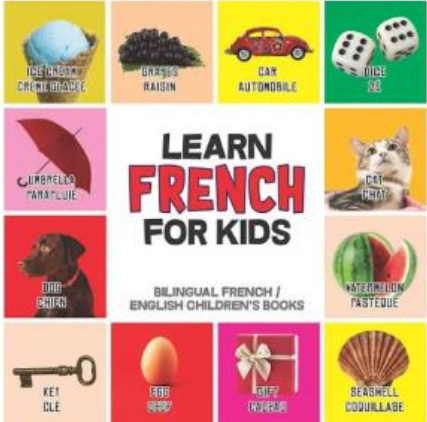


# Curriculum Coherence – Year Three MFL



Spring	Names of animals in French Names of body parts in French Classroom instructions in French	
<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- How do I pronounce the key sounds in French?</li> <li>- Which words are feminine and which are masculine?</li> <li>- How do I pronounce the vowels in French?</li> </ul>	<p><b>ACTIVITIES</b></p> <p>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></p> <p>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 will know</b></p> <p>Which nouns are masculine and which are feminine. Basic French phrases regarding body parts, animals and basic classroom instructions</p>
<p><b>VOCABULARY</b></p> <p>Names of body parts, animals and basic classroom instructions</p>	<p><b>READING OPPORTUNITIES</b></p>	
<p><b>SKILLS</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally</p>	 <p><b>NEXT STEPS IN 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 eg – sit down, fold your arms...</p>	
<p><b>LINKS</b></p> <p>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?</p>		