



Year 4
Knowledge Organiser for French
What's the Time?



Key Enquiry Questions:	
Can you say and write a sentence to tell the time (hour / half / quarter)?	<ul style="list-style-type: none"> • Il est...heure (s) • Il est...heure (s) et demie • Il est...heure (s) et quart • Il est...heure (s) moins le quart
Can you count up to 12 in single digits? Can you count up to 60 in five minute intervals?	<ul style="list-style-type: none"> • un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze • cinq, dix, quinze, vingt, vingt-cinq, trente, trente-cinq, quarante, quarante-cinq, cinquante, cinquante-cinq, soixante
Can you name all the days of the week?	<ul style="list-style-type: none"> • lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Key Vocabulary			
Focus vocabulary to prioritise for learning			
<i>School subjects</i>		<i>Numbers</i>	
la journée scolaire (f)	the school day	cinq	five
le français (m)	French	dix	ten
le dessin (m)	art	quinze	fifteen
la géographie (f)	geography	vingt	twenty
l'anglais (m)	English	vingt-cinq	twenty-five
l'éducation physique (f)	PE	trente	thirty
l'informatique (f)	computing	trente-cinq	thirty-five
les mathématiques (f)	maths	quarante	forty
la musique (f)	music	quarante-cinq	forty-five
l'histoire (f)	history	cinquante	fifty
les sciences (f)	science	cinquante-cinq	fifty-five
		soixante	sixty
<i>Days of the week</i>		<i>Various vocabulary</i>	
lundi	Monday	c'est	it is....
mardi	Tuesday	avant	before
mercredi	Wednesday	après	after
jeudi	Thursday	est	is
vendredi	Friday	sont	are
samedi	Saturday	il y a	there are...
dimanche	Sunday	de	from...
Use vocabulary books to revise vocabulary that has already been learnt on numbers and days of the week.		à	to....

Key Phrases	
Quelle heure est-il?	What time is it?
Il est...heure (s)	It is...o'clock
Il est...heure (s) et demie	It is half past....
Il est...heure (s) et quart	It is quarter past...
Il est...heure (s) moins le quart	It is quarter to...
Je me lève	I get up
Je mange mon petit déjeuner	I eat my breakfast
Je brosse mes dents	I brush my teeth
Je vais à l'école	I go to school
Je rentre chez moi	I go home
Je regarde la télévision	I watch TV
Je mange mon dîner	I eat my dinner
Je fais mon devoirs	I do my homework
Je me couche	I go to bed
Qu'est-ce qui passe à la television?	What's on the TV?
Combien de minutes?	How long? How many minutes?

Key Concepts/Skills for Year 4	
<p>Oracy Children continue to enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They ask and answer a wider range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories.</p>	<ul style="list-style-type: none"> • Listen to and identify words and short phrases. • Communicate by asking and answering a wider range of questions. • Memorise and present a short text.
<p>Literacy Children develop their reading skills and learn to understand familiar written phrases in clear printed script. They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time. They write familiar words and phrases using a model and begin to experiment with building short phrases from memory</p>	<ul style="list-style-type: none"> • Read and understand familiar written phrases. • Follow a short text while listening and reading, saying some of the text. • Read a wider range of words, phrases and sentences aloud. • Write some familiar words and phrases without help.
<p>Intercultural understanding Children reflect upon their own experiences at home, at school and in the wider community and discuss the similarities with experiences in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries. They identify common elements in traditional stories from other cultures.</p>	<ul style="list-style-type: none"> • Talk about their own experiences and know about similar experiences in other cultures. • Compare aspects of everyday life at home and abroad.
<p>Knowledge about language</p> <ul style="list-style-type: none"> • Reinforce and extend recognition of word classes and understand their function. • Recognise and apply simple agreements e.g. singular and plural, adjective and noun • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Be introduced to basic grammar appropriate to the language • Begin to recognise patterns in simple sentences and how these differ from or are similar to English • Apply phonic knowledge of the language to support reading and writing. 	
<p>Language and learning strategies</p> <ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences. • Use mental associations to help remember words. • Ask for repetition and clarification. • Use context and previous knowledge to determine meaning and pronunciation. • Practise new language with a friend and outside the classroom. • Use scaffolds to plan and prepare for a language activity. • Read and memorise words. • Sort words into categories. • Apply knowledge about letters and simple grammatical knowledge to experiment with writing. • Use a dictionary to look up spellings. • Use context and previous knowledge to determine meaning and pronunciation. • Access information sources. 	