



Hanslope Primary School

MFL Knowledge Organiser

Year Three – Niveau bleu – Module 1

How does this link to my previous learning?

KS1 knowledge of nouns in English and the need for capital letters for names of people and places.

National Curriculum Links:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

How does this link to my future learning?

Introductions will be added to during the year to include age and where you live. By the end of the year I will be able to say what landmarks there are in Paris – A Paris, il y a Il y a aussi ...

What key vocabulary will I learn:

Bonjour !	Hello
Au revoir !	Good-bye
monsieur / madame / Nounours / les enfants	(when speaking to a man / to a woman / to Teddy / to children)
un, deux, trois	one, two, three
la France	France
Paris	Paris
la Tour Eiffel	the Eiffel Tower
l'Arc de Triomphe	the Arc de Triomphe
le Louvre	the Louvre Museum
la Tour Montparnasse	the Montparnasse Tower

Écoutez !	Listen!
Regardez !	Look!
Taisez-vous !	Be quiet!
Croisez les bras !	Fold your arms!
Asseyez-vous !	Sit down !



What will I know by the end of this unit:

I will be able to:

- greet someone, say my name and ask their name
- locate Paris on a map and name four of its landmarks.
- count to three.

I will understand the instructions *écoutez, regardez, taisez-vous, croisez les bras* and *asseyez-vous*.

I will know that the final consonant in a French word is usually silent (*Paris, vous, bras*) and that names of places also begin with a capital in French.

I will be able to sing along to simple, familiar songs such as *frère Jacques* and repeat the rhyme *voici ma main, elle a cinq doigts*.

I will be able to play *Jacque a dit* with increasing understanding and I will have listened to my first French story.



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Year Four – Niveau blanc – Module 1

How does this link to my previous learning?

- Year Three greetings, introductions and numbers to 12. You used qu'est-ce que c'est? c'est and il y a when you talked about city landmarks.

What key vocabulary will I learn:

Bonjour !	Hello
Au revoir !	Good-bye
monsieur / madame / Nounours / les enfants	(when speaking to a man / to a woman / to Teddy / to children)
Comment tu t'appelles ?	What is your name?
Je m'appelle....	My name is...
Qu'est-ce que c'est?	What's this? / What is it?
C'est un...ou un...?	Is it a ...or a ... ?
C'est un...	It's a...

Écoutez !	Listen!
Regardez !	Look!
Taisez-vous !	Be quiet!
Croisez les bras !	Fold your arms!
Asseyez-vous !	Sit down !
Levez-vous !	Stand up!
Asseyez-vous correctement !	Sit up straight!
Levez le doigt !	Put your hand up!

1	un	7	sept
2	deux	8	huit
3	trois	9	neuf
4	quatre	10	dix
5	cinq	11	onze
6	six	12	douze

un poussin



un lapin



un renard



un canard



un mouton



un poisson



un furet



un perroquet



National Curriculum Links:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

How does this link to my future learning?

You will use these animals in sentences about what you like and dislike in the summer term.

What will I know by the end of this unit:

I will be able to:

- greet and say goodbye
- use qu'est-ce que c'est? And c'est un.. when talking about what is in my garden
- use numbers 0-12 and respond to familiar classroom instructions
- identify France, Uk and neighbouring countries on a map
- Recognise and pronounce with accuracy the names of 8 animals

I will know that the final consonant in a French word is usually silent (mouton, furet, perroquet)

I will be able to sing along to simple, familiar songs such as il court il court le furet and repeat the rhyme petit pouce.

I will have listened to the story Aujourd'hui, je suis.



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Year 5 and Year 6 – ¡Hola! ¿Cómo estás?

How does this link to my previous learning?

Year 3 French module 1 where children were introduced to classroom instructions and how to address someone formally and informally. How imperatives are formed in Neo-Latin languages.

National Curriculum Links:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

How does this link to my future learning?

Classroom instructions will be consolidated throughout the year and further colours and food vocabulary will be learnt. By the end of the year I will be able to introduce myself and give basic details about myself and what I like.

What key vocabulary will I learn:

<u>New vocabulary</u>	<u>New vocabulary</u>	<u>New vocabulary</u>	<u>New vocabulary</u>
¡Hola!	Siéntate [sit down],	azul	los huevos
¡Buenos días!	levántate [stand up],	rojo	la lima
¡Buenas tardes!	arregla las sillas [put	verde	la carne
¡Buenas noches!	your chairs under],	amarillo	el queso
¿Cómo estás?	cállate [be quiet],	naranja	el arroz
Estoy muy bien gracias.	escucha [listen], mira	morado	la patata
¿Y tú?	[look], mírame [look at	rosa	las legumbres
¿Cómo te llamas?	me], ven a la alfombra,	blanca	el pimiento
Me llamo ...	[come to the carpet],	marrón	el chorizo
¿Y tú?	repite [repeat], recoge	gris	
	la mesa [tidy up the	negro	
	desk], ¡vamos! [off you	blanco	
	go!], vamos a jugar.	Es el azul y blanco.	
	[let's play].		

What will I know by the end of this unit:

I will be able to:

- Greet someone, say my name and ask their name.
- Give and respond to appropriate classroom instructions such as Siéntate [sit down], levántate [stand up], cállate [be quiet], escucha [listen], mira [look], mírame [look at me].
- Say six colours
- Identify the Spanish words for key ingredients in Mexican dishes

I will know where Spanish is spoken throughout the world and begin to learn about Mexican culture, including traditional dishes and festivals such as el Día de los Muertos [Day of the Dead].

I will know that French and Spanish are Neo-Latin languages and therefore have similarities.

I will be able to join in with simple songs and rhymes in Spanish and will begin to read known words accurately.