

Year 3 – 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 - Getting to know you.

- say hello and goodbye (use different greetings for different situations)
- introduce themselves;
- say if they are feeling good/bad/so-so;
- count to 10;
- say how old they are
- ask and answer simple questions for each topic area.
- use vocabulary they have learnt elsewhere to develop their sentences;
- recognise there is a difference between formal and informal language

Key vocabulary includes:

Bonjour
Salut
Comment Ça va?
Ça va bien
Comment t'appelles-tu?
Je m'appelle
Au revoir
Zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
Quel âge as-tu?
J'ai huit ans.



1. Getting to Know You

Autumn 2 - All about Me.

- give and respond to simple classroom instructions appropriately
- name parts of the body from a song
- identify colours
- name items of clothing
- use a dictionary to develop topic vocabulary further Ask and answer questions using the topic vocabulary
- read and write simple words
- **say that un/une relate to masculine & feminine nouns**

Key vocabulary includes:

Asseyez-vous [sit down], taisez-vous [be quiet], écoutez [listen], regardez [look], répétez [repeat], regardez-moi [look at me], allez-y [off you go!]

Voici [this is], la tête [head], les épaules [shoulder], les genoux [knees], oui [yes], non [no].

Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], touchez [touch], courez [run], sautez [jump], posez [put down], prenez [pick up/take].

C'est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], C'est... [It's...].

une jupe [skirt], un pantalon [trousers], des chaussures (f) [shoes], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest], Qu'est-ce qu'il y a dans l'armoire? [What's in the wardrobe?], Il y a... [There is...].

Des gants (m) [gloves], une écharpe [scarf], un manteau [coat], un chapeau [hat], des lunettes (f) [glasses], des bottes (f) [boots], une montre [watch]. Qu'est-ce que tu portes? [What are you wearing?], Je porte... [I'm wearing...], et [and].



2. All About Me

Spring 1 – Food Glorious Food

- follow a story and join in the repeated parts
- say what foods from a set they like/dislike
- describe the colour or size of an object
- ask politely for something
- recognise the correct determiner depending on gender/number;
- select adjectives based on gender/number of nouns
- order sentences correctly
- predict a repeated phrase
- make a range of simple statements by substituting vocabulary
- modify a colour adjective
- respond appropriately to a polite request

Key vocabulary includes:

une pomme (f) [1 apple], quatre fraises (f) [4 strawberries], du gâteau (m) [some cake], un cornet de glace (m) [1 ice cream cone], un morceau de fromage (m) [a piece of cheese]

Je voudrais... [I would like], du (m) [some], de la (f) [some], des (pl) [some], S'il vous plaît [please], voilà [here you are], merci [thank you], merci bien [thank you very much]

J'aime [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes ? [What do you like?]

clair [light/pale], foncé [dark], vif [bright], Montrez-moi... [Show me...], grand(e) [large/big], petit(e) [small]



3. Food Glorious Food



4. Family and Friends

Summer 1 – Our School

- listen and respond to topic vocabulary
- demonstrate understanding with actions
- write sentences converting le/la to un/une
- answer questions using the topic vocabulary
- use a dictionary/the internet to develop topic vocabulary further
- write a sentence with an adverbial phrase e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'
- ask and answer questions using the topic vocabulary
- from memory, begin to know if nouns from the topic are masculine or feminine.

Key vocabulary includes:

voici [this is], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], le livre (m) [book], les lumières (f) [lights], Où est? [Where is?], Il/Elle est là [It's there], Où sont? [Where are?], Ils/Elles sont là [They're there].

le/un crayon (m) [pencil], le/un stylo (f) [pen], la/une gomme (f) [rubber], la/une règle (f) [ruler], Qu'est-ce qu'il y a dans ta trousse ? [What's in your Pencil Case?], J'ai... [I have...]

les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les mathématiques (f) [mathematics], la géographie (f) [geography], l'informatique (f) [IT], le dessin (m) [art], J'aime [I like], Je n'aime pas [I don't like].

levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], courez [run], sautez [jump], sautez à cloche-pied [hop], sautillez [skip]

la salle de classe (f) [classroom], la cour de récréation (f) [playground], le terrain de jeu (m) [playing field], la grande la salle (f) [hall], le couloir (m) [corridor], la salle des professeurs (f) [staff room], Où es-tu ? [Where are you?], Je suis dans... [I am in...], Je suis sur... [I am on...], Les endroits dans l'école [places around school].

lire [to read], manger [to eat], jouer au foot [to play football], parler avec mes ami(e)s [to talk with my friends], travailler sur l'ordinateur [to work on the computer], aider le professeur [to help the teacher], Qu'est-ce que tu aimes faire? [What do you like to do?]



5. Our School



6. Time

Spring 2 – Family and Friends

- identify and introduce some of their relations
- name some common pets
- recognise some rooms in their home
- use masculine/feminine articles and possessive pronouns
- consider whether nouns are masculine or feminine
- make new sentences by substituting other vocabulary appropriately

Key vocabulary includes:

Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl) [my], frère [brother], sœur [sister], mère [mother], père [father], parents [parents], grand-mère [grandmother], neveu [nephew], famille [family]

Chat (m) [cat], chien (m) [dog], lapin (m) [rabbit], souris (f) [mouse], oiseau (m) [bird], poisson (m), Je n'ai pas d'animal [I haven't got a pet], As-tu...? [Have you got...?]

Lettre (m) [letter], l'alphabet (m) [the alphabet], Maintenant je les connais: tous les lettres de l'alphabet [Now I know them: all the letters of the alphabet.]

Elle [she], il [he], s'appelle [is called], Comment [how], ça [it/that], s'écrit [is written], majuscule [capital letter], minuscule [lower case letter], double [double].

Maison (f) [house], jardin (m) [garden], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom].

Summer 2 – Time

- say and order the days of the week
- say and order the months of the year;
- count on from 11-31
- say their own birthday.
- ask and answer questions about dates
- use simple past and present tenses.
- recognise how some larger numbers are made by combining words for smaller numbers
- ask other people for their birthday
- say today's date
- identify the correct language for 'yesterday' and 'tomorrow'.

Key vocabulary includes:

Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par... [divide by...], C'est combien? [How many is that?], Ça fait combien? [How many does that make?]

lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], dimanche [Sunday], la semaine (f) [week], C'est quel jour ? [What day is it?]

janvier [January], février [February], mars [March], avril [April], mai [May], juin [June], juillet [July], août [August], septembre [September], octobre [October], novembre [November], décembre [December], année (f) [year], mois (m) [month]

mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first] mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first] calendrier (m) [calendar], date (f) [date], aujourd'hui [today], demain [tomorrow], hier [yesterday], c'est [it is], c'était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]