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| **French**  **Year 3**  **2024 – 2025** | | |
| **Term 1.1**  **French Greetings** | | |
| Vocabulary | Knowledge | Objectives |
| * bonjour * salut * au revoir * bonsoir * bonne nuit * ça va bien * ça va mal * c’est... * comment tu t’appelles ? * je m'appelle... * non * oui | Begin to recognise how some sounds (‘on’, ‘ou’, ‘et’ and ‘oi’) are represented in written form.  Link actions or pictures to the new language, both in spoken and written form.  Imitate the pronunciation of sounds.  Take turns to speak and use appropriate intonation.  . | * I can greet someone and introduce myself in French. * I can use the correct French greeting for the time of day. * I can ask and answer a question about feelings. * I can perform a finger rhyme in French. |
| **Term 1.2**  **French adjectives of colour, size and shape** | | |
| Vocabulary | Knowledge | Objectives |
| * rouge * bleu * jaune * vert * orange * un cercle * un triangle * un carré * un rectangle * grand * petit * c'est | Listen carefully to build correct sequences of three to four blocks.  Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.  Recognise cognates.  Use please and thank you.  Listen carefully to instructions.  Describe some of the shapes in their work using language of colour, size or shape.  Listen and then select the correct decoration according to its colour. | * I can recognise and name colour words. * I can describe shapes by their colour. * I can describe shapes by their size and colour. * I can understand and recognise what are cognates and near cognates. * I can follow instructions in French. |
| **Term 2.1**  **French Playground Games: Numbers and Age** | | |
| Vocabulary | Knowledge | Objectives |
| * un * deux * trois * quatre * cinq * six * sept * huit * neuf * dix * onze * douze | Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds (‘**un’**, ‘**eu**‘, ‘**oi**‘ and ‘**in**‘).  Respond to numbers by showing fingers or ticking on whiteboards.  Ask and answer a question about their age.  Change their answers and recognise number words.  Listen carefully and relate sounds to a written phoneme.  Recall numbers one to 12 with increasingly accurate pronunciation. | * I can count from one to six in French. * I can count beyond six. * I can use number words to give more information about ourselves. * I can recognise numbers one to twelve in French. * I can use the number words one to twelve when playing a game. |
| **Term 2.2**  **In a French Classroom** | | |
| Vocabulary | Knowledge | Objectives |
| * un crayon * un taille-crayon * un stylo * un cahier * un sac * une règle * une gomme * une trousse * des ciseaux * j’ai * je n’ai pas * tu as…? | Show their understanding of key vocabulary with a physical response.  Attempt to imitate the pronunciation of vocabulary accurately.  Correctly identify masculine and feminine nouns in written form.  Use modelled language to create questions or sentences using appropriate articles.  Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.  Attempt to build their own sentences using labels as a model.  Speak clearly and present simple phrases when supported visually.  Use appropriate intonation to engage the audience. | * I can understand and respond to simple classroom instructions. * I can name school bag objects and recognise if they are masculine or feminine. * I can ask and answer a question about something you have or do not have. * I can read and understand short sentences. * I can prepare and present a short spoken text. |
| **Term 3.1**  **French Transport** | | |
| Vocabulary | Knowledge | Objectives |
| * un ferry * un train * un autobus * un ballon * un hélicoptère * un vélo * un sous-marin * un avion * une voiture * un bateau * à pied * je vais | Explain strategies for working out the meaning of words.  Recognise nouns that are cognates or near cognates.  Recognise transport words in written form.  Join in with a song using actions to aid recall.  Form simple statements about a picture, using and adapting a model.  Create a range of different phrases using a sentence builder.  Generally, speak words with accurate pronunciation.  Write a simple sentence, using a model for support and using two different accents. | * I can compare French with English words and identify cognates. * I can make changes to simple phrases and perform a song to an audience. * I can ask and answer questions about a picture. * I can describe a journey to different French speaking countries around the world. * I can conduct a survey in French. |
| **Term 3.2**  **Circle of Life** | | |
| Vocabulary | Knowledge | Objectives |
| * un éléphant * un lion * un lapin * un loup * un oiseau * un poisson * un serpent * un singe * un ver * une grenouille * une tortue * une girafe | Source new vocabulary from the dictionary and apply the appropriate indefinite article (**un**/**une**).  Build a range of sentences from a model, selecting appropriate vocabulary.  Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.  Attempt to decode new sentences by using their context and sentence structure.  Apply understanding of the sentence structure to generate new phrases. | * I can research a new noun in French and determine its gender. * I can build sentence to describe where something lives or does not live. * I can use language to solve a puzzle. * I can describe a food chain in French. * I can write sentences about a food chain in French. |