

Year 3 Term 1

## Bonjour FRENCH



Follow basic classroom instructions.  
Know the pronouns *je*, *il* and *elle*.  
Say single words and short phrases, taking part in a modelled conversation.  
Respond appropriately to familiar questions and classroom instructions.  
Recognise and match written words and captions to appropriate images.  
Accurately copy words from a word bank to finish sentences and label images.

### Long-term Memory Knowledge:

Politely greet someone and ask how they are:  
respond appropriately to the same question.  
Count to ten.  
Recognise the pronouns *je*, *il* and *elle* and begin to use correctly.  
Respond appropriately to simple classroom instructions.

### Key Vocabulary

|                               |                                                                            |
|-------------------------------|----------------------------------------------------------------------------|
| <b>oui/non</b>                | yes/no                                                                     |
| <b>bonjour</b>                | hello                                                                      |
| <b>salut</b>                  | hi                                                                         |
| <b>au revoir</b>              | goodbye                                                                    |
| <b>Madame</b>                 | Mrs/Madam – a polite way of addressing a woman whose name you do not know  |
| <b>Monsieur</b>               | Mr/Sir – a polite way of addressing a man whose name you do not know       |
| <b>Mademoiselle</b>           | Miss – a polite way of addressing a young woman whose name you do not know |
| <b>Comment t'appelles-tu?</b> | What's your name?                                                          |

|                                                                  |                                                           |
|------------------------------------------------------------------|-----------------------------------------------------------|
| <b>Comment s'appellent-ils?</b>                                  | What are their names?                                     |
| <b>Je m'appelle ...</b>                                          | My name is ...                                            |
| <b>Il/Elle s'appelle ...</b>                                     | He/She is called ...                                      |
| <b>Ça va?</b>                                                    | How are you?                                              |
| <b>Ça va bien.</b>                                               | I'm well.                                                 |
| <b>Ça ne va pas.</b>                                             | I'm not doing well.                                       |
| <b>Comme ça comme ça</b>                                         | I'm so-so.                                                |
| <b>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</b> | one, two, three, four, five, six, seven, eight, nine, ten |
| <b>Écoutez</b>                                                   | Listen                                                    |
| <b>Regardez</b>                                                  | Look                                                      |
| <b>s'il vous plaît</b>                                           | please                                                    |
| <b>merci</b>                                                     | thank you                                                 |

### Progression in Resources:

flashcards  
animations  
songs

### Relevance

|                   |                                                                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Now</b>        | Children have the confidence to say hello and goodbye in a language that may not be their own.                                                                                            |
| <b>Future</b>     | Children develop basic language skills that enable them to be polite when conversing with someone who speaks another language; they can use knowledge of cognates to begin to understand. |
| <b>Aspiration</b> | Children are able to converse with confidence in another language to the extent that they may choose to live and work abroad.                                                             |

### 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:

Around the world, people speak different languages.  
French is spoken in France.

### Progression in Skill:

Meet and greet someone: share names and ask how someone is.  
Count to ten.