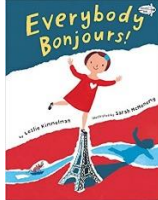


Millbrook Primary School Unit Plan

Year Three (Rouge) : French								
Enquiry Question How can I describe myself and others?								
This unit of work teaches children basic vocabulary to be able to describe themselves and others. This unit also provides basic knowledge of French phonics.								
National Curriculum Objectives	‘Sticky’ Knowledge	‘Big Six’ Vocabulary						
<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. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 	<ol style="list-style-type: none"> 1. I know how to say 'I am'. 2. I know how to say 'I have'. 3. I know that different words have different genders. 4. I know how to use 'a/an' and 'the' correctly. 5. I know that feminine words can have different endings. 	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">etre</td> <td style="padding: 5px;">regarder</td> <td style="padding: 5px;">ecouter</td> </tr> <tr> <td style="padding: 5px;">penser</td> <td style="padding: 5px;">ecrire</td> <td style="padding: 5px;">parler</td> </tr> </table>	etre	regarder	ecouter	penser	ecrire	parler
etre	regarder	ecouter						
penser	ecrire	parler						
Prior Learning	Key Questions	Future Learning						
Year 3 – Children have not learnt French before.	How can you describe yourself? How can you describe your friends? Which sounds are silent?	In Year 4 children will revisit the topic with higher level vocabulary and recap basic French phonics to consolidate learning.						
Key Texts	Assessment Opportunities	Unit Outcome						
	Children can: <ul style="list-style-type: none"> ✓ use appropriate vocabulary to describe themselves ✓ use appropriate vocabulary to describe others ✓ begin to identify spelling patterns in words taught ✓ begin to be able to verbally describe thoughts. 	Children will be able to describe themselves to a friend.						

	1	2	3	4	5	6	7	8	9	10
Learning Sequence	Les Voyelles	SFC – [t]	SFC – [s]	SFC – [d]	[An]/[En]	[Eu]/SFC – [x]	[Eu]	Etre	Performance	

Millbrook Primary School Unit Plan

Learning sequence	Vocabulary	Grammar	Resources	Activity
1	Les voyelles – the vowels [a] [e] [i] [o] [u] Banana Cheval Midi Moto Univers		R 1 PPT with Audio	Children to be given one of the new taught words each. Teacher to call out one of the new sounds taught. If the child has that sound in their word they stand up. Repeat game and get children to swap words.
2	SFC (silent final consonant - t) Petit Salut/Bonjour Ici/La Etre Present/Absent Masculine/ Feminine (e)	to be - I am, s/he is regular adjectival agreement Je suis Il/elle est	R 2 PPT with Audio	In small groups, children to use the register slide and act out taking and answering the class register. Floorbook – write down new grammar for Etre.
3	SFC (silent final consonant – s) Mais Ca va? Ca va bien Ca va mal Oui/ Non Au revoir	Raised intonation with Ça va ? Ça va, Je suis ... ? Je suis + name	R 3 PPT with Audio	Children to work in pairs and introduce themselves and discuss how they are feeling. Floorbook – match pictures to words for feelings. Get children to write their names with Je suis...
4	[an/en] enfant SFC (Silent Final Consonant 'd') Grand Enfant Anglais Français Content Triste	to be - I am, you are, s/he is regular adjective agreement je suis.. tu es.. il/ elle est ..	R 4 PPT with Audio	On whiteboards children to answer quiz questions. Floorbook – printed copy of the quiz questions, choose a child who has got it correct on their board to mark it off in book.
5	[an/en] Maman	Raised intonation questions	R 5 PPT with Audio	In pairs, children to work out who is being described in the diary entry.

Millbrook Primary School Unit Plan

	<p>Malade calme intelligent amusant méchant</p>	<p>il / elle est...? referring to male / female persons or animals. regular adjective agreement (plus adjectives ending in -e, which don't change for fem. sing.)</p>		<p>Floorbook – children to write a sentence describing someone else in the class.</p>
6	<p>[eu] deux un peu jeu SFC (Silent Final Consonant 'x') deux lundi mardi mercredi jeudi vendredi samedi dimanche aujourd'hui ce (c')</p>	<p>raised intonation questions c'est lundi? Oui / non, c'est samedi.</p>	<p>R 6 PPT with Audio</p>	<p>Floorbook – Write down the days of the week in order</p>
7	<p>closed [eu] and open [eu] peur jeune neuf acteur seul C-a-R-e-F-u-L rule - sometimes pronounce these final consonants</p>	<p>Adjectives ending in -eux -euse</p>	<p>R 6 PPT with Audio</p>	<p>In pairs, children to look up new taught words in French dictionary and find English translation.</p> <p>Floorbook – choose a word to write the English definition. Ext – use etre to describe self or others.</p>



Millbrook Primary School Unit Plan

	Revisit days of the week sérieux heureux curieux courageux semaine incidental cognates dangereux furieux généreux lumineux merveilleux mystérieux nerveux			
8	Re-visit Etre Je suis Tu es Il est Elle est	Adjectives	Floorbook	As a class start a class write describing some members of the class. (write in floorbook to reference next week)
9	Practise performing class write.		Floorbook	Perform to a partner.