

<p>Year 3 MFL (French) Autumn 1 I am learning</p>	
<p>Previous learning</p> <p>(From September 2024) N/A - The children learn French for the first time on starting Year 3</p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Pinpoint France and other French speaking countries on a map of the world. • Ask and answer the question 'How are you?' in French. • Say 'Hello' and 'Goodbye' in French. • Ask and answer the question 'What is your name?' in French. • Count to 10 in French. • Say 10 colours in French. <p>This unit is most suitable for young language learners who are just starting out on their language learning journey. No previous knowledge of the foreign language is required.</p>	
<p>Substantive knowledge</p> <p>Recommended phonics focus (To be taught in depth in 'Phonics 1' and revisited in subsequent year groups): CH OU ON OI</p> <ul style="list-style-type: none"> • OI sound in trois and noir • ON sound in marron • OU sound in rouge • Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front. • Elision. Je m'appelle. Dropping the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French 	<p>Disciplinary knowledge</p> <p>Listening: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases</p> <p>Speaking: Communicate with others using simple words and short phrases</p> <p>Reading: Read familiar words and short phrases accurately Understand the meaning in English of short words which are read in the foreign language.</p> <p>Writing: Write familiar words and short phrases using a model or vocabulary list</p> <p>Grammar: None in this unit as it is introductory.</p>
<p>Lesson 1</p>	<p>Introduction to French and the country of France</p> <ul style="list-style-type: none"> • To introduce the Francophone world and French as a subject to the children.
<p>Lesson 2</p>	<p>Vocabulary: Greetings, simple questions and goodbyes</p> <ul style="list-style-type: none"> • To learn how to say basic greetings • To learn how to ask someone how they are feeling as well as answer the question themselves in French.
<p>Lesson 3</p>	<p>Vocabulary: Ask and answer the question 'What is your name?'</p> <ul style="list-style-type: none"> • To consolidate language learnt (see above) • To learn how to ask and answer the question 'Comment tu-t'appelles?' (What is your name?) in French.
<p>Lesson 4</p>	<p>Vocabulary: Numbers 1-10</p>

	<ul style="list-style-type: none"> To introduce numbers 1-10 in French.
Lesson 5	Vocabulary: Different colours
	<ul style="list-style-type: none"> To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is...' in French.
Lesson 6	Consolidation and end of unit assessment.
	<ul style="list-style-type: none"> To revise all language covered End of unit assessment

Vocabulary

Bonjour ! = Hello! (formal)
 Salut ! = Hello! (informal)
 Ça va ? = How are you?
 Ça va bien = I am well.
 Ça va mal = I am not great
 Comme ci, comme ça = So, so
 Au revoir ! = Goodbye!
 À plus tard ! = See you later!
 Comment tu t'appelles ? = What is your name?
 Je m'appelle... = My name is...

un one
 deux two
 trois three
 quatre four
 cinq five
 six = six
 sept = seven
 huit = eight
 neuf = nine
 dix = ten

rouge = red
 bleu = blue
 jaune = yellow
 vert = green
 noir = black
 blanc = white
 gris = grey
 orange = orange
 violet = purple
 marron = brown

Year 3
MFL (French)
Autumn 2
Animals

Previous learning

(From September 2024) 'I am learning French' unit completed in Autumn 1
 The children learned:

- Pinpoint France and other French speaking countries on a map of the world.
- Ask and answer the question 'How are you?' in French.
- Say 'Hello' and 'Goodbye' in French.

- Ask and answer the question 'What is your name?' in French.
- Count to 10 in French.
- Say 10 colours in French.

In this unit pupils will learn how to:

- Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.
- Understand that there are more determiners/ articles in French than in English.
- Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).

Substantive knowledge	Disciplinary knowledge
<p>Recommended phonics focus (To be taught in depth in 'Phonics 1' and revisited in subsequent year groups): CH OU ON OI</p> <ul style="list-style-type: none"> ● CH sound in cheval ● OU sound in souris & mouton ● ON sound in cochon & mouton ● OI sound in oiseau ● Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/ determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'. ● Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton. <p>Vocabulary which will be learned/revisited:</p> <ul style="list-style-type: none"> ● 10 common animals. ● The animals plus their appropriate indefinite article. ● First person conjugation of the verb être (je suis = I am). 	<p>Listening: Recognise familiar words and short phrases</p> <p>Speaking: Communicate with others using simple words and short phrases</p> <p>Reading: Read familiar words and short phrases accurately Understand the meaning in English of short words which are read in French.</p> <p>Writing: Write and adapt a piece of text using language learned during the unit Adapt models provided to show solid understanding of grammar covered.</p> <p>Grammar:</p> <ul style="list-style-type: none"> ● Nouns, gender, articles/determiners and verbs. ● To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). ● Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns). ● Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.
Lesson 1	<p>Vocabulary: Animals (1)</p> <ul style="list-style-type: none"> ● Recognise, recall and spell five different animal nouns in French with their correct determiner
Lesson 2	<p>Vocabulary: Animals (2)</p> <ul style="list-style-type: none"> ● To learn 5 more animal nouns in French with their correct determiner.
Lesson 3	<p>Consolidation, pronunciation and spelling</p> <ul style="list-style-type: none"> ● To revise all 10 animal nouns with their determiner in French and start to attempt the spellings.
Lesson 4	<p>Grammar (1)</p> <ul style="list-style-type: none"> ● To explore and understand better the role of the indefinite article/determiner in French.
Lesson 5	<p>Grammar (2)</p> <ul style="list-style-type: none"> ● To learn how to use the first person conjugated verb 'je suis' (I am) in French.

Lesson 6	Consolidation and assessment
	<ul style="list-style-type: none"> • To revise all language covered • End of unit assessment
Vocabulary	
Phoneme Grapheme Verb Indefinite article Determiner les animaux = the animals un lapin = a rabbit un = a (masculine) une = a (feminine) un canard = a duck un singe = a monkey un cochon = a pig un mouton = a sheep un lion = a lion une souris = a mouse un oiseau = a bird une vache = a cow un cheval = a horse je suis I am...	

Year 3 MFL (French) Spring 1 Phonics (1 - one lesson only)	
Previous learning	
(From September 2024) 'Animals' unit completed in Autumn 2 The children learned: <ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. • Understand that there are more determiners/ articles in French than in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). 	
In this unit pupils will learn/revisit: <ul style="list-style-type: none"> • The first set of phonics sounds / phonemes in French: CH OU ON OI (One lesson initially BUT might be more if required. To be revisited in subsequent year groups) 	
Substantive knowledge	Disciplinary knowledge

<p>Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> ● CH - pronounced like the 'sh' sound in the English word 'shop'. ● OU - pronounced like the 'oo' sound in the English word 'tooth'. ● ON - pronounced as a French nasal sound and is very similar to the long 'onn' sound in the English word 'honk'. ● OI - pronounced like the English 'wah' sound found in the words 'wave' and 'waffle' <p>We will learn/revisit:</p> <ul style="list-style-type: none"> ● The French alphabet ● The French vowel sounds <p>(To be revisited in subsequent year groups)</p>	<p>Listening: Recognise familiar words and short phrases. Identify phonemes within given words.</p> <p>Speaking: Communicate with others using simple words and short phrases</p> <p>Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'</p> <p>Understand the meaning in English of short words which are read in the foreign language.</p> <p>Writing: N/A</p> <p>Grammar: N/A.</p>
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Lesson 1	<p>Phonics (1)</p> <ul style="list-style-type: none"> ● To learn the first 4 (out of 18) French sound patterns / phonemes ● To improve their French pronunciation ● To be able to read with improved accuracy in French.
Vocabulary	
<p>Alphabet (and associated letters)</p> <p>Vowel</p> <p>Phoneme / grapheme</p>	

<p>Year 3 MFL (French) Spring 1 and 2 'I am able to...'</p>	
<p>Previous learning</p>	
<p>(From September 2024) 'I am learning French' and 'Animals' units completed in Autumn 1 and 2. During the previous session, they completed the 'Phonics 1' lesson.</p> <p>The children learned:</p> <ul style="list-style-type: none"> ● The first set of phonics sounds / phonemes in French: CH OU ON OI <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> ● Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). ● Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but). 	
Substantive knowledge	Disciplinary knowledge

<p>Recommended phonics focus (Revisit of 'Phonics 1' lesson. To be revisited in subsequent year groups): CH OU ON OI</p> <ul style="list-style-type: none"> • OI sound in trois and noir • ON sound in marron • OU sound in rouge • Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front. • Elision. Je m'appelle. Dropping the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. <p>Vocabulary which will be learned/revisited:</p> <ul style="list-style-type: none"> • Ten different high frequency action verbs linked to common activities. • First person conjugation of the modal verb pouvoir (to be able), in the positive and negative plus ten common infinitive verbs. 	<p>Listening: Recognise familiar words and short phrases</p> <p>Speaking: Communicate with others using simple words and short phrases</p> <p>Reading: Read familiar words and short phrases accurately Understand the meaning in English of short words which are read in French.</p> <p>Writing: Write and adapt a piece of text using language learned during the unit Adapt models provided to show solid understanding of grammar covered.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French. • The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.
Lesson 1	<p>Vocabulary: Verbs (1)</p> <ul style="list-style-type: none"> • To say 5 verbs in French.
Lesson 2	<p>Vocabulary: Verbs (2)</p> <ul style="list-style-type: none"> • To revisit the first five verbs. • To say five additional verbs in French.
Lesson 3	<p>Grammar (1)</p> <ul style="list-style-type: none"> • To use the structure 'je peux' (I am able) with the verbs in French.
Lesson 4	<p>Grammar (2)</p> <ul style="list-style-type: none"> • To use the negative structure 'je ne peux pas' (I am not able) followed by verbs in French.
Lesson 5	<p>Grammar (3) = Conjunctions to form more complex sentences</p> <ul style="list-style-type: none"> • To use the conjunctions 'et' (and) & 'mais' (but) in French.
Lesson 6	<p>Consolidation and assessment</p> <ul style="list-style-type: none"> • To revise all language covered • End of unit assessment
Vocabulary	
<p>Phoneme Grapheme Verb Modal verb Conjunction Sentence</p>	

je peux = I am able
 jouer d'un instrument = to play an instrument
 je ne peux pas = I am not able
 patiner = to ice-skate
 danser = to dance
 dessiner = to draw
 chanter = to sing
 nager = to swim
 sauter = to jump
 parler français = to speak French
 cuisiner = to cook
 et = and
 faire du vélo = to ride a bike
 mais = but

Year 3
MFL (French)
Spring 2
'Easter'

Previous learning

(From September 2024)
 'I am learning French' and 'Animals' units completed in Autumn 1 and 2. 'Phonics 1' was completed in Spring 1 and revisited in each unit.

During Spring 1 and 2, they completed the unit 'I am able to...':

The children learned to:

- Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).
- Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).

In this unit pupils will:

- Listen to, read and say the key vocabulary associated with Easter.
- Learn an Easter song in French

Substantive knowledge

Disciplinary knowledge

Recommended phonics focus: N/A

Listening: Listen to and enjoy short stories, nursery rhymes and songs.

Vocabulary which will be learned:

Speaking: Communicate with others using simple words and short phrases

- Key vocabulary associated with Easter
- Easter song lyrics

Reading: Read familiar words and short phrases accurately
 Understand the meaning in English of short words which are read in the foreign language.

Writing: N/S

Grammar: N/A

Lesson 1

Joyeuses Pâques

- To learn the key Easter vocabulary
- To learn an Easter song

Vocabulary

Joyeuses Pâques = Happy Easter
 le chocolat = the chocolate
 les cloches = the bells
 le printemps les fleurs = the spring flowers
 le lapin = the bunny / rabbit
 le poussin = the chick

Year 3
MFL (French)
Summer 1
'Fruits'

Previous learning

(From September 2024) **'I am learning French'** and **'Animals'** units completed in Autumn 1 and 2. **'Phonics 1'** was completed in Spring 1 and revisited in each unit. The unit **'I am able to...'** was completed during Spring 1 and 2.

During the previous session, they completed the **'Joyeuses Pâques (Happy Easter)'** unit. During this unit they:

- Listened to, read and say the key vocabulary associated with Easter.
- Learned an Easter song in French:

In this unit pupils will learn how to:

- Name and recognise up to 10 fruits in French.
- Attempt to spell some of these nouns.
- Ask somebody in French if they like a particular fruit.
- Say what fruits they like and dislike.

Substantive knowledge

Recommended phonics focus (Revisit of 'Phonics 1' lesson. To be revisited in subsequent year groups): CH
OU ON OI

- OI sound in poire - Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French.
- Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front.

Vocabulary which will be learned/revisited:

- The names of 10 different fruits will be introduced.
- They will learn to express simple opinions using the French vocabulary for 'I like' and 'I do not like'.

Disciplinary knowledge

Listening: Recognise familiar words and short phrases

Speaking: Communicate with others using simple words and short phrases

Reading: Read familiar words and short phrases accurately
 Understand the meaning in English of short words which are read in French.

Writing: Write and adapt a piece of text using language learned during the unit
 Adapt models provided to show solid understanding of grammar covered.

Grammar:

- Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine.
- Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une.
- Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option.
- Explore how to make the fruits plural in French.

Lesson 1	Vocabulary: Fruits (1)
	<ul style="list-style-type: none"> To become familiar with 5 fruit nouns with their determiners in French.
Lesson 2	Vocabulary: Fruits (2)
	<ul style="list-style-type: none"> To learn and become more familiar with 5 more fruit nouns with their determiners in French.
Lesson 3	Grammar (1)
	<ul style="list-style-type: none"> To learn how to move singular nouns to plural form in French.
Lesson 4	Grammar (2)
	<ul style="list-style-type: none"> To learn how to use the structure 'j'aime' (I like) with the fruit nouns.
Lesson 5	Grammar (3)
	<ul style="list-style-type: none"> To learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.
Lesson 6	Consolidation and assessment
	<ul style="list-style-type: none"> To revise all language covered End of unit assessment

Vocabulary

une pomme = an apple
 les pommes = the apples
 une fraise = a strawberry
 les fraises = the strawberries
 une pêche = a peach
 les pêches = the peaches
 une banane = a banana
 les bananes = the bananas
 une cerise = a cherry
 les cerises = the cherries
 une orange = an orange
 les oranges = the oranges
 une prune = a plum
 les prunes = the plums
 une poire = a pear
 les poires = the pears
 un kiwi = a kiwi
 les kiwis = the kiwis
 un abricot = an apricot
 les abricots = the apricots

J'aime... = I like...

Je n'aime pas... = I do not like...

Year 3
MFL (French)
Summer 2
'Ice creams'

Previous learning

(From September 2024) 'I am learning French' and 'Animals' units completed in Autumn 1 and 2. 'Phonics 1' was completed in Spring 1 and is revisited in each unit. The unit 'I am able to...' was completed during Spring 1 and 2. 'Easter' was also completed during Spring 2.

During Summer 1, they completed the 'Fruits' unit. During this unit they:

- Named and recognised up to 10 fruits in French.
- Attempted to spell some of these nouns.
- Asked somebody in French if they like a particular fruit.
- Said what fruits they like and dislike.

In this unit pupils will learn how to:

- Name and recognise up to 10 different flavours for ice creams.
- Ask for an ice-cream in French using 'je voudrais'.
- Say what flavour they would like.
- Say whether they would like a cone or a small pot/tub of ice-cream.

Substantive knowledge	Disciplinary knowledge
<p>Recommended phonics focus (Revisit of 'Phonics 1' lesson. To be revisited in subsequent year groups): CH OU ON OI</p> <ul style="list-style-type: none"> • ON sound in citron • CH sound in pistache • Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat'. This happens often in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise and citron. Made from the back of the mouth, not the front. 	<p>Listening: Recognise familiar words and short phrases</p> <p>Speaking: Communicate with others using simple words and short phrases</p> <p>Reading: Read familiar words and short phrases accurately Understand the meaning in English of short words which are read in French.</p> <p>Writing: Write and adapt a piece of text using language learned during the unit. Adapt models provided to show solid understanding of grammar covered.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, gender and high frequency verbs. • Start to understand better that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for 'a/an' in French depending on the gender of the noun. • Become more familiar with the high frequency verb conjugation je voudrais. • Learn that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.
Lesson 1	Vocabulary: Flavours (1)
	<ul style="list-style-type: none"> • To say 5 ice-cream flavours in French.
Lesson 2	Vocabulary: Flavours (2)
	<ul style="list-style-type: none"> • To say 5 more ice-cream flavours in French.
Lesson 3	Grammar
	<ul style="list-style-type: none"> • To use the verb 'je voudrais' (I would like) in French.
Lesson 4	Speaking and listening
	<ul style="list-style-type: none"> • To ask for a cone or a pot of ice-cream and say the number of scoops I would like.
Lesson 5	Speaking and listening: Role play
	<ul style="list-style-type: none"> • To use all my new knowledge to perform a short role-play to order an ice-cream.
Lesson 6	Consolidation and assessment
	<ul style="list-style-type: none"> • To revise all language covered • End of unit assessment

Vocabulary

Bonjour ! Hello!

s'il vous plaît = please

Quel parfum ? = Which flavour

Combien de boules ? = How many scoops?

C'est combien ? = How much?

merci = thank you

Je voudrais... = I would like...

Au-revoir ! = Goodbye !

une glace = an ice-cream

un cornet = a cone

une boule = one scoop

deux boules = two scoops

trois boules = three scoops

un petit pot = a small tub/pot

à la vanille = vanilla flavour

à la fraise = strawberry flavour

à la banane = banana flavour

à la menthe = mint flavour

à la pistache = pistachio flavour

au chocolat = chocolate flavour

au café = coffee flavour

au citron = lemon flavour

au caramel = caramel flavour

au cassis= blackcurrant flavour