

Bomere and the XI Towns Federation Knowledge Organiser—French

Topic: My House

Class/Year Groups: Year 5/ Year 6

Term: Spring

How this unit will build on what you already know:

In this unit children develop their knowledge of key vocabulary about the rooms in the house and main parts of a house. They describe their house, including details (using existing knowledge of colours) Children give opinions about houses and their own house using adjectives they already know as well as new adjectives. In groups, they will label a house in French and ask and tell others how their ideal house would be. Individually, they will create a written activity about how their 'dream home' would look like.

What you will learn:

Most children will: Most children will understand the house rooms vocabulary in French. They will make comparisons between rooms and give opinions using a variety of adjectives, they will remember the agreement between the noun and adjective (gender and number) They will describe an ideal house using the unit vocabulary and ask other about their houses.

Some children will have progressed further and will: Make a speech in front of the class using all vocabulary learnt without help. Use verbs confidently in present tense and conditional.

Vocabulary

New language introduced in this unit

- Revise colours and gender for making descriptions.
- Definite and indefinite articles
- House rooms vocabulary. Include adjectives
- Possessive adjective
- Express opinions
- Comparations
- Revise 'mais' and 'je préfère ' to make complex sentences.
- Present tense
- Describe a 'dream house'.

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

