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| Y3 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * State what activities they can do well or not well | At the end of this section some pupils will not have made so much progress and will:   * Respond with an action about which activities they can do well or not well | | | At the end of this section some pupils will have progressed further and will:   * Write and say phrases from memory, with clear pronunciation and spelling |
| Unit9 | **OBJECTIVES** | **Pupils should learn:**   * To say 5 free-time activities * To say 3 adverbs * To form sentences using a free-time activity and saying how well they do it | | OUTCOMES | Pupils:   * Say 5 free-time activities * Say 3 adverbs to say how well they do the activities * Say and write sentences saying how well they so a certain activity | |
| Dans mon temps libre | CORE | je nage très bien  je lis bien  je chante mal  je danse  je joue au football | | **PERIPHERAL** |  | |
| **ACTIVITIES** | **Possible activities include:**   * Watch videos of French children playing playground games * Practise and perform French clapping rhyme * Practise activities and adverbs with actions * Play chef d’orchestre * Play battleships to practise combinations of activity + adverb * Mime an activity and adverb for children to say the sentence * Play Red Herring with combinations   **Stories, poems, songs and rhymes:**   * Clapping rhymes XXAA and Trois p’tits chats | | | | |
| RESOURCES | * Writing frame * videos | | | | |
| **SUMMATIVE TASK** | Cartoon strip with 4 sentences, using writing frame | | | | |
| **“I CAN”** | I can:   * say 5 free-time activities * understand 5 free-time activities * say how well I do these activities * say and write sentences combining these | | | | |
| **PoS** | **Listening:**   * listen attentively to spoken language and show understanding by joining in and responding   **Speaking:**   * communicate facts * speak in sentences, using familiar vocabulary, phrases and basic language structures * describe actions orally   **Writing:**   * write at varying length (sentences) using the variety of grammatical structures they have learnt * describe actions in writing   **Grammar:**   * conjugation of high-frequency verbs (1st person singular) | | | | |

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