

Year 3 Key Vocabulary - French

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| <p>Year 3</p>                    | <p><b><u>Bonjour tout le monde</u></b><br/><b><u>(Hello everyone)</u></b></p> <p>Year 3 pupils start with the <b>phonics</b>, learning the <b>vowels</b> first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other <b>key phonic sounds</b>. They read <b>rhyiming stories</b>, <b>sing songs</b>, <b>practise tongue twisters</b> and have further opportunities to make the <b>sound-written link</b> by listening to words and anticipating their spelling. They also learn some <b>nouns (pencil case items)</b>. They are made aware of gender through colour coding. They use the verb forms '<b>j'ai - I have</b>', '<b>il/elle est - it is</b>' and <b>implicitly encounter the negative forms of these</b>.</p> | <p><b><u>Animaux colorés</u></b><br/><b><u>Colourful animals</u></b></p> <p>The theme is <b>animals</b> and <b>colours</b>. The linguistic focus is gender, articles (definite &amp; indefinite), plurals and adjectives (position &amp; basic agreement). The grammatical concepts are all based around a core vocabulary of <b>9 animal nouns</b> and <b>10 colours</b>. The key verbs are '<b>il/elle est (he/she/it is)</b>', '<b>ils sont (they are)</b>', <b>il y a (there is/are)</b>. The negative is revisited and there is also a subtle introduction to '<b>aussi (also/too/as well)</b>', '<b>mais (but)</b>'. Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p> | <p><b><u>La Chenille Qui Fait Des Trous</u></b><br/><b><u>The Very Hungry Caterpillar</u></b></p> <p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story - The Very Hungry Caterpillar - in French. Pupils are first introduced to useful vocabulary from the story - numbers, days of the week, fruits, foods - and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways - with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!</p> |
| <p>Key vocabulary<br/>Week 1</p> | <p><b>Salut / Bonjour / Au revoir</b><br/>Comment t'appelles tu?<br/>(What do you call yourself?)<br/>Je m'appelle..... (I call myself)<br/>Ça va ?(How's it going?)<br/>oui / non<br/>fantastique/super (great)<br/>très bien merci (very well, thanks)<br/>pas mal, merci (not bad, thank you),<br/>ça ne va pas (badly)</p>  | <p><b>Classroom language</b><br/>1. Silence! (Silence!)<br/>2. Prenez un stylo! (Get out a pen!)<br/>3. Un volontaire! (A volunteer)<br/>4. Ouvrez vos cahiers! (Open your exercise books!)<br/>5. Regardez! (Look!)<br/>6. Croisez les bras! (Fold your arms!)<br/>7. Écoutez (Listen!)<br/>9. Écrivez! (Write!)</p>  | <p><b>La chenille qui fait des trous (hungry caterpillar) - le fruit</b><br/>une pomme / les pommes<br/>une poire / les poires<br/>une prune / les prunes<br/>une fraise / les fraises<br/>une orange / les oranges</p>   |
| <p>Week 2</p>                    | <p><b>Salut / Bonjour / Au revoir</b><br/>Comment t'appelles tu?<br/>(What do you call yourself?)<br/>Je m'appelle..... (I call myself)<br/>Ça va ?(How's it going?)<br/>oui / non<br/>fantastique/super (great)<br/>très bien merci (very well, thanks)<br/>pas mal, merci (not bad, thank you),<br/>ça ne va pas (badly)</p>  | <p><b>9 animals - nouns</b><br/>un chat ( a cat)<br/>un chien (a dog)<br/>un poisson (a fish)<br/>un oiseau (a bird)<br/>un canard (a duck)<br/>un cheval (a horse)<br/>un mouton (a sheep )<br/>un ours (a bear)<br/>une grenouille (a frog)</p>  | <p><b>Days of the week</b> - sign language gestures<br/>les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>   |

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| Week 3  | <b>Numbers 1-12</b><br>un,<br>deux<br>trois<br>quatre<br>cinq<br>six<br>sept<br>huit<br>neuf<br>dix<br>onze<br>douze   | <b>9 animals - plurals</b><br>Nouns as above with 's' (or nothing, or '(au)x' added).   | <b>Food from the story</b><br>une tranche de gateau au chocolat,<br>un cornet de glace/une glace, un<br>cornichon, une tranche de fromage,<br>une rondelle de saucisson, une<br>sucette, une portion de tarte aux<br>fruits, une saucisse, une madeleine,<br>une tranche de pastèque |
| Week 4  | <b>1-10 and giving age</b><br><b>Quel âge as-tu?</b> (How old are you?)<br>J'ai... ans (I am ..years old)  | <b>9 animals - articles</b><br>Articles change: un, une, des,<br>le, la, les  |  |
| Week 5  | <b>1-10 and giving age</b><br><b>Quel âge as-tu?</b> (How old are you?)<br>J'ai... ans (I am ..years old)  | <b>Colours</b><br>bleu (blue), rouge(red), blanc<br>(white), noir (black), vert (green),<br>jaune (yellow), marron (brown),<br>violet (purple), orange, gris (grey) |  |
| Week 6  | <b>1-10 and giving age</b><br><b>Quel âge as-tu?</b> (How old are you?)<br>J'ai... ans (I am ..years old)  |   |  |
| Week 7  | As-tu? (Do you have?)<br>Oui, j'ai... (Yes, I do have.)<br>Non, je n'ai pas.... (No, I don't have.)  |   |  |
| Week 8  | <b>Pencil case</b><br>une trousse (a pencil case)<br>un stylo (a pen)<br>un crayon ( a pencil)<br>un taille-crayon (a sharpener)<br>une bâton de colle ( a glue stick)<br>une règle (a ruler)<br>une gomme (a rubber)<br>les/des feutres (felt-tip pens)<br>les/des ciseaux (scissors) |   |  |
| Week 9  | <b>Pencil case</b><br>As tu un/une...?(Do you have a?)<br>Oui, Non (Yes, No)   |   | <b>Snack foods</b><br>une salade (a salad), un hamburger<br>(a hamburger), un jus d'orange (an<br>orange juice), une banane (a<br>banana), des frites (some chips), un<br>hot dog (a hot dog), une glace (an ice<br>cream), un coca (a coke), un<br>sandwich (a sandwich)            |
| Week 10 | <b>Pencil case</b><br>Qu'est-ce que tu as dans ta<br>trousse? (What do you have in<br>your pencil case?)<br>Dans ma trousse j'ai...(In my<br>pencil case I have...)  |   | <b>Ordering food in a café</b><br>Qu'est-ce que vous voulez? (What do<br>you want?)<br>Je voudrais un / une...(I want a )<br>S'il vous plaît (please)<br>Voilà (Here you are)<br>Merci (thank you)<br>De rien (you're welcome)   |
| Week 11 | <b>Noel</b> Practise reading / matching<br>sounds in writing<br>Find out more about French<br>customs at Christmas<br>Make your own Christmas card   |   |  |