

We recognise the importance of providing children with a solid foundation in language learning. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society and provides an opening to other cultures. We aim to develop these skills alongside children's communication skills and extending their knowledge of how language works.

Inspiring and enabling our school community to live life to the full



FRENCH YEAR 3

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

Les glaces/Ice Creams

Prior Learning:

Children would be familiar with vocabulary from the following units 'Instruments' and 'I Am Able...'

Key Vocabulary taught in this unit:

CH OU ON OI. ON sound in **citron** **CH** sound in **pistache** **Silent letters.** We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat'. **Guttural 'R'**. Becoming more familiar with the French 'r' sound as seen in **fraise** and **citron**. Starting to understand that nouns in French are either masculine or feminine (**une glace, un cornet, un petit pot**).

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

In this unit pupils will learn ten flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.

Impact / Outcome:

What will the final product / result be?

There will be a wide variety of speaking and listening tasks associated with the ten ice-cream flavours working towards ordering an ice-cream from an ice-cream parlour/van. Opportunity to improve written skills with an ample choice of desk based activities in each lesson.

- To repeat and recognise a few of the ten ice-cream flavours in French as presented in this unit.
- To spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model.
- To say in French that I like a particular flavour in French using 'je voudrais', if I hear it being modelled by somebody else first.
- To say in French whether I would like my ice-cream in a cone or pot/small tub,
- To repeat and recognise most of the ten ice-cream flavours in French as presented in this unit.
- To say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first.
- To specify in French what flavour ice-cream I would like, but I may need to hear a model answer first.
- To specify in French whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of the language first.
- To name and recognise all ten ice-cream flavours as presented in this unit. I can attempt to spell more than five of these flavours in French with high accuracy.
- To say in French that I would like an ice-cream using 'je voudrais'.
- To specify in French what flavour ice-cream I would like.
- To specify in French whether I would like my ice-cream in a cone or a small pot/tub.

P4C Inquiry (where appropriate) n/a