



Year 3 curriculum overview

Year 3	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-7	Spring 2 Lesson 8	Summer 1 Lessons 9-10	Summer 2 Lesson 11
Learning intention / rationale	During their first half term of French, pupils learn high-frequency language including numbers 0-10, greetings, and some classroom commands for routine conversation. Phonics is taught explicitly as pupils encounter new vocabulary; the grapheme/phoneme link is recapped throughout the year.	As a next step from greetings, pupils say their name and introduce themselves. In using the structure, first and second person pronouns are introduced, and pupils' attention is drawn to how the verb ending changes, adding 's' with the 'tu' form (second person singular). Pupils revisit numbers and graphemes practised last half term. Through a rhyme, two new graphemes are introduced 'an' and 'eau'. Pupils are introduced to a high frequency verb (avoir) and begin to understand that languages cannot always be translated word for word.	Pupils are introduced to colours which they will use for sentence level work in subsequent lessons. These lessons focus on the grapheme / phoneme correspondence as pupils learn each colour; an additional rhyme within the lesson checks that pupils can identify a key phoneme as they hear it. Pupils are introduced to a key verb 'être' (to be) and use the third person of the verb through question-and-answer sequences and in constructing a short, descriptive sentence. There is a link with work in mathematics through a survey and the recording of results.	Pupils begin to extend their vocabulary with everyday food items, again consolidating phonics knowledge acquired so far. The half term's work focuses on healthy and unhealthy eating and is preparation for a story which children will read over the next half term - La Chenille Qui Fait Des Trous.	This half term focuses heavily on phonics and reading skills. Pupils study rhyming patterns within a song and a short story. Pupils are reminded that the final consonant is rarely pronounced. Through the reading of a familiar short story, pupils listen to text level language, consider intonation, and use appropriate expression when joining in with repeated phrases. Pupils recognise known vocabulary as it occurs in the story, such as numbers, food items, colours and days of the week.	Following on from days of the week, pupils are now introduced to months of the year as essential vocabulary in providing dates /date of birth etc. The lesson focuses heavily on phonics knowledge. Pupils are introduced to the concept of nouns having a gender in preparation for work at the start of Year 4. Pupils undertake a review of the year's work where key learning is recapped and consolidated.

Vocabulary	<p>-Know how to say numbers 0-10</p> <p>-Know basic greetings: Bonjour, au revoir, Comment ça va? Ça va très bien, ça va mal Comme ci, comme ça</p> <p>-Know routine classroom language: merci, super, excellent salut écoutez, regardez, asseyez-vous, levez-vous, répétez silence</p>	<p>-Know how to ask and answer questions about name and age: Comment t'appelles-tu? Je m'appelle je, tu</p> <p>Revisit 0-10 avoir: Quel âge as-tu? J'ai 8 ans.</p>	<p>-Know the translation for each colour and be able to read each one, applying phonic knowledge: rouge, bleu, blanc, vert, noir, jaune, orange, rose marron, gris, violet</p> <p>-Know how to state your favourite colour</p> <p>-Know the verb est means 'is' from the verb 'être'</p> <p>-Know that c'est means 'it is'</p> <p>-Know that et is a conjunction meaning 'and'</p>	<p>-Know the names of fruit items: Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes</p> <p>-Know the names of some food items: Les chips, les sucettes, le chocolat, les bonbons</p> <p>-Know how to state whether a food is good or bad for health: C'est bon / mauvais pour la santé.</p>	<p>-Revisit and know numbers 0-10</p> <p>-Learn numbers 11 and 12 (onze, douze)</p> <p>-Know the names of food items introduced last half term</p> <p>-Know how to say the days of the week, applying phonics knowledge: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>-Know how to say the months of the year in French, applying and extending phonics knowledge: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>- Know core vocabulary introduced through the year as part of a review of learning</p>
Phonics	<p>-Know the equivalent phoneme for the graphemes: i, ç, oi, eu, ez, é, u, in, on</p> <p>Pupils also encounter: ui, un, en</p>	<p>-Know the equivalent phoneme: en, ou, an, eau</p> <p>-Know that s is silent at the end of t'appelles and at the end of 'ans'</p> <p>-Know that a speaker lifts voice to pose a question</p> <p>Pupils also revisit: u, in, i, oi, eu</p>	<p>-Know the equivalent phoneme: r, et</p> <p>-Know that s is not pronounced at the end of gris and t is not pronounced at the end of vert – silent consonants</p> <p>-Know that the letter r is pronounced differently in French</p>	<p>-Know the equivalent phoneme: au, ch,</p> <p>-Know that the last consonant is rarely pronounced – silent s at the end of plural nouns (chocolat, pommes, tomates etc.)</p>	<p>- Know the equivalent phoneme: un - and revisit: on, oi, ou, i</p> <p>-Use appropriate expression when joining in reading a story</p>	<p>Know the equivalent phoneme: em, er</p> <p>The phonics introduced this year is revisited and recapped throughout the scheme.</p>

Grammar	<p>-Know that speech can be formal or informal (bonjour / salut)</p> <p>-Know that imperative verbs end in -ez when talking to more than one person</p>	<p>-Know first and second person singular pronouns: je and tu</p> <p>-Know that je is shortened to j' if the verb that follows begins with a vowel</p> <p>-Know that the verb ending changes according to the person</p> <p>-Understand that languages cannot be translated word for word using a dictionary</p>	<p>Know the irregular verb être (to be) in third person singular: est</p> <p>X est rouge, bleu et jaune.</p>	<p>-Through focusing on the word order of a question, pupils know that word order will not always correspond to the English equivalent</p> <p>-Know that the determiner is used in French where it may be omitted in English.</p> <p>-Know that the definite article 'le' refers to a singular noun and 'les' to a plural noun. Gender is introduced at a later point.</p>	<p>Punctuation - Understand that some proper nouns in French (names and names of towns and places) also begin with a capital letter</p> <p>Punctuation - Recognise that days of the week do not begin with a capital letter in French.</p>	<p>-Know that months of the year do not have a capital letter in French</p> <p>-Know that nouns in French have a gender, denoted by the determiner</p> <p>-Know the key grammatical points introduced through the year</p>
Prior learning	<p>Many pupils will not have learned French prior to key stage 2. If pupils are confident in numbers and greetings, refer to suggested extension work within the short-term plans. Embed their knowledge of core vocabulary, such as using numbers out of sequence (eg. providing mobile phone numbers).</p>	<p>The learning in this half term links to previous work on numbers and greetings, providing the opportunity for recap and extension. Knowledge of key graphemes is revisited.</p>	<p>Pupils have met many of the graphemes in previous lessons and these are now embedded when learning colour vocabulary. They now focus on a high frequency verb in the third person.</p>	<p>Pupils used the verb être to write a short sentence about colour last half term. They use the same verb to comment on healthy and unhealthy foods as they prepare to read a story. Pupils apply their learning about silent consonants when using plural nouns.</p>	<p>Pupils revise numbers and food items in the story. They learn days of the week. Pupils are reminded of known pronunciation rules, such as not pronouncing the final consonant. Pupils use their knowledge of phonics to support them in reading and recognising sentences from the text.</p>	<p>Following on from days of the week, pupils learn months of the year, extending key vocabulary and applying phonics knowledge. Pupils have met the definite article le /les – they now embed and extend this by looking at masculine / singular / plural determiners – definite and indefinite</p>

Subsequent learning	<p>Pupils will re-use numbers as they learn how to say their age and re-visit greetings through an extended conversation. Phonics knowledge is recapped and extended, and pupils are introduced to verbs – first and second person subject pronouns.</p>	<p>Pupils are introduced to colours over the next half term. They revisit key grapheme/phoneme links and pronunciation rules. In forming simple sentences, pupils develop their understanding of the use of a verb in a sentence – this time using third person of a high frequency verb.</p>	<p>Pupils will re-visit colours in Year 4 as they explore adjectival position and agreement during the first term of Year 4 and again in Year 6 term 1. The verb être is re-visited in the third term of Year 3 when pupils consider healthy eating.</p>	<p>Pupils will recognise food items as they occur in the story: La Chenille Qui Fait Des Trous. In Year 5, pupils revisit healthy eating, looking at balanced meals and food groups. Pupils also learn how to express likes and dislikes with regard to food items in Year 5.</p>	<p>Following on from days of the week, pupils learn months of the year so that they can provide a date. Pupils will re-visit much of the vocabulary from this half term - days of the week and food items - during upper key stage 2. As part of a unit of work on keeping healthy in Year 5, pupils link days of the week to sporting activities and discuss likes and dislikes of food items, forming short paragraphs.</p>	<p>Pupils begin Year 4 by looking at the gender of nouns – masculine and feminine and how the determiner changes to match the gender of a noun.</p>
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