

# ST.HUGH'S CATHOLIC PRIMARY – FRENCH MEDIUM TERM PLANNING



## SPRING TERM YEAR 3/4

### Core Strands:

- Oracy – listening, speaking and spoken interaction
- Literacy – developing reading and writing skills
- Intercultural Understanding – understanding aspects of everyday life in France

### Cross-cutting Strands:

- Knowledge about language – understanding how language works
- Language learning strategies – using a range of approaches to learning

AREA OF FOCUS	KEY KNOWLEDGE AND SKILLS	SUGGESTED ACTIVITIES	KEY VOCABULARY	
<b>1) Animals</b>	<p>Be able to say some popular animals in French</p> <p>Recognise the French vocabulary for some animals</p> <p>Write the French words for animals</p> <p>Talk about animals in French, including preferences and descriptions</p> <p>Understand that an 's' at the end of French words is often silent</p>	<p>Animals PowerPoint</p> <p>Repeating and practising of animals out loud as a whole class</p> <p>Kim's game – which animal is missing?</p> <p>Draw and label animals in books, or cut out pictures and stick in – include wild animals (some vocabulary will need introducing to the children)</p> <p>Various worksheets on animals to be completed in books (ensure extension tasks are completed if possible)</p> <p>Animal poem – Une Souris Verte PowerPoint – read aloud as a class</p>	<p>Les animaux</p> <p>un chat</p> <p>un lapin</p> <p>une souris</p> <p>un chien</p> <p>un serpent</p> <p>un cochon</p> <p>une tortue</p> <p>une poule</p> <p>une chèvre</p> <p>un mouton</p> <p>une vache</p> <p>un crocodile</p> <p>un singe</p> <p>un éléphant</p>	<p>animals</p> <p>cat</p> <p>rabbit</p> <p>mouse</p> <p>dog</p> <p>snake</p> <p>pig</p> <p>tortoise</p> <p>hen</p> <p>goat</p> <p>sheep</p> <p>cow</p> <p>crocodile</p> <p>monkey</p> <p>elephant</p>

		<p>Children to write their own version in their books – revision of numbers and colours may be needed</p>	<p>un kangourou un lion un chameau un tigre une girafe un hippopotame un pingouin un gorille un zèbre un ours un ours polaire un panda</p>	<p>kangaroo lion camel tiger giraffe hippopotamus penguin gorilla zebra bear polar bear panda</p>
<p><b>2) Je suis</b></p>	<p>Be able to say <i>je suis</i> in French</p> <p>Respond to <i>je suis</i> using descriptive words and phrases</p> <p>Ensure correct pronunciation of 'j' in French</p>	<p>Je suis PowerPoint</p> <p>Children respond to <i>je suis</i> in pairs or groups using simple words and phrases with vocabulary they already know (colours, animals etc)</p> <p>Je suis worksheet – children to cut images out and rewrite phrases using <i>Je suis</i> + adjective in their books</p>	<p>Je suis Les qualités décrire</p>	<p>I am qualities describe</p>

<p><b>3) J'ai</b></p>	<p>Be able to say <i>j'ai</i> in French</p> <p>Respond to <i>j'ai</i> using words and phrases</p> <p>Understand the difference between <i>j'ai</i> (I have) and <i>je suis</i> (I am)</p> <p>Know when to use <i>j'ai</i> or <i>je suis</i> when describing pain and injury</p>	<p>J'ai PowerPoint</p> <p>Revise meaning and pronunciation of <i>je suis</i> – can children identify the difference between <i>je suis</i> and <i>j'ai</i>?</p> <p>J'ai mal worksheet</p> <p>J'ai mal and je me suis blessé worksheet – children will need to be introduced to some parts of the body</p>	<p>J'ai</p> <p>Je suis</p> <p>J'ai mal</p> <p>Je me suis blessé</p> <p>Je suis malade</p>	<p>I have</p> <p>I am</p> <p>I am hurt</p> <p>I am injured</p> <p>I am ill/poorly</p>
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