

	FRENCH – AUTUMN TERM	Year 4
UNIT 1: Describing me and others		<u>Context, Communication, Culture</u> Describing me and others • in class • in Haiti and in France
<u>Key ideas: GRAMMAR</u> Talking about being • Essential verb: to be, being – ÊTRE • I am – je suis • you are – tu es • he is – il est • she is – elle est • it is, it's – c'est • Adjective agreement for masculine/feminine (as complement to verb) • Yes/no questions with raised intonation	<u>PHONICS</u> SSC – Sound-symbol correspondence • Vowels [a] [e] [i] [o] [u] • Silent final consonants [SFC] – t, s, d • SSC [an/en] • SSC closed [eu]	<u>VOCABULARY</u> • Simple greetings • Verb être • Range of adjectives • Days of the week
<u>Long term objectives (National Curriculum):</u> <u>Speaking and Listening</u> S1 (a) Ask and answer questions • ask and answer simple yes/no questions about being (S1(a)/G4) S2 Speak in sentences • say short sentences to describe people (S2/3) S3 Describe people, places, things and actions orally (to a range of audiences) • say short sentences to describe people (S2/3) L1 Listen attentively and show understanding by joining in and responding • respond confidently to greetings and register (L1) • listen and join in with simple songs and rhymes (L1/R2) • listen and read simple sentences and show understanding (L1/R1) L2 Link the spelling, sound and meaning of words • match target SSC sounds to print • say short sentences to describe people (S2/3)	<u>Long term objectives (National Curriculum):</u> <u>Reading and Grammar</u> R1 Read and show understanding of words, phrases and simple texts • listen and read simple sentences and show understanding (L1/R1) R2 Appreciate stories, songs, poems and rhymes in the language • listen and join in with simple songs and rhymes (L1/R2) R3 Read aloud with accurate pronunciation • sound out new words with target SSC G3 Adjectives (place and agreement) • use regular singular m/f adjectives after être (G3) G4 Conjugation of key verbs (and making verbs negative) • ask and answer simple yes/no questions about being (S1(a)/G4)	<u>Songs and resources:</u>

Prior knowledge requirements: The first three lessons of Year 4 Unit 1 revisits the same key phonics, vocabulary and grammar as Year 3 Unit 1 . Thereafter, the SOW teaches the same phonics and grammar knowledge, but varies the vocabulary in each year.				Future learning: The SOW revisits phonics and grammar knowledge, but varies the vocabulary in each year. The topic of ‘Describing me and others’ is revisited in Year 5 Unit 1.		
Lesson 1: Les voyelles	Lesson 2: En classe	Lesson 3: En classe	Lesson 4: Adèle compare	Lesson 5: Adèle écrit des messages	Lesson 6: Madame Vidal parle	Lesson 7: Léa et Eugénie
Learning Objectives:		Lesson content:				
		Grammar			Phonics	Vocabulary:
1.	Describing me and others : Les voyelles	N/A		Les voyelles [a] [e] [i] [o] [u]		écouter écrire lire parler banane cheval midi moto univers
2.	Describing me and others : En classe	to be – I am, s/he is regular adjectival agreement		[SFC] (Silent Final Consonant 't') Source word: petit [138]		je il elle être suis est monsieur madame présent absent ici là Bonjour! Salut!
3.	Describing me and others: En classe	Raised intonation with Ça va ? Ça va, Je suis ... ? Je suis + name.		[SFC] (Silent Final Consonant 's') Source word: mais [30]		bien mal Oui Non Au revoir Ça va ?

4.	Describing me and others: Adèle compare	to be - I am, you are, s/he is regular adjective agreement	[an/en] enfant [126] SFC (Silent Final Consonant 'd') grand [59]	es tu différent important indépendant prudent seul
5.	Describing me and others: Adèle écrit des messages	Raised intonation questions il / elle est...? referring to male / female persons or animals. regular adjective agreement (plus adjectives ending in -e, which don't change for fem. sing.)	[an/en] maman [2168]	jeune joli drôle difficile
6.	Describing me and others: Madame Vidal parle	raised intonation questions c'est lundi ? Oui / non, c'est samedi.	closed [eu] deux [41] un peu [91] jeu [291] SFC (Silent Final Consonant 'x') deux [41]	ce (c') lundi mardi mercredi jeudi vendredi samedi dimanche aujourd'hui
7.	Describing me and others: Léa et Eugénie	Adjectives ending in -eux -euse	closed [eu] deux [41] un peu [91] jeu [291]	Revisit days of the week courageux curieux heureux sérieux

Assessment Guidance

Assessment statements below are based on the KS2 MFL programme of Study targets informed by Sue Cave Languages

Speaking and listening targets Reading and writing targets. Songs, stories and rhymes. Grammar targets

Exceeding (1)	In relation to this unit: • Produce confidently a sentence negative or positive with an indefinite or definite article, nouns, adjectives and high frequency verbs • Ask familiar questions and answers confidently • Read familiar sentences confidently using phonic knowledge and silent letter rules • Write simple sentences from memory with accuracy
Expected (2)	In relation to this unit: • Listen and understand a simple sentence with high frequency verb, noun and adjective • Ask and answer familiar questions with support • Use familiar vocabulary to say simple sentences • Join in with the words of a song, rhyme, story sometimes from memory • Recognise the sound of some letter strings • Read aloud simple sentences • Find meanings in a bi-lingual dictionary Read and write a simple sentence using a model/language scaffold and some from memory
Working Towards (3)	In relation to this unit: • Listen and recognise key vocabulary in a simple sentence • Say a simple sentence with support • Answer a familiar question • Join in with some words from a song, story or rhyme • Read and recognises key vocabulary of simple sentence • Write familiar words using a model
Working Below (4)	• Not engaging in lessons consistently. • Needing lots of support engage and complete tasks. • Not successfully learning the core content, with important gaps in the skills and knowledge expected. • Unable to answer questions relating to the area of learning.

MTP written/reviewed by:	Date:	Notes:
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