

## Year 3 Languages Progression Overview

Unit	Objective	Context/language	Grammar skills
1 <b>Bonjour</b>	Greet and say goodbye to someone. Ask someone's name and say your own. Ask how someone is and respond to same question. Learn some basic nouns. Count numbers 1-10.	<p><b>Greetings:</b> <i>bonjour</i> (hello), <i>salut</i> (hi), <i>au revoir</i> (goodbye)</p> <p><b>Greetings:</b> <i>Comment t'appelles-tu?</i> (What's your name?), <i>Je m'appelle...</i> (My name is...)</p> <p><b>Asking and saying how you are:</b> <i>ça va?</i> (how are you?), <i>Oui. ça va bien</i> (Yes. I'm well). <i>Comme ci comme ça</i> (I'm so-so), <i>Non, ça ne va pas</i> (No, I'm not doing well)</p> <p><b>Nouns:</b> <i>Un tambour</i> (drum), <i>une guitar</i> (guitar). <i>un piano</i> (piano). <i>une trompette</i> (trumpet). <i>une flûte à bec</i> (recorder), <i>une fille</i> (girl), <i>un garçon</i> (boy), <i>un dragon</i> (dragon)</p> <p><b>Numbers 1-10:</b> <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p>	<p>Social conventions Ask and answer questions</p> <p>First notions of gender Words that are similar in another language.</p>
2 <b>En classe</b>	Identify classroom objects. Identify colours, and describe an object's colour. Say your age. Recognise and repeat classroom instructions.	<p><b>Classroom objects:</b> <i>une trousse</i> (pencil case), <i>un stylo</i> (pen), <i>une règle</i> (ruler), <i>un crayon</i> (pencil), <i>un cahier</i> (exercise book), <i>un livre</i> (text book), <i>un sac</i> (bag), <i>une gomme</i> (rubber)</p> <p><b>Colours:</b> <i>rouge</i> (red), <i>rose</i> (pink), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>orange</i> (orange)</p> <p><b>Giving your age:</b> <i>J'ai .... ans</i> (I'm ... years old)</p> <p><b>Classroom instructions:</b> <i>écoutez</i> (listen), <i>regardez</i> (look), <i>lisez</i> (read), <i>asseyez-vous</i> (sit down), <i>levez-vous</i> (stand up), <i>écrivez</i> (write), <i>chantez</i> (sing)</p>	<p>Gender words. Ask and answer questions. Basic word order. Using context to determine meaning. Comparing languages.</p> <p>Practice pronunciation.</p>

<p>3 <b>Mon corps</b></p>	<p>Identify parts of the body. Describe eyes and hair appearance. Recognise days of the week. Give basic character descriptions.</p>	<p><b>Parts of the body:</b> <i>Les yeux</i> (eyes), <i>le nez</i> (nose), <i>la bouche</i> (mouth), <i>les oreilles</i> (ears). <i>les cheveux</i> (hair), <i>la jambe</i> (leg), <i>le bras</i> (arm), <i>la tête</i> (head)</p> <p><i>J'ai les cheveux/... + adjective</i> (I have .... hair)</p> <p><b>Colours:</b> <i>rouge</i> (red), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>vert</i> (green)</p> <p><b>Adjectives:</b> <i>long</i> (long), <i>court</i> (short)</p> <p><b>Days of the week:</b> <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></p> <p><b>Adjectives describing character:</b> <i>Je suis</i> (I am) ... <i>grand(e)</i> (big, tall), <i>petit(e)</i> (small), <i>timide</i> (shy), <i>bavard(e)</i> (talkative), <i>drôle</i> (funny), <i>sympa</i> (friendly)</p>	<p>Gender words. The definite article. Simple word order. Simple descriptions. Comparing languages.</p> <p><b>Extra</b> Basic notion of adjectival agreements</p>
<p>4 <b>Les animaux</b></p>	<p>Identify animals and pets. Recognise and use number 11-20. Give someone's name. Describe someone.</p>	<p><b>Animals:</b> <i>un chien</i> (dog), <i>un chat</i> (cat), <i>une tortue</i> (tortoise), <i>un lapin</i> (rabbit), <i>un oiseau</i> (bird), <i>une souris</i> (mouse), <i>un dragon</i> (dragon)</p> <p><i>J'ai + ....</i> (I have + an animal) <i>Je n'ai pas d'animal</i> (I don't have an animal).</p> <p><b>Numbers 11-20:</b> <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</i></p> <p><b>Names:</b> <i>Il/elle s'appelle....</i> (S/he's called ...)</p> <p><b>Adjectives describing character:</b> <i>Il/elle est ...</i> (He/she is...). <i>grand(e)</i> (big, tall), <i>petit(e)</i> (small), <i>timide</i> (shy), <i>drôle</i> (funny), <i>sévère</i> (strict)</p>	<p>Gender words. Recognise negative form. Counting numbers up to 20. Giving names and describing in the third person. Basic notion of adjectival agreements.</p> <p>Practice pronunciation.</p>

<p>5 <b>Ma famille</b></p>	<p>Identify family members. Recognise and spell with letters of the alphabet. List household items. Use basic prepositions <i>sur</i> and <i>dans</i> to describe position.</p>	<p><b>Family members:</b> <i>ma mère</i> (mother), <i>mon père</i> (father), <i>mon frère</i> (brother), <i>ma soeur</i> (sister), <i>mes parents</i> (my parents)</p> <p><b><u>Letters of the alphabet a-z, plus some accented letters.</u></b></p> <p><b><u>Household objects:</u></b> <i>Le CD</i> (CD), <i>le lecteur CD</i> (CD player), <i>l'ordinateur</i> (computer), <i>le jeu video</i> (video game), <i>le DVD</i> (DVD), <i>la machine</i> (machine), <i>la table</i> (table), <i>la chaise</i> (chair).</p> <p><b><u>Prepositions:</u></b> <i>dans</i> (in), <i>sur</i> (on) <i>Le CD est dans le lecteur de CD</i> (The CD is in the CDplayer). <i>Le jeu video est sur la table</i> (the video games are on the table).</p>	<p>Gender words. Spell words using the French alphabet. Classifying words into different types. Describe position using basic prepositions <i>sur</i> and <i>dans</i> and familiar language.</p>
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