

INTENT**MFL Curriculum Year 4: Planning, Progress and Long-Term Knowledge Growth**

| YEAR 4 | Substantive MFL content | Recurring substantive themes, ideas and language (Key Concepts) | Subject rationale: Supporting pupils' wider MFL curriculum journey | Basic disciplinary training in MFL |
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| Autumn Term Greetings Name in conversation Numbers 0 – 21 Age Alphabet Christmas | Greetings – simple classrooms instructions | This term's learning establishes the children's ability to confidently communicate through simple conversations. It builds skills in listening and responding. We teach the alphabet to recognise that different letters make different sounds in other languages. | This builds on greetings and instructions taught in Year 3. E.g. Ça va? leads phonetically to more work on accents and pronunciation in UKS2. Numbers are consolidated 0 – 10 and extended to 21. Christmas traditions moving onto Christmas songs, which will build the foundations of learning about Christmas in further detail in UKS2. Cross curricular links: RE links with Christmas; Numbers linked to maths | Listening and speaking (conversation and pronunciation) Recognition that all nouns are categorised as masculine or feminine |
| | Name | | | |
| | Numbers (to 21) | | | |
| | How old are you? I am...years old | Vocabulary: bonjour la classe / bonjour madame écoutez / répétez / silence/ croisez les bras Comment t'appelles-tu?/ Je m'appelle Albert Ça va?/ ça va très bien / bof, comme-ci, comme-ca/ ça ne va pas! dix- onze- douze-treize-quatorze- quinze-seize- dix-sept, dix-huit, dix-neuf, vingt, vingt et un Quel âge as-tu? J'ai....ans L'alphabet. / Comment ça s'écrit? | | |
| | Spelling some words using the alphabet in French/ consonne - voyelle | | | |
| | Story: L'automne arrive | | | |
| | Christmas songs | | | |
| | | | | |
| Spring Term Days of the week Months of the year Birthday | Days of the week | To recognise similarities and differences in the origins of languages. To recognise that days of the week and months of the year are not capitalised unlike in the English language. | Cross curricular links with English grammar, maths and RE. Continue the number journey, building on previous learning, children will continue to develop their knowledge of counting in French in UKS2. Develop understanding of Easter traditions and identify similarities and differences with | Listening and speaking (conversation and pronunciation) Recognition that all nouns are categorised as |
| | Birthdays / months | | | |
| | Numbers to 31 | | | |
| | Song: Bonjour madame lundi | Vocabulary: | | |

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|---|---|--|--|---|
| month Numbers to 31 Birthday date Application: verbal – written Easter | Easter traditions | <p>lundi – mardi – mercredi – jeudi – vendredi – samedi – dimanche</p> <p>janvier – février – mars – avril – mai – juin – juillet – août- septembre – octobre- novembre – décembre-</p> <p>Quelle est la date? Aujourd’hui, c'est le 12 septembre</p> <p>Bon anniversaire/ joyeux anniversaire vingt et un, vingt- deux....trente</p> <p>Joyeuses Pâques</p> | UK traditions. | masculine or feminine |
| Summer Term My family Farm & zoo animals Colours Items in a pencil case | <p>Members of the family Story: La famille Barbapapa</p> <p>Introducing people</p> <p>Farm and zoo animals, describing colours.</p> <p>Items in a pencil case</p> | <p>To enrich and extend language and communicate personal information.</p> <p>Vocabulary:</p> <p>Qui est-ce? C'est mon.../ ma...</p> <p>Voici mon... / ma...</p> <p>Tu as des frères ou des soeurs? Oui / non</p> <p>Dans le sac il y a ...et ...</p> <p>un éléphant - un ours - un papillon – une poule - - une vache, une cheval, Bonne vacances!</p> <p>un stylo – un crayon – un cahier – un livre – un feutre – un crayon de couleur – une gomme – une règle – une trousse</p> | <p>Following on from animals and colours in year 3, focus on word order within a sentence.</p> | <p>Listening and speaking (conversation and pronunciation)</p> <p>Recognition that all nouns are categorised as masculine or feminine</p> |