



Year 3

YEAR 3 — FRENCH CAREERS

Early French is connected to familiar careers where speaking and listening open doors.

I AM LEARNING FRENCH + PHONETICS 1

WE COULD BE...

Translators • Language Teachers • International Customer-Service Staff

Pupils discover that accurate pronunciation, greetings and introductions are core skills used by people who communicate across languages.

CAREER ENCOUNTER

French-speaking visitor, secondary MFL teacher or short video from a translator/interpreter.

ANIMALS

WE COULD BE...

Vets • Zoologists • Wildlife Conservationists

Pupils use French animal vocabulary and simple sentences, seeing how languages can support work with international teams, research and conservation.

CAREER ENCOUNTER

French-language zoo/wildlife resource; vet or conservation professional with an international link.

INSTRUMENTS

WE COULD BE...

Musicians • Music Teachers • Arts & Festival Workers

Pupils connect French with music by naming instruments and saying what they play, recognising that performers and arts professionals often work internationally.

CAREER ENCOUNTER

Musician, music teacher or virtual visit to a French-speaking orchestra/festival.

I AM ABLE...

WE COULD BE...

Sports Coaches • Activity Leaders • Tour / Holiday Representatives

Pupils describe what they can and cannot do, linking functional language to jobs where clear communication about skills and activities matters.

CAREER ENCOUNTER

Sports coach, activity instructor or travel-industry professional who uses another language.

FRUITS

WE COULD BE...

Chefs • Market Traders • Hospitality Workers • Food Buyers

Transactional French is applied to ordering, preferences and quantities, showing how language supports food, retail, tourism and hospitality careers.

CAREER ENCOUNTER

French café/market role-play; chef, café worker or food-retail visitor.

YEAR 3 — FRENCH KNOWLEDGE & SKILLS

Substantive knowledge • Disciplinary knowledge and skills

I AM LEARNING FRENCH

SUBSTANTIVE KNOWLEDGE

- French is spoken in France and across the wider Francophone world.
- Core greetings; asking/answering how someone feels and their name.
- Numbers 1–10 and ten colours.
- Early sound–spelling links support accurate pronunciation.

DISCIPLINARY KNOWLEDGE & SKILLS

- Listen and respond to familiar words, phrases and questions.
- Imitate and reproduce French sounds with increasing accuracy.
- Recognise, recall and spell familiar vocabulary.
- Take part in short exchanges and introduce themselves.
- Use memory, repetition and visual cues to retrieve language.

ANIMALS

SUBSTANTIVE KNOWLEDGE

- Ten animal nouns and their indefinite articles/determiners.
- Nouns in French have gender and are learnt with a determiner.
- First-person singular of the high-frequency verb 'to be' (je suis).
- A verb + noun/determiner can form a short sentence.

DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall, pronounce and spell animal vocabulary.
- Notice and use determiners accurately.
- Combine known words with je suis to build short phrases.
- Read and listen for familiar vocabulary in short texts.
- Adapt a model sentence by substituting vocabulary.

INSTRUMENTS

SUBSTANTIVE KNOWLEDGE

- Ten instrument nouns and their definite articles/determiners.
- Definite articles are linked to noun gender.
- First-person singular structure for 'I play' an instrument.
- Known sentence patterns can be transferred to a new topic.

DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall and spell instrument vocabulary.
- Pronounce nouns and articles accurately.
- Build short sentences using a first-person verb structure.
- Compare definite and indefinite determiners.
- Retrieve and transfer earlier sentence-building strategies.

I AM ABLE...

SUBSTANTIVE KNOWLEDGE

- Ten infinitive activity verbs.
- Je peux + infinitive expresses what someone can do.
- The negative changes a positive statement to what someone cannot do.
- Et and mais join and contrast ideas.

DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall and spell familiar verbs.
- Combine je peux with infinitives to create sentences.
- Manipulate a model to make positive and negative statements.
- Use conjunctions to extend and contrast ideas.
- Speak and write increasingly independently from a language bank.

FRUITS

SUBSTANTIVE KNOWLEDGE

- Ten fruit nouns with singular determiners and plural forms.
- J'aime expresses a positive opinion; je n'aime pas expresses a negative opinion.
- French nouns can change from singular to plural.
- Opinions allow language to become personal.

DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall, pronounce and spell fruit vocabulary.
- Change familiar nouns from singular to plural.
- Express simple positive and negative opinions.
- Listen and read for key vocabulary and opinion structures.
- Create short personalised spoken and written responses.

Listen • Speak • Read • Write | Phonics • Vocabulary • Grammar | Retrieve • Decode • Manipulate • Communicate

DE focus: explore sounds and patterns through songs/rhymes; begin writing familiar words and short phrases from memory.

YEAR 3 — FRENCH: WHY THIS? WHY NOW?

I Am Learning French + Phonetics 1

PRIOR LEARNING BEING RETRIEVED

Starting point for formal KS2 French. Pupils draw on familiar experiences of greetings, names and talking about feelings; no prior French knowledge is required.

NEW KNOWLEDGE & LANGUAGE

Core greetings and introductions; saying how they feel; awareness of France/French-speaking places. Phonetics 1 introduces key sound-spelling links so pupils begin to decode and pronounce unfamiliar words.

WHY THIS? WHY NOW?

This establishes the routines, confidence, pronunciation habits and core language needed before pupils are expected to recall vocabulary or build phrases independently.

WHAT DOES THIS PREPARE PUPILS FOR?

Animals and Instruments, where pupils retrieve core language and begin sentence building with high-frequency first-person verbs.

Year 3 Unit 1: I am Learning French

By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.

Lesson 1	In this lesson pupils will be introduced to the Francophone world and French as a subject on their curriculum.
Lesson 2	In this lesson pupils will learn how to use key greetings, as well as ask and answer the question 'how are you?' in the foreign language.
Lesson 3	In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language.
Lesson 4	In this lesson pupils will learn how to recognise, recall and spell numbers 1-10 in the foreign language.
Lesson 5	In this lesson pupils will learn how to recognise, recall and spell 10 different colours in the foreign language.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 3 — FRENCH: WHY THIS? WHY NOW?

Animals

PRIOR LEARNING BEING RETRIEVED

Retrieves greetings and basic spoken confidence from I Am Learning French, together with the first sound-spelling patterns from Phonetics 1.

NEW KNOWLEDGE & LANGUAGE

Ten animal nouns with indefinite articles/determiners and the high-frequency structure 'I am...'. Pupils begin combining a verb with a noun to make short phrases.

WHY THIS? WHY NOW?

It is positioned early because it moves pupils from single-word recognition to their first controlled sentence building while keeping vocabulary concrete and memorable.

WHAT DOES THIS PREPARE PUPILS FOR?

Instruments and I Am Able, where pupils reuse sentence-building habits, determiners and first-person verb structures with new vocabulary.

Year 3 Unit 2: Animals

In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.

Lesson 1	In this lesson, pupils will learn how to recognise, recall and spell five different animals with their indefinite article/determiner in the foreign language
Lesson 2	In this lesson, pupils will learn how to recognise, recall and spell a further five different animals with their indefinite article/determiner in the foreign language.
Lesson 3	In this lesson, pupils will consolidate the pronunciation and spelling of all ten animals in the foreign language.
Lesson 4	In this lesson, pupils will further consolidate all ten animals in the foreign language with a particular focus on the indefinite article/determiner.
Lesson 5	In this lesson, pupils will be introduced to the high-frequency irregular verb 'to be' in the first person singular, with the aim of being able to form a short sentence with the animal nouns.
Lesson 6	In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 3 — FRENCH: WHY THIS? WHY NOW?

Instruments

PRIOR LEARNING BEING RETRIEVED

Builds on recognising and recalling nouns, determiners and short first-person phrases from Animals, alongside Phonetics 1 pronunciation strategies.

NEW KNOWLEDGE & LANGUAGE

Ten instrument nouns with definite articles and the first-person high-frequency verb 'I play'. Pupils combine known sentence structures with a new lexical field.

WHY THIS? WHY NOW?

Repeating a familiar grammatical pattern with new vocabulary strengthens retrieval and shows pupils that language structures can be transferred rather than relearned from scratch.

WHAT DOES THIS PREPARE PUPILS FOR?

I Am Able and later Intermediate units, where pupils manipulate first-person verbs, negatives and conjunctions more independently.

Year 3 Unit 3: Instruments

In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.

Lesson 1	In this lesson, pupils will learn how to recognise, recall and remember 5 common instruments with their definite articles/determiners in the foreign language.
Lesson 2	In this lesson, pupils will learn how to recognise, recall and remember a further 5 different instruments with their definite articles/determiners in the foreign language.
Lesson 3	In this lesson, pupils will consolidate all 10 instruments learnt in the foreign language, with a particular focus on the spellings.
Lesson 4	In this lesson, pupils will further consolidate all 10 instruments in the foreign language with a particular focus on the role of the definite article/determiner.
Lesson 5	In this lesson, pupils will be introduced to the verb 'to play (an instrument)' in the 1st person singular, with the aim of being able to form a short sentence with the instrument nouns in the foreign language.
Lesson 6	In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 3 — FRENCH: WHY THIS? WHY NOW?

I Am Able

PRIOR LEARNING BEING RETRIEVED

Retrieves familiar nouns, first-person sentence structures and growing confidence with verb-led phrases from Animals and Instruments.

NEW KNOWLEDGE & LANGUAGE

Ten familiar activities; the negative form; use of conjunctions to extend and contrast ideas, enabling pupils to say what they can and cannot do.

WHY THIS? WHY NOW?

This is introduced after pupils can build simple positive phrases so that the negative adds manageable grammatical complexity without overloading new language.

WHAT DOES THIS PREPARE PUPILS FOR?

Later Intermediate work such as Presenting Myself and In the Classroom, where pupils ask/answer questions, use negatives and create more personalised sentences.

Year 3 Unit 4: I am able...

In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.

Lesson 1	In this lesson, pupils will learn how to recognise, recall and spell five different verbs in the foreign language.
Lesson 2	In this lesson, pupils will consolidate the five verbs from the last lesson and will learn how to recognise, recall and spell a further five verbs in the foreign language.
Lesson 3	In this lesson pupils will consolidate all knowledge from the last two lessons and will progress to learning how to use the verb 'je peux' (I am able) with the ten infinitive verbs to start to form sentences in French.
Lesson 4	In this lesson, pupils will consolidate all knowledge from the last three lessons and will progress to learning how to use the negative structure so they are able to say what they can do as well as what they cannot do in the foreign language.
Lesson 5	In this lesson, pupils will be introduced to the conjunctions 'and' and 'but' in the foreign language so that they are able to form more interesting and complex sentences about what activities they can and cannot do.
Lesson 6	In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 3 — FRENCH: WHY THIS? WHY NOW?

Fruits

OPTIONAL UNIT

PRIOR LEARNING BEING RETRIEVED

Retrieves noun-learning strategies, determiners and simple phrase construction from Animals and Instruments.

NEW KNOWLEDGE & LANGUAGE

Ten fruit nouns plus simple opinions: 'I like' and 'I do not like'. Pupils begin expressing personal preferences.

WHY THIS? WHY NOW?

Opinions are introduced once pupils can recall concrete nouns confidently, allowing them to personalise language while revisiting the negative in a meaningful context.

WHAT DOES THIS PREPARE PUPILS FOR?

Year 4 and Year 5 units that require opinions and justifications, including Weather, Clothes, At School and The Weekend.

Year 3 Unit 5: Fruits

In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.

Lesson 1	In this lesson pupils will learn how to recognise, recall and spell five different fruits with the singular indefinite article/determiner in the foreign language.
Lesson 2	In this lesson, pupils will learn how to recognise, recall and spell a further five different fruits with the singular indefinite article/determiner in the foreign language.
Lesson 3	In this lesson pupils will learn how to say the ten fruits introduced in the previous two lessons in plural form.
Lesson 4	In this lesson pupils will learn how to formulate and express an opinion using the fruits they have learnt in this unit using the positive structure 'I like...'
Lesson 5	In this lesson pupils will continue to formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like...'
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.