



Year 4
Knowledge Organiser for French
Holidays and Hobbies



Key Enquiry Questions:	
Can you name the months of the year and say which season they are in?	<ul style="list-style-type: none"> E.g. Juillet es en été
Can you make a whole sentence about going on holiday with someone or somewhere?	<ul style="list-style-type: none"> E.g. Je vais en vacances avec ma maman. Je vais au Portugal avec mon frère.
Can you use the possessive adjective correctly?	<ul style="list-style-type: none"> Informal – ton if referring to a masculine item; ta if referring to female one e.g. Quel est ton sport préféré? Formal – votre for male or female

Key Vocabulary			
Focus vocabulary to prioritise for learning			
<i>Seasons/months</i>		<i>Places</i>	
les saisons (f)	the seasons	Le Portugal (m)	Portugal
le printemps (m)	spring	La Chine (f)	China
l'été (m)	summer	Le Mexique (m)	Mexico
l'automne (m)	autumn	L'Australie (f)	Australia
l'hiver (m)	winter	L'Angleterre (f)	England
janvier (m)	January	Le Canada (m)	Canada
février (m)	February	Le Kenya (m)	Kenya
mars (m)	March	Le Pays de Galles (m)	Wales
avril (m)	April	L'Espagne (f)	Spain
mai (m)	May	La Suisse (f)	Switzerland
juin (m)	June	Le Luxembourg (m)	Luxembourg
juillet (m)	July	La Russie (f)	Russia
août (m)	August	Le Danemark (m)	Denmark
septembre (m)	September	La Belgique (f)	Belgium
octobre (m)	October	L'Argentine (f)	Argentina
novembre (m)	November	Le Brésil (m)	Brazil
décembre (m)	December		
		<i>Sports</i>	
		<i>les sports (m)</i>	sports
<i>Family</i>		la lutte (f)	wrestling
la maman (f)	mum	le ski (m)	skiing
la soeur (f)	sister	le football (m)	football
le papi (m)	grandad	la natation (f)	swimming
le papa (m)	dad	la course à pied	running
le frère (m)	brother	la gymnastique (f)	gymnastics
		le hockey (m)	hockey
<i>Transport</i>		le tennis (m)	tennis
le train (m)	train	le rugby (m)	rugby
le bateau (m)	boat	l'équitation (f)	horse riding
le cheval (m)	horse		
le bus (m)	bus	<i>Various vocabulary</i>	
le vélo (m)	bicycle	où	where
la voiture (f)	car	avec	with
l'avion (m)	plane	la météo (f)	weather
le pied (m)	foot	aujourd'hui	today
		il fait	it's
Use vocabulary books to revise vocabulary that has already been learnt on family and transport.		degrés celsius	degrees celsius
		comment	how

Key Phrases	
En quelle saison est....?	What season is...in?
En quelle saison sont...?	What season are...in?
les mois (m)	months
Quel temps fait-il?	What is the weather like?
Il fait chaud	It is hot
Il fait froid	It is cold

Il fait nuageux	It is cloudy
Il fait du vent	It is windy
Il fait du brouillard	It is foggy
Il pleut	It is raining
Il neige	It is snowing
Il gèle	It is freezing
Quel temps est prévu pour aujourd'hui?	What is the forecast for today?
Quel temps fait-il dans le monde?	What's the weather like in the world?
Quel est ton sport préféré?	Which is your favourite sport?
Mon sport préféré est...	My favourite sport is...
Combien de personnes preferent...	How many people prefer....?

Key Concepts/Skills for Year 4	
<p>Oracy Children continue to enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They ask and answer a wider range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories.</p>	<ul style="list-style-type: none"> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Memorise and present a short text.
<p>Literacy Children develop their reading skills and learn to understand familiar written phrases in clear printed script. They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time. They write familiar words and phrases using a model and begin to experiment with building short phrases from memory.</p>	<ul style="list-style-type: none"> • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help.
<p>Intercultural understanding Children reflect upon their own experiences at home, at school and in the wider community and discuss the similarities with experiences in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries. They identify common elements in traditional stories from other cultures.</p>	<ul style="list-style-type: none"> • Talk about their own experiences and know about similar experiences in other cultures. • Compare aspects of everyday life at home and abroad
<p>Knowledge about language</p> <ul style="list-style-type: none"> • Reinforce and extend recognition of word classes and understand their function. • Recognise and apply simple agreements, singular and plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. 	
<p>Language and learning strategies</p> <ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences. • Use mental associations to help remember words. • Ask for repetition and clarification. • Use context and previous knowledge to determine meaning and pronunciation. • Practise new language with a friend and outside the classroom. • Plan and prepare for a language activity. • Read and memorise words. • Sort words into categories. • Apply knowledge about letters and simple grammatical knowledge to experiment with writing. • Use a dictionary to look up spellings. • Use context and previous knowledge to determine meaning and pronunciation. • Access information sources. 	