

# Vive Le Sport/Je Suis Le Musicien

## Year 3/4

### What you should already know...

You may already be aware of some basic French greetings, numbers, songs and possibly some basic vocabulary. In your spoken language, you will be able to name and describe people and objects. You will be able to hold a short conversation with at least 3 exchanges and be able to speak in short phrases or sentences. You will know the names of some fruits and vegetables and talk about your preferences.

### Opportunities for teaching diversity, equality and expanding cultural capital...

Learning a foreign language, such as French, provides liberation from insularity and allows you to investigate and learn about (and from) other cultures. This unit provides you with a deeper understanding of the world cultures outside of the UK.



### What you will have learnt by the end of these units...

By the end of these units you will be able to:

- Know the days of the week
- Know the names for some sports
- Know to say what activities they play/do on particular days
- Know some poems and songs
- Know the names of instruments
- Discuss the rhythm in sentences
- Learn and perform a song

### Key Knowledge:

Sports you 'PLAY':

<i>le foot (ball)</i>	football	<i>le tennis</i>	tennis
<i>le cricket</i>	cricket	<i>le basket</i>	basketball
<i>le volley</i>	volley ball	<i>le rugby</i>	rugby
<i>le badminton</i>	badminton	<i>le golf</i>	golf
<i>le hockey (sur glace)</i>	hockey	<i>le ping-pong</i>	table tennis

Sports you 'DO':

<i>le roller</i>	roller blading	<i>le judo</i>	judo
<i>le patin à glace</i>	skating	<i>le ski</i>	skiing
<i>le VTT</i>	mountain biking	<i>le karaté</i>	karate
<i>le cyclisme</i>	cycling	<i>le snooker</i>	snooker
<i>le skate</i>	skateboarding		
<i>la danse</i>	dancing		
<i>la natation</i>	swimming		
<i>la gymnastique</i>	gymnastics		
<i>l'équitation</i>	horse riding		
<i>l'athlétisme</i>	athletics		



Note that the days of the week in French do **not** begin with a capital letter.

What you will have learnt by the end of this Key

Stage....

By the end of this Key Stage you will be able to:

### Spoken Language

- Name and describe people.
- Name and describe a place.
- Name and describe an object.
- Hold a short conversation saying 3-4 things
- Provide responses using a short phrase.
- Begin to speak in sentences.

### Reading

- Read and understand a short passage using familiar language.
- Explain the main points in a short passage.
- Read a passage independently.
- Use a bilingual dictionary or glossary to look up new words.

### Writing

- Write phrases from memory
- Write 2-3 short sentences on a familiar topic.
- Say what you like/dislike about a familiar topic.

## Key Skills...

### Listening

Listen attentively and understand more complex phrases and sentences. Understand the main points and simple opinions in spoken sources e.g. story, song or passage

Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions.

### Speaking

Take part in and initiate short conversations using familiar structures and vocabulary.

Use simple conjunctions to build more complex sentences and present information to others  
Understand and express more complex opinions.

Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.

### Reading

Read a variety of short simple texts in different formats and in different contexts.

Read aloud from a text with good expression.

Read and understand the main points and some detail from a short-written passage.

### Writing

Write simple sentences and short texts using a model.

Use a dictionary to check the spelling of words.

Write sentences and construct short texts using a model.

Write a few sentences from memory, using knowledge of words, text and structure.

### Grammar

Understand some basic grammar appropriate to the language being studied:

• gender - masculine, feminine, neuter - adjectives, nouns and possessive pronouns

• verbs - how to form different, simple tenses, including the past tense.

## Key Vocabulary

*la musique jazz*

*la musique reggae*

*la musique pop*

*la musique classique*

*la musique africaine*

*C'est ...*

*Qui aime ...?*

*Moi j'aime*

*Voici mes instruments*

*Voici*

*un violon*

*un piano*

*un saxophone*

*une clarinette*

*une guitare*

*une guitare électrique*

*une batterie*

*la batterie*

*un tambour*

*Qu'est-ce que tu joues?*

*Tu joues du piano.*

*Il/Elle joue du/de la...*

*Super!*

*Bien!*

*Monotone!*

*Null!*

*les jours de la semaine*

*lundi*

*mardi*

*mercredi*

*jeudi*

*vendredi*

*samedi*

*dimanche*

*le jour après...*

*le jour avant...*

*Aujourd'hui c'est quel jour?*

*C'est quel jour aujourd'hui?*

*Aujourd'hui c'est...*

jazz music

reggae music

pop music

classical music

African music

It is ...

Who likes...?

I like

Here are my instruments

Here is

a violin

a piano

a saxophone

a clarinette

a guitar

an electric guitar

a drum kit

drums

a drum

What do you play?

You play the piano.

He/She plays ...

Great!

Good!

Monotonous/flat!

Rubbish!

the days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

the day after

the day before

What day is it today?

What day is it today?

Today it's....

## My Skills and Knowledge that I may use from other subjects

### Music

- Play and perform solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing memory.

### PSHE

- To understand the benefits of physical exercise and time outdoors.
- To listen to and show respect for the views of others both on and offline.

## Recall and Remember

1. Write a list of sports that fit each verb/column.

Faire	Jouer

2. Write the names of the instruments you see below.



3. Combien de temps?



- a) 4
- b) 3