

Ashtree Primary School and Nursery Medium Term Plan for French

Year 4 Summer Term 2022-2023 30 -minute sessions

Prior Knowledge – Spring Term Year 4

- Learn, practise and embed key phonics sounds.
- Build up a vocabulary bank of verbs and use these in sentences.
- Learn and use classroom language.
- Language related to asking for and giving (time)
- Express likes and dislikes.
- Express preferences

Lessons

Step 1 -Learn nouns for family members.

Step 2- To use the alphabet to spell names.

Step 3- To learn the alphabet.

Step 4– To ask and answer, 'Do you have?' 'What is s/he called?' and 'How do you spell that?'

Step 5 – To learn adjectives for describing hair & eyes.

Step 6 – To use language for describing hair & eyes.

Steps 7– To use language to describe his/her hair and eyes.

Steps 8- To use language to describe his/her hair and eyes.

Steps 9- To listen and follow the story of Le Gros Navet OR Les quatre amis.

Step 10 – To re-tell the story with actions.

To perform to class, school and parents.

Step 11 – To use the language from this term to describe an invented or famous family.

Step 12- To use the language from this term to describe an invented or famous family.

Prior Skills -Spring Year 4

- Pronounce phonic sounds correctly.
- Developing dictionary skills
- Able to build up longer sentences using a range of verbs.
- Use daily classroom language to show and describe.
- Use key phrases related to asking and giving.
- Personalise language by expressing likes and dislikes.

Key Skills: Vocabulary to be covered.

Step 1 – ma mère, mon père, ma grand-mère, mon grand-père, ma sœur, mon frère

Step 2 –What is he/she called? Comment il s'appelle? Comment elle s'appelle?

How do you spell that? Comment ça s'écrit? Alphabet introduction

Step 3-Alphabet practice – with names Family revision

Step 4– Siblings & pets – asking & answering survey, including spelling names.

Do you have...? Tu as...?

What is he/she called? Comment il s'appelle? Comment elle s'appelle? How do you spell that? Comment ça s'écrit?

Step 5- Describing hair & eyes. Tu as les yeux de quelle couleur?

J'ai les yeux bleus, verts, marron, gris Comment sont tes cheveux?

J'ai les cheveux noirs/blonds/gris/roux/bruns courts/longs/mi-long/raides/bouclés/ondulés

Step 6- Describing hair & eyes. Language as above

Step 7- Describing hair & eyes. Language as above

Step 8- Describe pictures / paintings.

Language as above

Steps 9- Storytelling – the giant turnip/ les quatre amis

Step 10 – Storytelling – the giant turnip/ les quatre amis

Language as above

Step 11 – Describing a family (own or other) Language from this term

Step 12- Describing a family (own or other) Language from this term

Curriculum Enhancements

- Performance to class work from weeks 9 and 10 work.
- Performance to school assembly and to parents.
- Develop a French display board in class and add to the French display board in the corridor.

Misconceptions

Mispronunciations of sounds spelt the same but sounded differently.

Gender articles (be able to use correctly)

PHONICS

Some of the phonics sounds to be covered this term:

les -bouclé's/ondules

m`ere

p`ere

eux as in yeux

oir as in noir

anche as in tranche

This will lead to . . .

- Use a dictionary for independent work.
- Ask and express opinions.
- Express opinions confidently in spoken and written form.
- Develop a vocabulary bank of nouns and be able to express likes, dislikes and discuss.
- Use the vocabulary about to listen, express, question.
- Use pronouns and verbs in spoken and written French.
- Give and follow instructions.