

Year 3/4 Curriculum
Medium Term Plan

Year 3/4 - Cycle A				
Topic		Lesson Focus	Key Knowledge	Vocabulary
Myself (Aut 1)	1	Introduction to French	To show understanding of French/France knowledge	
	2	Introduce ourselves to others	To Introduce ourselves to others and have short conversations	Bonjour (Hello), Comment t'appelles-tu? (What is your name?), Je m'appelle... (My name is), Au revoir (Goodbye)
	3	Write a conversation about ourselves	To use a scaffold to write a conversation giving information about ourselves and learn rhymes to help our understanding	Bonjour (Hello), Comment t'appelles-tu? (What is your name?), Je m'appelle... (My name is), Au revoir (Goodbye)
	4	Discuss how we are feeling	To say how we are feeling and ask others how they are feeling	Comment ça va? Ça va? (How are you?) Ça va très bien (very well), Ça va bien (well), Ça va/Comme ci, comme ça, (OK) Ça va mal (not well), Et toi?
	5	Understand numbers and apply this to age	To say my age and ask others how old they are	Quel âge as-tu? (How old are you?) un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt (1-20) J'ai ... ans (I am... years old),
	6	Re-cap learning from this half-term	To read a conversation and show understanding by correctly sequencing this	Re-cap this half-term's vocabulary
Myself (Aut 2)	1	Understand that different languages are spoken	To understand that some people within our school community speak other languages at home	les pays francophones, la Belgique (Belgium), la Suisse

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	around the world and in our school community and research French speaking countries	To know that French is spoken in different countries around the world and not just in France To know that these countries are called les Pays Francophones. To identify information as a group and present to the class/other groups using relevant headings	(Switzerland), le Luxembourg (Luxembourg), la France (France) (le) Nom du pays (country), (le) Nombre d'habitants (population), (la) Capitale (capital city), (les) Sites touristiques (tourist sites), (les) Villes principales (main towns), (le) Drapeau (flag), (les) Spécialités culinaires (food specialities)
2	Understand and use numbers in completing a task	To know numbers 1 -12 (and up to 20 depending on prior knowledge)	un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt (1-20)
3	Learn colours through rhyme and songs	To listen to a sequence of colours, recognise these and order them	rouge (red), jaune (yellow), gris (grey), noir (black), orange (orange), bleu (blue), blanc (white), vert (green), brun (brown), marron (brown), violet (purple), rose (pink), blond (blond)
4	Learn body parts through rhyme and song	To join in with a song (Heads, Shoulders, Knees and Toes) and apply key vocabulary To listen to and identify body parts	Body parts - la tête (head), l'épaule (f) (shoulder), le genou (knee), l'orteil (m) (toe), les doigts (mpl) (fingers), le nez (nose), la bouche (mouth), la jambe (leg), le pied (foot), le bras

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			(arm), le dos (back), trouver (find), toucher (touch), Il a..., Elle a... (He has.../She has...)
5	Link colours and body parts	To listen to descriptions of people and identify them, e.g. Il a les yeux verts (He has green eyes), Elle a les cheveux blonds (She has blond hair) and understand that in French, most adjectives go after the noun, for example colour (Elle a les cheveux blonds)	rouge (red), jaune (yellow), gris (grey), noir (black), orange (orange), bleu (blue), blanc (white), vert (green), brun (brown), marron (brown), violet (purple), rose (pink), blond (blond) Body parts - la tête (head), l'épaule (f) (shoulder), le genou (knee), l'orteil (m) (toe), les doigts (mpl) (fingers), le nez (nose), la bouche (mouth), la jambe (leg), le pied (foot), le bras (arm), le dos (back), trouver (find), toucher (touch), Il a..., Elle a... (He has.../She has...)
6	Learn about Christmas in France and the UK	To understand that festivals are celebrated differently in different countries and investigate similarities and differences between Christmas in France and in the UK To listen to and learn a song To write a short Christmas card using correct greetings according to who we are sending it to – e.g. Cher (Papa), Chère (Maman), Chers (Maman et Papa), Chères (Maman et Grace), add greetings, e.g. Joyeux Noël et Bonne Année (Merry Christmas and Happy New Year) and Meilleurs vœux (Best Wishes)	Joyeux Noël et Bonne Année (Merry Christmas and Happy New Year) and Meilleurs vœux (Best Wishes) Cher, Chers, Chère, Chères (Dear) Maman (Mum), Papa (Dad), Oncle (Uncle), Tante (Aunty), Grand-mère (Grandma),

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				Grand-père (Grandpa/Grandad)
Our Local Area (Spr 1)	1	Where do I live?	To understand the question Où habites-tu? (Where do you live?) and respond with J'habite à... (I live in ...) To learn and use new vocabulary to describe where I live	Où habites-tu? (Where do you live?), J'habite à ___ (I live in ...), dans un/une... (in a), la maison (house), l'appartement (m) (flat), le bungalow (bungalow), la chaumière (thatched cottage), le cottage (cottage),
	2	Rooms in a house	To use vocabulary for rooms in a house to label a diagram of their own houses	la salle à manger (dining room), le grenier (attic), la cuisine (kitchen), la veranda (conservatory/veranda), l'entrée (f) (entrance), la salle de bains (bathroom), la chambre (bedroom), le porche (porch), le salon (living room), l'escalier (m) (staircase), le jardin (garden)
	3	Write a short description of my house	To write a short description of my house and apply correct grammatical structures in my writing: Dans ma maison il y a un/une... (In my house there is...) and to understand that le (masculine) = un and la (feminine) = une.	la salle à manger (dining room), le grenier (attic), la cuisine (kitchen), la veranda (conservatory/veranda), l'entrée (f) (entrance), la salle de bains (bathroom), la chambre (bedroom), le

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				<p>porche (porch), le salon (living room), l'escalier (m) (staircase), le jardin (garden)</p> <p>la fenêtre (window), le bain (bath), le lit (bed), la table (table), le toilette (toilet), le sofa (sofa)</p>
	4	Describe a room	<p>To use known vocabulary and word banks to write sentences to describe a room, e.g. Dans le salon il y a un sofa (In the living room there is a sofa) To use dictionaries to identify further words.</p>	la fenêtre (window), le bain (bath), le lit (bed), la table (table), le toilette (toilet), le sofa (sofa)
	5	Label the local area	<p>To apply key vocabulary to label a local map with key features,, e.g. la mer (sea), le phare (lighthouse), la plage (beach)</p>	à la campagne (in the country), au bord de la mer (by the sea), en ville (in the town), la mer (sea), le phare (lighthouse), la plage (beach)
	6	Use dictionaries to extend vocabulary	To use a dictionary to find further words and write simple sentences to describe	À New Brighton/À Wallasey il y a un/une... (in New Brighton/Wallasey there is...)
Sports/Hobbies (Spr 2)	1	Learn sporting vocabulary and apply this	To broaden vocabulary about sport/hobbies and apply this	<p>le tennis (tennis), le basket (basketball), l'équitation (f) (horseriding), la natation (swimming), le ski (skiing), le football (football), la danse (dancing), la gymnastique (gymnastic), le golf (golf), le judo (judo), le rugby (rugby), le hockey (hockey),</p>
Food				

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	2	Express opinions	To read and recognise new vocabulary and express opinions about these	J'adore le tennis (I love tennis), J'aime la natation (I like swimming), Je n'aime pas le judo (I don't like judo), Je déteste le hockey (I hate hockey)
	3	Use food vocabulary to sort into healthy/unhealthy	To use new vocabulary to recognise which foods are healthy and unhealthy and sort these	les gateaux (cakes), les chocolats (chocolates), les sucettes (lollies), les bonbons (sweets), les tomates (tomatoes), les pommes (apples), le poisson (fish), les carottes (carrots), le fromage blanc (cream cheese) manger (to eat), bon(ne) pour la santé (healthy), mauvais(e) pour la santé (unhealthy)
	4	Express opinions about likes and dislikes	To understand the questions Tu aimes ça? (Do you like that?) Tu aimes ...? (Do you like ...?) To express opinions about food, e.g. J'adore les sucettes (I love lollies), J'aime le fromage blanc (I like cream cheese), Je n'aime pas les chocolats (I don't like chocolates), Je déteste les carottes (I hate carrots)	J'aime... (I like), Je n'aime pas... (I don't like), J'adore... (I love), Je déteste... (I hate), Tu aimes ça? (Do you like that?), Tu aimes ...? (Do you like ...?)
	5	Understand differences between Easter in France and UK	To discuss how we celebrate Easter in the UK or their home country. To understand the similarities and differences between how we celebrate Easter in the UK and how it is celebrated in France (e.g. food, religious traditions/beliefs)	Joyeuses Pâques (Happy Easter),

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	6	Write a French Easter card using a scaffold	To write a French Easter card, using knowledge of greetings from previous activities to address people correctly	Meilleurs vœux (Best Wishes). Cher, Chers, Chère, Chères (Dear), Maman (Mum), Papa (Dad), Oncle (Uncle), Tante (Aunty), Grand-mère (Grandma), Grand-père (Grandpa/Grandad)
Summertime (Sum 1)	1	Days of the week	To learn days of the week in sequence and use days to to say current day	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, (Monday – Sunday) La semaine (week), Aujourd’hui c’est lundi/ Aujourd’hui nous sommes le lundi (Today it is Monday)
	2	What is the weather like today?	To understand the question - Quel temps fait-il? To answer the question Quel temps fait-il? (What is the weather like?) with new learnt phrases e.g. Aujourd’hui il pleut. (Today it’s raining) To read new weather vocabulary and correctly match with a picture to show understanding	Quel temps fait-il? (What is the weather like?), Il pleut (it’s raining), Il neige (it’s snowing), Il fait chaud (it’s hot), Il fait froid (it’s cold), Il fait mauvais (the weather is bad), Il y a du soleil (it’s sunny), Il y a du vent (it’s windy), Il y a du brouillard (it’s foggy), Il y a des nuages (it’s cloudy)
	3	What is the weather like today - sentences	To link knowledge of day and weather to create a sentence, e.g. lundi il pleut (on Monday it is raining)	Quel temps fait-il? (What is the weather like?), Il pleut (it’s raining), Il neige (it’s snowing), Il fait chaud (it’s

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				hot), Il fait froid (it's cold), Il fait mauvais (the weather is bad), Il y a du soleil (it's sunny), Il y a du vent (it's windy), Il y a du brouillard (it's foggy), Il y a des nuages (it's cloudy)
	4	Weather forecasts	To understand the question Quel temps fait-il à ...? (What is the weather like in...?) and to respond with the answer To orally prepare/practise similar sentences using the example to give weather forecasts for different French cities.	Quel temps fait-il? (What is the weather like?) à Paris il pleut (In Paris it is raining)
	5	Write a short weather report	To use a map of France to write a short weather report using key sentences to describe the weather To read these aloud using accurate pronunciation	à Paris il pleut (In Paris it is raining), à Strasbourg il fait froid (In Strasbourg it is cold)
	6	Listen to and understand a weather report	To apply weather vocabulary knowledge to listen to a short weather forecast and correctly identify the weather in different parts of France	See above
Information about myself	1	Read information about others	To read familiar words to provide key information	Quelques faits sur moi (a few things about me), mon maître/ma maîtresse (my teacher, male/female), Je m'appelle.. (My name is...), J'ai... ans, (I am ...years old) J'habite à ...(I live in ...), âge (age), Mon meilleur ami est, Ma meilleure amie est (my best friend is (male/female), Des choses intéressantes sur moi (interesting facts about me), Voici ma famille (Here's

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				my family), Mes choses préférées (my favourite things), Matière (subject), Activité (activity), Nourriture (food), Livre (book)
	2	Write information about myself	To use the information they have to prepare a short presentation about themselves using key vocabulary	Quelques faits sur moi (a few things about me), mon maître/ma maîtresse (my teacher, male/female), Je m'appelle.. (My name is...), J'ai... ans, (I am ...years old) J'habite à ...(I live in ...), âge (age), Mon meilleur ami est, Ma meilleure amie est (my best friend is (male/female), Des choses intéressantes sur moi (interesting facts about me), Voici ma famille (Here's my family), Mes choses préférées (my favourite things), Matière (subject), Activité (activity), Nourriture (food), Livre (book)
Holidays	3	Holidays - where I go and how I get there	To understand where people go on holiday and how they get there	l'Écosse (f) (Scotland), le Canada (Canada), le Portugal (Portugal), le Pays de Gaulles (Wales), le Belgique (Belgium), la France (France)

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				à vélo (by bike), en train (by train), en voiture (by car), en bateau (by boat), en avion (by plane), en bus (by bus), à pied (on foot)
	4	Who I go on holiday with	To understand where, how and with whom they go on holiday To write a simple sentence to explain where, with whom and how they will go on holiday	le papa (Dad), la maman (Mum), le frère (brother), la soeur (sister) Les vacances (holidays), Je vais en/au....(I go to...)
	5	Applying grammatical rules	To understand for countries masculine le=au and feminine la=en, for transport you use en (en voiture, by car) if you travel in something and for everything else – à (à vélo, by bike) and understand there may be some exceptions to these rules, e.g. en trottinette (by scooter) and for my (masculine) le=mon (mon papa) my (feminine) la=ma (ma mère)	
	6	Write a holiday postcard use previous vocabulary	To apply previous sentence knowledge to write a short postcard, to include talking about the weather	Cher/Chère/Chers/Chères (Dear), Je suis au/en.... (I am in...), Aujourd’hui il/elle..., (Today it is...)