

# **French**

# **Level 4**

# **Knowledge Organisers**

# French L4 - Unit 1: Family & Friends

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can say all the family members covered.
2. Pupils can fully conjugate the verb 'to have' in the present tense with a good level of consistency.
3. Pupils can write sentences about who is in their family with a fairly good level of accuracy.
4. Pupils can use the adjectives covered to write mostly grammatically accurate descriptions of family members and friends.
5. Pupils can accurately and confidently ask familiar questions.
6. Pupils can confidently answer familiar questions in full sentences.
7. Pupils can fully and consistently conjugate the verb 'to have' in the present tense.
8. Pupils can use the adjectives covered to write longer descriptions of family members and friends with a high level of grammatical accuracy.
9. Pupils can write comprehensive descriptions of other people's families, including who is in it, what they look like and what their personalities are like with lots of variation of vocabulary and grammatical accuracy.
10. Pupils consistently and accurately pronounce multi-syllable words across familiar and unfamiliar language.

## Learning Outcomes

**Course Overview:** Pupils will revise the vocabulary for members of their family but with an additional focus on correctly gendering 'the' and 'my' as well as putting together a family tree. Pupils will practise their speaking by learning to ask and answer if they have any siblings. Pupils will learn more adjectives in order to describe physical characteristics of their family members.

**Learning Outcomes:** They will draw a simple family tree and practise speaking by talking about what their friends are like, what they enjoy doing together and what they have in common.

## Keywords - Unit 1

<b>Bonjour</b>	<i>Hello</i>
<b>Salut</b>	<i>Bye, Hi, Hello</i>
<b>Au revoir tout le monde</b>	<i>Goodbye everyone</i>
<b>Ma famille</b>	<i>My family</i>
<b>Ma mère</b>	<i>My mother</i>
<b>Mon père</b>	<i>My father</i>
<b>Ma sœur</b>	<i>My sister</i>
<b>Mon frère</b>	<i>My brother</i>
<b>Mes grands-parents</b>	<i>My grandparents</i>
<b>Mon grand-père</b>	<i>My grandfather</i>
<b>Ma grand-mère</b>	<i>My grandmother</i>
<b>Mon oncle</b>	<i>My uncle</i>
<b>Ma tante</b>	<i>My aunt</i>
<b>Ma cousine/mon cousin</b>	<i>My cousin</i>
<b>Avoir</b>	<i>To have</i>
<b>Nous avons</b>	<i>We have</i>
<b>Ils/elles ont</b>	<i>They have</i>
<b>Vous avez</b>	<i>You have</i>



## Keywords Continued - Unit 1

<b>Les yeux</b>	<i>Eyes</i>
<b>Les cheveux</b>	<i>Hair</i>
<b>Petit/e</b>	<i>Small</i>
<b>Grand/e</b>	<i>Big</i>
<b>De taille moyenne</b>	<i>Medium sized</i>
<b>Noir</b>	<i>Black</i>
<b>Marron</b>	<i>Brown</i>
<b>Blond</b>	<i>Blonde</i>
<b>Roux</b>	<i>Red</i>
<b>Ça va?'</b>	<i>How are you?</i>
<b>Quel âge as-tu?</b>	<i>How old are you?</i>
<b>Comment tu t'appelles?</b>	<i>What is your name?</i>
<b>Je m'appelle...</b>	<i>My name is...</i>
<b>L'arbre généalogique</b>	<i>Family tree</i>



# French L4 - Unit 2: Descriptions

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can confidently say all the colours covered with accurate pronunciation.
2. Pupils can say up to half of the new adjectives covered in the unit.
3. Pupils can say most of the prepositions covered in the unit.
4. Pupils can correctly gender and/or pluralise adjectives in conjunction with a noun with some consistency.
5. Pupils can understand the rules around word order in a sentence and apply those rules successfully.
6. Pupils can write a mostly grammatically correct description using the new vocabulary and mostly short sentences.
7. Pupils can say over half of the new adjectives.
8. Pupils can consistently correctly gender and pluralise adjectives in conjunction with a noun.
9. Pupils can say all of the prepositions covered in the unit.
10. Pupils can write a grammatically correct description using the new vocabulary covered in the unit and longer, multi-clause sentences.

## Learning Outcomes

**Course Overview:** Pupils will revise adjectives that they already know as well as learning new ones to describe size, texture and material through a series of games. Pupils will learn adjective placement and practise agreement with the noun through writing to describe tasks. Pupils will also learn prepositional language and will practise this through describing where things are placed in a town and a room that they have created.

**Learning Outcomes:** Pupils will practise speaking and writing the new vocabulary, using it in full sentences. This unit will then culminate in a descriptive piece of writing, using the grammar they have encountered in the unit.

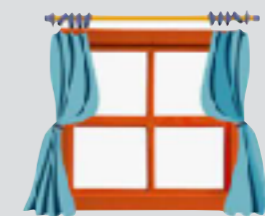
## Keywords - Unit 2

<b>Facile</b>	<i>Easy</i>
<b>Difficile</b>	<i>Hard</i>
<b>Vieux/vieille</b>	<i>Old</i>
<b>Chaud/e</b>	<i>Hot</i>
<b>Froid/e</b>	<i>Cold</i>
<b>Fort/e</b>	<i>Strong</i>
<b>Faible,</b>	<i>Weak</i>
<b>Plein/e</b>	<i>Full</i>
<b>Vide</b>	<i>Empty</i>
<b>Propre</b>	<i>Own</i>
<b>Intelligent</b>	<i>Clever</i>
<b>Doux</b>	<i>Soft</i>
<b>Intéressant/e</b>	<i>Interesting</i>
<b>Poli/e</b>	<i>Polite</i>
<b>Nouveau/nouvelle</b>	<i>New</i>
<b>Malade</b>	<i>Sick</i>
<b>Mort/e</b>	<i>Dead</i>



## Keywords Continued - Unit 2

<b>En vie</b>	<i>Desire</i>
<b>Foncé/e</b>	<i>Dark</i>
<b>Devant</b>	<i>Before</i>
<b>Dessus</b>	<i>Above</i>
<b>Sous</b>	<i>Under</i>
<b>à côté de</b>	<i>Beside</i>
<b>à gauche de</b>	<i>On the left</i>
<b>à droite de</b>	<i>On the right</i>
<b>Sur</b>	<i>On</i>
<b>Entre</b>	<i>Between</i>
<b>Une fenêtre</b>	<i>A window</i>
<b>Des étagères</b>	<i>Shelves</i>
<b>Une peinture</b>	<i>A painting</i>



# French L4 - Unit 3: Familiar Places

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can say most of the places and activities around town.
2. Pupils can write somewhat accurate sentences saying "I go to... to do...".
3. Pupils can say most of the rooms of the house.
4. Pupils can say all of the furniture covered in the unit.
5. Pupils can say most, if not all, of the prepositions covered.
6. Pupils can say most of the European countries.
7. Pupils can say all of the places and activities around town.
8. Pupils can write a range of grammatically accurate sentences saying "(pronoun) go/goes to ... to do ...".
9. Pupils can say all of the rooms of the house.
10. Pupils can say all of the countries of Europe covered.

## Learning Outcomes

**Course Overview:** Pupils will learn the vocabulary for what places there are around their towns and as a class create a new town. Pupils will then learn the activities that they do in different places around town. Pupils will learn how to conjugate the verb 'to go' in the present tense and practise speaking, saying where they go, but also where their friends go. Pupils will learn what rooms are in their house and what furniture is in those rooms. Pupils will start to learn some European countries.

**Learning Outcomes:** Pupils will talk about their home in more detail and list its features, comparing it to their friends' homes. They will create imaginary towns, stating where they go in these towns as well as orally describing specific rooms.

## Keywords - Unit 3

<b>Un parc</b>		<i>Park</i>
<b>Un supermarché</b>		<i>Supermarket</i>
<b>Un gare</b>		<i>Train station</i>
<b>Un cinéma</b>		<i>Cinema</i>
<b>Un café</b>		<i>Cafe</i>
<b>Un centre sportif</b>		<i>Sports centre</i>
<b>Un club des jeunes</b>		<i>Youth club</i>
<b>Un château</b>		<i>Castle</i>
<b>Une piscine</b>		<i>Swimming pool</i>
<b>Une poste</b>		<i>Post office</i>
<b>Un collège/une école</b>		<i>College/school</i>
<b>Une église</b>		<i>Church</i>
<b>Une bibliothèque</b>		<i>Library</i>
<b>Je vais</b>		<i>I'm going</i>
<b>Tu vas</b>		<i>You go</i>
<b>il/elle va</b>		<i>He/she goes</i>
<b>Nous allons</b>		<i>We are going</i>

## Keywords Continued - Unit 3

<b>Vous allez</b>	<i>You will</i>
<b>Faire du tourisme</b>	<i>Sightseeing</i>
<b>Faire du shopping</b>	<i>Shopping</i>
<b>Voyager par train</b>	<i>Travel by train</i>
<b>Encontrer des amis</b>	<i>Meet friends</i>
<b>Envoyer une lettre</b>	<i>Send a letter</i>
<b>La France</b>	<i>France</i>
<b>Le Royaume-Uni</b>	<i>United Kingdom</i>
<b>L'Espagne</b>	<i>Spain</i>
<b>L'Allemagne</b>	<i>Germany</i>
<b>La Grèce</b>	<i>Greece</i>
<b>L'Italie</b>	<i>Italy</i>
<b>Le Portugal</b>	<i>Portugal</i>
<b>L'Autriche</b>	<i>Austria</i>
<b>La Suisse</b>	<i>Switzerland</i>
<b>L'Irlande</b>	<i>Ireland</i>
<b>La Belgique</b>	<i>Belgium</i>
<b>La République Tchèque</b>	<i>Czech Republic</i>





# French L4 - Unit 4: Our World

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**



1. Pupils can say all countries of Europe covered in the unit.
2. Pupils can say between a third and a half of the new countries introduced in this unit.
3. Pupils can write sentences about what the weather is like in different seasons.
4. Pupils can write accurate sentences about what the weather is like in different seasons.
5. Pupils can say some new facts about the country.
6. Pupils can say at least one recyclable material, one action that is bad for the environment and one negative effect on the environment.
7. Pupils can say over half of the non-European countries covered in the unit.
8. Pupils can say lots of new facts about the country.
9. Pupils can say multiple recyclable materials, several actions that are bad for the environment and at least one negative effect on the environment.
10. Pupils can accurately and consistently distinguish between French speaking and non-French speaking countries.

## Learning Outcomes

**Course Overview:** Pupils will learn about other countries and cultures particularly French-speaking ones, learning things like their flag and geographical location. Pupils will also watch videos about France and create a fact file about the country. Pupils will revise the weather and seasons. Pupils will also learn vocabulary connected to the environment and create a booklet about what is bad for the environment and what can be done to help it.

**Learning Outcomes:** Pupils will work with flags and maps to be able to locate specific countries, as well as asking and answering questions about French-speaking countries in order to learn more about them, including what the weather is like in certain parts of the world.

## Keywords - Unit 4

<b>L'ambiance</b>		<i>The atmosphere</i>
<b>Le recyclage</b>		<i>Recycling</i>
<b>La boîte de conserve</b>		<i>Tin can</i>
<b>Les piles</b>		<i>Batteries</i>
<b>Le verre</b>		<i>Glass</i>
<b>Le papier</b>		<i>Paper</i>
<b>Le plastique</b>		<i>Plastic</i>
<b>Le compost</b>		<i>Compost</i>
<b>La terre</b>		<i>Earth</i>
<b>Le réchauffement</b>		<i>Reheating</i>
<b>Climatique</b>		<i>Climate</i>
<b>La sécheresse</b>		<i>Drought</i>
<b>Le tremblement de terre</b>		<i>Earthquake</i>
<b>Le trafic automobile</b>		<i>Traffic</i>
<b>Les émissions des pots d'échappement</b>		<i>Exhaust emissions</i>
<b>Le pesticide</b>		<i>Pesticides</i>
<b>Les pétroliers</b>		<i>Oil tank</i>
<b>Les déchets toxiques</b>		<i>Toxic waste</i>
<b>La centrale nucléaire</b>		<i>Nuclear plant</i>

## Countries - Unit 4

<b>L'Australie</b>		<i>Australia</i>
<b>La Nouvelle-Zélande</b>		<i>New Zealand</i>
<b>La Turquie</b>		<i>Turkey</i>
<b>La Chine</b>		<i>China</i>
<b>La Thaïlande</b>		<i>Thailand</i>
<b>L'Indonésie</b>		<i>Indonesia</i>
<b>Le Japon</b>		<i>Japan</i>
<b>La Russie</b>		<i>Russia</i>
<b>L'Arabie Saoudite</b>		<i>Saudi Arabia</i>
<b>L'Iraq</b>		<i>Iraq</i>
<b>L'Inde</b>		<i>India</i>
<b>Le Pakistan</b>		<i>Pakistan</i>
<b>L'Israël</b>		<i>Israel</i>
<b>Les États-Unis</b>		<i>United States</i>
<b>L'Argentine</b>		<i>Argentina</i>
<b>Le Kenya</b>		<i>Kenya</i>
<b>L'Afrique du Sud</b>		<i>South Africa</i>
<b>Le Canada</b>		<i>Canada</i>

# French L4 - Unit 5: Special Occasions

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can say a couple of facts about birthdays in France.
2. Pupils can confidently and accurately ask and answer when someone's birthday is.
3. Pupils can say four or five traditional items of French Christmas food.
4. Pupils can say three or four facts about Christmas in France.
5. Pupils can say several facts about Bastille Day.
6. Pupils can name some French celebrations and say a fact about most.
7. Pupils can say at least six examples of traditional French Christmas foods.
8. Pupils can say at least five facts about Christmas in France.
9. Pupils can name all the French celebrations covered and say at least one fact about each.
10. Pupils can flawlessly pronounce all numbers and months covered.

## Learning Outcomes

**Course Overview:** Pupils will learn vocabulary connected to special occasions. These will be Christmas, birthdays, Bastille Day and other French feast days and celebrations they may not have encountered before. Pupils will learn through a series of videos, creative activities and quizzes that will cover vocabulary such as food, traditions, dates and people connected to specific occasions.

**Learning Outcomes:** Pupils will talk about their birthdays, presents, cards and parties and move on to describing Christmas and what happens in their family. They will also speak about traditional celebrations in French-speaking countries.

## Keywords - Unit 5

<b>Joyeux anniversaire</b>		<i>Happy birthday</i>
<b>Joyeux Noël</b>		<i>Merry Christmas</i>
<b>Bonne année</b>		<i>Good year</i>
<b>Messe de minuit</b>		<i>Midnight mass</i>
<b>Le père Noël</b>		<i>Santa Claus</i>
<b>Le Réveillon de Noël</b>		<i>Christmas Eve</i>
<b>Les chaussons</b>		<i>Slippers</i>
<b>Le sapin de Noël</b>		<i>Christmas tree</i>
<b>Un bûcheron</b>		<i>Lumberjack</i>
<b>Le repas de Noël</b>		<i>Christmas dinner</i>

## Keywords - Unit 5

<b>Le saumon fumé</b>		<i>Smoked salmon</i>
<b>Le gazpacho de petits pois</b>		<i>Pea gazpacho</i>
<b>Les escargots</b>		<i>Snails</i>
<b>La dinde aux marrons</b>		<i>The brown turkey</i>
<b>Les médaillons de chevreuil</b>		<i>Deer medallions</i>
<b>Le homard grille</b>		<i>Lobster grills</i>
<b>Le nougat glacé aux fruits</b>		<i>Nougat with frozen fruits</i>
<b>Les Pâques</b>		<i>Easter</i>
<b>Fête du Travail</b>		<i>Labour day</i>
<b>Fête de la Victoire 1945</b>		<i>Victory Day 1945</i>
<b>Assomption, Armistice de 1918</b>		<i>Assumption Armistice of 1918</i>

# French L4 - Unit 6: Daily Routine

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can accurately and confidently tell the time.
2. Pupils can say most of the morning routine activities.
3. Pupils can say most of the afternoon routine activities.
4. Pupils can say at what time they do a routine activity in a sentence.
5. Pupils can say at least half of the sports and pastimes covered in the unit.
6. Pupils can write a simple weekly routine with several activities on each day with a good level of grammatical accuracy.
7. Pupils can say all of the morning routine activities.
8. Pupils can say all of the afternoon routine activities.
9. Pupils can say over two thirds of the sports and pastimes covered.
10. Pupils can write a complex weekly routine including a wide range of the activities and times on each day with a high level of grammatical accuracy.

## Learning Outcomes

**Course Overview:** Pupils will revise telling the time and learn how to talk about their daily routine including how to conjugate the verbs associated with it in the present tense. Pupils will create a comic based on this newly learnt vocabulary. Pupils will revise sports and pastimes and learn vocabulary for ones they haven't encountered yet as well as learning how to say what day they do different activities.

**Learning Outcomes:** They will talk about their daily routine, from getting up in the mornings, to what they do each day at school and how they spend their leisure time.

## Keywords - Unit 6

<b>Quelle heure est-il?</b>		<i>What time is it?</i>
<b>Et demie</b>		<i>Half past</i>
<b>Et quart,</b>		<i>Quarter past</i>
<b>Moins le quart</b>		<i>Quarter to</i>
<b>La routine quotidienne</b>		<i>Daily routine</i>
<b>Le matin</b>		<i>The morning</i>
<b>Je me réveille</b>		<i>I wake up</i>
<b>Je me lève</b>		<i>I'm getting up</i>
<b>Je me douche</b>		<i>Shower</i>
<b>Je m'habille</b>		<i>Dressing up</i>
<b>Je me brosse le cheveux</b>		<i>Brush my hair</i>
<b>Je prends le petit-déjeuner</b>		<i>I'm having breakfast</i>
<b>Je me brosse les dents</b>		<i>I brush my teeth</i>
<b>Je vais à l'école</b>		<i>I go to school</i>
<b>L'après-midi</b>		<i>The afternoon</i>

## Keywords - Unit 6

<b>Je rentre à la maison</b>		<i>I'm going home</i>
<b>Je fais mes devoirs</b>		<i>I do my homework</i>
<b>Je regarde la télé</b>		<i>I'm watching TV</i>
<b>Je joue les jeux-vidéos</b>		<i>I play video games</i>
<b>Je dîne</b>		<i>I dine</i>
<b>Je lis</b>		<i>I read</i>
<b>Je me lave</b>		<i>I wash myself</i>
<b>Je me couche</b>		<i>I go to bed</i>
<b>Nager</b>		<i>I swim</i>
<b>Écouter de la musique</b>		<i>Listen to music</i>
<b>Sortir avec mes amis</b>		<i>Go out with my friends</i>
<b>Faire du vélo</b>		<i>Ride a bike</i>
<b>Faire les magasins</b>		<i>To shop</i>
<b>Jouer au foot</b>		<i>Play football</i>
<b>Jouer au tennis</b>		<i>Play tennis</i>