

HIAS MOODLE OPEN RESOURCE

Modern Foreign Languages: French Medium-Term Plans Year 4

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Final version

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Year 4 Term 1 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language and Structures	SSCs (to include SSCs seen in Y3)	Learning Journey Evidence of progress and assessment in books
<p>As-tu un animal?</p> <p>Pets (Explain gender and plurals)</p> <p>Adjectives of size (agreements)</p> <p>Recap greetings including name, age and birthdays.</p> <hr/> <p>Enrichment and culture suggestions</p> <p>Draw a poster of your ideal pets.</p> <p>Song: “Tu as un animal?”</p> <p>Make a French Christmas card.</p>	<p>I can say what pets I have and which pets I would like.</p> <p>I can ask others if they have a pet and understand their replies.</p> <p>I can use plurals to say I have more than one pet.</p> <p>I can understand a short piece of writing in which someone describes their family and pets.</p> <p>I can produce a short piece of writing, describing my family and pets.</p> <p>I can pronounce words and sentences correctly, with a clear French accent .</p> <p>I can transcribe simple words using correct SSCs.</p> <p>I can translate simple sentences into English about families and pets.</p>	<p>Tu as un animal? <i>Have you got a pet?.</i></p> <p>Oui, j'ai un animal. <i>Yes, I have a pet.</i></p> <p>Non, je n'ai pas d'animal. <i>No, I don't have an animal.</i></p> <p>J'ai - I have, Nous avons - we have Je voudrais - <i>I would like</i> un chien - <i>I have a dog -</i> un chat - <i>I have a cat</i> un hamster - <i>a hamster</i> une souris - <i>a mouse</i> un poisson - <i>a fish</i> un cochon-d'inde - <i>a guinea pig</i> un lapin - <i>a rabbit</i> un oiseau - <i>a bird</i> deux chiens - <i>two dogs</i> deux chats - <i>two cats</i> deux hamsters - <i>two hamsters</i> deux souris - <i>two mice</i> deux poissons - <i>two fish</i> deux cochons d'inde - <i>two guinea-pigs</i> deux lapins - <i>two rabbits</i> deux oiseaux - <i>two birds</i> Il s'appelle ... - <i>he is called...</i> Elle s'appelle... - <i>she is called...</i> Il est petit/grand- <i>he is small/big</i> Elle est petite/grande – <i>she is small/big</i></p>	<p>Silent final S - poissons</p> <p>oi e.g. poisson</p> <p>ch e.g. chat</p> <p>in e.g. lapin</p> <p>eau e.g. oiseau</p> <p>on e.g. cochon</p>	<p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 4 – mes animaux</p> <p>Evidence of conversation with others (tick grid)</p> <p>Reading comprehension with answers in English and some translation sentences</p> <p>Short piece of writing to describe families and pets.</p> <p>Gapfill dictation with simple sentences.</p> <p>Self-assessment sheet at end of unit.</p>

Year 4 Term 2 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language and Structures	SSCs (to include SSCs seen in Y3)	Learning Journey Evidence of progress and assessment in books
<p>Quel est ton passe-temps préféré?</p> <p>Sports and Hobbies</p> <p>Opinions and reasons</p> <p>Recap days of the week</p>	<p>I can say what sports and hobbies I do and how often or when I do them.</p> <p>I can give opinions on sports and hobbies.</p> <p>I can give opinions on hobbies.</p> <p>I can ask others about their opinions on sports and hobbies.</p> <p>I can understand short paragraphs about opinions on sports and hobbies.</p>	<p>Days of the week lundi; mardi; mercredi; jeudi; samedi; dimanche souvent – <i>often</i> quelquefois - <i>sometimes</i> le weekend - <i>at the weekend</i> pendant les vacances - <i>in the holidays</i> les soirs - <i>in the evenings</i></p> <p>Say what you do.... Les sports je joue - I play au football – <i>football</i> au tennis - <i>tennis</i> au basket - <i>basketball</i> au cricket – <i>cricket</i> du piano - <i>piano</i> de la guitarre - <i>guitar</i> de la batterie - <i>drums</i></p> <p>je fais - I do du vélo - <i>cycling</i> du skate - <i>skateboarding</i> de la danse – <i>dancing</i> de la natation – <i>swimming</i> avec ma famille - <i>with my family</i> avec mes amis - <i>with my friends</i> avec mon équipe - <i>with my team</i> dans un groupe - <i>in a group</i> au parc - <i>at the park</i> à la maison - <i>at home</i> dans ma chambre - <i>in my bedroom</i> au centre sportif - <i>at the sports centre</i> à l'école - <i>at school</i> dans la rue - <i>in the street</i> J'aime ça, parce que c'est.... - <i>I like it because it is...</i> super amusant - <i>fun</i> social - <i>sociable</i> fantastique</p>	<p>i/y e.g. <i>lundi</i> <i>stylo</i></p> <p>Silent Final E</p> <p>e.g. <i>dimanche</i></p> <p>au</p> <p>e.g. <i>au cricket</i></p> <p>an</p> <p>e.g. <i>danse</i></p> <p>é</p> <p>e.g. <i>école</i></p>	<p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 5 – mes passe-temps – my hobbies</p> <p>Evidence of conversation with others (tick grid)</p> <p>Gapfill dictation with simple sentences</p> <p>Reading comprehension with answers in English and some translation</p> <p>Short piece of writing to describe hobbies, likes and dislikes, including when they do them</p> <p>Read aloud text with errors highlighted.</p> <p>Self-assessment sheet at end of unit</p>
<p>Enrichment and culture suggestions Upcoming world cup (countries, countries where French is spoken, anthems quiz, famous people from that country)</p>	<p>I can produce a short piece of writing, describing the sports and hobbies I enjoy and don't enjoy.</p> <p>I can read aloud simple sentences about hobbies with correct SSCs.</p> <p>I can pronounce words and sentences correctly, with a clear French accent.</p>			
Year 4 Term 3	Skills Progression and Success Criteria	Key Language and Structures	SSCs	Learning Journey Evidence of

Topic (and cultural context)			(to include SSCs seen in Y3)	progress and assessment in books
<p>Qu'est-ce que tu aimes manger et boire?</p> <p>Food and drink</p> <p>Supermarket</p> <p>Shopping for food</p> <p>At the café</p> <p>French food and drink</p> <p>Understand a French menu</p>	<p>I can say what I eat and drink</p> <p>I can give opinions on food and drink and give reasons</p> <p>I can understand a short piece of writing in which someone describes what they eat and drink</p> <p>I can understand short spoken sentences about food and drink.</p> <p>I can ask for food and drink in a shop or café</p>	<p>Days (recap)</p> <p>le weekend - <i>at the weekend</i></p> <p>le soir - <i>in the evenings</i> tous les jours - <i>every day</i></p> <p>Je mange...</p> <p>de la pizza - <i>pizza</i> de la glace - <i>ice cream</i></p> <p>de la salade – <i>salad</i> des frites - <i>chips</i></p> <p>des crêpes - <i>pancakes</i> un hot-dog - <i>a hot dog</i></p> <p>Je bois... – <i>I drink</i></p> <p>du coca – <i>Coke</i> de la limonade - <i>lemonade</i></p> <p>de l'eau – <i>water</i> du jus d'orange– <i>orange juice</i></p> <p>J'aime ça - <i>I like it</i> J'adore ça - <i>I love it</i></p> <p>Je n'aime pas ça - <i>I don't like it</i></p> <p>parce que c'est - <i>because it is</i></p> <p>délicieux - <i>delicious</i> dégoûtant - <i>disgusting</i></p> <p>bon pour la santé - <i>good for you</i></p> <p>Je voudrais... - <i>I would like...</i> Avez-vous...? - <i>Do you have..?</i></p> <p>C'est combien? - <i>How much is it?</i></p> <p>Ca fait... euros - <i>That's euros.</i></p> <p>C'est tout? - <i>Is that all?</i> Merci – <i>Thanks</i></p> <p>Oui, c'est tout. – <i>Yes, that's all.</i></p> <p>des fruits - <i>fruit</i> des légumes - <i>vegetables</i></p> <p>des orange - <i>oranges</i> des bananes - <i>bananas</i></p> <p>des pommes - <i>apples</i> des citrons – <i>lemons</i></p> <p>des cerises - <i>cherries</i> des petits pois - <i>some peas</i></p> <p>de la salade - <i>some salad</i> des oignons – <i>onions</i></p> <p>des tomates – <i>tomatoes</i> du riz - <i>some rice</i></p> <p>un croissant - <i>a croissant</i> une glace - <i>an ice cream</i></p> <p>des chips - <i>some crisps</i> des bonbons - <i>some sweets</i></p> <p>de la soupe - <i>some soup</i> du poulet - <i>some chicken</i></p> <p>du chocolat - <i>some chocolate</i> du pain – <i>some bread</i></p> <p>du fromage - <i>some cheese</i> des biscuits - <i>some biscuits</i></p> <p>du café - <i>some coffee</i> du thé - <i>some tea</i></p> <p>du coca-cola - <i>some coke</i> des pâtes - <i>some pasta</i></p>	<p>Silent Final E e.g. <i>salade</i></p> <p>SFC e.g. <i>délicieux</i></p> <p>oi e.g. <i>bois</i></p> <p>ch e.g. <i>chips</i></p> <p>eau e.g. <i>l'eau</i></p> <p>ou e.g. <i>tout</i></p> <p>u e.g. <i>du jus</i></p>	<p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 6 – manger et boire – eating and drinking</p> <p>Word Mat 7 – faire du shopping – shopping</p> <p>Role play mark grid</p> <p>Reading comprehension with answers in English and some translation</p> <p>Gapfill dictation with simple sentences</p> <p>Self-assessment sheet at end of unit</p>
<p>Enrichment and culture suggestions</p> <p>Celebrate Bastille Day.</p> <p>Set up a French café.</p> <p>Sample French foods.</p> <p>Create a menu for your own café.</p> <p>Read “La chenille qui fait des trous” (the very hungry caterpillar in French – on YouTube)</p>	<p>I can take part in a short role play in a café</p> <p>I can produce a short piece of writing, describing what I eat and drink, reading this aloud with correct pronunciation and accent</p> <p>I can pronounce words and sentences correctly, with a clear French accent</p>			

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