

KEY NATIONAL CURRICULUM AREAS COVERED:

- ♣ 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
- ♣ 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.

Year 4 French Units

Autumn 1: Encore!		
Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> _ use a variety of expressions to describe people in third person singular _ recognise different nationalities 	<ul style="list-style-type: none"> _ revision of a variety of <i>avoir</i> phrases _ use <i>être</i> phrases with adjectives _ recognise and the use third person singular (<i>il/elle</i>) with both <i>avoir</i> and <i>être</i> _ recognise different adjective endings 	<ul style="list-style-type: none"> _ descriptive vocabulary: <i>il/elle a</i> (he/she has)... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i>, etc. (blue eyes, etc.), <i>un chien</i> (a dog), <i>un frère/une soeur</i> (brother/ sister); <i>il/elle a sept ans</i> (he/she is seven years old), _ nationalities: <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) _ character adjectives: <i>intelligent(e)</i> (clever), <i>sportif/sportive</i> (sporty), <i>sévère</i> (strict)

Autumn 2: Quelle heure est-il?		
Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> _ recognise and repeat various activities _ learn to tell the time in a simple phrase (<i>Il est cinq heures</i>, etc.) 	<ul style="list-style-type: none"> _ use several present tense verbs to describe activities _ produce short phrases orally and in writing _ express the time separately or in phrases with other verbs 	<ul style="list-style-type: none"> _ activities: <i>je regarde</i> (I am watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD); <i>j'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio); <i>je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis) _ telling the time: <i>il est... heure(s)</i> _ activities at certain times: <i>Je regarde la télé à cinq heures</i>, etc.

Spring 1: Les fetes		
Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> _ recognise names of French festivals, and list their dates separately _ identify names of various presents suitable for festivals _ count up to 60 _ understand more instructions 	<ul style="list-style-type: none"> _ give more dates for festivals through the year _ ask for various presents _ count up to 60 _ understand and give imperative instructions _ recognise plural forms 	<ul style="list-style-type: none"> _ festivals: <i>le Nouvel An</i> (New Year), <i>la Fête des Rois</i> (Feast of Kings/Epiphany), <i>la Saint-Valentin</i> (St Valentine's day), <i>Pâques</i> (Easter), <i>la Fête Nationale</i> (Bastille Day), <i>Noël</i> (Christmas) _ presents: <i>un vélo</i> (bike), <i>un jeu</i> (a game), <i>un livre</i> (a book), <i>un ballon</i> (a ball), <i>un Père Noël en chocolat</i> (chocolate Father Christmas), <i>un oeuf de Pâques</i> (Easter egg) _ numbers 31–60 _ instructions: <i>touchez le nez/les pieds!</i> (touch your nose/feet!), <i>comptez!</i> (count!), <i>sautez!</i> (jump!), <i>levez les bras!</i> (raise your arms!), <i>tournez!</i> (turn around!), <i>hochez la tête!</i> (nod your head!)

Spring 2: Ou vas-tu?		
Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> _ recognise names of various French cities _ use <i>je vais à...</i> to say which city they are going to _ understand and use weather expressions _ understand and use direction expressions _ understand descriptions of weather in certain locations 	<ul style="list-style-type: none"> _ recognise various French cities _ ask and answer where you are going, using <i>je vais à...</i> _ understand and give imperative instructions for directions _ form weather expressions using impersonal <i>il...</i> expressions _ describe the weather in a certain location in a short sentence 	<ul style="list-style-type: none"> _ saying where you are going: <i>Je vais à</i> (I'm going to)...<i>Paris/Bordeaux/Strasbourg/Nice/Grenoble</i>. _ directions: <i>tournez à droite</i> (right), <i>tournez à gauche</i> (left), <i>allez tout droit</i> (straight on), <i>arrêtez</i> (stop) _ weather: <i>Quel temps fait-il?</i> (What's the weather like?), <i>Il fait beau</i>. (It's sunny), <i>Il fait froid</i>. (It's cold), <i>Il fait chaud</i>. (It's hot), <i>Il pleut</i>. (It's raining), <i>Il neige</i>. (It's snowing) _ weather in a particular town: <i>À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige</i>. (In Paris [etc.], it's sunny/cold/hot/raining/snowing.)

Summer 1: On mange!		
Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> _ identify various food items _ describe various party activities, using <i>on</i> expressions _ give various opinions in isolation 	<ul style="list-style-type: none"> _ ask what someone wants _ say what you want _ talk about food using the partitive article _ use <i>on</i> to talk about first-person plural activities _ give basic opinions about activities and food 	<ul style="list-style-type: none"> _ asking and answering what you want: <i>Qu'est-ce que tu veux?</i> (What do you want?); <i>Je voudrais</i> (I'd like). _ food items: <i>du pain</i> (bread), <i>du fromage</i> (cheese), <i>de la limonade</i> (lemonade), <i>de la crème</i> (cream), <i>des fraises</i> (strawberries), <i>des tomates</i> (tomatoes) _ using money: <i>C'est combien?</i> (How much is it?); <i>C'est [cinq] euros.</i> (It's [five] euros.) _ party activities: <i>On boit.</i> (We are drinking.), <i>On mange.</i> (We are eating.), <i>On danse.</i> (We are dancing.), <i>On chante.</i> (We are singing.), <i>On s'amuse.</i> (We are having fun.) _ opinions: <i>c'est chouette</i> (it's great), <i>c'est nul</i> (it's rubbish), <i>c'est bizarre</i> (it's weird)

Summer 2: Le cirque		
Outcomes	Grammar & Skills	Vocabulary
<ul style="list-style-type: none"> _ identify various French-speaking countries _ use single set phrases to say which languages they can speak _ describe colour of items of clothing, with some support 	<ul style="list-style-type: none"> _ give the names of various French-speaking countries _ use positive and negative phrases to talk about speaking languages _ describe various items of clothing, using colour adjectives 	<ul style="list-style-type: none"> _ Francophone countries: <i>la France</i> (France), <i>la Suisse</i> (Switzerland), <i>le Canada</i> (Canada), <i>la Martinique</i> (Martinique), <i>le Maroc</i> (Morocco), <i>le Sénégal</i> (Senegal) _ talking about languages: <i>Je parle anglais/français</i> (I speak English/French), <i>Je ne parle pas anglais/français</i> (I don't speak English/French) _ clothes: <i>un pantalon</i> (trousers), <i>une veste</i> (jacket), <i>une chemise</i> (shirt), <i>un t-shirt</i> (t-shirt), <i>un chapeau</i> (hat), <i>une jupe</i> (skirt) _ describing colour of clothes: colours met so far, plus <i>blanc(he)</i> (white) and <i>noir(e)</i> (black)