

Year 3 – Autumn	
Recall	
<p>End Point</p> <p><b>Disciplinary Knowledge</b></p> <p>(National Curriculum Statements)</p>	<p><b>Know how</b> to greet someone; <b>Know how</b> to give your name; <b>Know how</b> to say numbers 0-10; <b>Understand</b> classroom instructions; Write short introductory sentence, stating your name.</p> <p><b>Know how</b> to say name and age; <b>Know</b> there are different forms of address; Learn key verb <i>avoir</i> and <b>know how</b> to use it in a sentence</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>
Prior Learning	
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>During their first half term of French, pupils learn high-frequency language including numbers 0-10, greetings, and some classroom commands for routine conversation.</p> <p>Phonics is taught explicitly as pupils encounter new vocabulary; the grapheme/phoneme link is recapped throughout the year.</p> <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>As a next step from greetings, pupils say their name and introduce themselves.</p> <p>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).</p> <p>Pupils revisit numbers and graphemes practised last half term.</p> <p>Through a rhyme, two new graphemes are introduced 'an' and 'eau'.</p> <p>Pupils are introduced to a high frequency verb (<i>avoir</i>) and begin to understand that languages cannot always be translated word for word.</p>

Next steps	<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. Pupils are introduced to colours over the next half-term. They revisit key grapheme/phoneme links and pronunciation rules.</p> <p>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>
Key Vocabulary	<p>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 _____.</p> <p>avoir: Quel âge as-tu? J'ai 8 ans.</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>
Teacher Assessment	Quiz provided by Subject Lead to inform Teacher Assessment
Possible Misconceptions	The concept of gender – this should be drip-fed throughout Y3 and Y4
Class Teacher Notes	For teacher or subject lead to use and update to inform next year's planning – not to be published online.