

## Foundation subject lesson - French

**Year Group:** Year 3

**Question:** What is France like as a country?

<b>Learning objectives:</b>	<b>Key resources/stimuli</b>																
<ul style="list-style-type: none"> <li>~ To understand where France is located on a map.</li> <li>~ To know what the capital of France is.</li> <li>~ To know what food is native to France</li> <li>~ To learn how to greet others</li> <li>~ To learn to say how they are</li> <li>~ To learn how to ask and answer questions about names</li> <li>~ To learn that French is spoken in France and elsewhere in the world</li> <li>~ To be able to discuss linguistic diversity within their class, showing respect and courtesy to others' opinions</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoints</li> <li>Videos</li> <li>Songs</li> <li>Maps</li> <li>Atlases</li> <li>Flags</li> <li>Information leaflets</li> </ul>																
<b>Key vocabulary</b>	<b>Key knowledge</b>																
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><u>Bonjour!</u></td> <td style="padding: 2px;">Hello!</td> </tr> <tr> <td style="padding: 2px;"><u>Salut!</u></td> <td style="padding: 2px;">Hi!</td> </tr> <tr> <td style="padding: 2px;"><u>Ça va?</u></td> <td style="padding: 2px;">How are you?</td> </tr> <tr> <td style="padding: 2px;"><u>Ça va bien/mal</u></td> <td style="padding: 2px;">I'm fine/not well.</td> </tr> <tr> <td style="padding: 2px;"><u>Ça ne va pas</u></td> <td style="padding: 2px;">I'm not well</td> </tr> <tr> <td style="padding: 2px;"><u>Merci</u></td> <td style="padding: 2px;">Thank you</td> </tr> <tr> <td style="padding: 2px;"><u>Et toi?</u></td> <td style="padding: 2px;">And you?</td> </tr> <tr> <td style="padding: 2px;"><u>Au revoir!</u></td> <td style="padding: 2px;">Goodbye !</td> </tr> </table>	<u>Bonjour!</u>	Hello!	<u>Salut!</u>	Hi!	<u>Ça va?</u>	How are you?	<u>Ça va bien/mal</u>	I'm fine/not well.	<u>Ça ne va pas</u>	I'm not well	<u>Merci</u>	Thank you	<u>Et toi?</u>	And you?	<u>Au revoir!</u>	Goodbye !	<p>France is in Europe.            The capital city of France is Paris.            Croissants, quiche Lorraine, baguettes, crepes and macarons are native to France.            French people enjoy eating pastry, desserts and cheese.            To know how to greet people in French.            To know how to ask and answer questions about likes, dislikes and names</p>
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7. How can I continue a conversation in French?  
 Sing 'Greetings' song. Look at greetings flash cards and talk about sounds and pronunciation. Practise greeting each other and asking how they are.

1. Where is France?

Locate France in the world using atlases, maps and digital mapping.  
 Look at which countries it borders and the size compared to the UK and other familiar countries. Create a class fact file to show France as a country – build upon it each session.

6. How can I greet someone in French?  
 Sing greetings song. Look at greetings flashcards, children listen and repeat.  
 Pupils ask each other how they are feeling and respond according to mood card.

**What is France  
 like as a  
 country?**

2. What is the capital of France?

Learn about the famous landmarks and qualities of the capital of France – Paris. Look at Disneyland, the Eiffel tower, the arc de Triomphe and other places of interest. Add these to the class fact file all about France.

5. Where is French spoken?  
 Discuss languages spoken within the class. Introduce the French language and explore countries where French is spoken. Discuss where in world English is spoken. Introduce Bonjour and Salut and practice greeting each other. Follow-up with gestures. Sing 'Greetings' song.

4. What do French people enjoy eating?

Continue looking at what they might order in a restaurant and how they would do this in France. Design a menu for a French restaurant – add it to the class fact file.

3. What do French people enjoy eating?

Look at what they might order in a restaurant and how they would do this in France. Role play being at a café and taking/giving orders.

## Year 3 and Year 4

	<b>Listening and Responding</b>	<b>Speaking</b>	<b>Reading and Responding</b>	<b>Writing</b>
<b>Expected</b>	<p>Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response?</p> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<p>Can they have a short conversation where they are saying 2 -3 things? Can they use short phrases to give a personal response?</p> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<p>Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words?</p>	<p>Can they write 2-3 sentences on 'a familiar topic'? Can they say what they like and dislike about 'a familiar topic'?</p> <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>
<b>Exceeding</b>	<p>Effective learners are not afraid to make mistakes and have a go. Successful learners should be able to see patterns in language and try to reapply them in their own work. Successful learners are able to develop good memory and are prepared to learn, practice and apply new grammatical structures and new vocabulary to different contexts and situations. Successful learners display a keen interest in the culture and traditions of the country and are curious about how language works.</p> <ul style="list-style-type: none"> <li>• Confidently produces a sentence e.g. puts a noun and an adjective incorrect place</li> <li>• Asks familiar questions confidently, answers questions and demonstrates understanding of their construction</li> <li>• Reads familiar words confidently using phonic knowledge</li> <li>• Follows the words of familiar songs and stories and reads aloud</li> <li>• Writes simple sentences from memory with understandable accuracy</li> </ul>			