



Orton Wistow Primary School – Curriculum Plan



Subject : MFL French

Year : 3

Term : Autumn – On y va!



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

On y va – lets go

Je vais à l'école. – I go/I'm going to school.

à pied – on foot
 en voiture – by car
 en vélo – by bike
 en bus – by bus
 en train – by train

Où vas-tu? – Where are you going?

Je vais ... - I'm going...

en Belgique – to Belgium

en France – to France

Il fait chaud. – It's hot.

Il fait froid. – It's cold

Il fait beau. – It's fine weather.

Il fait mauvais – It's bad weather.

Il fait du soleil. – It's sunny.

Il fait du vent. – It's windy.

Il pleut. – It's raining.

lundi – Monday

mardi – Tuesday

mercredi - Wednesday

jeudi – Thursday

vendredi – Friday

samedi – Saturday

dimanche - Sunday

Know the simple patterns and sounds, words and phrases that relate to:

-the days of the week,

- modes of transport

- weather

Develop accurate pronunciation and intonation of:

-the days of the week

- modes of transport

- weather

Listen to and join in with songs and stories based on modes of transport and the weather.

Read carefully and show understanding of words and phrases about:

-the weather

-modes of transport

Link the spelling, sound and meaning of words relating to:

-the days of the week

-different types of weather

-different modes of transport.

Orally describe:

-the weather in basic detail.

-modes of transport in basic detail.

Write short, simple phrases to describe:

- the weather in basic detail

- modes of transport in basic detail

Respond to basic spoken language in the form of simple phrases and questions based on the weather and transport.

Begin to engage in simple conversations about the weather and transport.



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Subject : MFL French

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Term : Spring – L'argent de poche

																					
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
Define the word and include etymology if useful.	<table border="1"> <tr> <th data-bbox="573 610 735 672">Learning</th> <th data-bbox="735 610 896 672">Teaching</th> <th data-bbox="896 610 1054 672">Assessment</th> </tr> <tr> <td data-bbox="573 672 735 672">Remembering</td> <td data-bbox="735 672 896 672">Telling</td> <td data-bbox="896 672 1054 672">Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1"> <tr> <th data-bbox="1054 610 1215 672">Learning</th> <th data-bbox="1215 610 1377 672">Teaching</th> <th data-bbox="1377 610 1535 672">Assessment</th> </tr> <tr> <td data-bbox="1054 672 1215 672">Practising</td> <td data-bbox="1215 672 1377 672">Coaching</td> <td data-bbox="1377 672 1535 672">Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1"> <tr> <th data-bbox="1535 610 1696 672">Learning</th> <th data-bbox="1696 610 1858 672">Teaching</th> <th data-bbox="1858 610 2009 672">Assessment</th> </tr> <tr> <td data-bbox="1535 672 1696 672">Reflecting</td> <td data-bbox="1696 672 1858 672">Facilitating</td> <td data-bbox="1858 672 2009 672">Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
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<p>L'argent de poche – pocket money</p> <p>J'adore ... – I love ... Je deteste ... – I hate ... Ça – that</p> <p>vingt et un - 21 vingt-deux - 22 vingt-trois - 23 vingt-quatre - 24 vingt-cinq - 25 vingt-six - 26 vingt-sept - 27 vingt-huit - 28 vingt-neuf - 29 trente – 30</p> <p>C'est combien? – How much is it? Un euro – one euro C'est super/magnifique/fantastique. – It's great/magnificent/fantastic. J'ai ... - I have ... Je n'ai pas de ... - I don't have ...</p>	<p>Know the simple patterns and sounds, words and phrases that relate to:</p> <ul style="list-style-type: none"> - numbers up to 30 - words relating to the use of euros (money) - personal likes and dislikes 	<p>Develop accurate pronunciation and intonation of:</p> <ul style="list-style-type: none"> - numbers up to 30 - words relating to the use of euros (money) - personal likes and dislikes <p>Listen to and join in with songs and stories based on words relating to use of euros and personal likes and dislikes.</p> <p>Read carefully and show understanding of words and phrases about:</p> <ul style="list-style-type: none"> - numbers up to 30 - words relating to the use of euros (money) - personal likes and dislikes <p>Link the spelling, sound and meaning of words relating to:</p>	<p>Orally describe, in short simple phrases, personal likes and dislikes with the use of euros.</p> <p>Write short, simple phrases to describe personal likes and dislikes with the use of euros.</p> <p>Respond to basic spoken language in the form of simple phrases and questions based on personal likes and dislikes with the use of euros.</p> <p>Engage competently in simple conversations about personal likes and dislikes with the use of euros.</p>																		



									
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		<ul style="list-style-type: none"> - numbers up to 30 - words relating to the use of euros (money) - personal likes and dislikes 							



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Term : Summer – Raconte-moi une histoire

									
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Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Raconte-moi une histoire – Tell me a story</p> <p>Regardez – look Répétez. – Repeat Écoutez – listen</p> <p>quarante - forty cinquante – fifty soixante - sixty soixante-dix - seventy</p>	<p>Know the simple patterns and sounds, words and phrases that relate to:</p> <ul style="list-style-type: none"> - multiples of 10 up to 100 - a variety of adjectives 	<p>Develop accurate pronunciation and intonation of:</p> <ul style="list-style-type: none"> - multiples of 10 up to 100 - a variety of adjectives <p>Listen to and join in with songs and stories based on words relating to a variety of adjectives.</p>	<p>Orally describe, in short simple phrases, characters/objects to a range of audiences.</p> <p>Write short, simple phrases to describe characters/objects.</p> <p>Respond to basic spoken language in the form of simple phrases and questions</p>						



									
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<p>quatre-vingts – eighty quatre-vingt-dix - ninety cent – a hundred</p> <p>Il/Elle est ... - He/She is ...</p> <p>grand(e) – big petit(e)- small vrai - true faux – false</p>				<p>Read carefully and show understanding of words and phrases about:</p> <ul style="list-style-type: none"> - multiples of 10 up to 100 - a variety of adjectives <p>Link the spelling, sound and meaning of words relating to:</p> <ul style="list-style-type: none"> - multiples of 10 up to 100 - a variety of adjectives 			<p>based on descriptions of characters/objects.</p> <p>Engage confidently in simple conversations about characters and objects.</p>		