

HIAS MOODLE OPEN RESOURCE

Modern Foreign Languages: French Medium-Term Plans Year 3

Kerry Yates and Adam Clements
April 2024
Final version

© Hampshire County Council

Year 3 Term 1 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language/Structures	SSCs	Learning Journey Evidence of progress and assessment in books
<p>Bonjour! Ca va?</p> <p>Greetings</p> <p>Name and Age</p> <p>Numbers 1-12</p> <p>Classroom language</p> <p>Classroom objects</p>	<p>I can greet people and say goodbye.</p> <p>I can ask simple questions about name and age.</p> <p>I can take part in a short conversation introducing myself with my name and age.</p> <p>I can understand names and ages from a short, spoken conversation.</p> <p>I can understand the main points of short written sentences.</p>	<p>Greetings</p> <p>Bonjour - <i>Good day / Hello</i></p> <p>Salut- <i>Hi</i></p> <p>Bonsoir- <i>Good evening</i></p> <p>Bonne nuit- <i>Good night</i></p> <p>Introductions</p> <p>Comment t'appelles tu? <i>What's your name?</i></p> <p>Je m'appelle... <i>My name is...</i></p> <p>Mademoiselle- <i>Miss...</i></p> <p>Monsieur- <i>Mr...</i> Madame- <i>Mrs...</i></p> <p>Ask someone how they are feeling and reply.</p> <p>Comment ca-va? <i>How are you?</i></p> <p>Ça va bien! <i>I'm well.</i></p> <p>Ça ne va pas bien. <i>I'm not well.</i></p> <p>Ça va très bien! <i>I'm very well.</i></p> <p>Comme ci, comme ça. <i>So, so.</i></p> <p>Merci. Thank you. Et toi? <i>And you?</i></p> <p>Ask someone their age and reply.</p> <p>Quel age as tu? <i>How old are you?</i></p> <p>J'ai...ans. <i>I am ...</i></p> <p>Numbers 1-10</p> <p>Say goodbye</p> <p>Au revoir <i>Good-bye</i></p> <p>À bientôt <i>See you soon</i></p> <p>À demain <i>See you tomorrow</i></p> <p>À tout à l'heure <i>See you later</i></p> <p>Salut <i>Bye</i></p> <p>Bon week-end <i>Have a good weekend</i></p> <p>Bonne journée <i>Have a good day</i></p>	<p>Silent Final Consonant e.g. <i>deux, trois</i></p> <p>a e.g. <i>quatre, va</i></p> <p>i e.g. <i>dix</i></p> <p>eu e.g. <i>bleu</i></p> <p>en e.g. <i>comment</i></p> <p>oi e.g. <i>trois</i></p>	<p>Unit overview and self-assessment sheet</p> <p>Word mat 1 – je me présente – introductions</p> <p>Evidence of conversation with others (tick grid)</p> <p>Reading comprehension with answers in English and some translation</p> <p>Short piece of writing to describe hobbies, likes and dislikes, including when they do them – read aloud to the class</p> <p>Self-assessment sheet at end of unit</p>
<p>Enrichment and culture suggestions</p> <p>Make a comic strip or a short video clip introducing yourself.</p> <p>Research 10 facts about France.</p> <p>Alain le lait song: Bonjour!</p>	<p>I can understand simple classroom commands.</p> <p>I can pronounce words, numbers and sentences correctly, with a clear French accent.</p> <p>I can count to 10 with good pronunciation and identify key SSCs.</p>			

Year 3 Term 2 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language/Structures	SSCs	Learning Journey Evidence of progress and assessment in books
<p>As-tu des frères ou des soeurs?</p> <p>Family Brothers and Sisters Basic physical descriptions Personality adjectives Some colours (Hair, eyes)</p>	<p>I can say who is in my family.</p> <p>I can ask if others have siblings.</p> <p>I can describe my hair and eyes and personality.</p> <p>I can use masculine and feminine agreements of simple adjectives.</p> <p>I can understand the main points of short written sentences about self and family.</p>	<p>Dans ma famille il y a quatre personnes - <i>In my family there are 4 people.</i> mon père - <i>my dad</i> ma mère - <i>my mum</i> ma soeur - <i>my sister</i> mon frère - <i>my brother</i> mon oncle - <i>my uncle</i> ma tante - <i>my aunt</i> mon cousin - <i>my cousin</i></p> <p>Siblings j'ai un frère - <i>I have one brother</i> j'ai une soeur - <i>I have one sister</i> j'ai deux frères - <i>I have two brothers</i> j'ai trois soeurs - <i>I have three sisters</i> je n'ai pas de frère/de soeur - <i>I don't have a brother/a sister</i> Je suis fils unique - <i>I am an only child (boy)</i> Je suis fille unique - <i>I am an only child (girl)</i> Je suis fille unique - <i>I am an only child (girl)</i></p> <p>Physical descriptions j'ai les cheveux blonds - <i>I have blonde hair</i> noirs - <i>black</i> châtains - <i>brown</i> roux - <i>red/ginger</i> j'ai les yeux bleus - <i>I have blue eyes</i> marron - <i>brown</i> gris - <i>grey</i> verts - <i>green</i> je suis grand/grande - <i>I am tall</i> je suis petit/petite - <i>I am small</i> assez - <i>quite</i> très - <i>very</i></p> <p>Personality Je suis - <i>I am</i> amusant - <i>funny</i> gentil/gentille – <i>nice</i> bavard/bavarde - <i>chatty</i> intelligent/intelligente - <i>intelligent</i> sérieux/sérieuse - <i>serious</i> heureux/heureuse - <i>happy</i></p>	<p>Silent Final Consonant e.g. cheveux, yeux</p> <p>eu e.g. cheveux, yeux</p> <p>a e.g. quatre</p> <p>i e.g. dix</p> <p>in e.g. intelligent</p> <p>è e.g. frère, père</p>	<p>Unit overview and self-assessment sheet</p> <p>Word mat 2 – ma famille – my family</p> <p>Evidence of conversation with others (tick grid)</p> <p>Reading comprehension with answers in English and some translation sentences</p> <p>Short piece of writing about family</p> <p>Self-assessment sheet at end of unit</p>
<p>Enrichment and culture suggestions</p> <p>Describe a photo of a French-speaking personality.</p> <p>Alain le Lait song: Ma famille</p> <p>Make an imaginary family tree</p>	<p>I can recognise silent final consonants in written sentences.</p> <p>I can pronounce words, numbers and sentences correctly, with a clear French accent.</p> <p>I can understand simple spoken descriptions of people.</p> <p>I can write sentences to describe people in my family.</p>			

Year 3 Term 3 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language/Structures	SSCs	Learning Journey Evidence of progress and assessment in books
<p>Quelle est la date de ton anniversaire?</p> <p>Days of the week Months Numbers 1-31 Birthdays Recap of greetings and families</p>	<p>I can say when my birthday is.</p> <p>I can understand simple spoken sentences about birthday.</p> <p>I can recognise special dates and celebrations <i>eg le 14 juillet</i></p> <p>I can take part in basic conversations about family, age and birthdays.</p> <p>I can understand short spoken passages about self, family and birthdays.</p>	<p>Quel âge as-tu? (recap) Ask someone when their birthday is? Quelle est la date de ton anniversaire? <i>When is your birthday?</i> Mon anniversaire, c'est le... <i>My birthday is the ...</i> <i>premier - 1st</i> <i>deux - 2nd</i> <i>trois - 3rd</i> <i>quatre - 4th</i> <i>cinq - 5th</i> <i>etc</i> janvier - <i>January</i> février - <i>February</i> mars - <i>March</i> avril - <i>April</i> mai - <i>May</i> juin - <i>June</i> juillet - <i>July</i> août - <i>August</i> septembre - <i>September</i> octobre - <i>October</i> novembre - <i>November</i> décembre - <i>December</i></p>	<p>Silent Final Consonant <i>e.g. cheveux, yeux</i></p> <p>eu <i>e.g. cheveux, yeux</i></p> <p>a <i>e.g. quatre</i></p> <p>i <i>e.g. dix</i></p> <p>eu <i>e.g. bleu</i></p> <p>in <i>e.g. intelligent</i></p> <p>è <i>e.g. frère, père</i></p> <p>é <i>e.g. février</i></p> <p>ou <i>e.g. août</i></p>	<p>Unit overview and self-assessment sheet</p> <p>Word mat 3 – mon anniversaire – my birthday</p> <p>Evidence of conversation/survey with others (tick grid)</p> <p>Dictation gapfill sentences</p> <p>Reading comprehension with answers in English and some translation sentences</p> <p>Short piece of writing about family and birthdays</p> <p>Self-assessment sheet at end of unit</p>
<p>Enrichment and culture suggestions</p> <p>Make a calendar of birthdays/events</p> <p>Song: “Quelle est la date de ton anniversaire?”</p>	<p>I can listen to and transcribe months with correct SSCs</p> <p>I can understand the main points of short written sentences about self, family and birthdays.</p> <p>I can recognise silent final consonants in written sentences.</p> <p>I can pronounce words, numbers and sentences correctly, with a clear French accent.</p>			

HIAS MFL

Lead Inspector/Adviser: Mark Kingswood mark.kingswood@hants.gov.uk

Inspector/Adviser: Adam Clements adam.clements@hants.gov.uk and Kerry Yates kerry.yates@hants.gov.uk

For further details on the full range of services available please contact us using the following email: htlcdev@hants.gov.uk

Upcoming Courses

Keep up-to-date with our learning opportunities for each subject through our Upcoming Course pages linked below. To browse the full catalogue of learning offers, visit our new Learning Zone. Full details of how to access the site to make a booking are provided [here](#).

- [English](#)
- [Maths](#)
- [Science](#)
- [Geography](#)
- [RE](#)
- [History](#)
- [Leadership](#)
- [Computing](#)
- [Art](#)
- [D&T](#)
- [Assessment](#)
- [Support Staff](#)
- [SEN](#)
- [TED](#)
- [MFL](#)

Terms and conditions

Terms of licence

This file is for personal or classroom use only. By using it, you agree that you will not copy or reproduce this file except for your own personal, non-commercial use.

You are welcome to:

- download this resource
- save this resource on your computer
- print as many copies as you would like to use in your school
- amend this electronic resource so long as you acknowledge its source and do not share as your own work.

You may not:

- claim this resource as your own
- sell or in any way profit from this resource
- store or distribute this resource on any other website or another location where others are able to electronically retrieve it
- email this resource to anyone outside your school or transmit it in any other fashion.