

Autumn term

Spring term

Summer term

Year 4 – MFL

LKS2

Breadth	Concept	Milestone 2 (Years 3&4)	Knowledge	Vocabulary
<p>In the chosen language of French, skills covered include:</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing <ul style="list-style-type: none"> • Language learning skills: speak confidently (words, phrases, sentences), identify key sounds and silent letters, memory skills to aid comprehension, identify language patterns, ask a question with correct intonation, read some familiar and unfamiliar words, write familiar words from memory, take risks, have a positive attitude, make educated guesses, recall previously learnt language. 	<p>Skill descriptors from Primary Languages Network’s scheme of work, linked to DfE attainment targets.</p> <p>Listening: Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases</p> <p>Speaking: Can ask and answer simple questions and give</p>	<p>L – Can understand and respond to classroom instructions</p> <p>L - Can identify four classroom objects</p> <p>L- Can listen and respond to a sequence of commands</p> <p>L - Can understand the question “Where is ...?”</p> <p>L – Can understand simple sentences identifying names for parts of the face</p> <p>L – Can follow a simple sequence of physical movement commands</p> <p>L – Can understand names of jungle animals</p> <p>L – Can listen to and enjoy a story in French understanding adjectives to describe animals</p> <p>S - Can say three sentences accurately to describe myself (e.g.</p>	<p>I know how to write three sentences about myself.</p> <p>I know how to respond to classroom instructions.</p> <p>I know numbers to 20.</p> <p>I know the days of the week and months of the year.</p> <p>I know the names of rooms around school</p> <p>I know the names of classroom objects.</p> <p>I know how to respond to some simple movement commands.</p> <p>I know how to write a short sequence of commands to programme a robot.</p> <p>I know how to identify some signs for shops.</p>	<p>Bilingual dictionary</p> <p>Cognates</p> <p>Semi-cognates/Near-cognates</p> <p>Sentences to describe myself (<i>Je m’appelle..., J’ai 8/9 ans, J’habite à.... Ça va bien/mal/comme ça comme ça</i>)</p> <p>Nouns</p> <p>Articles (Definite and indefinite) (<i>le/la, un/une/des</i>)</p> <p>Days of the week, months of the year</p> <p>Names of rooms around school</p> <p>Classroom objects (<i>un sac à dos, une chaise...</i>)</p> <p>Asking ‘Where is...?’ (<i>Où est...?</i>)</p>

<p>Speak confidently (words and phrases), explore how to use a bilingual dictionary, imitate pronunciation, make educated guesses using context, use actions and games to aid memory, recall and use previously learnt language, take risks and learn from mistakes, understand basic grammar, identify sounds and silent letters, practise with a friend, write simple sentences using a model. As above</p> <ul style="list-style-type: none"> Intercultural understanding: School in France, Shops/typical French town. Christmas. Epiphany in France, Map and place names in France and typical weather Phonics: Silent letters: t, p, e, Pronunciation of letters x/é/h/i Sound spelling z/ngt/ze/ez/on/ ou/eu/oi/an/ch/ez Silent letters: t/s/x Pronunciation é/è/ç Sound spelling: 	<p>basic information and can pronounce familiar words and some new words accurately.</p>	<p>name/ age/ where live/ feelings / a like)</p> <p>S – communicate simple instructions</p> <p>S - Can ask the question “Where is...?” plus up to four shops found in the town</p> <p>S – Can say the nouns for members of the family</p> <p>S – Can say parts of the face and body</p> <p>S- Can use verbs and nouns together to create a yoga sequence</p> <p>S – Can ask ‘What is wrong?’ and describe why I don’t feel well/what hurts</p> <p>S – Can understand and join in with a story</p> <p>S – Can say a simple sentence with a noun, adjective and conjunction about jungle animals</p> <p>S – Can express my opinion about different ice cream flavours</p>	<p>I know how to ask the question ‘Where is...?’</p> <p>I know some additional colours</p> <hr/> <p>I know the nouns for members of the family.</p> <p>I know how to write personal information about a family member.</p> <p>I know names for parts of the face.</p> <hr/> <p>I know how to use a model to write an accurate sentence giving a physical description.</p> <p>I know the plural nouns of face and body parts.</p> <p>I know how to combine verbs and parts of the body to create yoga instructions.</p> <hr/> <p>I know and remember parts of the body in French.</p> <p>I know how to ask ‘What is wrong?’ and how to explain why I don’t feel well/what hurts.</p> <p>I know and remember the names of jungle animal nouns.</p>	<p>Names of shops and places in the town</p> <p>Members of the family (<i>la mère, le frère...</i>)</p> <p>Parts of the face (<i>le nez, les yeux...</i>)</p> <p>Parts of the body (<i>la tête, la jambe...</i>)</p> <p>Simple sentences to describe the face and body</p> <p>A few simple verbs as commands</p> <p>Numbers Phoneme Grapheme</p> <p>Jungle animals (<i>un éléphant, un tigre...</i>)</p> <p>Adjectives of colour and size</p> <p>Conjunctions</p> <p>Weather phrases</p> <p>Seasons</p> <p>Ice cream flavours</p>
	<p>Reading: Can understand simple written phrases. Can match sounds to</p>	<p>R – Can read and understand numbers to 20</p>		

<p>an/ille/oi/qui/suis/ai/eux /ez/eille/ge Silent letters: /h/e/s/t/d/ Pronunciation /i/ Sound spelling: en/in/erre/un/oi ch/oi/au/ai/ille/at/ette/ace</p>	<p>familiar written words.</p>	<p>R – Can read and understand days of the week and months of the year</p> <p>R – Can read and understand names for rooms around school</p> <p>R-Can recognise and read places in the town nouns</p> <p>R - Can read four signs for shops</p> <p>R - Can read and draw a simple description of a face</p> <p>R- Can read and understand a simple descriptive sentence about body parts with adjectives of colour and size</p> <p>R – Can read and understand weather phrases</p> <p>R - Can read three familiar flavours of ice creams</p>	<p>I know what some adjectives mean which describe jungle animals.</p> <p>I know how to write a sentence describing jungle animals.</p> <hr/> <p>I know how to describe the weather in French in different seasons.</p> <p>I know the phrases for different ice cream flavours.</p> <p>I know how to express my opinion about ice cream flavours I like, love and dislike.</p> <p>I know how to apply my language detective skills to learn another language.</p> <hr/>	<p>Opinion phrases (I like/love/dislike)</p>
<ul style="list-style-type: none"> Grammar: Masculine and feminine singular nouns; classify masculine and feminine nouns. Practise masculine and feminine nouns, singular and plural. Explore plural nouns with adjectives. Use first person singular of the verbs <i>to have</i> and <i>to be</i>. Practise using verbs as commands, use colours as adjectives after the noun. Revisit intonation when asking a question Using adjectives to describe a noun in French. Polite requests. Asking a question accurately. Singular and plural nouns 	<p>Writing: Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>	<p>W - Can write three sentences about 'myself' with limited mistakes</p>		

W – Can write a short sequence of commands to programme a robot

W – Can write personal information about a family member

W – Can write a simple sentence with a part of the face and colour

W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a monster/alien. Spelling of most words is accurate

W – Can write a sentence to describe animals using a noun, verb and adjectives and noun, adjective and conjunction

W – Can describe my favourite ice cream

