MFL - Knowledge Development Overview

YEAR 4 (Intermediate Language Teaching)

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| **UNIT TITLE**  | **KEY KNOWLEDGE** |
| Core Vocabulary | Numbers 11-20 (Presenting Myself) |
| **Je Me Présente (Presenting Myself)** | **Saying hello and goodbye****Asking someone their name and how they are** | They will learn how to say "je m'appelle" (I am called.. / my name is..) and ask someone else their name "comment tu t'appelles? "Children will learn how to ask "bonjour, ça va? " (hello, how are you?) give a reply "ça va bien", "ça va mal" etc (I am well, I am not so well etc) and end their conversation with "au revoir" (goodbye). |
|  | **Numbers 11 to 20** | Children will learn the numbers 10 to 20 |
|  | **Ask somebody how old they are and say their age** | The children will learn how to ask "quel âge as-tu? " (how old are you?) and reply with "j'ai ... ans" (I am ... years old).  |
|  | **Ask 'Where do you live?' and respond to the question** | Children will learn how to ask "où habites-tu? " (where do you live?) and reply with" j'habite a" (I live in...).  |
|  | **Nationality - say if you are French or English, introducing concept of gender and agreement** | Children will learn " je suis" + nationality and why nationality spellings change with gender.  |
| **Boucle D’Or Et Les Trois Ours (Goldilocks and the Three Bears)** | **Key vocabulary and phrases from the story** | Children will learn some key vocabulary and phrases from the story |
| **Au Café (At The Café)** | **Vocabulary for a range of drinks with article** | Children will learn a selection of French drinks including: un jus d'orange, un thé au lait and many more |
|  | V**ocabulary for a range of foods with article** | Children will learn a selection of French foods including: un croissant, des céréales and many more. |
|  | **Ordering something to eat and drink in a French café** | Children will learn how to ask the question and reply with their order for breakfast items in French.Qu'est-ce tu prends pour le petit déjeuner? / je prends... / s'il vous plaît /  |
|  | **Typical snacks & drinks you can order in a French café.**  | Children will learn a variety of typical snacks and drinks available in a French cafe so as to be able to order the items in an authentic role play situationQu'est-ce tu prends? / je prends... / je voudrais / l'addition s'il vous plaît / Selection of French snacks and drinks including: un croque monsieur, une crêpe and many more. |
| **En Classe (In The Classroom)** | **Vocabulary for classroom objects & articles** | Children will learn classroom stationery grouped by gender (masculine, feminine and plural) including un stylo, un livre, une gomme, des ciseaux etc |
|  | **Use of 'j'ai' (I have) and 'je n'ai pas de' (I do not have)** | Children will use all stationery items learnt to integrate the concept of j'ai... and je n'ai pas de... to say what they have and do not have in their pencil case./ j'ai... / je n'ai pas de... ... / dans ma trousse. |
|  | **Classroom commands** | Children will be taught a full set of classroom commands and instructions including écoutez, écrivez, lisez etc. |
| **Chez Moi (My Home)** | **Types of home and different locations** | Children will learn two different types of home (house and apartment) and five different locations (including: in a city, in the countryside etc.)Includes: une maison, un appartement, en ville, au bord de la mer |
|  | **Ten rooms of the home plus "chez moi il y a…" (in my home there is/are…)** | Children will learn the vocabulary for the rooms of the home. The noun for each room is introduced with its appropriate indefinite article "une" (feminine) or "un" (masculine) - un bureau, un salon, une cuisine. They will also learn the phrase "chez moi il y a..." (in my home there is/are...) |
|  | **Phrase "chez moi il n'y a pas de…" (in my home there is not…/there are no…")** | Children learn how to make the linguistic change to the positive phrase "chez moi il y a…" (in my home there is/are…) to change it into the opposite / negative phrase "chez moi il n'y a pas de…" (in my home there is not…/there are no…")  |
|  | **Create a longer spoken or written passage in French using the language learnt in the unit and incorporate other language including personal details (such as their name and age etc.)** | Children learn to bring together all of the language learnt in this unit in a variety of speaking and writing activities. There is also the opportunity to incorporate other French vocabulary pupils have learnt- including language covering personal details (such as their name and age etc.).Iincludes: "chez moi il y a…" (in my home there is/are…), "chez moi il n'y a pas de…" (in my home there is not…/there are no…"), un salon, une cuisine, je m'appelle, j’habite dans…, j'ai … ans |