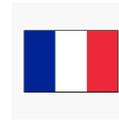




**Year 5**  
**Knowledge Organiser for French**  
**Time Traveller**



Key Questions	
Can you use known vocabulary to identify new language in a sentence?	<ul style="list-style-type: none"> <li>Explain how larger numbers are often described by combining smaller number words.</li> </ul>
Can you build a sentence using a given range of vocabulary choices?	<ul style="list-style-type: none"> <li>Use numbers in a sentence correctly.</li> </ul>
Can you use basic rules appropriate to French when sentence building? <ul style="list-style-type: none"> <li>Make a simple sentence in the past tense.</li> <li>Recognise how verbs change according to the number and gender of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a past tense sentence with the passé composé.</li> <li>I can identify auxiliary and past participle verbs.</li> <li>I can change the past participle to agree with the number and gender of the subject.</li> <li>I can apply my prior knowledge to say when and where I was born.</li> </ul>
Can you identify specific parts of a written sentence? Can you identify key information by listening for significant vocabulary?	<ul style="list-style-type: none"> <li>Identify numbers in a written sentence.</li> <li>Understand when someone is saying a date. Listen for and give the year that some key historical events happened in France.</li> </ul>

Key Vocabulary	<i>Focus vocabulary to prioritise for learning</i>		
cent	hundred	verbe (m)	verb
mille	thousand	histoire (f)	history
plus	add/plus	an (m)	year
moins	take away/less	mois (m)	month
fois	times	date (f)	date
divisé par	divided by	calendrier (m)	calendar
égale	equals	naître (infinitive verb)	to be born
nombre (m)	number	né(e) (past participle)	born
avoir	to have	être (infinitive verb)	to be
J'ai	I have	passé composé	past tense
tu as (informal, singular)	you have	naissance	birth (verb)
il/elle/on a	he/she/it/one has	mourir (infinitive verb)	to die
vous avez (plural/singular formal)	you have	mort(e)(s) (past participle)	died
nous avons	we have		
ils/elles ont	they have		
Numbers 1-99, numbers 1-2000+		Use vocabulary books to revise numbers that have already been learnt.	

Key Phrases	<i>Focus phrases to prioritise for learning</i>		
Quel âge?	How old?	je suis	I am
Quel est la date?	What is the date?	tu es (informal, singular)	you are
Je suis né(e) le...	I was born on...	il/elle/on est	he/she/one is
Vous êtes né(e) où?	Where were you born?	nous sommes	we are
Quelle est votre date de naissance?	What is your date of birth?	vous êtes (formal, plural)	you are
Je suis né(e) à...	I was born in...	ils/elles sont	They are

<b>Key Concepts/Skills for Year 5</b>	
<p><b>Oracy</b> Children listen attentively and learn to identify the main points from a short passage of several sentences. They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn how to express a simple opinion and join in a short conversation.</p>	<ul style="list-style-type: none"> <li>• Focus on correct pronunciation and intonation</li> <li>• Ask and answer questions</li> <li>• Use tone of voice and gesture to help to convey meaning.</li> <li>• Agree and disagree with statements</li> <li>• Understand and express like and dislikes.</li> <li>• Understand the main points from speech which includes unfamiliar language.</li> <li>• Remember, retain and recall words, phrases and sentences</li> </ul>
<p><b>Literacy</b> Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order. They continue to develop their writing skills by using words and phrases to build sentences and short texts with support.</p>	<ul style="list-style-type: none"> <li>• Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.</li> <li>• Understand that the order of words in a sentence influences the meaning</li> <li>• Make a sentence using single word cards</li> <li>• Make a short text using word and phrase cards.</li> <li>• Choose words, phrases and sentences and write them into a gapped text or as picture captions</li> <li>• Memorise phrases and adapt these to create new sentences</li> <li>• Use a bilingual dictionary to check the spelling of familiar words.</li> <li>• Explore how English and French grammar are different.</li> </ul>
<p><b>Intercultural understanding</b> Throughout the school curriculum the children are encouraged to recognise the different identities within the class and beyond. They have the opportunity to listen to the experiences and views of others and to discuss the similarities and differences. Children are encouraged to be accepting and open to learning about their peers, another language and about life in different countries.</p>	<ul style="list-style-type: none"> <li>• Recognise the different identities within the class and beyond</li> <li>• Reflect on cultural issues using empathy and understanding</li> </ul>
<p><b>Knowledge about language</b></p> <ul style="list-style-type: none"> <li>• Recognise patterns in simple sentences.</li> <li>• Manipulate language by changing an element in a sentence.</li> <li>• Apply knowledge of rules when building sentences.</li> <li>• Develop accuracy in pronunciation and intonation.</li> <li>• Understand and use negatives.</li> <li>• Appreciate that different languages use different writing conventions.</li> <li>• Recognise the typical conventions of word order in the foreign language.</li> <li>• Understand that words will not always have a direct equivalent in the language.</li> <li>• Notice different text types and deal with authentic texts.</li> </ul>	
<p><b>Language and learning strategies</b></p> <ul style="list-style-type: none"> <li>• Plan and prepare – analyse what needs to be done to carry out a task.</li> <li>• Integrate new languages into previously learnt language.</li> <li>• Apply grammatical knowledge to make sentences.</li> <li>• Use actions and rhymes to aid memorisation.</li> <li>• Ask for repetition and clarification. Use context and previous knowledge to help understanding.</li> <li>• Practise new language with a friend and outside the classroom.</li> <li>• Look and listen for visual and aural clues.</li> <li>• Use a dictionary or a word list.</li> <li>• Pronounce/read aloud unknown words.</li> </ul>	