

Subject: French Year 4

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Pupils should be taught to:

- 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
- describe people, places, things and actions orally* and in writing Languages - key stage 2 3
- 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

Links to previous Learning:

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Term:	Topic:	Vocabulary/Knowledge	Skills:	Key Questions
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<p>Autumn</p>	<p>Rigolo Unit 7 Encore Links to QCA Unit 7 On y va (all aboard)</p>	<ul style="list-style-type: none"> • Il/Elle a... (He/She's got...) • il/elle a (he/she has)... • les cheveux • courts/longs (short/long hair), • les yeux bleus, etc. (blue eyes, etc.), • un chien (a dog), • un frère/une soeur (brother/sister); • il/elle a sept ans (he/she is seven years old) • français(e) (French), • canadien(ne) (Canadian), • britannique (British) • Il/Elle est... (He/She is) + nationality 	<ul style="list-style-type: none"> • Revising ways to describe people • Nationalities • Giving characteristics using various adjectives. 	
	<p>Rigolo Unit 8 Quelle heure est-il?</p>	<ul style="list-style-type: none"> • je regarde (I am watching)... • la télé (TV), • un DVD (a DVD); • j'écoute (I am listening to)... • mes CD (my CDs), • la radio (the radio); • je joue (I'm playing)... • au football football), • au tennis (tennis) • Numbers 1–12 • Telling time: il est... heure(s) • Quelle heure est-il? (What time is it?) • Il est... [cinq] heures. (It's... [five] o'clock.) 	<ul style="list-style-type: none"> • Talking about leisure activities • Telling the time • Talking about what time you do activities. 	
	<p>Key Vocabulary</p>	<p>Descriptive vocabulary: il/elle a (he/she has)... les cheveux courts/longs (short/long hair), les yeux bleus, etc. (blue eyes, etc.), un chien (a dog), un frère/une soeur (brother/sister); il/elle a sept ans (he/she is seven years old) Nationalities: français(e) (French), canadien(ne) (Canadian), britannique (British)</p> <p>je regarde (I am watching).... la télé (TV), un DVD (a DVD);j'écoute (I am listening to)... mes CD (my CDs), la radio (the radio); je joue (I'm playing)... au football football),au tennis (tennis)</p>		

<p>Spring</p>	<p>Rigolo Unit 9 Les fetes</p>	<ul style="list-style-type: none"> • Festivals: le Nouvel An (New Year), la Fête des Rois (The Feast of Kings/Epiphany), • la Saint-Valentin (St Valentine's day), Pâques (Easter), • la Fête Nationale (Bastille Day), • Noël (Christmas) • Language structures and outcomes • Le [nouvel an], c'est le [premier janvier.] ([New Year] is on the [1st January.] • Presents: un vélo (bike), • un jeu (a game), un livre (a book), • un ballon (a ball), • un Père Noël en chocolat (chocolate Father Christmas), • un oeuf de Pâques (Easter egg) • Qu'est-ce que tu veux [comme cadeau]? (What [present] would you like?) • Je voudrais [+ nom.] (I'd like [+ noun.] • Numbers 31–60 • Instructions: touchez le nez/les pieds! (touch your nose/feet!), • comptez! (count!), • sautez! (jump!), • levez les bras! (raise your arms!), hochez la tête! (nod your head!) 	<ul style="list-style-type: none"> • Talking about festivals and dates • Talking about presents at festivals • Numbers 31 –60 • Giving and understanding commands. 	
	<p>Rigolo Unit 10 Ou vas-tu? Links to QCA Unit 12 Quel temps fait-il? (weather)</p>	<ul style="list-style-type: none"> • Je vais à (I'm going to)... • Paris/Bordeaux/Strasbourg/Nice/Grenoble • Où vas-tu? (Where are you going?), • Je vais à... (I'm going to)... • Directions: tournez à droite (right), tournez à gauche (left), • allez tout droit (straight on), arrêtez (stop) • Weather: Quel temps fait-il? (What's the weather like?), Il 	<ul style="list-style-type: none"> • Going to French cities • Giving and understanding basic directions • Talking about weather • Weather and places in France. 	

		<ul style="list-style-type: none"> fait beau. (It's sunny), Il fait froid. (It's cold), Il fait chaud. (It's hot), Il pleut. (It's raining), Il neige. (It's snowing) Weather: Quel temps fait-il? (What's the weather like?) Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige. (In Paris [etc.], it's sunny/cold/hot/raining/snowing.) Language structures and outcomes À [Paris] [il pleut.] (It's [raining] in [Paris.]) 		
	Key Vocabulary	<p>Festivals: le Nouvel An (New Year), la Fête des Rois (The Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël(Christmas)</p> <p>Language structures and outcomes Le [nouvel an], c'est le [premier janvier.] ([New Year] is on the [1st January.]) Presents: un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un oeuf de Pâques (Easter egg) Language structures and outcomes Qu'est-ce que tu veux [comme cadeau]? (What [present] would you like?) Je voudrais [+ nom.] (I'd like [+ noun.])</p> <p>Je vais à (I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble Directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop) Weather: Quel temps fait-il? (What's the weather like?), Il fait beau. (It's sunny), Il fait froid. (It's cold), Il fait chaud. (It's hot), Il pleut. (It's raining), Il neige. (It's snowing)</p>		
Summer	<p>Rigolo Unit 11 On mange!</p> <p>Links to QCA Unit 8 L'argent de poche (pocket money)</p>	<ul style="list-style-type: none"> Food items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes) Qu'est-ce que tu veux? (What do you want?) Je voudrais [du pain.] (I'd like [some bread.]) Using money: C'est combien? (How much is it?); C'est [cinq] euros. (It's [five] euros.) Party activities: On boit. (We are drinking.), On mange. (We are eating.), On danse. (We are dancing.), On chante. (We are singing.), On s'amuse. (We are having fun.) 	<ul style="list-style-type: none"> Shopping for food Asking and saying how much something costs. Talking about activities at a party Giving opinions about food and various activities. 	

		<ul style="list-style-type: none"> • Qu'est-ce qu'on fait pour la fête? (What are we doing for the party?) • On [danse.] (We are [dancing.]) • Opinions: c'est chouette (it's great), c'est nul (it's rubbish), • c'est bizarre (it's weird) • La [fête], c'est [bizarre] (The [party] is [weird]) 		
	<p>Rigolo Unit 12 Le cirque Links to QCA Unit 16 Scene de plage (the beach)</p>	<p>Francophone countries:</p> <ul style="list-style-type: none"> • la France (France), • la Suisse(Switzerland), • le Canada (Canada), • la Martinique(Martinique), • le Maroc (Morocco), • le Sénégal (Senegal) • C'est [le Maroc] (It's [Morocco]) <p>Talking about languages:</p> <ul style="list-style-type: none"> • Je parle anglais/français (I speak English/French), • Je ne parle pas anglais/français (I don'tspeak English/French) <p>Clothes:</p> <ul style="list-style-type: none"> • un pantalon (trousers), • une veste (jacket), • une • chemise (shirt), • un t-shirt (t-shirt), • un chapeau (hat), • unejupe (skirt) <p>Describing colour of clothes: colours met so far,</p> <ul style="list-style-type: none"> • blanc(he) • (white) and • noir(e) (black) • Noun + adjective: une chemise blanche, un pantalon noir, etc. 	<ul style="list-style-type: none"> • Talking about francophone countries • Talking about the languages we speak • Identifying different items of clothing • Clothes and colours. 	
	<p>Key Vocabulary</p>	<p>Food items: du pain (bread), du fromage (cheese), de lalimonade (lemonade), de la crème (cream), des fraises(strawberries), des tomates (tomatoes) Using money: C'est combien? (How much is it?); C'est[cinq] euros. (It's [five] euros.) Party activities: On boit. (We are drinking.), On mange. (We are eating.), On danse. (We are dancing.), On chante. (Weare singing.), On s'amuse. (We are having fun.) Qu'est-ce qu'on fait</p>		

		<p>pour la fête? (What are we doing for the party?) On [danse.] (We are [dancing.]) Opinions: c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird) La [fête], c'est [bizarre] (The [party] is [weird])</p> <p>Francophone countries: la France (France), la Suisse (Switzerland), le Canada (Canada), la Martinique (Martinique), le Maroc (Morocco), le Sénégal (Senegal) C'est [le Maroc] (It's [Morocco]) Je parle anglais/français (I speak English/French), Je ne parle pas anglais/français (I don't speak English/French) un pantalon (trousers), une veste (jacket), une chemise (shirt), un t-shirt (t-shirt), un chapeau (hat), une jupe (skirt)</p>
		<p>Cultural Capital:</p>