

French Year 4 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
<b>Autumn 1 :Welcome to school- super learners</b> <ul style="list-style-type: none"> <li>Welcome</li> </ul>	Asking who someone is Asking someone’s age Have you ...? I have Numbers 0-31 Classroom objects	Key listen out activity based on: numbers and colours  <b>oi/eu/ou</b>	Exploration of nouns: masculine/feminine	<i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i>  <b>Sound Spelling:</b> Can match sounds to familiar written words can pronounce familiar words and some new words accurately.  <b>Listening:</b> Can understand a range of familiar spoken phrases and is able to listen for specific words and
<b>Autumn 2: My local area, your local area</b> <ul style="list-style-type: none"> <li>Robots, commands, actions</li> <li>Shops, signs , directions</li> <li>Let’s sparkle Xmas poem</li> </ul>	Where is ....?( + shops) Here is ( +shops) Left/ right/ straight ahead There is / there are	Key listen out activity based on: shop nouns  <b>ou/ ch</b>	Exploration of: recognising and using commands recognising and using “there is/are”	
<b>Spring 1: Family tree and faces</b> <ul style="list-style-type: none"> <li>Epiphany time again</li> <li>Meet the alien family</li> </ul>	Asking who someone is? This is ..... mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour	Key listen out activity based on: numbers  <b>in</b>	Exploration of: identifying parts of language which are adjectives recognising and using “I have “	
<b>Spring 2:Celebrating carnival/body parts</b> <ul style="list-style-type: none"> <li>Carnival of animals</li> <li>Body parts and aliens</li> <li>Alien family “Easter egg hunt”</li> </ul>	Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are .....	Key listen out activity based on: parts of the body  <b>é/ou/oi</b>	Exploration of: identifying / producing singular and plural forms of nouns identifying parts of language which are	



			adjectives	phrases
<p><b>Summer 1: Feeling unwell/ Jungle animals</b></p> <ul style="list-style-type: none"> <li>I don't feel well</li> <li>Walking through the jungle (story and rhyme) plus dragons and unicorns fantastical animal descriptions.</li> </ul>	<p>How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)</p>	<p>Key listen out activity based on: illnesses</p> <p><b>en</b></p>	<p>Exploration of: identifying/producing singular and plural  masculine/feminine nouns</p>	<p><b>Speaking:</b> Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately.</p> <p><b>Reading:</b> Can understand simple written phrases. Can match sounds to familiar written words</p> <p><b>Writing:</b> Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>
<p><b>Summer 2: Summer time</b></p> <ul style="list-style-type: none"> <li>Weather plus Enormous turnip performance story</li> <li>Ice creams and simple ice cream roleplay</li> </ul>	<p>Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream</p>	<p>Key listen out activity based on: ice creams</p> <p><b>ch/en/on</b></p>	<p>Exploration of: identifying verbs in simple present tense sentences  polite requests :-"I would like ....</p>	
<p><b>DFE ATS and skill level</b> During the first stage of language learning, children will explore all 12 DFE Attainment Targets.</p>			<p><b>Language Learning Skill level practise</b> During the second stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs</p>	
<p>Listen attentively to spoken language and show understanding by joining in and responding</p>			<p>listen attentively and understand more complex phrases and sentences</p>	



	Identify specific sounds, phonemes and words listen for specific words and phrases
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays)
Speak in sentences, using familiar vocabulary, phrases and basic language structures	ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences
Develop accurate pronunciation and intonation, so that others understand ....	Imitate pronunciation identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences develop accuracy in pronunciation
Present ideas and information orally to a range of audiences	perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)
Read carefully and show understanding of words, phrases and simple writing	read a range of familiar written phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source attempt to recite a short piece of narrative by reading aloud from the text read and understand a range of familiar phrases
Appreciate stories, songs, poems and rhymes in the language	listen and respond to rhymes/songs/stories attempt to recite a short piece of narrative by reading



	<p>aloud from the text</p> <p>read and understand a range of familiar phrases</p>
<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary</p>	<p>identify specific sounds phoneme and words. Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p> <p>apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>
<p>Write phrases from memory and adapt these to create new sentences to express ideas clearly</p>	<p>prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)</p> <p>write simple words and phrases using a model and some words from memory</p> <p>write words and short sentences using a reference</p>
<p>Describe people, places, things and actions orally and in writing</p>	<p>write word, phrases and short sentences using a reference</p> <p>write simple words and phrases using a model and some words from memory</p>
<p>Understand basic grammar</p>	<p>nouns/ gender and in singular and plural</p> <p>begin to explore agreement of adjectives</p> <p>understand and use the question form “have you ..?”</p> <p>and give a positive response “I have</p> <p>construct simple sentences using nouns, verb (to be)</p> <p>and an adjective</p>

