



YEAR 6

# MODERN FOREIGN LANGUAGE CURRICULUM TOOLKIT





# FRENCH: YEAR 6 KNOWLEDGE ORGANISER



## Les adjectifs

Les yeux (eyes)	Les cheveux (hair)	Comment te sens-tu aujourd'hui ? How are you feeling today?	Les couleurs (colours)	Quelle est ton opinion ? What do you think?
<p>Bleu(s) — blue          Vert(s) - green          Brun(s) - brown          Gris - grey          Violet(s) - violet          Grand(s) - big          Petit(s) - small</p>	<p>Long(s) - long          Court(s) - short          Mi-long(s) - medium          Raides—straight          Bouclés—curly          Ondulés—wavy          Blonds—blonde          châtais - chestnut brown          Roux—ginger          Noirs—black</p>	<p>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</p>	<p>bleu(e) – blue          noir(e) – black          vert(e) – green          violet(te) – violet          pourpre – purple          gris(e) – grey          blanc(he) – white          jaune = yellow          rouge – red          orange – orange          rose – pink          marron - brown</p>	<p>mignon (ne) - cute          amusant(e) - funny          effrayant (e) - scary          dangereux/se - dangerous          amical (e) - friendly          beau/belle - beautiful</p>

## On the farm



## In the house

**La brosse à dents** - toothbrush  
**La télévision** - TV set  
**Le four** - oven/cooker  
**Le couteau** - knife  
**Le nounours** teddy bear  
**L' auteur** - armchair  
**Le lit**—bed  
**La valise**—suitcase  
**La baignoire** - bath  
**Le tapis** - doormat



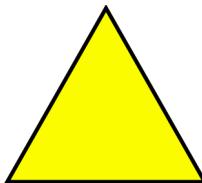


# FRENCH: YEAR 6

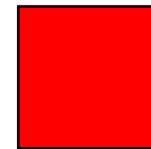
## KNOWLEDGE ORGANISER



### Les formes (shapes)



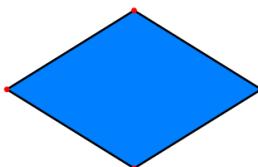
**un triangle**



**un carré**



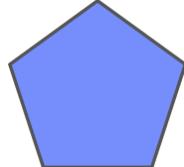
**un rectangle**



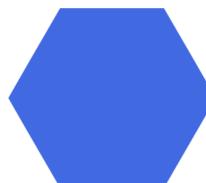
**un losange**



**un cerfvolant**



**un pentagone**

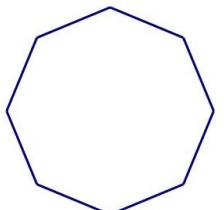


**un hexagone**

**Combien de côtés ont...?**

How many sides do...have?

**Is ont...côtés**  
They have...sides



**un octogone**

### Questions and answers

**Qu'est-ce qu'il/elle porte ?**  
[What's he/she wearing?]

**il porte** [he's wearing]  
**elle porte** [she's wearing]

**Comment te sens-tu aujourd'hui ?**  
[How are you feeling today?]

**je suis...** [I am]

**Qu'est-ce qui ne va pas ?**  
[What's the matter?]

**J'ai mal** [I've got a pain]  
au /à la /à l' / aux... [in the...]

**Quelle est ton opinion ?**  
[What do you think?]  
**pourquoi** [why?]

**j'aime** [I like], **je n'aime pas** [I don't like]  
**j'adore** [I love], **je déteste** [I hate]  
**parce que** [because]

**Quelle est ta matière favorite ?**  
[Which is your favourite subject?]

**Ma matière favorite est...**  
[My favourite subject is...]

**Où est...? [Where is...?]**  
**Où sont...? [Where are...?]**

**Il/Elle est là-bas** [It's over there]  
**Ils/Elles sont là-bas** [They're over there]  
**Il/Elle est ici** [It's here]  
**Il/Elle est sur...** [It's on...]  
**Il/Elle est à côté de...** [It's next to..]  
**Il/Elle est sous...** [It's under...]  
**Il/Elle est derrière...** [It's behind..]

### Numbers 60-100

**60**

soixante

**61**

soixante et un

**62**

soixante-deux

**70**

soixante-dix

**71**

soixante et onze

**72**

soixante-douze

**80**

quatre-vingts

**81**

quatre-vingt-un

**82**

quatre-vingt-deux

**90**

quatre-vingt-dix

**91**

quatre-vingt-onze

**92**

quatre-vingt-douze

**100**

cent



# TEACH IT

## PRIOR LEARNING

### Y3: GETTING TO KNOW YOU

SAY IF FEELING GOOD/BAD/ SO-SO

### Y3: ALL ABOUT ME

NAME PARTS OF THE BODY

NAME ITEMS OF CLOTHING

### Y3: FOOD GLORIOUS FOOD

MODIFY A COLOUR ADJECTIVE

### Y 4: FAMILY AND FRIENDS

IDENTIFY AND INTRODUCE SOME RELATIONS

NAME SOME COMMON PETS

RECOGNISE SOME ROOMS IN THE HOUSE

### Y5: ON THE MOVE

DESCRIBE PEOPLE, PLACES, THINGS AND ACTIONS ORALLY AND IN WRITING, IN THE CONTEXT OF DIRECTIONS.

### Y4: OUR SCHOOL

NAME SOME SCHOOL SUBJECTS

BUILD SIMPLE SENTENCES ABOUT CLASSROOM OBJECTS

### Y5: ON THE MOVE

ASK AND ANSWER QUESTIONS ABOUT POSITION

## ALL ABOUT OURSELVES

### The Body

To listen attentively to spoken language and show understanding by joining in and responding, in the context of parts of the body.

To name different parts of the body.

### What Do I Look Like?

To describe people, places, things and actions orally and in writing, in the context of describing yourself.

To order a sentence correctly.

To order my words according to grammar rules.

### What Are You Doing?

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of activities in the classroom or around school.

To what someone is doing and say what I am doing.

### Fashion

To write phrases from memory, and adapt these to create new sentences.,

to express ideas clearly, in the context of activities in the classroom or around school.

To apply my sentence structure knowledge and vocabulary to hold short conversations.

### How Are You Feeling Today?

To develop accurate pronunciation and intonation so that others understand in the context of talking about emotions.

To alter an adjective to match gender.

To pronounce the difference between masculine/feminine versions of the same adjective.

### What's the Matter?

To appreciate stories, songs, poems and rhymes in the language in the context of a visit to the doctor.

To follow a simple story, using known language to help me understand unfamiliar parts.

## FAMILY AND FRIENDS

### Meet the family

To understand basic grammar appropriate to the language in the context of introducing family members.

To recognise and repeat rhyming words in a song

To speak and write sentences about belonging.

### At the Farm

To appreciate stories, songs, poems and rhymes in the language in the context of farm animals.

To vary my sentences by changing the vocabulary.

To join in a French version of a familiar song.

### I Live in a ...

To present ideas and information orally to a range of audiences in the context of talking about homes.

To add detail to a sentence with an adjective.

### In My House

To develop ability to understand new words that are introduced into familiar written material, including through using a dictionary or online tool in the context of talking about objects in the home.

To use a bilingual dictionary or online tool to translate unknown words

### Do You Like Animals?

To engage in conversations: ask and answer questions, express opinions and respond to those of others in the context of describing pets and animals.

To use suitable adjectives to describe a subject.

To use a description to support my opinion.

### What Can I Say?

To describe people, places, things and actions orally and in writing;

To use suitable adjectives to describe a subject.

To use a description to support my opinion.

## SCHOOL LIFE

### Where Are They in the Classroom?

To build sentences in the context of saying where characters are standing in the classroom.

To use the pronouns il and elle.

### Where are the Objects?

Read carefully and show understanding of words, phrases and simple writing in the context of describing the positions of objects.

To show that I understand the meaning of a sentence about the position of objects by saying whether it is true or false.

### School Subjects

To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of subjects studied at school.

To say and write a sentence to answer a question.

To use comparative adverbs.

### Maths Lesson

To engage in conversations: ask and answer questions in the context of a Math lesson.

To ask/answer questions about the number of sides a shape has.

### Asking Questions

To engage in conversations: ask and answer questions in the context of asking and answering questions about what can be done.

I can ask and answer questions in French about what I can do in school.

### Asking Questions

To present ideas and information orally to a range of audiences in the context of asking questions which they would ask in school.

To take part in a conversation with a partner and show it to my class.

# TEACH IT: KEY VOCABULARY

## ALL ABOUT OURSELVES

les cheveux (m) [hair], les dents (f) [teeth], lèvre (f) [lip], langue (f) [tongue], joue (f) [cheek], menton (m) [chin], cou (m) [neck], poitrine (f) [chest], dos (m) [back], ventre (m) [tummy/belly], 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], châtais [chestnut brown], roux [ginger], noirs [black], les yeux [eyes], bleu(s) [blue], vert(s) [green], brun(s) [brown], gris [grey], violet(s) [violet], adjetif [adjective].

Qu'est-ce que tu fais ? [What are you doing?], prends [take], cherche [look for], ouvre [open], ferme [close], range [tidy], ramasse [gather/collect], 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...]

## FAMILY AND FRIENDS

mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child], chien (m) [dog], chat (m) [cat], cochon (m) [pig], 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].

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

mignon (ne) [cute], amusant (e) [funny], effrayant (e) [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].

## SCHOOL LIFE

la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], 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...?]

es matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/math], 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 préfères-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, quatre, cinq, six, sept, huit, neuf, 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, trentecinq, 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 triangle (m) [triangle], un carré (m) [square], un rectangle (m) [rectangle], un losange (m) [rhombus], un cerfvolant (m) [kite], un pentagone (m) [pentagon], 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], pas pour 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], le taille-crayon (m) [pencil sharpener], 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 pens], Il/Elle est làbas [It's over there], Ils/Elles sont là-bas [They're over there], Il/Elle est ici [It's here], Ils/Elles sont ici [They're here], Il/Elle est sur... [It's on...], Ils/Elles sont sur... [They're on...], Il/Elle est à côté de... [It's next to...], Ils/ Elles sont à côté de... [They're next to...], Il/Elle est sous... [It's under...], Ils/Elles sont sous... [They're under...], Il/Elle est derrière... [It's behind...], Ils/Elles sont derrière... [They're behind]