



## End of Year Expectations French Year 3

### SMSC

- Spiritual Development** – Respect & interest in different people's faiths & values; Sense of enjoyment & fascination in learning about others and the world around them
- Moral Development** – Investigating & offering views about moral & ethical issues; being able to understand viewpoint of others; understanding how difficult it is for others to come to England & speak a different language; learning to take a risk of making mistakes and appreciating that others are attempting to speak another language
- Social Development** - Working with peers; recognising rights of others; tolerance of others with differing beliefs
- Cultural development** – Willingness to participate & respond positively to cultural opportunities; Interest in exploring, improving understanding of and showing respect for different faiths & cultural diversity; to understand, accept, respect and celebrate diversity in the local, national & global communities

### MATHS

- I can count to 10
- I can count to 31
- I can say the months of the year

### LITERACY

- I can recognise & respond to sound patterns
- I can listen & respond to simple rhymes, stories and songs
- I can recognise some familiar words in written form
- I can make links between phonemes, rhymes & spellings and read aloud familiar words
- I can experiment with the writing of simple words

### SEN

- Sound and light issues** - Good acoustics are important for all language learning. Interactive whiteboards are non-reflective to reduce glare.
- Seating** - Pupils who need most support to sit opposite the teacher so they can hear and see teacher prompts clearly.  
Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Resources** - Check the media to make sure it does not create barriers for learners, eg font size/type, background colour
- Displays** - Wall displays that include pupils' work, target language phrases/lexis, maps that value everyone's contribution. Include appropriate pictures and/or symbols.
- Multi-sensory approach** - Reinforce words and phrases with visual aids – e.g. real objects, using puppets, video, picture flashcards and/or gestures. Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.

### COLLABORATION

- I can work in pairs and small groups

### CAREERS

- |  |                             |                                   |
|--|-----------------------------|-----------------------------------|
| <b>Interpreter</b>                               | <b>School teacher</b>       | <b>Translator</b>                 |
| <b>Holiday Representative</b>                    | <b>Broadcast journalist</b> | <b>Diplomatic service officer</b> |
| <b>Education consultant</b>                      | <b>Marketing executive</b>  |                                   |
| <b>Logistics and distribution manager</b>        | <b>Private tutor</b>        |                                   |
| <b>English as a foreign language teacher</b>     |                             |                                   |
| <b>International aid/development worker</b>      |                             |                                   |
| <b>Jobs located in a French speaking country</b> |                             |                                   |

