

## Year 3 French Planning SAMPLE

### Spring term – Second Half (Lessons 16-20 from the SoW)

#### Oracy and Literacy

##### Word Level Work

###### Vocabulary

s'il te plaît,	please
merci	thank you
voilà	here you are
un pinceau	a paintbrush
un feutre	a felt-tip pen
un crayon	a pencil
un stylo	a pen
une gomme	an eraser
une règle	a ruler
Qu'est-ce que c'est?	What is it? What's this?
virgule, point	comma, full stop

##### KAL

###### Politeness conventions

Children use polite language appropriately when asking for and giving things, and compare with polite language in English.

###### Pronunciation and reading

Read aloud simple sentences in chorus, and in partner work.

##### Sentence Level Work

Create simple spoken sentences using a preposition, nouns and a conjunction:

*preposition* - voici

*conjunction* - et

*nouns* - un pinceau, un feutre, un crayon, un stylo, une gomme, une règle.

Create longer sentences by including more vocabulary, e.g. Voici une gomme, un crayon, un pinceau, une règle, un stylo et un feutre.

In longer sentences, understand the function of the comma (virgule) and the full stop (point).

Create written sentences using known words, possibly from a template.

##### Text Level Work

Recite 1 new finger rhyme: *Une poule sur un mur, La Tour Eiffel.*

Listen to 2 stories: Je veux manger! Je veux grandir!

Listen to a song by Henri Dès: Le Cartable.

Listen to (and sing) 4 traditional songs from the DVD Mon Âne: Meunier, tu dors ; Une poule sur un mur ; La Poule grise.

**Dictionary Skills:** sort words into dictionary order, words beginning with different first letters, e.g. chaise - chef - chic - chocolat.

##### LLS

**Developing listening and memorisation skills:** children discuss techniques for memorising new words; they memorise and repeat a sequence of spoken words.

**Revision:** children revise vocabulary learnt previously

**Play games** to practise spelling skills

## Intercultural Understanding

- consider what is need when preparing for a video-conference with a French partner class.
- Look at Paris via webcams or PowerPoint presentations.
- Listen to music of Debussy.
- Contact a French school, e.g. by e-mail or video conference.
- Sing traditional French songs, e.g. *une poule sur un mur*.
- Sing traditional British songs, e.g. *Strawberry Fair*.
- consider how Easter is celebrated.

## Resources

### Internet sites :

[www-compat.tf1.fr/livecam/paris.htm](http://www-compat.tf1.fr/livecam/paris.htm)

[www.parisrama.com/webcam.html](http://www.parisrama.com/webcam.html)

[www.momes.net/dictionnaire/minidossiers/bricolage/bricopaques.html](http://www.momes.net/dictionnaire/minidossiers/bricolage/bricopaques.html)

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

[www.vive-paques.com/jeux/motscases.htm](http://www.vive-paques.com/jeux/motscases.htm)

[universdelulue.free.fr/jeuxpaques.html](http://universdelulue.free.fr/jeuxpaques.html)

[www.momes.net/dictionnaire/p/paques.html](http://www.momes.net/dictionnaire/p/paques.html)

[www.tendre-soleil.com/paques/accueil.htm](http://www.tendre-soleil.com/paques/accueil.htm)

[www.momes.net/dictionnaire/minidossiers/bricolage/bricopaques.html](http://www.momes.net/dictionnaire/minidossiers/bricolage/bricopaques.html)

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

### Other resources:

- 6 classroom objects (paintbrush, felt-tip pen, pencil, pen, eraser, ruler);
- a tray; a bag or pillowcase
- text cards to match the 6 objects (on CD)
- letter cards to practise spelling the vocabulary for the 6 objects (on CD)

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

- Children - access to French story books in classroom.
- photos of children performing le fermier dans son pré.
- photos of children engaged in memorisation practice and other LLS
- bank of assessment statements that help the children understand the progress they are making.
- an Easter display

### Performance

Assembly – e.g. finger rhymes, traditional songs.