

Year 3 French Scheme of Work						
Week	Objective	Language (core content)	Resource(s)	NC PoS	Intercultural Understanding	Follow up
Autumn						
1	To learn the key phonics sounds. Les voyelles	Phonics (1) - Focus on single vowel sounds. a-e-i-e-u (y) la banane, le cheval, à midi, le coco, l'univers	Lesson 1 Voyelles	L1, L2, S1(a)		Sing the song and say the key phrases during the week (e.g. at the start/end of the day)
2	To learn basic greetings and giving your name - voyelles + diphthongues on / ou / au / oi / ui	Salut / Bonjour / Au revoir Comment t'appelles tu? (What do you call yourself?) Je m'appelle..... (I call myself) Ça va ?(How's it going?) oui / non fantastique/super (great) très bien merci (very well, thanks) pas mal, merci (not bad, thank you),	Lesson 2 Greetings	L1, S1 (a, c)	Some typical French first names	Practise and perform the dialogue with a variety of names, choosing responses that rhyme
3	To understand and recall orally the numbers 1-12 - sounds un / eu / oi / in / ui / on / ou	Numbers 1-12 un, deux trois quatre cinq six sept huit neuf dix onze	Lesson 3 Numbers	L1, R1, R3	A french counting rhyme A French counting song	
4	To practise all new phonics sounds	Phonics (2) eu / oi / au / ui / ou / on / in	Lesson 4 More phonics			phonics cards to play games
5	To ask how old someone is and give own age	1-10 and giving age Quel âge as-tu? (How old are you?) J'ai... ans (I am ..years old)	Lesson 5 Ages	S1 (a), S2, G4		
6	To learn classroom instructions (introduction to the 'é' sound in -ez commands)	Asseyez-vous, Sortez vos affaires, Regardez, Écoutez, Répétez, Répondez, Levez la main, Dessinez, Écrivez, Rangez vos affaires, Silence!Levez-vous	Lesson 6 Instructions			Instructions song

Year 3 Term 1

Year 3 pupils start with the **phonics**, learning the **vowels** first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other **key phonics sounds**. They read **rhyming stories, sing songs, practise tongue twisters** and have further opportunities to make the **sound-written link** by listening to words and anticipating their spelling. They also learn some **nouns (pencil case items)**. They are made aware of gender through colour coding. They use the verb forms **'j'ai – I have', 'il/elle est – it is' and implicitly encounter the negative forms of these.**

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7	To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)	Phonics (3) é / er / ez / et è / ê / ai / ei ch / th / en an / un	Lesson 7 More phonics	L1, L2		phonics cards to play games
8	1 To practise and embed the phonics knowledge 2 To use the question 'As-tu?(Do you have?) in a game	Phonics cards As-tu? (Do you have?) Oui, j'ai... (Yes, I do have.) Non, je n'ai pas.... (No, I don't have.)	Lesson 8 Phonics	S1 (a), S2 L1, G4	3 x tongue twisters comptine - C'est demain jeudi	phonics cards to play games
9	1 To learn the nouns for items in a pencil case	Pencil case une trousse (a pencil case) un stylo (a pen) un crayon (a pencil) un taille-crayon (a sharpener) une bâton de colle (a glue stick) une règle (a ruler) une gomme (a rubber) les/des feutres (felt-tip pens)	Lesson 9 Pencil case	L1, L2, R1, R3, G1		
10	1 To embed the pencil case nouns 2 To ask 'Do you have a..?' and respond	Pencil case As tu un/une...?(Do you have a?) Oui, Non (Yes, No)	Lesson 10 Pencil case	S1(a), G1, G4		
11	1 To ask 'What do you have in your pencil case?' and respond	Pencil case Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?) Dans ma trousse j'ai...(In my pencil case I have...)	Lesson 11 Pencil case	S1(a), S2, G1, G4		
12	1 To practise and learn more phonics	Phonics [4]	Lesson 12 More phonics	L1, L2, R3		
13	1 To learn some key facts about Christmas in France and make a Christmas card.	Noel Practise reading / matching sounds in writing Find out more about French customs at Christmas Make your own Christmas card	Lesson 13 Christmas in France	R3	Learn about Christmas customs in France / Comptine about Christmas presents to complete	

Week	Objective	Language (core content)	Resource(s)	NC PoS	Intercultural Understanding	Follow up
14	1 To learn a French Christmas song	Vive le vent	Lesson 13 a+b More Christmas	L1, L2	Learn a French Christmas song	
Spring						
1	1 To learn some key classroom language.	Classroom language 1. Silence! (Silence!) 2. Prenez un stylo! (Get out a pen!) 3. Un volontaire! (A volunteer) 4. Ouvrez vos cahiers! (Open your exercise books!) 5. Regardez! (Look!) 6. Croisez les bras! (Fold your arms!) 7. Écoutez (Listen!)	Lesson 14 Instructions	L1		
2	1 To learn 9 new nouns - animals - (with the indefinite article)	9 animals - nouns un chat (a cat) un chien (a dog) un poisson (a fish) un oiseau (a bird) un canard (a duck) un cheval (a horse) un mouton (a sheep) un ours (a bear)	Lesson 15 9 animals	L1, R1, R3, G1		
3	1 To learn how to make nouns plural in French	9 animals - plurals Nouns as above with 's' (or nothing, or '(au)x' added).	Lesson 16 Plurals	G2		
4	1 To learn how to say 'a' and 'some', and change to 'the'.	9 animals - articles Articles change: un, une, des, le, la, les.	Lesson 17 Articles	G1, G2		
5	1 To learn the adjectives of colour	Colours bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey).	Lesson 18 Colours and animals	L1, L2, R3, G3		
6	1 To listen and read along	Brown bear story	Lesson 19 Story	L1, R1, R2, R4		
7	1 To describe animals with colours	Listening / Reading - describing pictures	Lesson 20	L1, R1, R3, S3, W1, G4		
8	1 To join in with a song	Old MacDonald	Lesson 21 Song	L1, R3		

Year 3 Term 2

The theme is **animals** and **colours**. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of **9 animal nouns** and **6 colours** so nothing so becomes too difficult.

The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but).

Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.

Week	Objective	Language (core content)	Resource(s)	NC PoS	Intercultural Understanding	Follow up
9	1 To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language.	additional stories / songs	Lesson 22 Cher zoo	L1, R2, R3, R4		
10	1 To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language.	additional stories / songs	Recap resources from previous lessons OR As-tu un animal song	L1, R2, R3, R4		
Summer						
1	1 To learn nouns for different fruit	La chenille qui fait des trous (hungry caterpillar) - le fruit une pomme / les pommes une poire / les poires une prune / les prunes une fraise / les fraises	Lesson 23 Fruit	L1, L2, R1, R3, G1, G2		
2	1 To learn the names of the days of the week	Days of the week - sign language gestures les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	Lesson 24 Days of the week	L1, L2, R1, R3		
3	1 To learn food nouns from the Hungry Caterpillar story	Food from the story une tranche de gateau au chocolat, un cornet de glace/une glace, un cornichon, une tranche de fromage, une rondelle de saucisson, une sucette, une portion de tarte aux fruits, une saucisse, une madeleine, une tranche de pastèque	Lesson 25 Food			
4	1 To consolidate the new language from lessons 1,2,3	Food from the story	Use previous material to revise key language from the Hungry Caterpillar story (fruits, days, food).			
5	1 To listen to and understand a French story	Video of the story - ordering the text	Lesson 26 Hungry caterpillar story	L1, R1, R2, R4		
6	1 To develop confidence and memory by retelling the HC story	Re-telling the story	Lesson 26a+b Hungry caterpillar	L1, S3, R2, R3,		

Year 3 Term 3

This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in French. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!

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7	1 To develop confidence and memory by retelling the HC story	Re-telling the story	Lesson 27	L1, S3, R2, R3,		
8	1 To use knowledge of colours to create a butterfly	Making a butterfly	Lesson 27a+b	R1		
9	1 To learn some words for snacks	Snack foods une salade (a salad), un hamburger (a hamburger), un jus d'orange (an orange juice), une banane (a banana), des frites (some chips), un hot dog (a hot dog), une glace (an ice cream), un coca (a coke), un sandwich (a sandwich)	Lesson 28 Snack foods	L1, L2, R1, R3,		
10	1 To ask 'What do you want?' and respond 'I want'	Ordering food in a café Qu'est-ce que vous voulez? (What do you want?) Je voudrais un / une...(I want a) S'il vous plaît (please) Voilà (Here you are) Merci (thank you)	Lesson 29 Dialogue in a café	S1(a), S2, G4		
11	1 To ask / answer from memory	In a café - role plays (Language as above)		S1(a), S2, G4		
12	1 To write individual words from memory 2 To perform and record their group café dialogues	Display - favourite snacks on plates In a café - role plays		W1 S1(a), S2, G4		