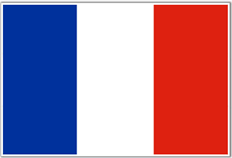


YEAR 3 FRENCH SCHEME OF WORK - GODSTONE

Rationale:

This SoW represents Year 1 of a 4 year KS2 programme of study. As such, the focus is on mastery of transferable and language skills and basic grammatical concepts which will be revisited in subsequent years within a new and extended context. The course leads students towards an increasing independent and spontaneous use of language and the development of Resilient, Resourceful, Reflective, Collaborative, Courageous and Creative Powerful Learners.



The national curriculum for languages aims to ensure that all pupils:

* 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
* can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* discover and develop an appreciation of a range of writing in the language studied.

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.

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, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, ie to build sentences; and how these differ from or are similar to English.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | Learning Outcomes | | Grammar/Structures/Skills | | Core Vocabulary | Additional resources |
| 1 | Greetings and names | | Ask and tell someone their name. Ask and tell someone how they are feeling (Cultural diffs) | | Phonics: on , u j, oi, Ç L C  Accents L  TL | | Comment tu t‘appelles?  Je m’appelle Ça va?  Ça va bien, merci.  Bof! | PPP + FC  Celeb cards  Bonjour Berthe |
| 2 | Numbers 1-10 | | Recognise and pronounce numbers 1-10 | | Phonics: eu, oi, qu,i, u, x L C | | Un deux trois quatre cinq six sept huit neuf dix | Petit poisson blanc compte jusqu'à 11  PPP + FC  Dominoes  Card Sort  WS |
| 3 | Why languages ? EDL | | Greet someone in a new language | | Phonics: on , u j, oi L  TL | | bonjour, salut, au revoir, oui, non, merci, s’il vous plait | PPP  Country Profiles  EDL Competition  Google maps |
| 4 | Numbers in action | | Recall numbers 1-10  Use numbers for purpose | | Phonics: eu, oi, qu,i, u L C | | Quel âge as-tu?  J’ai…. ans  Plus/moins/ça fait | Petit poisson blanc compte jusqu'à 11  Maths WS  PPP + FC  Card Sort |
| 5 | Numbers 1-21 | | Recognise and pronounce numbers 11-21 | | Phonics: ui, eu, on, ou , ei, L qu, x, in liaison (30 en) C | | Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un | Loto  PPP + FC  Connect 4 |
| 6 | Months | | Recognise and pronounce months of the year | | Phonics: é, i, ui, ou, eu, L C oy,ai,ui,em  Accents L C | | Les mois, janvier février mars avril mai juin juillet août septembre octobre novembre décembre | Ordering cards  PPP + FC |
|  | | | | | | | | |
| 7 | Birthdays/Dates | | Ask and tell someone their birthday | | Phonics: qu L  Capital letters L | | Quelle est la date (de ton anniversaire).  Mon anniversaire est le  premier | PPP  Card sort |
| 8 | Birthdays - speaking | | Ask and tell someone their birthday | |  | | As above | Sondage WS  Trapdoor  PPP |
| 9 | Profiles – self | | Describe self / celeb (1st person) accurately | | Writing for accuracy | | As above | Picture profiles  PPP |
| 10 | Vive le vent | | Participate in song and model pronunciation  Listen and participate in story | | Predicting and suggesting unknown vocabulary L | | See book | Berthe fête Noel  PPP  WS gaps |
| 11 | Vive le vent rehearse | | Participate in a song, with actions - record | | Predicting and suggesting unknown vocabulary L | | See song/book | Joyeux Noel, Petite Taupe  PPP |
| 12  +1 ? | Christmas Cards (QR song) | | Send a seasonal card | |  | | Card salutations  Joyeux Noel, Bonne Année | Silence Père Noel  PPP  Christmas Cards |
|  |  | |  | |  | |  |  |
| 13 | Alphabet | | Use the French alphabet to spell your name | | Alphabet to spell using TL L | | Comment ça s’écrit? | Alain le lait/Floribelle/March  La chanson de l’alphabet comptine  Eye chart  Bingo cards  A Studio Pg 4-5 Metro |
| 14 | How do you spell it? | | Ask how to say and spell a word | | Alphabet to spell using TL L | | Comment ça s’écrit?  Comment dit-on? | Post its – Who am I ? |
| 15 | A for… | | Finding out a word independently | | Introduction to using a dictionary/glossary L | |  | Dictionary picture box game  Eye Spy Game using cards  WS |
| 16 | Items in your bag | | Say what items you have in your bag | | Indefinite articles un/une L  Concept of gender L | | Qu’est-ce que c’est?  C’est un/une, trousse, règle, calculatrice, crayon, agenda, livre, cahier, stylo, gourde, bâton de colle | PPP  FC  Dominoes  AStudio Pg 10/11 + Studio 1 |
| 17 | In my bag, I have | | Introduction to gender | | J’ai C | | Dans mon sac, j’ai | AStudio Pg 10/11 + Studio 1  Sentence builders  PPP |
| 18 | Valentine’s Day | | Say what you like/love | | Using a dictionary/glossary concept of gender C  definite articles plural L | | J’aime  J’adore | PPP  J’aime poems |
|  |  | |  | |  | |  |  |
| 19 | Linguascope Challenge | | Improved retention and accuracy of colours including spelling patterns | |  | | Choix Multiple, Jeu de mémoire, Trouve les légendes, Le morpion, Snap, le pendu, Images brouillées, mots mélangés, la dictée, que manque-t-il, amas de mots | Certificates  Linguascope |
| 20 | Plurals | | Say how many items there are in your bag | | Indefinite articles des L | | J’ai trois crayons, des cahiers | AStudio Pg 10/11 + Studio 1  Sentence builders  PPP |
| 21 | What there is not | | Say what is not in your bag | | Introducing a negative L | | Je n’ai pas de | PPP  Picture cards |
| 22 | Mon sac | | Describe what is in your bag | | Writing (to assess) | |  | PPP  Picture stimuli |
| 23 | Mon sac | | Describe what is in your bag | | Improved writing for display | |  | Template |
| 24 | Poisson d’Avril | | Cultural – understand tradition | |  | |  | Fish template  PPP |
|  | | | | | | | | |
| 25 | Colours | | Recognise and name colours | | Phonics – « ou » sound, ends of words C  Intro to adjectives L | | Les couleurs, rouge, orange, jaune, rose, noir, bleu, vert, gris, violet, blanc, marron | PPP / Colouring / FC  Dominoes |
|
| 26 | Colours in action | | Name colours from memory | |  | |  | Book Toutes les couleurs  Card game/Tarsia  Colour by Number Dominoes / FC |
|
| 27 | Opinons of colours | | Simple opinions using colours | | Opinion L  Accents C  Negative C | | J’aime, Je n’aime pas | PPP  Sondage  Toutes les couleurs |
|
| 28 | Poem Les sept couleurs magiques | | Reading for gist  Dictionary skills | | Reading for gist  Dictionary skills | | Cognates | Poem / Video |
| 29 | Writing a poem | | Dictionary skills | | Dictionary skills | |  | Poem / Video |
| 30 | La Fête des Mères (27/5) | | Understanding cognates / near cognates | | Cognates L  Adjectives – using a glossary C | | Ma mère est, Maman, | PPP  Cards |
|
|  | |  | |  | |  | | |
| 31 | Animals (masculine) | | Recognise and name animals | | Gender C  Un/une | |  | FC PPP  Dominoes  Reading / WS |
|
| 32 | I have (not)\* | | Say what I have/not | | Using J’ai and je n’ai pas de C | | J’ai un/une  Je n’ai pas de\* | PPP  Sentence builder |
|
| 33 | Animals with colours | | Describe an animal (masc only) using a colour | | Using colours as adjectives L  Position of adjectives L | | J’ai un chien marron | PPP  Word cards  Worksheet  Leon le chameleon |
|
| 34 | Animals with colours consolidation | | Describe an animal (masc only) using a colours | | Using colours as adjectives C  Position of adjectives L | |  | PPP  Running dictation  1 pen 1 dice  Trapdoor |
| 35 | Odd animals | | Can invent new animals and name them | | Using a negative C | | Je n’ai pas de girafe.  Je n’ai pas de poisson.  J’ai un girafon! | PPP  Display sheet |
| 36 | Ours Brun  Cher zoo | | Understand and participate in a a story in French | | Cultural | |  | PPP  Mini book  <http://www.euroclubschools>  .co.uk/page76.htm |

L = Skill/Structure launched C = Skill/Structure consolidated