

# Sandon Primary Academy: French Overview

Year 3							
		Autumn	Spring		Summer		
Theme and objectives		<p><b>Friendship (getting to know each other)</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>engage in conversations and greetings</li> <li>ask and answer simple questions</li> <li>understand key vocabulary linked to the theme of developing friendship, including birthdays, age, names and day to day conversation</li> </ul>	<p><b>Things around us</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>learn new vocabulary with a focus on nouns— classroom items, stationary and transport</li> <li>develop an understanding of the gender of nouns in French and the differences between French articles (the/a) when applying gender to a noun.</li> <li>learn adjectives of colour through games and describe nouns using adjectives of colour and size</li> <li>be able to use the appropriate form of an adjective to correspond with a masculine/feminine noun.</li> </ul>		<p><b>My family</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>apply their knowledge of masculine and feminine nouns to the theme of family, learning new vocabulary and sentence structure to describe the age of family members, their relationship to them and the quantity of people/siblings in their family.</li> <li>Develop an understanding of the grammatical structure of plural nouns and apply their knowledge of masculine and feminine nouns to this</li> </ul>		
		Basic key vocabulary		<p>Bonjour</p> <p>Au revoir</p> <p>Bonsoir</p> <p>Salut</p> <p>Bonne nuit</p> <p>Ca va?</p> <p>Ca va bien/mal/très bien/ très mal/ comme ci comme ca</p> <p>Je m'appelle / Elle/il s'appelle</p> <p>Comment t'appelles tu?</p>	<p>Hello</p> <p>Goodbye</p> <p>Good evening</p> <p>Hi</p> <p>Good night</p> <p>How are you?</p> <p>I am good/bad/very good/very bad/so-so</p> <p>My/Her/His name is...</p> <p>What is your name?</p>	<p>Un / une</p> <p>Le / la</p> <p>Stylo/ crayon / gomme / taille-crayon</p> <p>Rouge / vert / bleu / jaune / rose / violet / orange / noir / blanc</p> <p>Grand / petit</p> <p>Voiture / vélo / motocyclette / avion / bateau / camion / autobus / a pied</p>	<p>A</p> <p>The</p> <p>Pen / pencil / rubber / pencil sharpener</p> <p>Red / green / blue / yellow / pink / purple / orange / black / white</p> <p>Big / small</p> <p>Car / bike / motorbike / plane / boat / lorry / bus / on foot</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grammar overview</p>	<ul style="list-style-type: none"> <li>• Pupils are taught to listen attentively to spoken language and show an understanding by joining in and responding.</li> <li>• Pupils learn and demonstrate understanding of French pronouns, and can use these when describing their friends. Pupils are exposed to simple sentence structure and learn these phrases, their translations and the basic grammatical underpinnings of French language through discussion of masculine versus feminine pronouns.</li> <li>• Patterns and sounds of language are explored through songs and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Pupils are actively taught French phonics which enables pupils to accurately decode and pronounce new words and derivatives.</li> <li>• Pupils learn and demonstrate the difference between masculine and feminine nouns, and the appropriate grammatical structure used when creating more complex sentences involving adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils refine accurate pronunciation when speaking to increase comprehension of spoken language amongst their peers.</li> <li>• Pupils are actively taught French phonics which enables pupils to accurately decode and pronounce new words and derivatives.</li> <li>• Pupils learn and demonstrate the difference between masculine, feminine and plural nouns, and the appropriate grammatical structure used when creating more complex sentences involving adjectives, simple verbs and nouns.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Written and Oral language</p>	<p><b>Description of a friend</b></p> <p>Pupils practise presenting ideas and information both orally and in written form – aiming towards a final piece of description of themselves and their friend in basic French</p>	<p><b>Car Sales Advertisement</b></p> <p>Pupils practise presenting ideas and information both orally and in written form –aiming towards a final piece of a car sales advertisement in French.</p>	<p><b>Description of a family tree</b></p> <p>Pupils practise presenting ideas and information both orally and in written form –aiming towards a final piece of a family tree description in French</p>

	<p><b>Links to National Curriculum. By the end of LKS2, pupils will be able to . . .</b></p> <ul style="list-style-type: none"> <li>• Begin listening attentively to spoken language and show understanding by joining in and responding</li> <li>• Begin exploring the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Start engaging in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Begin speaking in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Start developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Begin presenting ideas and information orally to a range of audiences</li> <li>• Start reading carefully and show understanding of words, phrases and simple writing</li> <li>• Begin appreciating stories, songs, poems and rhymes in the language</li> <li>• Start broadening their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Start writing 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>	<p><b>Ongoing vocabulary development</b></p> <ul style="list-style-type: none"> <li>• Bonjour - hello</li> <li>• Au revoir - goodbye</li> <li>• Ca va? - How are you?</li> <li>• Écoutez—listen</li> <li>• Regardez—look</li> <li>• Répétez—repeat</li> </ul>
<p><b>Y3 Key phonemes</b></p>	<p><b>Un, u, silent z, l, in, eu, th, j, a, short e</b></p>	
<p><b>Y3 Key Grammar points</b></p>	<p><b>Gender, adjective word order, le/la/les and un/une/des/ jes suis and j'ai (HFV) je voudrais (first person je)</b></p>	
<p><b>Y3 Key opinion words</b></p>	<p><b>J'aime (I like)</b>  <b>Je déteste (I hate)</b>  <b>Je Voudrais (I would like)</b></p>	