

Key Learning (over 4 lessons)

- To know that in French there are formal and informal greetings and when it is appropriate to use each one.
- To know that different greetings are used at different times of the day.
- To know that tone of voice can indicate a question.
- To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound.
 - To know that French words are pronounced differently to the way they are spelt.

Key Vocabulary

bonjour - hello/good morning (formal) / salut - hi (informal) / je m'appelle... - My name is... comment tu t'appelles ? - what's your name? au revoir - goodbye et toi ? - and you? bonsoir - good evening bonne nuit - good night ça va ?/comment ça va ? - how are you? ça va bien - I'm well, I'm fine ça va très bien - I'm very well - its going well ça va mal - it's not going well ça va très mal - it's going badly (not ill) ça va - I'm ok comme ci comme ça - so so/ok c'est... - it is... oui - yes non - no

Sources:

Teacher videos open Kapow Primary
Mouth Mechanics on Kapow Primary
Assessment

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/assessment-french-y3-french->

French greetings with puppets

Big Ideas/Substantive Concepts

Vocabulary:

- Greetings - formal/informal

Phonics:

- Speaking in sentences and develop accurate pronunciation and intonation
- Cedilla to change pronunciation from hard 'c' to soft 's'

Making connections to prior learning

This is the first French unit in KS2.

Disciplinary Knowledge – thinking as a linguist

Speaking and pronunciation:

- Asking/answering simple questions
- Practising speaking with a partner
- Using short phrases to give information
- Beginning to adapt phrases from rhyme/song
- Repeating short phrases accurately, including liaison of final consonant before vowel
- Introducing self to partner with simple phrases

Listening:

- Listening and responding to single words and short phrases
- Following verbal instructions in French
- Responding to objects or images with a phrase or other verbal response
- Listening and identifying key words in rhymes and songs and joining in
- Listening and noticing rhyming words

Reading and writing:

- Recognising some familiar words in written form
- Reading aloud some words from simple songs, stories and rhymes
- Experimenting with simple writing, copying with accuracy

Grammar:

- Beginning to understand that verbs have patterns
- Noticing the negative form

Intercultural understanding:

- Recognising that different languages are spoken in the community/world
- Showing awareness of the capital and identifying some key cultural landmarks
- Recognising cultural similarities and differences between customs and traditions in France and England