

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: French

TERM: Summer

YEAR GROUPS: 3

KEY FOCUS: Colours; Parts of the body; Story "le Navet Enorme".

Numbers 0-20 (access and use out of sequence); Phonemes – r – ez ;

Grammar le, la – un, une; Classroom instructions and commands.

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Confident in using French numbers to 20 in sequence.
- Respond to classroom instructions already covered.
- Know the names of main body parts in English.
- Be able to sing "I can sing a rainbow" and "Heads, shoulders, knees and toes" in English.
- Be able to retell a simple story and identify the main characters. (spoken and written)

By the end of LKS2, children should be able to:

Listening and responding	Speaking	Reading and responding	Writing
• understand short passages made up of familiar language • understand instructions, messages and dialogues within short passages • identify and note the main points and give a personal response on a passage <i>Spoken at near normal speed with no interference. May need short sections repeated.</i>	• have a short conversation where they are saying 2-3 things • use short phrases to give a personal response <i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i>	• read and understand short texts using familiar language • identify and note the main points and give a personal response • read independently • use a bilingual dictionary or glossary to look up new words	• write 2-3 short sentences on a familiar topic • say what they like and dislike about a familiar topic <i>They write short phrases from memory and their spelling is readily understandable.</i>

End of Unit Objectives

<i>Some children in Y3 will not yet have met what is expected and show they are emerging because they can:</i>	<i>Most children in Y3 will show that they have reached the expected level because they can:</i>	<i>Some children in Y3 will have gone beyond the expected level and show that they are exceeding because they can:</i>
• Correctly name at least 3 colours in French. • Correctly name at least 3 body parts in French. • Listen and show understanding of single words through a physical or spoken response. • Recognise a familiar question and respond with a simple rehearsed response after modelling.	• Understand short French sentences made up of familiar vocabulary. • Identify and report the main theme of a story in French. • Correctly name at least 9 colours in French. • Correctly name the main body parts in French. • Pronounce the given phonemes correctly and identify them in words. • Write and say simple familiar words and phrases using a model. • Listen carefully and try to copy pronunciation.	• Write single familiar words and short phrases from memory with accuracy. • Apply their knowledge of phonemes to read aloud unfamiliar words. • Develop strategies for memorising new vocabulary. • Understand that in French adjectives come after the noun and apply this to their descriptive writing. • Extend their vocabulary for colours and body parts.

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Spelling prediction activities.
- Responding confidently to greetings, register, classroom instructions.
- Role play.
- Retelling the "Le Navet Enorme" story both spoken and written.

- Reading words and phrases with accurate pronunciation.
- Inventing a monster and describing it using colours and body parts.
- Matching sound to text with familiar words.
- Joining in with the songs "Tete, epaules, genoux, pied" and "Je connais les couleurs"
- Correct use of the determiners, le/la un /une.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- 1er du mai, le muguet.

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

noir, blanc, vert, rouge, orange, bleu, jaune, gris, rose, violet, marron, couleur, arc en ciel. Tete, epaules, genoux, pied, oreilles, yeux, bouche, nez, cheveux, bras, main, jambe. Fermier/ere, fils/fille, chien, chat, souris, navet enorme, Tirez, chantez, trouvez, coupez, mangez, lisez.

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- Expanded noun phrases.
- Art (drawing).
- SPAG

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	show increasing confidence to demonstrate familiar words and phrases
Works hard	follow basic classroom instructions in French.
Concentrates	listens intently to the French language.
Self-motivates	shows skills in working independently.
Imagines	suggest what it might be like to live in France.
Improves	be ready to develop French pronunciation over time.
Understands others	give time for others to remember and vocalise key French words and phrases.
Doesn't give up	show determination to correct errors.