

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 4</b> <b>(Second year of MFL)</b>	<p>Recap on learning so far – rehearsal of <u>conversation including asking and answering</u>:                      *Greetings – hello and goodbye                      *How are you?                      *What is your name?                      *How old are you?                      *When’s your birthday?                      *What’s your favourite colour?</p> <p><u>Classroom commands</u> – understanding and following instructions.</p> <p>Unit 14 – Les jours de la semaine – The days of the week.                      (Including vocab and order)</p>	<p>Unit 15 – Quelle est la date aujourd’hui? – What’s today’s date?                      (Application of learning from units 6,11,12,13 and 14, and including rules for writing capitals)</p> <p>Unit 4 – L’alphabet – The alphabet                      (Including spelling names and French words)</p> <p><u>Unit 17 (Part 1) – Joyeux Noel!</u> – Happy Christmas!</p>	<p>Unit 5 – Ma famille - My Family                      (Including vocab, writing descriptions, conversation to find out from others and introduce members, ‘his/her’ name etc.                      Introducing gender – ‘my’ ‘a’ ‘the’)</p>	<p>Unit 8 - As-tu des frères et des soeurs? – Have you any brothers or sisters?                      (Including vocab, asking and answering question, talking about others ‘il/elle a’ ‘ton, ta’, plurals, negatives (don’t have siblings))</p> <p>Unit 5/8 consolidation and application – opportunities for speaking and listening, reading and writing around ‘family’.</p> <p><u>Joyeuses Pâques! (Part 1)</u>                      Happy Easter –                      (An intro to French traditions, key Easter vocab and making a greetings card.)</p>	<p>Unit 9 – As-tu un animal? Have you a pet?                      (Including animal vocab, plurals, ‘I have...’, asking and answering others, adding pets to family description – S,L,R,W opportunities.                      Intro gender where it’s not obvious, plurals, lists, silent letters.                      ‘He/she has...’)</p> <p>(Application and building on units 5&amp;8)</p>	<p>Unit 16 – Quel temps fait-il aujourd’hui? What is the weather like today?                      (Including vocab and reporting on the weather in different locations)</p> <p>Consolidation of Y3/4 learning through Speaking, listening, reading and writing opportunities.</p> <p>Assessment against Lower KS2 objectives.</p> <p>Art Week – French focus – dependent on theme for Art week</p>
<b>Talking points - French life and culture</b>	<p>*Classroom daily routines.</p> <p>*Very hungry caterpillar story -Days of week.                      Bilingual bk, video</p>	<p>*Key dates in French calendar                      *Everyday life – travelling by rail (SNCF TGV).                      *French style handwriting                      *French life – similarities and differences around Christmastime and New Year in France – food, celebrations, traditions, St Nic.etc</p>	<p>*Everyday life in France – Family and aspects of life.                      *French families have become smaller – large families rare, relationships across generations.</p>	<p>*Everyday life in France – Family and aspects of life, traditions, stories, games.                      *French life – Easter traditions and celebrations.</p>	<p>*Pets in France popular. Accommodation (many rented) dictates kinds of pets you can keep.</p>	<p>* Weather in France - compared to UK and across France.                      *National Kite festival – Berck-sur-mer.                      *Monet – Days and seasons reflected in paintings.                      * French artists and artworks, history, buildings and landmarks, museums, culture, stories etc.</p>

**Ongoing:**

Speaking and Listening opportunities should be provided as starter activities and within lessons – Conversational French including questions and answers and encouraging independent conversations in pairs (using script and off-script)

Reading opportunities – For pleasure: using translated books, online resources.

Writing opportunities – incorporated (see books)

Dictionary skills

Classroom commands, registers etc in French

Assessment and review

**Other opportunities for classroom teachers:**

- Display topic vocabulary per term
- Classroom commands displayed
- Greetings - Answering the register or on entry to the classroom... 'Bonjour/bon après-midi Madame/Mademoiselle/Monsieur'
- 'How are you?' – 'cava?'
- Numbers to 31 – Call children to attention in French; counting on and back. Maths starters ('plus' - add, 'moins' - subtract, 'multiplié par' – multiply by, 'divisé par' – divide by) display around C/Rm
- Colours - Use to label and refer to table groups (red – rouge, blue – bleu, green – vert, yellow – jaune, purple – violet)
- Display days, months and numbers in C/R, on birthday display etc
- Date - Use French date on board and in books occasionally... \*eg – Mardi le huit mars (capital letters only for beginning a sentence. Usually neither months nor days of the week have capital letters).
- Display and talk about the weather – French chart to display each day
- Use French alphabet to spell

\* Purple text indicates units taken from 'Early Start 1' scheme of learning