select the correct answer. 	<p>I can ask simple questions I can reply to simple questions using I am</p>
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<p>Session 10</p> <p>I understand how the French celebrate Christmas.</p> <p>Key Vocab Papa Noel – Father Christmas Joyeux Noel - Happy Christmas Sapin Noel – Christmas Tree Une Etoile – a star Une boule- bauble. Une neige- snow Un cadeau</p>	<p>Run through power-point about Christmas – explain that the French are mainly Christians (Catholics) and although they celebrate Christmas their traditions are slightly different.</p>	<p>You will need card and crayons for this lesson.</p> <p>Children to create their own French Christmas Card drawing a Christmas scene and labelling the picture using French words.</p>	<p>I can recall facts about another culture I can write and use French phrases for Christmas</p>
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<p>SESSION 11.</p> <p>I can understand classroom instructions.</p> <p>KEY VOCAB Écoutez (LISTEN) , regardez (WATCH/LOOK), lisez, (READ) asseyez-vous, (SIT DOWN) levez-vous, (STAND UP) écrivez, (WRITE) chantez (SING)</p>	<p>RIGOLO 1 UNIT 2 LESSON 4</p> <p>Imperative verbs: listen, watch etc are commands. It is the same in French. NB: VOUS (means YOU referring to many people) MOi – means “me”</p> <p>ORACY ACTIVITY</p> <p>Click on the allez (which means go). Listen to the instruction, children are to refer to key vocab – what action is this? Discuss, repeat and select correct symbol.</p>	<p>LISTENING/ORACY</p> <ul style="list-style-type: none"> • LITERACY - Children to select correct action to symbol. le microphone refers to Chantez! • SONG: REGARDEZ – MOI (WATCH/LOOK AT ME!) This song runs through all the actions. • WRITING: STICK IN KEY VOCAB. If time, can the children draw a symbol for each action. 	<p>I am able to respond to simple instructions given in French</p> <p>I am able to use the correct pronunciation</p>
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<p>SESSION 12 I can recap on the previous Sessions lessons</p>	<p>Print out Language certificate to give to children.</p> <p>The certificate has a list of everything the children have learnt over the last few Sessions. Recap on these – make it into a bit of a competition (children can reflect back in their books to find the answers)</p>		<p>I can recall words and phrases</p>
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<p>SESSION 13 I can name parts of the body.</p> <p>Key Vocab Parts of the body: les yeux (eyes), le nez (nose), la bouche (mouth), les oreilles (ears), les cheveux (hair), la jambe (leg), le bras (arm), la tête (head) le corps (pronounced :le corr) (the body)</p>	<p>RIGOLO 1 : UNIT 3 LESSON 1</p> <p>RECAP ON CLASSROOM INSTRUCTIONS BY PLAYING BOF DIT (BOF SAYS, LIKE SIMON SAYS) BOF DIT ECRIVEZ (BOF SAYS WRITE!) children mime writing.</p> <p>PRESENTATION Le corps (pronounced le corr) To learn how to pronounce word: click on a body part . NB: remind children not to pronounce last letter e,g nez (is neh) bras (is bra)</p>	<p>LITERACY/ORACY</p> <ul style="list-style-type: none"> Using flashcards run through names of body parts and then play a game. Ask the children to touchez le nez(touch the nose) etc. WRITING: insert key vocab. Children to draw use template of body) to label body parts. 	<p>I can identify the parts of the body using French vocabulary I can read and write parts of the body</p>
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<p>SESSION 14 I Can count to twenty in French. Key Vocab. Numbers 11–20: <i>onze</i>, (on –z) <i>douze</i>, (do – z) <i>treize</i>, (t rai –z) <i>quatorze</i>, (cat – tours) <i>quinze</i>, (canz) <i>seize</i>, (sai –z) <i>dix-sept</i>, (dee – set) <i>dix-huit</i>, (dees- weet) <i>dix-neuf</i>, (dees- nerf) <i>vingt</i> (<i>van</i>) Animals <i>un chien</i> (dog), <i>un chat</i> (cat), <i>une tortue</i> (tortoise), <i>un lapin</i> (rabbit), <i>un oiseau</i> (bird), <i>une souris</i>(mouse), <i>un dragon</i> (dragon) Tu as animal? You have pets?</p>	<p>RIGOLO 1 : UNIT 3 LESSON 1 Recap on counting to ten from Session 6 – refer to key vocab. PRESENTATION Run through the pronunciation of numbers to 20.</p>	<p>LITERACY/ORACY</p> <ul style="list-style-type: none"> LITERACY – Joue au Lotto (play bingo) Joue seul (play alone) or joue equipe (play in a team) Children refer to animal names as well as numbers from key vocab SPLIT CLASS INTO 2 TEAMS A AND B. Each team takes it in turns to select the correct answer. <p>ORACY – Song .Tu as animal? You have pets? A song about how many pets you have learning the names of animals too.</p>	<p>I can recall numbers 1-10 I can read, write and say numbers 1-20 I can count 1-20 in French</p>
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<p>SESSION 15 I can name the days of the Session. Key Vocab. Days of the Session: lundi,(Monday) mardi (Tuesday) mercredi (Wednesday) jeudi,(Thursday) vendredi (Friday) samedi, (Saturday) dimanche(Sunday) C'est quel jour (aujourd'hui)? C'est... (What day is it (today?) It is....</p>	<p>Unit 3 lesson 3</p> <p>Presentation: Learn how to pronounce the days of the Session in order.</p>	<p>LISTENING/ORACY</p> <ul style="list-style-type: none"> • C'est quel jour? What day is it? Invite children to come up and say the day in French. <p>WRITING</p> <ul style="list-style-type: none"> • Stick in key vocab. Children (in pairs) to write down the days of the Session on strips of paper nice and big. They are to shuffle them up, then each child picks a strip- what day is this in English 	<p>I know the days of the week in French I can pronounce the days of the week accurately</p>
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