



Year 3 French Topics- overview- 50 min a week (a 25 min lesson Mon/Thurs pm) (units 1-5)

Autumn Term – LCP unit 1

- Understanding that French is spoken in France and elsewhere.
- Greeting others
- Understanding the differences in social conventions when greeting others./
- Understanding about linguistic diversity in their class
- Understanding that other languages may have sounds that are different from English
- Understanding and responding to *Comment t'appelles-tu?*
- Taking part in a basic dialogue
- Recognising, reading and pronouncing sounds of combinations of letters and words
- Understanding that some French names may look the same as English but they sound different.
- Identifying the French for family members and using *Voici...* or *C'est...* to introduce their own family
- Recognising classroom instructions(*écoutez/regardez/taisez-vous/croisez les bras*)
- Understanding and using numbers 1-10
- Replying to the question *Quel âge as-tu?*
- Being able to put a French dialogue in order and perform it.

Phonic Focus-

- on, j, u c,
- vowel names,
- ere sound

Grammar Focus-

- **possessive pronouns- mon and ma**

Songs-/stories

- Ca va
- **Frere Jacques(Mon Ane DVD**
- **Bonjour Monsieur (kilo de chansons)**
- **Voici ma main (Catherine Cheetar)**
- **Toutes les Couleurs (year 3 Catherine Cheetar)**

Harvest Festival- names/colours/numbers of fruit and veg

Self -Assessment- I can do sheet



Autumn Term 2 LCP unit 2

- Singing a well-known children's song "le Fermier Dans Son Pre."
- Pronouncing the sounds *e* and *er*
- Recognising some familiar words in written form
- Beginning to understand about simple plurals and pronounce these correctly
- Pronouncing the French numbers 0-10 accurately
- Recognizing French sounds
- Responding to spoken instructions to make a game
- Understanding and using French numbers 1-20 to devise a board game.
- Beginning to develop skills in communicating in French in pairs and in groups
- Saying what their preferred play ground game is
- Understanding when asked how many children prefer a certain game
- Experimenting with writing simple words.
- Looking for patterns in language and sorting nouns into groups.

Phonic Focus-

- The silent "s" for simple plurals
- The *e*, *ez*, and *er* phoneme/ sound
- Pronunciation- *trois/toi*
- French sounds-*on, u, j, oi*
- The *on* sound in *bonjour/onze*
- The phonemes/graphemes- *ere* and *e*

Grammar Focus-

- recognising the difference between un/le/mon
- masculine and feminine nouns (physical response)

Songs-/Stories

- le fermier dans son pre
- !-20 army tune "I don't know but I've been told.."
- **Je veux mon petit pot (Catherine Cheetar)**
- **Le pot de Tom**
- **Une oie deux oie.(clapping rime)**

Xmas-

- **how xmas is celebrated in France**
- **introduction to xmas words/**
- **"happy family" Santons with jobs.**

Assessment- poster of self



Spring term 1 LCP unit 3

- Saying what activities they do well
- Understanding and using praise words
- Singing “*Joyeux anniversaire*”
- Recognizing the months of the year
- Saying when their birthday is
- Reading French using sentence cards
- Writing a party invitation from a model
- Understanding a wider range of verbs
- Saying what sporting activities they can do using “*je peux..*”
- Asking what activity others can do.
- Writing what activities they can do

Phonic focus

- Revise the sound *j* as in /zh/ in “pleasure” and “treasure”
- Revise how to pronounce the *er* phoneme
- Aire/ere

Grammar focus

- The difference between the English and French structures for being good at something
- *En* + month
- Months are not written with a capital letter
- The difference between the verbs used in French and English to say one’s age.
- The difference between *le* (masculine) and *la* (feminine)
- Using **je peux...** and an infinitive verb
- Formal and informal use of “please”

Songs/stories

- Joyeux anniversaire
- Les mois de l’annee (tune to Postman Pat)
- **Quelle est la date de ton anniversaire (un kilo de chansons)**
- Sur le pont d’Avignon

Self/teacher Assessment of outcomes sheet

Spring 2 LCP unit 4

- Singing a song from memory
- Recognising and responding to instructions



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- Understanding the names for the main parts of the body
 - Copy- writing key words from the unit
 - Developing their understanding of the way sounds are represented in writing
 - Recognising and saying the colours in French.
 - Describing facial features
 - Describing the colour of body parts
 - Beginning to use agreements for adjectives of colour
 - Reading some French words to describe their monster
 - Beginning to ask simple questions about appearance.

Phonic Focus

- The *ou* phoneme/sound
- The *eu* sound/phoneme
- Silent *s* for plurals

Grammar focus

- Adjectives after nouns
- Adjectival agreement
- The verb *avoir*

Songs/stories

- La tete, les epaules, les genoux, les orteils.
- Je connais les couleurs (rainbow song)
- Savez Vous Planter les Choux

Assessment-

Summer LCP unit 5

- Listening and responding to a story and selecting key words from it
- Understanding words displayed in the classroom
- Talking about animals and describing their movement and colour
- Extending their repertoire of verbs
- Writing familiar words and phrases from a model
- Responding to questions with *oui* and *non*
- Understanding negative sentences and responding negatively
- Speaking clearly and confidently
- Taking part in a play/song and saying a line in French

Phonic Focus

- The *ch* sound



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- The oi sound
 - General pronunciation

Grammar focus

- *Il/elle est* (the verb *etre* (to be) in the third person
- *Le* and *la*
- The negative *ne...pas* using several *-er* verbs and one *-ir* verb

Songs/stories

- Les quatre amis- (tune of Old macdonald)
- **Tu as un animal?(kilo de chansons)**