

Curriculum Coherence – Year Three MFL



Autumn	Saying their name and age Names of colours in French Say the numbers 1 – 10 in and out of sequence
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VALUES: co-operation, respect, tolerance.

Prior Learning/Starting Points: Children are confident with using j'ai. Some pupils will know and use 'je n'ai pas de...' Children have learnt the names of animals in Term 2.

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>For pupils to learn the names of different colours.</p> <p>For pupils to be able to count up to 10 and then increase to 20.</p>	<p>ACTIVITIES</p> <p>Colour cards</p> <p>Talking about favourite colours</p> <p>Sorting into primary and secondary/ dull and bright colours</p> <p>Throwing a beanbag around the room and chn talk about their favourite colour/ colour of hair and eyes.</p> <p>Number cards</p> <p>Incorporating into Maths: adding and taking away in French</p> <p>Ordering items while counting</p> <p>Bingo</p> <p>Creating problems for a partner to solve in French in Maths.</p> <p>Even and odd numbers in French</p> <p>2Simple interactive activities.</p>	<p>OUTCOMES</p> <p>To be able to respond to questions posed in French about the topic we are studying.</p> <p>To understand what is being asked of them.</p> <p>To know the colours and number 1-10 in French and then increase to 20</p> <p>PUPILS: I can...</p> <ul style="list-style-type: none"> • Understand a few familiar spoken words and phrases. • Understand a range of familiar spoken phrases. • Say/repeat a few words and short simple phrases. • Answer simple questions and give basic information.
<p>VOCABULARY</p> <p>Names of numbers 1 -20 in French.</p> <p>Colours: Black, blue, green, red, orange, yellow, pink, purple, brown, grey.</p> <p>AMBITIOUS VOCABULARY</p> <p>Extending to counting beyond 20.</p> <p>Putting key vocabulary into sentences to express opinions, e.g, favourite colour.</p>	<p>READING OPPORTUNITIES</p> <div style="text-align: center;"> </div>	<p>NC OBJECTIVES LKS2</p> <ul style="list-style-type: none"> • Understand and respond to spoken and written language from a variety of authentic sources. • 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>UKS2</p> <ul style="list-style-type: none"> • Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. <p>Discover and develop an appreciation of a range of writing in the language studied.</p>

<p>SKILLS</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>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>Describe people, places, things and actions orally</p>	<p>CHALLENGE:</p> <p>To be able to count to 40 (links to days in a month)</p> <p>SUPPORT:</p> <p>To use flash cards as prompts.</p> <p>Active learning opportunities, e.g. coloured spots to move to.</p> <p>Pupils to count on fingers for numbers.</p>	<p>LINKS TO PREVIOUS LEARNING:</p> <p>Using the expression 'I have' (J'ai) - Pupils learnt their age using J'ai.</p> <p>LINKS TO LATER LEARNING:</p> <p>Children will be able to talk about colours they like and dislike and why.</p> <p>Children will know the numbers 1-10 in French in and out of sequence. They will be able to answer simple questions in French relating to number.</p> <p>PREPARATION FOR ADULTHOOD</p> <p>Future career - opportunities to work abroad.</p> <p>Travel on holiday and communicate with others.</p> <p>Develop a life skill.</p>
	<p>ASSESSMENT OPPORTUNITIES (AFL):</p> <p>Can children say the numbers up to 10/20/30/40?</p> <p>Can children talk about their pets using colour adjectives?</p>	<p>KEY QUESTIONS</p> <p>(Key questions are based on visual clues and prompts)</p> <p>What pets do you have and can you describe them?</p> <p>How many pets do you have?</p>

LINKS TO CURRICULUM AREAS

Geography - Locational Knowledge – Counties/Cities/Countries – similarities and differences between the 2 countries.

Music – songs in French: what is similar about them/ what is different?

PE – adding actions to our songs to help memorise key vocabulary.

Art – primary and secondary colours

Maths – number work, simple number sentence work.

History – thinking about the history of France and what is similar and different to ours?

SMSC LINKS

Social - French supports social development by encouraging a collaborative approach to learning. Children regularly converse in the target language.

Moral - French supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures.

Spiritual - French supports spiritual development by exploring new language and vocabulary. Children are encouraged to express themselves in the target language.

Cultural - French supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world.