



Kaleidoscope French Curriculum
Learning Organiser for Year 3/4
La phonétique

National Curriculum Summary
Key Subject Concepts

- 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

Prior Learning

- None as this is the first unit

Phonics

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EN	
AN	

Key Skills

By the end of this unit pupils will know 18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French



Kaleidoscope French Curriculum

Learning Organiser for Year 3/4

I'm learning French –J'apprends le français

National Curriculum Summary

Key Subject Concepts

- 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

Prior Knowledge/Experience

Check that children understand: None as this is a starter unit

Key Vocabulary	Definition
Bonjour	Hello (formal)
Salut!	Hello (informal)
Ça va?	How are you?
ça va bien	I am well
Ça va mal	I am not great
Comme ci, comme ça	So so
Au revoir!	Goodbye!
À plus tard!	See you later
Comment tu t'appelles?	What is your name?
Je m'appelle	My name is
un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
rouge	Red
bleu	Blue
jaune	Yellow
vert	Green
noir	Black
blanc	White
gris	Grey
Orange	Orange

violet	purple
marron	Brown
Key Skills	
<ul style="list-style-type: none">• To locate France, Paris and a few key cities on a map• Say our name, how we are feeling.• Learn up to 10 colours• Count 1-10	



Kaleidoscope French Curriculum

Learning Organiser for Year 3/4

Les animaux

National Curriculum Summary

Key Subject Concepts

- 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

Prior Knowledge/Experience

Check that children understand:

'I am learning french 'unit vocabulary

The French phonics ch,ou,on,oi

What a noun and article/determiner is in English

What a verb is and that 'I am 'comes from the verb 'to be' in English

Key Vocabulary

Definition

les animaux	the animals
un	a (<i>masculine</i>)
une	a (<i>feminine</i>)
un cochon	a pig
un lion	a lion
un oiseau	a bird
un cheval	a horse
un lapin	a rabbit
un canard	a duck
un singe	a monkey
un mouton	a sheep
une souris	a mouse
une vache	a cow
je suis	I am...

Key skills

- Name and recognise up to 10 animals
- Attempt to spell some of these nouns with correct indefinite article
- Pretend we are an animal using first person
- Singular of the verb être (je suis = I am)



Kaleidoscope French Curriculum
Learning Organiser for Year 3/4
Les légumes

National Curriculum Summary
Key Subject Concepts

- 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

Prior Knowledge/Experience

- Check that children understand:
- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning French' unit.
- What a noun and article/determiner is in English.

Key Vocabulary

Definition

les aubergines	the aubergines
les oignons	the onions
les courgettes	The courgettes
les tomates	the tomatoes
les haricots verts	The green beans
les petits pois	The Peas
les champignons	The mushrooms
les carottes	The carrots
les pommes de terre	The potatoes
un kilo de... / d'...	one kilo of...
un demi kilo de... / d'...	Half a kilo of
Je voudrais...	I would like
s'il vous plaît	Please
et	and
bonjour	Hello
Je peux vous aider ?	Can I help you
C'est tout ?	Is that all/Anything else?
C'est combien ?	How much is that?
merci	Thank you
au-revoir	Goodbye
Dans mon panier j'ai...	In my basket I have...

Key Skills

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases



Kaleidoscope French Curriculum

Learning Organiser for Year 3/4

Je me présente

National Curriculum Summary

Key Subject Concepts

- 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

Prior Knowledge/Experience

The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and how you are feeling).

- What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live).

Definition

Comment tu t'appelles ?	What is your name
Je m'appelle...	I am called
Quel âge as-tu ?	How old are you?
J'ai ... ans.	I am ... years old.
Où habites-tu ?	Where do you live?
J'habite à...	I live in...
Je suis...	I am...
français/française	French
anglais/anglaise	English
gallois/galloise	Welsh
irlandais/irlandaise	Irish
écossais/écossaise	Scottish
Je viens de...	I am from...
Je viens d'Angleterre.	I am from England.
onze	eleven
douze	twelve
treize	thirteen
quatorze	fourteen
quinze	fifteen
seize	sixteen
dix-sept	seventeen
dix-huit	eighteen
dix-neuf	nineteen
vingt	twenty

Key Skills

- Know how count to 20 in French.
- Ask somebody how they are feeling and give an appropriate response back.
- Ask somebody their age, name, where they live and reply



Kaleidoscope French Curriculum
Learning Organiser for Year 3/4
Les Glaces

National Curriculum Summary
Key Subject Concepts

- 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

Prior Knowledge/Experience

Sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
Vocabulary from the 'I Am Learning French' unit

Key Vocabulary	Definition
une glace	an ice-cream
...à la vanille	vanilla flavour
...à la fraise	strawberry flavour
...à la banane	banana flavour
...à la menthe	mint flavour
...à la pistache	pistachio flavour
...au chocolat	chocolate flavour
...au café	coffee flavour
...au citron	lemon flavour
...au caramel	caramel flavour
...au cassis	blackcurrant flavour
Je voudrais...	I would like...
et	and
un cornet	a cone
un petit pot	a small tub/pot
une boule	one scoop
deux boules	two scoops
trois boules	three scoops
s'il vous plaît	please
Bonjour !	Hello!
Quel parfum ?	Which flavour
Combien de boules ?	How many scoops?
C'est combien ?	How much?
merci	thank you
Au-revoir !	Goodbye !

Key Skills

Name, recognise and remember up to 10 ice-cream flavours in French.

- Attempt to spell some of these flavours.
- Use the structure 'je voudrais...' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in French.



Kaleidoscope French Curriculum
Learning Organiser for Year 5/6
Phoniques 5/6

National Curriculum Summary
Key Subject Concepts

- 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
- 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.

Prior Learning

Phonics units

Key Vocabulary	Definition
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Key Skills

By the end of this unit pupils will know 18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French.



Kaleidoscope French Curriculum

Learning Organiser for Year 5/6

La Date

National Curriculum Summary

Key Subject Concepts

- 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
- 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.

Prior Knowledge/Experience

Check that children understand:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3.
- Language introduced from Early Learning units.
- Numbers 1-31
- Vocabulary from 'Je me présente' unit (Intermediate), how to say your name, age, where you live and nationality

Key Vocabulary

Definition

la date	the date
les jours de la semaine	the days of the week
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
Aujourd'hui c'est quel jour ?	What day is it today?
Aujourd'hui c'est...	Today it is...
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July

août	August
septembre	September
octobre	October
novembre	November
décembre	December
vingt	twenty
vingt-et-un	twenty one
vingt-deux	twenty two
vingt-trois	twenty three
vingt-quatre	twenty four
vingt-cinq	twenty five
vingt-six	twenty six
vingt-sept	twenty seven
vingt-huit	twenty eight
vingt-neuf	twenty nine
trente	thirty
trente-et-un	thirty one

Key Skills

- Recognise and recall the 12 months of the year in French.
- Ask what the date is and say the date in French.
- Ask somebody when their birthday is and say when their own birthday is in French.



Kaleidoscope French Curriculum

Learning Organiser for Year 5/6

As-tu un animal ?

National Curriculum Summary

Key Subject Concepts

- 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
- 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.

Prior Knowledge/Experience

Check that children understand:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units.
- Vocabulary from 'Presenting Myself' and 'My Family' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in French have gender and this has an impact on the determiner.

Key Vocabulary

Definition

un chien	a dog
un chat	a cat
un lapin	a rabbit
un hamster	a hamster
un poisson rouge	a goldfish
un oiseau	a bird
une souris	a mouse
Une Tortue	A tortoise
J'ai...	I have...
Je n'ai pas de / d'...	I do not have...
J'ai un...	I have a... (masculine)
J'ai une...	I have a... (feminine)
qui s'appelle...	that is called...
et	and
mais	but

Key Skills

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in French what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.



Kaleidoscope French Curriculum

Learning Organiser for Year 5/6

Ma Famille

National Curriculum Summary

Key Subject Concepts

- 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
- 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.

Prior Knowledge/Experience

Check that children understand:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early Learning' units, in particular from 'Je me présente' (how to say your name, age, where you live and nationality and numbers 1-20).
- What a verb is in English and be already familiar with the French high frequency verbs in first person singular form je suis (I am), j'ai (I have), j'habite (I live) and je m'appelle (I am called).

Key Vocabulary

Definition

la famille	the family
la mère	the mother
la grand-mère	the grandmother
la tante	the aunt
la fille	the daughter
la sœur	the sister
le fils	the son
le frère	the brother
l'oncle	the uncle
le père	the father
le grand-père	the grandfather
les parents	the parents
les grands-parents	the grandparents
Comment s'appelle ton [male family member]/ ta [female family member] ?	What is your [family member]'s name?
Il s'appelle...	He is called...
Elle s'appelle...	She is called...
mon/ ma/ mes	my
des frères et sœurs	siblings/ brothers and sisters
As-tu des frères et sœurs ?	Do you have any siblings/ brothers or sisters?
Oui, j'ai un frère.	Yes, I have a brother.

Oui, j'ai une sœur.	Yes, I have a sister.
Oui, j'ai deux frères.	Yes, I have two brothers.
Oui, j'ai deux sœurs.	Yes, I have two sisters.
Non, je suis fils unique.	No, I am an only child (boy).
Non, je suis fille unique.	No, I am an only child (girl).
dix	ten
vingt	twenty
trente	thirty
quarante	fourty
cinquante	fifty
soixante	sixty
soixante-dix	seventy
quatre-vingts	eighty
quatre-vingt-dix	Ninety
cent	One Hundred

Key Skills

- Remember the nouns for family members in French from memory.
- Describe our own or a fictitious family in French by name, age and relationship.
- Count up to 100 in French.
- Understand possessive adjectives better in French ('my' form only).



**Learning Organiser for Year 5/6
Le week-end(The Weekend)**

**National Curriculum Summary
Key Subject Concepts**

- 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
- 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.

Prior Knowledge/Experience

The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3.

- Language introduced from Early Learning and Intermediate units.
- Time on the hour as presented in the À l'école Progressive unit.
- How to give our personal details from memory (name, age and where we live).

Key Vocabulary

Definition

le week-end	the weekend
Quelle heure est-il ?	What time is it?
et quart	quarter past
et demie	half past
moins le quart	quarter to
Il est une heure.	It is one o'clock.
Il est deux heures.	It is two o'clock.
Il est trois heures.	It is three o'clock.
Il est quatre heures.	It is four o'clock.
Il est cinq heures.	It is five o'clock.
Il est six heures.	It is six o'clock.
Il est sept heures.	It is seven o'clock.
Il est huit heures.	It is eight o'clock.
Il est neuf heures.	It is nine o'clock.
Il est dix heures.	It is ten o'clock.
Il est onze heures.	It is eleven o'clock.
Il est douze heures.	It is twelve o'clock.
Il est midi.	It is midday.
Il est minuit.	It is midnight.
Je me lève.	I get up.

Je prends mon petit déjeuner.	I have my breakfast.
Je regarde la télé.	I watch television.
Je lis des bandes dessinées.	I read comic books.
J'écoute de la musique.	I listen to music.
Je joue à l'ordinateur.	I play on the computer.
Je joue au foot.	I play football.
Je vais à la piscine.	I go to the swimming pool.
Je vais au cinéma.	I go to the cinema.
Je me couche.	I go to bed.
et	and
après	after
aussi	also
plus tard	later on
finalement	finally
Key Skills	
<p>Tell the time in French using quarter past, half past and quarter to.</p> <ul style="list-style-type: none"> • Say and write in French what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 	



Kaleidoscope French Curriculum
Learning Organiser for Year 5/6
Moi dans le monde

National Curriculum Summary
Key Subject Concepts

- 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
- 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.

Prior Knowledge/Experience

The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons

Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).

How to give our personal details from memory (name, age and where we live).

Key Vocabulary	Definition
Je m'appelle...	I am called...
J'habite...	I live...
Je parle...	I speak...
le français	French
l'anglais	English
Ma fête préférée est le Mardi Gras.	My favourite festival is Shrove Tuesday.
Ma fête préférée est Noël.	My favourite festival is Christmas.
Ma fête préférée est Pâques.	My favourite festival is Easter.
Ma fête préférée est le jour de l'an.	My favourite festival is New Year's day.
Ma fête préférée est le 14 juillet.	My favourite festival is the 14 th of July (Bastille Day).
Ma fête préférée est la Fête du Canada.	My favourite festival is Canada Day.
Ma fête préférée est l'Aïd.	My favourite festival is Eid.
parce que...	because...
Il y a des défilés de chars.	There are parades of floats.
Il y a des feux d'artifice.	There are fireworks.
Il y a des plats spéciaux.	There are special dishes.
Il y a des défilés militaires.	There are military parades.
À plus tard !	See you later! / See you soon!
À la prochaine !	Until next time!
Qu'est-ce que tu vas faire pour protéger notre planète ?	What are you going to do to protect our planet?
Je vais utiliser moins de papier.	I am going to use less paper.
Je vais utiliser moins de carton.	I am going to use less cardboard.
Je vais utiliser moins de plastique.	I am going to use less plastic.
Je vais utiliser moins d'eau.	I am going to use less water.

Key Skills

Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.

- Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.
- Say and write something we do to help the planet.