

**Year 3 MFL Medium Term Plan**

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|  | **Autumn** | **Spring** | **Summer** |
| **Unit** | **Bonjour!** | **Ma Famille**  **Mon Corps**  **Les Animaux** | **En Classe**  **Bon Anniversaire** |
| **Vocabulary** | Country  French  France  Language  dialect  Culture  greetings  bonjour – hello  au revoir – goodbye  je m’appelle – my name is  j’ai \_\_\_ ans – I am \_\_\_ years old  zero – 0  un – 1  deux – 2  trois – 3  quatre – 4  cinq – 5  six – 6  sept – 7  huit – 8  nuef – 9  dix – 10 | la main - hand  le nez - nose  la bouche - mouth  les yeux – eyes  l’oreille – ears  La tête – head  les pieds – feet  le cou – neck  le ventre – belly  Le bras – arm  la jambe – leg  les cheveux – hair  rouge – red  jaune – yellow  bleu – blue  vert – green  marron – brown  purple – purple  rose – pink  blanc – white  noir – black  la mere – mum  le pere – dad  les parents – parents  la soeur – sister  le frere – brother  le grand-mere – grandma  le gand-pere – grandpa / grandad  l’oncle – uncle  la tante – aunty  le mouton – sheep  le cochon – pig  la vache – cow  la poule – chicken  l’ane (m) – horse  la chevre – goat  Le cheval – female horse  le canard – duck  le serpent – snake  le souris – mouse  le chat – cat  le chien – dog  la gerbille – gerbil  le hamster – hamster  le perroquet – parrot.  onze – 11  douze – 12  treize – 13  quatorze – 14  quinze – 15  seize – 16  dix-sept – 17  dix-huit – 18  dix-neuf – 19  vingt – 20  rouge – red  jaune – yellow  bleu – blue  vert – green  marron – brown  purple – purple  rose – pink  blanc – white  noir – black | la porte – door  la chaise – chair  la table – table  le vestiaire – cloakroom  la fenetre – window  la poubelle – bin  le tableau interactif – interactive whiteboard  le papier – paper  l’ordinateur – computer  le livre – workbook  le cahier – text book  les ciseaux – scissor  les stylos – penn  les crayons – crayons  les peintures – paint  pes pinceaux – paint brushes  la gomma – rubber  le jus d’orange – orange juice  le pain – bread  le poisson – fish  les saucisses – sausage  le poulet – chicken  l’oeuf – egg  le yoaurt – yoghurt  le chocolat – chocolate  le jambon – gammon  la glace – ice cream  le fromage – cheese  le riz – rice  janvier – January  fevrier – Tuesday  Mars – March  avril – April  Mai – May  Juin – June  Juillet – July  aout – August  Septembre – September  Octobre – October  Novembre – November  Decembre – Decemember  vingt et un – 21  vengt-deux – 22  vingt-trois – 23  vengt-quatre – 24  vengt-cinq – 25  vengt-six – 26  vingt-sept – 27  vingt-huit – 28  vingt-neuf – 29  trente – 30  l  undi – Monday  mardi – Tuesday  mercredi – Wednesday  jeudi – Thursday  vendredi – Friday  Samedi – Saturday  dimanche – Sunday  oui – yes  non- no  ouvrez – open  fermez – shut  Je ne comprends pas – I do not understand  asseyez vous – sit down  levez –vous – stand up  écoutez – listen  écrivez- write  dessinez – draw  taisez-vous – be quiet  lise – read  levez la main – raise your hand  répéter- repeat |
| **I will know….**  **Listening and Comprehension** | I can understand a few familiar spoken words and phrases – e.g.   * Say hello and goodbye * Describe simple things about yourself (age, body parts, characteristics) * Ask answer simple questions about myself   I can explore the patterns and sounds of language through songs  and rhymes and join in with actions..  I can repeat words modelled by teacher, show understanding with  an action. | I can understand a few familiar spoken words and phrases – e.g.   * Describe my family * colours * numbers (0-31) * Animals   I can explore the patterns and sounds of language through songs  and rhymes and join in with actions..  I can repeat words modelled by teacher, show understanding with | I can understand a few familiar spoken words and phrases – e.g.   * Food * Months of the year * Simple nouns and objects (classroom objects) * teacher’s instructions * days of the week   I can explore the patterns and sounds of language through songs  and rhymes and join in with actions..  I can repeat words modelled by teacher, show understanding with |
| **I will know…**  **Speaking** | I can say and/or repeat a few words and short simple phrases  Recognise a familiar question and respond with a simple rehearsed response.  I can imitate correct pronunciation with some success from  authentic speakers .  I know how to pronounce some single letter sounds. | I can say and/or repeat a few words and short simple phrases  Recognise a familiar question and respond with a simple rehearsed response.  I can imitate correct pronunciation with some success from  authentic speakers .  I know how to pronounce some single letter sounds. | I can say and/or repeat a few words and short simple phrases  Recognise a familiar question and respond with a simple rehearsed response.  I can imitate correct pronunciation with some success from  authentic speakers .  I know how to pronounce some single letter sounds |
| **I will know…**  **Reading and Comprehension** | I can use visual clues to help with reading. | I can use visual clues to help with reading.  I can begin to recognises few familiar words or phrases – e.g. from  stories and rhymes, labels on familiar objects | I can use visual clues to help with reading.  I can begin to recognises few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects |
| **I will know…**  **Writing and Grammar** |  | I can write or copy simple words and/or symbols correctly – e.g. personal information such as age, numbers, colours, objects.  I can use un/una with noun to identify gender | I can write or copy simple words and/or symbols correctly – e.g. personal information such as age, numbers, colours, objects.  I can use un/una with noun to identify gender  I can select appropriate words to attempt to complete short phrases or sentences**.** |
| **I will know…**  **Intercultural** | I can understand and respect that there are people and places in the  world around me that are different to where I live and play.  I can understand that some people speak a different language to my  own |  |  |