

French – Year 4

Content

Autumn 1: Tu as un animal?

Autumn 2: Quelle est la réponse?

Spring 1: Are French schools different to English ones?

Spring 2: Quel temps fait il?

Summer 1: Que voudriez-vous pour le petit-déjeuner?

Summer 2: What have you done today?

NC objectives - areas of study	End point of area of study	Vocabulary		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Ask and answer questions appropriately Begin to understand the spelling rules for singular and plural Recall numbers 1- 100 mostly accurately (certificates awarded for 10, 30, 50 and 100) Sing songs/rhymes in French Begin to make connections between the spelling, sound and meaning of words. present ideas and information orally to an audience Speak in sentences recalling familiar vocabulary, phrases and basic language structures Talk about likes and dislikes Describe my school day, what I ate for breakfast, my pets and the weather. Reflect on any similarities/differences to their mother tongue 	Pets	Weather	Breakfast
		le chat (cat) Le chien (dog) le poisson (fish) la gerbille (gerbil) le cochon d'Inde (guinea pig) le hamster (hamster) l'oiseau (bird) le serpent (snake) j'ai (I have)	Aujourd'hui (today) Normalment (normally) Il pleut (it is raining) Il fait mauvais (it is bad) Il fait chaud (it is hot) Il fait beau (it is beautiful) Il y a du vent (it is windy) Il fait froid (it is cold) Il y a brouillard (there is fog) Il y a du soleil (it is sunny) Il neige (it is snowing) Printemps (spring) l'été (summer) L'automne (autumn) l'hiver (winter)	des oranges (oranges) une banana (banana) du lait (milk) l'eau (water) des cereal (cereal) du chocolat (chocolate) du pain (bread) du pain grille (toast) de la confiture (jam) un yaourt (yoghurt) un oeuf (egg) des raisins secs (raisins) un pain au chocolat (pain au chocolat) pour le petit déjeuner (for breakfast) je mange (I eat)

<ul style="list-style-type: none"> describe people, places, things and actions orally and in writing 		Mathematics	Classroom objects	Likes/Dislikes
		Numbers 1-100 Plus (add) Moins (minus) multiplié par (multiply) divisé par (divide) égale (equals)	un sac (bag) une gomme (rubber) un stylo (pen) un cahier (book) un crayon (pencil) un taille-crayon (pencil sharpener) des ciseaux (scissors) une règle (ruler) un bâton de colle (glue stick)	j'aime (I like) je n'aime pas (I do not like)

Knowledge

Substantive Knowledge	Disciplinary Knowledge
<p>Term 1: Me and my pets</p> <p>Lesson 1 – LO: To understand vocabulary for animals in French. Skill: Listening Introduce the children to animals in French. Say the words and enable them to listen to the pronunciation of the word. Share MTYT opportunities. Listen to vocabulary and match word to an image.</p> <p>Lesson 2&3 – LO: To know how to ask about animals in French. Skill: Listening / Speaking Recap previous lesson – what are the animals they know? Can children now say the words. Encourage the children to have conversations with each other about animals – ask each other questions about the animals: Tu as un animal?</p> <p>Lesson 4 – LO: To understand how to ask and answer questions in French. Skill: Speaking Children to be able to ask questions with fluency to others and fluently respond back.</p>	<p><i>To apply gendered determiners</i> <i>To listen to a question and understand what is being asked</i> <i>To answer questions in French</i> <i>To read and write simple sentences in French</i> <i>To use mathematical knowledge and apply French language to it</i> <i>To know that French Primary schools are different to English Primary schools</i> <i>To apply grammar for plurals and for the gender of the noun</i></p>

Lesson 5 – LO: To understand and respond to written and sentences about pets.

Skill: Reading

Children to read and respond to sentences written in English – can they use knowledge as to whether these are true or false.

Lesson 6 – LO: To know how to write about me and my pets.

Skill: Writing

Children to produce a piece of writing about themselves and their pets/animals. This could be a fact file about them or a piece of writing with a matching drawing to explain.

Term 2: Maths in French

Lesson 1 – LO: To know the numbers to 30 in French.

Skill: Listening & Speaking

Say the numbers to 30, recalling them with increasing accuracy.

Lesson 2 – LO: To know the numbers to 80 in French.

Skill: Listening & Speaking

Say the numbers to 80, recalling them with increasing accuracy.

Lesson 3 – LO: To know the numbers to 100 in French.

Skill: Listening & Speaking

Say the numbers to 100, recalling them with increasing accuracy.

Children to demonstrate their understanding of numbers to 100 (matching numbers to words activity etc)

Lesson 4 – LO: To understand the mathematical symbols in French.

Skill: Listening & Speaking

Show the children the mathematical symbols (+ - x ÷ =). What are they in English?

Introduce the vocabulary in French (plus, moins, multiplié par, divisé par, égale)

Children to use their understanding of these through repetition activities and matching words to symbol activities.

Lesson 5 – LO: To understand sentences involving numbers in French.

Skill: Reading

Answer (in English) true or false questions about sentences they have read in French about maths.

Simple maths calculations and number facts.

Lesson 6 – LO: To know how to write about maths in French.

Skill: Writing

Children create a piece of writing about maths in French – this could be maths fact file presenting their understanding of maths and numbers in French.

Term 3: Schools in France (French Day)

Lesson 1,2 & 3 – LO: To know about schools in France –

Schools in France do not wear uniform

French children start School aged 6

French children have lunch in a canteen or go home for lunch – French pupils do not have packed lunches

In France, parents must provide all books and stationary

Schools in France have different hours – many Primary Schools are only open Wednesday mornings not all day on a Wednesday for children to do sports/homework

Lesson 4 - LO: To know classroom objects

Lesson 5 & 6 - LO: To Write a letter to a pen friend in France.

Share their knowledge of schools in France and inform a pen friend of similarities and differences. This is a chance for the children to express their knowledge of French vocabulary and understanding of French culture.

There is no expectation to speak French on this day – it is to enhance the children's knowledge of French culture.

Term 4: Weather

Lesson 1 – LO: To understand vocabulary relating to the weather and seasons in French.

Skill: Listening

Introduce the children to different types of weather and the seasons in French. Say the words and enable them to listen to the pronunciation of the word. Share MTYT opportunities.

Listen to vocabulary and match word to an image.

Lesson 2&3 – LO: To know how to ask about the weather and seasons in French.

Skill: Listening / Speaking

Recap previous lesson – what vocabulary can they remember about the weather? Can children now say the words.

Encourage the children to have conversations with each other about the weather – ask each other questions about the weather.

Quel temps est prévu pour aujourd'hui?

Quel temps fait-il?

Lesson 4 – LO: To understand how to ask and answer questions in French.

Skill: Speaking

Children to be able to ask questions with fluency to others and fluently respond back.

Lesson 5 – LO: To understand and respond to written and sentences about the weather.

Skill: Reading

Children to read and respond to sentences written in English – can they use knowledge as to whether these are true or false.

Lesson 6 – LO: To know how to write about the weather.

Skill: Writing

Children to produce a piece of writing about the weather.

For weather:

Use du for masculine nouns

Use de la for feminine nouns

Use de l' if the noun begins with a vowel

Use des if the noun is plural (more than one)

Term 5: Breakfast

Lesson 1 – LO: To understand vocabulary relating to breakfast.

Skill: Listening

Ask the children what they had for breakfast – list the breakfast items the children say. Explore the French vocabulary for breakfast items. Matching pictures to vocabulary.

Lesson 2 – LO: To know vocabulary relating to breakfast and use it in conversation.

Skill: Speaking

Children build on their oral sentence composure and are able to ask and respond verbally about what they had for breakfast.

Lesson 3 – LO: To know how to express opinions about breakfast.

Skill: Speaking

Children further develop their speaking skills by being able to use 'j'aime' and 'je n'aime pas' to express likes and dislikes about breakfast.

Lesson 4 – LO: To understand sentences about breakfast in French.

Skill: Reading

Children to translate simple sentences from French to English.

Lesson 5 – LO: To know how to respond to written sentences about breakfast.

Skill: Reading & Writing

Children to read sentences about breakfast in French and translate these to English (writing the translation).

Children repeat the activity but translate English sentences by writing them in French.

Lesson 6 – LO: To know how to write about breakfast using key vocabulary.

Skill: Writing

Children to create a piece of writing about themselves and their breakfast likes/dislikes.

Term 6: Project – All about my day

Lesson 1 & 2 – LO: To know key vocabulary to use in my project.

Explain to the children the key objective for the project: creating a fact file all about themselves and their day. Look at key vocabulary from across the year, what could you tell people about you and your day? Recap the units from over the year and ask the children to recall key information they can share.

Lesson 3 & 4 – LO: To understand French vocabulary to develop sentences.

Complete a vocabulary exercise that helps the children compose sentences to develop their understanding of writing in French about their day and themselves.

Lesson 5 & 6 – LO: To know how to use vocabulary to plan and create a fact file.

Children to plan their fact file about their day and themselves. What are they going to write about? How are they going to share this information on the fact file? Look at some existing fact files and how the information is shared.

Children then use their work from this term to create a fact file and be able to share this with the class.

Concepts

curiosity

culture

understanding

fluency

Skills

Listening

Speaking

Reading and Writing

Knowledge of French Culture

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.