

# **French**

# **Lite Level 2**

# **Knowledge Organisers**

# French Lite L2 - Unit 1: Revising Numbers and Telling Time

## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils can say all days of the week.
2. Pupils can say multiples of five up to 100 mostly accurately.
3. Pupils can tell the time to quarter hour increments with a low level of accuracy.
4. Pupils can say a couple of different time of day phrases.
5. Pupils can ask and answer the question 'When is your birthday?' with a low level of accuracy.
6. Pupils can say most numbers between 1 and 100.
7. Pupils can tell the time to quarter hour increments with a high level of accuracy.

## Learning Outcomes

**Course overview:** Pupils will revise the numbers and then start to learn how to tell the time, through various speaking activities.

**Learning Outcomes:** Pupils will learn to say the time on the hour and minutes past the hour, whilst linking their previous learning of the days of the week to discuss birthdays and dates.

## Keywords and phrases - Unit 1

Quelle heure est-il?		What time is it?
Il est deux heures		It's two o'clock
Et quart		And a quarter
Et demie		And a half
Moins le quart		Quarter to
Du matin		In the morning
De l'après-midi		Of the afternoon
Du soir		Evening
Midi		Midday
Minuit		Midnight
Lundi		Monday
Mardi		Tuesday
Mercredi		Wednesday
Jeudi		Thursday
Vendredi		Friday
Samedi		Saturday
Dimanche		Sunday
Janvier		January
Février		February
Mars		March
Avril		April
Mai		May
Juin		June
Juillet		July
Août		August
Septembre		September
Octobre		October
Novembre		November
Décembre		December

## Keywords and phrases - Unit 1

Au printemps		In Spring
En été		In Summer
En automne		In Autumn
En hiver		In Winter
Quelle est la date de ton anniversaire?		What date is your birthday?
Mon anniversaire c'est le...		My birthday is the...
Quelle est la date ?		What is the date?

## Numbers - Unit 1

Un	One	Quinze	Fifteen
Deux	Two	Seize	Sixteen
Trois	Three	Dix-sept	Seventeen
Quatre	Four	Dix-huit	Eighteen
Cinq	Five	Dix-neuf	Nineteen
Six	Six	Vingt	Twenty
Sept	Seven	Trente	Thirty
Huit	Eight	Quarante	Forty
Neuf	Nine	Cinquante	Fifty
Dix	Ten	Soixante	Sixty
Onze	Eleven	Soixante-dix	Seventy
Douze	Twelve	Quatre-vingt	Eighty
Treize	Thirteen	Quatre-vingt-dix	Ninety
Quatorze	Fourteen	Cent	One hundred

# French Lite L2 - Unit 2: Parts of the Body and Feeling Unwell

## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils can say most of the parts of the face.
2. Pupils can say most of the parts of the rest of the body.
3. Pupils can say 'I have hurt my...' followed by a body part with inconsistent accuracy and pronunciation.
4. Pupils can ask familiar questions with a good level of accuracy.
5. Pupils can answer familiar questions in full sentences with a mostly good level of accuracy.
6. Pupils can say all the parts of the body and face.
7. Pupils can say 'I have hurt my...' followed by a body part with a high level of variation, accuracy and pronunciation.

## Learning Outcomes

**Course overview:** : Pupils will be able to recognise and say parts of the body.

**Learning Outcomes:** : Pupils will learn to read the written word for each body part. Pupils will also be able to say what is wrong with them if they are feeling unwell.

## Keywords - Unit 2

<b>Rouge</b>	<i>Red</i>
<b>Vert</b>	<i>Green</i>
<b>Bleu</b>	<i>Blue</i>
<b>Orange</b>	<i>Orange</i>
<b>Violet</b>	<i>Purple</i>
<b>Jaune</b>	<i>Yellow</i>
<b>Rose</b>	<i>Pink</i>
<b>Marron/Brun</b>	<i>Brown</i>
<b>Noir</b>	<i>Black</i>
<b>Blanc</b>	<i>White</i>
<b>Gris</b>	<i>Gray</i>
<b>Le Visage</b>	<i>Face</i>
<b>Les Oreilles</b>	<i>Ears</i>
<b>Les Yeux</b>	<i>Eyes</i>
<b>Le Nez</b>	<i>Nose</i>
<b>La Bouche</b>	<i>Mouth</i>
<b>Les Dents</b>	<i>Teeth</i>
<b>Les Cheveux</b>	<i>Hair</i>
<b>La Tête</b>	<i>Head</i>
<b>Le Bras</b>	<i>Arm</i>
<b>La Jambe</b>	<i>Leg</i>
<b>La Main</b>	<i>Hand</i>
<b>Le Pied</b>	<i>Foot</i>
<b>Le Ventre</b>	<i>Stomach</i>
<b>Le Genou</b>	<i>Knee</i>
<b>Les épaules</b>	<i>Shoulders</i>



## Keywords - Unit 2

<b>Dix</b>	<i>Ten</i>
<b>Vingt</b>	<i>Twenty</i>
<b>Trente</b>	<i>Thirty</i>
<b>Quarante</b>	<i>Forty</i>
<b>Cinquante</b>	<i>Fifty</i>
<b>Soixante</b>	<i>Sixty</i>
<b>Soixante-dix</b>	<i>Seventy</i>
<b>Quatre-vingt</b>	<i>Eighty</i>
<b>Quatre-vingt-dix</b>	<i>Ninety</i>
<b>Cent</b>	<i>One hundred</i>
<b>Où as-tu mal?</b>	<i>Where does it hurt?</i>
<b>J'ai mal...</b>	<i>I Hurt</i>
<b>Comment ça va?</b>	<i>How are you?</i>
<b>Ça va bien</b>	<i>It's fine</i>
<b>Ça va mal</b>	<i>It's bad</i>
<b>Quelle est la date aujourd'hui?</b>	<i>What is the date today?</i>
<b>Qu'est-ce que tu couleur préférée?</b>	<i>What is your favourite colour?</i>

# French Lite L2 - Unit 3: New Food and Drink

## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils can say most of the vegetables and ice-cream flavours covered in the unit.
2. Pupils can say most, if not all of the familiar food and drinks.
3. Pupils can ask and answer the questions covered in the unit with a low level of accuracy.
4. Pupils can say how much an item weighs in kilos.
5. Pupils can say 'I like...' and 'I dislike...' accurately.
6. Pupils can say all of the vegetables and ice-cream flavours covered.
7. Pupils can ask and answer the questions covered in this unit with a mostly good level of accuracy.

## Learning Outcomes

**Course overview:** Pupils will learn to say some new foods that they like and dislike, in addition to what they have previously learnt.

**Learning Outcomes:** Pupils will correctly use the language to order food in a café or at the market in role-playing activities.

## Food and Drink - Unit 3

<b>Le Pain</b>		<i>Bread</i>
<b>Le Salade</b>		<i>Salad</i>
<b>Le Sandwich</b>		<i>Sandwich</i>
<b>Le Fromage</b>		<i>Cheese</i>
<b>Les Bonbons</b>		<i>Sweets</i>
<b>Le Gâteau</b>		<i>Cake</i>
<b>Les biscuits</b>		<i>Biscuits</i>
<b>La Glace</b>		<i>Ice cream</i>
<b>La Pizza</b>		<i>Pizza</i>
<b>Le Lait</b>		<i>Milk</i>
<b>Le Jus d'orange</b>		<i>Orange juice</i>
<b>L'eau</b>		<i>Water</i>
<b>Le Café</b>		<i>Coffee</i>
<b>Le Thé</b>		<i>Tea</i>
<b>Le Chocolat chaud</b>		<i>Hot chocolate</i>
<b>Deux kilos</b>		<i>Two kilos</i>
<b>Les Bananes</b>		<i>Bananas</i>
<b>Les Pommes</b>		<i>Apples</i>
<b>Les Oranges</b>		<i>Oranges</i>
<b>Les Raisins</b>		<i>Grapes</i>
<b>Les Tomates</b>		<i>Tomatoes</i>
<b>Les Pommes de terres</b>		<i>Potatoes</i>
<b>Le brocoli</b>		<i>Broccoli</i>
<b>Les Oignons</b>		<i>Onions</i>
<b>Le Concombre</b>		<i>Cucumber</i>
<b>Les Carottes</b>		<i>Carrots</i>

## Keywords and phrases- Unit 3

<b>Est-ce que tu aimes...?</b>		<i>Do you like...?</i>
<b>Oui, j'aime....</b>		<i>Yes I like</i>
<b>Non, je n'aime pas</b>		<i>No, I don't like</i>
<b>Qu'est-ce que vous désirez?</b>		<i>What do you want?</i>
<b>Je Voudrais...</b>		<i>I would like to...</i>
<b>S'il Vous plaît</b>		<i>Please</i>
<b>La Glace à la vanille</b>		<i>Vanilla ice cream</i>
<b>À la menthe</b>		<i>Mint-flavoured</i>
<b>Quelle est ta glace préférée?</b>		<i>What is your favourite ice cream?</i>
<b>C'est combien?</b>		<i>How much is it?</i>
<b>C'est... euros</b>		<i>It's... Euros</i>

# French Lite L2 - Unit 4: Likes and Dislikes

## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**




1. Pupils can give their opinions in accurate sentences.
2. Pupils can ask 'What do you like?' with a mostly good level of accuracy.
3. Pupils can ask 'What do you think of...?' with a mostly good level of accuracy.
4. Pupils can say most of the toys covered in the unit.
5. Pupils can draw on a small pool of up to ten memorised nouns with which to give their opinion.
6. Pupils can say all of the toys covered in the unit.
7. Pupils can draw on a large pool of more than ten memorised nouns with which to give their opinion.

## Learning Outcomes

**Course overview:** Pupils will be encouraged to give their opinions and build on their proficiency of holding a conversation.

**Learning outcomes:** Pupils will be able to elaborate further on the things they like and dislike by matching phrases and creating short statements.

## Keywords and phrases- Unit 4

<b>Est-ce tu aimes ...?</b>		<i>Do you like... ?</i>
<b>J'aime</b>		<i>I like</i>
<b>Je n'aime pas</b>		<i>I do not like</i>
<b>Je Deteste</b>		<i>I hate</i>
<b>J'adore</b>		<i>I love</i>
<b>Les Choux</b>		<i>Cabbage</i>
<b>Le Chocolat</b>		<i>Chocolate</i>
<b>La Natation</b>		<i>Swimming</i>
<b>Le Gâteau</b>		<i>Cake</i>
<b>Le Lundi</b>		<i>Monday</i>
<b>Les Bananes</b>		<i>Bananas</i>
<b>Les Chats</b>		<i>Cats</i>
<b>Les Pommes</b>		<i>Apples</i>
<b>La Neige</b>		<i>Snow</i>
<b>La Pluie</b>		<i>Rain</i>
<b>Les Légumes</b>		<i>Vegetables</i>

## Keywords - Unit 4

<b>Les Jouets</b>		<i>Toys</i>
<b>La Télévision</b>		<i>Television</i>
<b>Les Montages russes</b>		<i>Roller coaster</i>
<b>Les Hot-dogs</b>		<i>Hot dogs</i>
<b>Les Maths</b>		<i>Maths</i>
<b>La Science</b>		<i>Science</i>
<b>Faire</b>		<i>Do</i>
<b>La Queue</b>		<i>Queuing</i>
<b>Les Bonbons</b>		<i>Sweets</i>
<b>Les Cadeaux</b>		<i>Gifts</i>
<b>Les Frites</b>		<i>Fries</i>
<b>L'argent</b>		<i>Money</i>
<b>La Lecture</b>		<i>Reading</i>
<b>La Boue</b>		<i>Mud</i>
<b>La Ballon</b>		<i>Ball</i>
<b>La Poupée</b>		<i>Doll</i>
<b>Les Cartes</b>		<i>Cards</i>
<b>Le Nounours</b>		<i>Teddy bear</i>
<b>Les Légos</b>		<i>Lego</i>
<b>La Voiture</b>		<i>Car</i>
<b>La Console</b>		<i>Console</i>
<b>La BD</b>		<i>Comics</i>



# French Lite L2 - Unit 5: Weather and Transport

## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils can say at least four of the weather phrases accurately.
2. Pupils can ask 'What is the weather like (today)?' with a good level of accuracy and pronunciation.
3. Pupils can say most of the methods of transport covered in the unit.
4. Pupils can ask and answer familiar questions with a good level of accuracy.
5. Pupils can put appropriate weather and transport together in the language.
6. Pupils can say most, if not all of the weather phrases accurately.
7. Pupils can say all of the methods of transport accurately.

## Learning Outcomes

**Course overview:** Pupils will be learning about family and how to introduce members of their family in French whilst having the opportunity to watch French stories and listen to native speakers.

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

## Weather and Transport - Unit 5

<b>Quel temps fait-il?</b>		<i>What's the weather like?</i>
<b>Il fait froid</b>		<i>It's cold</i>
<b>Il y a du soleil</b>		<i>It's sunny</i>
<b>Il y a des nuages</b>		<i>It's cloudy</i>
<b>Il y a du vent</b>		<i>It's snowing</i>
<b>Il neige</b>		<i>It's snowing</i>
<b>Il fait chaud</b>		<i>It's hot</i>
<b>Il pleut</b>		<i>It's raining</i>
<b>L'avion</b>		<i>The plane</i>
<b>La Voiture</b>		<i>The car</i>
<b>Le vélo</b>		<i>The bike</i>
<b>Le Bateau</b>		<i>The boat</i>
<b>Le Bus</b>		<i>The bus</i>
<b>La Moto</b>		<i>The motorbike</i>
<b>Le train</b>		<i>The train</i>

## Numbers - Unit 5

<b>Vingt et un</b>	<i>Twenty one</i>
<b>Vingt-deux</b>	<i>Twenty two</i>
<b>Vingt-trois</b>	<i>Twenty three</i>
<b>Vingt-quatre</b>	<i>Twenty four</i>
<b>Vingt-cinq</b>	<i>Twenty five</i>
<b>Vingt-six</b>	<i>Twenty six</i>
<b>Vingt-sept</b>	<i>Twenty seven</i>
<b>Vingt-huit</b>	<i>Twenty eight</i>
<b>Vingt-neuf</b>	<i>Twenty nine</i>
<b>Trente</b>	<i>Thirty</i>
<b>Trente et un</b>	<i>Thirty one</i>
<b>Trente-deux</b>	<i>Thirty two</i>
<b>Trente-trois</b>	<i>Thirty three</i>
<b>Trente-quatre</b>	<i>Thirty four</i>
<b>Trente-cinq</b>	<i>Thirty five</i>
<b>Trente-six</b>	<i>Thirty six</i>
<b>Trente-sept</b>	<i>Thirty seven</i>
<b>Trente-huit</b>	<i>Thirty eight</i>
<b>Trente-neuf</b>	<i>Thirty nine</i>
<b>Quarante</b>	<i>Forty</i>
<b>Quarante et un</b>	<i>Forty one</i>
<b>Quarante-deux</b>	<i>Forty two</i>
<b>Quarante-trois</b>	<i>Forty three</i>
<b>Quarante-quatre</b>	<i>Forty four</i>
<b>Quarante-cinq</b>	<i>Forty five</i>
<b>Quarante-six</b>	<i>Forty six</i>
<b>Quarante-sept</b>	<i>Forty seven</i>
<b>Quarante-huit</b>	<i>Forty eight</i>
<b>Quarante-neuf</b>	<i>Forty nine</i>
<b>Cinquante</b>	<i>Fifty</i>

# French Lite L2 - Unit 6: Clothing and Shops

## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils can say six or seven items of clothing.
2. Pupils can say the phrase 'I am wearing...' followed by items of clothing.
3. Pupils can say between four and six of the shops covered in the unit.
4. Pupils can ask 'How much does it cost?'
5. Pupils can answer 'How much does it cost?'
6. Pupils can say eight or more items of clothing.
7. Pupils can say over half of the shops.

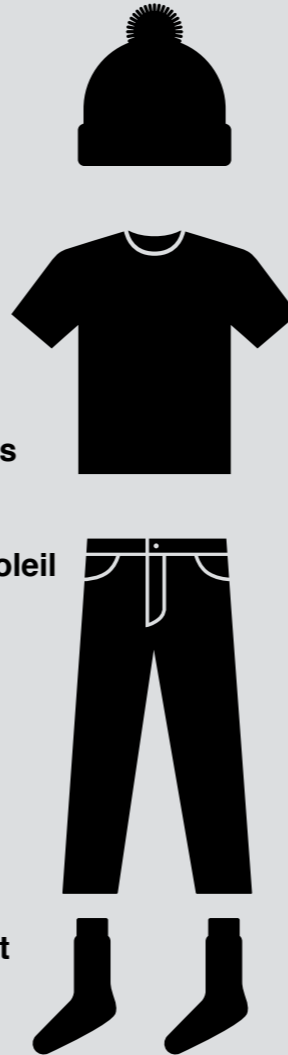
## Learning Outcomes

**Course overview:** Pupils will learn about French culture and life in France.

**Learning outcomes:** Pupils will also continue to practise numbers and colours whilst revising everything that they have learnt so far this year. They will also learn about the culture of the country. There will be more games and singing activities to aid learning.

## Clothing - Unit 6

<b>Les Chaussures</b>		<i>Shoes</i>
<b>Le T-shirt</b>		<i>T-shirt</i>
<b>Le Sweat-shirt</b>		<i>Sweatshirt</i>
<b>Le Chemisier</b>		<i>Blouse</i>
<b>La Chemise</b>		<i>Shirt</i>
<b>Le Pantalon</b>		<i>Pants</i>
<b>Le Pull</b>		<i>Sweater</i>
<b>La Jupe</b>		<i>Skirt</i>
<b>La Cravate</b>		<i>Tie</i>
<b>Les Chaussettes</b>		<i>Socks</i>
<b>Les Baskets</b>		<i>Sneakers</i>
<b>Les Lunettes de soleil</b>		<i>Sunglasses</i>
<b>Le Chapeau</b>		<i>Hat</i>
<b>Les Grants</b>		<i>Gloves</i>
<b>L'écharpe</b>		<i>Scarf</i>
<b>La Robe</b>		<i>Dress</i>
<b>La Veste</b>		<i>Jacket</i>
<b>Le Survêtement</b>		<i>Tracksuit</i>
<b>La Casquette</b>		<i>Cap</i>
<b>Le Jean</b>		<i>Jeans</i>
<b>Le Manteau</b>		<i>Coat</i>
<b>Le Short</b>		<i>Shorts</i>
<b>Le Maillot de bain</b>		<i>Bathing suit</i>
<b>Les Sandals</b>		<i>Sandals</i>



## Clothing and Shops - Unit 6

<b>Le marchand de journaux</b>		<i>The newsagent</i>
<b>La boulangerie</b>		<i>The bakery</i>
<b>La pharmacie</b>		<i>The pharmacy</i>
<b>Le Magasin de jouets</b>		<i>The Toy store</i>
<b>Le magasin de chaussures</b>		<i>The shoe store</i>
<b>Le Magasin de vêtements</b>		<i>The clothing store</i>
<b>L'animalerie</b>		<i>The pet store</i>
<b>La Boucherie</b>		<i>The butcher</i>
<b>Le Fleuriste</b>		<i>The florist</i>
<b>La Station essence</b>		<i>The petrol station</i>
<b>La Librairie</b>		<i>The bookstore</i>
<b>La Bijouterie</b>		<i>The jewellery store</i>
<b>Est-ce que tu aimes...?</b>		<i>Do you like...?</i>
<b>Oui, j'aime...</b>		<i>Yes, I like...</i>
<b>Non, je n'aime pas....</b>		<i>No, I don't like...</i>
<b>C'est combien?</b>		<i>How much is it?</i>
<b>C'est... euros</b>		<i>It's... euros</i>
<b>Qu'est ce que tu portes</b>		<i>What are you wearing?</i>
<b>Je porte...</b>		<i>I'm wearing</i>