**SOW MFL**

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| **Module** | **Unit** | **NC PoS** | **KS2 Framework for MFL link** | | | **Contexts** | **ECM** |
| Bienvenue! | 1. Comment tu t’appelles. | See below | Oracy | Literacy | Intercultural understanding | Personal and social life | E&A  MPC |
| O3.2  O3.3  O3.4 | L3.1  L3.2  L3.3 | IU3.1  IU3.2  IU3.3 |

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| **Learning objectives** | **Key language** | **Starter** | **Main Activity** | **Independent** | **Plenary** | **Resources** | **Success Criteria** |
| 1. To learn some facts about France | La Tour Eiffel  La France  La Paris  Les escargots  Le Tricolore  Un croissant  Un pain au chocolat  Les cuisses de grenouilles  L’Arc de Triomphe  Bonjour  Au revoir  Le français | Give chn 1 minute to write down as many facts as possible that they know about France.  SU-HU-PU-PIO | Ask chn if anyone has visited France? Share information with the class.  Introduce some facts about France along with some essential key vocabulary using flashcards and PPT presentation. | Chn to produce a French fact page in their exercise book.  Use help sheet and label in French. | Il y a une pie | MWB  Flashcards  Exercise books  Pictures for fact page (Eg frogs legs / snails / French flag etc) | All chn will know three facts about France.  Most chn will be able to locate France on a map.  Some chn will learn some new French words. |
| Evaluation | | | | | | | |
| 2. To be able to greet someone in French | Bonjour  Ça va?  Ça va bien  Ça va très bien  Ça va mal  Comme ci, comme ça.  Merci  Et toi?  Au revoir | Where is French spoken?  Show chn a list of countries. Chn to identify what they all have in common (French official language in 29 countries) | Introduce French vocabulary using games and repetition.  Throw and catch Q + A  Chn to greet each other ‘French style’ Pretend kisses on cheeks! | Cut and paste conversation into books in the correct order.  Write the missing words in the gaps.  Write three different conversations in books. | Bonjour Song | Bingo cards  Ball  Intro flash cards  Conversation wk sheets.  Bonjour song | All chn will be able to say hello and goodbye in TL.  Most chn will be able to greet each other in TL.  Some chn will be able to record the conversation on paper. |
| Evaluation: | | | | | | | |
| 3. To be able to introduce yourself in French | Comment tu t’appelles?  Je m’appelle…  Et toi? | Bonjour song | Introduce new vocabulary using repetition / games / voices.  Use Mr and Mrs cards, chn to find partner using new vocabulary. | Fill in the blanks on introductions sheet.  Complete Bonjour! Ça va? Sheet  Complete Bonjour! Ça va? Sheet plus ‘invente une conversation’. | Remove vocabulary from board, recap vocabulary.  Play Mr and Mrs game. Each child is given a card with their name on it. They need to find their husband/wife by using new vocab | Bonjour song. Vocab flash cards.  Mr and Mrs cards | All chn will introduce themselves in French.  Most chn will be able to have a short conversation using prompts.  Some chn will be able to initiate conversation without using prompts. |
| Evaluation: | | | | | | | |
| 3. To be able to introduce yourself in French | Comment tu t’appelles?  Je m’appelle…  Et toi?  Il s’appelle…  Elle s’appelle… | Mr and Mrs game. | Introduce il / elle s’appelle.  Question children about the name of their partner from Mr and Mrs game. | Give each child a French name.  Chn to quiz each other to ask what they are called, note down the names.  Chn then write 4 sentences using il and 4 using elle. | Comment t’appelles tu song. | Bonjour song. Vocab flash cards.  Mr and Mrs cards | Chn will begin to use 3rd person singular. |
| Evaluation: | | | | | | | |
| 4. To be able to count to 12 in French.  To be able to read and write numbers to 12. | Un, deux, trois, quatre, cinq, six sept huit, neuf, dix, onze, douze. | Q+A – Recap intro and greeting vocab using ball.  Mr and Mrs game | Hide new vocabulary around the room.  Ask chn to find and record the new words.  Return to carpet. Discuss pronunciation and spelling of new words.  In pairs – matching activity. Match number to word | Numbers worksheet  Les maths français. | Play bingo  A douze song | Number cards  Number worksheets. | All chn will be able to count to 12 in French.  Most chn will be able to write the numbers accurately using promts.  Some chn will recognise the numbers out of sequence. |
| Evaluation: | | | | | | | |
| 5. To be able to say how old you are.  To be able to ask how old someone is. | Quelle âge as-tu?  J’ai…  Numbers 1-12 | Bingo 1-12 | Chn sit in a circle.  Give each child a number card between 1 – 12. When their number is called they must stand up and swap places.  Introduce vocabulary. Q + A with ball. Start using chns own ages then use the number of the card that they have. | Complete worksheet.  TA to support LA.  Introduce ‘Il/Elle’ | Ah nous comptons!!! | Number cards 1-12  Vocab cards  Worksheet | All chn will say how old they are.  Most chn could ask and respond to a question about age.  Some chn could substitute words within the sentences to say different ages. |
| Evaluation: | | | | | | | |
| 6. To be able to tell a story in French | Le navet énorme |  | Introduce characters and vocab.  Give chn actions eg: if they say a noun, place one hand on head. If it is masculine, point to the ground and say it with a low voice, feminine, point to ceiling, hand on head and say in high pitched voice.  Verbs, do a running on the spot action before and after verbs with appropriate erb action inbetween. | Chn to act out story. |  | Le navet enorme | All chn will have participated in telling a story in French.  Most chn will understand the story.  Somr chn will be able to read the text. |
| Evaluation: | | | | | | | |
| 7. Assessment |  |  | Write a short conversation about yourself in French. | [http://www.youtube.com/ watch?v=KIMRNkxgok4](http://www.youtube.com/%20watch?v=KIMRNkxgok4) | Chez mimi – En famille |  |  |

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| **AT Levels** | **Learning Outcomes** |
| **AT1/1**  **AT2/1-2**  **AT3/1-2**  **AT4/1** | Recognise greetings and introductions and identify numbers from 1-12. Understand simple dialogue about familiar names and note down spellings.  Say your name, greet people, count from 1-12. Participate in dialogue asking about and giving age. Participate in simple dialogue about spellings of familiar names.  Understand written greetings and introductions.  Copy phrases giving greetings and introductions. Copy or write familiar words from memory. |

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| **NC PoS** |
| 1. Listen attentively to spoken language and show understanding by joining in and responding. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 4. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 6. Present ideas and information orally to a range of audiences. 7. Read carefully and show understanding of words, phrases and simple writing. 8. Appreciate stories, songs, poems and rhymes in the language. 9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 11. Describe people, places, things and actions orally and in writing 12. Understand basic grammar appropriate to the language being studied, such as (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. |