

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

Grande Bretagne /Ancient Britain

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

<p>Prior Learning: Previous vocabulary from the following units 'Instruments' and ' I Am Able...' and then another couple of units from 'Fruits', 'Vegetables', 'Ice-Creams' and 'Seasons'</p>	<p>Key Vocabulary taught in this unit: CH OU ON OI. CH sound in fleche. OU sound in bijoux. ON sound in bronze, Anglo-Saxons, maison & ronde. OI sound in histoire Liaison.</p>
<p>Intent: What do we want the children to know, be able to do by the time they complete this unit)? The six different periods of Ancient Britain in French with a focus on key language from the Stone, Bronze and Iron Age.</p>	
<p>Impact / Outcome: What will the final product / result be?</p> <ul style="list-style-type: none"> - To tell you one of the key periods of Ancient Britain, but I may need to be prompted or reminded first. I work better if I am given a choice of pictures and words to work from. - To find the chronological order more of a challenge. I can recognise the pictures for a man or woman from the Stone Age, Bronze Age and Iron Age and can repeat this in French when it is said to me first. - To match the pictures to the hunting tools when the hunting tools are read out to me clearly. - To say where I live as a man or woman in the Stone Age, Bronze Age or Iron Age but must have it said to me first. I can tell you and use correctly the French for two of the following three; "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). - To tell you most of the words for the six key periods of Ancient Britain (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. - To work better with a model first. I can tell you that I am a man or woman from the Stone Age, Bronze Age or Iron Age in French from memory and attempt to spell this too. I find it a challenge. - To say I have at least one hunting tool as a man or woman from the Stone Age, Bronze Age or Iron Age in French. I can attempt to say where I live as a man or woman from the Stone Age, Bronze Age or Iron Age but may need an example or to hear the words said to me clearly first. I can tell you and use correctly the French for all three of; "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). - To tell talk about all six key periods of Ancient Britain (attempting them in the correct chronological order) in French from memory and spell the Stone Age, Iron Age and Bronze Age with high accuracy. I can say I am a man or woman from the Stone Age, Bronze Age and Iron Age and attempt the spellings. - To say in French that I have invented two of the hunting tools and attempt these spellings with relative accuracy. - To say I where I live as a man or woman from the Stone Age, Bronze Age and Iron Age. 	
<p>P4C Inquiry (where appropriate) n/a</p>	