



# St. Francis Xavier's RC Primary School

## French Unit Guidance and Formative Assessment

<b>Year Group:</b>	3	<b>Subject:</b>	French
<b>Unit:</b>	Early Language Teaching	<b>Prerequisite Learning and Curriculum Links</b>	Celebrating whole school Bastille Day: prior exposure in KS1 to French songs, basic language and numbers.
<b>ROCKS (Remembering Our Curriculum Knowledge and Skills)</b>			
Listening: Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes.			
Speaking: Engage in conversations. Ask and answer questions. Express opinions and respond to those of others.			
Reading: Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material.			
Writing: Write phrases from memory and adapt these to create new sentences. Describe people, places, things and actions orally and in writing.			
Grammar: Understand basic grammar including feminine and masculine and the conjugation of high frequency verbs.			
<b>Progressive Journey:</b>		<b>Skills:</b>	
<b>J'apprend le Français</b> <ul style="list-style-type: none"> <li>Locate France, Paris and a few key cities on a map.</li> <li>Say our name and how we are feeling.</li> <li>Learn up to 10 colours in French.</li> <li>Count from 1 to 10 in French.</li> <li>Engaging in role play.</li> </ul> <b>Les Animaux</b> <ul style="list-style-type: none"> <li>Name and recognise up to 10 animals in French.</li> <li>Spell some of these nouns with their correct indefinite article</li> <li>Use the first person singular of the verb être (Je suis – I am)</li> </ul> <b>Le Petit Chaperon Rouge</b> <ul style="list-style-type: none"> <li>Listen to a familiar story being told in French.</li> <li>Learn to use picture and word cards to recognise and help retain new language.</li> <li>Remember key parts of the body in French.</li> <li>Silent letters and liaison. (Last consonants in French words are often silent and the 's' at the end of les when used in front of a word that starts</li> </ul>		Memory skills so that language is remembered after the lesson. Remembering some/all spellings from memory. Learning to look for cognates (such as bleu for blue). Associating words and phrases to images. Guttural 'R' – becoming more familiar with the French 'r' sound made from the back of the mouth.  Memory skills/spelling/looking for cognates (lion) Learn how to build a short simple sentence in French using the personal pronoun (Je) with the conjugated verb (suis), and indefinite article/determiner (un or une) and a noun (animal)  Improving language learning strategies through reading a familiar story using knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to achieve this.	

with a consonant is also silent – les pieds.

### Les Fruits

- Name, recognise and remember up to 10 fruits in French.
- Spell some of these nouns with the correct determiner.
- Ask somebody in French if they like a particular fruit
- Say and write what fruits we like and dislike in French.
- Using un and une and les for plural
- Exploring how to make the fruits plural in French.
- Liaison – normally silent ‘s’ in les is pronounced when placed in front of a word that begins with a vowel.(les oranges, les abricots)

### Les Légumes

- Name, recognise and recall from memory up to 10 vegetables in French
- Spell some of these nouns with their plural determiner.
- Learn to use the high frequency verb ‘Je voudrais’ from the verb vouloir, to want.
- Learn to say please in French – s’il vous plait.
- Perform a short role play at a French market stall.

### L’ancienne Histoire de la Grande Bretagne

- Name in French the six key periods of Ancient Britain, introduced in chronological order.
- Say, in French, three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was.
- Remembering and using the French for ‘I am’ (Je suis), ‘I have’ (J’ai) and ‘I live’ (J’habite).
- Building up a wider range of vocabulary on types of dwellings and hunting tools.

Working on memory, recall and retention skills using images to help.  
Learning how to ask a question in French and answer it including a simple opinion.

Remembering more spellings, using a variety of activities to help this.  
Remembering to always look for cognates first (carottes and tomates).  
Having enough language from memory to perform a short role play.

Remembering enough language to be able to write and present orally, a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary.  
Learning to make full use of the templates and support provided.

### Key Vocabulary

Bonjour, ça va? = Hello, how are you? Ça va bien = I am fine Ça va mal = I am not very well Comme ci, comme ça = So, so! Au revoir =Goodbye; Comment tu t’appelles? Je m’appelle + name, Les Couleurs- rouge, noir, vert, bleu, jaune, rose, marron, blanc, orange, Numbers 1 to 10 in French, Les animaux – un lion, un mouton, un oiseau, un cheval, un lapin, une souris, un chat, une giraffe; Les Fruits- une orange, une prune, une poire, un kiwi, un abricot, une pomme, une fraise, une pêche, une banana, une cerise; Les Légumes – les pommes de terre, les champignons, les haricots verts, les petits pois, les carottes, les oignons, le chou-fleur; L’âge de la pierre (the stone age), L’âge du bronze (the bronze age), L’âge du fer (the iron age), La période des Romains (Roman times). La période des Anglo-Saxons (Anglo-Saxon times), La période des Vikings (Viking times)