

French

Level 3

Knowledge Organisers

French L3 - Unit 1: Verbs & Questions

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 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 conjugate the verb 'to have' in the present tense in the first person and in the third (singular and plural) person.
2. Pupils can conjugate the verb 'to be' in the present tense in the first person and in the third (singular and plural) person.
3. Pupils can say the infinitive for at least half of the verbs covered.
4. Pupils can conjugate all regular verbs covered in the first person present tense.
5. Pupils can answer familiar questions in at least short, accurate sentences.
6. Pupils can consistently conjugate some of the irregular verbs covered correctly in the first person present tense.
7. Pupils can say the infinitive for most of, if not all, of the verbs covered.
8. Pupils can conjugate regular verbs for multiple pronouns in the present tense.
9. Pupils can accurately conjugate most of the irregular verbs covered correctly, in the first person present tense.
10. Pupils can accurately and mostly consistently conjugate regular verbs in the present tense for all pronouns.

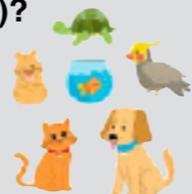
Learning Outcomes

Course Overview: Pupils will learn a range of common verbs and how to conjugate them in the present tense. Pupils will also revise how to conjugate the verbs 'to have' and 'to be'. Pupils will revise questions and answers about personal information that they have previously learnt. These will be used to practise conversations one-on-one and speaking in front of large groups.

Learning Outcomes: Pupils will learn to ask and answer questions to add to those they already know. These will include asking about hobbies, family members and physical attributes, for example, 'Do you have brown eyes?'

Keywords - Unit 1

Comment t'appelles-tu?	<i>What's your name?</i>
Je m'appelle...	<i>My name is...</i>
Est-ce que tu as?	<i>Do you have...?</i>
Quel(le) est ton animal/ta couleur préféré(e)?	<i>What is your favourite animal/colour?</i>
Où habites-tu?	<i>Where do you live?</i>
J'habite à...	<i>I live in...</i>
Est-ce-que tu fais...?	<i>What are you doing?</i>
Oui, je fais...	<i>Yes I do...</i>
Non, je ne fais pas...	<i>No, I do not...</i>
Est-ce-que tu joues...?	<i>Do you play...?</i>
Oui, je joue...	<i>Yes, I play...</i>
Non, je ne joue pas...	<i>No, I do not play...</i>
Quel âge as-tu?	<i>How old are you</i>
J'ai... ans'	<i>I'm ___ years old</i>
J'ai, tu as	<i>I have</i>
Il a	<i>He has</i>
Nous avons	<i>We have</i>
Vous avez	<i>You have</i>
Ils ont	<i>They have</i>



Keywords Continued - Unit 1

Aller		<i>Go</i>
Avoir		<i>To have</i>
Être		<i>To be</i>
Dormir		<i>To sleep</i>
Dire		<i>To say</i>
Écouter		<i>To listen</i>
Regarder		<i>To concern</i>
Aimer		<i>To like</i>
Faire		<i>To do</i>
Jouer		<i>To play</i>
Chanter		<i>To sing</i>
Je mange		<i>I eat</i>
J'écoute		<i>I listen</i>
Je regarde		<i>I watch</i>
Je joue		<i>I play</i>
Je chante		<i>I sing</i>

French L3 - Unit 2: TV, Music and Movies

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 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 examples of TV programme genres, music genres, and musical instruments.
2. Pupils can say most (if not all) of the film genres covered.
3. Pupils can give opinions on the programme, music and film genres and musical instruments covered and give reasons for their opinions.
4. Pupils can say the phrase "I play the..." when talking about instruments.
5. Pupils can answer questions pertaining to buying CDs and going to the cinema.
6. Pupils can say most of the TV programme genres, musical genres and musical instruments.
7. Pupils can give their opinions and reasons for those opinions in extended, grammatically correct sentences.
8. Pupils can improvise conversation about going to the cinema or buying music with some support.
9. Pupils can spontaneously hold conversations about going to the cinema or to buy music without any support.
10. Pupils can say every one of the TV programme genres, musical genres and musical instruments covered.

Learning Outcomes

Course Overview: Pupils will learn the vocabulary for genres of TV programme, movie, music and musicians as well as different types of musical instruments. Pupils will practise writing sentences by giving their opinions on all of the new vocabulary, as well as giving reasons for their preferences. In the case of music and musicians, pupils will listen to a range of French songs. Pupils will also role play buying items and going to the cinema.

Learning Outcomes: They will practise and apply this new knowledge in role plays such as a group of friends deciding on a film to see or a family choosing what to watch on TV.

Keywords - Unit 2

J'aime		<i>I like</i>
J'aime beaucoup		<i>I really like</i>
J'adore		<i>I love</i>
Je n'aime pas		<i>I do not like</i>
Je déteste		<i>I hate</i>
C'est nul		<i>It sucks</i>
C'est horrible		<i>It's horrible</i>
C'est ennuyeux		<i>It's boring</i>
C'est réconfortant		<i>It's comforting</i>
C'est génial		<i>It's awesome</i>
Un jeu télévisé		<i>A game show</i>
Un programme musical		<i>A music program</i>
Un documentaire		<i>A documentary</i>
Les informations		<i>Information</i>
Un programme sportif		<i>Sports program</i>
La publicité		<i>The advert</i>
Un programme de jardinage		<i>Garden program</i>
La météo		<i>Weather</i>
Un programme de bricolage		<i>DIY program</i>

Music & Instruments - Unit 2

La musique pop		<i>Pop music</i>
La musique rock		<i>Rock music</i>
La musique jazz		<i>Jazz music</i>
La musique classique		<i>Classical music</i>
La musique indie		<i>Indie music</i>
Le violon		<i>Violin</i>
La guitare		<i>Guitar</i>
La flute		<i>Flute</i>
La trompette		<i>Trumpet</i>
La batterie		<i>Drumkit</i>
Le piano		<i>Piano</i>
La harpe		<i>Harp</i>
Le trombone		<i>Trombone</i>
La clarinette		<i>Clarinet</i>
Qu'est-ce que vous désirez?		<i>What would you like?</i>
'Je voudrais...		<i>I want...</i>
Tu veux aller au cinéma?		<i>Do you want to go the cinema?</i>
C'est combien?		<i>How much is it?</i>

French L3 - Unit 3: Around the House and at School

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 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 up to half of the household furniture covered in the unit.
2. Pupils can say around half of the rooms of the house covered in the unit.
3. Pupils can write a somewhat accurate description of their house using using the phrase "In my house there is..." followed by the rooms and furniture they know.
4. Pupils can say most, if not all, of the school furniture covered in the unit.
5. Pupils can say at least half of the stationary covered.
6. Pupils can say over half of the household furniture covered in the unit.
7. Pupils can say most of the rooms covered in the unit.
8. Pupils can say most, if not all of the stationary covered in the unit.
9. Pupils can say all of the furniture covered in the unit.
10. Pupils can write a comprehensive description of their houses with accurate spelling and grammar using phrases like "in my house there is... and in the... there is..." followed by the rooms and furniture they know.

Learning Outcomes

Course Overview: Pupils will learn the vocabulary for the rooms of their house, the furniture in those rooms and the items in their bedrooms. Pupils will write describing homes that they are familiar with in real life, as well as those that they imagine themselves in. Pupils will learn the furniture and stationary that they would find in a classroom. There is a focus on games in this unit to help the pupils learn the high volume of vocabulary.

Learning Outcomes: They will talk about their home in more detail and list its features, comparing it to their friends' homes. Pupils will learn to talk about places they have visited or stayed on holiday.

Keywords - Unit 3

Le lit		<i>Bed</i>
L'armoire		<i>Wardrobe</i>
La commode		<i>Dresser</i>
Le bureau		<i>Office</i>
La chaise		<i>Chair</i>
La bibliothèque		<i>Library</i>
La lampe		<i>Lamp</i>
L'ordinateur		<i>Computer</i>
Le jouet		<i>Toys</i>
Le salon		<i>Living room</i>
Le jardin		<i>The garden</i>
Le balcon		<i>The balcony</i>
Le grenier		<i>The attic</i>
La cuisine		<i>The kitchen</i>
La salle de bain		<i>The bathroom</i>
La salle de jeux		<i>Games room</i>
La salle à manger		<i>Dining room</i>
La chambre		<i>Bedroom</i>
Le divan/le canapé		<i>Sofa</i>

School Items - Unit 3

Le bic		<i>Pen</i>
A règle		<i>Ruler</i>
Le taille-crayon		<i>Pencil sharpener</i>
Un cartable/le sac		<i>A satchel/a bag</i>
Le crayon		<i>Pencil</i>
Le livre		<i>Book</i>
La gomme		<i>Rubber</i>
Le stylo		<i>Pen</i>
La trousse		<i>Pencil case</i>
Le cahier		<i>Notebook</i>
L'ordinateur		<i>Computer</i>
La placard		<i>Closet</i>
Le tableau noir		<i>Blackboard</i>
Le bureau		<i>Office</i>

French L3 - Unit 4: Food & Eating Out

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 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 name around ten of the new foods, drinks and dishes.
2. Pupils can say if a food is healthy or unhealthy.
3. Pupils can say a small range of reasons why familiar foods are healthy or unhealthy.
4. Pupils can name categories of food and place the foods they know accurately in those categories.
5. Pupils can have a basic conversation, as if at a restaurant, by asking for food, a drink and the bill.
6. Pupils can say up to twenty foods, drinks and dishes.
7. Pupils can give multiple reasons for each food as to why it is healthy or unhealthy.
8. Pupils can have an extended conversation, as if they are at a restaurant, including asking for food, drink, the bill, give opinions on food and comment on whether the food is healthy or unhealthy.
9. Pupils can name over 20 foods, drinks and dishes covered in the unit.
10. Pupils will have an advanced conversation, as if they are at a restaurant, by ordering several dishes of different courses, order drinks, ask for the bill and have a wider conversation around healthy food and opinions.

Learning Outcomes

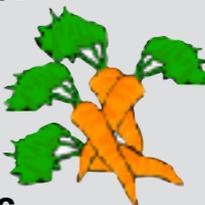
Course Overview: Pupils will learn the vocabulary for a wide range of foods as well as revising ones they already know. Pupils will also further their knowledge of how to order food and drinks in the context of a café or restaurant by role playing and learning phrases such as asking for the bill, complaining or complimenting the food. They will also be able to talk about what food is healthy and why it is healthy.

Learning Outcomes: They will play games and participate in role plays to practise the new language.

Keywords - Unit 4

J'aime		<i>I like</i>
Je n'aime pas		<i>I do not like</i>
J'adore		<i>I love</i>
Je déteste		<i>I hate</i>
Bon/ne(s)		<i>Good</i>
Préféré(e)s		<i>Preferred</i>
Délicieux/se(s)		<i>Delicious</i>
Est-ce que tu aimes...?		<i>Do you like...?</i>
Oui, j'aime...		<i>Yes, I love...</i>
Non, je n'aime pas...		<i>No, I do not like...</i>
Qu'est-ce que vous désirez?		<i>What would you like?</i>
Je voudrais...		<i>I want...</i>
Le goûter		<i>Afternoon tea</i>
La santé		<i>Health</i>
La vitamine C		<i>Vitamin C</i>
L'énergie		<i>Energy</i>

Food - Unit 4

Les haricots verts		<i>Green beans</i>
La pomme		<i>Apple</i>
Le croissant		<i>Croissant</i>
La crêpe		<i>Crepe</i>
La crème brûlée		<i>Crème Brûlée</i>
Le bœuf bourguignon		<i>Beef Bourguignon</i>
La baguette		<i>Baguette</i>
La salade aux fruits		<i>Fruit salad</i>
La tarte aux framboises		<i>Raspberry pie</i>
Les petits pois		<i>Peas</i>
La glace		<i>Ice</i>
Le poulet rôti		<i>Roast chicken</i>
La chou-fleur		<i>Cauliflower</i>
Le brioche		<i>Brioche</i>
Le steak frites		<i>Steak and chips</i>
Le pain complet		<i>Wholemeal bread</i>
Le pain grillé		<i>Toasted bread</i>
Le thon grillé		<i>Grilled tuna</i>
La côte de porc		<i>Pork chops</i>
Les carottes		<i>Carrots</i>
Le pain au chocolat		<i>Chocolate</i>

French L3 - Unit 5: Leisure, Sports and Time

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 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 up to half of the sports covered in the unit.
2. Pupils can say up to half of the leisure activities covered in the unit.
3. Pupils can say the verbs covered in order to mostly accurately say when events take place.
4. Pupils can accurately tell the time to the minute.
5. Pupils can confidently form sentences, giving reasons for their opinions on sports and activities.
6. Pupils can say most of the leisure activities covered in the unit.
7. Pupils can say most of the sports covered in the unit.
8. Pupils can form longer sentences about the time, including phrases that specify morning, afternoon and evening.
9. Pupils can say all the leisure activities covered and are confident using them in accurate sentences involving opinions and times.
10. Pupils can say all the sports covered and are confident using them in accurate sentences involving opinions and times.

Learning Outcomes

Course Overview: Pupils will learn the vocabulary for a range of sports and free time through crafts, games and reading activities. They will learn the correct verb to use for which sports they play and which sports they like or dislike. Pupils will practise this new vocabulary by writing about what sports and leisure activities they like and dislike, the reasons for their opinions, and what time an activity starts and finishes.

Learning Outcomes: Pupils will use knowledge from this and other units to be able to talk in detail about what activities they do, what they like the most and what time these activities take place.

Keywords - Unit 5

Qu'est-ce que tu aimes faire?		<i>What do you like to do?</i>
Faire		<i>To do</i>
Je joue,		<i>I'm playing</i>
Je fais		<i>I do</i>
Pourquoi?		<i>Why?</i>
Parce que'		<i>because</i>
C'est nul		<i>It sucks</i>
C'est ennuyeux		<i>It's boring</i>
C'est génial		<i>It's awesome</i>
C'est intéressant		<i>It's interesting</i>
C'est chouette		<i>It's nice</i>
C'est cool		<i>It's cool</i>
Quelle heure est-il?		<i>What time is it?</i>
À quelle heure part/arrive le train?		<i>What time does the train leave/arrive?</i>
À quelle heure ouvre/ferme le magasin?		<i>What time does the store open/close?</i>
À quelle heure finit/commence le collège?		<i>What time does college end/start?</i>
À quelle heure tu te lèves?		<i>What time do you wake up?</i>

Sports & Leisure - Unit 5

Au foot		<i>Football</i>
Au rugby		<i>Rugby</i>
Au tennis		<i>Tennis</i>
Au cricket		<i>Cricket</i>
Au basket		<i>Basketball</i>
Au volley		<i>Volleyball</i>
Au golf		<i>Golf</i>
Au hockey		<i>Hockey</i>
De l'équitation		<i>Horse riding</i>
De la danse		<i>Dance</i>
De la gymnastique		<i>Gymnastics</i>
Du vélo		<i>Biking</i>
De la boxe		<i>Boxing</i>
De la natation		<i>Swimming</i>
Du judo		<i>Judo</i>
Du karaté		<i>Karate</i>
Écouter de la musique		<i>Listen to music</i>
Danser		<i>Dancer</i>
Aller au cinéma		<i>Go to the cinema</i>
Jouer aux jeux vidéo		<i>Playing computer games</i>
Jouer aux cartes		<i>Playing cards</i>

French L3 - Unit 6: Friendships and Personalities

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 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, if not all the clothing items covered in the unit.
2. Pupils can say up to half of the physical adjectives.
3. Pupils can say most of the personality adjectives.
4. Pupils can fully conjugate the verb 'to be' in the present tense with a good level of consistency.
5. Pupils can write a short description of a friend with a low level of grammatical accuracy.
6. Pupils can say most of the physical adjectives.
7. Pupils can say all of the personality adjectives.
8. Pupils can write a longer description of a friend with a better level of grammatical accuracy.
9. Pupils can say all of the physical adjectives.
10. Pupils can write a comprehensive description of multiple people using a wide range of vocabulary and accurate grammar.

Learning Outcomes

Course Overview: Pupils will learn how to describe physical and non-physical characteristics such as hair, eye colour, height, weight, clothing and personalities. Pupils will practise conjugating familiar verbs in the present tense in order to describe themselves, someone they are talking to, and someone they are talking about. Pupils will practise what they learn in this unit through writing tasks and a big, active game.

Learning Outcomes: They will describe their friends, give reasons for why they like their friends and play riddle and interview games to practise what they have learnt.

Keywords - Unit 6

Être

To be



Je suis

I am

Tu es

You are

Il/elle/on est

He/She/It is

Nous sommes

We are



Vous êtes

You are

Ils/elles sont

They are

Appearance & Personality - Unit 6

La barbe

Beard

La moustache

Moustache

Les lunettes

Glasses

Petit/e, grand/e

Small/Large

De taille moyenne

Medium sized

Gros/se

Fat

Musclé/e

Muscular

Dans un fauteuil roulant

In a wheelchair

Des dreadlocks

Dreadlocks

Très

Very

Bouclés

Curly

Assez

Enough

Sportif/ve

Sporty

Marrant/e

Funny

Actif/ve

Active

Timide

Timid

Bavard/de

Talkative

Paresseux/se

Lazy

Sympa

Nice

