



Year 3
Knowledge Organiser for French
Food Glorious Food



Key Questions	
Can you follow a familiar story in French?	<ul style="list-style-type: none"> Understand and join in with a story Recognise and repeat key vocabulary in a story Know it is typical for stories and recounts to be written in the present tense in French
Can you use determiners for identifying quantities in making polite requests?	<ul style="list-style-type: none"> Count items or use 'some' for amounts Ask politely for something
Can you use the definite article when generalising?	<ul style="list-style-type: none"> Use definite articles le/la/les to mean 'the' Choose the correct article when talking about food
Can you give a preference for or against things?	<ul style="list-style-type: none"> Say if I like or dislike a food and make my preferences stronger
Do you know the placement of an adjective within the sentence and the spelling of the adjective can vary?	<ul style="list-style-type: none"> Begin to place adjectives appropriately before or after the noun they modify Begin to understand that adjective spelling depends on number and gender
Can you describe the colour(s) of an object by modifying adjectives?	<ul style="list-style-type: none"> Know that the sentence structure is sometimes different to the way we say it in English? (Recognise that the modifying word comes after the adjective, not before – 'green bright' not 'bright green')

Vocabulary			
Focus vocabulary to prioritise for learning			
<i>Food</i>		merci bien	thank you very much
une pomme (f)	(an) apple	Je voudrais...	I would like
une poire (f)	a pear	J'aime	I like
une fraise (f)	a strawberry	Je n'aime pas	I don't like
une orange (f)	an orange	J'adore	I love
du gâteau (m)	some cake	Je déteste	I hate
un cornet de glace (m)	an ice cream cornet	clair	light/pale
un morceau de fromage (m)	a piece of cheese	foncé	dark
du saucisson (m)	some salami	vif	bright
une sucette (f)	a lollipop	montrez-moi	Show me...
une tarte aux cerises (f)	a cherry pie	grand(e)	large/big
une saucisse (m)	a sausage	petit(e)	small
une brioche (f)	a brioche bun	coupez	cut
une pastèque (f)	a watermelon	lavez	wash
un cornichon (m)	a gherkin	séchez	dry
		ouvrez	open
<i>Variety of vocabulary</i>		les serviettes	napkins
du (m), de la (f), des (pl)	some		
s'il vous plaît	please		
voilà	here you are		
merci	thank you		

Key Phrases	
Mais il a encore faim.	But he is still hungry.
Comment dit-on ___ en français?	How do you say this in French?
Qu'est-ce que c'est?	What is it?
C'est un/une/du...?	It is a / some...
Qu'est-ce que tu aimes?	What do you like?
Montrez-moi...	Show me...
C'est de quelle couleur, le/la ___?	What colour is the...?
Montrez-moi quelque chose en... bleu foncé.	Show me something that's... dark blue.
Lavez-vous les mains	Wash your hands
Séchez-vous les mains	Dry your hands
Ouvrez le sachet	Open the

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 story.
<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.</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.
<p>Intercultural understanding 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"> • Recognise the different identities within the class and beyond. • Reflect on cultural issues using empathy and understanding.
<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, adjective and noun • 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 • Use a wordlist/dictionary to look up spellings 	