

# Year 5 – French Knowledge organiser

The TWINKL Progression Map (attached) further, breaks down the NC objectives sections to show progression between LKS2 and UKS2 under the headings:

- Listening and speaking/oracy
- Reading and Writing/Literacy
- Stories, songs poems and rhymes
- Grammar



## MFL (delivered through TVWINKL French Scheme of work)

KS2 National Curriculum objectives:

Pupils should be taught: to

- 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
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### Autumn 1 – Getting to Know You

- demonstrate their prior learning from previous units:
- say a simple future sentence;
- give an intention for the immediate future;
- use body language or gesture to help understand;
- say how they are feeling;
- follow a simple story and recognise key vocabulary;
- present information about themselves with support.

- recognise the difference between English and French future tenses;
- ask how to spell a word in French;
- name the accents on French alphabet letters;
- substitute vocabulary to change a sentence;
- orally make a short personal presentation.
- use the terms auxiliary verb and infinitive verb;
- spell out words using the correct letter names, including accents;
- explain how adjectives are different according to the gender of the noun;
- follow a story and take an educated guess at unknown words, using their reading strategies;
- make a longer personal presentation by combining a range of topic knowledge.

#### Key vocabulary includes:

Médecin (m/ɒ) [Doctor], Dentiste (m/ɒ) [Dentist], Aviateur/Aviatrice [Pilot], Soldat [Soldier], Coiffeur/ Coiffeuse [Hairdresser], Professeur/ Professeure [Teacher], Fermier/ Fermière [Farmer], Artiste (m/ɒ) [Artist], Pompier (m/ɒ) [Fire fighter], Futur simple [Simple future tense], Verbe (m) [Verb].

Accent (m) [Accent], Aigu ˘ [Acute], Grave ˘ [Grave], Circonflexe ˆ [Circumflex], Tréma ˆ [Dieresis or umlaut], Cédille, [Cedilla], Lettre (f) [Letter], Prénom (m) [First name], Écrit [Written], Epeler [To spell], Majuscule [Capital], Minuscule [Lower case].

Énervé(e) [Annoyed], Heureux/euse [Happy], Fatigué(e) [Tired], Impatient(e) [Excited/Hyper], Anxieux/Euse [Worried/Nervous], Fâché(e) [Angry/cross], Triste [Sad], Effrayé(e) [Scared], Adjectif (m) [Adjective], Comment ça va ? [How are you?], Je suis... [I feel...]

Aller [To go], Je vais [I go], Tu vas [You go], Il/ Elle/On va [He/She/It/One goes], Faire [To do/ make], Traverser [To cross], Manger [To eat], Arriver [To arrive], Propulser [To push], Tomber [To fall], Marcher [To walk], Courir [To run], Bouc (m) [Goat], Vallée (f) [Valley], Colline (f) [Hill], Rivière (f) [River], Pont (m) [Bridge], Petit-déjeuner (m) [Breakfast], Sabot (m) [Hoof].

### Autumn 2 – All about Ourselves

- name some parts of the body
- respond appropriately when asked a simple question
- give a simple description of their eyes and hair
- place the adjective correctly in a simple sentence
- use a small number of everyday verbs in simple dialogues
- make simple statements in the third person
- match emotion/health words with their pictures
- explain why adjectives change in French but not in English
- spell adjectives correctly according to gender/ number
- vary sentences by substituting other verbs, nouns or adjectives
- identify whether a sentence is in first, second or third person
- respond to questions about their emotions or health with confidence
- name facial features
- extend a description using a conjunction and further adjectives
- make noun/adjective combinations 'agree' according to gender and number, in pronunciation
- ask and answer questions about everyday actions in the classroom
- make questions and answers in the third person; • say how they are feeling

#### Key vocabulary includes:

les cheveux (m) [hair], les dents (f) [teeth], lèvres (f) [lip], joue (f) [cheek], menton (m) [chin], cou (m) [neck], poitrine (f) [chest], dos (m) [back], doigt (m) [finger], pouce (m) [thumb], orteil (m) [toe], derrière (m) [bottom], voici [this is], corps (m) [body], visage (m) [face].

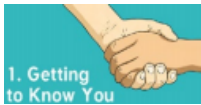
les cheveux [hair], long(s) [long], court(s) [short (length)], mi-long(s) [medium/average], raides [straight], bouclés [curly], ondulés [wavy], blonds [blonde], châtain(s) [chestnut brown], roux [ginger], noirs [black], les yeux [eyes], bleu(s) [blue], vert(s) [green], gris [grey], adjectifs [adjective].

Qu'est-ce que tu fais ? [What are you doing?], prends [take], cherche [look for], ouvre [open], ferme [close], range [tidy], écris [write], lis [read], aide [help], croise [fold/cross], pose [put down/place], tends [stretch], lève [raise/lift], ami (m) [friend], phrase (f) [sentence].

il porte [he's wearing], elle porte [she's wearing], Qu'est-ce qu'il/elle porte ? [What's he/she wearing?], colour adjectives, clothing nouns

heureux/heureuse [happy], désolé(e) [sorry], énervé(e) [annoyed], fatigué(e) [tired], fier/ fière [proud], surpris(e) [surprised], fâché(e) [angry], content(e) [pleased], triste [sad], je suis [I am], tu es [you are - informal], Comment te sens-tu aujourd'hui ? [How are you feeling today?]

J'ai mal [I've got a pain], avoir mal au coeur [to feel sick], médecin (m) [doctor], médicament (m) [medicine], malade [ill], Qu'est-ce qui ne va pas ? [What's the matter?], au /à la /à l' / aux... [in the...]



1. Getting to Know You



2. All About Ourselves

## Spring 1 – That’s Tasty



- listen and respond to topic vocabulary
- answer questions orally using the topic vocabulary
- write an answer in a sentence using a modelled sentence.
- take part in role play using the key phrases studied.
- interpret a chart written in French.
- write words and phrases from memory.
- use the correct masculine or feminine form of adjectives.
- use the correct masculine or feminine form for 'some.'
- write sentences from memory.
- use the correct masculine, feminine or plural form of adjectives.
- use the correct masculine, feminine or plural for 'some.'

### Key vocabulary includes:

J'ai soif (I'm thirsty), les boissons chaudes (hot drinks), les boissons froides (cold drinks), le thé (m) [tea], le café (m) [coffee], le café au lait (m) [coffee with milk], le coca (m) [cola], la limonade (f) [lemonade], le jus d'orange (m) [orange juice], l'eau (f) [water], une bouteille (f) [bottle], une tasse (f) [cup], un verre (m) [glass], de l'eau. Qu'est-ce que vous désirez boire ? [What would you like to drink?], Je voudrais... [I would like.....]

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche [Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday] ...heures [...o'clock] ...heures et demie [...half past] Quelle heure est-il ? [What time is it?] ouvert/fermé [closed] A quelle heure ? [What time?]

le petit déjeuner (m) [breakfast], la nourriture (f) [food], une baguette (f) [bread - baguette], un croissant (m) [croissant], un yaourt (m) [yoghurt], de la confiture (f) [jam], des céréales (f) [cereals], un pain de chocolat (bread, also known by the French name), les boissons (f) [drinks], un thé (m) [tea], un café (m) [coffee], un chocolat chaud (m) [hot chocolate], un jus d'orange(m) [orange juice], de l'eau (f) [water], du lait (m) [milk] pour [for] mon (m) [my], je voudrais... [I would like...], et [and]

le sandwich (m) [sandwich], le pain (m) [bread], la baguette normale (f) [white bread], le pain complet (m) [wholemeal bread], le pain aux herbes (m) [herby bread], Qu'est-ce que vous désirez ? [What would you like?], Je voudrais... [I would like...], les viandes (f) [meats], le rôti (m) [roast beef], le jambon (m) [ham], le poulet (m) [chicken], le saucisson sec (m) [salami], les légumes (m) [vegetables], les tomates (f) [tomatoes], l'aiguon (f) [lettuce], le concombre (m) [cucumber], l'oignon (m) [onion].

J'aime (I like) manger (to eat) le chocolat (m) [chocolate], le gâteau (m) [cake], les chips (f) [crisps], les frites (f) [chips], la crêpe (f) [pancake], la sucrerie (f) [lollipop], le hot-dog (m) [hot dog], la glace (f) [ice cream], délicieux (m) [delicious], amer (m) [bitter], sucré (m) [sugary], sale (m) [salty], chaud (m) [hot], froid (m) [cold], croquant (m) [crunchy], mou (m) [soft], savoureux (m) [savoureux], collant (m) [collant], crémeux (m) [creamy] parce que [because] trop [too].

Qu'est-ce que vous désirez, sur votre pizza ? [What would you like on your pizza?], la purée de tomates (f) [tomato puree], le fromage (m) [cheese], le pesto (m) [pesto], le saucisson sec (m) [salami], les tomates (f) [tomatoes], l'aiguon (m) [lettuce], les champignons (m) [mushrooms], l'oignon (m) [onion], le jambon (m) [ham], le bacon (f) [bacon], je voudrais... [I would like...]



## Spring 2 – Family and Friends

- join in traditional songs and rhymes
- recognise rhyming sounds
- use 1st person possessive adjs confidently and recognise that 3rd person is different; • introduce family members
- say what sort of home they live in and name items inside
- give a simple opinion about a named animal or object
- construct a simple sentence about a variety of topics.
- suggest alternative sentences/song phrases by substituting new vocabulary
- make increasingly complex descriptive links between family members
- differentiate between first and third person possessive adjectives and verbs and use them appropriately
- discuss similarities and differences between French/English terms for the same idea
- extend sentences and support opinions by using conjunctions
- respond appropriately to the meaning of songs/ rhymes
- suggest other rhyming words to extend a set
- differentiate between first and third person possessive adjectives and verbs
- describe their home by size and say where items can be found
- give a variety of opinions; • join two clauses with 'et' or 'mais' appropriately.

### Key vocabulary includes:

mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], fille (f) [daughter], fils (m) [son], enfant (m/f) [child].

chien (m) [dog], chat (m) [cat], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [hen], ici [there], par-là [there], partout [everywhere], vieux [old], dit [say-third person], ferme (f) [farm].

chaumière (f) [cottage], château (m) [castle], maison (f) [house], appartement (m) [flat], ferme (f) [farm]

brosse à dents (f) [toothbrush], télévision (f) [TV set], four (m) [oven/cooker], couteau (m) [knife], nounours (m) [teddy bear], four (m) [oven], autrui (m) [familiar], lit (m) [bed], valise (f) [suitcase], baignoire (f) [bath], escargot (m) [snail], tapis (m) [doormat], Le/La \_\_\_ est dans le/la \_\_\_. [The \_\_\_ is in the \_\_\_].

mignon (n) [cute], amusant (e) [funny], effrayant (m) [scary], dangereux/se [dangerous], amical (e) [friendly], beau/belle [beautiful], Quelle est ton opinion ? [What do you think?], j'aime [I like], je n'aime pas [I don't like], j'adore [I love], je déteste [I hate], pourquoi ? [why?], parce que [because].

phrase (f) [sentence], conjonction (f) [conjunction], et [and], mais [but], verbe (m) [verb], nom (m) [noun].



## Summer 1 – School Life

- listen and respond to topic vocabulary
- answer questions orally using the topic vocabulary
- answer questions in writing using the topic vocabulary
- take part in a conversation with a partner and show it to an audience
- use the pronouns 'ils' and 'elles' to replace two people's names.
- use the pronouns 'il' and 'elle' to replace a person's name
- use a comparative adverb.

### Key vocabulary includes:

la porte (f) [door], la fenêtre (f) [window], l'ordinateur (m) [computer], l'armoire (f) [cupboard], la bibliothèque (f) [bookcase], l'évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?]

les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art], Quelle matière préférez-tu ? [Which do you prefer?], J'aime mieux... [I like...best], Quelle est ta matière favorite ? [Which is your favorite subject?], Ma matière favorite est... [My favorite subject is...]

un, deux, trois... dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [numbers 1-20], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante [numbers 21-40], les formes (f) [shapes], Qu'est-ce que c'est ? [What is it?], un carré (m) [square], un rectangle (m) [oblong], un hexagone (m) [hexagon], un octogone (m) [octagon], les côtés (m) [sides], Combien de côtés a...? [It has...sides], Combien de côtés ont...? [How many sides do...have?], Ils ont...côtés [They have...sides]

Excusez-moi [Excuse me], est-ce que je peux... [can I...?], s'il vous plaît [please], lire [read], un livre (m) [a book], faire [draw/make], un dessin (m) [a picture], aller [go], les toilettes (f) [toilets], boire [drink], l'eau (f) [water], oui [yes], non [no], plus tard [later], dans cinq minutes [in five minutes], j'as pas le moment [not at the moment]

Excusez-moi [Excuse me], où est ? [where is?], où sont ? [where are?], le livre (m) [the book], la colle (f) [the glue], le journal (m) [the newspaper], la gomme (f) [rubber], la règle (f) [ruler], les livres (m) [books], les règles (f) [rulers], les journaux (m) [newspapers], les peintures (f) [paints], les ciseaux (m) [scissors], les crayons de couleur (m) [crayons], les feutres (m) [felt tip], //Elle est là-dessus [They're over there], //Elle est ici [It's here], //Elles sont ici [They're here], //Elle est sur... [It's on...], //Ils/Elles sont sur... [They're on...], //Elle est à côté de... [It's next to...], //Ils/Elles sont à côté de... [They're next to...], //Elle est sous... [It's under...], //Ils/Elles sont sous... [They're under...], //Elle est derrière... [It's behind...], //Ils/Elles sont derrière... [They're behind...]



## Summer 2 – Time Travelling

- recognise number words in spoken sentences
- say numbers larger than 100
- match the subject and verb for high-frequency verb
- recognise when someone is saying a date
- identify numbers in a written sentence
- give the year that some key historical events happened in France
- construct a past tense sentence with the passé composé
- change the past participle of the main verb to agree with number and gender of the subject.
- explain how larger numbers are often described by combining smaller number words
- use numbers in a sentence correctly
- demonstrate their understanding of a sentence
- identify auxiliary verb and past participle verb
- apply prior knowledge to say when and where they were born
- say when significant people in French history were born and died

### Key vocabulary includes:

cent [hundred], mille [thousand], plus [add/plus], moins [take away/less], fois [times], divisé par [divided by], égale [equals], nombre (m) [number], numbers 1-99.

avoir [to have], j'ai [I have], tu as [you have (informal singular)], il/elle/on a [he/she/it/one has], vous avez [you have (plural/singular formal)], nous avons [we have], ils/elles ont [they have], verbe (m) [verb], Quel âge ? [How old?], conjugation.

histoire (f) [history], an (m) [year], mois (m) [month], date (f) [date], calendrier (m) [calendar], numbers 1-2000+.

naître [to be born - infinitive verb], né(e) [born - past participle], être [to be - infinitive verb], passé composé [past tense], naissance [birth], verb, tense, auxiliary, infinitive, past participle, numbers 1-31, months, year numbers, date of birth, gender.

naître [to be born - infinitive verb], né(e) [born - past participle], être [to be - infinitive verb], je suis [I am], tu es [you are - informal singular], il/elle/on est [he/ she/one is], nous sommes [we are], vous êtes [you are - formal/ plural], ils/elles sont [they are], mourir [to die - infinitive verb], mort(e)(s) [died - past participle], passé composé [past tense], verb, tense, conjugate, auxiliary, infinitive, past participle, numbers 1-31, months, year numbers, date of birth, gender.