

## LENT TERM 2

### MFL – Year 3 – In a French Classroom – Classroom Objects

LESSON 1	LESSON 2	LESSON 3
<p><b>LEARNING INTENTION:</b> To know that the imperative tense is used to give instructions.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Practising speaking with a partner.</li> <li>Building confidence by repeating short phrases with increasing accuracy.</li> </ul> <p><b>Aims:</b> To understand and respond to instructions in the classroom. To give instructions in the classroom. To recognise words that the teacher mouths silently.</p>	<p><b>LEARNING INTENTION:</b> To know that the imperative tense is used to give instructions.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognising some familiar French words in written form.</li> </ul> <p><b>Aims:</b> To understand and respond to instructions in the classroom. To give instructions in the classroom. To recognise words that the teacher mouths silently.</p>	<p><b>LEARNING INTENTION:</b> To know that all nouns in French are masculine and use le/un or feminine and use la/une.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand that every French noun is either masculine or feminine.</li> </ul> <p><b>Aims:</b> To name school bag objects. To recognise whether a noun is masculine or feminine. To compose a sentence to tell someone about an item from my pencil case.</p>
<p><b>Key Vocabulary:</b> Écrivez – write Écoutez – listen Lisez – read Regardez – look Parlez - speak</p>	<p><b>Key Vocabulary:</b> Écrivez – write Écoutez – listen Lisez – read Regardez – look Parlez - speak</p>	<p><b>Key Vocabulary:</b> un crayon – a pencil un stylo violet – a purple pen un cahier – an exercise book une règle – a ruler une gomme – a rubber une trousse – a pencil case</p>
<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>Bonjour means hello.</li> <li>Je m'appelle ... means my name is.</li> <li>J'ai ... ans means I am ... years old.</li> </ul>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>The imperative tense is used to give instructions.</li> </ul>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>The imperative tense is used to give instructions.</li> </ul>
<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The imperative tense is used to give instructions.</li> <li>In French, it is formed with the ending 'ez'.</li> </ul> <p><b>Teacher:</b></p>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The imperative tense is used to give instructions.</li> <li>In French, it is formed with the ending 'ez'.</li> </ul> <p><b>Teacher:</b></p>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>French nouns are either masculine or feminine.</li> <li>Masculine nouns have le (the) or un (a) before them.</li> <li>Feminine nouns have la (the) or une (a) before them.</li> </ul>

<ul style="list-style-type: none"> <li>The 'ez' ending comes from the 'vous' form of the verb.</li> <li>'Vous' is the formal 'you' conjugation and is also used when referring to a group as 'you'.</li> <li>Reflexive verbs eg s'asseoir and se lever will use 'vous' after the conjugated imperative verb as well. Eg asseyez-vous and levez-vous.</li> <li>To conjugate a verb (form the verb), you remove the 'er/ir/re' from the end and add the new ending (in this case, 'ez') eg. Écouter = écoutez, regarder = regardez.</li> <li>For your slides – to add accents to vowels like this áéíóú – press AltGr at the same time as the letter.</li> </ul>	<ul style="list-style-type: none"> <li>The 'ez' ending comes from the 'vous' form of the verb.</li> <li>'Vous' is the formal 'you' conjugation and is also used when referring to a group as 'you'.</li> <li>Reflexive verbs eg s'asseoir and se lever will use 'vous' after the conjugated imperative verb as well. Eg asseyez-vous and levez-vous.</li> <li>To conjugate a verb (form the verb), you remove the 'er/ir/re' from the end and add the new ending (in this case, 'ez') eg. Écouter = écoutez, regarder = regardez.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Un and une <u>both</u> mean a <b>and</b> an. The only difference is whether the noun is masculine or feminine – this is a common misconception for children to make.</li> <li>For your slides, to add the accent to the e in règle, hold alt and press 0232 on the number pad. è should appear when you let go.</li> </ul>
<p><b><u>Suggested Activity:</u></b></p> <p><b>Resources Link:</b>  <a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-1-follow-the-french-teacher/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-1-follow-the-french-teacher/</a></p> <p>Recap and Recall – recap introducing yourself with your name and age. Recap vocab first as a class and model to the children by asking a few of them their names and ages, then ask children to move around the room asking as many people as they can in 2 minutes.</p> <p>Introduce new phoneme 'ez' using video (RWI style).</p> <p>Watch the video in the attention grabber section and discuss the similarities and differences between French and English schools based on what they have seen.</p> <p>Introduce the imperative vocabulary using the symbols and words on the board. Ask children to repeat. If time, play one of the pointing games in the main event section.</p>	<p><b><u>Suggested Activity:</u></b></p> <p><b>Resources Link:</b>  <a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-1-follow-the-french-teacher/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-1-follow-the-french-teacher/</a></p> <p>Start by recapping the sound 'ez' and the imperative vocabulary – could be done through a pointing game. Then play What's missing (main event section).</p> <p>Written activity – match the words to the correct symbols in their books.</p> <p>Wrapping up – Simon says (Jacques a dit).</p>	<p><b><u>Suggested Activity:</u></b></p> <p><b>Resources Link:</b>  <a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-2-pencils-and-things-in-the-french-classroom-2/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-2-pencils-and-things-in-the-french-classroom-2/</a></p> <p>Start by introducing our new sound for this week – 'ai/ei/è' (RWI style).</p> <p>Introduce the masculine words for this week using the phrase 'j'ai un/une ...'. Highlight the use of 'un' and tell the children these are masculine verbs. Then introduce the feminine words and highlight the use of 'une' and how these are feminine verbs.</p> <p>Spend time testing the children on whether the words are masculine or feminine and practising the vocabulary allowed. Use actual equipment in the classroom to make the knowledge stick.</p>

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### MFL – Year 3 – In a French Classroom – Classroom Objects

**LESSON 4**

**LESSON 5**

**LESSON 6**

<p><b>LEARNING INTENTION:</b> To know that all nouns in French are masculine and use le/un or feminine and use la/une.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand that every French noun is either masculine or feminine.</li> </ul> <p><b>Aims:</b> To name school bag objects. To recognise whether a noun is masculine or feminine. To compose a sentence to tell someone about an item from my pencil case.</p>	<p><b>LEARNING INTENTION:</b> To know that 'j'ai' means I have.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Experimenting with simple writing, copying with accuracy.</li> </ul> <p><b>Aims:</b> To plan a short presentation in French, using an example. To include previously learnt vocabulary. To speak clearly and confidently when delivering my presentation.</p>	<p><b>LEARNING INTENTION:</b> To know that 'j'ai' means I have.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Experimenting with simple writing, copying with accuracy.</li> </ul> <p><b>Aims:</b> To plan a short presentation in French, using an example. To include previously learnt vocabulary. To speak clearly and confidently when delivering my presentation.</p>
<p><b>Key Vocabulary:</b> un crayon – a pencil un stylo violet – a purple pen un cahier – an exercise book une règle – a ruler une gomme – a rubber une trousse – a pencil case</p>	<p><b>Key Vocabulary:</b> J'ai – I have Je n'ai pas – I don't have Tu as ...? – Do you have...? Et – and Mais – but</p>	<p><b>Key Vocabulary:</b></p>
<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>The imperative tense is used to give instructions.</li> <li>French nouns are masculine or feminine.</li> <li>Masculine nouns have le or un before them.</li> <li>Feminine nouns have la or une before them.</li> </ul>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>The imperative tense is used to give instructions.</li> <li>French nouns are masculine or feminine.</li> <li>Masculine nouns have le or un before them.</li> <li>Feminine nouns have la or une before them.</li> </ul>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>The imperative tense is used to give instructions.</li> <li>French nouns are masculine or feminine.</li> <li>Masculine nouns have le or un before them.</li> <li>Feminine nouns have la or une before them.</li> </ul>
<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>French nouns are either masculine or feminine.</li> <li>Masculine nouns have le (the) or un (a) before them.</li> <li>Feminine nouns have la (the) or une (a) before them.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Un and une <u>both</u> mean a <b>and</b> an. The only difference is whether the noun is masculine or feminine – this is a common misconception for children to make.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>J'ai means I have.</li> <li>Je n'ai pas means I don't have.</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></li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li></li> </ul>

- For your slides, to add the accent to the e in règle, hold alt and press 0232 on the number pad. è should appear when you let go.

### **Suggested Activity:**

#### **Resources Link:**

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-2-pencils-and-things-in-the-french-classroom-2/>

Recap sound 'ei/ai' and vocabulary from last time.

Main event – Practice the dans mon sac song.  
Complete feely bag activity in table groups/pairs.  
Complete school bag race if time.  
Practice gender sorting using the flashcards.

Written activity ideas – vocab embedding - write the words into gap next to pictures, match the word and picture.

Gender embedding – give the nouns with pictures and ask children to write the correct le/la in the gap and identify whether masc/fem. Could start by giving them some of the le/la and just asking to identify masc/fem and then take away le/la for them to fill in.

### **Suggested Activity:**

#### **Resources Link:**

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-5-in-my-french-bag/>

Introduce final 2 sounds – 'o' and 'u'.

Give children 'dans mon sac' word mat. Recap familiar vocabulary and introduce 'j'ai' and 'je n'ai pas'. Use the slides to introduce this and practice with the children.

Explain that everyone will be doing a verbal presentation next week in groups of 3 called 'Dans mon sac' – in my bag. They will work together to plan and deliver the presentation. Set out the guidelines for them...

- All pupils must speak in French.
- Each presentation should mention at least 3 things inside the bag – one per pupil – can be more.
- Each group should try to include one thing they don't have.
- Each group should try to give more information using colour or size adjectives.

Remind them that they can introduce themselves, they can use imperative verbs, they can question their peers and make it more of an interview style if they want to – try to give examples of sentences and maybe a written model or sentence stems? Also emphasise and celebrate that they have already learnt all of the vocabulary they need to do all of these things.

### **Suggested Activity:**

#### **Resources Link:**

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-5-in-my-french-bag/>

Recap the presentation and quickly remind them what to include. Give them another 5-10 minutes to finish preparing.

Use the rest of the lesson for children to present to the class. Record on an iPad discreetly so that we have evidence of their spoken progress.

	Give the children time to prepare their presentations now – allow them to write their plan in their book and they can use this when they present.	
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