

KS3 MFL Summer Term: Parisian Café

Summer 1 & 2

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><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	
<p>Students will be able to understand and participate in simple conversations held in the French language.</p> <p>Students will have a basic knowledge and understanding of France and French culture.</p>	<p>Students develop their knowledge and understanding of France and French culture and compare with another country outside the UK.</p> <p>Students build upon the knowledge in skills in using the French language to apply this to learning Spanish and learning about Spanish culture.</p>	
Intent for this topic:	<p>This half term, pupils will be developing these skills through describing and ordering French food. They will also apply their knowledge of how to count to ten</p> <p>Students will revisit and build upon skills and knowledge developed in greeting and addressing people in French. They will also apply their knowledge of numbers, colours and family members in French.</p>	
Key vocabulary taught within this topic:	<p>À Â Ç È É Ê Ë Ô Õ Ù Ú, à â ç é è ê ï ô ù û (Accents not usually used on capital letters except À)</p> <p><u>Vocabulary revisited:</u></p> <p>bonjour, bonne journée, bonsoir, bonne soirée, bonne nuit, fais de beaux rêves, au revoir, à plus, à bientôt, salut, ciao, ça va? ça va bien merci/ merci bien, / merci beaucoup, ça va mal, comme ça, comment allez vous?, comment vas- tu?, je vais bien, je vais mal</p> <p>un/une deux trois quatre cinq six sept huit neuf dix,</p> <p><u>Topic specific vocabulary:</u></p> <p>Au café, le serveur, la serveuse, une table pour un/deux etc</p> <p>une limonade, un coca, un chocolat chaud, un café, un thé, de l'eau, un jus d'orange, un gateau au chocolat, un sandwich, un pain au chocolat, un croissant, un croque monsieur, un gateau au chocolat</p> <p>J'aime, j'adore, je n'aime pas, je déteste. S'il vous plaît, merci/ merci bien / merci beaucoup</p>	
Links to other subjects:	<p>Maths: number and colour</p> <p>RRS Articles: 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</p>	

	B2 P 4-6	B2 P 7-8	B2 Step 1	B2 Step 2	B2 Step 3	B2 Step 4
Key Learning Strand: Listening and responding						
<p><u>Subject specific knowledge</u></p> <p><u>Listening and responding</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>Students know</u> some of the key sounds used in the French language.</p> <p><u>Students know</u> some rhymes and songs in the French language.</p> <p><u>Students know</u> and are familiar with key numbers in French</p>	<p><u>Students begin to know</u> or are familiar with some key words (family members) and phrases in the target language:</p> <p>Au café Une limonade un coca un chocolat chaud de l'eau un jus d'orange Un gateau au chocolat Un sandwich - un/une - deux - trois</p>	<p><u>Students know</u> a few familiar spoken words (family members) and phrases in French</p> <p>J'aime Au café Une limonade un coca un chocolat chaud un café un thé de l'eau un jus d'orange Un gateau au chocolat Un sandwich Un pain au chocolat Un croissant Un croquet monsieur Un gateau au chocolat</p> <p>- un/une - deux - trois</p>	<p><u>Students know</u> a range of familiar spoken words (family members) and phrases in French</p> <p>- J'aime Je n'aime pas Je voudrais</p> <p>Au café Une limonade un coca un chocolat chaud un café un thé de l'eau un jus d'orange Un gateau au chocolat Un sandwich Un pain au chocolat Un croissant Un croquet monsieur Un gateau au chocolat Un sandwich Un pain au chocolat Un croissant Un croque monsieur - un/une - deux, - trois</p>	<p><u>Students know</u> some short phrases:</p> <p>- Bonjour, ça va ou ça ne vas pas ?</p> <p>Je voudrais Je prends J'aime... Merci.. Non, Merci..</p> <p>Est-ce que je peux avoir un/e _____s'il vous plaît ?</p>	<p><u>Students know</u> most of the familiar language used in short spoken passages, repeated if necessary e.g.</p> <p>Bonjour, ça va ou ça ne vas pas ?</p> <p>On est prêt(e) à commander)</p> <p>Avez-vous une suggestion</p> <p>C'est Terminé</p> <p>C'était délicieux</p> <p>Est-ce que je peux avoir un/e _____s'il vous plaît ?</p>

<p><u>Subject specific skills</u></p> <p>Listening and responding</p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>Students begin</u> to repeat, copy or imitate some sounds heard in the target language.</p> <p><u>Students are able to</u> perform familiar or simple actions on request using repetition, sign or gesture as prompts.</p> <p><u>Students are able to</u> listen and may respond to familiar rhymes and songs in a foreign language.</p>	<p><u>Students are able to</u> answer a question the French language about their family</p> <p><u>Students are able to</u> listen, attend to and follow familiar interactions in the French language.</p> <p><u>Students 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><u>Students 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, <u>students are able to respond</u> to familiar words or short phrases.</p>	<p><u>Students are able to</u> translate a range of familiar phrases spoken clearly and repeated if needed.</p>	<p><u>Students are able to</u> translate the main points from short, spoken passages that use familiar language.</p> <p><u>Students are able to</u> identify and note personal responses to short spoken passages.</p>	<p><u>Students understand and translate some</u> detail from spoken passages that use familiar language in short simple sentences.</p>
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Key Learning Strand Speaking

	<u>B2 P 3-4</u>	<u>B2 P 5-6</u>	<u>B2 P 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>	<u>B2 Step 4</u>
<p><u>Subject specific knowledge</u></p> <p><u>Speaking</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>Students know</u> when they are expected to respond to a familiar person, activity, object or word.</p> <p><u>Students know</u> learned responses over more extended periods.</p>	<p><u>Students know</u> some simple one or two word questions in French</p>	<p><u>Students know</u> one or two simple classroom commands.</p> <p><u>Students know</u> that some French words sounds similar to English</p>	<p><u>Students know</u> the single words and short simple phrases to use in response to what they see and hear</p>	<p><u>Students 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><u>Students know</u> the sound patterns of the French language</p>	<p><u>Students know</u> the vocabulary and structure used to form simple questions in French.</p> <p><u>Students know</u> some key questions in French with the support of visual cues.</p>	<p><u>Students have a growing knowledge</u> of the grammar of the French language.</p> <p><u>Students know</u> which words they can substitute in a phrase or sentence.</p>
<p><u>Subject specific skills</u></p> <p><u>Speaking</u></p>	<p><u>Students begin to</u> communicate intentionally in MFL sessions, seeking attention through eye contact, gesture or action.</p>	<p><u>Students are able to</u> attempt one or two words in the French language in response to cues in a song or familiar phrase.</p>	<p><u>Students are able to</u> respond briefly to one or two simple classroom commands using single words, signs or symbols.</p>	<p>With visual clues and other support, <u>students are able to</u> say single words and short</p>	<p><u>Students are able to</u> answer simple questions and give basic information. They give short, simple responses to what they see and</p>	<p><u>Students are able to</u> ask and answer simple questions and talk about their interests.</p>	<p><u>Students are able to</u> take part in simple conversations, supported by visual or other cues, and express their opinions.</p>

<p><u>What do pupils need to be able to do?</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 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>With some support, <u>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>simple phrases in response to what they see and hear.</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>hear, and use set phrases. Their pronunciation shows an awareness of the sound patterns of the French language and their meaning is clear.</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 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><u>Students are able to begin to use their knowledge of grammar to adapt and substitute single words and phrases.</u></p> <p><u>Students are able to generally pronounce words accurately and they show some consistency in their intonation.</u></p>
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Key Learning Strand: Reading and responding

	B2 P 3-4	B2 P 5-6	B2 P 7-8	B2 Step 1	B2 Step 2	B2 Step 3	B2 Step 4
<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 a few familiar words, actions or objects presented in the French language.</u></p>	<p><u>Students know a number of key words in French.</u></p>	<p><u>Students know a few familiar words and phrases presented in clear script in a familiar context.</u></p>	<p><u>Students know some written phrases that are familiar to them</u></p> <p><u>Students know that they can use books, glossaries or dictionaries to find out the meanings of new words.</u></p>	<p><u>Students know what are the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences.</u></p> <p><u>Students know how to use a bilingual dictionary or glossary to look up new words.</u></p>	<p><u>Students know some of the detail in short written texts in clear printed script made up of familiar language in simple sentences.</u></p> <p><u>Students know they can use context to work out the meaning of unfamiliar words</u></p>
<p><u>Subject specific skills</u></p> <p>Reading and responding</p>	<p><u>Students begin to respond to options and choices with actions or gestures,</u></p> <p><u>Students are able to show or give an object in response to</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>With the support of visual cues if needed, <u>students are able to read out a few familiar words presented in clear script in a familiar context.</u></p>	<p>With the support of visual cues if needed, <u>students are able to read out a few familiar words and phrases</u></p>	<p><u>Students are able to read and understand familiar written phrases.</u></p> <p><u>Students are able to match sound to print by reading</u></p>	<p><u>Students are able to show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar</u></p>	<p><u>Students are able to show that they understand the main points and some of the detail in short written texts from familiar contexts.</u></p>

<u>What do pupils need to be able to do?</u>	a request written in the target language.			presented in clear script in a familiar context.	aloud familiar words and phrases. <u>Students are able to use books, glossaries or dictionaries to find out the meanings of new words.</u>	language in simple sentences. <u>Students are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words</u>	When reading on their own, as well as using a bilingual dictionary or glossary, <u>students begin to use context to work out the meaning of unfamiliar words</u>
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Key Learning Theme: Writing

	<u>B2 P 3-4</u>	<u>B2 P 5-6</u>	<u>B2 P 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>	<u>B2 Step 4</u>
<u>Subject specific knowledge</u> <u>What do pupils need to know?</u> <u>Writing</u>	<u>Students know one or two familiar words, symbols or objects presented in the French language.</u>	<u>Students know some familiar words, symbols, actions or objects presented in the French language.</u>	<u>Students know how to write a number of key words.</u>	<u>Students know how to form letters used in the French alphabet.</u>	<u>Students know how to form a simple sentence in the French language.</u>	<u>Students have a repertoire of a few key French phrases.</u>	<u>Students know an increasingly wide range of vocabulary in French.</u> <u>Students have a growing knowledge of the grammar of the French language.</u> <u>Students know how to use dictionaries or glossaries to check words they have learnt</u>
<u>Subject specific skills</u> <u>What do pupils need to be able to do?</u> <u>Writing</u>	<u>Students begin to select a familiar word or symbol to answer questions or complete a statement target language.</u>	<u>Students are able to match and select symbols for familiar words, actions or objects presented in the French language.</u>	<u>With some support, students are able to use a 1-3 word string for a purpose,</u>	<u>Students are able to write or copy simple words or symbols correctly.</u> <u>Students are able to label items and select appropriate words to complete short phrases or sentences.</u>	<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> <u>Students are able to label items and write familiar short phrases correctly.</u>	<u>Students are able to write a few short sentences, with support, using expressions that they have already learnt.</u> <u>Students are able to write personal responses to questions.</u> Students write short phrases from memory and their spell words in a manner that is understandable.	<u>Students are able to write short texts on familiar topics, adapting language that they have already learnt.</u> <u>Students are able to draw largely on memorised language.</u> <u>Students begin to use their knowledge of grammar to adapt and substitute single words and phrases.</u> <u>Students begin to use dictionaries or glossaries to check</u>

							words they have learnt.
<p><u>Suggested teaching activities</u> <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 • French food tasting • Roleplay French Café • French Menu creation • Roleplay ordering food 						
<p><u>Resources</u> Espresso - Take 10 French Phonics Take 10 French activities Interactive dice & various themed inserts Beret Boules French Games & activities Puppets French food basket French Flags Sound Buttons</p>							
<p><u>Evidencing Work</u> Photographic & video evidence Differentiated worksheets</p>							