

# Bomere and the XI Towns Federation Knowledge Organiser—French

Topic: Getting to Know You

Class/Year Groups: Dragonflies

Term: Spring

How this unit will build on what you already know:













In this unit, you will apply previous skills and knowledge of topic areas such as spellings and jobs.

We will add to this knowledge by introducing how to express our emotions and to talk about the future, using two different tenses.

What you will learn:

- To demonstrate their prior learning from previous units;
- To say a simple future sentence;
- To give an intention for the immediate future;
- To use body language or gesture to help understand;
- To say how they are feeling;
- To follow a simple story and recognise key vocabulary;
- To present information about themselves with support.
- To recognise the difference between English and French future tenses;
- To ask how to spell a word in French;
- To name the accents on French alphabet letters;
- To substitute vocabulary to change a sentence;
- To orally make a short personal presentation.

**New language introduced in this unit:**

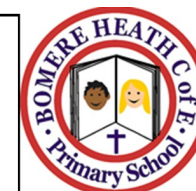
Comment ça va ? How are you?			
Je suis... I am...			
agacé (m) agacée (f) 	heureux (m) heureuse (f) 	impatient (m) impatiente (f) 	anxieux (m) anxieuse (f) 
étonné (m) étonnée (f) 	content (m) contente (f) 	fâché (m) fâchée (f) 	triste (m/f) 
gêné (m) gênée (f) 	effrayé (m) effrayée (f) 	fier (m) fière (f) 	fatigué (m) fatiguée (f) 

*New language continued overleaf...*



National Curriculum Objectives:

listen attentively to spoken language and show understanding by joining in and responding ☐ 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 Languages – key stage 2 3 ☐ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English



New language introduced in this unit (continued):

<b>Comment t'appelles-tu ?</b> What's your name?	<b>Je m'appelle Elise.</b> I'm called Elise.
<b>Où habites-tu ?</b> Where do you live?	<b>J'habite à Paris.</b> I live in Paris.
<b>As-tu des animaux à la maison ?</b> Have you got any pets at home?	<b>Oui, j'ai deux chats et un chien.</b> Yes, I have two cats and a dog.
<b>Comment vas-tu à l'école ?</b> How do you go to school?	<b>Je vais à l'école à vélo.</b> I go to school by bike.
<b>Quels sports aimes-tu ?</b> What sports do you like?	<b>J'aime le golf mais je déteste la natation.</b> I like golf but I hate swimming.
<b>Que portes-tu ?</b> What are you wearing?	<b>Je porte un manteau.</b> I'm wearing a coat.
<b>C'est de quelle couleur ?</b> What colour is it?	<b>C'est bleu.</b> It's blue.