



## ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

**TOPIC TITLE/SUBJECT:** Je peux (I can)

**YEAR GROUP:** 3

**TERM:** Summer

<p><b>Vocabulary</b></p> <p><i>Vrai</i> = true  <i>Faux</i> = false  <i>ou</i> = or  <i>et</i> = and  <i>mais</i> = but  <i>Je peux</i> = I am able  <i>Je ne peux pas</i> = I am not able  <i>danser</i> = to dance  <i>chanter</i> = to sing  <i>cuisiner</i> = to cook</p> <p><i>nager</i> = to swim  <i>faire du vélo</i> = to ride a bike  <i>Jouer d'un instrument</i> = to play an instrument  <i>Patiner</i> = to skate  <i>Dessiner</i> = to draw  <i>sauter</i> = to jump  <i>parler</i> = to talk</p>	<p><b>Skills/Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Recognise some common French verbs/activities</li> <li>Produce simple sentences with support using familiar vocabulary</li> <li>Express a need for clarification using target language – e.g. is it this? Yes/no?</li> <li>Listen and repeat target language words and begin to use some independently</li> <li>Demonstrate understanding that parts of speech such as verbs can also be found in French as well as English</li> <li>Beginning to understand that the sounds of French and the associated spellings may be different from English</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li><i>Je</i> (I)</li> <li><i>Oui</i>, non</li> </ul> <p><b>Other/Cross Curricular Links with English/Maths</b></p> <p>Verbs – English</p> <p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>Use these verbs to convey meaning in English by matching them to their appropriate picture.</li> <li>Use these verbs in the infinitive with <i>je peux...</i></li> <li>Simple matching/writing activities - gap fill sheets, word puzzles, listening exercises</li> </ul>
<p><b>Adaptation for SEND</b></p> <ul style="list-style-type: none"> <li>Flashcards on display centrally in the classroom for children to access throughout any lesson</li> <li>Each lesson has differentiated activities with more/less scaffolded support. Children should work in mixed attaining partners sometimes</li> <li>Teacher/teaching assistant can take a guided group to focus learning</li> </ul>	<p><b>Phonics and Pronunciation</b></p> <ul style="list-style-type: none"> <li>Verbs that end in –er and –re</li> <li>'X' is one of the 6 most commonly silent consonants in French – 'x' at the end of <i>peux</i> is not pronounced.</li> <li>The four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like <i>danser</i> and <i>chanter</i></li> <li>CH sound in <i>chanter</i></li> <li>OU sound in <i>jouer d'un instrument</i></li> <li>OI sound in <i>boire</i></li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Modal verbs plus infinitive. Learning that <i>je peux</i> (that comes from the modal verb <i>pouvoir</i> and translates as 'I am able' is ALWAYS followed by a verb in its infinitive form in French.</li> <li>The negative sentence structure in French follow the rule of 'ne' plus the conjugated MODAL verb, 'peux', plus 'pas' and finally followed by the INFINITIVE verb.</li> </ul>	