

Topic: Le Calendrier des Fetes

National Curriculum Link:

Speaking and listening, Reading, Writing and Grammar

Prior Learning:

Previous units (see long term plan)

Key Essential Skills and knowledge:

Speaking and Listening

Year 3 –

I can listen and give an appropriate response.

I can have a short conversation saying 3-4 things.

I am beginning to develop the correct pronunciation.

I can begin to present ideas orally.

Year 4 –

I can listen and give a response using a short phrase or sentence.

I can have a short conversation presenting information and speaking in sentences.

I can use familiar vocabulary.

I am developing the correct pronunciation so that others understand my speech.

I can present ideas and information orally.

Reading

Year 3 –

I can read some nouns.

I can join in with stories, songs, poems and rhymes.

I can use French word banks and begin to use visual or text type clues.

Year 4 –

I can read and understand some nouns and phrases.

I can read and understand familiar stories, songs, poems and rhymes.

I can use French word banks to find meaning and use text and visual clues to understand simple texts.

Writing (and Grammar)

Year 3 –

I can write phrases from memory.

I can write 2-3 short sentences on a topic to describe people, places, things or actions.

I can recognise gender nouns (le/la)

I can use some basic adjectives.

Year 4 –

I can write phrases and sentences from memory.

I can write and translate sentences on a topic to describe people, places, things or actions.

I can start to use the definitive article (le/la/les/un/une).

I can use simple present tense verbs.

Sticky Knowledge:

Conversation – to say the days of the week and the months of the year.

Reading – to follow and understand a story.

Writing – to write sentences to include the date.

To be able to pronounce correctly the ordinal numbers to 11-31.

Topic Vocabulary:

Year 3 – days of the week, months of the year, Aujourd’hui c’est, numbers to 12

Year 4 – months of the year, Quelle (questions), en + month, pour..., numbers to 31

Sequence:

- Intro/recap months of the year - Where do the names of the months come from?
- Number focus – up to 31
- What comes before/after particular months?
- Phonic focus - song
- How do we celebrate Christmas in France?

Thinking Deeper:

How are the months similar/different in English?

How are celebrations in France at Christmas different/similar to your Christmas at home?

Possible books/resources:

- Singing French
- Silence pe’re Noel
- Traditional French Christmas songs

Links:

Subject Specific links - English, geography, science

Personal Development – being aware of the French culture.

SMSC – to be inclusive of other countries.

Cultural Capital – the geographical position of France and its capital.

Careers – same jobs in France as Britain.

British Values – similarities and differences between French and British values.

Enrichment – galette des rois

Equality – Why do we need to learn another language?

Independence – Speaking another language can widen opportunities in the future.

Community – Who else speaks another language in my locality/family.

Outdoor learning – French playground games.