

Subject: MFL	Year Group: Year 3	Topic: MFL	Initiation and activation activities:
Prior knowledge required: Simple greetings and instructions. Numbers 0-20 Location of France		Vocabulary:	
Programme of Study: Year 3 & 4	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, 	<p><u>Unit 4- Portraits</u></p> <ul style="list-style-type: none"> Making simple statements (about appearance) • Giving a simple description (of a person) <p><u>Unit 6- Growing Things</u></p> <ul style="list-style-type: none"> Expressing likes and dislikes (about food) • Saying what you would like <p><u>Unit 8 –Pocket Money</u></p> <ul style="list-style-type: none"> Expressing likes and dislikes (about food and toys) • Justification of opinions • Numbers 21–39 • Simple prices <p><u>Knowledge skills and understanding</u></p> <p><u>Listening and Responding</u></p> <ul style="list-style-type: none"> Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note main points and give a personal response on a passage? <p><u>Speaking</u></p> <ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? <p><u>Reading and Responding</u></p> <ul style="list-style-type: none"> Can they read and understand short text using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? 		

<p>phrases and simple writing</p> <ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English <p>The starred (*) content above will not be applicable to ancient languages.</p> <p>•</p>	<ul style="list-style-type: none"> • Can they use a bilingual dictionary to look up new words? <p><u>Writing</u></p> <ul style="list-style-type: none"> • Can they write 2-3 short sentences on a familiar topic? • Can they say what they like and dislike on a familiar topic? <p><u>GD</u></p> <p>Can they read a story and translate words using their knowledge of patterns in the language?</p>		
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