

Year 4	MFL			Provision Audit across the Year/Key Stage
	Autumn	Spring	Summer	
	<p>Parts of the body: <b>Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre, la main, le bras</b></p> <p>Understand that all nouns have a gender. Adjectives: <b>Grand, petit, gros, long, pointu</b> Identify adjectives in a text and recognise that they can change spellings.</p> <p>Ask for French translation: <b>Comment dit-on... en français?</b></p> <p>Appreciate similarities between English and French nursery rhymes.</p> <p>Zoo animals : <b>Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin</b> Follow a story using visual cues.</p> <p>Christmas: <b>Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige</b> Snowman-themed work, participating in short drama.</p>	<p>Members of family: <b>Le père, la mère, le frère, la soeur, le grand-père, la grand-mère</b> Present a short role-play introducing family members.</p> <p>Possessive pronouns: <b>mon, ma</b></p> <p>Follow a French story and join in reading.</p> <p>Pets: <b>Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau</b></p> <p>VERB : avoir (to have): J'ai – I have Je n'ai pas de – I haven't</p> <p>VERB: être (to be): Il est (He is) Elle est (She is)</p>	<p>Dictionary skills. Sort words into dictionary order and become familiar with layout of dictionary. Play a traditional game and singsong.</p> <p>Hobbies: <b>Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc</b> Identify strategies for learning vocabulary.</p> <p>Opinions: <b>J'adore, j'aime, je n'aime pas</b> Recognise positive and negative statements in English and French.</p> <p>Numbers 12-31.</p> <p>Weather: <b>Il fait froid, il fait chaud</b></p> <p>Clothes : <b>Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt</b> Pack an imaginary suitcase for a holiday.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing Languages – key stage 2 3</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>