



Hanslope Primary School

MFL Knowledge Organiser

Year Three – Niveau bleu – Module 5

How does this link to my previous learning?

In Module 1-4, you learnt about the capital cities of the UK and France and some of their landmarks. You will now learn to say where you live and ask someone where they live using 'en' with the countries you have already learnt.

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 continue to talk about landmarks in each capital city in Year Three and use speaking frames to ask and answer key questions including your name, where you live and how old you are. You will build on this conversation in Year Four to include information about your pets.

What key vocabulary will I learn:

Question and answer

Tu as quel âge? *How old are you?*
J'ai...ans. *I am ... years old.*

Question and answer

Tu habites où? *Where do you live?*
J'habite... *I live...*

Adverbials (prepositional phrases)

en Angleterre *in England*
en Écosse *in Scotland*
en France *in France*
en Irlande du Nord *in Northern Ireland*
au Pays de Galles *in Wales*

Proper Nouns

l'Assemblée Nationale	<i>the Welsh Assembly</i>
la bibliothèque	<i>the library</i>
le Centre Titanic	<i>the Titanic Experience</i>
le château	<i>the castle</i>
le Gros Poisson	<i>the Big Fish</i>
l'horloge	<i>the clock</i>
l'hôtel de ville	<i>City Hall</i>
le Parlement	<i>the Scottish Parliament</i>
le stade	<i>the stadium</i>
la Statue de Thanksgiving	<i>the Statue of Thanksgiving</i>
le tramway	<i>the tram</i>
la vieille ville	<i>the old town</i>
le zoo	<i>the zoo</i>
le pont	<i>the bridge</i>

What will I know by the end of this unit:

I will be able to:

- Say which part of the UK I live in.
- Identify which other parts of the UK other people live in.
- Recognise and identify five Belfast landmarks through images.
- Recognise and identify five Cardiff landmarks through images.
- Recognise and identify five Edinburgh landmarks through image.
- Ask and answer questions about how old I am.

I will be able to use a speaking frame to help me remember how to structure a sentence and develop a conversation through practice with a partner.

I will be able to use the circumflex accent to spell château and âge.

I can join in singing the song Promenons-nous dans les bois.

I can recite the rhyme Au printemps, petites feuilles from memory.



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Year Four – Niveau blanc – Module 5

How does this link to my previous learning?

I will use the pets I have learnt in French this year to ask and answer questions about my favourite pet and which animals I like or don't like. I will also use numbers and il y a to say how many animals there are.

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?

I will continue to use speaking and writing frames to help me structure sentences and write accurately. I will use these questions words (comment, quel and combien) in different contexts.

What key vocabulary will I learn:

Question words / Questions and answers

Où est... ? *Where is... ?*
Il est... / Elle est... *It is*

Quel est ton animal préféré ?
What is your favourite animal?

Mon animal préféré, c'est...
My favourite animal is...

Tu aimes... ? *Do you like... ?*
j'aime... *I like...*
je n'aime pas... *I don't like...*

Question words / Questions and answers

Tu aimes quels animaux ?
Which animals do you like?
Il y a combien de... ?
How many [nouns] are there?

Subject pronouns

il *he / it*
elle *she / it*

Plural indefinite article

des *some, any (or can be omitted in English)*

Negative adverb

ne...pas *not*

Adverbial pronoun

en *of them (replaces de+noun phrase)*

Paris Landmarks

L'Île de la Cité
L'Île Saint-Louis
La Conciergerie
Le Palais de Justice
La Sainte-Chapelle

What will I know by the end of this unit:

I will be able to:

- Say which animals I like or don't like using J'aime and Je n'aime pas.
- Ask and answer questions using question words such as comment, quel and combien.
- Ask and answer questions about likes and dislikes, and about how many animals there are.

I can use a wide variety of speaking frames to help me to ask and answer questions, and to hold simple conversations.

I can use writing frames to help me create simple written sentences, using several word types with largely accurate spelling and gender agreement.

I can join in singing a song such as La Poule Grise.



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Year 5 and Year 6 – El tiempo

How does this link to my previous learning?

I will talk about the weather on each day of the week and use my knowledge of Spanish numbers to say the temperature. I will also increase my understanding of Spanish geography and be able to name and locate Spanish and Latin American cities.

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?

I will build on this vocabulary when learning about Latin American countries next year and continue to use this vocabulary to talk about hobbies and routines.

What key vocabulary will I learn:

el tiempo (<i>the weather forecast</i>)	En (city), ... (<i>In (city), it...</i>)
hace sol (<i>it is sunny</i>)	Days of the week
hay nubes (<i>it is cloudy</i>)	España (<i>Spain</i>)
hace calor (<i>it is hot</i>)	(<i>Main cities in Spain</i>)
hace frío (<i>it is cold</i>)	el invierno (<i>winter</i>)
llueve (<i>it is raining</i>)	la primavera (<i>spring</i>)
nieva (<i>it is snowing</i>)	el verano (<i>summer</i>)
hay viento (<i>it is windy</i>)	el otoño (<i>autumn</i>)
hay niebla (<i>it is foggy</i>)	hay (<i>there is</i>)
hay tormenta (<i>it is stormy</i>)	las estaciones (<i>the seasons</i>)
	Numbers 0-30

¿Qué tiempo hace hoy? (*How is the weather today?*)

Hoy (*Today...*)

Hace (number) grados. (*It is (number) degrees.*)

¿Qué tiempo hace en la primavera/el verano/el otoño/el invierno?

(*How is the weather in spring/summer/autumn/winter?*)

En la primavera/el verano/el otoño/el invierno, ... (*In spring/summer/autumn/winter, it...*)

Buenos días, voy a presentar el tiempo de hoy. (*Good morning, I'm going to present today's forecast.*)

What will I know by the end of this unit:

I will be able to:

- Name weather conditions and seasons.
- Name and locate the main cities in Spain and Latin America.
- Describe the forecast with weather conditions and temperatures.
- Pronounce the vocabulary accurately.
- Recognise the vocabulary when written.
- Show understanding when hearing the words.
- Label the pictures, using matching activities.
- Take part in a role play (present the forecast with a partner).
- Ask someone how the weather is.
- Answer the question appropriately.

I will be able to play more elaborate games with my growing vocabulary.