

## Year 3

Unit 1: Bonjour - Autumn 1			
Lesson	Objective	Knowledge/Language	Skills/Grammar
1	WALT: Greet and say goodbye to someone.	Greetings: bonjour (hello), salut (hi), au revoir (goodbye)	Social conventions
2	WALT: Ask someone's name and say your own.	Greetings: Comment t'appelles-tu? (What's your name?), Je m'appelle... (My name is...)	Ask and answer questions
3	WALT: Ask how someone is and respond.	Asking and saying how you are: Ça va? (How are you?), Oui, ça va bien (Yes, I'm well), Comme ci comme ça (I'm so-so), Non, ça ne va pas (No, I'm not doing well)	Ask and answer questions
4	WALT: Learn some basic nouns.	Instruments: un tambour (drum), une guitare (guitar), un piano (piano), une trompette (trumpet), une flûte à bec (recorder) Miscellaneous: une fille (girl), un garçon (boy), un dragon (dragon)	First notions of gender Cognates
5	WALT: Count numbers 1 - 10.	Numbers 1-10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	
Extra	Further practice for Unit 1 • Project work: French châteaux on Rigolo	Summary of above language	

Unit 2: En classe - Autumn 2			
Lesson	Objective	Knowledge/Language	Skills/Grammar
1	WALT: Identify classroom objects.	Classroom objects: une trousse (pencil case), un stylo (pen), une règle (ruler), un crayon (pencil), un cahier (exercise book), un livre (text book), un sac (bag), une gomme (rubber)	Gender Ask and answer questions
2	WALT: Identify colours, and describe an object's colour.	Colours: rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange). Revision of classroom objects from Lesson 1.	Basic word order
3	WALT: Say your age.	Giving your age: J'ai ... ans	Using context to determine meaning Comparing languages
4	WALT: Recognise and repeat classroom instructions.	Classroom instructions: écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez	Listen and repeat sounds Labelling
5	Further practice for Unit 2 Sound/spelling activity for Units 1-2	Summary of above language, and Unit 1	Recognise how sounds are represented in written form Practise pronunciation
Extra	Assessment for Units 1-2	Summary of above language, and Unit 1	Recognise how sounds are represented in written form Practise pronunciation

Unit 3: Mon Corps - Spring 1			
Lesson	Objective	Knowledge/Language	Skills/Grammar
1	WALT: Identify parts of the body.	Parts of the body: les yeux (eyes), le nez (nose), la bouche (mouth), les oreilles (ears), les cheveux (hair), la jambe (leg), le bras (arm), la tête (head)	Gender The definite article
2	WALT: Describe eyes and hair.	J'ai les cheveux/les yeux + [adjective] Parts of the body: les yeux (eyes), les cheveux (hair) Colours: vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue) Adjectives: long (long), court (short)	Simple word order Simple descriptions Comparing languages
3	WALT: Recognise days of the week.	Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	
4	WALT: Give basic character descriptions.	Adjectives describing character: Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa Summary of above language	Basic notion of adjectival agreements (for brighter pupils)
5	WALT: Give basic character descriptions including appearance and personality.	J'ai les cheveux/les yeux + [adjective] Parts of the body: les yeux (eyes), les cheveux (hair) Colours: vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue) Adjectives: long (long), court (short). Adjectives describing character: Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa Summary of above language	Basic notion of adjectival agreements (for brighter pupils)

Extra	Further practice for Unit 3 and Project work: Famous people		
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Unit 4: Les Animaux - Spring 2			
Lesson	Objective	Knowledge/Language	Skills/Grammar
1	WALT: Identify animals and pets.	j'ai + [animal] je n'ai pas d'animal Animals: un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon)	Genders Recognise negative form
2	WALT: Identify and describe animals and pets	j'ai + [animal] je n'ai pas d'animal Animals: un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon) Il/Elle est... (S/he's ...) Adjectives describing character: grand(e) (tall), petit(e) (small), drôle (funny), sévère (strict), timide (shy)	Genders Recognise negative form
3	WALT: Recognise and use numbers 11 - 20.	Numbers 11-20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt	Counting numbers up to 20
4	WALT: Give someone's name.	Il/Elle s'appelle... (S/he's called...)	Giving names in the third person (he/she)
5	WALT: Describe someone.	Il/Elle est... (S/he's ...) Adjectives describing character: grand(e) (tall), petit(e) (small), drôle (funny), sévère (strict), timide (shy)	Basic notion of adjectival agreements. Giving descriptions in the third person (he/she)
Extra	Further practice for Unit 4 Project work: Pets Sound/spelling activity for Units 3-4 Assessment for Units 3-4	Summary of above language, and Unit 3	Recognise how sounds are represented in written form. Practise pronunciation.

Unit 5: Ma Famille - Summer 1			
Lesson	Objective	Knowledge/Language	Skills/Grammar
1	WALT: Identify family members.	Family members: ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents)	Genders
2	WALT: Describe family members.	Family members: ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents) les cheveux/les yeux + [adjective] Parts of the body: les yeux (eyes), les cheveux (hair) Colours: vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue) Adjectives: long (long), court (short). Adjectives describing character: Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa	Genders Simple descriptions
3	WALT: Recognise and spell with letters of the alphabet.	Letters of the alphabet a-z, plus some accented letters	Spell words using the French alphabet
4	WALT: List household items.	Household objects: le CD (CD), le lecteur CD (CD player), l'ordinateur (computer), le jeu vidéo (video game), le DVD (DVD), la machine (machine), la table (table), la chaise (chair)	
5	WALT: Use basic prepositions <i>sur</i> and <i>dans</i> to describe position.	Le CD est dans le lecteur de CD Le jeu vidéo est sur la table Prepositions: dans (in), sur (on)	Classifying words into different types Describe position using basic prepositions <i>sur</i> and <i>dans</i> and familiar language
Extra	Further practice for Unit 5	Summary of above language	

	Project work: Alphabet chart		
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Unit 6: Bon anniversaire! - Summer 2			
Lesson	Objective	Knowledge/Language	Skills/Grammar
1	WALT: Recognise and ask for snacks.	Qu'est-ce que tu veux? Je voudrais... Snacks: une pomme (an apple), une banane (a banana), un jus d'orange (an orange juice), un sandwich (a sandwich), une pizza (a pizza), un gâteau (a cake)	Genders
2	WALT: Give basic opinions about food.	Simple opinions (about food): C'est délicieux (it's delicious), C'est bon (it tastes nice), Ce n'est pas bon (it doesn't taste nice), C'est mauvais (it tastes bad)	Understand and reply to question on food wanted
3	WALT: Use numbers 21 - 21	Numbers 21-31	Count numbers up to 31
4	WALT: Recognise and use the months.	Months: janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December)	Use numbers up to 31 together with months to form dates
5	WALT: Form dates	C'est quand, ton anniversaire? (When is your birthday?) Dates: [C'est] le...[mars, etc.] ([It's] the... [March, etc.]	Question forms
Extra	Further practice for Unit 6 Project work: French name days Sound/spelling activity for Units 5-6 Assessment for Units 5-6	Summary of above language, and Unit 5	Recognise how sounds are represented in written form Practise pronunciation