



**Year 4**

# YEAR 4 — FRENCH CAREERS

Pupils see how practical French supports communication, hospitality, education and travel.

## PRESENTING MYSELF + PHONETICS 2

WE COULD BE...

**Interpreters • Cabin Crew • International Business Staff**

Pupils learn to exchange personal information and ask questions clearly—essential communication skills in international workplaces.

### CAREER ENCOUNTER

Bilingual visitor, airline/travel professional or secondary MFL teacher.

## MY FAMILY

WE COULD BE...

**Interpreters • Social / Community Workers • International Educators**

Pupils learn to describe other people as well as themselves, developing the listening and speaking skills needed to communicate about people accurately.

### CAREER ENCOUNTER

Community language speaker, teacher or professional who works with families from different countries.

## AT THE TEA ROOM

WE COULD BE...

**Hospitality Managers • Waiting Staff • Chefs • Tourism Workers**

Pupils use French in a realistic food-and-drink exchange and see how language skills support customer service in cafés, hotels and tourism.

### CAREER ENCOUNTER

French café role-play; local hospitality professional or hotel/restaurant language example.

## IN THE CLASSROOM

WE COULD BE...

**Teachers • Teaching Assistants • Education Exchange Coordinators**

Pupils use classroom language and describe what they have or do not have, linking French to education and international school settings.

### CAREER ENCOUNTER

Secondary French teacher, language assistant or international-school virtual encounter.

## WHAT IS THE WEATHER?

WE COULD BE...

**Meteorologists • Broadcasters • Travel & Aviation Staff**

Pupils present weather information and use geographical language, mirroring how broadcasters and travel professionals communicate forecasts and conditions.

### CAREER ENCOUNTER

Weather presenter clip in French; meteorologist, airport or travel-industry link.

# YEAR 4 — FRENCH KNOWLEDGE & SKILLS

Substantive knowledge • Disciplinary knowledge and skills

## PRESENTING MYSELF

### SUBSTANTIVE KNOWLEDGE

- Greetings and personal-information questions are reusable language.
- Numbers extend from 1–10 to 11–20.
- Language for name, age, where someone lives and nationality.
- Simple adjectival agreement begins to show that word forms can change.

### DISCIPLINARY KNOWLEDGE & SKILLS

- Retrieve and integrate Year 3 language with new vocabulary.
- Ask as well as answer familiar questions accurately.
- Manipulate sentence models to give personal information.
- Present information orally and in writing.
- Apply developing pronunciation and spelling knowledge independently.

## MY FAMILY

### SUBSTANTIVE KNOWLEDGE

- Family-member nouns with correct definite articles/determiners.
- Possessive adjective 'my' changes according to the noun.
- Language can shift from first person to third person.
- Numbers extend to 69 to describe age.

### DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall and spell family vocabulary.
- Use possessives with increasing accuracy.
- Ask/answer about siblings and family.
- Change familiar structures from 'I' to 'he/she'.
- Create and present personalised spoken and written descriptions.

## AT THE TEAROOM

### SUBSTANTIVE KNOWLEDGE

- Food/drink nouns can be masculine or feminine and singular/plural.
- Indefinite determiners agree with nouns.
- Transactional phrases are used to order, thank, say goodbye and ask for the bill.
- French currency and number knowledge support real-life communication.

### DISCIPLINARY KNOWLEDGE & SKILLS

- Decode and recall a wider bank of food/drink vocabulary.
- Select appropriate determiners with nouns.
- Take part in a short, purposeful café role-play.
- Listen and respond appropriately in an exchange.
- Apply number knowledge to calculate and communicate a bill.

## IN THE CLASSROOM

### SUBSTANTIVE KNOWLEDGE

- Twelve classroom-item nouns with indefinite determiners.
- Possessive adjectives can be recycled with new nouns.
- Positive and negative structures express what someone has/does not have.
- Grammar can be reused with new vocabulary to create independent responses.

### DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall and spell classroom vocabulary.
- Ask and answer what is in a pencil case/school bag.
- Apply possessive and negative structures accurately.
- Transfer previously learnt grammar into a new context.
- Present information orally and in writing with less reliance on models.

## WHAT IS THE WEATHER?

### SUBSTANTIVE KNOWLEDGE

- Ten weather phrases; key conjunctions.
- Four compass points, temperature, days of the week and times of day.
- Weather language can be combined with geographical information.
- A forecast uses connected language for a real communicative purpose.

### DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall and spell weather phrases.
- Read a map and combine weather with place/direction language.
- Use days, times and conjunctions to organise information.
- Listen for key detail and respond to weather information.
- Prepare and present a short weather forecast in French.

Listen • Speak • Read • Write | Phonics • Vocabulary • Grammar | Retrieve • Decode • Manipulate • Communicate

**DfE focus:** appreciate short stories/songs/poems; begin using a bilingual dictionary to find and check familiar vocabulary.

# YEAR 4 — FRENCH: WHY THIS? WHY NOW?

## Presenting Myself + Phonetics 2

### PRIOR LEARNING BEING RETRIEVED

Retrieves Year 3 greetings, numbers, first-person phrases, negatives, opinions and early sound-spelling knowledge.

### NEW KNOWLEDGE & LANGUAGE

Integrated personal information: name, age, where pupils live and nationality; asking as well as answering questions; manipulating known language to create own sentences. Phonetics 2 extends decoding and pronunciation.

### WHY THIS? WHY NOW?

This is the bridge from Early Language to Intermediate learning: familiar language is deliberately recombined so pupils become less dependent on fixed model sentences.

### WHAT DOES THIS PREPARE PUPILS FOR?

My Family, In the Classroom and other Intermediate units, which require possessives, negatives, questions and increasingly independent spoken/written responses.

## **Year 4 Unit 1 : Presenting Myself**

*By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.*

|          |                                                                                                                                                                                                                             |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1 | In this lesson pupils will revise basic greetings and will learn how to ask and answer the question 'how are you?' in the foreign language.                                                                                 |
| Lesson 2 | In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language.                               |
| Lesson 3 | In this lesson pupils will consolidate numbers 1-10 and will progress to learning numbers 11-20 in the foreign language.                                                                                                    |
| Lesson 4 | In this lesson pupils will consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are.                                                                 |
| Lesson 5 | In this lesson pupils will learn how to ask and answer the question 'where do you live?' in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation. |
| Lesson 6 | In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.                                                                                                 |

# YEAR 4 — FRENCH: WHY THIS? WHY NOW?

## My Family

### PRIOR LEARNING BEING RETRIEVED

Builds directly on Presenting Myself: personal details, numbers, questions, first-person structures, gender and determiners.

### NEW KNOWLEDGE & LANGUAGE

Family vocabulary, possessive language and movement from first-person singular to third-person singular so pupils can present another person.

### WHY THIS? WHY NOW?

It follows self-description because pupils first secure language about themselves before changing perspective and manipulating grammar to describe others.

### WHAT DOES THIS PREPARE PUPILS FOR?

In the Classroom, My Home, Do You Have a Pet? and later descriptive units that require possessives and first-/third-person verb use.

## **Year 4 Unit 2 : My Family**

*By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.*

|          |                                                                                                                                                                                                                                                        |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1 | In this lesson pupils will learn how to recognise, recall and spell different family members with the correct definite article/determiner in the foreign language.                                                                                     |
| Lesson 2 | In this lesson pupils will consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' in the foreign language with increasing accuracy.                                   |
| Lesson 3 | In this lesson pupils will learn how to ask and answer the question 'do you have any siblings?' in the foreign language.                                                                                                                               |
| Lesson 4 | In this lesson pupils will further consolidate the language needed to introduce their own/fictitious family members in the foreign language. This will involve moving from 1st person singular 'my name is' to 3rd person singular 'he/she is called'. |
| Lesson 5 | In this lesson pupils will be introduced to numbers 1-69 in the foreign language and will use this knowledge to be able to say how old their own/fictitious family members are. Numbers 70-100 are explored in the Challenge Section.                  |
| Lesson 6 | In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.                                                                                                                            |

# YEAR 4 — FRENCH: WHY THIS? WHY NOW?

At the Tea Room

## PRIOR LEARNING BEING RETRIEVED

Retrieves Year 3 transactional experience and Year 4 understanding of nouns, gender, determiners, plurality and question/response structures.

## NEW KNOWLEDGE & LANGUAGE

A wider range of food/drink vocabulary and useful transactional language to order in a French tea room; consolidation of nouns, gender, determiners and plurality.

## WHY THIS? WHY NOW?

Placed after pupils have a stronger grammatical base so role-play becomes more than memorisation: pupils can make choices and understand how noun forms affect what they say.

## WHAT DOES THIS PREPARE PUPILS FOR?

Later independent role-play and real-life communication, including Around Town and broader cultural/food contexts.



### **Year 4 Unit 3 : At the Tearoom**

*By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.*

|          |                                                                                                                                                                                                                                                                                   |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1 | In this lesson, pupils will learn how to recognise, recall and spell the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room.                                                                         |
| Lesson 2 | In this lesson, pupils will consolidate the eleven masculine nouns taught last week and will progress to learning a further nine feminine nouns with the indefinite article/determiner for popular French food and drink you would typically be offered in a French salon de thé. |
| Lesson 3 | In this lesson, pupils will consolidate all language taught so far in the unit and will progress to learning some transactional language so that they can order what they would like to eat and drink in the salon de thé.                                                        |
| Lesson 4 | In this lesson, pupils will consolidate all previously learnt vocabulary from the unit and will progress to learning how to ask for the bill and how to say 'goodbye' and 'thank you' in French.                                                                                  |
| Lesson 5 | In this lesson, pupils will be taught all about French currency and will consolidate their knowledge of numbers in the foreign language in order to calculate the bill in the French salon de thé.                                                                                |
| Lesson 6 | In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.                                                                                                                                                      |

# YEAR 4 — FRENCH: WHY THIS? WHY NOW?

## In the Classroom

### PRIOR LEARNING BEING RETRIEVED

Builds on Presenting Myself and My Family: asking/answering questions, possessives, noun gender and sentence construction.

### NEW KNOWLEDGE & LANGUAGE

Classroom/pencil-case vocabulary, saying what pupils have and do not have, and a more secure use of the negative form with new vocabulary.

### WHY THIS? WHY NOW?

The familiar classroom context lets pupils concentrate on grammatical manipulation and independent response-building rather than learning an unfamiliar concept.

### WHAT DOES THIS PREPARE PUPILS FOR?

My Home and Do You Have a Pet?, where pupils recycle 'have/do not have', gender, determiners and conjunctions in longer personalised responses.

#### **Year 4 Unit 4 : In the Classroom**

*By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.*

|          |                                                                                                                                                                                                   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1 | In this lesson, pupils will learn how to recognise, recall and spell seven different classroom items with their indefinite articles/determiners in the foreign language.                          |
| Lesson 2 | In this lesson, pupils will learn how to recognise, recall and spell a further five different classroom items with their indefinite articles/determiners in the foreign language.                 |
| Lesson 3 | In this lesson, pupils will learn how to ask and answer the question: 'what is in your pencil case?' in the foreign language.                                                                     |
| Lesson 4 | In this lesson, pupils will revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit. |
| Lesson 5 | In this lesson, pupils will revisit negative structures in the foreign language, in order to say what they do not have in their pencil cases.                                                     |
| Lesson 6 | In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.                                                                      |

# YEAR 4 — FRENCH: WHY THIS? WHY NOW?

## What's the Weather?

### PRIOR LEARNING BEING RETRIEVED

Retrieves core vocabulary, question/response routines and sentence-building from earlier Early and Intermediate units.

### NEW KNOWLEDGE & LANGUAGE

Weather phrases, map work, compass points and presenting a weather forecast; development of cultural and geographical language.

### WHY THIS? WHY NOW?

This comes after pupils can sustain short sentences, enabling them to apply French to a cross-curricular geography context and present connected information to an audience.

### WHAT DOES THIS PREPARE PUPILS FOR?

The Date, Around Town and other later units requiring days/months, location, extended speaking and confident use of familiar language in new contexts.

### **Year 4 Unit 5 : What is the Weather**

*By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.*

|          |                                                                                                                                                                                    |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1 | In this lesson pupils will learn how to recognise, recall and spell 5 different phrases for describing weather in the foreign language.                                            |
| Lesson 2 | In this lesson pupils will learn how to recognise, recall and spell a further 5 different phrases for describing weather in the foreign language and will revise key conjunctions. |
| Lesson 3 | In this lesson pupils will learn the 4 compass points and will learn how to say the temperature in the foreign language.                                                           |
| Lesson 4 | In this lesson pupils will learn how to recognise and recall the 7 days of the week and times of day in the foreign language.                                                      |
| Lesson 5 | In this lesson pupils will present a weather forecast in the foreign language using all their knowledge learnt this unit.                                                          |
| Lesson 6 | In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.                                                        |