



Primary Languages Curriculum

Year 3

Progression through the National Curriculum in Primary Languages

Key stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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
- read carefully and 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
- 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
- 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

Key Stage 2		Year 3 – Autumn 1
I'm Learning French (J'Apprendes Le Francais)	<p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • 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 • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly <p>Cross-Curricular Links: Geography – locating countries and cities on a world map</p>	
Prior Learning		Future Learning
<p>Phonics</p> <ul style="list-style-type: none"> • Ou sound (Greetings and colours – Year 2) • On sound (Greetings and colours – Year 2) • Oi sounds (Greetings and colours – Year 2) <p>Vocabulary Basic greetings – Year 2 Basic colours – Year 2 Numbers 1 to 10 – Year 2</p>		<p>Phonics</p> <ul style="list-style-type: none"> • Ou sound (Animals, instruments, fruits, vegetables – Year 3) • On sound (Animals units, instruments and I can – Year 3) • Oi sounds (Animals, instruments and fruits units – Year 3) <p>Grammar</p> <ul style="list-style-type: none"> • Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English • Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' <p>Vocabulary</p> <ul style="list-style-type: none"> • Basic colours (Clothes – Year 5, Planets – Year 6) • Ask how someone is feeling (Presenting myself and at the tearoom – Year 4) • Numbers (Vegetables – Year 3, At the team room and my family – Year 4, The Date – Year 5)
Three Pillars of language (phonics, grammar, and vocabulary)		
Phonics		
<ul style="list-style-type: none"> • Oi sounds in trois and noir • On sounds marron • Ou sounds in rouge • Silent letters. This s in Paris, appellees, gris and trois • Ellison as seen in comment tu t'appelles 		

Grammar

There is no grammar as this is an introductory unit

Vocabulary

- Language to ask how somebody is feeling and give a reply.
- Ten key colours
- Numbers 1-10.

By the end of this unit pupil will be able to:

- pinpoint France and other French speaking countries on a map of the world.
- ask and answer the question 'How are you?' in French.
- say 'Hello' and 'Goodbye' in French.
- ask and answer the question 'What is your name?' in French.
- count to 10 in French.
- say 10 colours in French.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		Flashback 4: <ol style="list-style-type: none"> 1. Which one of these is the colour red in French? (Bleu, rouge, vert, blanc) 2. Which one of these is the colour white in French? (Bleu, rouge, vert, blanc) 3. Which one of these is the colour green in French? (Bleu, rouge, vert, blanc) 4. Which one of these is the colour blue in French? (Bleu, rouge, vert, 	Flashback 4: <ol style="list-style-type: none"> 1. Which one of these is the colour black in French? (noir/jaune/Rose/Gris) 2. Which one of these is the colour yellow in French? (noir/jaune/rose/gris) 3. Which one of these are the capital city of France? (London, Dublin, Paris, Berlin) 4. Which of these countries officially speak French? 	Flashback 4 <ol style="list-style-type: none"> 1. Which one of these is the colour grey in French? (noir/jaune/marron/gris) 2. Which one of these is the colour brown in French? (noir/jaune/marron /gris) 3. Which of these means 'Monday' in French? (Mardi, Jeudi, Samedi, Lundi) 4. Which one of these means how are you in French? (Salut, Ca-Va, Bonjour, 	Flashback 4: <ol style="list-style-type: none"> 1. Which one of these means goodbye in French? (Salut, Ca-Va, Bonjour, Au-Revoir) 2. Which one of these is 'I am good' in French? (Ca va mal, comme ci comme ca, ca va bien, ca va) 3. Which one of these is 'so so' in French? (Ca va mal, comme ci comme ca, ca va bien, ca va) 4. Which one of these is 'I am not good' in 	End of unit assessment – I'm learning French

		blanc)	(France, Germany, Belgium, Cameron)	Au-Reviour)	French? (Ca va mal, comme ci comme ca, ca va bien, ca va)	
		Flashcard revisit of phonics essential sounds ch, ou, on, oi	Flashcard revisit of phonics essential sounds ch, ou, on, oi	Flashcard revisit of phonics essential sounds ch, ou, on, oi	Flashcard revisit of phonics essential sounds ch, ou, on, oi	Flashcard revisit of phonics essential sounds ch, ou, on, oi
Learning Intention	To know four of the essential sounds and patterns in French.	To know about the country France.	To know how to ask and say how I feel.	To know how to ask and say your name.	To consolidate numbers 1-10 in French.	To consolidate basic colours.
Key Vocabulary	Ch Ou On Oi	Bleu Blanc Rouge Paris France La Tour Eiffel Un croissant Une baguette	Le francais Ca va? Bonjour Salut Ca va bien Ca va mal Comme ci, comme sa	Comment tu t'appelles Je m'appelle Et toi Ca va? Bonjour Salut Ca va bien Ca va mal Comme ci, comme sa	Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix	Un manteau Un tee-shirt Rouge Noir Gris Bleu Blanc Jaune Violet Orange Marron Quelle est ta couleur preferee? C'est...
Possible evidence	Use the 'Phonetics Lesson 1' PowerPoint provided in your resources to explain and teach the first 4 French sounds / phonemes. We will look at the sounds; 'CH' 'OU' 'ON' 'OI' in this first lesson. 45 mins Use the provided desk- based activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!	Speaking and listening: Children correctly pronounce and key facts about France e.g. food, landmarks, flag Writing: Children label cities in France	Speaking and listening: Children to be able to ask somebody how they are and respond appropriately Writing: To write phrases to match with the facial expression Reading: Children have opportunities to read vocabulary linked to facial expressions	Speaking and listening: Children are able to answer their name using Je m'appelle. Writing: Children to write phrases Je m'appelle. Reading: Children have opportunities to read 'my name is' in French	Speaking and listening: Children recall numbers to match to quantities. Writing: Children write the numbers to show the quantity of objects. Reading: Children have opportunities to read the numbers in French	Speaking and listening: Children are able to recall colours from key stage 1. Writing: Children write sentences to show hello, what their name is and what their favorite colour is.

Key Stage 2		Year 3 – Autumn 2
Animals (Les Animaux)	<p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • 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 • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • 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>Cross-Curricular Links: English (grammar) – nouns, articles/determiners, irregular verbs</p>	
Prior Learning		Future Learning
<p>Phonics</p> <ul style="list-style-type: none"> • oi sound, ou sound, on sound – (Year 2 – Colours and Greetings, Year 3 - I am learning French unit) • Silent letters (Year 3 – I am learning French) 		<p>Phonics</p> <ul style="list-style-type: none"> • Ou sound (Year 3 - Instruments, fruits, vegetables) • On sound (Year 3 - Instruments and I can) • Oi sounds (Year 3 - Instruments and fruits units) • Silent letters (Year 3 – Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world) • Nasal sounds (Year 3 – Instruments, I can, Year 5 – Habitats) <p>Vocabulary</p> <ul style="list-style-type: none"> • Basic animal names (Year 5 – Do you have a pet? And habitats) <p>Grammar (Year 4)</p> <ul style="list-style-type: none"> • Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'
Three pillars of language (Phonics, grammar and vocabulary)		
Phonics		
<ul style="list-style-type: none"> • CH sound in cheval • OU sound in souris & mouton • ON sound in cochon & mouton 		

- OI sound in oiseau
- Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/determiners un and une that start with a vowel. Liaison occurs and then normally silent 's' is pronounced almost like a 'z'
- Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.

Grammar

Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.

Vocabulary

- 10 common animals. The animals plus their appropriate indefinite article.
- First person conjugation of the verb être (je suis = I am).

By the end of this unit pupil will be able to:

- Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.
- Understand that there are more determiners/ articles in French than in English.
- Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following in French? <p>Je m'appelle _____. Ça va bien.</p> Listening <ol style="list-style-type: none"> Which one of these colours can you spot the phoneme oi in it? (Violet, rouge, noir, vert) Reading <ol style="list-style-type: none"> Which one of these would 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following in French? Ça va mal. Comme ci, comme ça. Listening <ol style="list-style-type: none"> Which colour can you spot the phoneme on in? (Violet, blanc, marron, rouge) Reading <ol style="list-style-type: none"> Which colour can you spot the phoneme ou in? (Vert, 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following in French? Bonjour/Salut, ça va ? Listening <ol style="list-style-type: none"> Which two of these words has a silent s? (Six, Paris, sept, trois) Reading <ol style="list-style-type: none"> Which phrase would you use to show how the person is feeling? (Ca va 	Flashback 4: <ol style="list-style-type: none"> Can you say to your partner 'hello, how are you?' Listening <ol style="list-style-type: none"> What is this sentence in English? 'Ma couleur préférée c'est le rouge' (my favourite colour is blue, green, red, orange) Reading <ol style="list-style-type: none"> What is this sentence in 	End of unit assessment – Les animaux

		<p>you use to answer the question 'Ca va'? (Ca va mal, comme ci comme ca, ca va bien, salut)</p> <p>Writing</p> <p>4. Write these numbers in French. 5, 3, 1</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>	<p>blanc, marron, rouge)</p> <p>Writing</p> <p>3. Write these numbers in French. 10, 8, 2</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>	<p>mal, comme ci comme ca, ca va bien, ca va)</p> <p>Writing</p> <p>4. Write these numbers in French. 4, 6, 7</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>	<p>English? 'Ma couleur préférée c'est le bleu' (my favourite colour is blue, green, red, orange)</p> <p>Writing</p> <p>4. Write number one to 5 in order.</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>	<p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>
Learning Intention	To revise the four of the essential sounds and patterns in French.	To learn and name animals.	To learn and name animals.	To correctly spell animal names	To know the correct determiner for each animal	To read, write and say the phrase Je suis in a sentence.
Key Vocabulary	Ch Ou On Oi	Les animaux Un lion Un oiseau Un lapin Un cheval Un cochon	Une vache Un canard Un singe Une souris Un mouton	Une vache Un canard Un singe Une souris Un mouton Les animaux Un lion Un oiseau Un lapin Un cheval Un cochon	Un Une Determiner Articles Une vache Un canard Un singe Une souris Un mouton Les animaux Un lion Un oiseau Un lapin Un cheval Un cochon	Je suis Une vache Un canard Un singe Une souris Un mouton Les animaux Un lion Un oiseau Un lapin Un cheval Un cochon
Possible evidence	Use the 'Phonetics Lesson 1' PowerPoint provided in your resources to explain and teach the first 4 French sounds / phonemes. We will look at the sounds;	<p>Speaking and listening: Children to correctly pronounce animals applying phonics</p> <p>Writing: Children write labels for animals</p>	<p>Speaking and listening: Children to correctly pronounce animals applying phonics</p> <p>Writing: Children write labels for animals</p> <p>Reading: Children read</p>	<p>Speaking and listening: Children to correctly pronounce animals applying phonics</p> <p>Writing: Children write labels for animals</p> <p>Reading: Children read</p>	<p>Speaking and listening: Children to correctly pronounce animals with correct determiner</p> <p>Writing: Children sort animals into un and une and correctly spell</p>	<p>Speaking and listening: Children work in pairs to act out the animals and say the sentence 'I am/Je suis...'</p> <p>Writing: Children write what the animal is using</p>

	'CH' 'OU' 'ON' 'OI' in this first lesson. 45 mins Use the provided desk-based activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!		animals and match to picture	animals and match to picture	animals. Reading: Children separate out words to pronounce animal with correct determiner.	Je suis.
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Key Stage 2		Year 3 – Spring 1
Music (Les Instruments)	<p>National Curriculum objectives:</p> <ul style="list-style-type: none">• 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• read carefully and 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• write phrases from memory, and adapt these to create new sentences, to express ideas clearly• 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>Cross-Curricular Links: English (grammar) – nouns, articles/determiners, irregular verbs, partitive article</p>	
Prior Learning		Future Learning
<p>Phonics</p> <ul style="list-style-type: none">• Ou and On sounds (Year 2 – Colours and Greetings, I am learning French and animals units – Year 3)• Silent letters (I am learning French unit - Year 3)• Contractions (I am learning French unit – Year 3)• Nasal sounds (Animals – Year 3)		<p>Phonics</p> <ul style="list-style-type: none">• Ou sound (Year 3 – Fruits, vegetables)• On sound (Year 3 - I can)• Nasal sounds (Year 3 –I can, Year 5 – Habitats)• Guttural R (Year 3 – Fruits, year 5 – The Date, Year 6 – Planets) <p>Grammar (Year 4)</p> <ul style="list-style-type: none">• Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have... <p>Vocabulary</p>

- First person conjugation of the verb jouer (Year 6 – The weekend)

Three pillars of language (Phonics, grammar and vocabulary)

Phonics

- Ou and On sounds
- Contractions & silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent.
- Nasal sounds. Starting to explore the four French nasal sounds.
- Guttural R – The R sound in French is made from a guttural sound.

Grammar

- Nouns, definite articles/determiners and high frequency
- verb 'jouer' in first person singular only. Using a noun (instrument) with the correct definite article and 1st person singular of verb to play (jouer) je joue. Learning that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles le, la and les ('I' is not seen in this unit). Learning how to categorise nouns in French by their determiner, gender and plurality.

Vocabulary

- 10 common instruments with their appropriate definite article first and then in a short phrase using the partitive article.
- First person conjugation of the verb jouer (je joue)

By the end of this unit pupil will be able to:

- Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner.
- Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.
- Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following in French? un lion, une souris Listening <ol style="list-style-type: none"> Which one of these would you use to answer the question 'Ca va'? (Ca va 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say these animals in French? Un oiseau, une souris, un lapin, une vache Listening <ol style="list-style-type: none"> Which of these means Wednesday in French? (Dimanche, Vendredi, Mercrredi, 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following in French? Je m'appelle _____. Ça va bien. Listening <ol style="list-style-type: none"> Listening to the sentence. How many pigs are there? Reading <ol style="list-style-type: none"> What colour is the un 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following in French? Bonjour/Salut, ça va ? Listening <ol style="list-style-type: none"> Which of these animals starts with the determiner une? (singe, vache, lion, cochon) 	End of unit assessment – musical instruments

		<p>mal, comme ci comme ça, ça va bien, salut)</p> <p>Reading 3. Match the animal to the picture (Un canard, un singe, un lion, un cochon)</p> <p>Writing 4. Can you write I am a sheep.</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>	<p>Lundi)</p> <p>Reading 3. Match the animal to the picture. (Un oiseau, une souris, un lapin, une vache)</p> <p>Writing 4. Can you write the following numbers?. 1, 4, 6</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>	<p>mounton? (Rouge, violet, Gris, Blanc)</p> <p>Writing 4. Write the name of an animal that has the grapheme ch?</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>	<p>Reading 3. How many animals are in the picture? (Deux, sept, dix, un)</p> <p>Writing 4. Write the name of a colour and animal that has the grapheme on.</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>	<p>Flashcard revisit of phonics essential sounds ch, ou, on, oi</p>
Learning Intention	To revise the four of the essential sounds and patterns in French.	To learn and name animals.	To learn and name animals.	To correctly spell animal names	To know the correct determiner for each animal	To read, write and say the phrase Je suis in a sentence.
Key Vocabulary	Ch Ou On Oi	Les animaux Un lion Un oiseau Un lapin Un cheval Un cochon	Une vache Un canard Un singe Une souris Un mouton	Une vache Un canard Un singe Une souris Un mouton Les animaux Un lion Un oiseau Un lapin Un cheval Un cochon	Un Une Determiner Articles Une vache Un canard Un singe Une souris Un mouton Les animaux Un lion Un oiseau Un lapin Un cheval Un cochon	Je suis Une vache Un canard Un singe Une souris Un mouton Les animaux Un lion Un oiseau Un lapin Un cheval Un cochon
Possible evidence	Use the 'Phonetics Lesson 1' PowerPoint provided in your resources to explain and teach the first 4 French sounds / phonemes. We will look at the sounds;	<p>Speaking and listening: Children to correctly pronounce animals applying phonics</p> <p>Writing: Children write labels for animals</p>	<p>Speaking and listening: Children to correctly pronounce animals applying phonics</p> <p>Writing: Children write labels for animals</p> <p>Reading: Children read</p>	<p>Speaking and listening: Children to correctly pronounce animals applying phonics</p> <p>Writing: Children write labels for animals</p> <p>Reading: Children read</p>	<p>Speaking and listening: Children to correctly pronounce animals with correct determiner</p> <p>Writing: Children sort animals into un and une and correctly spell</p>	<p>Speaking and listening: Children work in pairs to act out the animals and say the sentence 'I am/Je suis...'</p> <p>Writing: Children write what the animal is using</p>

	'CH' 'OU' 'ON' 'OI' in this first lesson. 45 mins Use the provided desk-based activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!		animals and match to picture	animals and match to picture	animals. Reading: Children separate out words to pronounce animal with correct determiner.	Je suis.
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Key Stage 2		Year 3 – Spring 2
Fruits (Les Fruits)	<p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none">• listen attentively to spoken language and show understanding by joining in and responding• 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• read carefully and show understanding of words, phrases and simple writing• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• write phrases from memory, and adapt these to create new sentences, to express ideas clearly• 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><u>Cross-Curricular Links:</u></p> <p>English (grammar) – nouns, articles/determiners, irregular verbs</p>	
Prior Learning		Future Learning
<p>French</p> <ul style="list-style-type: none">• Oi sounds (Year 2 – colours and greetings, I am learning French, animals and instruments units – Year 3)• Guttural R (Instruments – Year 3)• Silent letters (I am learning French unit, animals and instruments - Year 3)		<p>Phonics</p> <ul style="list-style-type: none">• Ou sound (Year 3 - Vegetables)• Guttural R (year 5 – The Date, Year 6 – Planets)• Silent letters (Year 3 –Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world)• Liaison (Year 3 – Vegetables, Year 4 – I am presenting, Year 5 – Goldilocks and the Three Bears) <p>Grammar (Year 4)</p> <ul style="list-style-type: none">• Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive

	adjectives. <u>E</u> G: 'In my pencil case I have...' or 'In my pencil case I do not have...' Vocabulary <ul style="list-style-type: none"> Name of fruits (Year 6 – Healthy lifestyle)
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Three pillars of language (Phonics, grammar and vocabulary)

Phonics

- OI sound in poire
- Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French
- Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front.

Grammar

- Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French.

Vocabulary

- The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form).

By the end of this unit pupil will be able to:

- Name and recognise up to 10 fruits in French.
- Attempt to spell some of these nouns.
- Ask somebody in French if they like a particular fruit.
- Say what fruits they like and dislike.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		Flashback 4: Speaking <ol style="list-style-type: none"> Can you say the following in French? Je suis une souris, Je suis un singe Listening <ol style="list-style-type: none"> How many instruments can you hear? 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following in French? le piano, la flute à bec. Listening <ol style="list-style-type: none"> How many animals can 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following in French? Bonjour/Salut, ça va ? Listening <ol style="list-style-type: none"> Which one of these phrases 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say these animals in French? Un oiseau, une souris, un lapin, une vache Listening <ol style="list-style-type: none"> Which one of these are the 	End of unit assessment – the fruits Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille

		<p>(4, 8, 3, 1)</p> <p>Reading</p> <p>3. What is this a picture of? (La trompette, la harpe, la guitare, le triangle)</p> <p>Writing</p> <p>4. Can you write this phrase in French? I play the piano.</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille</p>	<p>you hear? (4, 8, 3, 1)</p> <p>Reading</p> <p>3. What is this a picture of? (les cymbales, le violin, la batterie, la clarinette)</p> <p>Writing</p> <p>4. Can you write this phrase in French? I am a duck.</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille</p>	<p>means 'I am playing'? (Je m'appelle, ca va, Je suis, Je joue)</p> <p>Reading</p> <p>3. Which one of these phrases means 'I am'? (Je m'appelle, ca va, Je suis, Je joue)</p> <p>Writing</p> <p>4. Can you write this phrase in French? I am playing the harp.</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille</p>	<p>odd one out? (La trompette, La guitare, un cheval, le piano)</p> <p>Reading</p> <p>3. Which one of these are the odd one out? (Rouge, vert, un lapin, noir)</p> <p>Writing</p> <p>4. Can you write these numbers in French? 7, 3, 4</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille</p>	
Learning Intention	To know four of the essential sounds and patterns in French.	To accurately pronounce and write some fruits.	To accurately pronounce and read some fruits.	To know the difference between singular and plural nouns.	To express your opinion about fruits you like.	To express your opinion about fruits you dislike.
Key Vocabulary	I, In, Ique, Ille	Une fraise Une pomme Une banana Une cerise Une peche	Une orange Une prune Une poire Un kiwi Un abricot	Un Une Une orange Une prune Une poire Un kiwi Un abricot Une fraise Une pomme Une banana Une cerise Une peche	J'aime Les Une orange Une prune Une poire Un kiwi Un abricot Une fraise Une pomme Une banana Une cerise Une peche	J'aime Je n'aime pas Les Une orange Une prune Une poire Un kiwi Un abricot Une fraise Une pomme Une banana Une cerise Une peche
Possible evidence	Use the 'Phonetics Lesson 2' PowerPoint	Speaking and listening: Children to correctly	Speaking and listening: Children to correctly	Speaking, listening and reading: Children play	Speaking and listening: Children articulate	Speaking and listening: Childrne to survey peers

	provided in your resources to explain and teach the next 4 French sounds / phonemes. We will look at the sounds; 'I' 'IN' 'IQUE' 'ILLE' in this first lesson. 45 mins Use the provided desk-based activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!	pronounce fruits and match to pictures Writing: Children write labels of fruits according to the pictures.	pronounce fruits and match to pictures Reading: Children read the fruits and sort them into un or une articles	dans le sac il y a Writing: Children draw their own fruit bowl and fruit and write the phrase dans le sac il y a	which fruits they like/dislike	about fruits and ask the question Est-ce que tu aimes? Writing: Children draw fruits they like/dislike and scribe using a speech bubble.
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Key Stage 2		Year 3 – Summer 1
Vegetables (Les Legumes)	<p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • 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 • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • 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>Cross-Curricular Links: English (grammar) – nouns, articles/determiners, irregular verbs</p>	
Prior Learning		Future Learning
<p>Phonics</p> <ul style="list-style-type: none"> • On and Ch sounds (Colours and greetings – Year 2, I am learning French, animals units and instruments – Year 3) • Silent letters (I am learning French unit, animals, instruments and fruits - Year 3) • Liaison (Year 3 – Fruits) <p>Grammar</p> <ul style="list-style-type: none"> • Contractions (I am learning French unit – Year 3) 		<p>Phonics</p> <ul style="list-style-type: none"> • On and Ch sounds – (Year 3 – I can) • Silent letters (Year 3 - I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world) • H Aspire (Year 5 – Do you have a pet?)

<ul style="list-style-type: none"> Nouns in gender (un and une) (Animals – Year 3) Article/determiner (Un for masculine nouns and Une for feminine nouns) (Animals – Year 3) Article/determine (le, les, la) – (Instruments and fruit unit – Year 3) 	<ul style="list-style-type: none"> Liaison (Year 4 – I am presenting, Year 5 – Goldilocks and the Three Bears) <p>Grammar (Year 4)</p> <ul style="list-style-type: none"> Better understand the concept of gender and which articles to use for meaning (<u>EG</u>: 'the', 'a' or 'some'). Introduce simple adjectival agreement (<u>EG</u>: adjectival agreement when describing nationality), the negative form and possessive adjectives. <u>EG</u>: 'In my pencil case I have...' or 'In my pencil case I do not have...' <p>Vocabulary</p> <ul style="list-style-type: none"> Name of vegetables (Year 6 – Healthy lifestyle)
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Three pillars of language (Phonics, grammar and vocabulary)

Phonics

- CH sound in champignon
- ON sound in oignon
- Liaison. The reason why the final letter 's' in les is sometimes pronounced and sometimes left silent in the unit is due to liaison in French. If the article/determiner is followed by a noun that starts with a vowel – a normally silent 's' is pronounced by as a 'z' sound. As with les oignons, les épinards and les aubergines
- H Aspiré. The letter 'h' in haricots is called a h aspiré. It is still a silent 'h' but there is no liaison. The final 's' in les remains SILENT when used with haricots verts.

Grammar

- Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is les in French and does not change. Both the noun and definite article/determiner in French change in plural form. This does not happen in English.

Vocabulary

- 10 common vegetables and their plural definite article/determiner. Simple
- vocabulary including a kilo, a half kilo, please and thank you, hello and can I have.

By the end of this unit pupil will be able to:

- Name and recognise up to 10 vegetables in French.
- Attempt to spell some of these nouns (including the correct determiner/article)
- Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.
- Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following phrases in French? J'aime... J'aime les 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following in French? Je joue du piano. Je joue de la flûte 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say these phrases in French? (Mardi, Jeudi, Samedi, Dimanche) 	Flashback 4: Speaking <ol style="list-style-type: none"> Can you say any of the following phrases in French? Je n'aime pas... 	End of term assessment unit – vegetables .

		<p>pommes.</p> <p>Listening</p> <p>2. Which one of these is the odd one out? (Une pomme, Une poire, une prune , Un oiseau)</p> <p>Reading</p> <p>3. What is this a picture of? (Une orange, une fraise, un kiwi, un abricot)</p> <p>Writing</p> <p>4. Can you write this phrase in French? I am playing the recorder:)</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille</p>	<p>à bec.</p> <p>Listening</p> <p>2. What is these words doesn't need a guttural R when pronouncing them? (Une orange, une fraise, un kiwi, un abricot)</p> <p>Reading</p> <p>3. What is this picture of? (Un cheval, un lapin, un mouton, un singe)</p> <p>Writing</p> <p>4. Can you write this phrase in French? I like kiwis.</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille</p>	<p>Listening</p> <p>2. Which one of these sentences means 'I play the triangle'? (Je suis du triangle, J'aime du triangle, Je joue du triangle, Je n'aime pas du triangle)</p> <p>Reading</p> <p>3. What number comes after six? (sept, huit, neuf, dix)</p> <p>Writing</p> <p>4. Can you write these colours in French? Red, green, blank</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille</p>	<p>Une banane.</p> <p>Listening</p> <p>2. Which of these sentences means 'I am a duck? (J'aime un canard, Je suis un canard, Je joue un canard, Je n'aime pas un canard)</p> <p>Reading</p> <p>3. Which one of these sentences means 'I play the clarinet? (Je suis de la clarinette, J'aime de la clarinette, Je joue de la clarinette, Je n'aime pas pas du de la clarinette)</p> <p>Writing</p> <p>4. Can you write this phrase in French? I don't like bananas.</p> <p>Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille</p>	<p>Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille</p>
Learning Intention	To revise the four of the essential sounds and patterns in French.	To accurately pronounce and write some vegetables	To accurately pronounce and read some vegetables.	To learn how to say a kilo of a certain vegetable.	To say and write which vegetables I would like.	To use the conjunction et in sentences.
Key Vocabulary	l, In, lque, Ille	Les aubergines Les epinards	Les aubergines Les epinards	Une kilo de .../d Les tomates	Je voudrais Un kilo de .. / d ...	J'aime Je n'aime pas

		Les oignons Les courgettes	Les oignons Les courgettes Les tomates Les petits pois Les haricots verts Les pommes de terre Les champignons	Les petits pois Les haricots verts Les pommes de terre Les champignons Les aubergines Les epinards Les oignons Les courgettes	Un demi kilo de ... / d... S'il vous plait Les tomates Les petits pois Les haricots verts Les pommes de terre Les champignons Les aubergines Les epinards Les oignons Les courgettes	Les et Une orange Une prune Une poire Un kiwi Un abricot Une fraise Une pomme Une banana Une cerise Une peche
Possible evidence	Use the 'Phonetics Lesson 2' PowerPoint provided in your resources to explain and teach the next 4 French sounds / phonemes. We will look at the sounds; 'I' 'IN' 'IQUE' 'ILLE' in this first lesson. 45 mins Use the provided desk-based activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!	Speaking and listening: Children to correctly pronounce vegetables and match to pictures Writing: Children write labels of vegetables according to the pictures.	Speaking and listening: Children to correctly pronounce vegetables and match to pictures Writing: Children write labels of vegetables according to the pictures.	Speaking, listening and reading: Children use shopping lists to accurately pronounce how much vegetable is displayed. Writing: Children write their own shopping lists using pictures for support.	Speaking and listening: Children use picture prompts to create sentences e.g. I would like half a kilo of	Speaking and listening: Childrne to use picture prompts to form sentences using the conjunction et. Reading: Children to read the paragraph and sort the vegetables into the basket.

Key Stage 2		Year 3 – Summer 2
I can (Je peux)	National Curriculum objectives: <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding 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 read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including 	

	<p>through using a dictionary</p> <ul style="list-style-type: none"> • 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 • 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><u>Cross-Curricular Links:</u> English (grammar) – verbs, modal verb plus infinitive</p>
Prior Learning	Future Learning
<p>Phonics</p> <ul style="list-style-type: none"> • Ou, Ch sounds (Year 2 – Colours and Greetings, I am learning French, animals, instruments, fruits, vegetables – Year 3) • Silent letters (I am learning French, animals, instruments, fruits, vegetables – Year 3) • Nasal sounds (Animals and instruments – Year 3) <p>Grammar</p> <ul style="list-style-type: none"> • Je plus conjugated verb (Animals, fruits, instruments, vegetables – Year 3) 	<p>Phonics</p> <ul style="list-style-type: none"> • Silent letters (Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world) • Nasal sounds (Year 5 – Habitats) <p>Grammar (Year 4)</p> <ul style="list-style-type: none"> • Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' <p>Vocabulary</p> <ul style="list-style-type: none"> • High frequency action verbs (Year 6 – The Weekend) • First person singular high frequency verbs (Year 6 – The Weekend)
Three pillars of language (Phonics, grammar and vocabulary)	
Phonics	
<ul style="list-style-type: none"> • CH sound in chanter. • OU sound in jouer d'un instrument. • Silent letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, andan). This sound does not exist in English and is made through the nose not themouth! Words like <i>danser</i> and <i>chanter</i>. 	
Grammar	
<ul style="list-style-type: none"> • Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French. • The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb. 	
Vocabulary	
<ul style="list-style-type: none"> • Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb pouvoir (to be able), in the positive and negative plus ten common infinitive verbs. 	
By the end of this unit pupil will be able to:	
<ul style="list-style-type: none"> • Recognise, recall and spell 10 action verbs in French. 	

- Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).
- Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		<p>Flashback 4: Speaking</p> <ol style="list-style-type: none"> Can you say any of the following phrases in French? Les aubergines, Les tomates. <p>Speaking</p> <ol style="list-style-type: none"> Which one of these instruments starts with the determiner le? (Batterie, clarinette, cymbales, violin) <p>Listening</p> <ol style="list-style-type: none"> Which of these words is the correct spelling? (un souris, une souri, un souri, une souris) <p>Writing</p> <ol style="list-style-type: none"> Can you write this phrase in French? The carrots, the mushrooms 	<p>Flashback 4: Speaking</p> <ol style="list-style-type: none"> Can you say any of the following in French? les cymbales, Je joue du piano. <p>Speaking</p> <ol style="list-style-type: none"> Which of these instruments starts with the determiner la? (Batterie, clarinette, cymbales, violin) <p>Listening</p> <ol style="list-style-type: none"> Look at the picture – which of these sentences is correct? (J'aime un prune, J'aime une prune, Je n'aime pas un prune, Je n'aime pas une prune) 	<p>Flashback 4: Speaking</p> <ol style="list-style-type: none"> Can you say any of the following phrases in French? Je voudrais..., Je voudrais un kilo de tomates. <p>Listening</p> <ol style="list-style-type: none"> Which grapheme can you spot in 'un oiseau'? (Ch, ou, oi, on) <p>Reading</p> <ol style="list-style-type: none"> Which of these instruments starts with the determiner les? (Batterie, clarinette, cymbales, violin) <p>Writing</p> <ol style="list-style-type: none"> Can you write these colours in French? White, yellow, blue 	<p>Flashback 4: Speaking</p> <ol style="list-style-type: none"> Can you say any of the following phrases in French? Je voudrais un kilo de tomates. ... J'aime les pommes. Je n'aime pas une banane.. <p>Listening</p> <ol style="list-style-type: none"> Which one of these sentences is correct? (Je suis une mouton, Je suis un vache, Je suis une singe, Je suis un cochon) <p>Reading</p> <ol style="list-style-type: none"> Which one of these sentences is incorrect? (Je joue de la clarinette, Je joue du piano, Je joue de la triangle, Je joue des cymbales) 	End of term assessment - I can

			<p>Writing</p> <p>4. Can you write this phrase in French? I do not like cherries. I do like apples.</p> <p>What is this a vegetable? (Les tomates, les haricots verts, les petit pois, les champignons)</p>		<p>Writing</p> <p>4. Can you write this phrase in French? I would like one kilo of tomatoes.</p>	
		Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille	Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille	Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille	Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille	Flashcard revisit of phonics essential sounds ch, ou, on, oi, l, in, ique, ille
Learning Intention	To revise the four of the essential sounds and patterns in French.	To know some verbs in French.	To know some verbs in French.	To say and write a sentence using je peux	To improve listening and reading skills.	To write complex sentences.
Key Vocabulary	I, IN, IQUE ILLE	Verbs Cuisine Manager Regarder Danser Chanter	Verbs Ecouter Sauter Parler Voire Ecrire	Verbs Ecouter Sauter Parler Voire Ecrire Cuisine Manager Regarder Danser Chanter	Verbs Ecouter Sauter Parler Voire Ecrire Cuisine Manager Regarder Danser Chanter	Verbs Ecouter Sauter Parler Voire Ecrire Cuisine Manager Regarder Danser Chanter
Possible evidence	Use the 'Phonetics Lesson 2' PowerPoint provided in your resources to explain and teach the next 4 French sounds / phonemes. We will look at the sounds; 'I' 'IN' 'IQUE' 'ILLE' in	Speaking and listening: Children to correctly pronounce the verbs in French. Children to play Simon Says to recall the verbs.	Speaking and listening: Children to correctly pronounce the verbs in French. Children to play Simon Says to recall the verbs. Reading and Writing: Children read labels	Speaking and listening: Children talk to each other about what activities they do throughout the day. Writing: Children order activities according to their school day.	Speaking and listening: Children read to the phrases to their partner and decide which phrase matches the picture. Reading: Children read the verbs and circle the	Speaking and listening: Children read the sentences and match them up to create complex sentences e.g. I am listening to the radio. Reading: Children write

	<p>this first lesson. 45 mins</p> <p>Use the provided desk-based activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!</p>		<p>and write to match the verb to the picture.</p>		<p>correct one.</p>	<p>their own complex sentences.</p>
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