Year 3 Term 2

# En classe

**FRENCH**



## National Curriculum Links:

Listen attentively to spoken language and show understanding by joining in and responding.
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.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
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:

Understand that French nouns are masculine or feminine.
Numbers 1 to 10.

## Progression in Skill:

Name some common classroom objects.
Say the colour of an object.
Describe something's position in relation to other objects.
Know that French nouns are either masculine or feminine.
Introduce the definitive noun: *le, la, les*.
Recognise that the adjective usually comes after the noun in French.
Recall and repeat short phrases with increasing confidence.
Identify key vocabulary in short spoken phrases.
Recognise familiar words and phrases in writing.
Write familiar words from memory, although there may be some inaccuracies in spelling.

## Long-term Memory Knowledge:

Name classroom objects, answering the questions Qu'est-ce que tu as? and Qu'est-ce que c'est?
Name colours and describe an object's colour.
Recognise, follow and repeat classroom instructions.
Understand the adjective usually follows the noun in French.
Know that the definitive noun varies according to gender.

| Key Vocabulary | |
|---|---|
| **un stylo** | pen |
| **une règle** | ruler |
| **un crayon** | pencil |
| **un cahier** | exercise book |
| **un livre** | text book |
| **un sac** | bag |
| **C'est un(e) …** | It's a … |
| **une gomme** | rubber |
| **rouge, rose, bleu, jaune, marron, orange** | red, pink, blue, yellow, brown, orange |
| **lisez** | read |
| **asseyaz-vous** | sit down |
| **levez-vous** | stand up |
| **écrivez** | write |
| **Qu'est-ce que tu as?** | What do you have? |
| **J'ai un(e) …** | I have a … |
| **sur** | on |
| **sous** | under |
| **dans** | in |
| **une chaise** | a chair |
| **une table** | table |
| **Où est le/la …?** | Where is the …? |

## Progression in Resources:

Rigolo 1 Unit 2 resources
Classroom objects: pencil case, pen, ruler, pencil, exercise book, text book, bag, rubber
Revisit resources from Rigolo 1 Unit 1.

| Relevance | |
|---|---|
| **Now** | Children develop a vocabulary they can use daily in the classroom that has immediate relevance for them. |
| **Future** | Children develop a strong enough understanding of the French language that they can understand and communicate simply in subjects of relevance to them, e.g. oh holiday. |
| **Aspiration** | Children develop a love and interest in languages and how they are formed; they may choose to work abroad or for an organisation that has global reach. |