



Lowerhouse Junior School

MFL Overview Sheet



Year 3 – Paris and Cities of the UK

Summer 2 – Introducing Myself



NIVEAU BLEU - MODULE 6

Rationale: This unit will continue from the previous one, starting off at looking at landmarks in London and naming them. It also gives children the opportunity to develop language learning skills through listening, comprehension, reading, writing and speaking.

Learning Objectives:

- find out about London landmarks and learn how to name them
- be able to use a speaking frame to talk about what landmarks there are in London
- find out about the acute accent on the letter 'é' and the different ways of writing the phoneme [e]
- be able to use a speaking frame to talk about what landmarks there are in Paris
- find out about the definite articles *le, la, l' and les* (the in English) as in *le Louvre* or *la Tour Eiffel*
- be able to recall vocabulary by identifying images
- develop language learning skills
 - listening and reading comprehension;
 - reading aloud
 - speaking from memory
- be able to describe a place orally
- further develop language learning skills
 - using context and other clues in reading comprehension
 - writing from memory
- be able to describe a place in writing
- further develop language learning skills
 - ask and answer questions
 - speak in sentences with the help of a speaking frame
- be able to describe a place orally

Overview:

Lesson 1: To find out about London landmarks and talk about them.
Lesson 2: To talk about landmarks in Paris and explore the definite articles 'le, la, l' and les'
Lesson 3: To recall vocabulary and develop language learning skills.
Lesson 4: To describe a place in writing.
Lesson 5: To ask and answer questions and describe a place orally.

Resources

• cuddly toy • soft ball • postcard writing templates from Belfast, Cardiff, Edinburgh and London

Impact/Assessment

Most Children will: • name five London landmarks in French; *la cathédrale* (the cathedral), *le pont* (the bridge), Big Ben, *la grande roue*, (London Eye), *le Parlement* (Houses of Parliament). • ask and answer a range of questions about personal information, places and landmarks in order to hold a conversation. • pronounce the phoneme [e] as in *café*. • identify the graphemes that represent the phoneme [e] -é, -ez, -er. • listen carefully to pronunciation that is modelled, and try to imitate it. • listen carefully to intonation that is modelled, and try to imitate it. • explore the acute accent – é • join in singing the song *Sur le pont d'Avignon*.

Less Able Children will: • recognise five London landmarks through images and name some of them in French. • use words and structures to create spoken and written sentences referring to landmarks in the UK and France. • have listened to a story such as *Le petit éléphant et les jours* in French.

More Able Children will: • use the questions and answers that I know to hold a conversation. • use my knowledge of pronunciation and intonation in order to read aloud use knowledge of context, words and structures to help understand a text when reading it. • know the definite article in English 'the' and explore the French equivalent 'le, la, l' and les' • know that this is a type of determiner that introduces a noun. • recite the rhyme *La Tour Eiffel a trois cents mètres* from memory.