

French

Level 1

Knowledge Organisers

French L1: Unit 1 - Greetings and Numbers

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say "Hello" and "Goodbye"
2. Pupils can say most, if not all of the numbers 1-10 in order.
3. Pupils can say please and thank you.
4. Pupils can answer the questions covered in the unit with a low level of accuracy.
5. Pupils can ask the questions covered in the unit with a low level of accuracy.
6. Pupils can accurately answer the questions covered in the unit.
7. Pupils can accurately ask the questions covered in the unit.
8. Pupils can respond to questions with multiple correct answers to the questions covered in the unit
9. Pupils can recreate some phonics and consistently use them accurately in their speech.
10. Pupils can say all the numbers 1-10, both in and out of order.

Learning Outcomes

Course Overview: Pupils will learn basic greetings and gain an understanding of the numbers 1-10. They will learn how to ask and answer a range of questions about their personal information such as what their name is and where do they live, in order to take part in role-playing activities and a number of games. Pupils will be encouraged to start writing and speaking consistently in full sentences.

Learning Outcomes: Pupils will be able to use greetings and numbers by answering simple questions. Pupils will have an introduction to some phonemes and graphemes in French.

Keywords - Unit 1

Bonjour / Au revoir	<i>Hello / Goodbye</i>
Salut	<i>Hi</i>
Merci	<i>Thank you</i>
Monsieur/ Madame/ Mademoiselle	<i>Mr, Mrs, Miss</i>
Oui/Non	<i>Yes / No</i>
S'il vous plaît	<i>Please</i>
C'est combien?	<i>How much is it?</i>
Comment t'appelles-tu?	<i>What is your name?</i>
Je m'appelle ___	<i>My names is ___</i>
Quel age as-tu?	<i>How old are you?</i>
J'ai ___ ans'	<i>I am ___ years</i>
Comment ça va?	<i>How are you?</i>
Ça va bien/mal	<i>It's going good / bad</i>
Où habites-tu?'	<i>Where do you live?</i>
J'habite ___'	<i>I live ___</i>

Numbers - Unit 1

Un	<i>One</i>
Deux	<i>Two</i>
Trois	<i>Three</i>
Quatre	<i>Four</i>
Cinq	<i>Five</i>
Six	<i>Six</i>
Sept	<i>Seven</i>
Huit	<i>Eight</i>
Neuf	<i>Nine</i>
Dix	<i>Ten</i>

Map



French L1: Unit 2 - Colours and Animals

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations

1. Pupils can say most of the colours covered in the unit
2. Pupils can say most of the animals covered in the unit
3. Pupils can say most of the numbers 11-20.
4. Pupils can ask and answer the questions introduced in the previous unit with a decent level of accuracy
5. Pupils can answer the questions introduced in this unit with some accuracy.
6. Pupils can accurately say all the colours covered in this unit
7. Pupils can accurately say all the animals covered in this unit
8. Pupils can ask the questions introduced in this unit.
9. Pupils can recreate some new phonics and consistently use the accurately in their speech.
10. Pupils can confidently say all the numbers 11-20.

Learning Outcomes

Course Overview: Pupils will continue to practise greetings and numbers, expanding on what they learnt in the previous unit by learning numbers 10-20. Pupils will begin to learn the names of colours and the names of animals through speaking, reading and writing activities, and games as well as learning how to use adjectives to describe nouns correctly. Pupils will also start to learn how to give preferences in regard to colours.

Learning Outcomes: The pupils will be able to match the numbers, colours and animals to their written words, and learn to recognise and answer some question words. Pupils will gain an understanding of more phonemes and graphemes.

Keywords - Unit 2

Le chein

Dog

Le chat

Cat

Le lepin

Rabbit

Le cochon d'inde

Guinea pig

Le cheval

Horse

La vache

Cow

Le mouton

Sheep

Le poisson

Fish

Tu as un animal?

Do you have an animal?

J'ai...

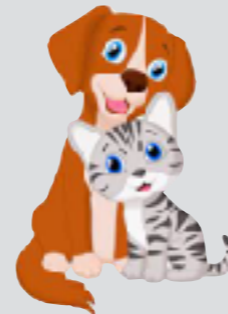
I have

Quelle est ta couleur préférée?

What is your favourite colour?

Ma couleur préférée est...

My favourite colour is...



Numbers - Unit 2

Onze

Eleven

Douze

Twelve

Treize

Thirteen

Quatorze

Fourteen

Quinze

Fifteen

Seize

Sixteen

Dix-sept

Seventeen

Dix-huit

Eighteen

Dix-neuf

Nineteen

Vingt

Twenty

Colours - Unit 2

Rouge

Red

Vert

Green

Bleu

Blue

Orange

Orange

Violet

Purple

Jaune

Yellow

Rose

Pink

Marron/Brun

Brown

Noir

Black

Blanc

White



French L1: Unit 3 - Days, Months, Seasons and Fruit

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.


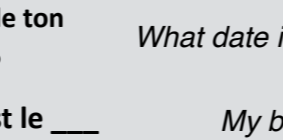
1. Pupils can say the seasons of the year.
2. Pupils can say some of the days of the week.
3. Pupils can say some of the months of the year.
4. Pupils can say some of the fruit covered in the unit.
5. Pupils can say at least half of the multiples of ten up to 100
6. Pupils can say most, if not all, of the months of the year.
7. Pupils can ask and answer the question "When is your birthday?" with some accuracy.
8. Pupils can say all of the days of the week.
9. Pupils can say most, if not all of the multiples of ten up to 100.
10. Pupils can say all of the fruit covered in the unit.

Learning Outcomes

Course Overview: Pupils will be able to identify the days of the week, months, seasons and names of fruit using songs and games to reinforce their learning. Pupils will be able to hold basic conversations involving words, phrases and themes covered in this unit, as well as building in previously learnt vocabulary including practising giving preferences.

Learning Outcomes: Pupils will be introduced to how sentences are arranged and be encouraged to use basic phrases and answer simple questions using days, months, seasons and fruit vocabulary.

Keywords - Unit 3

Au printemps		<i>Spring</i>
En été		<i>Summer</i>
En automne		<i>Autumn</i>
En hiver		<i>Winter</i>
La pomme		<i>Apple</i>
La poire		<i>Pear</i>
La banane		<i>Banana</i>
Le citron		<i>Lemon</i>
L'orange,		<i>Orange</i>
La pêche		<i>Peach</i>
La fraise		<i>Strawberry</i>
Les raisins		<i>Grapes</i>
Il y a ___		<i>There are ___</i>
C'est quelle couleur ?		<i>What colour is it?</i>
C'est combien ?		<i>How much is it?</i>
Quelle est la date de ton anniversaire ?		<i>What date is your birthday?</i>
Mon anniversaire est le ___		<i>My birthday is ___</i>
C'est ___		<i>It's ___</i>

Numbers - Unit 3

Dix	<i>Ten</i>
Vinght	<i>Twenty</i>
Trente	<i>Thirty</i>
Quarante	<i>Forty</i>
Cinquante	<i>Fifty</i>
Soixante	<i>Sixty</i>
Soixante-dix	<i>Seventy</i>
Quatre-vingt	<i>Eighty</i>
Quatre-vingt-dix	<i>Ninety</i>
Cent	<i>One Hundred</i>

Days & Months

Lundi	<i>Monday</i>	Janvier	<i>January</i>
Mardi	<i>Tuesday</i>	Fevrier	<i>February</i>
Mecredi	<i>Wednesday</i>	Mars	<i>March</i>
Jeudi	<i>Thursday</i>	Avril	<i>April</i>
Vendredi	<i>Friday</i>	Mai	<i>May</i>
Samedi	<i>Saturday</i>	Juin	<i>June</i>
Dimanche	<i>Sunday</i>	Julliet	<i>July</i>
		Août	<i>August</i>
		Septembre	<i>September</i>
		Octobre	<i>October</i>
		Novembre	<i>November</i>
		Decembre	<i>December</i>



French L1: Unit 4 - Food, Drink & Giving preferences

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say the phrases "I love", "I like", "I don't like" and "I hate".
2. Pupils can say a small amount of the foods learnt in this unit.
3. Pupils can say most of the drinks covered in this unit.
4. Pupils can say some of the letters of the alphabet in the foreign language.
5. Pupils can say the phrase "I would like" accurately.
6. Pupils can accurately ask the questions introduced in the unit
7. Pupils can say most of the letters of the alphabet in the foreign language
8. Pupils can say at least half of the food introduced in this unit.
9. Pupils can accurately say all of the fruit introduced in the previous unit.
10. Pupils can recreate some new phonics and consistently use them accurately in their speech

Learning Outcomes

Course Overview: Pupils will be able to give basic opinions on food and drink, gaining confidence in giving opinions that they have been introduced to in previous units. Pupils will be introduced to new food words, as well as more ways of giving their opinion. Pupils will practise reading, writing and speaking, roleplaying and transactional conversations with new vocabulary.

Leaning Outcomes: Pupils will give more in-depth opinions on different food and drink vocabulary and practise using what they've learnt in role-play situations. Pupils will continue to learn new French phonemes and graphemes and be introduced to the French alphabet.

Keywords - Unit 4

Comment ça va? *How are you?*

Ça va bien  *It's going well*

Comme ci comme ça *So-so*

Ça va mal *It is bad*

Ça va très bien *I'm very good*

Ça va très mal *It is not going well*

Combien ça coûte? *How much does it cost?*

Les boissons *Drinks*

Les desserts  *Deserts*

Deux plats *Two dishes*

Food & Drink - Unit 4

La pomme	<i>Apple</i>	Les céréales	<i>Cereal</i>
La poire	<i>Pear</i>	La salade	<i>Salad</i>
La banane	<i>Banana</i>	Les sandwichs	<i>Sandwiches</i>
Le citron	<i>Lemon</i>	Le beurre	<i>Butter</i>
L'orange	<i>Orange</i>	Le jambon	<i>Ham</i>
La pêche	<i>Peach</i>	Le fromage	<i>Cheese</i>
La fraise	<i>Strawberry</i>	Les saucisses	<i>Sausages</i>
Les raisins	<i>Grapes</i>	Les bonbons	<i>Sweets</i>
Le pain	<i>Bread</i>	Le gâteau	<i>Cake</i>
Le pain grillé	<i>Toast</i>	Les biscuits	<i>Biscuits</i>
La glace	<i>Ice</i>	La pizza	<i>Pizza</i>
Les frites	<i>Fries</i>	Le hamburger	<i>Hamburger</i>
Le hot-dog	<i>Hot-dog</i>	Les légumes	<i>Vegetables</i>
Le lait	<i>Milk</i>	Le jus d'orange	<i>Orange juice</i>
L'eau	<i>Water</i>	Le café	<i>Coffee</i>
Le thé	<i>Tea</i>	Le chocolat chaud	<i>Hot Chocolate</i>

French L1: Unit 5 - Family, Stories and Conversation

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say some of the family members.
2. Pupils can conjugate the verb 'to have' in the first and third person, in the present tense, with a low level of accuracy.
3. Pupils can conjugate the verb 'to be' in the first and third person, in the present tense, with a low level of accuracy.
4. Pupils can say some of the descriptive words covered in the unit.
5. Pupils can ask "do you have any brother or sisters?" and answer using the verb 'to have' and their family member vocabulary.
6. Pupils can accurately conjugate the verb 'to have' in the first and third person in the present tense.
7. Pupils can accurately conjugate the verb 'to be' in the first and third person in the present tense.
8. Pupils can say all the family members covered in the unit.
9. Pupils can fully conjugate the verb 'to have' in the present tense.
10. Pupils can fully conjugate the verb 'to be' in the present tense.

Learning Outcomes

Course Overview: Pupils will be introduced to vocabulary on different family members and how to describe them. Pupils will then build on what they have learnt in previous units by learning larger numbers and new questions, before using new vocabulary to hold longer and more complex conversations. Pupils will also learn how to conjugate the verbs 'to be' and 'to have' in the present tense.

Learning Outcomes: Pupils will learn vocabulary relating to family and work in pairs to have conversations in French about their families, using the new vocabulary learnt.

Keywords - Unit 5

Avoir	<i>To have</i>
J'ai	<i>I have</i>
Tu as	<i>You have</i>
Il/Elle a	<i>He/She has</i>
Nous avons	<i>We have</i>
Vous avez ils	<i>You have</i>
Elles ont	<i>They have</i>
Être	<i>To be</i>
Je suis	<i>I am</i>
Nous sommes	<i>We are</i>
Vous êtes	<i>You are</i>
Est-ce que tu as des frères/sœurs ?	<i>Do you have brothers/sisters?</i>
Oui, j'ai un frère/une sœur'	<i>Yes i have a brother/sister</i>
Non, je n'ai pas de frères/sœurs	<i>No I don't have a brother/sister</i>
Beau/Belle	<i>Beautiful/Pretty</i>
Petit/e/ Grand/e	<i>Small/Big</i>



Family & Numbers - Unit 5

Ma mère	<i>My mum</i>
Mon père	<i>My dad</i>
Ma sœur	<i>My sister</i>
Mon frère	<i>My brother</i>
Mon grand-père	<i>My grandad</i>
Ma grand-mère	<i>My grandma</i>
Vingt-et-un	<i>Twenty one</i>
Vingt-deux	<i>Twenty two</i>
Vingt-trois	<i>Twenty three</i>
Vingt-quatre	<i>Twenty four</i>
Vingt-cinq	<i>Twenty five</i>
Vingt-six	<i>Twenty six</i>
Vingt-sept	<i>Twenty seven</i>
Vingt-huit	<i>Twenty eight</i>
Vingt-neuf	<i>Twenty nine</i>
Trente	<i>Thirty</i>
Quarente	<i>Forty</i>
Cinquante	<i>Fifty</i>



French L1: Unit 6 - Cultural Diversity

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say most of the multiples of 10 up to 100.
2. Pupils can say one of each type of animal covered.
3. Pupils can say the phrases "I like..." and "my favourite animal is...".
4. Pupils can say some facts about the country.
5. Pupils can say most of the numbers 1-100.
6. Pupils can say several examples of each type of animal covered.
7. Pupils can give at least one reason for why they like an animal.
8. Pupils can accurately say all the colours covered across the units.
9. Pupils can say lots of animals of each type.
10. Pupils can say lots of facts of about the country.

Learning Outcomes

Course Overview: Pupils will learn about French culture, schools in France and the French speaking world. They will also revise all the vocabulary that they have covered in previous units such as animals, colours and numbers. Pupils will practise asking and answering all the questions that they have been introduced to in the previous units. Pupils will use these questions to practise speaking in full sentences.

Learning Outcomes: Pupils will learn interesting and fun facts about the culture of the country. Pupils will also continue to practise numbers and colours whilst revising everything that they've learnt so far this year. There will be more games and singing activities to aid learning.

Keywords - Unit 6

J'aime	<i>I like</i>
Je n'aime pas	<i>I don't like</i>
J'adore	<i>I love</i>
Je déteste	<i>I hate</i>
Quel est ton animal préféré?	<i>What is your favourite animal?</i>
Les animaux de la mer	<i>Sea animals</i>
Les animaux de la ferme	<i>Farm animals</i>
Les animaux domestiques	<i>Domestic animals</i>
Les animaux du safari	<i>Safari animals</i>
Pourquoi?	<i>Why?</i>



Animals and Numbers - Unit 6

Le poisson	<i>Fish</i>	Le zèbre	<i>Zebra</i>
La pieuvre	<i>Octopus</i>	Le buffle	<i>Buffalo</i>
La baleine	<i>Whale</i>	Le chien	<i>Dog</i>
Le requin	<i>Shark</i>	Le chat	<i>Cat</i>
Le dauphin	<i>Dolphin</i>	L'oiseau	<i>Bird</i>
Le crabe	<i>Crab</i>	Le serpent	<i>Snake</i>
L'étoile de mer	<i>Starfish</i>	Le lapin	<i>Rabbit</i>
La tortue	<i>Turtle</i>	Le cochon d'inde	<i>Guinea Pig</i>
La méduse	<i>Jellyfish</i>	Le hamster	<i>Hamster</i>
L'hippocampe	<i>Seahorse</i>	Le lézard	<i>Lizard</i>
L'éléphant	<i>Elephant</i>	Le taureau	<i>Bull</i>
La girafe	<i>Giraffe</i>	La vache	<i>Cow</i>
Le lion	<i>Lion</i>	Le coq	<i>Rooster</i>
La hyène	<i>Hyeena</i>	Soixante	<i>Sixty</i>
Le guépard	<i>Cheerah</i>	Soixante-dix	<i>Seventy</i>
Le rhinocéros	<i>Rhinoceros</i>	Quatre-vingt	<i>Eighty</i>
L'hippopotame	<i>Hippo</i>	Quatre-vingt-dix	<i>Ninety</i>
Le crocodile	<i>Crocodile</i>	Cent	<i>One Hundred</i>