



LOWER PEOVER PRIMARY SCHOOL

FRENCH SCHEME OF WORK OVERVIEW

20-21

French Year 3 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised
Autumn 1 :A New Start <ul style="list-style-type: none"> Getting to know you Numbers Colours 	Ask and answer name Ask and answer simple feelings Count 0-11 6 colours	Key listen out activity based on: numbers ix	Exploration of recognising and answering a question	<i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i> Sound Spelling: Can identify specific
Autumn 2:Calendar and Celebrations <ul style="list-style-type: none"> Command, colours, numbers Bonfire Night colours Calendar time Christmas starry night 	Days Months (an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas	Key listen out activity based on: days of the week i	Exploration of: recognising and understanding simple commands	
Spring 1:Animals I like and don't like <ul style="list-style-type: none"> Epiphany celebrations Animals around us 	Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike	Key listen out activity based on: Key sounds in animal nouns ch/oi	Exploration of: recognising nouns asking a question	



<p>Spring 2: Carnival colours ,playground games</p> <ul style="list-style-type: none"> • Carnival and playground games • Easter celebrations 	<p>Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter</p>	<p>Key listen out activity based on: Key sounds/words in questions and answers ez</p>	<p>Exploration of:</p>	<p>sound/phonemes</p> <p>Listening: Can understand a few familiar spoken words and phrases</p>
				<p>Speaking: Can say/repeat a few short words and phrases and would be understood by a native speaker</p>
<p>Summer 1: Breakfast, fruit nouns and a hungry giant</p> <ul style="list-style-type: none"> • A hungry giant story 	<p>Fruit and vegetables Breakfast foods Ask and answer likes/dislikes</p>	<p>Key listen out activity based on: Key sounds in fruits and vegetable nouns</p>	<p>Exploration of: nouns and beginning to recognise masculine/feminine nouns</p>	

	<p>Ask for a food item politely</p>	<p>une/un</p>		<p>Reading: Can recognise and read out a few familiar words and phrases</p>
<p>Summer 2: Going on a picnic</p> <ul style="list-style-type: none"> • Where does the gingerbreadman live? • Going on a picnic (story) 	<p>Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)</p>	<p>Key listen out activity based on: Key sounds/words in picnic story ons</p>	<p>Exploration of: practising forming and structuring a polite response</p>	<p>Writing: Can write or copy a few simple words or phrases or symbols as emergent writers of the target language</p>



<u>DFE ATS and skill level</u> During the first stage of language learning, children will explore all 12 DFE Attainment Targets.	<u>Language Learning Skill level practise</u> During the first stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs
Listen attentively to spoken language and show understanding by joining in and responding	listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	recognise and respond to sound patterns/words identify specific sounds/phonemes/words focus on correct pronunciation
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic)
Speak in sentences, using familiar vocabulary, phrases and basic language structures	perform simple communicative tasks using single words/phrases and sentences
Develop accurate pronunciation and intonation, so that others understand	recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation
	perform simple communicative tasks using single words/phrases and sentences focus on correct pronunciation
Present ideas and information orally to a range of audiences	perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text
Read carefully and show understanding of words, phrases and simple writing	recognise some familiar words in written form recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases
Appreciate stories, songs, poems and rhymes in the language	listen and respond to rhymes/songs/stories recognise some familiar words in written form read and understand a range of familiar phrases



Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary	recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source
Write phrases from memory and adapt these to create new sentences to express ideas clearly	experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference
Describe people, places, things and actions orally and in writing	perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple sentences
Understand basic grammar	Use question forms Begin to explore nouns Identify and understand commands

