

Year 3 French Unit Planning

Autumn Term 1: Introductions

Prior Learning: *There is no expectation that children will know any French prior to this unit*

Key Vocabulary

Bonjour	un
Je m'appelle ____	deux
Comment tu t'appelles?	trois
Ça va?	quatre
bien	cinq
mal	six
Comme ci, comme ça	sept
présent(e)	huit
	neuf
	dix
	onze
	douze

Statutory Requirement in National curriculum

- 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*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- appreciate stories, songs, poems and rhymes in the language

1. Key question: What do I say in French when I meet someone?

- French is spoken in France and in some parts of Canada, some African countries and some islands around the world including Madagascar.
- You can say 'Bonjour!' to say hello or 'Salut!' to say hi.
- <https://www.youtube.com/watch?v=atNkI6QFZ50>
- To answer the register in French, say 'présent' if you are a boy, or 'présente' if you are a girl.
- é sounds like 'ai'. The *acute accent* changes the sound.
- Say 'Au revoir' to say good bye.

[Lightbulb Languages unit 1 lesson 1](#)

2. Key question: How do I introduce myself in French?

- 'Comment tu t'appelles?' asks what your name is.
- 's' at the end of words in French is usually silent.
- Reply saying, 'Je m'appelle ____'.

[Lightbulb Languages unit 1 lesson 2](#)

Phonics :

Finger rhyme to support 'oi' phoneme

<https://www.youtube.com/watch?v=SENTfWivkuI> (First 14 seconds only)

3. Key question: How do I ask how people are feeling?

- The question 'Ça va?' asks 'how are you?'
- Respond using 'Ça va bien' (well), 'Ça va mal' (not well) or 'comme ci, comme ça' (in the middle)
- Ç sounds like 's'. The *cedilla* under the c changes the sound. Usually c sounds like 'k' in French except when followed by i or e (as in English)

[Lightbulb Languages unit 1 lesson 3](#)

4. Key question: How do I count to 12 in French?

- un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze.
- <https://youtu.be/UbDXeUWgQKQ>

[Lightbulb Languages unit 1 lesson 5](#)

5. Key question: Can I recognise numbers to 12?

- Understand numbers to 12 out of order in spoken and written forms
- Match numbers to words of numbers

6. Key question: How do I spell numbers to 12 in French?

- Copy numbers to 12 accurately
- Spell some numbers to 12 from memory

Year 3 French Unit Planning

Autumn Term 2: Colours and Pets

Prior Learning: Children know numbers to twelve, which will feed into this unit

Key Vocabulary	Statutory Requirement in National curriculum	
<p>Rouge - red Bleu - blue Jaune - yellow Noir - black Blanc - white Marron - brown Vert - green Orange - orange Violet - purple Gris – grey</p> <p>C'est... - It's... un chien - dog un chat - cat un lapin - rabbit un hamster - hamster un poisson - fish un cochon d'Inde – guinea pig un rat - rat un oiseau - bird</p> <p>(N.B. all these are masculine nouns to make it simpler)</p> <p>Qu'est-ce que c'est? – What is it? Tu as un animal? – Have you got a pet? J'ai ... - I have ...</p> <p>De quelle couleur est-ce ? – what colour is it ?</p>	<ul style="list-style-type: none"> 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* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* appreciate stories, songs, poems and rhymes in the language <p>7. Key question: What can I say in French?</p> <ul style="list-style-type: none"> Review all language covered in first half term: Numbers to 12 Greetings Introducing yourself Practise the songs and finger rhymes and play some of the games. Song https://youtu.be/UbDXeUWgQKQ 	<p>8. Key question: What are the names of colours in French?</p> <ul style="list-style-type: none"> See vocab section <p>Lightbulb Languages unit 4 lesson 15</p>
<p>Phonics :</p> <p>Une Poule sur un mur finger rhyme to practise 'u' vs. 'ou' phonemes</p>	<p>9. Key question: What are the words for pets in French?</p> <ul style="list-style-type: none"> See vocab section 	<p>10. Key question: How can I answer a question in a full sentence in French?</p> <ul style="list-style-type: none"> Qu'est-ce que c'est? C'est un lapin!
<p>There is an additional lesson on the slides.</p> <p>Christmas in France.</p> <p>Children create an acrostic in French to make a Christmas card.</p>	<p>11. Key question: How do I tell people what pets I have?</p> <ul style="list-style-type: none"> Tu as un animal? – Have you got a pet? J'ai ... - I have ... Song https://www.youtube.com/watch?v=BtGAU9H6QSk 	<p>12. Key question: How do I tell people how many pets I have?</p> <ul style="list-style-type: none"> Tu as un animal? – Have you got a pet? J'ai cinq lapins!

Year 3 French Unit Planning

Spring Term 1: Describing pets

Prior Learning: Children know numbers to ten, colours and pets which will be built on in this unit

Key Vocabulary

Rouge - red	C'est... - It's...
Bleu - blue	un chien - dog
Jaune - yellow	un chat - cat
Noir - black	un lapin - rabbit
Blanc - white	un hamster - hamster
Marron - brown	un poisson - fish
Vert - green	un cochon d'Inde – guinea pig
Orange - orange	un rat - rat
Violet - purple	un oiseau - bird
Gris – grey	

De quelle couleur est-ce ? – what colour is it ?	(N.B. all these are masculine nouns to make it simpler)
Grand – big	Qu'est-ce que c'est? – What is it?
Petit – small	Tu as un animal? – Have you got a pet?
Vieux – old	J'ai ... - I have ...
Jeune – young	
Joli – pretty	
Beau - beautiful	

Phonics :

Monsieur Pouce
<https://www.youtube.com/watch?v=HLGIV8oh9e0>
to practise 'on' and 'ans'

Statutory Requirement in National curriculum

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- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- appreciate stories, songs, poems and rhymes in the language

13. Key question: What can I say in French?

- Review all language covered in previous units:
Numbers to 12
Greetings
Introducing yourself
Colours
Pets
- Practise the songs and finger rhymes and play some of the games.

14. Key question: How do I describe the colour of pets?

- Colours go **after** the noun in French: J'ai un chien noir.

15. Key question: How do I describe the colours of pets?

- Et is the conjunction and
- We can use this to make longer sentences: J'ai un chien noir **et** blanc.
- J'ai un chat noir **et** j'ai un lapin gris.

16. Key question: How can I describe pets in more detail?

- In French, most adjectives come **after** the noun but some (common) adjectives come **before**: grand and petit (big and small) are most useful: J'ai un grand poisson vert.

17. Key question: How can I describe pets in more detail?

- Some other useful adjectives come before the noun (see vocab): J'ai un petit beau chat noir et blanc.

18. Key question: How do I write in full sentences in French?

- Start sentences with J'ai.
- Join clauses with et.
- Add a variety of adjectives.

Year 3 French Unit Planning

Spring Term 2: Describing wild animals

Prior Learning: Children know numbers to twelve, colours, pets which will be built on in this unit. They can also write simple sentences using nouns and adjectives.

Key Vocabulary

un éléphant	trop... gros
une giraffe	... grand
un lion	... féroce
un dromadaire	... grognon
un serpent	... effrayant
un singe	... farceur
une grenouille	... agité

Statutory Requirement in National curriculum

- 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
- appreciate stories, songs, poems and rhymes in the language

19. Key question: What can I say in French?

- Review all language covered in previous units:
Numbers to 12
Greetings
Introducing yourself
Colours
Pets
- Practise the songs and finger rhymes and play some of the games.

20. Key question: How do I name some wild animals?

- say and recognise wild animals vocabulary.
- Be able to describe wild animals: Voici un grand lion jaune.
- Elephants in the web song

<https://www.youtube.com/watch?v=Ns92r5TQH3k>

Phonics :

Deux menottes acrobates

<https://www.youtube.com/watch?v=LsCNsw3Hqy0>

practising phoneme au

21. Key question: How do I describe wild animals?

- Invent own zoo animals : J'ai un grand tigre vert.

22. Key question: How can I tell a story in French?

- Join in with Cher Zoo story
<https://youtu.be/pSN0u5E8X0k>
- Make a story map and practise orally.

23. Key question: How can I tell a story in French?

- **Continue from lesson 4**

24. Key question: How do I tell my own story in French?

- Change elements of the story to create own version.
- Change animals and adjectives. Use a dictionary to find new vocabulary to change the story.