

PENTECOST TERM 2

MFL – Year 3 – French Circle of Life

LESSON 1/2	LESSON 3/4	LESSON 5/6
<p>LEARNING INTENTION: To know that we don't need to understand every word to translate a sentence to English.</p> <p>Disciplinary Knowledge: Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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.</p> <p>Aims:</p> <ul style="list-style-type: none"> To look for patterns in language and compare them with English. To use knowledge from other subjects to help my understanding of new language. 	<p>LEARNING INTENTION: To know that 'manger' means 'to eat'.</p> <p>Disciplinary Knowledge: Speak in sentences, using familiar vocabulary, phrases and basic language structures. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Aims:</p> <ul style="list-style-type: none"> To describe a food chain in French. To talk about an animal and what it eats. To adapt sentences using known or new vocabulary. 	<p>LEARNING INTENTION: To know that we can use 'manger' to describe food chains in French.</p> <p>Disciplinary Knowledge: Write phrases from memory and adapt these to create new sentences to express ideas clearly. Describe people, places, things and actions orally and in writing.</p> <p>Aims:</p> <ul style="list-style-type: none"> To write a sentence of my own using a model for support. To spell some common phonemes in French and say how they are different from English sounds.
<p>Key Vocabulary: cognate near-cognate life cycle</p>	<p>Key Vocabulary: Herbivore – herbivore Carnivore – carnivore Omnivore – omnivore Les plantes – plants Les animaux – animals Manger – to eat</p>	<p>Key Vocabulary: Herbivore – herbivore Carnivore – carnivore Omnivore – omnivore Les plantes – plants Les animaux – animals Manger – to eat</p>
<p>Recap and Retrieval</p> <ul style="list-style-type: none"> N/A 	<p>Recap and Retrieval</p> <ul style="list-style-type: none"> We can use cognates, near-cognates and familiar language to translate sentences loosely to English. 	<p>Recap and Retrieval</p> <ul style="list-style-type: none"> We can use cognates, near-cognates and familiar language to translate sentences loosely to English. Manger means to eat.
<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> We can use cognates, near-cognates and familiar language to translate sentences 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> Manger means to eat. <p>Teacher:</p>	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> We can use manger to describe food chains.

<p>loosely to English, rather than translating word by word.</p> <p>Teacher:</p> <ul style="list-style-type: none"> As above. 	<ul style="list-style-type: none"> As above. 	<p>Teacher:</p> <ul style="list-style-type: none"> As above.
<p><u>Suggested Activity:</u></p> <p>Resources Link:</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/circle-of-life/lesson-3-french-habitats/</p> <p>Working together as a class, order the life cycle of a plant and a butterfly and try to work out the meaning of the sentences in Dutch and French. The focus of the activity is to show children that we can figure out the meaning of sentences in general by looking for cognates and near cognates or familiar words.</p>	<p><u>Suggested Activity:</u></p> <p>Resources Link:</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/circle-of-life/lesson-4-french-food-chains/</p> <p>Do a recap of food chains in English and go over some animal words in the recap and recall section. Introduce sentence structure of ... mange ... and ask children to come up with their own sentences to describe the food chains. Create a presentation with posters/pictures to present to the class in groups. Other children split into 2 groups - 1 to approve the food chains as 'science experts' if they are accurate food chains and 1 to approve the correct language as 'language experts'.</p>	<p><u>Suggested Activity:</u></p> <p>Resources Link:</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/circle-of-life/lesson-5-french-food-chain-flips-2/</p> <p>Recap what the children learnt in the last two lessons.</p> <p>Children to use knowledge from prior lesson to create a 'food chain flip' (see video) to consolidate their learning. <i>You will need paper plates and varying sizes of circles of paper for this activity.</i></p>