

Subject: MFL	Year Group: Year 4	Topic: MFL	Initiation and activation activities:
Prior knowledge required: Numbers to 20, recognising patterns in language.		Vocabulary:	
Programme of Study: Year 3 & 4	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, 	<p><u>Unit 9- Tell me a Story</u></p> <ul style="list-style-type: none"> • Instructions • Numbers in multiples of 10 up to 100 <p><u>Unit 10- Sporting Lives</u></p> <ul style="list-style-type: none"> • Making simple statements (about activities and diet) <p><u>Unit 11- Carnival of the Animals</u></p> <ul style="list-style-type: none"> • Giving a simple description (of animals and habitats) • Telling the time on the hour • Asking and answering simple questions <p><u>Unit 12- What’s the weather?</u></p> <ul style="list-style-type: none"> • Describing the weather • Revision of numbers up to 40 • Saying the temperature (plus and minus) • Saying the date <p><u>Knowledge skills and understanding</u></p> <p><u>Listening and Responding</u></p> <ul style="list-style-type: none"> • Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note main points and give a personal response on a passage? <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response? <p><u>Reading and Responding</u></p> <ul style="list-style-type: none"> • Can they read and understand short text using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary to look up new 		

<p>phrases and simple writing</p> <ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • 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 <p>The starred (*) content above will not be applicable to ancient languages.</p> <p>•</p>	<p>words?</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Can they write 2-3 short sentences on a familiar topic? • Can they say what they like and dislike on a familiar topic? <p>GD- Can they find masculine and feminine words in simple French language?</p>		
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