



**Year 5**  
**Knowledge Organiser for French**  
**School Life**



Key Questions	
Can you say and write a sentence to answer a question?	<ul style="list-style-type: none"> <li>Say which subject I like best, orally and in writing.</li> </ul>
Can you use basic rules appropriate to French when sentence building? <ul style="list-style-type: none"> <li>Use the pronouns il and elle</li> <li>Use a comparative adverb</li> </ul>	<ul style="list-style-type: none"> <li>Use the pronoun il to replace a male name. Use the pronoun elle to replace a female name. Use the pronouns ils/elles to replace the plural names.</li> <li>Compare two subjects using the adverb 'mieux.' State which subject I like best using 'Ma matière favorite'</li> </ul>
Can you engage in conversations to: <ul style="list-style-type: none"> <li>ask and answer questions?</li> <li>express opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about how many sides a shape/shapes have, what I can do in school and where objects are. (When asking the question: How many sides does a .....have? The verb in English is generally at the end of the sentence. In French, the verb comes at the beginning of the sentence.)</li> <li>Give an opinion about which subject I like best.</li> </ul>
Can you say the numbers 1-40?	<ul style="list-style-type: none"> <li>I can count to 40 in French.</li> </ul>

Key Vocabulary	Focus vocabulary to prioritise for learning		
<i>School objects</i>		<i>Shapes</i>	
la porte (f)	door	les formes (f)	shapes
la fenêtre (f)	window	un pentagone (m)	pentagon
la table (f)	table	un hexagone (m)	hexagon
la chaise (f)	chair	un octogone (m)	octagon
l'ordinateur (m)	computer	les côtés (m)	sides
l'armoire (f)	cupboard	un cerf volant (m)	kite
l'évier (m)	sink	un triangle (m)	triangle
le livre (m)/ les livres (m)	book / books	un carré (m)	square
les toilettes (f)	toilets	un rectangle (m)	oblong
un dessin (m)	picture	un losange (m)	rhombus
l'eau (f)	water		
la colle (f)	glue	<i>School subjects</i>	
le journal (m)	newspaper	les matières (f)	subjects
la gomme (f)	rubber	le français (m)	French
la règle (f) / les règles (f)	ruler / rulers	l'anglais (m)	English
le taille-crayon (m)	pencil sharpener	les sciences (f)	science
le journal (m)	newspaper	les mathématiques (les maths) (f)	mathematics/maths
les journaux (m)	newspapers	la musique (f)	music
les peintures (f)	paints	l'éducation physique (f)	physical education
les ciseaux (m)	scissors	l'histoire (f)	history
les crayons de couleur (m)	crayons	la géographie (la géo) (f)	geography
les feutres (m)	felt pens	l'informatique (f)	IT
<b>Use vocabulary books to revise vocabulary that has already been learnt on school objects and numbers.</b>		le dessin (m)	art
(Numbers 1-40) 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, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante			

Key Phrases	Focus phrases to prioritise for learning		
à côté de	next to	plus tard	later
Où est...?	Where is...?	dans cinq minutes	in 5 minutes
Où sont...?	Where are...?	Il/Elle est là bas	It's over there
Quelle matière préfères-tu ?	Which subject do you prefer?	Ils/Elles sont là-bas	They're over there
J'aime mieux...	I like ... best	Il/Elle est ici	It's here
Quelle est ta matière favorite?	Which is your favourite subject?	Ils/Elles sont ici	They're here
Ma matière favorite est...	My favourite subject is ...	Il/Elle est sur...	It's on...
Qu'est-ce que c'est?	What is it?	Ils/Elles sont sur...	They're on...
Combien de côtés a...?	How many sides does a ... have?	Il/Elle est à côté de...	It's next to...

Combien de côtés ont...?	How many sides do ... have?	Ils/Elles sont à côté de...	They're next to...
Ils ont...côtés	They have ... sides	Il/Elle est sous...	It's under...
Excusez-moi	Excuse me	Ils/Elles sont sous...	They're under...
Est-ce que je peux...?	Can I ...?	Il/Elle est derrière...	It's behind...
s'il vous plaît	please	Ils/Elles sont derrière...	They're behind...
pas pour le moment	not at the moment		

<b>Key Concepts/Skills for Year 5</b>	
<p><b>Oracy</b></p> <p>Children listen attentively and learn to identify the main points from a short passage of several sentences.</p> <p>They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn how to express a simple opinion and join in a short conversation.</p>	<ul style="list-style-type: none"> <li>• Focus on correct pronunciation and intonation</li> <li>• Ask and answer questions</li> <li>• Use tone of voice and gesture to help to convey meaning.</li> <li>• Agree and disagree with statements</li> <li>• Understand and express like and dislikes.</li> <li>• Understand the main points from speech which includes unfamiliar language.</li> <li>• Remember, retain and recall words, phrases and sentences</li> </ul>
<p><b>Literacy</b></p> <p>Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order. They continue to develop their writing skills by using words and phrases to build sentences and short texts with support.</p>	<ul style="list-style-type: none"> <li>• Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.</li> <li>• Understand that the order of words in a sentence influences the meaning</li> <li>• Make a sentence using single word cards</li> <li>• Make a short text using word and phrase cards.</li> <li>• Choose words, phrases and sentences and write them into a gapped text or as picture captions</li> <li>• Memorise phrases and adapt these to create new sentences</li> <li>• Use a bilingual dictionary to check the spelling of familiar words.</li> <li>• Explore how English and French grammar are different.</li> </ul>
<p><b>Intercultural understanding</b></p> <p>Throughout the school curriculum the children are encouraged to recognise the different identities within the class and beyond. They have the opportunity to listen to the experiences and views of others and to discuss the similarities and differences. Children are encouraged to be accepting and open to learning about their peers, another language and about life in different countries.</p>	<ul style="list-style-type: none"> <li>• Recognise the different identities within the class and beyond</li> <li>• Reflect on cultural issues using empathy and understanding</li> </ul>
<p><b>Knowledge about language</b></p> <ul style="list-style-type: none"> <li>• Recognise patterns in simple sentences.</li> <li>• Manipulate language by changing an element in a sentence.</li> <li>• Apply knowledge of rules when building sentences.</li> <li>• Develop accuracy in pronunciation and intonation.</li> <li>• Understand and use negatives.</li> <li>• Appreciate that different languages use different writing conventions.</li> <li>• Recognise the typical conventions of word order in the foreign language.</li> <li>• Understand that words will not always have a direct equivalent in the language.</li> <li>• Notice different text types and deal with authentic texts.</li> </ul>	
<p><b>Language and learning strategies</b></p> <ul style="list-style-type: none"> <li>• Plan and prepare – analyse what needs to be done to carry out a task.</li> <li>• Integrate new languages into previously learnt language.</li> <li>• Apply grammatical knowledge to make sentences.</li> <li>• Use actions and rhymes to aid memorisation.</li> <li>• Ask for repetition and clarification. Use context and previous knowledge to help understanding.</li> <li>• Practise new language with a friend and outside the classroom.</li> <li>• Look and listen for visual and aural clues.</li> <li>• Use a dictionary or a word list.</li> <li>• Pronounce/read aloud unknown words.</li> </ul>	