## French MFL Autumn Term



Intent,
Implementation,
Impact

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	Voor 3 - Who Am T2		
	<u>Year 3 - Who Am I?</u>		
	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	·		
	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		
Implementation	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		
Intern	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?		

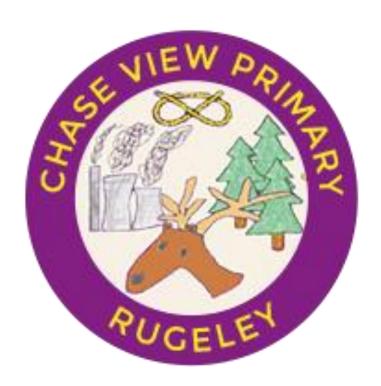
<u></u>		
Intent	Children to know and say the numbers from 0-12 in and out of order and	
	recognise them written in words.	
Implementation	Introduce children to the pronunciation and written format of the numbers	
	0-12 and then orally rehearse. Repeat with adult saying number and	
	children scribing 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!	
7. How old are you?		
Intent	Children to be able to ask and respond to the question 'how old are you?'.	
Implementation	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?	
8. What happens at Christmas?		
Intent	Children to understand the different traditions that France has around	
	Christmas time as well as key vocabulary used.	
Implementation	Children create their own Christmas card using the vocabulary learnt to	
•	take home to their family as well as explaining how people traditional	
	celebrate Nöel in France.	
Impact	Children to be able to find and name the capital city of France on a map of	
_mpac.	Europe.	
	Children to be able to follow simple classroom instructions.	
	Children to be able to name and conjugate nouns for pencil case items.	
	Children to be able have a short conversation about themselves including:	
	greeting, how they are, their name and age.	
	Children to understand and use vocab about Christmas and how French	
	people celebrate.	
1	people celebrate.	







## French MFL Spring Term



Intent,
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	<u>Year 3 - What's in your family's year?</u>		
	1. What day is it?		
Intent	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.		
Implementation	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?		
Intent	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.		
Implementation	· · · · · · · · · · · · · · · · · · ·		
'	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?		
Intent	Children to be able to use and recite numbers up to 31 with increased		
	accuracy and fluent recall.		
Implementation	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?		
Intent	Children to be able to answer the question - Quel est le date de ton		
	anniversaire? Using number and months that they have learnt.		
Implementation	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?		
Intent	Children to be able to name the different members of a family and use		
	sentence stems to describe their real or fictitious family.		
Implementation	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.		

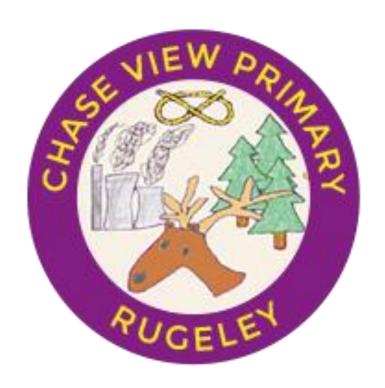
	In books, children to create their real/fictious family using desired pictures and then label underneath before writing sentences using J'ai & relevant numbers. Finish with a quiz where they are given number of	
	brothers/sisters/big/small & they draw the family on a whiteboard.	
6. What happens at Easter?		
Intent	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.	
Implementation	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.	
Impact	Children to be able to recite and name the days of the week and months of the year.  Children to be able to count up to 31.  Children to be able to write the date and state their birthday, understanding that days and months do not need capital letters.  Children to be able to talk about and name the members of their family.  Children to understand and use the vocab used about how Easter is celebrated in France.	







## French MFL Summer Term



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Year 3 - What is the alphabet and What pets do we have?		
	1. How do you spell that?	
Intent	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.	
Implementation	https://www.youtube.com/watch?v=_LYy3P2okyw 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?	
Intent	Children to confident in matching and naming the various colours in French.	
Implementation	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?	
Intent	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.	
Implementation	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?	
Intent	Children to be able to use j'aime, je n'aime pas, mon animal/ma coleur préférée to explain which their favourite animals and colours are and begin to elaborate on reasons – friendly, scary, cute, etc.	
Implementation	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 Restille Day and how is it calchnoted?	
Intent	5. What is Bastille Day and how is it celebrated?  Children will understand what Bastille Day is, why it is celebrated and some of the ways in which it is celebrated in France.	
Implementation	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.	
Impact	Children will know the letters of the alphabet and be able to use them to spell out simple, familiar words.	

Children will name and use the names for colours.

Children will recognise and use the words for different household pets and be able to write short sentences about the pets that they have.

Children will be able to communicate some of their likes and dislikes with simple reasons as to why.

Children will understand what Bastille Day is and why it is celebrated.







