

# Curriculum Coherence – Year Three MFL



Summer	Names of animals in French Names of body parts in French To recap on basic classroom instructions in French
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**VALUES:** co-operation, respect, tolerance.

**Prior Learning/Starting Points:** Children have been introduced to the classroom instructions in Term 1. Children know how to say j'ai which mean 'I have'.

INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b> For pupils to learn the names of animals in French and talk about their pets.</p> <p>For pupils to name the body parts and identify masculine, singular and plural.</p> <p>Pupils to know what basic classroom instructions are, e.g. Listen and repeat, put your hand up, all the boys/girls turn, go and choose a boy/girl.</p>	<p><b>ACTIVITIES</b> Animal bingo 2Simple interactive activities Animal cards snap in pairs Call and response Talking about our favourite animals Body chart with labels Songs about the body – on the server 2Simple interactive activities Body part cards to help learn the names Heads, shoulders, knees and toes song PE work – eg in gym can we point our <b>toes</b> (reiterating the learning in the classroom in another setting) Chn work in pairs and call and respond Incorporating these into everyday routines Songs about tidying up 2Simple interactive activities Call and response Simon says.</p>	<p><b>OUTCOMES</b> To be able to respond to questions posed in French about the topic we are studying. To understand what is being asked of them. To know the names of body parts, animals and basic classroom instructions.</p> <p><b>PUPILS: I can...</b></p> <ul style="list-style-type: none"> <li>Understand a few familiar spoken words and phrases.</li> <li>Understand a range of familiar spoken phrases.</li> <li>Say/repeat a few words and short simple phrases.</li> <li>Answer simple questions and give basic information.</li> </ul>
<p><b>VOCABULARY</b> Names of body parts, animals and basic classroom instructions</p> <p><b>Body Parts:</b> Stomach, Arm, Back, Nose, Foot, Knee Mouth, head, leg, ankle, hand, shoulder. Ears, teeth, eyes, hair.</p> <p><b>Animals:</b> Dog, cat, horse, rabbit, mouse, fish, bear, crocodile, lion, tiger, flamingo, hamster, monkey.</p> <p><b>Basic classroom instructions:</b> Listen and repeat, put your hand up, all the boys/girls turn, go and choose a boy/girl.</p> <p><b>AMBITIOUS VOCABULARY</b> Putting key vocabulary into sentences to express opinions, e.g. favourite animals.</p> <p>Being able to say what is wrong, e.g. I have a headache - "J'ai mal a la tete"</p> <p>Talking about animals and what colour they are.</p>	<p><b>READING OPPORTUNITIES</b> Head, Shoulders, knees and toes Song.</p> <p style="text-align: center;">Tête, épaules, genoux, pieds Genoux, pieds Tête, épaules, genoux, pieds, Genoux, pieds Les yeux, l'oreille, la bouche et le nez Tête, épaules, genoux, pieds Genoux, pieds</p>	<p><b>NC OBJECTIVES LKS2</b></p> <ul style="list-style-type: none"> <li>Understand and respond to spoken and written language from a variety of authentic sources.</li> <li>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.</li> </ul> <p><b>UKS2</b></p> <ul style="list-style-type: none"> <li>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</li> <li>Discover and develop an appreciation of a range of writing in the language studied.</li> </ul>

<p><b>SKILLS</b></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><b>CHALLENGE:</b></p> <p>To be able to talk about illnesses, e.g. I have a toothache; I have a sore back.</p> <p><b>SUPPORT:</b></p> <p>To use games and flashcards. Teacher to say the phrase/name of the body part and child to point.</p> <p>Pupils to support each other through games.</p>	<p><b>LINKS TO PREVIOUS LEARNING:</b></p> <p>Pupils learnt colours in Autumn 1. They have learnt the names of body parts in English during Science.</p> <p><b>LINKS TO LATER LEARNING:</b></p> <p>Children will be able to talk about animals they like/dislike and why, what colour animals are, where they live etc...</p> <p>Children will talk about body parts – be able to locate them when responding to the French as well as know the French word for them when asked in English.</p> <p>Children can respond to basic classroom instructions e.g – sit down, fold your arms...</p> <p><b>PREPARATION FOR ADULTHOOD</b></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><b>ASSESSMENT OPPORTUNITIES (AfL):</b></p> <p>Can the children ask and answer questions about themselves?</p> <p>Can the children translate what another child has said?</p> <p>Can the children help each other to say/recall a key word or phrase?</p> <p>Can children identify masculine/feminine body parts?</p>	<p><b>KEY QUESTIONS</b></p> <p>(Key questions are based on visual clues and prompts)</p> <p>Do you have a pet?</p> <p>Can you say what colour your pet is? E.g. un chat noir.</p> <p>What is hurting, e.g. body part? J'ai mal a la tete.</p>

**LINKS TO CURRICULUM AREAS**

Geography - Locational Knowledge – Counties/Cities/Countries – similarities and differences between the animals found in both countries.

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

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

Science – food chains

Forest school – locating animals/ creatures.

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.