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Year 3 - Medium Term Plan - Cultural Explorers - MFL

Moi

How could you introduce yourself to a French speaking person?



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Aspect of Study

- greetings
- giving name and age
 - family members
 - Pets
- likes/dislikes

Transferable Knowledge:

- Knowledge of word classes from literacy

National Curriculum Overview of Programme of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

During this area of study students should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- 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
- write phrases from memory, and adapt these to create new sentences

Real World Links:

Learning to communicate to someone who does not share your language. Link to members of our community for whom English is an additional language.

Greetings used in our 'Language of the month'



Communication – Understand how to speak to new people

Influential Figures

- Native French speakers whom the children look up to - footballers etc.

OPAL links

Greetings to be used out on the yard both by children and other members of staff

Curriculum Coverage

(Previous, expected and what follows on)

Prior Curriculum Coverage	Curriculum Coverage	Subsequent Curriculum Coverage
<ul style="list-style-type: none"> ● Can respond to a variety of known and new songs with gestures to show understanding ● Can pick out keywords from familiar stories read aloud ● Can understand simple classroom commands 	<p>Listening</p> <ul style="list-style-type: none"> ● Show that he/she recognises words and phrase heard by responding appropriately ● Follow simple instructions and link pictures or actions to language <p>Speaking</p> <ul style="list-style-type: none"> ● Ask and answer simple questions ● Repeat sentences heard and make simple adaptations to them <p>Reading</p> <ul style="list-style-type: none"> ● Recognise some familiar words and phrases in written form ● Read some familiar words aloud using mostly accurate pronunciation ● Learn and remember new words encountered in reading <p>Writing</p> <ul style="list-style-type: none"> ● Write some single words from memory ● Record sentences using a word bank <p>Grammar</p> <ul style="list-style-type: none"> ● Recognise the main word classes e.g. nouns, adjectives and verbs ● Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles 	<p>Listening</p> <ul style="list-style-type: none"> ● Show understanding of a range of familiar spoken phrases <p>Speaking</p> <ul style="list-style-type: none"> ● Ask and answer a range of questions on different topic areas ● Using familiar sentences as models, make varied adaptation to create new sentences <p>Reading</p> <ul style="list-style-type: none"> ● Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately ● Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues <p>Writing</p> <ul style="list-style-type: none"> ● Write words and short phrases from memory ● Write descriptive sentences using a model but supplying some words from memory <p>Grammar</p> <ul style="list-style-type: none"> ● Recognise a wider range of word classes including pronouns and articles ● Recognise questions and negative sentences

Language plan

Key vocabulary	Concepts	Speaking and listening
<ul style="list-style-type: none"> ● Nouns - names of family members, feelings, pets ● Verbs - to have, to be, to like, to love 	<ul style="list-style-type: none"> ● Gender of nouns ● Changing a sentence to form the negative (ne...pas) 	<ul style="list-style-type: none"> ● Greeting people ● Turn taking in conversations



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Sequence of Teaching and Learning

Moi - How could you introduce yourself to a French speaking person?

	LO/EQ?	Lesson ideas/differentiation
1	L.O: To recognise and use a range of French greetings	Recap greetings that children already know. Introduce commonly use French greetings - link to time of day - bonjour, bon matin, bon soir, bon nuit. Teach the greeting 'Ça va' and a range of appropriate responses (song based on this on BBC primary languages). Children should practise taking turns greeting each other.
2	L.O: To be able to introduce yourself to a French speaker	Recap greetings. Revise French numbers 1-10. Teach children how to tell someone their name 'Je m'appelle' and their age 'J'ai... ans'. Discuss the difference from English here: in English we say 'I am ... years' in French they say 'I have... years'. Children practice introducing themselves to others, asking others their names and writing their introductions down.



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Sequence of Teaching and Learning

	LO/EQ	Lesson ideas/differentiation
3	<p>L.O: To describe your family in French</p> <p>Link to PSHE - different types of families</p>	<p>Teach children the names for various family members. Discuss the gender of each family member name and explain how this will affect the word we use for 'my' when talking about this person (mon/ma/mes). Children can write the people who are in their family and describe a range of different families.</p>
4	<p>L.O: To describe pets in French</p>	<p>Introduce vocabulary for different types of pets and how to say 'I have no pets'. Remind children for the need to be mindful of gender when saying 'my' or 'a' (mon/ma/mes/un/une). Children can write sentences for the pets owned by various families.</p>



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Sequence of Teaching and Learning

	LO/EQ	Lesson ideas/differentiation
5	<p>L.O: To describe likes and dislikes in French</p> <p>Link to literacy - dictionary work</p>	<p>Teach children how to say 'I like'. Discuss how to change a statement into the negative in French (addition of <i>ne</i> and <i>pas</i> around the verb). Children to use dictionaries to find things they like/dislike and write sentences in French</p>
6	<p>E.Q: How could you introduce yourself to a French speaking person?</p>	<p>Children use the knowledge they have gained this term to write a paragraph/prepare a presentation to introduce themselves to a French speaker. They should include information on their name, age, family, pets, likes and dislikes.</p>