

**PENTECOST TERM 1**  
**MFL – Year 3 – French Transport**

<b><u>LESSON 1/2</u></b>	<b><u>LESSON 3/4</u></b>	<b><u>LESSON 5/6</u></b>
<p><b>LEARNING INTENTION:</b> To know that the French words for transport sound similar to the English words because they are cognates.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Understand basic grammar appropriate to the language being studied, including: feminine and masculine 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.</li> </ul> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>I can use my detective skills to identify the meaning of new words in French.</li> <li>I can explain what a cognate is.</li> </ul>	<p><b>LEARNING INTENTION:</b> To know that ‘il y a’ means there is/are.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about a picture.</li> <li>I can create a short paragraph to describe a scene by adapting phrases with known vocabulary.</li> </ul>	<p><b>LEARNING INTENTION:</b> To know that ‘l’école’ is school.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Understand basic grammar appropriate to the language being studied, including: feminine and masculine 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.</li> </ul> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>I can plan an investigation, make a prediction and choose how to present my results.</li> <li>I can write a sentence in French and include the various different accents.</li> </ul>
<p><b>Key Vocabulary:</b> un autobus – bus un avion – aeroplane un train – train une voiture – car un vélo - bike à pied – on foot le transport - transport</p>	<p><b>Key Vocabulary:</b> il y a – there is/are un scooter – scooter une moto – motorbike un taxi – taxi</p>	<p><b>Key Vocabulary:</b> Comment tu vas à l’école? – How do you get to school? Je vais à l’école ... - I get to school ...</p>
<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>Words that look or sound similar to the English translation are called ‘cognates’.</li> </ul>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>Words that look or sound similar to the English translation are called ‘cognates’.</li> <li>Il y a means there is/are.</li> </ul>

<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Some of the French words for modes of transport sound similar to the English words.</li> <li>Words that sound or look similar to the English translation are called 'cognates'.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>As above.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Il y a means there is/are.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>As above.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>L'école means school.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>As above.</li> </ul>
<p><b><u>Suggested Activity:</u></b></p> <p><b>Resources Link:</b></p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-1-french-transport-language-detectives/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-1-french-transport-language-detectives/</a></p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-2-how-shall-we-travel-in-france/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-2-how-shall-we-travel-in-france/</a></p> <p><b>Verbal activities:</b></p> <ul style="list-style-type: none"> <li>Learn the phonic sounds for this unit and identify them in our key vocabulary for the unit.</li> <li>Practice and perform the transport song.</li> </ul> <p><b>Written activities:</b></p> <ul style="list-style-type: none"> <li>Present the children with the vocabulary for different modes of transport with no translation. Can they use their detective skills to work out the meanings?</li> <li>Write simple sentences about how they might travel to go on holiday. Eg. I am going on holiday by plane. <i>Je vais en vacances par avion.</i></li> </ul>	<p><b><u>Suggested Activity:</u></b></p> <p><b>Resources Link:</b></p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-3-on-the-road-in-france/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-3-on-the-road-in-france/</a></p> <p><b>Verbal activities:</b></p> <ul style="list-style-type: none"> <li>Show the children the pictures. Can they pick out how many of each type of transport? Ask them in French and ask them to respond in French using the format 'Il y a ____ (number) ____ (transport).' Practice repeating their sentences with a partner to improve pronunciation and intonation.</li> </ul> <p><b>Written activities:</b></p> <ul style="list-style-type: none"> <li>Give the children the pictures in small groups. Ask them to discuss where they think the photograph was taken and why and then discuss what they can see. Ask them to write a question and response in French (using the format we have practised verbally).</li> </ul>	<p><b><u>Suggested Activity:</u></b></p> <p><b>Resources Link:</b></p> <p><a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-5-journey-to-a-french-school/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-5-journey-to-a-french-school/</a></p> <p><b>Verbal activities:</b></p> <ul style="list-style-type: none"> <li>Model how to ask the question "How do you get to school?" in French by introducing the question to the children and how to answer it. Ask various children how they get to school to allow them to practice the question and response.</li> <li>Ask children to go around and ask as many of their classmates as they can in 2 minutes how they get to school and complete a tally chart in books.</li> </ul> <p><b>Written activities:</b></p> <ul style="list-style-type: none"> <li>Present their collected information in their chosen method. Model how to present this as a bar chart and a pictogram.</li> </ul>