

## Year 3 French Planning SAMPLE

### Summer term – First Half (Lessons 21-25 from the SoW)

#### Oracy and Literacy

##### Word Level Work

##### Vocabulary

un tee-shirt, un pantalon, un pull, un chapeau	a T-shirt, a pair of trousers, a jumper, a hat
oui, non	yes, no
lundi, mardi, mercredi, jeudi, vendredi,	Monday, Tuesday, Wednesday, Thursday,
samedi, dimanche	Friday, Saturday, Sunday.
,je mets	I put on
aujourd'hui, hier, demain.	today, yesterday, tomorrow (adverbs of time)
présent, présente	present (when answering the register). A boy says "présent", a girls says "présente".
onze, douze, treize, quatorze, quinze	11, 12, 13, 14, 15
seize, dix-sept, dix-huit, dix-neuf, vingt	16, 17, 18, 19, 20

##### KAL

##### Spelling

Focus on the letter string *-eau-* as in *chapeau*. Link with English as in *beautiful*.

##### Reading aloud and pronunciation

Nasal vowels can be heard in the new vocabulary:

[ɔ̃] **onze**, **pantalon**. (Graphemes – **on**, **om**)

[ɑ̃] **pantalon**, **vendredi**, **dimanche**, **présent**, **présente**. (Graphemes – **an**, **am**, **en**, **em**).

##### Singular and plural

Focus on identifying singular and plural ideas in French and in English, both by sound and on paper.

##### Sentence Level Work

Children recall the function of an adverb –learn adverbs of time: *aujourd'hui*, *hier*, *demain*.

A new verb is learnt: **je mets**. sentences can be made using **je mets** plus items of clothing.

##### Text Level Work

French dance: Jean petit qui danse

Finger rhymes : *Le Visage, Un, deux, trois, je m'en vais au bois.*

Listen to 2 stories: *Je m'habille et je te croque!*; *Cache-cache cochons.*

Listen to 2 songs by Henri Dès: *Dessin fou*; *Les fleurs nouvelles.*

Listen to (and sing) 2 traditional songs from the Mon Âne DVD: *Promenons-nous dans les bois* ; *Sur le pont d'Avignon.*

##### LLS

##### Memorisation skills

Strategies for memorizing new vocabulary for meaning, pronunciation and spelling.

Identifying words that the teacher mouths silently.

Practising with a partner.

##### Spelling

Children practise writing words by tracing the spellings onto the palm of each other's hand or writing the words in the air for each other to guess.

##### Dictionary skills

Practise sequencing sets of words into dictionary order, e.g. *maison - forêt - galette - chemin*

##### Sequencing skills

Days of the week, numbers 11-20.

##### Cross-curricular Opportunities

Music, Art, PE, literacy, numeracy,.

## Intercultural Understanding

- Learn a French dance: *Jean petit qui danse*
- Sing traditional French songs.
- Sing traditional folk songs from the UK.
- Look at some paintings by Monet.

## Resources

### Internet sites :

[www.henrides.net](http://www.henrides.net)

[www.momes.net/comptines/illustrationscompt/pontdavignon.html](http://www.momes.net/comptines/illustrationscompt/pontdavignon.html)

[www.momes.net/comptines/partitions/pontdavignon.html](http://www.momes.net/comptines/partitions/pontdavignon.html)

[www.ibiblio.org/wm/paint/auth/monet/](http://www.ibiblio.org/wm/paint/auth/monet/)

<http://giverny.org/monet/welcome.htm>

### Other resources:

- Pillowcase, T-shirt, trousers, jumper, hat
- Text cards and pictures of objects
- Text cards for days of the week
- Multilink cubes

### Display area – (Wall & table area)

- posters of the wolf and his clothing created by the children.
- photos of children performing *Promenons-nous dans les bois* with dance and actions.
- text for days of week, phrases to show the day today, yesterday and tomorrow.
- lyrics of *Au clair de la lune*, photos of children singing the song.
- lyrics of *Sur le pont d'Avignon*, photos of children singing the song.
- paintings by Monet, and some biographical details.

### Performance

Assembly – e.g. perform French dance *Jean petit qui danse*.