

Bomere and the XI Towns Federation Knowledge Organiser—French

Topic: Where in the World?

Class/Year Groups: Rabbits

Term: Spring

How this unit will build on what you already know:

This unit will build on previous knowledge by introducing vocabulary to do with countries and animals.

This will build your vocabulary by introducing countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator.

We will also cover key phrases connected to these themes.

What you will learn:

- ☐ To listen and respond to topic vocabulary.
- ☐ To answer questions using the topic vocabulary.
- ☐ To Write an answer in a sentence using the topic vocabulary.
- ☐ To use an English/French dictionary to translate from English to French.
- ☐ Understand that because a continent is always feminine the preposition 'en' is always used for 'in';
- ☐ Use the correct masculine/feminine preposition.
- ☐ Use pronouns to replace the name of an animal.
- ☐ To combine two simple sentences to form a compound sentence.

New language introduced in this unit:

le Royaume-Uni (m) [United Kingdom], **L'Écosse (f)** [Scotland], **l'**

Angleterre (f) [England], **le Pays de Galles (m)** [Wales], **l'Irlande**

du Nord (f) [Northern Ireland]. **Bonjour, je m'appelle...** [Hello, my

name is...], **J'habite en/au....** [I live in], **la capitale** [capital city]

Quelle est la capitale de la/du..... ? [What is the capital city of.... ?]

la France (f) [France], **le Canada (m)** [Canada], **la Côte**

d'Ivoire (f) [Ivory Coast], **la Belgique (f)** [Belgium], **Haïti (m)**



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



New language introduced in this unit (continued):

[Haïti], le Mali (m) [Mali], la Suisse (f) [Switzerland], la Tunisie (f) [Tunisia], On parle français au/en/à.... [They speak French in....]

☐ l'Équateur (m) [the equator], le Kenya (m) [Kenya], l'Égypte (f) [Egypt], l'Argentine (f) [Argentina], la Tunisie (f) [Tunisia], la Colombie (f) [Columbia], l'Inde (f) [India], nord [north], sud [south], vrai [true], faux [false].

l'Afrique (f) [Africa], l'Antarctique (f) [Antarctica], l'Asie (f) [Asia], l'Australasie (f) [Australasia], l'Europe (f) [Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America], l'île de Ross (f) [Ross Island], l'Australie (f) [Australia], le Japon (m) [Japan], le Brésil (m) [Brasil]

☐ Les animaux (m) [animals], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], un cobra (m) [cobra], un jaguar (m) [jaguar], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear], un orang-outan (m) [orangutan], Qu'est-ce que c'est ? [What's this ?], C'est.....

☐ l'Afrique (f) [Africa], l'Antarctique (f) [Antarctica], l'Asie (f) [Asia], l'Australasie (f) [Australasia], l'Europe (f) [Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], un cobra (m) [cobra], un jaguar (m) [jaguar], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear], un orang-outan (m) [orangutan], De quel continent vient-il/ elle ? [Which continent does it come from?]