

## KEY NATIONAL CURRICULUM AREAS COVERED:

- ♣ 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\*
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- ♣ present ideas and information orally to a range of audiences\*
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language
- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally\* and in writing
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Year 3 French Units

### Autumn 1: Bonjour

Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> <li>_ use spoken French to greet others and introduce themselves</li> <li>_ understand and use numbers 1–10</li> <li>_ begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases</li> </ul>	<ul style="list-style-type: none"> <li>_ first notions of gender</li> <li>_ ask and answer questions</li> <li>_ recognise cognates</li> </ul>	<ul style="list-style-type: none"> <li>_ greetings: <i>bonjour, salut, au revoir; Madame, Monsieur, Mademoiselle</i></li> <li>_ say and ask names: <i>Comment t'appelles-tu?; Je m'appelle...</i></li> <li>_ say and ask how you are: <i>Ça va? Ça va bien, Ça ne va pas, Comme ça comme ça</i></li> <li>_ numbers 1–10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></li> <li>_ musical instruments: <i>une trompette, une guitare, une flûte à bec, un piano, un tambour, un dragon, une fille, un garçon, un dragon</i></li> </ul>

### Autumn 2: En classe

Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> <li>_ use spoken French to identify objects in the classroom</li> <li>_ understand and identify the different colours in French</li> <li>_ use spoken French to give their age</li> <li>_ respond to a range of instructions in French</li> <li>_ begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases</li> </ul>	<ul style="list-style-type: none"> <li>_ gender of different nouns</li> <li>_ ask and answer questions</li> <li>_ simple word order</li> <li>_ use context to determine meaning</li> <li>_ compare different languages</li> <li>_ take part in a simple dialogue</li> </ul>	<ul style="list-style-type: none"> <li>_ classroom objects: <i>une trousse</i> (pencil case), <i>un stylo</i> (pen), <i>une règle</i> (ruler), <i>un crayon</i> (pencil), <i>un cahier</i> (exercise book), <i>un livre</i> (text book), <i>un sac</i> (bag), <i>une gomme</i> (rubber)</li> <li>_ colours: <i>rouge</i> (red), <i>rose</i> (pink), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>orange</i> (orange)</li> <li>_ give your age: <i>J'ai... ans.</i></li> <li>_ classroom instructions: <i>écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez</i></li> </ul>

### Spring 1: Mon corps

Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> <li>_ use spoken French to identify parts of the body</li> <li>_ recognise and copy out the days of the week</li> <li>_ begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases</li> </ul>	<ul style="list-style-type: none"> <li>_ gender of different nouns</li> <li>_ the definite article</li> <li>_ simple word order</li> <li>_ simple facial and character descriptions</li> <li>_ simple adjectival agreement (for more able pupils)</li> </ul>	<ul style="list-style-type: none"> <li>_ parts of the body: <i>les yeux</i> (eyes), <i>le nez</i> (nose), <i>la bouche</i> (mouth), <i>les oreilles</i> (ears), <i>les cheveux</i> (hair), <i>la jambe</i> (leg), <i>le bras</i> (arm), <i>la tête</i> (head)</li> <li>_ colours: <i>vert</i> (green), <i>rouge</i> (red), <i>marron</i> (brown), <i>jaune</i> (yellow), <i>bleu</i> (blue)</li> <li>_ adjectives: <i>long</i> (long), <i>court</i> (short)</li> <li>_ days of the week: <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></li> <li>_ adjectives describing character: <i>Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</i></li> </ul>

### Spring 2: Les animaux

Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> <li>_ use spoken French to identify different animals</li> <li>_ recognise and use numbers 11–20 orally and in writing</li> <li>_ reply when asked someone's name</li> <li>_ describe someone using set phrases</li> <li>_ begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases</li> </ul>	<ul style="list-style-type: none"> <li>_ gender of different nouns</li> <li>_ recognise negative form</li> <li>_ count numbers 11–20</li> <li>_ give names and descriptions in the third person (he/she)</li> </ul>	<ul style="list-style-type: none"> <li>_ animals: <i>un chien</i> (dog), <i>un chat</i> (cat), <i>une tortue</i> (tortoise), <i>un lapin</i> (rabbit), <i>un oiseau</i> (bird), <i>une souris</i> (mouse), <i>un dragon</i> (dragon)</li> <li>_ numbers 11–20: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i></li> <li>_ <i>il/elle s'appelle...</i> (s/he's called...)</li> <li>_ adjectives describing character: <i>grand(e)</i> (tall), <i>petit(e)</i> (small), <i>drôle</i> (funny), <i>sévère</i> (strict), <i>timide</i> (shy)</li> </ul>

### Summer 1: La famille

Outcomes	Grammar & Skills	Vocabulary

<p>_ use spoken French to identify family members, using <i>mon/ma/mes</i></p> <p>_ recognise and use French alphabet, not necessarily including accented letters</p> <p>_ recognise the meaning of prepositions <i>dans</i> and <i>sur</i> in sentences</p>	<p>_ gender of different family members and nouns</p> <p>_ spell words using the French alphabet</p> <p>_ describe position using basic prepositions <i>sur</i> and <i>dans</i> and familiar language</p>	<p>_ family members: <i>ma mère</i> (mother), <i>mon père</i> (father), <i>mon frère</i> (brother), <i>ma soeur</i> (sister), <i>mes parents</i> (my parents)</p> <p>_ letters of the alphabet a–z, plus some accented letters</p> <p>_ household objects: <i>le CD</i> (CD), <i>le lecteur de CD</i> (CD player), <i>l'ordinateur</i> (computer), <i>le jeu vidéo</i> (video game), <i>le DVD</i> (DVD), <i>la machine</i> (machine), <i>la chaise</i> (chair), <i>la table</i> (table)</p> <p>_ prepositions: <i>dans</i> (in), <i>sur</i> (on)</p>
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<p align="center"><b>Summer 2: Bon anniversaire!</b></p>		
<p align="center"><b>Outcomes</b></p>	<p align="center"><b>Grammar &amp; Skills</b></p>	<p align="center"><b>Vocabulary</b></p>
<p>_ understand when they are being asked what they want</p> <p>_ use spoken French to identify various snacks</p> <p>_ recognise and count numbers 1–31</p> <p>_ recognise French months and combine with numbers to form dates</p>	<p>_ gender of different nouns for food</p> <p>_ understand and reply to questions on food wanted</p> <p>_ count numbers up to 31</p> <p>_ use numbers up to 31 together with months to form dates</p>	<p>_ snacks: <i>une pomme</i> (an apple), <i>une banane</i> (a banana), <i>un jus d'orange</i> (an orange juice), <i>un sandwich</i> (a sandwich), <i>une pizza</i> (a pizza), <i>un gâteau</i> (a cake)</p> <p>_ simple opinions (about food): <i>C'est délicieux!</i> (It's delicious.), <i>C'est bon!</i> (It tastes nice.), <i>Ce n'est pas bon!</i> (It doesn't taste nice.), <i>C'est mauvais!</i> (It tastes bad.)</p> <p>_ numbers 21–31</p> <p>_ months: <i>janvier</i> (January), <i>février</i> (February), <i>mars</i> (March), <i>avril</i> (April), <i>mai</i> (May), <i>juin</i> (June), <i>juillet</i> (July), <i>août</i> (August), <i>septembre</i> (September), <i>octobre</i> (October), <i>novembre</i> (November), <i>décembre</i> (December)</p> <p>_ dates: <i>le...</i> [<i>mars</i>, etc.] (the... [March, etc.]</p>