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| Y3 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Put words into alphabetical order * Use a bilingual dictionary with a little support to discover meaning and gender * Identify the gender of nouns based on the article | At the end of this section some pupils will not have made so much progress and will:   * Put words into alphabetical order based on the first letter * Use a bilingual dictionary with support to discover meaning and gender | | | At the end of this section some pupils will have progressed further and will:   * Put a complex list of words into alphabetical order * Use a bilingual dictionary with confidence to discover meaning |
| Unit7B | **OBJECTIVES** | **Pupils should learn:**   * To identify the gender of nouns using the indefinite article un / une * To find the English meaning of a French noun using a bilingual dictionary | | OUTCOMES | Pupils:   * Say whether a noun is masculine or feminine and explain how they know * Use a bilingual dictionary to find the meanings of French nouns and to find the French for their own English words * Use a bilingual dictionary to identify the gender of nouns * Put words into alphabetical order | |
| Dans mon sac à dos | CORE | un / une  notion of gender | | **PERIPHERAL** | un crayon un feutre  un stylo un livre  une gomme un cahier  un taille-crayon un papier  une trousse  une règle | |
| **ACTIVITIES** | **Possible activities include:**   * Discuss the gender of family words * Sort toys into baskets by gender * Listen and hold up un/une cards * Sort words on a card into masculine and feminine * Complete dictionary sheets to familiarise with bilingual dictionary * Discuss the words in *Un triangle* * Make own version of *Un carré*   **Stories, poems, songs and rhymes:**   * *Un triangle* Néjib | | | | |
| RESOURCES | * Un/une cards * Words cards * Dictionaries * *Un triangle* | | | | |
| **SUMMATIVE TASK** | *Un carré* minibook | | | | |
| **“I CAN”** | I can:   * Spot masculine and feminine nouns * Find out if a noun is masculine or feminine by looking at its article * Find out the meanings of French words that I don’t know * Put words in alphabetical order * Use a bilingual dictionary to find the meaning of a word * Use a bilingual dictionary to find the gender of a word | | | | |
| **PoS** | **Listening:**   * Listen attentively to spoken language and show understanding by joining in and responding (difference between masculine and feminine) * Appreciate stories in the language   **Reading:**   * Read carefully and show understanding of words * Appreciate stories in the language * Develop their ability to understand new words that are introduced into familiar written material * Understand facts in writing   **Writing:**   * Write at varying length (phrases) using the grammatical structures that they have learnt   **Grammar:**   * Gender of nouns, indefinite articles * Key feature of the language (gender)   **Language learning skills:**   * How the patterns and words of the new language are different to English (articles and gender patterns) * Develop strategies to understand new words, including through using a dictionary | | | | |

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