



Year 3
Knowledge Organiser for French
Our School



Key Questions	
Can you listen attentively to spoken language and show understanding by joining in and responding?	<ul style="list-style-type: none"> Name objects around the classroom. Follow instructions to identify objects. Listen to and respond to commands.
Can you engage in conversations to: <ul style="list-style-type: none"> ask and answer questions? give an opinion? 	<ul style="list-style-type: none"> Ask a partner a question about identifying objects in the classroom. Ask / answer the question: Où es-tu? Say whether I like/dislike a subject.
Can you speak in sentences, using familiar vocabulary, phrases and basic language structures?	<ul style="list-style-type: none"> Use simple sentences connected to the classroom/school theme e.g use the sentence J'ai un / une dans ma trousse.
Can you use basic rules appropriate to French when sentence building? <ul style="list-style-type: none"> Choose the appropriate indefinite article (un/une) Recognise that verbs change to fit the subject 	<ul style="list-style-type: none"> Write sentences converting le/la to un/une. Use the phrase 'Il/Elle est là' or 'Ils/Elles sont là' in response to a question.
Can you say or write phrases from memory and adapt these to create new sentences, to express ideas clearly in the context of places around the school and subjects?	<ul style="list-style-type: none"> Use the vocabulary of around school and what I like to do to write sentences with a preposition. Write sentences using infinitive verbs e.g J'aime lire.

Key Vocabulary			
voici	this is	asseyez-vous	sit down
la porte (f)	door	arrêtez	stop
la fenêtre (f)	window	marches	walk
la chaise (f)	chair	courez	run
la table (f)	table	sautiez	jump
l'ordinateur (m)	computer	sautiez à cloche-pied	hop
le livre (m)	book	courez sur place	run on the spot
les lumières (f)	lights	sautillez	skip
le/un crayon (m)	pencil	la salle de classe (f)	classroom
le/un stylo (f)	pen	la cour de récréation (f)	playground
le/un crayon de couleur (m)	crayon	la bibliothèque (f)	library
la/une gomme (f)	rubber	la salle de musique (f)	music room
la/une règle (f)	ruler	le terrain de jeu (m)	playing field
le/un taille crayon (m)	pencil sharpener	la grande salle (f)	hall
la/une trousse (f)	pencil case	la salle d'informatique (f)	IT room
les matières (f)	subjects	le bureau du directeur (m)	head teacher's office (m)
le français (m) / l'anglais (m)	French / English	le bureau de la directrice (m)	head teacher's office (f)
les sciences (f)	science	la cantine (f)	dining hall
les mathématiques (f)	mathematics	le bureau (m)	office
la musique (f)	music	le couloir (m)	corridor
l'éducation physique (f)	physical education	la salle des professeurs (f)	staff room
l'histoire (f)	history	lire	to read
la géographie (f)	geography	manger	to eat
l'informatique (f)	IT	courir	to run
le dessin (m)	art	marcher	to walk
levez-vous	stand up	chanter	to sing

Key Phrases			
Où est?	Where is...?	Je suis dans.../ Je suis sur..	I am in... / I am on...
Il/Elle est là	It's there	jouer au foot	to play football
Où sont?	Where are they?	parler avec mes ami(e)s	to talk to my friends
Ils/Elles sont là	They're there	travailler sur l'ordinateur	to work on the computer
Qu'est-ce qu'il y a dans ta trousse?	What's in your pencil case?	jouer au basket	to play basketball
J'ai...	I have...	aider le professeur	to help the teacher
J'aime / Je n'aime pas	I like / I don't like	Qu'est-ce que tu aimes faire?	What do you like to do?
Où es-tu?	Where are you?	les endroits dans l'école	places around the school

Key Concepts / Skills for Year 3	
<p>Oracy Children listen attentively and show an understanding of single words, simple phrases and short sentences. They enjoy listening to and joining in with songs, poems and stories, and begin to develop their confidence, imagination and self-expression. Children ask and answer questions. They begin to communicate ideas using language scaffolds to help.</p>	<ul style="list-style-type: none"> • Repeat modelled words/phrases • Ask and answer questions • Say a short sentence using a language scaffold • Present simple rehearsed statements to a partner • Use tone of voice and gesture to help to convey meaning • Encourage correct pronunciation and intonation • Begin to describe people, places, nouns and actions orally • Join in with words of a song, poem, rhyme or storytelling
<p>Literacy Children revisit and consolidate words and phrases previously learnt, and build on this prior learning. They broaden their vocabulary. They begin to read and understand simple writing. They learn to put familiar words into sentence order. They use a language scaffold to write simple phrases and sentences. Say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<ul style="list-style-type: none"> • Read and understand single words, simple phrases and short sentences • Memorise new vocabulary • Use a language scaffold to help write simple phrases and sentences • Make new sentences by substituting different vocabulary
<p>Intercultural understanding Children reflect upon their own experiences at home, at school and in the wider community and compare with experiences in other cultures.</p>	<ul style="list-style-type: none"> • Talk about own experiences • Compare aspects of everyday life at home and abroad
<p>Knowledge about language</p> <ul style="list-style-type: none"> • Reinforce and extend awareness of word classes • Begin to recognise and apply simple agreements e.g. singular and plural • Use question forms • 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 	
<p>Language and learning strategies</p> <ul style="list-style-type: none"> • Learn strategies to memorise new vocabulary • Repeat and practise words • Practise new language with a friend • Use scaffolds to help plan and prepare a language activity • Apply simple grammatical knowledge to experiment with writing • Make new sentences by substituting different vocabulary • Use a wordlist/dictionary to look up spellings 	