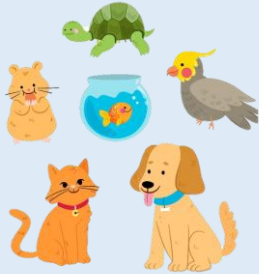


Year 3 Term 4

## Les animaux 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.

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:

Numbers 1 to 10 in French.

Know that nouns in French are classed as either masculine or feminine.

Use the sentence starter *J'ai ...* to say what you have.

Use the sentence starter *Il y a ...* to say what there is.

### Progression in Skill:

Name some common pets

Use colour adjectives.

Extend counting to 20.

Understand what constitutes a full sentence.

Begin to use the third person: *il* and *elle*.

Begin to speak in full sentences.

Recognise the adjectives in the sentence.

Read short descriptive phrases, identifying the adjectives.

Write short descriptive sentences, using a scaffold.

### Long-term Memory Knowledge:

Know the French for some common pets/animals, as well as whether they are masculine or feminine nouns.

Recognise and use numbers 11 to 20 orally and in writing.

Use colour to describe animals, placing the adjective after the noun in the phrase.

Give names and descriptions in the third person (he/she).

Use sentence starters to speak and write in full sentences.

### Key Vocabulary

<b>un chien</b>	a dog
<b>un chat</b>	a cat
<b>une tortue</b>	a tortoise
<b>un lapin</b>	a rabbit
<b>un oiseau</b>	a bird
<b>une souris</b>	a mouse
<b>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</b>	eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
<b>Il y a ...</b>	There is ...
<b>Il y a combien ...</b>	How many ... are there?

### Progression in Resources:

Rigolo Unit 4: flashcards, animation, presentation

### Relevance

<b>Now</b>	Children use and apply the language they have previously learnt, alongside that which is newly acquired to talk about a familiar subject and context.
<b>Future</b>	Children will be able to use and apply their linguistic knowledge to different familiar situations, enabling them to travel abroad with confidence.
<b>Aspiration</b>	Children use and apply their knowledge of French to developing an understanding of other languages; they choose to live and/or work in a multi-lingual situation and can access other cultures in their own language.