|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 4 AUTUMN** | | | | | |
| Unit | Lesson name | Lesson no. | WT | EXP | GD |
| Portraits | Portraits - getting French adjectives to agree | 1 | Understanding how adjectives change to describe feminine nouns. Learning that the Louvre is a famous art gallery. | Understanding that adjectives change depending on whether they are describing a boy or girl, eg: sérieux and sérieuse. | Giving the correct phoneme for é [e] and identifying the letter string eau as representing the sound [o]. Using the correct adjective ending, according to the gender of the noun it describes, when speaking (eg: changing sérieux to sérieuse when describing a girl). |
| Simple descriptions in French | 2` | Using a simple description of someone's eye and hair colour to identify someone. Knowing adjective and noun position, and how 's' often follows plural nouns e.g. eyes. | Correctly identifying a person from a description of their hair and eye colour. | Starting to describe someone’s hair and eye colour, with support. Spotting rhyming words/the same phoneme in different words. |
| Describing people in French | 3 | Creating simple sentences with word cards to describe hair and eye colour. Knowing that adjectives follow the noun in French and that the adjective is plural if the noun is plural. | Placing the word cards in the correct order, with the adjectives following the noun. | Writing their own sentences without using word cards. |
| Describing personality traits in French | 4 | Understanding simple descriptive sentences. Describing personality traits and knowing how to change adjectives to describe feminine nouns. | Answering questions correctly in the quiz. Giving a spoken sentence to describe a friend. | Using agreements correctly. Using extended vocabulary. |
| Writing portrait of friends in French | 5 | Writing simple sentences using il/elle a and il/elle est to describe friends and ensuring that adjectives agree with the noun. | Writing four sentences accurately with the correct adjectival agreement, helped by the support sheet. | Writing some sentences without the support sheet. Including additional information such as a sentence starting Il/elle aime…. and some new vocabulary they have found using a dictionary. |
| French numbers, calendars and birthdays | Learning numbers 1-31 in French | 1 | Saying and reading numbers to 31 in French and answering calculations. | Saying the numbers to 31. Reading and calculating the Maths sums correctly. | Saying and recalling all the numbers to 31 and even beyond. Calculating the sums in French correctly and saying, reading and creating their own. |
| Days of the week in French | 2 | Saying the days of the week, including what day yesterday was and tomorrow is. | Saying all the days of the week and being able to work out the days for yesterday and today. | Speaking fluently, without hesitation, using a full sentence, such as Aujourd'hui c’est lundi, demain c’est mardi, hier c’est dimanche. |
| Months of the year in French | 3 | Recognising and saying the months of the year. Saying when their birthday is. | Matching most of the French months to their English equivalents. Giving the number and month of their birthday. Asking when someone’s birthday is. | Matching all the months to their English meanings and spotting patterns. Writing some of the months in French from memory. |
| Seasons and dates in French | 4 | Knowing and correctly pronouncing the seasons and understanding and writing dates. | Saying the seasons. Understanding birth dates and translating the date from English to French. | Confident pronunciation of the seasons and dates. Translating the date with correct spellings. |
| Celebrating a French birthday | 5 | Knowing the similarities between French and English birthday celebrations and writing a birthday gift wishlist. | Saying the similarities and differences between birthdays in the UK and France and putting a present wish list into a sentence. | Knowing the similarities and differences between birthdays in UK and France and adding new vocabulary to their wishlist from the dictionary. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 4 SPRING** | | | | | |
| Unit | Lesson name | Lesson no. | WT | EXP | GD |
| Clothes | Clothes in French | 1 | Recognising and saying clothing vocabulary. Using the correct determiner for a noun: un,une,des, mon, ma, mes. | Joining in part of the song with accurate pronunciation. Recognising that un chapeau is the odd one out because it starts with un. | Explaining why some words have des in front of them. Asking further questions such as ‘how do you know if the plural words are masculine or feminine?’ |
| Clothes and colours in French | 2` | Adding 'e' to adjectives describing feminine words, knowing to place the adjective after the noun (object) and recognising the written form of new words. | Correctly identifying items of clothing based on the written word.  Saying the words for items of clothing with accurate pronunciation. Putting the colour adjective after the noun. Making an intelligible attempt to spell the new words. | Spelling most words accurately, from memory; using phoneme-grapheme knowledge to help them write words; spotting patterns such as the common word ending –tte(s). |
| Where do adjectives go in French? | 3 | Knowing the position of adjectives: colour words come after the noun, grand and petit come before. Knowing to add an 's' to adjectives describing plural words. Understanding spoken descriptions of outfits. | Getting the correct form of the adjective most of the time and understanding why other forms are wrong. Standing up when something they are wearing is mentioned. | Showing greater accuracy with adjectival position and agreement - explaining clearly why certain adjectival ending is necessary Describing a picture in terms of what the subject is wearing, using adjectives correctly |
| A French clothes catalogue | 4 | Expressing an opinion (like/dislike). Describing using nouns and a range of adjectives. | Writing accurately using a support (e.g. masculine and feminine forms of an adjective. Saying a sentence using J’aime or Je n’aime pas. | Writing accurately without support and with correct adjectival agreement and position. Being creative with language – using a dictionary to find unusual words; using 2 adjectives – one before and one after the noun. |
| What is our French model wearing? | 5 | Describing an outfit, using the correct gender and adjectival position. Knowing a noun's gender and making adjectives agree with them. | Using il/elle correctly and putting the adjective in the correct position in relation to the noun. Putting the right agreement on the adjective where relevant (this will not always be obvious in spoken language). | Using research to add extra language such as ‘sparkly’ or ‘with high heels’, or describing more than two items of clothing. Speaking clearly and confidently with good pronunciation. |
| Weather and the water cycle | French weather phrases | 1 | Learning the meaning of, and accurately saying weather phrases. | Using a physical response to show understanding of six to eight weather phrases. Repeating the new phrase with accurate pronunciation. | Recalling the weather phrases confidently and with accurate pronunciation during the Répétez si c’est vrai (Repeat if true) activity. |
| French weather rap | 2 | Learning and performing a rap in French and correctly pronouncing French weather phrases. | Saying at least two sentences, with intelligible communication, to convey the weather in a given place | Speaking fluently, without hesitation, using the full range of weather phrases (il, il fait, il y a). |
| French compass points | 3 | Making statements about the weather. Understanding compass point directions and knowing that the compass points have the same meaning, whether added to the front or end of a weather phrase. | Pointing/moving in the correct direction during the compass points game. Understanding and saying several directions and weather sentences. Placing the correct weather symbols in the right location on a map. | Pointing/running in the correct direction without hesitation – leading, rather than following. Using accurate pronunciation when saying sentences in French. Correctly placing correct weather symbols on the map, including midway points between two directions. |
| The temperature in France | 4 | Reading, understanding and saying multiples of 10 to 100. Describing the weather, including temperature, weather and compass points. | Matching at least three numerals and words correctly. Saying the correct number for their temperature. | Matching all the numerals and words; giving a whole sentence to say the weather, including city and compass direction, with good pronunciation and without hesitation. |
| The water cycle in French | 5 | Understanding the water cycle in French, identifying any cognates and matching spoken to written words. | Showing an understanding of the water cycle and the cognates in both languages. | Explaining the processes and pronouncing the cognates correctly. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 4 SUMMER** | | | | | |
| Unit | Lesson name | Lesson no. | WT | EXP | GD |
| Eurovision song contest | Musical instruments in French | 1 | Learning the French vocabulary for musical instruments and saying which, if any, musical instruments they play. Using cognates to help understand new vocabulary. | Answering at least half the questions correctly, after listening to the video clip; matching up all, or almost all the instrument words and pictures (allowing for any that they do not know in English); saying which instrument they play; using a whole phrase. | Answering all the questions confidently and picking out extra information from the video clip (such as some of the types of music Maya mentions); using du and de la accurately. Saying what instrument I, you, he or she plays in French. |
| Musical genres in French | 2` | Saying and asking someone about what music they like. Identifying music genres in written form. | Saying what kind of music they like, using a whole sentence; asking the question after hearing some volunteers first; reading and understanding music genres in written form. | Asking the question fluently and confidently; forming longer sentences with et or mais or using je préfère; reading out and understanding music genres with correct pronunciation. |
| France and the countries of Europe | 3 | Recognising and understanding the names of European countries. Researching and writing about European countries in French and using cognates to work out new words. | Matching up most countries; recalling countries with accurate pronunciation; using a whole sentence to say “J’habite à \_\_\_\_\_ au Royaume-Uni” (I live in \_\_\_\_ [town] in the UK); writing information about a different country in French. | Being able to explain why Les Pays-Bas must mean The Netherlands (because les is plural); understanding why it is aux (not au) Pays-Bas (some children may even be able to suggest which letter needs to go on the end of au to make it plural). |
| Writing songs and rehearsing in French | 4 | Using familiar language to write simple sentences in French. | Using familiar language to write several phrases or short sentences. | Taking the lead within their groups; using a wider range of language structures and rhyming patterns. |
| French singing contest - grand finale | 5 | Performing a song from memory, with accurate pronunciation. Listening, understanding and responding to simple questions. | Performing the song from memory, with accurate pronunciation. | Singing with confidence and with very good pronunciation; being the spokesperson for their group; answering questions in detail. |
| French food - Miam!, Miam! | Ordering food and drink in a French café | 1 | Learning vocabulary associated with ordering food in a French café. Using cognates to help work out the meaning and pronunciation of new words. | Being able to understand the cognate words; using the text to support their conversation, starting to add their own choices for words at the café. | Speaking the café conversation confidently; using j’aime and je n’aime pas confidently and creating their own conversations. |
| Managing money in French | 2 | Learning to say amounts of money in French and reading prices. Working out the meaning of new words using cognates. | Completing mathematical calculations in French, writing their answers in euros. | Understanding new vocabulary by looking out for cognates and using context as well as confidently calculating the answers to the supermarché questions, giving their answers in euros but investigating what the equivalent cost would be in pounds sterling. |
| French shops | 3 | Learning and correctly pronouncing and spelling French shop names and the items that they would sell. Using cognates to work out new words. | Recognising shop names and correctly labelling their triarama. | Saying shop names in French, giving examples of the items they would sell and spelling their names accurately. |
| French food | 4 | Using cognates and a bilingual dictionary to identify the meaning and the spelling of new vocabulary. Picking out keywords from spoken French. | Recognising cognates and using a bilingual dictionary to translate given words. | Translating words they want to use in order to write about them, spelling them accurately and making a note of their gender. |
| French food - le Menu | 5 | Asking and answering full questions in a café conversation role play. Using strategies to understand an unfamiliar text. Creating a French menu. | Using strategies to understand a familiar text as well as asking and responding to questions found in a café conversation. | Using a range of different strategies to understand unfamiliar texts, including their understanding of related texts they may have seen in English. Using accurate pronunciation when asking or responding to full questions in a café conversation. |