

	FRENCH – AUTUMN TERM		Year 3
UNIT 1: Describing me and others		<u>Context, Communication, Culture</u> Describing me and others - in class - in Haiti and in France	
<u>Key ideas: GRAMMAR</u> Talking about being - Essential verb: to be, being – ÊTRE - I am – je suis - you are – tu es - he is – il est - she is – elle est - it is, it's – c'est - Adjective agreement for masculine/feminine (as complement to verb) - Yes/no questions with raised intonation	<u>PHONICS</u> SSC – Sound-symbol correspondence - Vowels [a] [e] [i] [o] [u] - Silent final consonants [SFC] – t, s, d - SSC [an/en] - SSC closed [eu]	<u>VOCABULARY</u> - Simple greetings - Verb être - Range of adjectives - Days of the week	
<u>Long term objectives (National Curriculum): Speaking and Listening</u> S1 (a) Ask and answer questions - ask and answer simple yes/no questions about being (S1(a)/G4) S2 Speak in sentences - say short sentences to describe people (S2/3) S3 Describe people, places, things and actions orally (to a range of audiences) - say short sentences to describe people (S2/3) L1 Listen attentively and show understanding by joining in and responding - respond confidently to greetings and register (L1) - listen and join in with simple songs and rhymes (L1/R2) - listen and read simple sentences and show understanding (L1/R1) L2 Link the spelling, sound and meaning of words - match target SSC sounds to print - say short sentences to describe people (S2/3)	<u>Long term objectives (National Curriculum): Reading and Grammar</u> R1 Read and show understanding of words, phrases and simple texts - listen and read simple sentences and show understanding (L1/R1) R2 Appreciate stories, songs, poems and rhymes in the language - listen and join in with simple songs and rhymes (L1/R2) R3 Read aloud with accurate pronunciation - sound out new words with target SSC G3 Adjectives (place and agreement) - use regular singular m/f adjectives after être (G3) G4 Conjugation of key verbs (and making verbs negative) - ask and answer simple yes/no questions about being (S1(a)/G4)		<u>Songs and resources:</u>

Prior knowledge requirements: Understanding that different people speak different languages.				Future learning: The first three lessons of Year 4 Unit 1 have the same essential key phonics, vocabulary and grammar as this unit. Thereafter, the SOW teaches the same phonics and grammar knowledge, but varies the vocabulary in each year.		
Lesson 1: Les voyelles	Lesson 2: En classe	Lesson 3: En classe	Lesson 4: Pierre, Yves et Jean-Michel	Lesson 5: Pierre décrit	Lesson 6: À Haïti et en France	Lesson 7: Adèle décrit
Learning Objectives:		Lesson content:				
		Grammar		Phonics		Vocabulary:
1.	Describing me and others : Les voyelles	N/A		Les voyelles [a] [e] [i] [o] [u]		écouter écrire lire parler banane cheval midi moto univers
2.	Describing me and others : En classe	to be – I am, s/he is regular adjectival agreement		[SFC] (Silent Final Consonant 't') Source word: petit [138]		je il elle être suis est monsieur madame présent absent ici là Bonjour! Salut!
3.	Describing me and others: En classe	Raised intonation with Ça va ? Ça va, Je suis ... ? Je suis + name.		[SFC] (Silent Final Consonant 's') Source word: mais [30]		bien mal Oui Non Au revoir Ça va ?

4.	Describing me and others: Pierre, Yves et Jean-Michel	to be - I am, you are, s/he is regular adjective agreement	[an/en] enfant [126] SFC (Silent Final Consonant 'd') grand [59]	es tu anglaise/anglaise content français/francaise grand/grande petitl triste
5.	Describing me and others: Pierre décrit	Raised intonation questions il / elle est...? referring to male / female persons or animals. regular adjective agreement (plus adjectives ending in -e, which don't change for fem. sing.)	[an/en] maman [2168]	amusant calme intelligent malade méchant
6.	Describing me and others: À Haïti et en France	raised intonation questions c'est lundi ? Oui / non, c'est samedi.	closed [eu] deux [41] un peu [91] jeu [291] SFC (Silent Final Consonant 'x') deux [41]	ce (c') lundi mardi mercredi jeudi vendredi samedi dimanche aujourd'hui
7.	Describing me and others: Adèle décrit	Adjectives ending in -eux -euse	closed [eu] deux [41] un peu [91] jeu [291]	Revisit days of the week semaine courageux curieux heureux sérieux

Assessment statements below are based on the KS2 MFL programme of Study targets informed by Sue Cave Languages

Speaking and listening targets Reading and writing targets. Songs, stories and rhymes. Grammar targets

Exceeding (1)	In relation to this unit: - Produce a simple sentence manipulating vocabulary - Identify rhyming words in a song or rhyme - Say a rhyme or sing a song from memory - Name some letter strings for sounds - Explain a strategy to memorise new vocabulary - Say, read and write confidently almost all vocabulary encountered including some from memory
Expected (2)	In relation to this unit: - Listen and recognise most of vocabulary encountered - Recognise a familiar question and respond - Say a simple sentence maybe with a connective - Join in with actions of songs, stories and rhymes and say some words - Read, recognise and say aloud familiar words - Write familiar words using a model and some from memory
Working Towards (3)	In relation to this unit: - Listen and recognise some vocabulary - Repeat some vocabulary - Join in with some actions in songs, stories and rhymes - Recognise and copy some written words
Working Below (4)	- Not engaging in lessons consistently. - Needing lots of support engage and complete tasks. - Not successfully learning the core content, with important gaps in the skills and knowledge expected. - Unable to answer questions relating to the area of learning.

MTP written/reviewed by:	Date:	Notes:
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