

Year 4 – 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 TWINKL 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 – All Around Town

- name some of the major cities of France
- identify and say typical amenities to be found in French towns
- say and order multiples of ten
- ask and give a simple address in French
- locate the correct part of a bilingual dictionary to translate from French-English or vice versa
- describe (in English) some features of the major cities
- describe their own or a French city in terms of the amenities found there
- count with confidence to 100 and do simple calculations
- hold a short dialogue about where they live
- suggest new words for a vocabulary set in French and find the translations in a bilingual dictionary.

Key vocabulary includes:

J'habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?], Paris, Marseille, Lyon,

magasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], supermarché (m) [supermarket], il y a [there is/are...], il n'y a pas [there isn't/aren't...]

vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingt [80], quatre-vingt-dix [90], cent [100], et/plus [and/plus], font [makes/equals],

Mon adresse est... [My address is...], avenue / boulevard / allée / rue [road/street/etc.], place [place/square], du/ de la / des... [of the...]

montagne (m) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], sirène (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire...? [What does ... mean?],

Autumn 2 – On the Move

- name some types of transport
- use Je... and Tu... correctly in a simple sentence
- respond to simple instructions for direction and movement
- follow simple directions to find a place on a map.
- talk about types of transport in full sentences
- use correct subject/verb agreement for all parts of the verb 'to go'
- recognise and accurately say the phoneme / sh/ when they see the spelling pattern 'ch'
- give and respond to a sequence of movements
- give 2-step directions by substituting vocabulary as necessary
- follow 2-step direction instructions for finding places on a map.
- use the correct article to precede a noun according to gender
- use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun
- give and respond to simple movement/ direction instructions
- give simple directions by substituting vocabulary as necessary
- follow simple directions to find a place on a map.

Key vocabulary includes:

voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on],

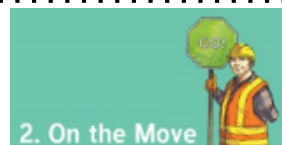
voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on], Comment vas-tu à l'école? [How do you go to school?], Je vais à l'école en/à [I go to school on/by]

allez [go - imperative], tout droit [straight on], tourne [turn - imperative], à droite [to the right], à gauche [to the left], chaud [hot], froid [cold], Voilà ! [There you are!]

Pour le/la ___ s'il vous plaît? [How do I get to the ___ please?], bien sûr [of course], premier/première [first], deuxième [second], troisième [third], C'est tout droit/ à gauche/ à droite. [It's straight on/ on the left/right.]



1. All Around Town



2. On the Move

Spring 1 – Going Shopping

- Listen and respond to topic vocabulary.
- Answer questions using the topic vocabulary.
- Take part in role play as a shopper/ shopkeeper, speaking in French.
- Greet and respond.
- Change adjectives to feminine when needed.
- Use the appropriate form for 'at' (au or à).
- Choose the correct form when changing le to du; la to de la and les to des.
- Use adjectives (colours) and place them after the noun.

Key vocabulary includes:

Qu'est-ce que c'est ? [VWhat's this?], la pomme (f) [apple], l'orange (f) [orange], la banane (f) [banana], la fraise (f) [strawberry], la pêche (f) [peach], Je n'aime pas... [I don't like], J'aime beaucoup... [I like ... a lot], J'aime un peu... [I like ... a little].

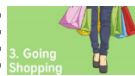
Qu'est-ce que c'est ? [VWhat's this?], les légumes (m) [vegetables], la pomme de terre (m) [potato], l'oignon (m) [onion], le poivron (m) [pepper], Tu voudrais... [I would like...]

les vêtements (m) [clothes], Qu'est-ce que c'est ? [VWhat is it?], un pantalon (m) [trousers], un manteau (m) [coat], un pull (m) [jumper], une robe (f) [dress], une jupe (f) [skirt], une chemise (f) [shirt], vert/verte [green], orange/orange, rose/rose, marron/marron, jaune [yellow], Avez-vous...? [Do you have...?], Oui, J'ai.../Yes, I have.../Non, je n'ai pas.../No, I haven't...]

le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery], la pâtisserie (f) [cake shop], le marché (m) [market], la bijouterie(f) [jewellers], la confiserie (f) [sweet shop], du pain (m) [bread], un gâteau (m) [cake], des saucisses (f) [sausages], une sucette (f) [lollipop], un ballon de football (f) [football], une paire de chaussures (f) [pair of shoes], du fromage (f) [cheese], Où puis-je acheter? [Where can I buy?], Vous pouvez l'acheter au/à [You can buy it at].

vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, trente, [twenty one-thirty], quarante [forty], quatre-vingt-dix [ninety], cent [hundred], C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change].

une boîte de chocolats (f) [box of chocolates], des boucles d'oreilles (f) [earrings], un bateau (f) [boat], une montre (f) [watch], des bonbons (f) [sweets], des côtelettes (f) [chops], une baguette (f) [ring].



3. Going Shopping



4. Where In the World?

Summer 1 – What's the Time?

- say and write a sentence to tell the time (o'clock)
- count in fives to at least 30
- understand and use the terms avant and après
- answer questions about a TV schedule.
- say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to)
- devise questions about a TV schedule.
- say and write a sentence to tell the time (o'clock and half past).

Key vocabulary includes:

Quelle heure est-il ? [VWhat time is it?], Il est... [It is...], ..heure(s) [..o'clock], ..heure(s) et demie [half past...]

Je me lève [I get up], Je mange mon petit déjeuner [I eat my breakfast], Je me brosse les dents [I brush my teeth], Je vais à l'école [I go to school], Je me lève [I get up], Je mange mon déjeuner [I eat my lunch], Je rentre chez moi [I go home], Je regarde la télévision [I watch television], Je mange mon dîner [I eat my dinner], Je fais mes devoirs [I do my homework], Je me couche [I go to bed].

Qu'est-ce qui passe à la télévision ? [VWhat's on television?], à..heure(s) [at..o'clock], à.. heure(s) et demie [at half past...], C'est [It's...]

Quelle heure est-il ? [VWhat time is it?], Il est... [It is...], ..heure(s) [..o'clock], ..heure(s) et demie [half past...], et quart... [quarter past...], moins le quart... [quarter to...]

la journée scolaire [the school day], le français (m) [French], le dessin (m) [Art], la géographie (f) [Geography], l'anglais (m) [English], l'éducation physique (f) [PE], l'informatique (f) [IT], les mathématiques (f) [Maths], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], avant [before], après [after], est [is], sont [are].

cinq [five], dix [ten], quinze, [fifteen], vingt, [twenty], vingt-cinq, [twenty-five], trente, [thirty], trente-cinq, [thirty-five], cinquante, [forty], soixante [sixty], Combien de minutes ? [How many minutes?], Il y a... [There are], de... [from...], à... [from...]



5. What's the Time?



6. Holidays and Hobbies

Spring 2 – Where in the World?

- listen and respond to topic vocabulary
- answer questions orally using the topic vocabulary
- write an answer in a sentence using the topic vocabulary
- use an English/French dictionary to translate from English to French, use pronouns to replace the name of an animal
- combine two simple sentences to form a compound sentence
- understand that because a continent is always feminine the preposition 'en' is always used for 'in' use the correct masculine/feminine preposition.

Key vocabulary includes:

le Royaume-Uni (m) [United Kingdom], L'Écosse (f) [Scotland], l'Angleterre (f) [England], J'habite en/au.... [I live in/], la capitale [capital city] Quelle est la capitale de la/du.... ? [VWhat is the capital city of.... ?]

la France (f) [France], le Canada (m) [Canada], la Côte d'Ivoire (f) [Ivory Coast], la Belgique (f) [Belgium], Haïti (m) [Haïti], On parle français au/en/à.... [They speak French in/...]

l'Équateur (m) [the equator], le Kenya (m) [Kenya], l'Égypte (f) [Egypt], l'Argentine (f) [Argentina], l'Inde (f) [India], nord [north], sud [south], vrai [true], faux [false].

les continents (m) [the continents], l'Afrique (f) [Africa], l'Antarctique (f) [Antarctica], l'Asie (f) [Asia], l'Australasie (f) [Australasia], l'Europe (f) [Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America].

Les animaux (m) [animals], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], l'orangoutan (m) [orangutan], Qu'est-ce que c'est ? [VWhat's this?], C'est.... [It's...], Je suis allé(e) au zoo [I went to the zoo], J'ai vu.... [I saw...]

Les animaux (m) [animals], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], un cobra (m) [cobra], un jaguar (m) [jaguar], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear], un orang-outan (m) [orangutan], Qu'est-ce que c'est ? [VWhat's this?], C'est.... [It's...], Je suis allé(e) au zoo [I went to the zoo], J'ai vu.... [I saw...]

Summer 2 – Holidays and Hobbies

- listen and respond to topic vocabulary
- answer questions orally using the topic vocabulary
- write an answer in a sentence using the topic vocabulary
- present ideas and information orally to a range of audiences.
- use third person plural conjugation of a verb
- use the correct possessive adjective for a family member (ma, mon or mes).
- choose the correct preposition for feminine countries, au for masculine countries
- choose whether the mode of transport needs en or à.

Key vocabulary includes:

les saisons (f) [the seasons], le printemps (m) [Spring], l'été (m) [Summer], l'automne (m) [Autumn], l'hiver (m) [Winter], janvier (m) [January], février (m) [February], mars (m) [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], En quelle saison est.... ? [VWhat season is.....in?], En quelle saison sont.... ? [VWhat season are....in?], les mois (m) [months]

La météo (f) [the Weather] Quel temps fait-il ? [VWhat's the weather like?], Il fait chaud [It's hot] Il fait froid [It's cold], Il fait du vent [It's windy] Quel temps est prévu pour aujourd'hui ? [VWhat's the weather forecast for today?], aujourd'hui [today]

Quel temps fait-il dans le monde ? [VWhat's the weather like around the world?], Aujourd'hui [today] Il fait [It's] degrés Celsius [degrees Celsius], l'Angleterre (f) [England], le Portugal (m) [Portugal] la Chine (f) [China]

les vacances (f) [holidays], le Canada (m) [Canada], le Pays de Galles (m) [Wales], l'Écosse (f) [Scotland], la Belgique (f) [Belgium], le vélo (m) [bicycle], le train (m) [train], le bateau (m) [boat], le cheval (m) [horse], le bus (m) [bus], la voiture (f) [car], le pied (m) [foot], la maman (f) [mum/ mother], le papa (m) [dad/father], la sœur (f) [sister], le frère (m) [brother], le papa (m) [grandad], où [where], comment [how], avec [with].

Les sports (m) [Sports], la gymnastique (f) [gymnastics], le ski (m) [skiing], le rugby (m) [rugby], la natation (f) [swimming], l'équitation (f) [horse riding], Quel est ton sport préféré ? [VWhat's your favourite sport?], Mon sport préféré est... [My favourite sport is...], Combien de personnes préfèrent...? [How many people prefer...?]

les passe-temps (m) [Hobbies], le football [football], l'équitation (f) [horse riding], le skateboard (m) [skateboarding], la lecture (f) [reading], le dessin (m) [drawing], l'informatique (f) [computers/IT], la télévision (f) [television] la danse (f) [dance], Qu'est-ce que c'est ? [VWhat is it?], Tu aimes...? [Do you like...?], J'aime... [I like...], J'adore... [I love...], Je n'aime pas... [I don't like...], Je déteste... [I hate...]