French -Years 2 and 3 Term 1 2024
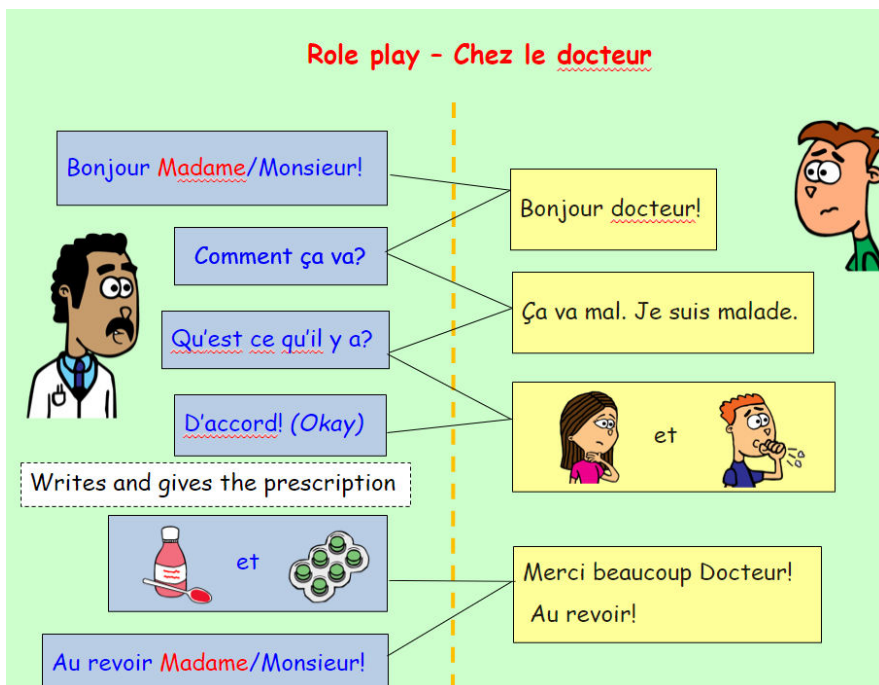
Tell me a story – At the Doctor

Students will interact with the teacher and each other through action-related talk and play to learn the French vocabulary and grammar structures in the story 'Chez Docteur'. They will use modelled French language to compose their own role-play about being sick or injured.

Key questions to investigate

What do I notice about word order when translating simple sentences?

Role play – Chez le docteur

Bonjour Madame/Monsieur!

Bonjour docteur!

Comment ça va?

Ça va mal. Je suis malade.

Qu'est ce qu'il y a?

et

D'accord! (Okay)

Writes and gives the prescription

et

Merci beaucoup Docteur!
Au revoir!

Au revoir Madame/Monsieur!

Cultures of Thinking protocols

Students will

- **explore** 'How is this sentence structure like English?' and 'How is this sentence structure not like English?
- **use** the Cultures of Thinking routine 'See, Think, Connect' whilst comparing images of pharmacies, hospitals and medical centres in France, New Caledonia and Australia.

Docteur...

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J'ai mal à la jambe **et** au genou.

Year 2 students will:

- **use** cues to **respond** to questions and instructions, and use simple formulaic language
- **locate** and **convey** key items of information in texts using non-verbal, visual and contextual cues to help make meaning
- **use** familiar words and modelled language to create texts
- **imitate** the sounds and rhythms of French and **demonstrate** understanding that French has conventions and rules for non-verbal communication, pronunciation and writing
- **give** examples of similarities and differences between some features of French and English
- **understand** that language is connected with culture and notice how this is reflected in their own language(s) and culture(s).

Years 3 students will:

- **use** French language to initiate structured interactions to share information related to their personal world
- **locate** and **respond** to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts
- **use** modelled language and basic syntax to create texts
- **imitate** sound combinations and rhythms of French language
- **demonstrate** understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning
- **identify** patterns in French and make comparisons between French and English.