

KS3 MFL: Describing myself

Autumn term 2 2023

Subject curriculum intent:	<p>In learning a modern foreign language students will develop their knowledge and understanding of another language and culture. Students will develop an interest in learning other language. Students will develop their awareness of cultural differences in other countries and a greater understanding of cultural practices in this country. Students will develop their speaking and listening skills and gain a better understanding of the French language and its grammar system.</p> <p>This half term, pupils will be developing these skills through describing themselves in French. They will also apply their knowledge of family members by describing their family members' appearances.</p> <p><u>Students will know and understand how to:</u></p> <ul style="list-style-type: none">· ask and answer basic questions;· use correct pronunciation and intonation;· memorise words;· interpret meaning;· understand some basic grammar;· work in pairs and groups, and communicate in the other language;· look at life in another culture.
End of KS3 intent/outcome	End of KS4 intent/outcome
Students will be able to understand and participate in simple conversations held in the French language. Students will be able to describe themselves in French. They will be able to learn and use key vocabulary for body parts and adjectives.	Students develop their knowledge and understanding of France and French culture and compare with another country outside the UK. Students build upon the knowledge in skills in using the French language to apply this to learning Spanish and learning about Spanish culture.
Intent for this topic:	This half term, pupils will be developing their French skills through learning how to describe themselves. They will be able to use key vocabulary to name their body parts and describe them using adjectives.
Key vocabulary taught within this topic:	<p>À Â Ç È É Ê Ë Ô Õ Ù Ú, à â ç é è ê ê ù û (Accents not usually used on capital letters except À)</p> <p><u>Vocabulary revisited:</u> la tête (head), le bras (arm) , la jambe (leg), la main (hand), le pied (foot), les yeux/ un œil (eyes), une oreille (ear), le nez (nose), la bouche (mouth) noir/noire (black), blond/blonde (blond), brun/brune (brown), roux/rousse (ginger), chauve/chauve (bald), long/longe (long), court/courte (short)</p> <p><u>Topic specific vocabulary:</u> De quelle couleur sont tes cheveux?(what colour is your hair) De quelle couleur sont tes yeux? (what colour are your eyes ?) j'ai, tu as , il/elle/on a, nous avons, vous avez ils/elles ont (I have, you have, she/he has, we have, you {plural} have, they have) un/une deux trois quatre cinq six sept huit neuf dix</p>
Links to other subjects:	<p>Art: Expression art - self-image, Science: Life cycles - growing and reproduction</p> <p><i>RRS Articles:</i> <i>This unit of work is linked to Articles 29 of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i></p>

	<u>B2 P 4-6</u>	<u>B2 P 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
Key Learning Strand: Listening and responding					
<u>Subject specific knowledge</u> Listening and responding <u>What do pupils need to know?</u>	<u>Students know</u> some of the key sounds used in the French language. <u>Students know</u> some rhymes and songs in the French language. <u>Students know</u> and are familiar with key numbers in French	<u>Students begin to know</u> or are familiar with some key words (family members) and phrases in the target language: noir/noire (black), blond/blondes (blond), brun/brune (brown), roux/rousse (ginger), chauve/chauve (bald), long/longe (long), court/courte (short) - ma mère, - ma maman	<u>Students know</u> a few familiar spoken words (family members) and phrases in French la tête (head) le bras (arm) la Jambe (leg) la main (hand) le pied (foot) les yeux (eyes) l'oreille (ear) le nez (nose) la bouche (mouth) roux/rousse (ginger), chauve/chauve (bald),	<u>Students know</u> a range of familiar spoken words (family members) and phrases in French - J'ai la tête (head) le bras (arm) la Jambe (leg) la main (hand) le pied (foot) les yeux (eyes) l'oreille (ear) le nez (nose) la bouche (mouth) noir/noire (black), blond/blondes (blond),	<u>Students know</u> some short phrases: - De quelle couleur sont tes cheveux? (what colour is your hair) De quelle couleur sont tes yeux? (what colour are your eyes?)

		<ul style="list-style-type: none"> - ma soeur - ma grand-mère - un/une - deux - trois 	<ul style="list-style-type: none"> long/longe (long), court/courte (short) - un/une - deux - trois 	<ul style="list-style-type: none"> brun/brune (brown), roux/rousse (ginger), chauve/chauve (bald), long/longe (long), court/courte (short) - un/une - deux, - trois 	
<p>Subject specific skills</p> <p>Listening and responding</p> <p>What do pupils need to be able to do?</p>	<p>Students <u>begin</u> to repeat, copy or imitate some sounds heard in the target language.</p> <p>Students <u>are able to</u> perform familiar or simple actions on request using repetition, sign or gesture as prompts.</p> <p>Students <u>are able to</u> listen and may respond to familiar rhymes and songs in a foreign language.</p>	<p>Students <u>are able to</u> answer a question the French language about their family</p> <p>Students <u>are able to</u> listen, attend to and follow familiar interactions in the French language.</p> <p>Students <u>are able to</u> understand the English meaning of a few words presented in a familiar context with visual clues spoken in French.</p>	<p>Students <u>are able to</u> recognise and understand speech spoken clearly, face to face or from a good-quality recording.</p> <p>With support such as gesture and repetition, students <u>are able to</u> respond to familiar words or short phrases.</p>	<p>Students <u>are able to</u> translate a range of familiar phrases spoken clearly and repeated if needed.</p>	<p>Students <u>are able to</u> <u>translate</u> the main points from short, spoken passages that use familiar language.</p> <p>Students <u>are able to</u> <u>identify</u> and note personal responses to short spoken passages.</p>

Key Learning Strand Speaking						
	<u>B2 P Step 3-4</u>	<u>B2 P Step 5-6</u>	<u>B2 P Step 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
<p>Subject specific knowledge</p> <p>Speaking</p> <p>What do pupils need to know?</p>	<p>Students <u>know</u> when they are expected to respond to a familiar person, activity, object or word.</p> <p>Students <u>know</u> learned responses over more extended periods.</p>	<p>Students <u>know</u> some simple one or two word questions in French</p>	<p>Students <u>know</u> one or two simple classroom commands.</p> <p>Students <u>know</u> that some French words sounds similar to English</p>	<p>Students <u>know</u> the single words and short simple phrases to use in response to what they see and hear</p>	<p>Students <u>know</u> how to answer simple questions and provide basic information. They know how to respond to what they see and hear, and know some set phrases.</p> <p>Students <u>know</u> the sound patterns of the French language</p>	<p>Students <u>know</u> the vocabulary and structure used to form simple questions in French.</p> <p>Students <u>know</u> some key questions in French with the support of visual cues.</p>

<p><u>Subject specific skills</u></p> <p><u>Speaking</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>Students begin to communicate intentionally in MFL sessions, seeking attention through eye contact, gesture or action.</u></p> <p><u>Students are able to request events or activities, by using gesture or by pointing at objects and people familiar to them in MFL sessions.</u></p> <p><u>Students are able to follow the sequence of a familiar routine in MFL sessions and respond accordingly.</u></p>	<p><u>Students are able to attempt one or two words in the French language in response to cues in a song or familiar phrase.</u></p> <p><u>Students are able to respond to simple questions, requests or instructions about familiar events or experiences possibly responding through vocalisation, sign or gesture.</u></p> <p><u>Students are able to respond to others in a group using repetition, gesture, facial expression and/or intonation to enhance meaning.</u></p> <p><u>Students are able to communicate positives and negatives in response to simple questions.</u></p>	<p><u>Students are able to respond briefly to one or two simple classroom commands using single words, signs or symbols.</u></p> <p><u>With some support, students are able to use a 1-3 word string for a purpose,</u></p> <p><u>Students are able to begin to describe their family using a single French word</u></p>	<p><u>With visual clues and other support, students are able to say single words and short simple phrases in response to what they see and hear.</u></p> <p><u>Students are able to attempt to pronounce words correctly.</u></p> <p><u>Students are able to begin to talk to each other about their family using a familiar phrase</u></p>	<p><u>Students are able to answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of the sound patterns of the French language and their meaning is clear.</u></p> <p><u>Student are able to talk to each other about their family in French using a familiar phrase</u></p>	<p><u>Students are able to ask and answer simple questions and talk about their interests.</u></p> <p><u>Students are able to participate in brief prepared tasks, using visual or other clues to help them initiate and respond.</u></p> <p><u>Students are able to use short learned phrases to express personal responses.</u></p> <p><u>Students are able to occasionally substitute items of vocabulary to vary questions or statements.</u></p> <p><u>Students are able to use and apply other French vocabulary they know when using numbers e.g. number of food items</u></p>
<p>Key Learning Strand: Reading and responding</p>						
	<p><u>B2 P 3-4</u></p>	<p><u>B2 P 5-6</u></p>	<p><u>B2 P 7-8</u></p>	<p><u>B2 Step 1</u></p>	<p><u>B2 Step 2</u></p>	<p><u>B2 Step 3</u></p>

<p><u>Subject specific knowledge</u></p> <p>Reading and responding</p> <p><u>What do pupils need to know?</u></p>		<p><u>Students know</u> a few familiar words, actions or objects presented in the French language.</p>	<p><u>Students know</u> a number of key words in French.</p>	<p><u>Students know</u> a few familiar words and phrases presented in clear script in a familiar context.</p>	<p><u>Students know</u> some written phrases that are familiar to them</p> <p><u>Students know</u> that they can use books, glossaries or dictionaries to find out the meanings of new words.</p>	<p><u>Students know</u> what are the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences.</p> <p><u>Students know</u> how to use a bilingual dictionary or glossary to look up new words.</p>
<p><u>Subject specific skills</u></p> <p><u>Reading and responding</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>Students begin to</u> respond to options and choices with actions or gestures,</p> <p><u>Students are able to</u> show or give an object in response to a request written in the target language.</p>	<p><u>Students are able to</u> match and select symbols for familiar words, actions or objects presented in the French language.</p>	<p>With the support of visual cues if needed, <u>students are able to</u> read out a few familiar words presented in clear script in a familiar context.</p>	<p>With the support of visual cues if needed, <u>students are able to</u> read out a few familiar words and phrases presented in clear script in a familiar context.</p>	<p><u>Students are able to</u> read and understand familiar written phrases.</p> <p><u>Students are able to</u> match sound to print by reading aloud familiar words and phrases.</p> <p><u>Students are able to</u> use books, glossaries or dictionaries to find out the meanings of new words.</p>	<p><u>Students are able to</u> show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences.</p> <p><u>Students are beginning to</u> read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words</p>

Key Learning Theme: Writing

	<u>B2 P Step 3-4</u>	<u>B2 P Step 5-6</u>	<u>B2 P Step 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> <p><u>Writing</u></p>	<p><u>Students know</u> one or two familiar words, symbols or objects presented in the French language.</p>	<p><u>Students know</u> some familiar words, symbols, actions or objects presented in the French language.</p>	<p><u>Students know</u> how to write a number of key words.</p>	<p><u>Students know</u> how to form letters used in the French alphabet.</p>	<p><u>Students know</u> how to form a simple sentence in the French language.</p>	<p><u>Students have</u> a repertoire of a few key French phrases.</p>

<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> <p><u>Writing</u></p>	<p><u>Students begin to select a familiar word or symbol to answer questions or complete a statement target language.</u></p>	<p><u>Students are able to match and select symbols for familiar words, actions or objects presented in the French language.</u></p>	<p><u>With some support, students are able to use a 1-3 word string for a purpose,</u></p>	<p><u>Students are able to write or copy simple words or symbols correctly.</u></p> <p><u>Students are able to label items and select appropriate words to complete short phrases or sentences.</u></p>	<p><u>Students are able to write one or two short sentences, following a model, and fill in the words on a simple form with spelling approximate to the correct form.</u></p> <p><u>Students are able to label items and write familiar short phrases correctly.</u></p>	<p><u>Students are able to write a few short sentences, with support, using expressions that they have already learnt.</u></p> <p><u>Students are able to write personal responses to questions.</u></p> <p>Students write short phrases from memory and their spell words in a manner that is understandable.</p>
<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p>	<ul style="list-style-type: none"> • Watch & listen to rhymes and songs • Paired interviews / hot seating • Role play situations • Use ICT, sound buttons etc • Use French texts eg Grand Monstre Vert, Couleurs etc • Matching French and English words with symbols • Play 'Guess Who' using French vocabulary to describe face • Play 'draw it', using French vocabulary to describe different facial features • Describing family members' facial features, Isee (je vois) sentences using symbols and colourful semantics 					
<p><u>Resources</u></p> <p>Espresso -</p> <p>Take 10 French Phonics</p> <p>Take 10 French activities</p> <p>Interactive Velcro body and faces</p> <p>Interactive dice & various themed inserts</p> <p>Beret</p> <p>Boules</p> <p>French Games & activities</p> <p>Puppets</p>						
<p><u>Evidencing Work</u></p> <p>Photographic & video evidence</p> <p>Differentiated worksheets</p>						