



YEAR 4

**MODERN FOREIGN LANGUAGE
CURRICULUM TOOLKIT**





FRENCH: YEAR 4

KNOWLEDGE ORGANISER



Chez Moi (My Home)



House	une maison
Flat	un appartement
Garden	un jardin
Hall	une entrée
Stairs	un escalier
Lounge/living room	un salon
Dining room	une salle à manger
Garage	un garage
Kitchen	une cuisine
Bedroom	une chambre
Bathroom	une salle de bain
Attic	un grenier
Study	un bureau



Pets

J'ai.... (I've got...)

a dog	un chien	
a hamster	un hamster	
a mouse	une souris	
a cat	un chat	
a bird	un oiseau	
a rabbit	un lapin	
a fish	un poisson	
a guinea pig	un cochon d'Inde	
a snake	un serpent	

Family

FAMILLE
(family)



frère – brother
père - father
fil - son
mari - husband
oncle - uncle
neveu - nephew

soeur – sister
mère - mother
fille - daughter
femme – wife
tante - aunt
nièce - niece

parents—parents
cousin(e) – cousin
grand-père - grandfather
grand-mère - grandmother
ami(e)- friend



FRENCH: YEAR 4

KNOWLEDGE ORGANISER



In the Classroom

Window	la fenêtre
Book	Le livre
Computer	L'ordinateur
Pen	Le stylo
Pencil	Le crayon
Pencil sharpener	le taille-crayon
Pencil case	La trousse
Ruler	La règle
Rubber	La gomme
Crayon	Les crayon de couleur
Chair	La chaise
Table	La table
Door	La porte

Places

La salle de classe -
classroom



La bibliothèque -
library



La cantine - din-
ing hall



La cour de récréation
- playground



La grande salle -
hall

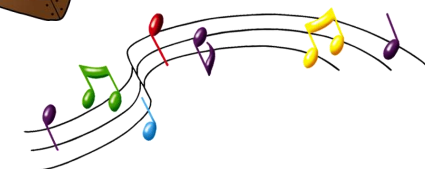
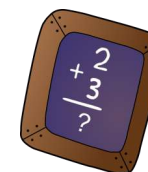
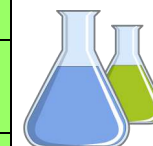


Le couloir - corri-
dor



Les Matières - The Subjects

French	Le français
English	L'anglais
Science	Les sciences
Mathematics	Les mathématiques
Music	La musique
P.E.	L'éducation physique
History	L'histoire
Geography	La géographie
IT	L'informatique
Art	Le dessin



Verbs

- Lire** - to read
- Manger** - to eat
- Courir** - to run
- Chanter** - to sing
- Marcher** - to walk
- Jouer au foot** - to play football
- Parler avec mes ami(e)s** - to talk



FRENCH: YEAR 4

KNOWLEDGE ORGANISER



Months and Seasons

MOIS (MONTHS)

janvier - January
février - February
mars - March
avril - April
mai - May
juin - June

juillet - July
août - August
septembre - September
octobre - October
novembre - November
decembre - December

SAISONS (SEASONS)

le printemps - Spring
l'été - Summer
l'automne - Autumn
l'hiver - Winter



Mon anniversaire est en... My birthday is in...

The formal way of writing the date is day, date, then month. For example, you would write:

mardi, 18 avril (Tuesday, 18 April),



Days of the week

JOURNÉES (DAYS)

C'est quel jour ? - What day is it?

lundi - Monday
mardi - Tuesday
mercredi - Wednesday
jeudi - Thursday
vendredi - Friday
samedi - Saturday
dimanche - Sunday



When?

C'est - it is

C'était - it was

Ce sera - it will be

Aujourd'hui - today

Demain - tomorrow

Hier - yesterday

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

zero un deux trois quatre cinq six sept huit neuf dix onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt vingt-et-un vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf trente trente-et-un

TEACH IT

PRIOR LEARNING


Y3: GETTING TO KNOW YOU

 INTRODUCE YOURSELF TO SOMEONE ELSE


Y3: ALL ABOUT ME

 RESPOND APPROPRIATELY TO A POLITE REQUEST


Y3: ALL ABOUT ME

 RESPOND APPROPRIATELY TO A POLITE REQUEST


Y3: FOOD GLORIOUS FOOD

 MAKE A RANGE OF SIMPLE STATEMENTS BY SUBSTITUTING VOCABULARY

Y3: GETTING TO KNOW YOU



 COUNT TO TEN

Y3: FOOD GLORIOUS FOOD




 MAKE A RANGE OF SIMPLE STATEMENTS BY SUBSTITUTING VOCABULARY

FAMILY AND FRIENDS




Meet My Family!

-  To present ideas and information orally to a range of audiences in the context of family.
-  To use possessive adjectives to make statements about family.




Pets

-  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
-  To conjugate high-frequency verbs in the context of pets.
-  To develop strategies for remembering new language.

What's His Name?




-  To understand basic grammar and conjugate high-frequency verbs.
-  To write phrases from memory, and adapt these to create new sentences using a range of vocabulary.
-  to express ideas clearly in the context of introducing people.

My Home





-  To broaden vocabulary and develop ability to understand new words that are introduced into familiar written material
-  To say or write phrases from memory, and adapt these to create new sentences
-  To express ideas clearly in the context of rooms in the home.

OUR SCHOOL




What's in the Classroom?

-  To ask and answer questions using short phrases in the context of objects around the classroom.
-  To read, listen and respond to vocabulary.
-  To demonstrate understanding with actions.



What's in your Pencil Case?

-  To build sentences in the context of objects in a pencil case.
-  To read, listen and respond to vocabulary.
-  To ask/answer questions (in short phrases).
-  To choose the appropriate indefinite article (un/une).




School Subjects

-  To read, listen and respond to vocabulary.
-  To ask/answer questions (in short phrases) in the context of school subjects .
-  To express an opinion.



PE Lesson

-  To listen attentively to spoken language and show understanding by joining in and responding in the context of a PE lesson.
-  To listen to commands and follow instructions.

Around School




-  To engage in conversations.
-  To broaden vocabulary and develop ability to understand new words that are introduced into familiar written material in the context of places around school.
-  To ask and answer questions about familiar places.

What Do You Like to Do?



-  To engage in conversations; ask and answer questions.
-  To know the French for familiar places.

TIME



Counting to 31

-  To develop accurate pronunciation and intonation so that others understand when I am saying number words.
-  To explore the patterns and sounds of language and link the spelling, sound and meaning of words in the context of counting.
-  To make links between known and new vocabulary using sound and spelling.



Days of the Week

-  To listen attentively to spoken language and show understanding by joining in and responding; in the context of the days of the week.
-  To recognise, say and respond to a set of vocabulary.



Months of the Year

-  To read carefully and show understanding of words, phrases and simple writing in the context of months of the year.
-  To listen, read and respond to a set of vocabulary.



Mon Anniversaire

-  To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of birthday dates.
-  To develop accurate pronunciation and intonation so that others understand when I am saying sentences containing dates.

What's the Date Today? P




-  To present ideas and information orally to a range of audiences in the context of talking about festivals.
-  To use known language to present information about French festival dates.

Yesterday, Today, Tomorrow







-  To understand basic grammar rules appropriate to the language being studied in the context of saying the date.
-  To begin to conjugate the verb 'to be' for past /future tense.

TEACH IT: KEY VOCABULARY





FAMILY AND FRIENDS

-  Voici [Here/This is or Here/These are], 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], grandpère [grandfather], tante [aunt], oncle [uncle], cousin (m) / cousine (f) [cousin], nièce [niece], neveu [nephew], famille [family].
-  Chat (m) [cat], chien (m) [dog], lapin (m) [rabbit], souris (f) [mouse], oiseau (m) [bird], poisson (m) [fish], serpent (m) [snake], hamster (m) [hamster], tortue (f) [tortoise], cochon d'Inde (m) [guinea pig], animal (m) [pet], Je n'ai pas d'animal [I haven't got a pet], As-tu...? [Have you got...?], j'ai [I've got].
-  Maison (f) [house], appartement (m) [flat], jardin (m) [garden], entrée (f) [hall], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], garage (m) [garage], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom], grenier (m) [attic], sous-sol (m) [basement], bureau (m) [study].

OUR SCHOOL

-  voici [this is], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l'ordinateur (m) [computer], 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], le/ un crayon de couleur (m) [crayon], le/un taillecrayon (m) [pencil sharpener], la/ une trousse (f) [pencil case], 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 sciences (f) [science], les mathématiques (f) [mathematics], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [IT], le dessin (m) [art]
-  levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], marchez [walk], courez [run], sautez [jump], sautez à cloche-pied [hop], courez sur place [run on the spot], sautillez [skip]
-  la salle de classe (f) [classroom], la cour de récréation (f) [playground], la bibliothèque (f) [library], la salle de musique (f) [music room], le terrain de jeu (m) [playing field], la grande salle (f) [hall], la salle d'informatique (f) [IT room], le bureau du directeur (m) [head teacher's office - male], le bureau de la directrice (m) [head teacher's office - female], la cantine (f) [dining hall], le bureau (m) [office], 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], courir [to run], chanter [to sing], marcher [to walk], 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], jouer au basket [to play basketball], aider le professeur [to help the teacher], Qu'est-ce que tu aimes faire? [What do you like to do?].

TIME

-  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
-  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]
-  quelle (f) [what], date (f) [date], fête (f) [festival], aujourd'hui [today]
-  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]