

Year 3 Term 3  
**Mon Corps**  
**FRENCH**



**National Curriculum Links:**

Appreciate stories, songs, poems and rhymes in the language.  
 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.  
 Speak in sentences, using familiar vocabulary, phrases and basic language structures.  
 Listen attentively to spoken language and show understanding by joining in and responding.  
 Read carefully and show understanding of words, phrases and simple writing.  
 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

**Essential Prior Learning:**

Respond to the question *Qu'est-ce que c'est?* (What is that/it?) with known vocabulary.  
 Use *oui* for *yes* and *non* for *no*.  
 Colours: *bleu* (blue), *orange* (orange), *jaune* (yellow), *rouge* (red), *rose* (pink), *marron* (brown)  
 In French, the adjective comes after the noun, rather than before as in English.

**Progression in Skill:**

Name the parts of the body.  
 Use adjectives of size and colour to describe your appearance and that of others.  
 Know the days of the week.  
 Understand that the spelling of an adjective can change to match the gender of the noun or to show a plural.  
 Answer familiar questions using short phrases.  
 Show understanding of familiar phrases through appropriate responses.  
 Read short phrases and show understanding through appropriate responses.  
 Write short phrases using word banks and sentence frames.

**Long-term Memory Knowledge:**

Know the names of some body parts, matching the words to pictures.  
 Say and write short phrases to describe eye and hair colour.  
 Use adjectives to describe someone's personality.  
 Name the days of the week.  
 Have an awareness that the spelling of the adjective can change according to the gender of the noun.  
 Read and write short phrases to describe someone, using images and word banks to support.

**Key Vocabulary**

<b>les yeux</b>	eyes
<b>le nez</b>	nose
<b>la bouche</b>	mouth
<b>les oreilles</b>	ears
<b>les cheveux</b>	hair
<b>la jambe</b>	leg
<b>le bras</b>	arm
<b>la tête</b>	head

<b>lundi, mardi, mercredi, jeudi, vendredi, samedi, Dimanche</b>	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
<b>Je suis ...</b>	I am ...
<b>grand(e)</b>	big
<b>petit(e)</b>	small
<b>timide</b>	shy
<b>bavard(e)</b>	talkative
<b>drôle</b>	funny
<b>sympa</b>	nice

**Progression in Resources:**

Rigolo 1 Unit 3 animations and flashcards  
 Rigolo 1 Unit 2 flashcards

**Relevance**

<b>Now</b>	Children develop their vocabulary to be able to talk about themselves; they start to see how the same vocabulary (e.g. colour) can be used in different contexts.
<b>Future</b>	Travel to a French-speaking country and manage basic interactions.
<b>Aspiration</b>	Learn French so children can work as a translator and help people communicate across cultures; have the confidence to live and work abroad.