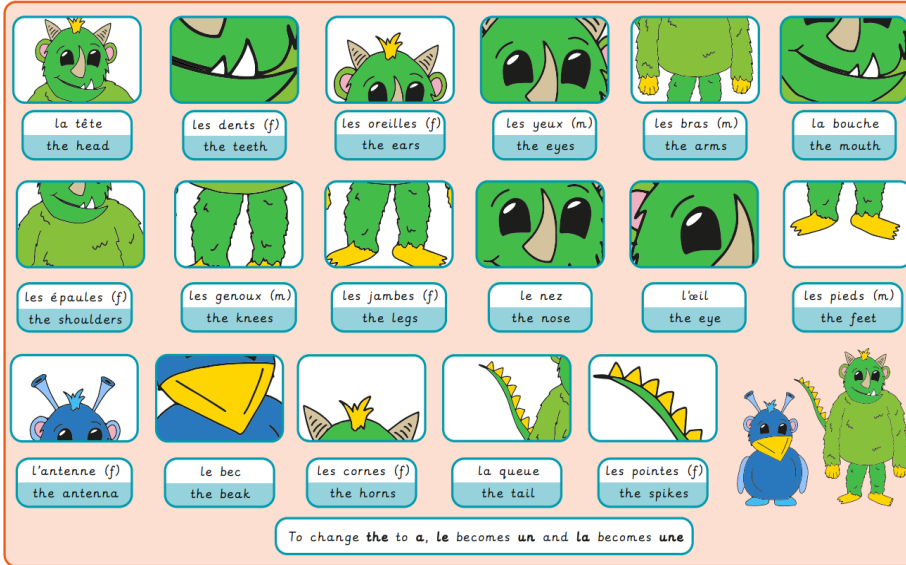




YEAR FIVE KNOWLEDGE ORGANISER MFL FRENCH: French Monster Pets



KEY KNOWLEDGE

- To know that bilingual dictionaries should not be used to look up every single word in a text.
- To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine.
- To revise that adjectives of size go before the noun and adjectives of colour go after the noun.

OUTCOME OF UNIT

- Notice cognates and near cognates in the text.
- Recognise some previously known words.
- Use a dictionary resource to research the meaning of relevant vocabulary.
- Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.
- Confidently modify sentences to use the correct articles/pronouns (**un/une** and **il/elle**) according to gender.
- Unscramble jumbled sentences without any errors in word order.
- Recognise rules of agreement in longer phrases.
- Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language

KEY VOCABULARY

Phrases

Qu'est-ce que c'est ? What is it?



Elle a trois longues cornes rouges et une grande tête rose.

She has three long red horns and a big, pink head.

Il a un petit nez jaune et une longue queue bleue.

He has a small yellow nose and a long, blue tail.



Adjective endings change according to the gender and number of the noun they are describing.

SUBJECT SPECIFIC SKILLS

- Rehearsing and recycling extended sentences orally.
- Planning and presenting a short descriptive text.
- Making realistic attempts at pronunciation of new, unknown vocabulary.
- Using adjectives with correct placement and agreement.
- Listening and following the sequence of a story, song or text including some unfamiliar language.
- Matching unknown written words to new spoken words.
- Recognising features of different text types.
- Using a range of language detective strategies to decode new vocabulary including context and text type.
- Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using contextual clues and cues to gist and make predictions about meanings.

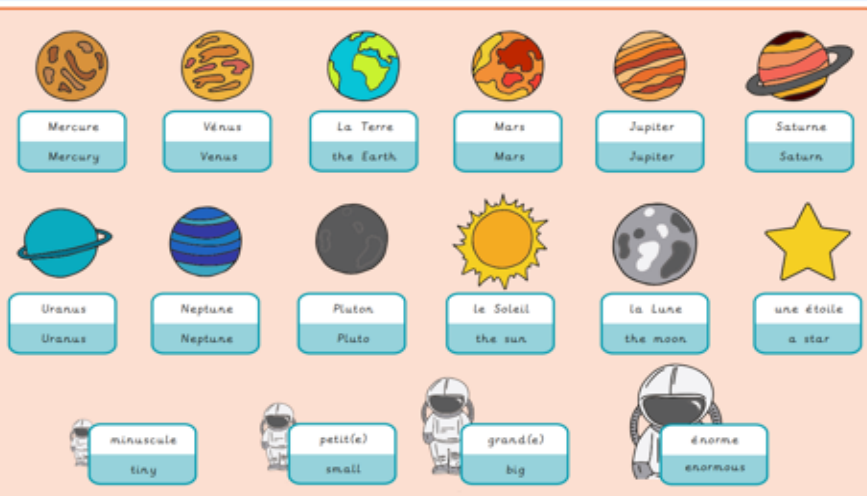
PRIOR KNOWLEDGE (Year Three/Four)

- French Transport





YEAR FIVE KNOWLEDGE ORGANISER MFL FRENCH: Space Exploration



KEY KNOWLEDGE

- To pick out key ideas and phrases in a longer piece of spoken French
- To use nouns and adjectives correctly to create metaphor poetry
- To make comparisons in French
- To read and build factually and grammatically accurate sentences
- To ask and answer questions and describe and compare planets

OUTCOME OF UNIT

- Listen and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.
- Write their own metaphors using a writing model, replacing nouns with original vocabulary.
- Make the correct choice of un/une for gender and add colour adjectives when writing.
- Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.
- Adapt a model text to create an original sentence of their own, including descriptive phrases.

KEY VOCABULARY

le système solaire	The solar system
l'espace (m)	Space
une planète	A planet
chaud(e)	hot
froid(e)	cold
glacé (e)	frozen

Descriptions

Neptune est une assez grande planète bleue

Neptune is a quite large blue planet

Jupiter est une énorme planète très froide

Jupiter is an enormous, very cold planet

très very assez quite

SUBJECT SPECIFIC SKILLS

- Forming a question in order to ask for information.
- Presenting factual information in extended sentences including justification.
- Rehearsing and recycling extended sentences orally.
- Planning and presenting a short descriptive text.
- Making realistic attempts at pronunciation of new, unknown vocabulary.
- Using adjectives with correct placement and agreement.
- Listening and gisting information from an extended text using language detective skills such as cognates.
- Matching unknown written words to new spoken words.
- Recognising blends of sounds and selecting words to recognise common spelling patterns.
- Using a range of language detective strategies to decode new vocabulary including context and text type.

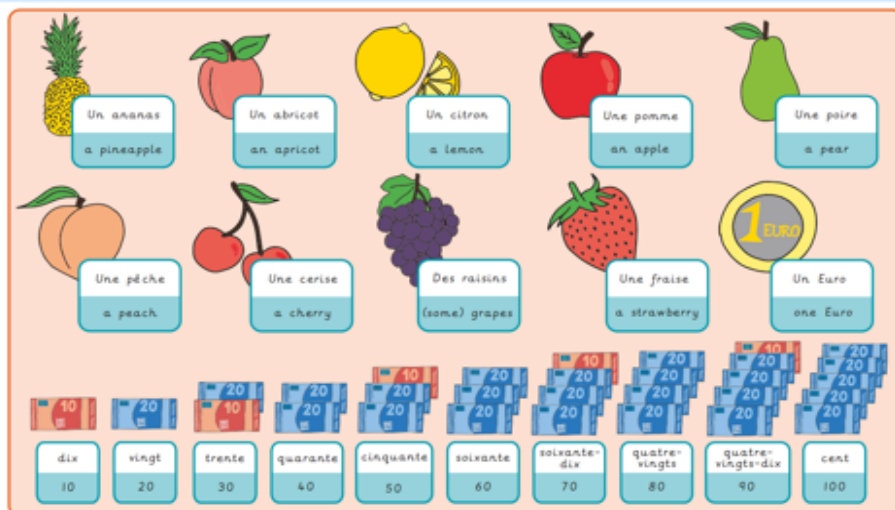
PRIOR KNOWLEDGE (Year Three/Four)

- French Clothes – getting dressed





YEAR FIVE KNOWLEDGE ORGANISER MFL FRENCH: Shopping in France



KEY KNOWLEDGE

- To build numbers and prices confidently in French
- To name different foods in French and notice patterns in sounds
- To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience
- To be able to use vocabulary to describe a quantity of different food nouns
- To be able to explore and understand an authentic French text

OUTCOME OF UNIT

- Recognise number words in written form.
- Correctly pronounce two-digit numbers that have been generated randomly.
- Recall vocabulary by matching the correct pictures to the appropriate words.
- Join in with a story, using gestures and key vocabulary.
- Correctly sort word-cards by gender and apply the appropriate article.
- Highlight a range of known and easily recognisable vocabulary in a text.

KEY VOCABULARY

The currency used in France is the Euro.

In French, the price of something is shown with the € symbol and a comma to separate Euros and cents. The Euro symbol can go before or after the price
€6,40 / 6,40 €

six Euro, quarante

six Euros and
forty cents

SUBJECT SPECIFIC SKILLS

- Forming a question in order to ask for information.
- Presenting factual information in extended sentences including justification.
- Rehearsing and recycling extended sentences orally.
- Planning and presenting a short descriptive text.
- Making realistic attempts at pronunciation of new, unknown vocabulary.
- Using adjectives with correct placement and agreement.
- Listening and gisting information from an extended text using language detective skills such as cognates.
- Matching unknown written words to new spoken words.
- Recognising blends of sounds and selecting words to recognise common spelling patterns.
- Using a range of language detective strategies to decode new vocabulary including context and text type.

PRIOR KNOWLEDGE (Year Three/Four)

- French Numbers, Calendars and Birthdays





YEAR FIVE KNOWLEDGE ORGANISER MFL FRENCH: French speaking world



KEY KNOWLEDGE

- To recognise, read and respond to directional language
- To understand that French is spoken in many different countries across the world, and to read and give directions
- To identify features of countries in the French-speaking world
- To use authentic materials to investigate climate data from the French-speaking world
- To ask and answer questions about different countries in the French-speaking world

OUTCOME OF UNIT

- Recognise and respond to directions.
- Form directional phrases of their own.
- Read and understand a range of sentences including directions.
- Form full sentences to ask and answer questions as modelled orally.
- Show some understanding of national identity and stereotypes.
- Understand a set of true/false statements and have some idea of where to locate the information about these statements in a graph/table.
- Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.

KEY VOCABULARY

Present	
Je vais	I go / I'm going
tu vas	You go / you are going
Il y a...?	Is there...?
Il y a...	There is
Je voudrais visiter	I would like to visit
parce que	Because
Il fait très chaud	It's very hot
Il ne fait pas chaud	It is not hot
Il fait plus chaud qu'en/au/à...	It is hotter than in...
Il fait moins chaud qu'en/au/à...	It is less hot than in...
Il fait assez froid	It is quite cold
Il pleut beaucoup	It rains a lot
Il ne pleut pas	It doesn't rain
Il pleut plus qu'en/au/à ...	It rains more than in...
La température est de 15 degrés	The temperature is 15 degrees

SUBJECT SPECIFIC SKILLS

- Forming a question in order to ask for information.
- Presenting factual information in extended sentences including justification.
- Rehearsing and recycling extended sentences orally.
- Planning and presenting a short descriptive text.
- Making realistic attempts at pronunciation of new, unknown vocabulary.
- Using adjectives with correct placement and agreement.
- Listening and gisting information from an extended text using language detective skills such as cognates.
- Matching unknown written words to new spoken words.
- Recognising blends of sounds and selecting words to recognise common spelling patterns.
- Using a range of language detective strategies to decode new vocabulary including context and text type.

PRIOR KNOWLEDGE (Year Three/Four)

- French weather





YEAR FIVE KNOWLEDGE ORGANISER MFL FRENCH: Verbs in a French week



KEY KNOWLEDGE

- To recognise that verbs take different forms and to find infinitive verbs in a dictionary
- To begin to recognise some regular verbs in the present tense
- To choose and use appropriate verb endings
- To know that some verbs do not follow regular patterns
- To build and deliver a short presentation, choosing and using a range of action verbs

OUTCOME OF UNIT

- Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.
- Create an opinion phrase using one of the new verbs.
- Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.
- Work together to build a verb spinner and use it to generate appropriate phrases.
- Recognise and recall different parts of verbs 'avoir' and 'être'.
- Create an original short text, correctly adapting a range of verbs to their appropriate form.

KEY VOCABULARY

Pronouns	
Je	I
Tu	You (singular and informal)
Il	He/It (masculine singular)
Elle	She/It (feminine singular)
Nous	We
Vous	You (Plural or singular formal)
Ils	They (Masculine plural)
Elles	They (feminine plural)



SUBJECT SPECIFIC SKILLS

- Forming a question in order to ask for information.
- Presenting factual information in extended sentences including justification.
- Rehearsing and recycling extended sentences orally.
- Planning and presenting a short descriptive text.
- Making realistic attempts at pronunciation of new, unknown vocabulary.
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- Matching unknown written words to new spoken words.
- Recognising blends of sounds and selecting words to recognise common spelling patterns.
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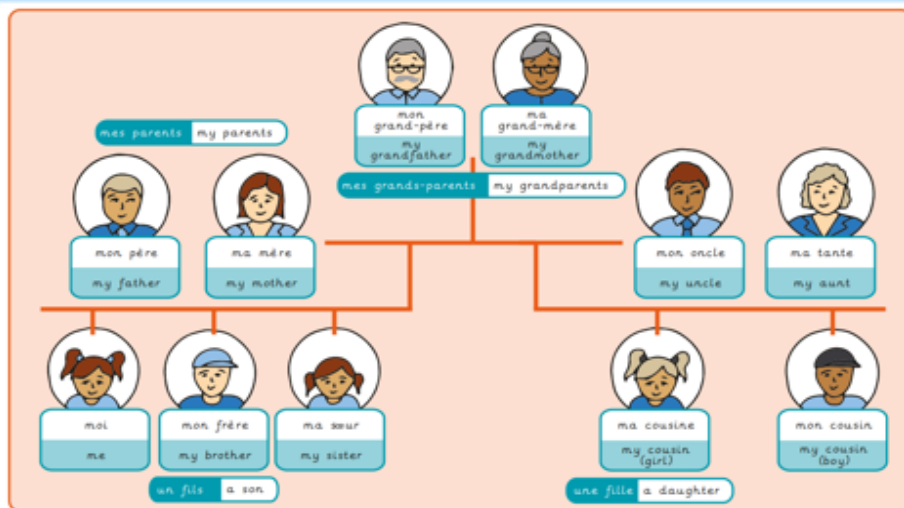
PRIOR KNOWLEDGE (Year Three/Four)

- Verbs in a French week





YEAR FIVE KNOWLEDGE ORGANISER MFL FRENCH: Meet my French family



KEY KNOWLEDGE

- To recognise and use phrases to say if I have a brother or sister
- To be able to name different family members on a family tree
- To be able to build descriptive sentences into a short paragraph
- To be able to understand and express simple opinions
- To plan and prepare a short presentation about my family.

OUTCOME OF UNIT

- Correctly complete a gap-fill activity with French vocabulary, using pictures.
- Recognise words that are similar to English.
- Adapt a sentence to change its meaning.
- Apply some understanding of French pronunciation.
- Recognise key information within a longer text.
- Confidently build sentences using word cards.
- Respond to spoken opinions with the correct gesture.
- Use different opinions in sentences.
- Change elements of a sentence whilst retaining the meaning.
- Organise a text, making simple adaptations which do not affect its

KEY VOCABULARY

Did you notice a new character in the French word for sister, **sœur**?

The presentation of the 'o' and 'e', partly merged together is called a 'typographic ligature' (or 'e dans l'o'). It tells us that the 'o' and the 'e' are not pronounced separately, but make a single sound.



Other phrases	
J'ai un frère	I have a brother
J'ai une sœur	I have a sister
J'ai deux frères / sœurs	I have two brothers/sisters
J'ai un frère et une sœur	I have a brother and a sister
Je n'ai pas de frère / sœur	I haven't got a brother/sister

SUBJECT SPECIFIC SKILLS

- Forming a question in order to ask for information.
- Presenting factual information in extended sentences including justification.
- Rehearsing and recycling extended sentences orally.
- Planning and presenting a short descriptive text.
- Making realistic attempts at pronunciation of new, unknown vocabulary.
- Using adjectives with correct placement and agreement.
- Listening and gisting information from an extended text using language detective skills such as cognates.
- Matching unknown written words to new spoken words.
- Recognising blends of sounds and selecting words to recognise common spelling patterns.
- Using a range of language detective strategies to decode new vocabulary including context and text type.

PRIOR KNOWLEDGE (Year Three/Four)

- French and the Eurovision Song contest

