

Year 4 MFL Coverage

'As linguists, we use a variety of skills and resources to communicate. We broaden our cultural horizons so we can communicate for practical purposes and develop an understanding of other cultures.'

Unit:	Autumn Term On y va! (All aboard!) L'argent de poche (Pocket Money)	Spring Term Raconte-moi une histoire! (Tell me a story) Vive le sport! (Our sporting Lives)	Summer Term Le Carnaval des Animaux (the Carnival of the Animals) Quel temps fait-il? (What's the weather like?)
National Curriculum	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p>

Year 4 MFL Coverage

	<p>introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing Languages - key stage 2</p> <p>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.</p>	<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing Languages - key stage 2</p> <p>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.</p>	<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing Languages - key stage 2</p> <p>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.</p>
<p>Subject Focus</p>	<p>In 'On y va!' the children will find out about the francophone world. They also learn days of the week and some phrases relating to transport and weather.</p> <p>In 'l'argent de poche' children will be given the opportunity to manipulate numbers, introduce them to Euros and allow them to express likes and dislikes.</p>	<p>In 'raconte-moi une histoire!' children be made aware of simple adjective agreement and French sounds/spellings in the context of a fairy tale. The unit also teaches multiples of ten, up to 100, and children reinforce and extend their use of instructions.</p> <p>In 'vive le sport!' the children will be given the opportunity to talk about sports, and healthy and unhealthy eating habits.</p>	<p>In 'le carnaval des animaux' the children will learn the names of some animals. They will also learn to tell the time.</p> <p>In 'quel temps fait-il' the children will learn more phrases to describe the weather and talk about the temperature. Children will also learn to describe the clothes they need to wear in particular weather conditions.</p>

Year 4 MFL Coverage

Fab Five/ Top Ten	<ol style="list-style-type: none"> 1. To be able to ask ou vas tu? (where are you going?) 2. To be able to reply with 'je vais' and know some modes of transport 3. To know some weather conditions and be able to say them in French 4. To know the days of the week in French 5. Be able to count from 1-30 in French 	<ol style="list-style-type: none"> 1. Count in 10s to 100 in French 2. To know regardez (look) 3. To know grande, petite 4. To know vrai and faux (true/false) 5. To be able to ask qu'est-ce que tu fais lundi? - What are you doing on Monday? 6. To be able to reply with simple activities in French 7. To know the names of some French food 	<ol style="list-style-type: none"> 1. To name some animals in French. 2. To be able to ask 'ou habites-tu?' 3. To be able to reply 'j'habite dans...' 4. To know some adjectives in French 5. To know some times in French - the hours, midday and midnight. 6. To know some weather conditions in French 7. To know the names of some items of clothing in French
Topic specific Vocabulary	<p>je vais a l'ecole - I go to school a pied - on foot en voiture - by car en velo - by bike en bus - by bus en train - by train ou vas-tu? - where are you going? je vais - I'm going en Belgique - to Belgium en France - to France il fait chaud - it is hot il fait froid - it is cold il fait beau - it's fine weather il fait mauvais - it's bad weather il fait du soleil - it's sunny il fait du vent - it's windy il pleut - it's raining lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche - Monday, Tuesday....</p>	<p>regardez - look repetez - repeat ecoutez - listen 40-90 quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent - 100 il/elle est - he/she is grand(e) - big petit(e) - small vrai, faux - true, false levez-vous - stand up asseyez-vous - sit down levez la main - put your hand up taisez-vous - be quiet venez ici - come here charmant(e) - charming mechant(e) - wicked ...</p>	<p>ou habites-tu? - where do you live? j'habite dans - I live in je suis - I am petit, grand, lent, rapide, fort, faible, feroce, timide - small, big, slow, fast, strong, weak, fierce, shy quelle heure est-il? - what time is it? une heure, deux heures, trois heures, quatre heures, cinq heures - one o'clock, two o'clock, three o'clock.... il est midi - it is midday il est minuit - it's midnight le lion - the lion le coq - the cockerel le kangarou - the kangaroo le poisson - the fish le coucou - the cuckoo l'elephant - the elephant l'ane - the donkey</p>

Year 4 MFL Coverage

	<p>...</p> <p>j'adore - I love</p> <p>je deteste - I hate</p> <p>ca - that</p> <p>21-30 vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</p> <p>c'est-combien? - how much is it?</p> <p>c'est super - it's great</p> <p>j'ai - I have</p> <p>je n'ai pas de - I don't have</p> <p>miam! - yum!</p> <p>berk! - yuck!</p> <p>un CD, ballon - a CD, ball</p> <p>une console, peluche, poupee - a games console, cuddly toy, doll</p>	<p>qu'est-ce que tu fais lundi? - What are you doing on Monday?</p> <p>je joue au tennis - I play tennis</p> <p>je fais du velo, skate - I ride my bike, go cycling</p> <p>Je fais du skate - I go skateboarding</p> <p>Je fais de la danse/natation - I dance/swim</p> <p>zero - zero</p> <p>boire - to drink</p> <p>manger - to eat</p> <p>le jus d'orange - orange juice</p> <p>le yaourt - yogurt</p> <p>le poisson - fish</p> <p>une pomme - an apple</p> <p>les carottes - carrots</p> <p>le chocolat - chocolate</p> <p>le coca - cola</p> <p>les pommes frites - chips</p> <p>les bonbons - sweets</p> <p>oui, c'est bon pour la sante - yes, it's good for your health</p> <p>non, c'est mauvais pour la sante - no, it's bad for your health</p>	<p>l'oiseau - the bird</p> <p>la tortue - the tortoise</p> <p>la poule - the hen</p> <p>le cygne - the swan</p> <p>...</p> <p>il neige - it's snowing</p> <p>il gele - it's freezing</p> <p>quand...il te faut... - when... you need...</p> <p>il fait...degres - it's ... degrees</p> <p>moins deux - minus two</p> <p>lundi le 5 juin - Monday 5th June</p> <p>un manteau - a coat</p> <p>un chapeau - a hat</p> <p>un parapluie - an umbrella</p> <p>une echarpe - a scarf</p> <p>des gants - gloves</p> <p>des bottes - boots</p> <p>des lunettes de soleil - sunglasses</p>
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