

MFL Curriculum Overview

Year 4

Term	Unit of work	Knowledge and understanding	What I will know and remember
Autumn 1	Phonics 2 Cultural lesson 2 Presenting Myself	Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.	I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count and also use the numbers out of sequence. I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy.
Autumn 2	Family Joyeux Noel 2 (Celebrations)	Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).	I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit. I can name the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, say the siblings I have, how old they are and their names. I may need help with changing the verb from 'I am called' to 'he/she is called'. I can recognise numbers 1-70 in French but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'.
Spring 1	Goldilocks	Not only sit and listen attentively to the story as in Year One but to recognise, understand and remember more of the new language. Increase their memory potential in French by using picture cards, word cards and phrase cards in French.	I can use picture cards to sequence the story correctly. I can repeat from memory most of the words that match the pictures but may need a word bank to prompt me for the words I am unable to remember.

		<p>Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</p> <p>Attempt to spell in French.</p>	<p>I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me.</p> <p>I can create my own story board in French if I have all the language in front of me and I may need support.</p>
Spring 2	Classroom	<p>Remember and recall 12 classroom objects with their indefinite article/determiner.</p> <p>Replace an indefinite article/determiner with a possessive adjective.</p> <p>Say and write what they have and do not have in their pencil case.</p>	<p>I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiners.</p> <p>I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are.</p> <p>I can recall in spoken and written form what I have and do not have in my pencil case.</p>
Summer 1	At the tea room	<p>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</p> <p>To understand better how to change a singular noun to plural form.</p> <p>Perform a short role-play ordering what they would like to eat and drink.</p>	<p>I can repeat, remember, and attempt to spell most of the items typically offered in a salon de thé with their correct article/determiner but I may need a word bank to support me.</p> <p>I can attempt changing a singular noun to a plural noun in French.</p> <p>I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options.</p>
Summer 2	What's the weather?	<p>Repeat and recognise the vocabulary for weather in French.</p> <p>Ask and say what the weather is like today.</p> <p>Create a French weather map.</p> <p>Describe the weather in different regions of France using a weather map with symbols.</p>	<p>I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and I can attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me.</p> <p>I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first.</p>

			I can read a French weather map but I need the language written down as I may have difficulty in recalling the language.
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