



Orton Wistow Primary School – Curriculum Plan



Subject : MFL French

Year : 4

Term : Autumn - Vive le sport!



Vocabulary

Define the word and include etymology if useful.

Vive le sport – long live sport

Qu'est-ce que tu fais (lundi)? – What are you doing (on Monday)?
Je joue au tennis/basket. – I play tennis/basketball.
Je fais du vélo. – I ride my bike/go cycling.
Je fais du skate. – I go skateboarding.
Je fais de la danse/natation. – I dance/swim
zero – zero
boire – to drink
manger – to eat
le jus d'orange – orange juice
le yaourt – yoghurt
le poisson – fish
une pomme – an apple
les carottes- carrots
le chocolat – chocolate
le coca – cola
les pommes frites – chips
les bonbons – sweets
Oui, c'est bon pour la santé – Yes, it's good for your health.
Non, c'est mauvais pour la santé. – No, it's bad for your health.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know the simple patterns and sounds, words and phrases that relate to:

- a variety of sports
- ways of living healthily

Know that some French words are masculine and have 'le' or 'un' in front of them.

Know that some French words are feminine and have 'la' or 'une' in front of them.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Develop accurate pronunciation and intonation of:

- a variety of sports
- words relating to living healthily

Listen to and sing songs and stories based on sports, hobbies and healthy living.

Read carefully and show understanding of words and phrases about:

- a variety of sports
- ways of living healthy

Link the spelling, sound and meaning of words relating to:

- a variety of sports
- ways of living healthy

Correctly distinguish between feminine and masculine forms in writing and know why they are important.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Orally describe ways of keeping healthy in short sentences to a range of audiences.

Write short sentences describing ways of keeping healthy, using correct basic grammar.

Respond to basic spoken language in the form of short sentences and questions based on sports and healthy living.

Begin to engage in short conversations discussing ways of keeping healthy including a range of sports and hobbies.



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Subject : MFL French

Year : 4

Term : Spring – Le carnaval des Animaux



Vocabulary

Define the word and include etymology if useful.

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
Cinq heures – five o'clock
Six heures – six o'clock
Sept heures – seven o'clock
Huit heures – eight o'clock
Neuf heures – nine o'clock
Dix heures – ten o'clock



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know the simple patterns and sounds, words and phrases that relate to:

- describing animals
- telling the time

Know that some French words are masculine and have 'le' or 'un' in front of them.

Know that some French words are feminine and have 'la' or 'une' in front of them.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Develop accurate pronunciation and intonation of:

- describing animals
- telling the time

Listen to and sing songs and stories based on animals and telling the time.

Read carefully and show understanding of words and phrases about:

- describing animals
- telling the time

Link the spelling, sound and meaning of words relating to:

- describing animals
- telling the time



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Orally describe a variety of animals in short sentences to a range of audiences.

Write short sentences to describe a variety of animals, using correct basic grammar.

Respond to basic spoken language in the form of short sentences and questions based on animals.

Competently engage in short conversations discussing different animals and their characteristics.



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



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Subject : MFL French

Year : 4

Term : Summer – Quel temps fait-il?

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Quel temps fait-il? – What's the weather like?</p> <p><u>Weather conditions and temperatures</u> 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 ... Lundi, le 5 juin, etc – Monday 5th June, etc.</p>	<p>Know the simple patterns and sounds, words and phrases that relate to:</p> <ul style="list-style-type: none"> - weather conditions - items of clothing <p>Know that some French words are masculine and have 'le' or 'un' in front of them.</p>	<p>Develop accurate pronunciation and intonation of:</p> <ul style="list-style-type: none"> - weather conditions - items of clothing <p>Listen to and sing songs and stories based on weather conditions and appropriate items of clothing.</p>	<p>Orally describe weather conditions and appropriate clothing for those conditions in short sentences to a range of audiences.</p> <p>Write short sentences to describe different weather conditions and appropriate clothing, using correct basic grammar.</p>						



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment						
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Le 5 juin, etc. – the 5th June, etc</p> <p><u>Items of clothing</u> Un manteau – a coat Un chapeau – a hat Un parapluie – an umbrella Une écharpe – a scarf Des gants- gloves Des bottes – boots Des lunettes de soleil – sunglasses</p>	<p>Know that some French words are feminine and have 'la' or 'une' in front of them.</p>	<p>Read carefully and show understanding of words and phrases about:</p> <ul style="list-style-type: none"> - weather conditions - items of clothing <p>Link the spelling, sound and meaning of words relating to:</p> <ul style="list-style-type: none"> - weather conditions - items of clothing <p>Confidently distinguish between feminine and masculine forms in writing and know why they are important.</p>	<p>Respond to basic spoken language in the form of short sentences and questions based on the weather.</p> <p>Confidently engage in short conversations discussing weather conditions and appropriate clothing.</p>						