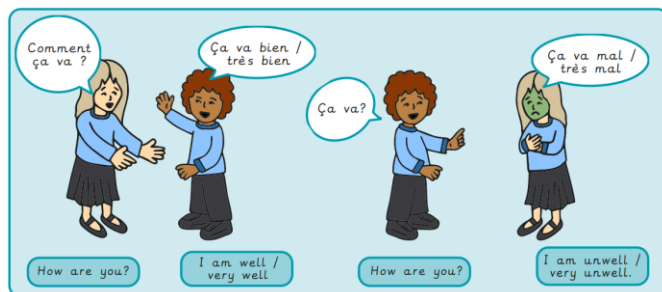
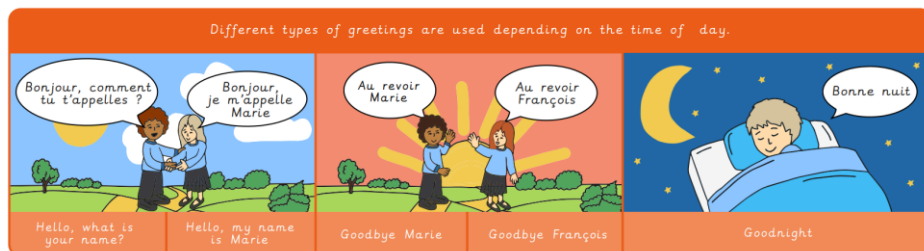




YEAR THREE / FOUR CYCLE A KNOWLEDGE ORGANISER MFL FRENCH: French Greetings

IMAGES



KEY KNOWLEDGE

- To know that in French there are formal and informal greetings and when it is appropriate to use each one.
- To know that different greetings are used at different times of the day.
- To know that tone of voice can indicate a question.
- To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound.
- To know that French words are pronounced differently to the way they are spelt.

OUTCOME OF UNIT

- Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.
- Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.
- Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds.
- Take turns to speak and use appropriate intonation

KEY VOCABULARY

Bonjour - hello/good morning (formal)
salut - hi (informal)
je m'appelle... - My name is...
comment tu t'appelles ? - what's your name?
comment t'appelles-tu ? - what's your name?
au revoir - goodbye
et toi ? - and you?
bien - good
très bien - very good
super - super
un, deux, trois - one, two, three
regardez-moi - look at me

SUBJECT SPECIFIC SKILLS

- To greet someone and introduce yourself in French
- To use the correct French greeting for the time of day
- To ask and answer a question about feelings in French
- To perform a finger rhyme in French

PRIOR KNOWLEDGE (Year Three/Four)

- To introduce yourself and say who you are

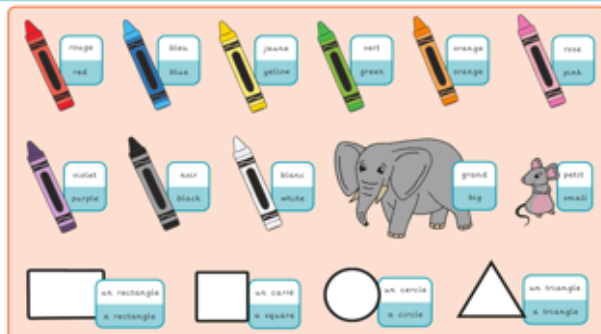




YEAR THREE / FOUR CYCLE A KNOWLEDGE ORGANISER MFL FRENCH: French adjectives colour, size, shape

An adjective is a word that describes a noun.

c'est	It is	merci	Thank you
je voudrais	I would like	s'il vous plaît	Please
qu'est ce que c'est ?	What is it?	c'est de quelle couleur ?	What colour is it?



KEY KNOWLEDGE

- To know that a cognate is a word that is the same in both French and English e.g. un triangle.
- To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle.
- To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle.
- To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu.

OUTCOME OF UNIT

- Listen carefully to build correct sequences of three to four blocks.
- Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.
- Recognise cognates. Use please and thank you. Listen carefully to instructions.
- Describe some of the shapes in their work using language of colour, size or shape.
- Listen and then select the correct decoration according to its colour. Use software to produce artwork in the style of Matisse.

KEY VOCABULARY

rouge - red bleu - blue jaune - yellow
vert - green blanc - white noir - black
orange - orange rose - pink brun - brown
violet - violet et - and

SUBJECT SPECIFIC SKILLS

- To recognise and name colour words
- To describe shapes by their size and colour
- To give and receive instructions that include shape, size and colour vocabulary
- To create an original piece of artwork in the style of Matisse, following instructions in French
- To create and describe a festive picture

PRIOR KNOWLEDGE (Year Three/Four)

- French Greeting Year Three / Four





YEAR THREE / FOUR CYCLE A KNOWLEDGE ORGANISER MFL FRENCH: Playground Games

Pronunciation

Some end letters are silent in French

Un

one

(uh)

Deux

two

(duh)

Trois

three

(twa)

À moi

My turn

Un, deux, trois!

One, two three!

KEY KNOWLEDGE

- To count in French
- To count beyond six in French
- To use number words to give more information about ourselves
- To identify French words that use the key phonemes
- To use the number words one to twelve when playing playground games

OUTCOME OF UNIT

- Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').
- Join in with a song using actions.
- Respond to numbers by showing fingers
- Ask and answer a question about their age.
- Change their answers and recognise number words.
- Listen carefully and relate sounds to a written phoneme.
- Recall numbers one to twelve with increasingly accurate pronunciation.

KEY VOCABULARY

un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix - ten onze - eleven douze - twelve

SUBJECT SPECIFIC SKILLS

- Asking and/or answering simple questions.
- Using short phrases to give information.
- Listening and repeating key phonemes with care.
- Repeating short phrases accurately
- Listening and responding to single words and short phrases.
- Following verbal instructions in French.
- Responding to objects or images with a phrase or other verbal response.
- Listening and identifying key words in rhymes and songs and joining in.

PRIOR KNOWLEDGE (Year Three/Four)

- French adjectives





YEAR THREE / FOUR CYCLE A KNOWLEDGE ORGANISER MFL FRENCH: In a French Classroom



KEY KNOWLEDGE

- To understand and respond to simple classroom instructions
- To say items that are in a school bag and recognise if they are masculine or feminine
- To ask and answer a question about something you have or do not have
- To read and understand short sentences
- To prepare and present a short spoken text

OUTCOME OF UNIT

- Show their understanding of key vocabulary with a physical response.
- Attempt to accurately imitate the pronunciation of vocabulary.
- Correctly identify masculine and feminine nouns in written form.
- Use modelled language to create questions or sentences using appropriate articles.
- Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.
- Attempt to build their own sentences using a label as a model.
- Speak clearly and present simple phrases when supported visually.

KEY VOCABULARY

écoutez - listen
regardez - look parlez - speak
écrivez - write
lisez - read ouvrez - open
fermez - close
asseyez-vous - sit down
levez-vous - stand up
une gomme - a rubber
une trousse - a pencil case
des ciseaux - some scissors
j'ai ... - I have got...
je n'ai pas - I haven't got...
tu as...? - have you got

SUBJECT SPECIFIC SKILLS

- Asking and/or answering simple questions.
- Using short phrases to give information.
- Listening and repeating key phonemes with care.
- Repeating short phrases accurately
- Listening and responding to single words and short phrases.
- Following verbal instructions in French.
- Responding to objects or images with a phrase or other verbal response.
- Listening and identifying key words in rhymes and songs and joining in.

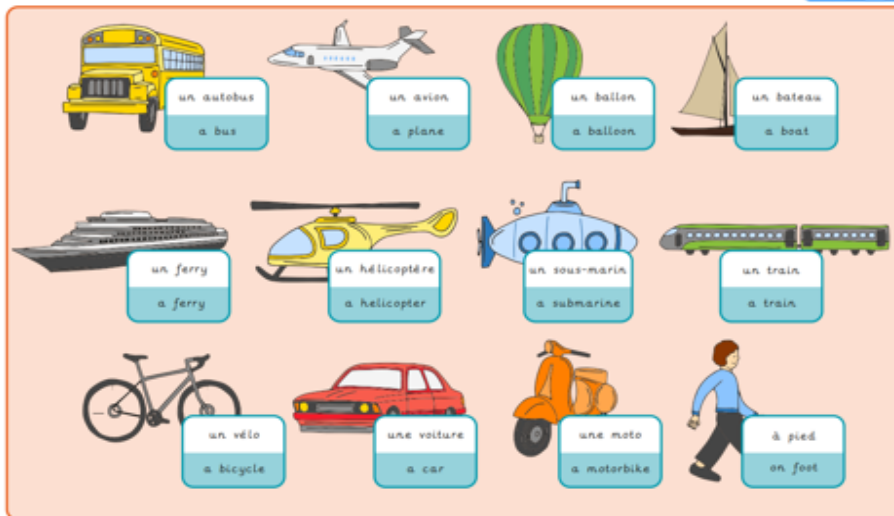
PRIOR KNOWLEDGE (Year Three/Four)

- French numbers





YEAR THREE / FOUR CYCLE A KNOWLEDGE ORGANISER MFL FRENCH: French Transport



KEY KNOWLEDGE

- To know the phonemes oi, au, in and on.
- To know that I need to change my intonation to ask and answer questions.
- To know some French speaking countries around the world.
- To understand that I can use a model sentence as a guide for building other sentences.
- To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en train, whereas à is used when you are not getting into a form of transport e.g. à vélo (a bicycle).
- To know that feminine nouns often (but not always) end in e.

OUTCOME OF UNIT

- Explain strategies for working out the meaning of words.
- Recognise nouns that are cognates or near cognates.
- Recognise transport words in written form.
- Join in with a song using actions to aid recall.
- Form simple statements about a picture, using and adapting a model.
- Build phrases with generally accurate pronunciation.
- Write a simple sentence, including forming two different accents. Use appropriate intonation to engage the audience.

KEY VOCABULARY

Sentence structure and phrases

Aller : To go			
Je vais	I go	Tu vas	You go
Other phrases			
Bon voyage!	Have a good trip!		
Il y a combien de vélos ?	How many bicycles are there?		
Il y a deux vélos	There are two bicycles		

SUBJECT SPECIFIC SKILLS

- Asking and/or answering simple questions.
- Using short phrases to give information.
- Listening and repeating key phonemes with care.
- Repeating short phrases accurately
- Listening and responding to single words and short phrases.
- Following verbal instructions in French.
- Responding to objects or images with a phrase or other verbal response.
- Listening and identifying key words in rhymes and songs and joining in.

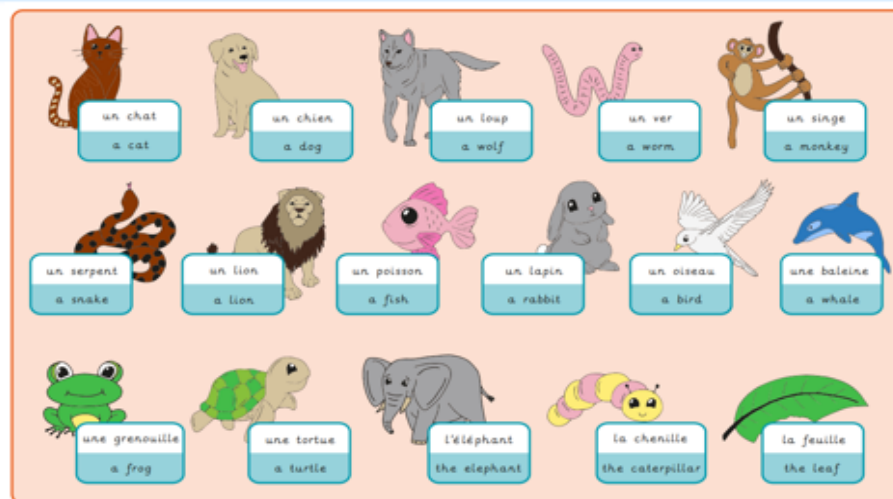
PRIOR KNOWLEDGE (Year Three/Four)

- French Transport





YEAR THREE / FOUR CYCLE A KNOWLEDGE ORGANISER MFL FRENCH: Circle of Life



KEY KNOWLEDGE

- To research a new noun in French and determine its gender
- To build sentences to describe where something lives or does not live
- To use knowledge about language to solve a science-based puzzle
- To describe a food chain in French
- To write a range of sentences in French to describe a food chain

OUTCOME OF UNIT

- Source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une).
- Build a range of sentences from the model, selecting appropriate vocabulary.
- Create a sentence in the negative form.
- Identify some different word classes in a sentence.
- Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.
- Attempt to decode new sentences using their context and sentence structure.
- Apply understanding of the sentence structure to generate new phrases.

KEY VOCABULARY

le, la, l', les ... all mean 'the'. Which one you use depends on whether it defines a masculine or feminine noun, and also if it is singular or plural.

There is also a correspondence between the definite article (the) and indefinite article (a).

le chat	un chat
the cat	a cat
la tortue	une tortue
the turtle	a turtle

If the noun starts with a vowel, 'l' is used for both masculine and feminine.

l'éléphant
the elephant

If the noun is plural then it becomes les for both masculine and feminine.

les serpents	the snakes
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SUBJECT SPECIFIC SKILLS

- Asking and/or answering simple questions.
- Using short phrases to give information.
- Listening and repeating key phonemes with care.
- Repeating short phrases accurately
- Listening and responding to single words and short phrases.
- Following verbal instructions in French.
- Responding to objects or images with a phrase or other verbal response.
- Listening and identifying key words in rhymes and songs and joining in.

PRIOR KNOWLEDGE (Year Three/Four)

- French Transport

