



Y3


French Knowledge Mat

Summer 1: Fruit and vegetables



Language Detectives' Memory Bank of "Hungry Giant" fruits and vegetables

Fruits and Vegetables Bank

Une pomme –an apple
Une banane- a banana
Une pêche- a peach
Une grappe de raisin- a bunch of grapes
Une tomate- a tomato 
Une carotte- a carrot
Une orange- an orange
Une poire- a pear
Un melon- a melon
Un concombre- a cucumber

Sound spelling

“omme”

“oi”



“on”

“ais”

“aît”

Grammar

We often add “s” at the end of the word in French to make the noun a plural word e.g. une pomme/ deux pommes

Fact Bank

Grapes are grown in France. As you drive along the roads you can see rows and rows of vines with grapes growing on them.

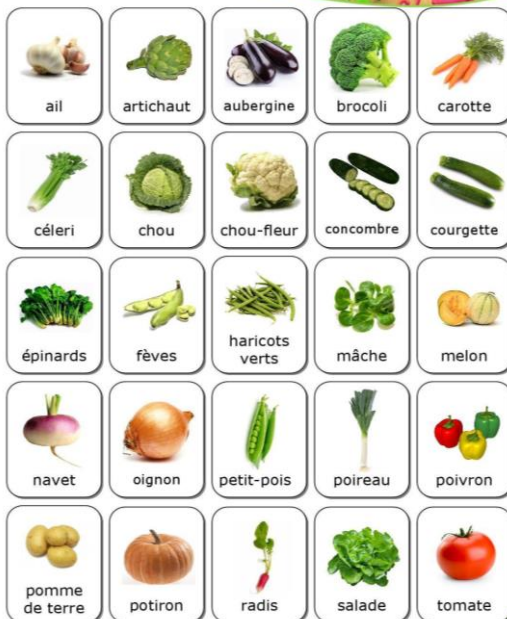
“Asking politely phrases” bank

Je voudrais- I would like...
s’il vous plaît - please

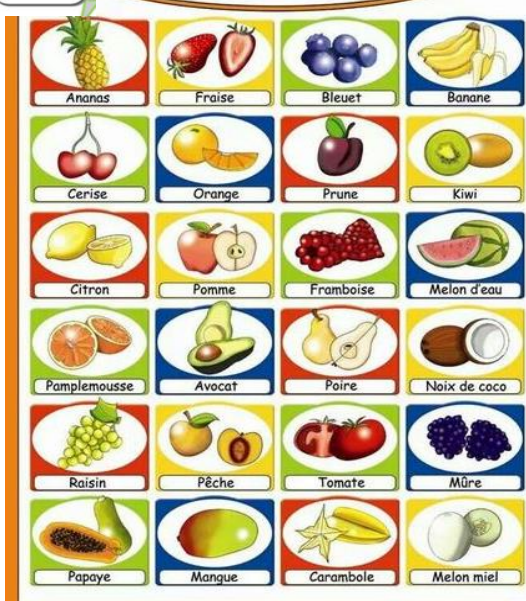


Prior Learning

les légumes du potager



Les fruits



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

Summer 1 - Hungry Giant

Lesson 1

I know how to say fruit and vegetable nouns.

Lesson 2

I know how to count fruits and vegetables.

Lesson 3

I know a story about fruits and vegetables.

Lesson 4

I know how to ask politely for a fruit or vegetable.

Lesson 5

I know how to remember fruit and vegetable nouns in a board game.

Lesson 6

I know how to write sentences about fruits and vegetables.



Language Detectives' Memory Bank of "I don't feel well" and jungle animals

"I don't feel well" -Questions and Answers bank

Qu'est-ce qu'il y a ?- What's wrong?

Je ne me sens pas bien- I don't feel well

J'ai mal aux dents- My tooth

J'ai mal à la tête- I have a headache

J'ai mal à l'oreille- I have earache

J'ai mal au ventre - I have tummy ache

Je me suis coupé au genou- I have cut my knee



Nouns bank

La jungle- the jungle

La girafe- the giraffe

Le serpent- the snake

Le perroquet- the parrot

Le singe- the monkey

Le tigre- the tiger

L'éléphant- the elephant



Sound spelling

"pent"

"quet"

"inge"



Sound spelling

"ven"

"sens"

"dents"

"eille"



Adjectives bank

petit- small

grand- big

long- long

rapide- quick

multicolore- multicoloured

terrible- fierce/frightening



Grammar

Adjectives agree with the noun they describe. The spelling of the same adjective can change if you are describing a masculine (le) noun or a feminine (la) noun.



Prior Learning (Y3&Y4)

la tête- the head
 le nez- the nose
 la bouche- the mouth
 les yeux- the eyes
 les oreilles- the ears
 les cheveux- the hair

le bras droit- the/your right arm
 le bras gauche- the /your left arm
 la main droite- the/your right hand
 la main gauche- the/your left hand
 la jambe droite- the/your right leg
 la jambe gauche- the /your left leg
 le pied droit- the /your right foot
 le pied gauche- the /your left foot



Attainment targets

- 1. Listen attentively** to spoken language and show understanding by joining in and responding.
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- 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

Summer 1- Feeling unwell/ Jungle animals

Lesson 1

I know how to recall parts of the body and explain why I don't feel well or what hurts.

Lesson 2

I know how to take part in a role play dialogue at the doctor's.

Lesson 3

I know the names of jungle animals in French.

Lesson 4

I know how to use adjectives to describe jungle animals in French.

Lesson 5

I know how to write a sentence using a noun, a verb and adjectives to describe animals.

Lesson 6

I know how to write my own jungle explorers' story.



Y5

French Knowledge Mat

Summer 1: Out of this world



Language Detectives' Memory Bank of Travellers' ID/ Planets & Space

Travellers ID Nouns bank

Prénom- first name

Nom de famille - surname

Âge- age


Date de naissance- date of birth

Adresse - address

Numéro de téléphone – telephone number

Nationalité – nationality

Couleur des yeux- colour of eyes



Verb bank

Je m'appelle- I am called


J'habite à- I live in....

J'ai ans - I amyears old

Je suis....- I am

Je ne suis pas.... I am not

C'est.... It is....




Sound spelling

“é”

“cou”

“suis”



Grammar

To say “I am “ in French, you use “je suis...” and to say “I am not..” you use “je ne suis pas.....” .

This is an example of the negative and you can use this with lots of verbs. Add “ne” before the verb and “pas” after the verb

Planets and Space Nouns Bank

Mercure- Mercury

Vénus- Venus

Pluton- Pluto

Jupiter- Jupiter

Mars- Mars

Saturne- Saturn

Neptune- Neptune

Le Soleil – the Sun

La Lune- the Moon


La Terre- the Earth

Les astronautes- the astronauts

La planète- the planet

Les étoiles- the stars

L'espace- Space




Sound spelling

“eil”

“é”

“erre”

“oiles”



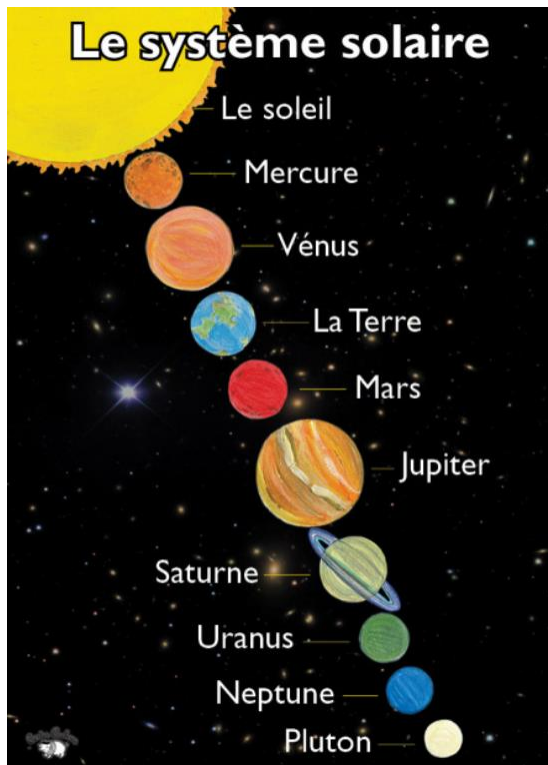


Prior Learning

Attainment targets

Unit Overview

République Française	
Carte Nationale d'Identité n°: 8362915	Nationalité Française
Nom:	
Age:	
Né(e) à:	



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- 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.

Summer 1- Out of this world

Lesson 1

I know words used on an ID card.

Lesson 2

I know how to ask and answer questions about someone's identity.

Lesson 3

I know the name of planets in French and can use adjectives to describe them.

Lesson 4

I know simple information about planets.

Lesson 5

I know how to recall and use familiar vocabulary to understand simple information about planets.

Lesson 6

I know how to create an imaginary planet and can make a poster with information about it.



Language Detectives' Memory Bank of cafe dialogues

Snacks bank

- Les boissons- drinks
- Un café- a black coffee
- Un thé- a tea
- Un café au lait- a coffee with milk
- Un coca- a coca cola
- De l'eau- some water
- Une pizza= a pizza
- Un sandwich (au fromage/ au jambon) – a (cheese/ham) sandwich
- Des frites- some chips
- Des chips – some crisps
- Un croque monsieur



Meals bank

- Des spaghettis bolognaise- spaghetti bolognaise
- Jambon purée – Ham and mashed potato
- Du fromage frais – fromage frais
- Steak haché et frites- burger and chips
- De la mousse au chocolat- some chocolate mousse
- Des viennoiseries- some pastries



Useful restaurant phrases bank

- Le restaurant
- Avez vous une table pour 5 personnes? – Have you got a table for 5 people?
- Vous désirez?- What would you like?
- Je prends – I will have
- Je voudrais...
- Merci- thank you
- Encore s'il vous plait – some more please
- C'est délicieux- It's delicious
- Entrée- starter
- Plats - main course
- Desserts- desserts
- Le menu- the menu



Café role play phrases bank

- Vous désirez?- What would you like?
- Je prends – I will have
- Je voudrais...I would like
- Merci- thank you
- S'il vous plait- please



Sound spelling

- “oissons”
- “th”
- “ites”
- “prends”
- “eau”



Sound spelling

- “frais”
- “ha”
- “lat”





Prior Learning (Y3&Y5)

Fruits and Vegetables Bank

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"Asking politely phrases" bank

Je voudrais- I would like...
s'il vous plaît – please



Salut! Hello!	Bonjour! Good morning!
Au revoir! Goodbye!	Excusez-moi. Excuse me.
Comment vas-tu? How are you?	Merci. Thank you.
Je t'aime. I love you.	S'il vous plaît. Please.
Pardon. I'm sorry.	Enchanté. Nice to meet you.
Je vais bien, merci! Fine, thank you.	Merci beaucoup! Thank you very much.

bonjour, ça va?- hello, how are you?
aujourd'hui nous sommes au marché - today we are at the market
voilà le marché - there is the market!
il y a des fruits et des légumes- there are fruit and vegetables
je voudrais cinq pommes - I would like 5 apples
c'est de quelle couleur? - what colour is it?
oui, je voudrais deux bananes jaunes - yes I would like 2 yellow bananas.
je voudrais sept pommes de terre rouges- I would like seven red potatoes

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Unit Overview

Summer 1- Cafe culture

Lesson 1

I know about 'café culture' in France and know about typical café food and drinks.

Lesson 2

I know how to write food and drinks I like/dislike and can ask someone else about their likes/ dislikes.

Lesson 3

I know how to order café food and drinks politely.

Lesson 4

I know how to write a simple sentence about my favourite breakfast.

Lesson 5

I know how to describe a hotel breakfast menu.

Lesson 6

I know how to take part in a café role play and write a conversation.