

Ashtree Primary School and Nursery Medium Term Plan for French

Year 3 Summer Term 2022-2023 30 -minute sessions

Prior Knowledge – Autumn/Spring Term Year 3

- Learn, practise and embed key phonics sounds.
- Build up a vocabulary bank of verbs and use these in sentences.
- Learn and use classroom language.
- Language related to asking for and giving (time)
- Express likes and dislikes.
- Express preferences

Lessons

Step 1 -Learn nouns for different fruit.

Step 2- To learn the names of the days of the week.

Step 3- To learn food nouns from the Hungry Caterpillar story.

Step 4- To consolidate the new language from lessons 1,2,3.

Step 5 – To listen to and understand a French story.

Step 6 – To develop confidence and memory by retelling the HC story.

Steps 7–To develop confidence and memory by retelling the HC story.

Steps 8- To use knowledge of colours to create a butterfly.

Steps 9- To learn some words for snacks.

Step 10 – To ask, 'What do you want?' and respond 'I want'.

Step 11 – To ask / answer from memory.

Step 12- To write individual words from memory.

To perform and record their group café dialogues.

Prior Skills -Autumn/Spring Year 3

- Pronounce phonic sounds correctly.
- Developing dictionary skills
- Able to build up longer sentences using a range of verbs.
- Use daily classroom language to show and describe.
- Use key phrases related to asking and giving.
- Personalise language by expressing likes and dislikes.

Key Skills: Vocabulary to be covered.

Step 1 - La chenille qui fait des trous (hungry caterpillar) - le fruit
une pomme / les pommes une poire / les poires une prune / les prunes
une fraise / les fraises une orange / les oranges

Step 2 -Days of the week - sign language gestures les jours de la semaine -
lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.

Step 3- Food from the story
une tranche de gateau au chocolat, un cornet de glace/une glace, un cornichon,
une tranche de fromage, une rondelle de saucisson, une sucette, une portion de
tarte aux fruits, une saucisse, une madeleine, une tranche de pastèque.

Step 4- Food from the story -Use previous material to revise key language
from the Hungry Caterpillar story (fruits, days, food)

Step 5- Video of the story - ordering the text-Hungry caterpillar story.

Step 6/7- Re-telling the story- Hungry caterpillar story.

Step 8- Making a butterfly.

Steps 9- Snack foods
une salade (a salad), un hamburger (a hamburger), un jus d'orange (an orange
juice), une banane (a banana), des frites (some chips), un hot dog (a hot dog), une
glace (an ice cream), un coca (a coke), un sandwich (a sandwich)

Step 10 - Ordering food in a café Qu'est-ce que vous voulez? (What do you
want?) Je voudrais un / une... (I want a) S'il vous plaît (please)
Voilà (Here you are) Merci (thank you) De rien (you're welcome)

Language as above

Step 11 - In a café - role plays

Step 12 - Display - favourite snacks on plates

Curriculum Enhancements

- Presentation to class from weeks 9 and 10 work.
- Presentation to main school assembly.
- Develop a French display board in class and add to the French display board in the corridor.

Misconceptions

Mispronunciations of sounds spelt the same but sounded differently.

Gender articles (be able to use correctly)

PHONICS

Some of the phonics sounds to be covered this term:

anche (tranche)

vous

age (fromage)

ait (fait)

eau (gateau)

This will lead to . . .

- Use a dictionary for independent work.
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- Ask and express opinions.
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- Express opinions confidently in spoken and written form.
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- Develop a vocabulary bank of fruit names and be able to identify/order food.
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- Develop a vocabulary bank of food names and be able to identify/order food.
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- Gain confidence in re-telling.
- Use pronouns and verbs in spoken and written French.