

## ADVENT TERM

### FRENCH – Year 3 - Medium Term Planning – French greetings with puppets

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<p><b>LEARNING INTENTION:</b></p> <p>To know that ‘bonjour’ means hello and ‘salut’ means hi.</p> <p><b>Skills:</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><b>Aim:</b></p> <p>Understand and respond to spoken and written language from a variety of authentic sources.</p>	<p><b>LEARNING INTENTION:</b></p> <p>To know that ‘bonjour’ can be used for good morning, ‘bonsoir’ means good evening and ‘bonne nuit’ mean good night.</p> <p><b>Skills:</b></p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>Aim:</b></p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</p>	<p><b>LEARNING INTENTION:</b></p> <p>To know that most feeling words in French start with ‘ça va’.</p> <p><b>Skills:</b></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p><b>Aim:</b></p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</p>
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Bonjour hello/good morning (formal)</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• bonjour hello/good morning</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• ça va ?/comment ça va ? how are you?</li> </ul>

<ul style="list-style-type: none"> <li>• Salut hi (informal)</li> <li>• je m'appelle... my name is...</li> <li>• comment tu t'appelles ? what's your name?</li> <li>• au revoir goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• bonsoir good evening</li> <li>• bonne nuit good night</li> </ul>	<ul style="list-style-type: none"> <li>• ça va bien I'm well, I'm fine</li> <li>• ça va très bien I'm very well, I'm really good</li> <li>• ça va mal I'm not well, I'm bad, I'm not fine, it's not going well (not ill)</li> <li>• ça va très mal I'm really not well, I'm really not fine, it's going badly (not ill)</li> <li>• comme ci comme ça so so,/ok</li> <li>• c'est... it is...</li> <li>• oui yes</li> <li>• non non</li> </ul>
<p><b>Recap &amp; retrieval:</b></p>	<p><b>Recall &amp; retrieval:</b>          Bonjour means hello and we use it in formal situations.          Salut means hi and we use it in informal situations.          Je m'appelle means my name is...          Comment tu t'appelle is how you ask someone's name.          Au revoir means goodbye.</p>	<p><b>Recall &amp; retrieval:</b>          Bonjour means hello and we use it in formal situations.          Salut means hi and we use it in informal situations.          Je m'appelle means my name is...          Comment tu t'appelle is how you ask someone's name.          Au revoir means goodbye.          Bonsoir means good evening.          Bonne nuit means goodnight.</p>
<p><b>Key Knowledge:</b>  <b>Child:</b></p> <ul style="list-style-type: none"> <li>• Bonjour means hello and we use this in formal situations.</li> <li>• Salut means hi and we use this in informal situations.</li> <li>• Je m'appelle means my name is...</li> </ul>	<p><b>Key Knowledge:</b>  <b>Child:</b></p> <ul style="list-style-type: none"> <li>• Bonsoir means good evening.</li> <li>• Bonne nuit means goodnight.</li> </ul> <p><b>Teacher:</b> As above.</p>	<p><b>Key Knowledge:</b>  <b>Child:</b></p> <ul style="list-style-type: none"> <li>• We start most feelings phrases with 'ça va' and then an extra word – eg. Bien/mal.</li> <li>• When we feel 'ok', we say 'comme ci, comme ça'.</li> </ul>

<ul style="list-style-type: none"> <li>• Comment tu t'appelles ? is how you ask someone's name.</li> <li>• Au revoir means goodbye.</li> </ul> <p><b>Teacher:</b> As above + bien (good) and super (great) to praise children with.</p>		<ul style="list-style-type: none"> <li>• To ask how someone feels, we say 'ca va ?'</li> </ul> <p><b>Teacher:</b> As above.</p>
<p><b>Scaffolding:</b> Work only with greetings <b>bonjour</b> and <b>au revoir</b>. They can rehearse introducing themselves with <b>je m'appelle...</b> but without using any questions to ask others.</p>	<p><b>Scaffolding:</b> Pupils can work with the teacher in small groups to develop confidence in pronouncing the new words and understand what part of the day they are using.</p>	<p><b>Scaffolding:</b> Could work in small guided groups to increase their confidence in asking and answering the key question, making sure they understand the meaning of each phrase.</p>
<p><b>Learning Task:</b> See Kapow</p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/lesson-1-french-greetings/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/lesson-1-french-greetings/</a></p>	<p><b>Learning Task:</b> See Kapow</p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/lesson-2-french-greetings-day-and-night/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/lesson-2-french-greetings-day-and-night/</a></p>	<p><b>Learning Task:</b> See Kapow</p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/lesson-3-how-are-you-feeling-in-french/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/lesson-3-how-are-you-feeling-in-french/</a></p>
<p><b>Extension:</b> Children should be encouraged to use alternative greetings and to experiment with using both questions (<b>et toi ? / comment tu t'appelles ?</b>) to begin to make more authentic dialogue. They could investigate common French children's names to change their identity.</p>	<p><b>Extension:</b> Pupils may be able to extend their spoken phrase by adding a previously learnt phrase such as <b>je m'appelle</b> (my name is).</p>	<p><b>Extension:</b> Could answer the <b>comment ça va ?</b> question using different answers in the correct context. They may also be able to hold a short conversation with a partner to include a greeting sentence to include <b>bonjour</b> – hello and <b>je m'appelle</b> – my name is.</p>

## ADVENT TERM

### FRENCH – Year 3 - Medium Term Planning – French adjectives of colour, size and shape

<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
<p><b>LEARNING INTENTION:</b></p> <p>To know that cognates are words that sound or look the same in French.</p> <p><b>Skills:</b></p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>Aim:</b></p> <p>Understand and respond to spoken and written language from a variety of authentic sources.</p>	<p><b>LEARNING INTENTION:</b></p> <p>To know that adjectives of colour come after the noun.</p> <p><b>Skills:</b></p> <p>Understand basic grammar appropriate to the language being studied.</p> <p><b>Aim:</b></p> <p>Understand and respond to spoken and written language from a variety of authentic sources.</p>	<p><b>LEARNING INTENTION:</b></p> <p>To know that adjectives of size come before the noun.</p> <p><b>Skills:</b></p> <p>Understand basic grammar appropriate to the language being studied, including key features and patterns of the language.</p> <p><b>Aim:</b></p> <p>Understand and respond to spoken and written language from a variety of authentic sources.</p>
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Rouge <b>red</b></li><li>• Bleu <b>blue</b></li><li>• Jaune <b>yellow</b></li></ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"><li>• un cercle <b>a circle</b></li><li>• un triangle <b>a triangle</b></li><li>• un rectangle <b>a rectangle</b></li></ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"><li>• petit <b>small</b></li><li>• grand <b>big</b></li></ul>

<ul style="list-style-type: none"> <li>• Vert green</li> <li>• Orange orange</li> <li>• Violet violet</li> <li>• Blanc white</li> <li>• Noir black</li> <li>• Rose pink</li> <li>• Brun brown</li> <li>• Et and</li> <li>• c'est it is</li> </ul>	<ul style="list-style-type: none"> <li>• un carré a square</li> </ul>	
<p><b>Recall &amp; retrieval:</b>  Bonjour means hello and we use it in formal situations.  Salut means hi and we use it in informal situations.  Je m'appelle means my name is...  Comment tu t'appelle is how you ask someone's name.  Au revoir means goodbye.  Bonsoir means good evening.  Bonne nuit means goodnight.  We start most feelings phrases with 'ca va' and then an extra word – eg. Bien/mal.  When we feel 'ok', we say 'comme ci, comme ca'.  To ask how someone feels, we say 'ca va ?'</p>	<p><b>Recall &amp; retrieval:</b>  Bonjour means hello and we use it in formal situations.  Salut means hi and we use it in informal situations.  Je m'appelle means my name is...  Comment tu t'appelle is how you ask someone's name.  Au revoir means goodbye.  Bonsoir means good evening.  Bonne nuit means goodnight.  We start most feelings phrases with 'ca va' and then an extra word – eg. Bien/mal.  When we feel 'ok', we say 'comme ci, comme ca'.  To ask how someone feels, we say 'ca va ?'  Cognates are words that sound similar to the English translation.</p>	<p><b>Recall &amp; retrieval:</b>  Bonjour means hello and we use it in formal situations.  Salut means hi and we use it in informal situations.  Je m'appelle means my name is...  Comment tu t'appelle is how you ask someone's name.  Au revoir means goodbye.  Bonsoir means good evening.  Bonne nuit means goodnight.  We start most feelings phrases with 'ca va' and then an extra word – eg. Bien/mal.  When we feel 'ok', we say 'comme ci, comme ca'.  To ask how someone feels, we say 'ca va ?'  Cognates are words that sound similar to the English translation.  Adjectives of colour come after the noun.</p>
<p><b>Key Knowledge:</b>  <b>Child:</b></p> <ul style="list-style-type: none"> <li>• Cognates are words that sound similar to the English translation.</li> </ul>	<p><b>Key Knowledge:</b>  <b>Child:</b></p> <ul style="list-style-type: none"> <li>• Adjectives of colour come after the noun.</li> </ul>	<p><b>Key Knowledge:</b>  <b>Child:</b></p> <ul style="list-style-type: none"> <li>• Adjectives of size come before the noun.</li> </ul>

<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>As above.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>As above.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>As above.</li> </ul>
<p><b>Scaffolding:</b></p> <p>Reduce the number of different colours introduced and work in a guided group with the teacher to practise pronunciation and recall.</p>	<p><b>Scaffolding:</b></p> <p>Could focus on one shape and describe using different colours. This will reduce the cognitive load for too much vocabulary. May need repeated actions to accompany vocabulary and to aid recall. May need word mats with images to support in recognising vocabulary.</p>	<p><b>Scaffolding:</b></p> <p>Could focus on one shape and describe using different colours and/or sizes. This will reduce the cognitive load of too much vocabulary. May need repeated actions to accompany vocabulary and to aid recall. May need word mats with images to support vocabulary recognition.</p>
<p><b>Learning Task:</b></p> <p>See Kapow.</p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/ks2-yr-3-french-shapes-and-colour-and-size-adjectives/lesson-1-colours-in-french-2/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/ks2-yr-3-french-shapes-and-colour-and-size-adjectives/lesson-1-colours-in-french-2/</a></p>	<p><b>Learning Task:</b></p> <p>See Kapow.</p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/ks2-yr-3-french-shapes-and-colour-and-size-adjectives/lesson-2-sizes-and-shapes-in-french/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/ks2-yr-3-french-shapes-and-colour-and-size-adjectives/lesson-2-sizes-and-shapes-in-french/</a></p>	<p><b>Learning Task:</b></p> <p>See Kapow.</p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/ks2-yr-3-french-shapes-and-colour-and-size-adjectives/lesson-3-sizes-and-shapes-in-french/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/ks2-yr-3-french-shapes-and-colour-and-size-adjectives/lesson-3-sizes-and-shapes-in-french/</a></p>
<p><b>Extension:</b></p> <p>Challenge to use longer sequences of colours and focus on accurate pronunciation.</p>	<p><b>Extension:</b></p> <p>Children could use a range of colours and shapes confidently.</p>	<p><b>Extension:</b></p> <p>Could complete the extension tangram activity.</p>
<p><b>Assessment</b></p> <p>Cumulative Quiz. Retrieval Practice. Kapow assessment tasks.</p>		