



## Year 4 MFL

### Sequential Components of Learning: Lesson by Lesson

<u>Term</u>	<u>Overview and intent</u>	<u>Lesson by lesson outline</u>	<u>Resources</u>	<u>Notes:</u>
Autumn	<p><i>By the end of this term students will be able to...</i></p> <p><b><u>Basics Strand</u></b></p> <ul style="list-style-type: none"> <li>• Have a basic conversation: greetings, introductions and say how they are.</li> <li>• Recognise numbers 32-100.</li> <li>• Say how old other people are.</li> <li>• Use the months of the year and numbers in the target language to explain when other people's birthdays are (his/her).</li> <li>• Understand, remember and recognise key phonic sounds in the target language.</li> </ul> <p><b><u>Family Strand</u></b></p> <ul style="list-style-type: none"> <li>• Recall and say vocabulary for family members</li> <li>• Recall and use the verb 'I have' to describe family members.</li> <li>• Use the negative 'I don't have' to describe pets.</li> <li>• Use 'there is / are' with numbers to describe family.</li> <li>• Use 'there is / there are' to describe pets, adults and children.</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>• Have a knowledge and understanding of how Christmas is celebrated in a country where the language studied is spoken.</li> </ul>	<p><b><u>Basics Strand</u></b></p> <p><b><u>Lesson 1:</u></b> Greetings and introduction retrieval</p> <p><b><u>Lesson 2:</u></b> Numbers 32-100</p> <p><b><u>Lesson 3:</u></b> Other people's ages.</p> <p><b><u>Lesson 4:</u></b> Other people's birthdays (his/her)</p> <p><b><u>Lesson 5:</u></b> Phonics recap</p> <p><b><u>Family Strand</u></b></p> <p><b><u>Lesson 1:</u></b> Family members</p> <p><b><u>Lesson 2:</u></b> recap 'I have' (+family members, numbers)</p> <p><b><u>Lesson 3:</u></b> I don't have (+pets)</p> <p><b><u>Lesson 4:</u></b> In my family there is/are + numbers</p> <p><b><u>Lesson 5:</u></b> There is / there are (pets, adults, children)</p> <p><b><u>Cultural Lesson:</u></b> <b>Christmas.</b></p>	<p>Each lesson has a PowerPoint with voice overs for each new piece of vocabulary.</p> <p>Instructions for each activity is written in the 'notes' section of each slide.</p> <p>Slides are provided to go through new phonic sounds with students, which include voice clips.</p> <p>Slides can be printed out to evidence activities in books.</p> <p>Any additional worksheets or resources attached to the lesson will be labelled with the lesson's number.</p>	<p>In the Autumn Term there are 5 lessons from the Basics strand and then the Family strand will begin (a further 5 lessons). NB: There are Learn It / Link It sheets available for each strand – they should be stuck into books at the beginning of each strand to enable children to refer to vocabulary.</p> <p>Each term there is opportunity to complete a cultural lesson and, if time allows, recap weaker areas based on teacher assessment.</p>

Spring	<p><i>By the end of this term students will be able to...</i></p> <p><b><u>Family Strand</u></b></p> <ul style="list-style-type: none"> <li>• Write some simple sentences about family members.</li> <li>• Read and understand some familiar sentences about family members.</li> <li>• Listen to a piece of text about family members and be able to pick out key words and phrases.</li> <li>• Understand, remember and recognise new key phonic sounds in the target language.</li> </ul> <p><b><u>Descriptions Strand</u></b></p> <ul style="list-style-type: none"> <li>• Recall and say key vocabulary to describe personality.</li> <li>• Use 3<sup>rd</sup> person present tense 'He is / She is'</li> <li>• Use 3<sup>rd</sup> person present tense (He is / She is) to describe family members</li> <li>• Recall vocabulary for physical descriptions using 'I have'</li> <li>• Use the 3<sup>rd</sup> person present tense (He has / she has) for physical descriptions</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>• Have a knowledge and understanding of how Easter is celebrated in a country where the language studied is spoken.</li> </ul>	<p><b><u>Family Strand</u></b></p> <p><b><u>Lesson 6:</u></b> Writing (In my family there is/ there are / I have)</p> <p><b><u>Lesson 7:</u></b> Reading Focus based on learning from Family topic</p> <p><b><u>Lesson 8:</u></b> Listening focus based on learning from Family topic</p> <p><b><u>Lesson 9:</u></b> Consolidation of learning</p> <p><b><u>Lesson 10:</u></b> Phonics recap</p> <p><b><u>Descriptions Strand</u></b></p> <p><b><u>Lesson 1:</u></b> Recap personality vocabulary (I am / I am not)</p> <p><b><u>Lesson 2:</u></b> Use the 3<sup>rd</sup> person: He is / She is</p> <p><b><u>Lesson 3:</u></b> 3<sup>rd</sup> person descriptions (he / she is) + family members</p> <p><b><u>Lesson 4:</u></b> Recap physical descriptions (I have)</p> <p><b><u>Lesson 5:</u></b> 3<sup>rd</sup> person: He has / She has</p> <p><b><u>Cultural Lesson :</u></b> <b>Easter.</b></p>	<p>Each lesson has a PowerPoint with voice overs for each new piece of vocabulary.</p> <p>Instructions for each activity is written in the 'notes' section of each slide.</p> <p>Slides are provided to go through new phonic sounds with students, which include voice clips.</p> <p>Slides can be printed out to evidence activities in books.</p> <p>Any additional worksheets or resources attached to the lesson will be labelled with the lesson's number.</p>	<p>Continue the Family strand (5 lessons) before starting the Descriptions strand (5 lessons).</p> <p>NB: Stick in the Learn It / Link It sheet for the Descriptions strand before commencing the lessons.</p> <p>Complete a cultural lesson on Easter and, if time allows, recap weaker areas based on teacher assessment.</p>
Summer	<p><i>By the end of this term students will be able to...</i></p> <p><b><u>Descriptions Strand</u></b></p> <ul style="list-style-type: none"> <li>• Use the 3<sup>rd</sup> person present tense (He has / she has) to</li> </ul>	<p><b><u>Descriptions Strand</u></b></p> <p><b><u>Lesson 6:</u></b> 3<sup>rd</sup> person physical descriptions (he has / she has) + family members</p>	<p>Each lesson has a PowerPoint with voice overs for each new piece of vocabulary.</p>	<p>Continue the Descriptions Strand (5 lessons) before starting the Where I</p>

	<p>describe how family members look.</p> <ul style="list-style-type: none"> <li>• Listen to and read a piece of text and identify key vocabulary and phrases about descriptions.</li> <li>• Write some simple sentences to describe a monster.</li> <li>• Understand, remember and recognise new key phonic sounds in the target language.</li> </ul> <p><b><u>Where I Live Strand</u></b></p> <ul style="list-style-type: none"> <li>• Say 'I live in' + name of town</li> <li>• Say and understand vocabulary for places in a town.</li> <li>• Use the verb 'There is / There are' for places in a town.</li> <li>• Use the negative (There isn't / There aren't) for places in a town.</li> <li>• Understand, remember and recognise new key phonic sounds in the target language.</li> <li>• Recall and use vocabulary to design a town.</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>• Have a knowledge of other countries which speak the language studied.</li> </ul>	<p><b><u>Lesson 7:</u></b> Listening and reading focus (monster descriptions, colour retrieval)</p> <p><b><u>Lesson 8:</u></b> Writing (monster descriptions)</p> <p><b><u>Lesson 9:</u></b> Consolidation lesson</p> <p><b><u>Lesson 10:</u></b> Phonics recap</p> <p><b><u>Where I Live Strand</u></b></p> <p><b><u>Lesson 1:</u></b> 'I live in' + name of town / city.</p> <p><b><u>Lesson 2:</u></b> Places in a town vocabulary.</p> <p><b><u>Lesson 3:</u></b> Places in a town + 'there is / are'.</p> <p><b><u>Lesson 4:</u></b> Places in a town + 'there isn't / aren't.'</p> <p><b><u>Lesson 5:</u></b> Phonics recap.</p> <p><b><u>Lesson 6:</u></b> Design a town.</p> <p><b><u>Cultural lesson:</u></b> Knowledge of other countries which speak the language studied.</p>	<p>Instructions for each activity is written in the 'notes' section of each slide.</p> <p>Slides are provided to go through new phonic sounds with students, which include voice clips.</p> <p>Slides can be printed out to evidence activities in books.</p> <p>Any additional worksheets or resources attached to the lesson will be labelled with the lesson's number.</p>	<p>Live strand (6 lessons).</p> <p>NB: Stick in the Learn It / Link It sheet for the Where I Live strand before commencing the lessons. Complete a cultural lesson about other countries which speak the language studied and, if time allows, recap weaker areas based on teacher assessment.</p>
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