

Medium Term Plan – MFL (French) – Year 3 – Our School

Teachers must use in conjunction with History Progression document (Prior Knowledge and Skills).



Lesson	National Curriculum links	Objective	Success Criteria	Vocabulary	Resources	Content
1/6	Listen attentively to spoken language and show understanding by joining in and responding in the context of naming objects around the classroom.	To ask and explain where things are in the classroom	To be able to name some classroom objects	Voici [here is], la salle de classe (f) [classroom], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l'ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est ? [Where is?], il (m)/ elle (f) est là [it's there], Où sont ? [Where are?], ils (m. pl.)/elles (f. pl.) sont là [they're there].	What's in the Classroom? Matching Cards – one set per pair	Introduce statements, question and vocabulary. In pairs match the cards
2/6	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of describing the contents of a pencil case.	To describe the contents of my pencil case	To be able to use correct vocabulary and some written words	Le/un crayon (m) [pencil], le/un stylo (m) [pen], le/ un crayon de couleur (m) [coloured pencil], le/un taille-crayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler], J'ai un/une... dans ma trousse [I have... in my pencil case].	What's in Your Pencil Case? Loop Cards – one set per group	Introduce vocabulary and practise Play the game 'What's in your pencil case?'
3/6	Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of subjects studied at school.	To express opinions about school subjects	To speak in simple sentences using correct vocabulary	Le français (m) [French], l'anglais (m) [English], les sciences (f. pl.) [science], les maths (f. pl.) [maths], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [ICT], le dessin (m) [art], aimes-tu... ? [do you like...?], j'aime... (f) [I like...], je n'aime pas... [I don't like...], oui [yes], non [no].	Differentiated School Subjects Matching/ Snap Cards – one set per group	Introduce vocabulary and recap previous sessions. Ask and answer questions. Play snap in small groups
4/6	Listen attentively to spoken language and show	To listen to commands and	To understand some instructions		Lesson presentation	Take part in a PE session

	understanding by joining in and responding in the context of giving and following classroom instructions.	follow instructions.				
5/6	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school.	To ask and answer questions about places in school	To use vocabulary relating to places around school.	La salle de classe (f) [classroom], la cour de récréation (f) [playground/yard], la bibliothèque (f) [library], la salle de musique (f) [music room], la salle d'informatique (f) [ICT room], le couloir (m) [corridor], la grande salle (f) [hall], le bureau (m) [school office/reception], le bureau du directeur (m) le bureau de la directrice (m) [Head Teacher's office – female], la cantine (f) [canteen/dining hall], la salle des professeurs (f) [staff room], Où es-tu ? [Where are you?], je suis dans... [I am in...], je suis sur... [I am on...].	Around School Matching Cards – one set per pair	Introduce vocabulary and practise. Match up cards and vocabulary. Ask questions about where people are
6/6	Understand basic grammar appropriate to the language being studied in the context of school activities.	To construct simple sentences to say what I like to do at school.	Be able to say what they like to do using previous and new vocabulary	Lire [to read], manger [to eat], courir [to run], chanter [to sing], marcher [to walk], jouer au foot [to play football], parler avec mes amis [to talk with my friends], utiliser l'ordinateur [to use the computer], jouer au basket [to play basketball], danser [to dance], Qu'est-ce que tu aimes faire ? [What do you like to do?], J'aime... [I like...].	Differentiated What Do You like to Do? Board Game – one set per group	Introduce vocabulary and practise. Play board game in small groups