



Y3

French Knowledge Mat

Spring 2: Carnival & Using numbers

Language Detectives' Memory Bank of using number up to 15

Numbers Bank

Onze- 11

Douze- 12

Treize- 13

Quatorze- 14

Quinze- 15

Seize- 16

Dix-sept -17

Dix-huit- 18

Dix-neuf- 19

Vingt- 20



Sound spelling

“qua”

“quin”

“seize”



Grammar

In English we ask people “how old are you?” and in French we ask what age “*have you?*”.

Fact Bank











In Hopscotch in French the bottom of the hopscotch grid is called “la terre”(the Earth) and the top of the grid is called “la ciel” (the sky).

Question and Answer Bank

Quel âge as-tu?- How old are you?

J'aians – I am years old



Prior Learning	Attainment targets	Unit Overview
zéro 0	1. Listen attentively to spoken language and show understanding by joining in and responding.	Spring 2a – Carnival & Using numbers
un  1	2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Lesson 1 I know some facts about French traditions and carnival celebrations.
deux  2	3. Engage in conversations ; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Lesson 2 I know how to write some numbers between 1-15.
trois  3	4. Speak in sentences , using familiar vocabulary, phrases and basic language structures.	Lesson 3 I know how to ask and answer, 'How old are you?'.
quatre  4	5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Lesson 4 I know how to have a simple conversation using familiar questions.
cinq  5	6. Present ideas and information orally to a range of audiences.	Lesson 5 I know how to read and write dates in French.
six  6	7. Read carefully and show understanding of words, phrases and simple writing.	Lesson 6 I know how to use Easter vocabulary.
sept  7	8. Appreciate stories, songs, poems and rhymes in the language.	
huit  8	9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	
neuf  9	10. Write phrases from memory , and adapt these to create new sentences, to express ideas clearly.	
dix  10	11. Describe people , places, things and actions orally and in writing. 12. Understand basic grammar appropriate to the language being studied.	



Language Detectives' Memory Bank of "parts of the body"

Nouns Bank

Le pied – the foot
Les pieds- the feet
La jambe- the leg
Les jambes- the legs
Le bras – the arm
Les bras- the arms
La main – the hand
Les mains – the hands
La tête – the head
Le genou- the knee
Les genoux- the knees

**Sound spelling**

"bou"
"as"
"en"

**Command Bank (verbs)**

Bougez - move
Regardez- look
Ecoutez- listen
Dansez - dance
Chantez- sing
Touchez- touch

**Fact Bank**

In French the "s" and the "x" on the end of a word are silent letters.

Grammar

The plural word for "the" in French is "les".
"S" and "X" are silent letters that are often added to end of the noun to make the plural ending of the noun e.g. le pied /les pieds

Grammar

We say and write colours as adjectives after the noun in French.

Grammar

When we say and write colours as adjectives after the noun in French the spelling may change to match the noun.



Prior Learning (Y3)	Attainment targets	Unit Overview
<p><u>Noun Bank</u> Un chat – a cat Un chien- a dog Un poisson – a fish Un cheval- a horse Un lapin- a rabbit Un mouton – a sheep Un serpent- a snake Un oiseau – a bird Une vache- a cow Une souris- a mouse</p> <p><u>Question and Answer Bank</u> J’aime .. – I like Mon animal préféré est My favourite animal is.... Quel est ton animal préféré? – What is your favourite animal?</p> <p><u>Grammar</u> There are two words for “a” in French. These words are “un” and “une”</p> <p><u>Grammar</u> In French when we use “the” with a plural noun, we use the word “les”.</p> <p><u>Fact Bank</u> In different languages animals make different noises. In French the noise a dog makes is “ouaf”.</p>	<ol style="list-style-type: none">1. Listen attentively to spoken language and show understanding by joining in and responding.2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.6. Present ideas and information orally to a range of audiences.7. Read carefully and show understanding of words, phrases and simple writing.8. Appreciate stories, songs, poems and rhymes in the language.9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.11. Describe people, places, things and actions orally and in writing.12. Understand basic grammar appropriate to the language being studied.	<p>Spring 2- Face and Body parts</p> <p>Lesson 1 I know how to say nouns for parts of the face and body.</p> <p>Lesson 2 I know how to respond to face and body parts nouns and commands.</p> <p>Lesson 3 I know how to join in with a yoga sequence in French.</p> <p>Lesson 4 I know how to create a yoga session.</p> <p>Lesson 5 I know the plural of face and body part nouns.</p> <p>Lesson 6 I know how to create an alien and write a simple description.</p>



Language Detectives' Memory Bank of "Clothes"

Nouns Bank
 un pantalon-trousers
 un pull- a jumper
 un short - shorts
 un sweat- a sweatshirt
 un tee-shirt- a tshirt
 un chapeau- a hat
 une robe- a dress
 une jupe- a skirt
 une chemise- a shirt
 des chaussettes- socks
 des chaussures- shoes
 des baskets- trainers



Adjective Bank
 grand -big
 petit-small
 vieux – old
 beau – beautiful



Verb Bank
 porter – to wear
 avoir- to have



Question and Answer Bank
 Qu'est-ce que tu portes?- What are you wearing?
 Je porte- I am wearing/ I wear.....



Grammar
 The plural word for "the" in French is "les". When we want to say "some" with a plural noun we say and write "des".

Grammar
 When we say and write colours as adjectives after the noun in French the spelling changes to match the noun and whether it is singular or plural and masculine or feminine.
 e.g. le tshirt **blanc**/ les tshirts **blancs**
 la jupe **blanche**/les jupes **blanches**

Grammar
 The adjectives "grand" and "petit" are said and written before the noun in French.

Sound spelling
 "eau"
 "chau"





Prior Learning (Y3)

Colours Bank
 bleu- blue
 blanc-white
 rouge-red
 noir-black
 jaune-yellow
 vert -green

Question Bank
 C'est de quelle couleur?- What colour is it?

Grammar Bank
 Colours are words that describe objects.
 We call them "adjectives". Watch out in French every time we meet the colours as the spelling might change to match the object the colour describes.

Sound spelling
 "eu"
 "oi"
 "ou"

Fact Bank
 The French flag is called the "tricolore". It has three coloured stripes- bleu, blanc, rouge (blue, white and red).



Attainment targets

1. **Listen attentively** to spoken language and show understanding by joining in and responding.
2. **Explore the patterns and sounds** of language through songs and rhymes and link the spelling, sound and meaning of words.
3. **Engage in conversations**; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. **Speak in sentences**, using familiar vocabulary, phrases and basic language structures.
5. **Develop accurate pronunciation** and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. **Present ideas and information orally** to a range of audiences.
7. **Read carefully** and show understanding of words, phrases and simple writing.
8. **Appreciate** stories, songs, poems and rhymes in the language.
9. **Broaden their vocabulary** and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. **Write phrases from memory**, and adapt these to create new sentences, to express ideas clearly.
11. **Describe people**, places, things and actions orally and in writing.
12. **Understand basic grammar** appropriate to the language being studied.

Unit Overview

Spring 2 - Clothes

Lesson 1
 I know how to name some items of clothing in French.

Lesson 2
 I know how to identify parts of the verb 'porter' (to wear).

Lesson 3
 I know how to describe clothes using adjectives of colour.

Lesson 4
 I know how to describe clothes I'm wearing using more adjectives.

Lesson 5
 I know how to read aloud a detailed description of a fancy dress outfit.

Lesson 6
 I know how to design and describe a football/sports kit.



Language Detectives' Memory Bank of "Funfair and Favourite Things".

Phrases Bank

Je m'appelle.. – I am called

J'aians- I am years old

Mon nom de famille est ...- My surname is ...

Voici ma famille.- This is my family

Je viens de ... I come from

J'habite près de...- I live near

J'ai un frère- I have a brother

J'ai une soeur- I have a sister

qui s'appelle – who is called

J'aime - I like

Je n'aime pas ...I don't like

Mon animal préféré est My favourite animal is

Mon livre préféré - my favourite book

Mon sport préféré - my favourite sport

Mon film préféré - my favourite film

Quel est **ton sport** préféré? –What is your favourite sport?



Sound spelling

qui

viens

près



Grammar

To say or write "my" in French, you replace the word for the with one of these three pronouns:

mon- le

ma= la

mes - les

Grammar

To say or write "your" in French, you replace the word for the with one of these three pronouns:

ton- le

ta= la

tes - les



Prior Learning (Y3 & Y5)	Attainment targets	Unit Overview
<p><u>Greetings Bank</u> Bonjour – good day Salut - hello À bientôt – see you soon Au revoir- good bye</p> <p><u>Question and Answer Bank</u> Ça va?- how are you? Ça va bien – I am feeling good Ça va- I am feeling okay Comme ci comme ça- okay Ça va mal- I am not feeling good</p> <p><u>Question and Answer Bank</u> Comment t’appelles –tu?- What are you called? Je m’appelle..... I am called.....</p> <p><u>Grammar</u> When you ask a question in French you can turn a sentence into a question by raising the pitch of your voice at the end of the question. e.g. Ça va?</p> <p><u>Adjective Bank with “I am”</u> Remember there are two different spellings for lots of these adjectives, when you use them with “je suis...”(I am ...). It depends if the person whose feelings are being described is male or female. Je suis – I am heureux/heureuse – happy triste- sad perdu/perdue- confused fatigué/ fatiguée en plein forme- feeling</p>	<ol style="list-style-type: none">1. Listen attentively to spoken language and show understanding by joining in and responding.2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.6. Present ideas and information orally to a range of audiences.7. Read carefully and show understanding of words, phrases and simple writing.8. Appreciate stories, songs, poems and rhymes in the language.9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.11. Describe people, places, things and actions orally and in writing.12. Understand basic grammar appropriate to the language being studied.	<p>Spring 2- Funfair and Favourites</p> <p>Lesson 1 I know how to say funfair ride nouns and say whether I like/ dislike them.</p> <p>Lesson 2 I know some funfair vocabulary.</p> <p>Lesson 3 I know how to describe funfair rides using adjectives.</p> <p>Lesson 4 I know how to plan and describe a new theme park.</p> <p>Lesson 5 I know how to talk about my favourite things.</p> <p>Lesson 6 I know about the tradition of ‘Poisson d’ avril’.</p>