



French Curriculum Overview

| YEAR 3 (Rising Stars Book 1) | | | | |
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| Topics | Resources | Learning | National Curriculum Skills Coverage | Outcomes |
| Autumn <ul style="list-style-type: none"> All About France and basic greetings (1 session) Numbers (1 session, but revisited every week with starters) Introducing myself (1 session) Feelings (1 session) Days of the week (not covered in Rising Stars Unit - see shared drive. 1 session). | Rising Stars - 'Moi' (Unit 1.1) for all topics, apart from days of the week. Shared drive – PPTs and activity sheets | <ul style="list-style-type: none"> Children find out where France is in the world (locating it on a map). They learn basic greetings (e.g. hello, goodbye etc.) and complete written sheets after practising orally. They learn, orally and in writing, numbers 1-10 with an extension for some children learning numbers 1-20. Children to introduce themselves (name and age) orally and in writing. Children to be able to ask how each other is feeling, and learn appropriate responses (ca va). Children learn the days of the week by reading the story of 'La Chenille qui fait des trous'. Children finish with an informal oral assessment and a written one. | <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Engage in conversations; ask and answer questions and respond to those of others. Read carefully and show understanding of words. Appreciate stories in the language | <ul style="list-style-type: none"> To be able to say where France is in the world. To be able to understand and say basic greetings in French. To be able to count from 1-10 in French. To introduce myself in French (my name and age) and be able to ask questions about it. To ask how someone is feeling and to be able to say how I am feeling. To be able to say the days of the week in the correct order, and understand them. |
| Spring (shorter series of lessons due to production) <ul style="list-style-type: none"> Numbers 11-20 and revision from previous term (1 session) Colours (1 session) Body parts (two sessions) Months of the year (1 session) Assessment review Revisit numbers and basic greetings at the start of lessons (e.g. ca va). | Rising Stars - 'Portraits' (Unit 1.4) for colours and body parts. Rising Stars - 'On fait la fête' (Unit 1.3) for months of the year. Shared drive – PPTs and activity sheets. | <ul style="list-style-type: none"> Children learn about basic colours (rouge, rose, jaune, bleu(e), vert(e), noir(e), blanc(he), violet(te)) Children can pronounce and label different parts of the body – (les cheveux, les yeux, le nez, le bras, la bouche, la jambe) Children learn the months of the year orally (janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre) and in writing (some children). | <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words. Appreciate songs in the language. Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Understand basic grammar appropriate to the language being studied, including key features and patterns of the language. | <ul style="list-style-type: none"> To be able to understand a range of colours in French, orally and in reading and writing. To be able to identify and label body parts. To be able to say the months of the year in order. Some children may be able to write them. |

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| <p><u>Summer</u></p> <ul style="list-style-type: none"> • Animals and pets • Likes and dislikes, including hobbies (2 weeks) • Food (2 weeks) | <p>Rising Stars - 'Les quatre amis' (Unit 1.5) for animals and pets.</p> <p>Rising Stars - Ça pousse (Unit 1.6) for likes and dislikes and food.</p> | <ul style="list-style-type: none"> • Children can begin to understand and say different animals in French (le lapin, la souris, le cheval, le chien, and le chat) with possible extension of dictionary work to find out the names of other animals. • Children can begin to say sentences to introduce likes and dislikes, and ask others what they like (e.g. j'aime, je n'aime pas, tu aimes...?). Link this back to colours to revise colours. • Children can understand and say the names of different foods. • Children can say what foods they like and dislike. | <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. • Appreciate songs in the language. • Ask and answer questions; express opinions and respond to those of others. | <ul style="list-style-type: none"> • To be able to say and understand the names of animals in French, with the possibility of learning others through a dictionary work extension. • To be able to say 'I like' (J'aime) and I do not like (Je n'aime pas), and understand what these mean. • To be able to understand and say the names of different foods, with the possibility of dictionary extension work. • To be able to say what foods they like and dislike. |
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