

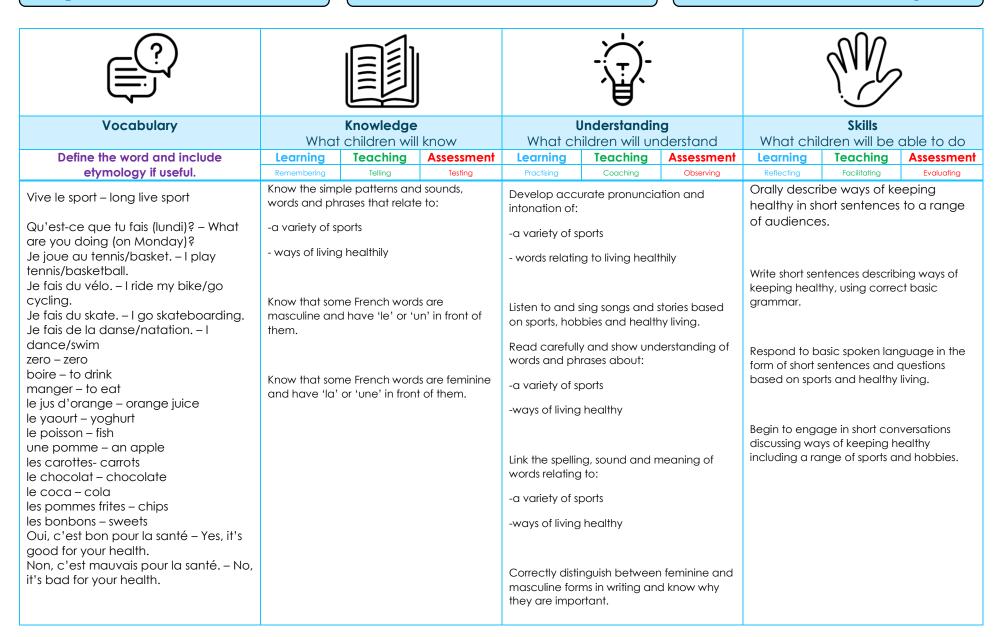
## Orton Wistow Primary School - Curriculum Plan



Subject: MFL French

Year: 4

Term: Autumn - Vive le sport!





## Orton Wistow Primary School - Curriculum Plan



## Subject: MFL French

Year: 4

Term: Spring — Le camaval des Animaux

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Vocabulary	What	<b>Knowledge</b> What children will know		<b>Understanding</b> What children will understand			<b>Skills</b> What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	<b>Learning</b> Practising	Teaching  Coaching	Assessment Observing	<b>Learning</b> Reflecting	Teaching Facilitating	Assessment  Evaluating
Le Carnaval des Animaux – the carnival of the animals  Où habites-tu? – Where do you live? J'habite dans I live in Je suis I am Petit(e) – small Grand(e) – big Lent(e) – slow Rapide – fast Fort(e) – strong Faible – weak Féroce – fierce Timide – shy Quelle heure est-il? – What time is it? Une heure – one o'clock Deux heures – two o'clock Trois heures – three o'clock Quatre heures – four o'clock Cing heures – five o'clock Six heures – six o'clock Huit heures – eight o'clock Neuf heures – nine o'clock Dix heures – ten o'clock	words and phesical describing and telling the time.  Know that some masculine and them.		e to:  Is are  un' in front of  Is are feminine	intonation of:  - describing a  - telling the tin  Listen to and s on animals an  Read carefully words and ph  - describing a  - telling the tin	sing songs and ad telling the tire of the	stories based me. derstanding of	short senten audiences.  Write short ser of animals, us  Respond to b form of short s based on animals.	engage in shor discussing diffe	e of  ribe a variety c grammar.  guage in the questions











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Vocabulary	Knowledge			Understanding			Skills		
	What children will know			What children will understand			What children will be able to do		
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
etymology if useful.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Il est midi. – It's midday.					forrectly distinguish between feminine and				
Il est minuit. – It's midnight.				masculine forms in writing and know why					
				they are impo	ortant.				

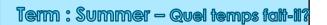


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	Vocabulary	Knowledge			Understanding			Skills			
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	Define the word and include Learning Teaching Assessment L		Learning	Teaching	Assessment	Learning	Teaching	Assessment			
	etymology if useful.	Remembering	Telling	Testing	Practising	What children will understand  Assessment Description	Facilitating	Evaluating			
	Quel temps fait-il? – What's the weather like?  Weather conditions and temperatures	words and ph			intonation of:	·	ation and	Orally describe weather conditions and appropriate clothing for those conditions in short sentences to a range of audiences.			
	Il neige – It's snowing. Il gèle – It's freezing/icy. Quand, il te faut – When, you need Il fait degrés – It's degrees moins – minus	- items of clothing When, you				ing songs and :		Write short sentences to describe different weather conditions and appropriate clothing, using correct basic grammar.		ropriate	
moins – minus Lundi, le 5 juin, etc – Monday 5 <sup>th</sup> June, etc.		them.			items of clothi	ng.					











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Vocabulary	Knowledge What children will know			<b>Understanding</b> What children will understand			<b>Skills</b> What children will be able to do		
Define the word and include etymology if useful.  Le 5 juin, etc. – the 5 <sup>th</sup> June, etc  Items of clothing Un manteau – a coat Un chapeau – a hat Un parapluie – an umbrella Une écharpe – a scarf Des gants- gloves Des bottes – bots Des lunettes de soleil – sunglasses	What children will know  Learning Teaching Assessment  Remembering Telling Testing  Know that some French words are feminine and have 'la' or 'une' in front of them.		Learning Practising Read carefully words and ph - weather cor - items of cloth Link the spellir words relating - weather cor - items of cloth Confidently di	Teaching  Coaching  y and show uncorases about:  ditions  ing  g, sound and into:  ditions  hing  stinguish between forms in writing	Assessment Observing derstanding of neaning of	Reflecting Respond to be form of short s based on the  Confidently el	Teaching Facilitating asic spoken lan entences and a weather.  Ingage in short a ather condition	Assessment Evaluating guage in the questions  conversations	

