

Year 4 French Term 1.1 Knowledge Organiser – Hobbies and Routine

<u>Vocabulary</u>		<u>Aims</u>	
(Greetings vocabulary) Vingt-et-un Vingt-deux Vingt-trois Vingt-quatre Vingt-cinq Vingt-six Vingt-sept Vingt-huit Vingt-neuf Trente Quelle heure est-il ? Il est deux heures Il est trois heures Il est quatre heures Il est cinq heures Il est six heures et demie Il est sept heures et demie Il est huit heures et demie lundi mardi mercredi jeudi vendredi samedi dimanche le weekend	(Greetings vocabulary) Twenty-one Twenty-two Twenty-three Twenty-four Twenty-five Twenty-six Twenty-seven Twenty-eight Twenty-nine Thirty What time is it? It is 2 o'clock It is 3 o'clock It is 4 o'clock It is 5 o'clock It is half past six It is half past seven It is half past eight Monday Tuesday Wednesday Thursday Friday Saturday Sunday The weekend	This half term students will revise the vocabulary required to introduce themselves and greet other people. This will become the starting routine for all lessons. Students will also revise the numbers that they covered in Year 3, reinforcing them and adding the numbers 21 – 30. This will feed into the lesson on telling the time, where the focus will be on telling the time on the hour and half-past the hour. Days of the week are covered in Week 5, these and the time vocabulary will be reinforced when talking about hobbies next half term.	
		<u>Grammar</u>	<u>Phonics</u>
		Key Verb: Être – to be Je suis – I am Tu es – you are Il/ elle est – he/ she is Nous sommes – we are Vous êtes – you (pl) are Ils/ elles sont – they are Telling the Time Students may have seen “un” to mean one, but with time we use “une” because “heure” (hour) is feminine. In the phrase « il est une heure » (it is one o'clock), ‘heure’ is singular. The other times are all in the plural form “il est deux heures” so we add the s.	This half term, students cover the phonics pair I & OI I <ul style="list-style-type: none"> I sounds (/i/, like 'peel' in English) are usually spelled i. Ask students to stretch their mouths wide to help make the sound OI <ul style="list-style-type: none"> WA sounds (/wa/, like 'one' in English) are usually spelled oi. OI pronunciation tip: say 'or one' to get the proper rounded mouth at the beginning.

Year 4 French Term 1.2 Knowledge Organiser – Hobbies and Routine

<u>Vocabulary</u>		<u>Aims</u>	
<p>Tu aimes ? J'aime Je n'aime pas Jouer au foot Jouer sur l'ordinateur Faire de la danse Regarder la télévision Écouter de la musique</p> <p>À trois heures À cinq heures Le lundi Le samedi J'aime jouer au foot J'aime jouer sur l'ordinateur J'aime regarder la télévision J'aime écouter de la musique</p> <p>Sentence Building Il est deux heures. Il est six heures. Il est neuf heures et demie. Il est onze heures et demie. Le mardi j'aime jouer au foot. Le jeudi j'aime regarder la télévision. À trois heures j'aime faire de la danse. À cinq heures j'aime écouter de la musique.</p>	<p>Do you like? I like I don't like To play football To play on the computer To dance To watch television To listen to music</p> <p>At 3 o'clock At 5 o'clock On Mondays On Saturdays I like to play football I like to play on the computer I like to watch television I like to listen to music</p> <p>Sentence Building It is 2 o'clock. It is 6 o'clock. It is half past 9. It is half past 11. On Tuesdays I like to play football. On Thursdays I like to watch television. At 3 o'clock I like to dance. At 5 o'clock I like to listen to music.</p>	<p>This half term students will revise basic opinion vocabulary that was introduced in Year 3.</p> <p>Students will learn new vocabulary to talk about hobbies and combine these with the opinion vocabulary and time phrases to understand and form longer phrases.</p> <p>At the end of term, students will learn about how the holiday season (Christmas and New Year) is celebrated in another French-speaking country – Canada!</p>	
		<u>Grammar</u>	<u>Phonics</u>
		<p style="text-align: center;">Key Verb: Aimer – To like J'aime – I like Tu aimes – You like Il/ elle aime – He/ likes Nous aimons – We likes Vous aimez – You (pl) like Ils/ elles aiment – They like</p> <p style="text-align: center;">Infinitive Phrases</p> <p>Students are introduced to a number of verbs this term in their infinitive form:</p> <p style="text-align: center;">Jouer – to play Faire – to do/ to make Regarder – to watch Écouter – to listen</p> <p>Rather than teach full conjugations at this stage, students can make full sentences about what they like doing using "J'aime" + infinitive phrase (eg. J'aime faire de la danse)</p>	<p>This half term, students cover the phonics pair CH & J</p> <p>CH</p> <ul style="list-style-type: none"> CH sounds (/ʃ/, like 'shop' in English) are usually spelled ch. <p>J</p> <ul style="list-style-type: none"> The letter 'J' usually represents the sound /ʒ/ in French. It is usually spelled j, ge, gi, or gy. J pronunciation tip: whisper 'shhh', then sing a low note at the same time.

Year 4 French Term 2.1 Knowledge Organiser – How I Look

<u>Vocabulary</u>		<u>Aims</u>	
Marron	Brown	<p style="text-align: center;">This half term students will learn the words for different colours in French. Students will also learn new vocabulary about parts of the face, which will become useful in the second half term of this module.</p> <p style="text-align: center;">Students will then bring together their knowledge of colours and learn how to describe their hair and eye colour. This will require some explanation about how adjectives in French need to agree in number/ gender with nouns. This said, the module has been set up so that students can also learn these as set phrases.</p>	
Noir	Black		
Rouge	Red		
Blanc	White		
Bleu	Blue		
Vert	Green		
Orange	Orange		
Gris	Grey		
Rose	Pink		
Jaune	Yellow		
J'ai	I have	<u>Grammar</u>	<u>Phonics</u>
Un visage	A face	<p style="text-align: center;">Key Verb: <u>Avoir – to have</u> J'ai – I have Tu as – you have Il/ elle a – he/she has Nous avons – we have Vous avez – you (pl) have Ils/ elles ont – They have</p> <p style="text-align: center;"><u>Adjectives</u></p> <p>Adjectives in French need to change slightly if they refer to feminine or plural items. Regular adjectives add -e for feminine, -s for plural and both for feminine plural. In French, the adjective usually goes after the noun: les yeux bleus = blue eyes les cheveux noirs = black hair</p>	<p style="text-align: center;">This half term, students will revise the phonics pair UN & ON</p> <p>UN</p> <ul style="list-style-type: none"> UN sounds (/œ̃/, like 'uh' in English but nasal and without a 'n' sound) are usually spelled <i>un</i> or <i>um</i>. UN pronunciation tip: say 'up', keep the 'uh' sound going and hold your nose. <p>ON</p> <ul style="list-style-type: none"> ON sounds (/ɔ̃/, like 'or' in English but nasal) are usually spelled <i>on</i> or <i>ont</i>. ON pronunciation tip: say 'or' and hold your nose.
Un nez	A nose		
Une bouche	A mouth		
Des yeux	Eyes		
Des oreilles	Ears		
Des cheveux	Hair		
Des dents	Teeth		
J'ai les yeux bleus	I have blue eyes		
J'ai les yeux marron	I have brown eyes		
J'ai les yeux verts	I have green eyes		
J'ai les yeux gris	I have grey eyes		
J'ai les cheveux blonds	I have blonde hair		
J'ai les cheveux bruns	I have brown hair		
J'ai les cheveux noirs	I have black hair		
J'ai les cheveux roux	I have red hair		

Year 4 French Term 2.2 Knowledge Organiser – How I Look

<u>Vocabulary</u>		<u>Aims</u>	
Je suis grand Je suis grande Je suis petit Je suis petite J'ai les cheveux longs J'ai les cheveux courts Je porte des lunettes Je ne porte pas de lunettes Une tête Un dos Des épaules Des bras Des mains Des jambes Des genoux Des pieds Il est / Elle est Il a / Elle a Quatre bras Un œil Cinq yeux Huit jambes Trois têtes Six mains	I am tall (boy) I am tall (girl) I am short (boy) I am short (girl) I have long hair I have short hair I wear glasses I don't wear glasses A head A back Shoulders Arms Hands Legs Knees Feet He is / She is He has / She has Four arms One eye Five eyes Eight legs Three heads Six hands	This half term students will bring together the descriptive vocabulary that they learnt last half term and build on it to a point where they are able to produce their own, full description of a character/ person. Students will move beyond using just 1 st person verbs this half term and learn to use the verbs "to have" and "to be" in the 3 rd person singular. In Week 6, students will learn about how Easter is celebrated in France and use their knowledge of colours to produce their own drawings in a colour by numbers exercise.	
		<u>Grammar</u>	<u>Phonics</u>
		<p style="text-align: center;">Être – to be</p> Je suis – I am Tu es – you are Il/ elle est – he/ she is Nous sommes – we are Vous êtes – you (pl) are Ils/ elles sont – they are	<p style="text-align: center;">Avoir – to have</p> J'ai – I have Tu as – you have Il/ elle a – he/she has Nous avons – we have Vous avez – you (pl) have Ils/ elles ont – They have
		There isn't a specific phonics lesson this half term as there is quite a lot of content to get through. This said, teachers should be encouraged to make use of the phonics lists in each lesson plan and link new words to familiar sounds where possible. Students should so far have covered the following phonics pairs:	
		<p style="text-align: center;">Adjectives</p> Most adjectives in French come after the noun, e.g. des cheveux courts Adjectives in French need to agree with the gender of the person/thing they describe (e.g. a girl would say "Je suis grande" but a boy 'Je suis grand') and the number of people (by adding 's' for plural). Please note that 'hair' is plural in French.	
<p style="color: orange;">Sentence Building</p> J'ai les yeux marron. J'ai les cheveux courts. Je suis petit. Je suis grand. Elle est petite. Elle est grande. Je porte des lunettes. J'ai deux mains.	<p style="color: orange;">Sentence Building</p> I have brown eyes. I have short hair. I am short (boy). I am tall (boy). She is short. She is tall. I wear glasses. I have two hands.	EU AU É È OU U AN IN UN ON	

Year 4 French Term 3.1 Knowledge Organiser – Food and Drink

<u>Vocabulary</u>		<u>Aims</u>	
Je mange Je bois Des céréales Un sandwich De la viande De l'eau Du lait Du jus	I eat I drink Cereal A sandwich Meat Water Milk Juice	This half term introduces the common verbs "to eat" and "to drink". Students will use these in the 1 st person to talk about what they eat and drink at different mealtimes. The lessons on different foods are aimed to tie in with any teaching related to a balanced diet. Foods are included from each of the different food groups and students are encouraged to make these links. This vocabulary will be repeated and built upon next term, where students will learn to give their opinions about different foods.	
		<u>Grammar</u>	<u>Phonics</u>
Pour le petit déjeuner Pour le déjeuner Pour le dîner Je mange Je bois Des céréales Un sandwich De la viande Du jus De l'eau	For breakfast For lunch For dinner I eat I drink Cereal A sandwich Meat Juice Water	Key Verbs: <u>Manger – To eat</u> Je mange – I eat Tu manges – You (s) eat Il / elle mange – He/ she eats Nous mangeons – We eat Vous mangez – You (pl) eat Ils/ elles mangent – They eat <u>Boire – To drink</u> Je bois – I drink Tu bois – You (s) drink Il/ elle boit – He/ she drinks Nous buvons – We drink Vous buvez – You (pl) drink Ils/ elles boivent – They drink	This half term, students will revise the phonics pair EU & AU EU <ul style="list-style-type: none"> EU sounds (/ø/, like 'bird' in English but with a rounded mouth) are usually spelled <i>e, eu</i> or <i>eux</i>. EU pronunciation tip: say 'bird' but with your mouth in a duck face pout. AU <ul style="list-style-type: none"> AU sounds (/o/, something between 'oh' and 'or' in English) are usually spelled <i>o, ô, au, eau, aux</i> or <i>eaux</i>. AU pronunciation tip: say 'or' but keep it short.
Le pain Le fromage La viande Le poisson Les haricots Les légumes Les fruits Les avocats Les pâtes Les pommes de terre	Bread Cheese Meat Fish Beans Vegetables Fruit Avocados Pasta Potatoes		

Year 4 French Term 3.2 Knowledge Organiser – Food and Drink

<u>Vocabulary</u>		<u>Aims</u>	
J'aime Je n'aime pas J'adore Je déteste Je préfère Les légumes Les fruits La viande Le poisson Le fast-food	I like I don't like I love I hate I prefer Vegetables Fruit Meat Fish Fast food	This half term, students will use the food vocabulary that they covered last term and expand on it to learn how to talk about foods they like and dislike. The opinion vocabulary this term will have been seen before, with the addition of "I prefer" to enable more complex opinion phrases. There is a strong cultural element to this half term, given the strong traditions tied to food in France. Students will be introduced to some classic French dishes in Weeks 3 and 5. The project in Weeks 5 and 6 will require students to design their own French menu. It would also be a great half term to tie in with a food tasting / cooking lesson!	
		<u>Grammar</u>	<u>Phonics</u>
J'aime les pâtes Je déteste le poisson J'adore les fruits Je préfère le pain Je suis végétarien Je suis végétarienne Je suis végane Ma nourriture préférée est le fromage	I like pasta I hate fish I love fruit I prefer bread I am vegetarian (boy) I am vegetarian (girl) I am vegan My favourite food is cheese	Key Verb: <u>Aimer – To like</u> J'aime – I like Tu aimes – You like Il/ elle aime – He/ likes Nous aimons – We likes Vous aimez – You (pl) like Ils/ elles aiment – They like <u>Opinions</u> To give an opinion in French, unlike in English you need to include the definite article in between your verb and your object. Eg. I like vegetables = 'J'aime les légumes' I don't like fish = 'Je n'aime pas le poisson.'	There isn't a specific phonics lesson this half term as there is quite a lot of content to get through. This said, teachers should be encouraged to make use of the phonics lists in each lesson plan and link new words to familiar sounds where possible. Students should so far have covered the following phonics pairs:
			É È OU U AN IN UN ON EU AU
Entrées Salade Verte Pâté Soupe Plats Croque Monsieur Steak frites Desserts Mousse au chocolat Tarte tatin	Starters Green Salad Pâté Soup Mains Croque Monsieur Steak and chips Desserts Chocolate mousse Tarte tatin		