

## French – Year 3

### Content

**Autumn 1:** Peux-tu écouter?

**Autumn 2:** Puis-je me présenter?

**Spring 1:** Who speaks French?

**Spring 2:** Quel est la date du ton anniversaire?

**Summer 1:** Quelle est votre couleur préférée?

**Summer 2:** Who are you?

NC objectives - <b>areas of study</b>	End point of area of study	Vocabulary		
Pupils should be taught to: <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to spoken language and show understanding by following classroom instructions</li> <li>• Sing songs/rhymes in French</li> <li>• Present ideas and information orally to an audience.</li> <li>• Describe my feelings, explain my name, birthday, age and favourite colour</li> <li>• Understand that nouns have a gender – un or une</li> <li>• Recall numbers 1-31 confidently (certificates awarded for 10 and 30)</li> </ul>	Classroom commands	Introducing myself	months
		Répétez (repeat) Ecoutez (listen) asseyez vous (sit down) levez-vous (stand up) silence (silence) écrivez (write) lisez (read) dessinez (draw) soulignez (underline) levez le main (raise your hand) rangez vos affaires (put your things away) Ouvrez vos cahiers (open your books) Fermez vos cahiers (close	Bonjour (hello) Au revoir (bye) A demain (see you tomorrow) Comment t'appelle tu? (what is your name) Je m'appelle... (my name is) Comment ça va? (how's it going) Ça va.. (it's okay) Bien (good) Très bien (well)	Quelle est la date du ton anniversaire? (what is the date of your birthday) Mon anniversaire c'est le... (my birthday is the ) J'ai XX ans (I am xxx years old) janvier (January) février (February) mars (March) avril (April) mai (May)
			Colours	

<ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on any similarities/differences to their mother tongue</li> </ul>	<p>your notebooks)</p> <p>Allons-y (let's go)</p> <p>Monsieur (sir)</p> <p>Madame (madam)</p> <p>Mademoiselle (miss)</p> <p>En francais/en anglaise (in French, in English)</p> <p>Je voudrais aller aux (i would like to go to)</p> <p>toilettes sil vous plaît. (toilet please)</p> <p>merci (thank you)</p> <p>sil vous plaît (please)</p> <p>desole (sorry)</p> <p>oui (yes)</p> <p>non (no)</p> <p>vrais (true)</p> <p>faux (false)</p>	<p>ma couleur preferee (my favourite colour)</p> <p>est (is)</p> <p>rouge (red)</p> <p>jaune (yellow)</p> <p>bleu/bleue (blue)</p> <p>vert/verte / (green)</p> <p>orange</p> <p>blanc/blanche (white)</p> <p>noir/noire (black)</p> <p>gris/grise (grey)</p> <p>marron (brown)</p> <p>rose (pink)</p> <p>violet/violette (purple)</p>	<p>juin (June)</p> <p>juillet (July)</p> <p>août (August)</p> <p>septembre (September)</p> <p>octobre (October)</p> <p>November (November)</p> <p>décembre (December)</p>
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## Knowledge

<p style="text-align: center;"><b>Substantive Knowledge</b></p> <p>Term 1: Classroom commands</p> <p><b>Lesson 1</b> - LO: To understand classroom instructions in French.</p> <p>Skill: Listening</p> <p>Teach the children basic classroom commands in French (listed vocab).</p> <p><a href="#">Why are there different languages?</a></p> <p><b>Lesson 2</b> – LO: To know and follow classroom instructions in French</p> <p>Skill: Listening</p> <p>Ensure children remember the classroom instruction from previous lesson. In French, say the command to the children and assess their understanding by their responses. Children to listen and respond to classroom instructions.</p> <p><a href="#">Reflect on the beauty of listening to a different language being spoken.</a></p> <p><b>Lesson 3 &amp; 4</b> – LO: To know how to say classroom instructions in French</p>	<p style="text-align: center;"><b>Disciplinary Knowledge</b></p> <p><i>To listen to instructions in French and comprehend them</i></p> <p><i>To listen to a question and understand what is being asked</i></p> <p><i>To answer questions in French</i></p> <p><i>That nouns have genders and adjectives change according to the gender of the noun</i></p> <p><i>To read and write simple sentences in French</i></p>
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Skill: Speaking

Children to be able to speak in French by saying the commands to each other.  
Encourage pronunciation accuracy.

**Lesson 5** – LO: To understand written classroom instructions.

Skill: Reading

Children to be able to read words in French and translate them to English ie.  
écoutez = listen.

They could read a sentence in English that includes the French vocabulary  
and they could identify the meaning of the French word.

**Lesson 6** – LO: To know how to write classroom instructions.

Skill: Writing

Children to be able to write the French vocabulary taught correctly. They  
could do this by writing a short paragraph in English about classroom and  
then highlighting the words to translate to French.

Term 2: Introducing myself

**Lesson 1** - LO: To understand introductions about myself in French.

Skill: Listening

Introduce the children to the vocabulary under 'introducing myself'. Show  
French words with English translation and then ensure you spend time doing  
'my turn, your turn' to repeat the vocabulary.

**Lesson 2** – LO: To know the meanings of introductions about myself.

Skill: Listening

Recap lesson 1. Then encourage children to match the introductions to their  
English meaning.

**Lesson 3** – LO: To know how to introduce myself and speak about how I am  
feeling.

Skill: Speaking

Children to be able to orally compose a sentence in French that introduces  
themselves.

Children should be able to ask each other to speak about themselves and  
how they are feeling.

[Awareness of personal identity as an important part of being human.](#)

**Lesson 4** – LO: To understand and read introductions about myself and  
feelings.

Skill: Reading

Give children simple sentences to translate into English.

**Lesson 5 & 6** – LO: To know how to write introductions about myself and how I am feeling.

Skill: Writing

Children to compose simple written sentences to introduce themselves and explain their feeling ensuring vocabulary is spelt correct and use correctly in the sentence.

*Why do we need to express ourselves to others?*

Term 3: French speaking countries (French Day)

**Lesson 1&2** - LO: To know that other countries speak French.

Locate these on a map.

Know that there are countries around the world that speak French including Madagascar, The Ivory Coast and Canada.

Look at a map of the world and explore which countries speak French.

**Lesson 3&4** – LO: To understand the importance of sport in French culture.

Look at the French national football team/famous sports people and identify where they come from around the world. Eg Patrick Viera

**Lesson 5&6** – LO: To know the culture of France and be able to explain this.

French people greet each other by kissing on the cheek -the number of kisses depends from where they come from.

*Have a sense of enjoyment in exploring a different culture.*

Term 4: Birthdays

**Lesson 1** - LO: To know the numbers to 31 in French.

Skill: Listening

Say the numbers from 1-31, recalling them with increasing accuracy.

**Lesson 2** – LO: To know the months of the year in French.

Skill: Listening

Say the months of the year, recalling them with increasing accuracy.

**Lesson 3** – LO: To understand how to say when my birthday is. To understand how to ask someone when their birthday is.

Skill: Speaking

\*Quel age as tu?

\*Que est la date du ton anniversaire?

Listen to simple questions and comprehend their meaning

Why is it important to know our birthday?

**Lesson 5** – LO: To understand written questions about birthdays.

Skill: Reading

Children to read simple sentences about birthdays and identify their meanings. Children to be able to ask others when their birthday is.

**Lesson 6** – LO: To know how to write about my birthday.

Skill: Writing

Children compose simple sentence being able to write about their birthday.

Date, month.

Can children write questions to others regarding their birthday?

[An appreciation of special times for others.](#)

Term 5: Colours

**Lesson 1&2** - LO: To understand the colours in French.

Skill: Listening

Introduce the children to colours in French (Vocab list). Can the children identify any? Why is this? Link knowledge of English words.

My turn, your turn – pronunciation.

**Lesson 3&4** – LO: To know how to say what my favourite colour is. To know how to ask others what their favourite colour is.

Skill: Speaking

Quelle est ta couleur preferee?

[An appreciation of the views and opinions of others.](#)

Compose sentences to be able to ask and respond to questions about colour.

**Lesson 5** – LO: To understand written questions about colour in French.

Skill: Reading

True or false? Can children identify the sentences that are true or false about a colour in French?

**Lesson 6** – LO: To know how to write about colours in French.

Skill: Writing

Children write some sentences to demonstrate their understanding of colours. This could be explaining their favourite colour.

[Listening to opinions of others with respect.](#)

Term 6: Project – All about me

**Lesson 1** - LO: To understand that un and une are used for masculine and feminine nouns.

Insert appropriate missing words into a sentence using un and une.

Skill: Listening

*A growing understanding of the language of others.*

**Lesson 2** – LO: To know how to talk about myself.

Skill: Speaking

Be able to compose simple sentence to give information about yourself.

**Lesson 3** – LO: To understand how to translate from French to English and English to French.

Skill: Speaking

To translate simple sentences.

**Lesson 4** – LO: To know how to answer questions in French.

Skill: Reading

To read simple sentences in French and answer true or false questions about them.

**Lesson 5** – LO: To know how to write a letter to a pen friend.

Skill: Writing

To read or write about a person/themselves

Write a simple letter to a pen friend

*The awareness that the growing development of a personal identity is an important aspect of being human.*

**Lesson 6** – LO: To know how to read a letter aloud.

Skill: Reading

Read a simple letter from a pen friend

## Concepts

curiosity

culture

understanding

fluency

## Skills

Listening

Speaking

Reading and Writing

Knowledge of French Culture

## ASSESSMENT

**KNOW MORE, REMEMBER MORE, DO MORE...**

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.