

# French MFL

## Autumn Term



Intent,  
Implementation,  
Impact

# Contents

Page 1 - Autumn Term Cover Page

Page 2 - Contents

Page 3 - Year 3 Who am I?

Page 5 - Year 4 under construction

Page 6 - Year 5/6 under construction Plan A

Page 7 - Year 5/6 under construction Plan B

Page 8 - Spring Term Cover Page

Page 9 - Year 3 What's in your family's year?

Page 11 - Year 4 under construction

Page 12 - Year 5/6 under construction

Plan A Page 13 - Year 5/6 under construction Plan B

Page 14 - Summer Term Cover Page

Page 15 - What is the alphabet? & What pets do we have?

Page 17 - Year 4 under construction

Page 18 - Year 5/6 under construction Plan A

Page 19 - Year 5/6 under construction Plan B

## Year 3 - Who Am I?

### 1. Where is France?

Intent	Children to understand where France is on a world and European map, its capital city and some of its main features.
Implementation	Look at information on France, its capital, what it is famous for and some of its key landmarks.

### 2. What shall I do?

Intent	Children to be able to follow classroom instructions: Ecoutez, répétez, regarde moi, levez le main, levez-vous, asseyez-vous, calmez-vous.
Implementation	Introduce to the required vocabulary and then play a game of Simon says where adult initially gives instructions but is then replaced by children so they can practise the vocabulary.

### 3. What is in your pencil case?

Intent	Children to recall desired vocabulary verbally and then conjugate a sentence accurately (masculine/feminine) to describe what is in their pencil case using given prompts.
Implementation	Once vocabulary introduced, children to match items from their pencil case to the given vocabulary and then to give instructions to a partner to practise verbalising. Then to choose a picture of a pencil case and describe what is inside by choosing the correct form on un/une depending on masculine/feminine object.

### 4. How are you?

Intent	Children to be able to have a short greeting conversation and to ask/respond to the question 'how are you?'.
Implementation	Pelmansim - introduce children to the various greetings and responses to the question comment ca va? Orally respond to the questions and practise with a partner. View all phrases on the visualiser on separate cards to show children spelling and any variation for feminine (bonne nuit). Remove a phrase & children to work out the missing card.
	Children to practise their conversational vocab using greetings and how are you before transcribing their conversations into their book.

### 5. What is your name?

Intent	Children to be able to ask and respond using the sentence stems what is your name & my name is...
Implementation	Children to join in with the repeated rhyme of Bonjour Fifi, Bonjour Blanche, getting to practise previously learnt vocab and new vocab of Je m'appelle... Children to stand in a circle or several small circles depending on class numbers and thrown a ball around the circle asking the catcher 'what is your name' and the catcher responding with their name in French. Repeat until all children have had a turn and chance to practise.

### 6. How high can you count?

<b>Intent</b>	Children to know and say the numbers from 0-12 in and out of order and recognise them written in words.
<b>Implementation</b>	Introduce children to the pronunciation and written format of the numbers 0-12 and then orally rehearse. Repeat with adult saying number and children scribing the correct numeral on their board/paper.
	Number BINGO to practise the numbers on their whiteboards and then play '21' with numbers up to 12, each child saying 1, 2 or 3 numbers and whoever says 12, is out!
<b>7. How old are you?</b>	
<b>Intent</b>	Children to be able to ask and respond to the question 'how old are you?'.
<b>Implementation</b>	Using a partner children to recap their age in French and then ask each other the question Quel âge est-tu? Children will then be given a random card with a name and age on. They have to walk around the class finding someone else with the same age as theirs (from the card) by asking and responding to the question Quel âge est-tu?
<b>8. What happens at Christmas?</b>	
<b>Intent</b>	Children to understand the different traditions that France has around Christmas time as well as key vocabulary used.
<b>Implementation</b>	Children create their own Christmas card using the vocabulary learnt to take home to their family as well as explaining how people traditional celebrate Noël in France.
<b>Impact</b>	<p>Children to be able to find and name the capital city of France on a map of Europe.</p> <p>Children to be able to follow simple classroom instructions.</p> <p>Children to be able to name and conjugate nouns for pencil case items.</p> <p>Children to be able have a short conversation about themselves including: greeting, how they are, their name and age.</p> <p>Children to understand and use vocab about Christmas and how French people celebrate.</p>









# French MFL Spring Term



Intent,  
Implementation,  
Impact



### Year 3 - What's in your family's year?

#### **1. What day is it?**

<b>Intent</b>	Children to be able to recite the days of the week in and out of order, relate them to their English counterpart and understand why they do not need capitals letters.
<b>Implementation</b>	Show children the days of the week in French on PPT and have mini quizzes after each 3 or 4 days introduced. Children to use flashcards to match the days of the week to the given English words and to work in groups of 7 (include adults if necessary) to arrange their given cards into the correct order to make the days of the week.

#### **2. What month is it?**

<b>Intent</b>	Children to be able to recite the months of the year in and out of order, relate them to their English counterpart and understand why they do not need capitals letters.
<b>Implementation</b>	Show children the different months in French and see if they can orally work out which months in English that they translate to. Introduce the correct French translation using PPT and different types of accents used (including circumflex). Children to play Bingo using the months of the year and matching to English/French.

#### **3. Can you count higher?**

<b>Intent</b>	Children to be able to use and recite numbers up to 31 with increased accuracy and fluent recall.
<b>Implementation</b>	Recap of numbers to 12 & focus on 1-9 as will help with 21 onwards. Explain pattern of -ze ending for many of the teen numbers & highlight change with 17-19 (similar to English difference with 11-12). Use PPT to show written spellings & accurate pronunciation - liken to any English words to aid memory. Complete game of Bingo using PPT.

#### **4. When is your birthday?**

<b>Intent</b>	Children to be able to answer the question - Quel est le date de ton anniversaire? Using number and months that they have learnt.
<b>Implementation</b>	Learn the song 'Quel est le date de ton anniversaire' to reinforce vocab of the question and recap the months of the year. Look at how to structure the sentence to reply - Mon anniversaire est le... and children to then write their birthday in their book plus a few more birthdays to translate using the birthday worksheet.

#### **5. Who is in your family?**

<b>Intent</b>	Children to be able to name the different members of a family and use sentence stems to describe their real or fictitious family.
<b>Implementation</b>	Show children PPT of different family members, highlighting masculine/feminine and agreeing adjectives of grand(e)/petit(e). Quiz at the end to recap vocab learnt.

	In books, children to create their real/fictitious family using desired pictures and then label underneath before writing sentences using J'ai & relevant numbers. Finish with a quiz where they are given number of brothers/sisters/big/small & they draw the family on a whiteboard.
<b>6. What happens at Easter?</b>	
<b>Intent</b>	Children to know the names for the main days in French and how the French traditionally celebrate Easter. Create their own Easter card in French.
<b>Implementation</b>	Using vocab from Easter: Mardi Gras, le carême, vendredi saint, Pâques, oeuf, children to match to the English translation and watch video on how Easter is celebrated before making an Easter card using vocab learnt.
<b>Impact</b>	<p>Children to be able to recite and name the days of the week and months of the year.</p> <p>Children to be able to count up to 31.</p> <p>Children to be able to write the date and state their birthday, understanding that days and months do not need capital letters.</p> <p>Children to be able to talk about and name the members of their family.</p> <p>Children to understand and use the vocab used about how Easter is celebrated in France.</p>







# French MFL Summer Term



Intent,  
Implementation,  
Impact



### Year 3 - What is the alphabet and What pets do we have?

#### **1. How do you spell that?**

<b>Intent</b>	Children to learn the alphabet song in French and be able to verbally spell simple, familiar words, such as their name, using the French alphabet.
<b>Implementation</b>	<a href="https://www.youtube.com/watch?v=_LYy3P2okyw">https://www.youtube.com/watch?v=_LYy3P2okyw</a> Watch and learn the alphabet using this video with lots of pausing. Children to stick a copy of the letters written phonetically in their book & then practise spelling their name orally to a partner. They then spell their partners name back to them plus other simple, familiar words.

#### **2. What colour is that?**

<b>Intent</b>	Children to confident in matching and naming the various colours in French.
<b>Implementation</b>	Colours song & discuss adjective agreement with feminine & plurals. Children to play colour dominoes with the colour & written word in French on each end. Learn the colour of the rainbow song in French to practise their colours.

#### **3. Do you have any pets?**

<b>Intent</b>	Children will learn the name of a variety of common pets and be able to use j'ai to explain the types of pet(s) that they have and the amount.
<b>Implementation</b>	Learn and practise recognising and speaking the various pet names & whether they are masculine/feminine. Matching the picture to the correct vocabulary and then writing short sentences to explain how many pets they have of each type and using adjectives of colour to add detail - adjective agreement.

#### **4. What do you like and dislike?**

<b>Intent</b>	Children to be able to use j'aime, je n'aime pas, mon animal/ma couleur préférée to explain which their favourite animals and colours are and begin to elaborate on reasons - friendly, scary, cute, etc.
<b>Implementation</b>	Provide children with vocabulary for I like/dislike and talk about their favourite animals or colours with recap from previous sessions. Children to talk to a partner about theirs likes & dislikes and feed back to the class. Introduce children to the different vocabulary of why they may like/dislike their favourite/least favourite animals including parce-que (because). Children to then write some short sentences about their favourite/least favourite colours and animals with a short reason why for the animals.

#### **5. What is Bastille Day and how is it celebrated?**

<b>Intent</b>	Children will understand what Bastille Day is, why it is celebrated and some of the ways in which it is celebrated in France.
<b>Implementation</b>	Research and share information on Bastille Day & children to create their own poster with key information on in French from key vocabulary given to them after their research.
<b>Impact</b>	<b>Children will know the letters of the alphabet and be able to use them to spell out simple, familiar words.</b>



	<p>Children will name and use the names for colours.</p> <p>Children will recognise and use the words for different household pets and be able to write short sentences about the pets that they have.</p> <p>Children will be able to communicate some of their likes and dislikes with simple reasons as to why.</p> <p>Children will understand what Bastille Day is and why it is celebrated.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Chase View





