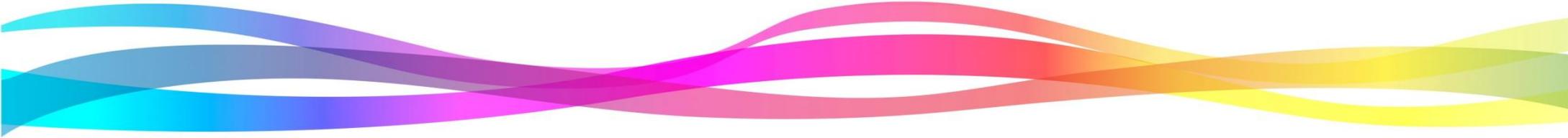


Year 4

Our main Modern Foreign Language is French, but we also aim to deliver some of the desired learning with reference to children's home languages. The government's advisory Framework for Languages comprises *Listening, Speaking, Reading, Writing, Knowledge about Language, Language Learning Strategies* and *Intercultural Understanding*. Aspects of these strands to be covered in Year 4 are outlined in the second table. The first table shows how the children will experience these aspects.

| Autumn Term | Spring Term | Summer Term |
|---|--------------------------------------|--------------------------------|
| Notre Père (Our Father) | Chasse à l'Ours (Bear Hunt) | Numbers to 31 |
| Forêt Noire introductory activity | Oui! Non! Peut-être! Je ne sais pas! | Hobbies |
| Mon monstre (song) | Où est? (droite, gauche) (song) | J'adore, j'aime, je n'aime pas |
| Masculine and feminine nouns | How do you say that in French? | Tu aimes |
| Mon Ma | J'ai Je n'ai pas | Dictionary skills |
| Date and weather | Je voudrais | Petit esgargot (song) |
| Meunier, tu dors (song) | Le radis géant (The Giant Radish) | Assez très aussi un peu |
| Family members (introducing, answering questions) | Adjective agreement (hotter, colder) | Bastille Day (July 14) |
| Il est Elle est | Alphabet | Revision of previous learning |
| Christmas (le Divine Enfant, etc.) | Holy week/Easter | |
| Revision of previous learning | Revision of previous learning | |

Please note: To allow us to continually improve the quality of our MFL teaching, the children will have totally new lessons throughout the year, which, if successful, will be incorporated into future curriculum maps.



Year 4

Aspects of the Framework for Languages to be covered in Year 4 from 2015/16.

| |
|---|
| Listening |
| Hear an increasing range of common words and useful phrases. Listen out for the main point(s), and later some of the details, from a short spoken passage. |
| Speaking |
| Have the opportunity to say/repeat an increasing range of words and phrases. Be encouraged to ask and answer simple questions, give basic information and talk about their interests. |
| Reading |
| Be encouraged to recognise and read out an increasing range of familiar words and phrases. Be encouraged to understand the main points from a short text. |
| Writing |
| Write or copy simple words and phrases. Be encouraged to write one or two short sentences to a model and fill in the words on a simple form. Be encouraged to write a few short sentences with support. |
| Intercultural Understanding (plus aspects covered in other subjects) |
| Participate in lesson(s) about traditional stories. Participate in lesson about social conventions ("kissing" hello and goodbye). Participate in lesson with contact with French-speaking country. Bastille Day (July 14) |
| Knowledge about Language |
| Look further at phonics; discuss negative forms; discuss word classes and their function; look at sentence patterns and notice agreements. |
| Language Learning Strategies |
| Prompt discuss about how language works. Use context to work out meaning; use previous knowledge to work out meaning. Listen for clues to meaning (tone of voice, key words). Discuss how to memorise; actually memorise. Practise phrases and words. Compare with English. Begin to apply phonics knowledge. |