



MEDIUM TERM PLANNING: YEAR 3, TERM 1



About this Unit:

In this unit children learn to greet others, say how they are and introduce themselves. They begin to respond to and ask questions about name and age. They begin to recognise some letter names in the target language. They discuss linguistic diversity within their class. They understand that different languages are spoken in different countries.

Vocabulary:

- Greetings
- Introductions
- Giving and asking for names
- Family members
- Numbers 1-10
- Giving your age
- The song Old MacDonald
- Numbers 11-20
- Singular and plural of common nouns
- Responding to simple instructions
- Expressing preference and playground clapping games

Grammar:

- Question forms
- Words for "my"
- First and second person of the verb
- Practice the pronoun "I" with action verbs

Phonics:

French: on, u, j, and ère

Spanish: silent h, j, ll, ñ, e

German: au, ä, ie, ei

Chinese: a, o, e, i, u, ü and the four intonations

Links to the KS2 Programme of Study in England

Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Appreciate stories, songs, poems and rhymes in the language.

Links to the Curriculum for Excellence in Scotland

MLAN 2-01a, 2-01b, 2-01c, 2-02a, 2-03a, 2-04a, 2-05a, 2-05b, 2-11b

Links to the Welsh Curriculum

I can demonstrate a good level of accuracy in learned patterns of language • I can repeat words and phrases, copying accurate accent and pronunciation • I can ask basic questions to gather simple information from others and I can respond to these questions when asked • I can copy words and phrases accurately and legibly • I can learn, memorise and use familiar spelling • I can use listening opportunities to improve my own pronunciation, intonation and accent to enhance my language skills • I can recognise the letters/characters and corresponding sounds when reading • I can read and recognise familiar vocabulary and sentences within short texts in everyday, taught contexts.

Links to the Irish Curriculum

I can identify the general topic of a conversation on familiar topics when it is expressed clearly • I can recognise the meaning of familiar words and phrases to include everyday signs and notices in public places • pronounce words accurately enough to be understood, with appropriate intonation • I can use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately • I can fill out forms relevant to my age group and experience • I can take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary.

Cross Curricular Links

Primary Framework for Literacy: Strand 1: Speaking; Y2 – speak with clarity • Strand 2: Listening and responding; Y1 – sustain concentration when listening; Y2 – listen to others in class; listen to a talk by an adult, remember some specific points and identify what they have learned. • Strand 3: Group discussion and interaction; Y1 – ask and answer questions, make relevant contributions, offer suggestions and take turns; Y3 – actively include and respond to all members of the group. • Strand 5: Word recognition; Y2 – read high and medium frequency words independently and automatically.

PSHCE: 4b: Think about the lives of people living in other places and people with different values and customs. • 4f: Appreciate that differences and similarities between people arise from a number of factors.



MEDIUM TERM PLANNING: YEAR 3, TERM 2



About this Unit:

In this unit children learn language relating to celebrations of special occasions and their achievements in activities and games. They also learn to say the month of their birthday.

Vocabulary:

- Making simple statements about what you can do well.
- Expressing praise.
- Months of the year.
- Say when your birthday is and writing an invitation.
- Asking permission to do something.
- Talking about sports' day style activities
- Body parts
- Colours
- Parts of the face
- Creating monsters
- Describing eye and hair colour

Grammar:

- Question forms
- Practice first person of the verb
- Learn intensifiers and their position in a sentence
- Learn how to use the correct gender and number of definite articles
- Practice adjectival agreement

Phonics:

French: oi, j, ère, é, on, u

Spanish: d making the sound th, as in 'although'; consolidation of j, ll, ñ, v and z

German: ch as in ich, herzlich and sch as in Glückwunsch, ö & ü

Chinese: g,k,h,j,q,x and the four intonations

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Links to the Curriculum for Excellence in Scotland

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Cross Curricular Links

ICT:1a: Talk about what information they need and how they can find and use it [for example, searching the internet/CD-ROM, using printed material, asking people] 3a: Share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations, musical compositions] 4b: Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others (for example, the impact made by a desktop-published newsletter or poster) PSHCE1b: Children recognise their worth as individuals by identifying positive things about themselves and their achievements; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability PE1a: Consolidate existing skills and learn new ones; 1b) perform actions and skills with more consistent control and quality.



MEDIUM TERM PLANNING: YEAR 3, TERM 3



About this Unit: In this unit children listen and respond to a story. The story used here is called The Four Friends and the text is provided at the end of the unit, with an English translation. Children learn to talk about animals, describing their colours and movement. Children add to their repertoire of verbs and continue to gain confidence in using simple language for classroom interaction. An alternative story to the one suggested here can be used.

Vocabulary:

- Understand and respond to classroom command
- Listen to a story in the TL and understand key points
- Understand what colour animals are
- Say what animals can't do using the negative form in full sentences
- Parctice a little play of the story " The Four Friends"
- Name garden vegetables in the TL and give opinions
- Learn the life cycle of a plant
- Say what you would like to buy at the market
- Perform parts of the story "Jack & the Beanstalk" in the TL

Grammar:

- Learning the negative form
- Learning the imperative form
- Practice the rule of adjectival agreement with adjectives of colour
- Practice questioning

Phonics:

French: on and ch

Spanish: i, revision of ll, j and z

German: sch, pf, au, ä, ie, ei; ö as in möchte; w as in Wurzel; ch as in ich

Chinese: z, c, s, y, w

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Cross Curricular Links

ICT: 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (for example, work for presentation to other pupils, writing for parents, publishing on the internet). 5b Work with others to explore a variety of information sources and ICT tools (for example, searching the internet for information about a different part of the world, designing textile patterns using graphics software, using ICT tools to capture and change sounds). Music: 3b Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. PE: 3b Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.