

**Year 4 MFL Medium Term Plan**

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|  | **Autumn** | **Spring** | **Summer** |
| **Unit** | **Encore!**  **Les Fetes** | **Quelle heure est-il?** | **On Mange!**  **Ou Vas-Tu**  **Les Fetes** |
| **Vocabulary** | la main - hand  le nez - nose  la bouche - mouth  les yeux – eyes  l’oreille – ears  La tête – head  les pieds – feet  le cou – neck  le ventre – belly  Le bras – arm  la jambe – leg  les cheveux – hair  Nationalities  Francais – French  Anglais – English  Espagnol – Spanish  Belge – Belgian  Americain – American  Chinois – Chinese  Canadein – Canadian  Mexicain – Mexican  Austrailien – Australian  Il est grand – he is tall  Elle est grande – she is tall  Il est petit – he is short  Elle est petite – she is short  Il est maigre – he is skinny  Elle est maigre – she is skinny  Il est mince – he is slim  Elle est mince – she is slim  Il est gros – he is big  Elle est grosse – she is big  blond – blond (male)  blonde – (female)  longs – long  raides- straight  chatains – brown  roux – ginger (male)  rousse – ginger (female)  frises- curly  noirs – black  courts- short  gris – grey  teints en – dyed  mustache – moustache  il a des taches de rousseur – he has freckles  vieux – old (male)  vieille – old (female)  rides – wrinkles  heureuse – happy (female)  heureux – happy (male)  silencieuse- quiet (female)  silencieux- quiet (male)  grincheuse- grumpy (female)  grincheux- grump (male)  triste – sad  en colère – angry  timide- shy populaire – popular  un manteaux – coat  un impermeable – waterproof  un blouson – jacket  un pull – jumper  un tee-shirt – t-shirt  un jean – jeans  un maillot de bain – swimming costume  un short – swimming shorts  des chaussettes – socks  des chaussures – shoes  des tennis – trainers  des bottes – boots  des sandales – sandals  un pyjama – pyjamas  Noel – Christmas  la chaussette de Noel – stocking  la bougie – candle  le cheminee – chimney  les cloches – bells  l’etoile – star  le sapin de noel – Christmas tree  Le père Noel – Father Christmas  Le cadeau – present  la boule de Noel – bauble  le dinde – Turkey | trente – 30  trente-et-un - 31  trente-deux - 32  trente-trois - 33  trente-quatre -34  trente-sinq - 35  trente-six - 36  trente-sept - 37  trente-huit - 38  trente-nuef - 39  quarante – 40  quarante-et-un -41  quarante-duex -42  quarante-trois - 43  quarante-quatre - 44  quarante-sinq - 45  quarante-six - 46  quarante-sept - 47  quarante-huit - 48  quarante-nuef -49  cinquante - 50  cinquante-et-un -51  cinquante-duex -52  cinquante –trois - 53  cinquante –quatre - 54  cinquante –sinq - 55  cinquante –six - 56  cinquante –sept - 57  cinquante –huit - 58  cinquante -nuef -59  soixante -60  Quelle heure est-il? – what’s the time?  Il est \_\_\_\_ heure – it is \_\_\_\_ o’clock  Il est \_\_\_\_ heures et demie – it is half past \_\_  Il est \_\_\_\_ heure et quart – it is quarter past \_  Il est \_\_\_\_ heures moins le quart – it is quarter to \_\_ | le jus d’orange – orange juice  le pain – bread  le poisson – fish  les saucisses – sausage  le poulet – chicken  l’oeuf – egg  le yoaurt – yoghurt  le chocolat – chocolate  le jambon – gammon  la glace – ice cream  le fromage – cheese  le riz – rice  Euro  un centime – 1 cent  deux centimes – 2 cent  cinq centimes – 5 cent  dix centimes – 10 cent  vengt centimes – 20 cent  cinquante centimes – 50 cent  un euro – 1 euro  deux euros – 2 euros  cinq euro – 5 euros  dix euros – 10 euros  vengt euro – 20 euros  cinquante euro – 50 euros  c’est \_\_\_\_ euros et \_\_\_\_\_\_ centimes – this is \_\_\_ euros and \_\_\_ cent  C’est \_\_\_\_\_ Euros \_\_\_\_\_ - this is \_\_\_\_ euros  bonn anniversaire – happy birthday  un cadeau – a gift  offrir un cadeau – offer a gift  un gateau – cake  un bougie – candles  un ballon – balloons  un bouquet de fleurs – bouquet of flowers  France  Canada  Belgium  Luxembourg  Switzerland  Chad  Ivery Coast  Democratic Republic of the Congo,  Djibouti  Mali  Monaco |
| **I will know…**  **Listening and Comprehension** | I can understand a range of familiar spoken phrases –   * Basic phrases concerning myself and school * festivals. * Nationalities   I can say a simple rhyme from memory; join in with words of a song or  storytelling.  I can listen attentively to spoken language and show understanding by  joining in and responding (e.g. with an action)  I can pick out known words in an ‘authentic’ conversation | I can understand a range of familiar spoken phrases –   * Number 11 - 60 * time * Leisure activates   I can say a simple rhyme from memory; join in with words of a song or  storytelling.  I can listen attentively to spoken language and show understanding by  joining in and responding (e.g. with an action)  I can pick out known words in an ‘authentic’ conversation | I can understand a range of familiar spoken phrases –   * Number 11 - 60 * money * colour.   I can say a simple rhyme from memory; join in with words of a song or  storytelling.  I can listen attentively to spoken language and show understanding by  joining in and responding (e.g. with an action)  I can pick out known words in an ‘authentic’ conversation |
| **I will know…**  **Speaking** | I can answer simple questions and give basic information – e.g.  describe self/ hobbies and interests.  I can use common phrases .  I am developing accuracy with my pronunciation when pronouncing phrases, by listening to and repeating recordings of authentic speakers.  I can show an awareness of sound patterns. | I can answer simple questions and give basic information – e.g.  telling the time  I can use common phrases .  I am developing accuracy with my pronunciation when pronouncing phrases, by listening to and repeating recordings of authentic speakers.  I can show an awareness of sound patterns. | I can answer simple questions and give basic information  I can use common phrases .  I am developing accuracy with my pronunciation when pronouncing phrases, by listening to and repeating recordings of authentic speakers.  I can show an awareness of sound patterns. |
| **I will know…**  **Reading and Comprehension** | I can understand some familiar written phrases | I can understand some familiar written phrases e.g. telling the time  I can begin to show understanding of more complex written phrases | I can understand some familiar written phrases  I can begin to show understanding of more complex written phrases  I can begin to match sound to print. |
| **I will know…**  **Writing and Grammar** | I can use I and you.  I can write one or two short sentences with support e.g. a model or fill in the  words on a simple form.  I can begin to use adjectives with nouns. | I can use I and you.  I can write one or two short sentences with support e.g. a model or fill in the  words on a simple form.  I can begin to write short phrases and sentences from memory. | I can use I and you.  I can write one or two short sentences with support e.g. a model or fill in the  words on a simple form.  I can form positive and negative versions of phrases. e.g. me gusta/ no me  gusta.  I can begin to write short phrases and sentences from memory.  I can begin to spell some commonly used words and phrases correctly |
| **I will know…**  **Intercultural** | I can identify similarities and differences in my culture to that of another.  I can talk about celebrations in other cultures and know about aspects of  daily life in other countries that are different to my own. |  |  |