Learning for Y 4 children to be augmented with further vocabulary etc. from parallel Y 5 units as appropriate.

## Objectives

Listen attentively to spoken language and show understanding by joining in and responding.
Engage in conversations, ask and answer questions.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Appreciate songs in the language.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Understand basic grammar of feminine and masculine noun.

## Spring Objectives

Appreciate stories in the language
Understand key features and patterns of basic grammar. Describe people, places, things and actions orally and in writing. Engage in conversations, ask and answer questions; express opinions and respond to those of others. Present ideas and information orally to a range of audiences. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Explore the patterns and sounds of language and link the spelling, sound and meaning of words.
Conjugate high-frequency verbs.
Speak in sentences, using familiar vocabulary, phrases and basic

## Summer

Objectives
Listen attentively to spoken language and show understanding by joining in and responding.
Engage in conversations, ask and answer questions.
Speak in sentences, using familiar vocabulary, phrases and basic language structures/ grammar.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Explore the patterns and sounds of language and link the spelling, sound and meaning of words.
Read carefully and show understanding of words, phrases and simple writing.

| Minimum learning is highlighted |  |  |  |  |  |  |  |  |
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| Knowledge | Topic Vocabulary 1 (Getting to Know You) | Topic Vocabulary 2 (All About Me) | Knowledge | Topic Vocabulary 1 <br> (Food, Glorious <br> Food!) | Topic Vocabulary 2 <br> (Family and Friends) | Knowledge | Topic Vocabulary 1 (Our School) | Topic Vocabulary 2 (Time) |
| Say hello and goodbye <br> Introduce themselves <br> Say if they are feeling good/bad/so-so <br> Count to 10 <br> Say how old they are <br> Give and respond to simple classroom instructions appropriately <br> Name parts of the body from a song | Bonjour <br> Au revoir <br> Je m'appelle <br> Cava bien, merci <br> Cava mal <br> Cava comme ci comme ca $\text { Zero - dix ( } 0-5 \text { ) }$ <br> J'ai $\qquad$ ans | Asseyez-vous <br> Levez-vous <br> Ecoutez <br> Regardez <br> Répétez <br> La tete <br> Les epaules <br> Les genoux <br> Les orteils <br> Croisez les bras <br> Bleu <br> Blanc <br> Rouge <br> Noir <br> Vert <br> Orange <br> Un pantolon <br> Un tee-shirt <br> Un pull <br> Un sweat | Follow a story and join in the repeated parts. <br> Say what foods from a set they like/dislike. <br> Describe the colour or size of an object. <br> Ask politely for something. <br> Identify and introduce some of their relations. <br> Name some common pets. | Une pomme Une poire Une orange Du gateau De fromage Une saucisse <br> Je voudrais S'il vous plait J'aime Je n'aime pas <br> Montrez-moi Dites-moi <br> Grand (e) Petit (e) | Voici <br> Qui est-ce? <br> Moi <br> Mon frere <br> Ma soeur <br> Ma mere <br> Mon pere <br> Un chat <br> Un chien <br> Un lapin <br> Une souris <br> Un oiseau <br> Un poisson <br> La letter <br> L'alphabet <br> Elle s'appelle <br> Il s'appelle <br> Comment s'ecrit <br> Maison | Listen and respond to topic vocabulary. <br> Demonstrate understanding with actions. <br> Write sentences converting le/la to un/une. <br> Answer questions using the topic vocabulary. <br> Say and order the days of the week. <br> Say and order the months of the year. | La porte <br> La fenetre <br> La chaise <br> La table <br> L'ordinateur <br> Le livre <br> Les lumieres <br> Ou est <br> Un crayon <br> Un stylo <br> Un crayon de couleur <br> Le francais <br> L’anglais <br> Les sciences <br> Les mathematiques <br> Asseyez-vous <br> Levez-vous <br> Arretez <br> Marchez | Onze - trente-et-un <br> C'est combien <br> Lundi <br> Mardi <br> Mercredi <br> Jeudi <br> Vendredi <br> Samedi <br> Dimanche <br> Janvier <br> Fevrier <br> Mars <br> Avril <br> Mai <br> Juin <br> Juillet <br> Aout <br> Septembre <br> Octobre <br> Novembre <br> Decembre |


| Identify colours <br> Name items of clothing | Des chaussures (f) | Recognise some rooms in their home. | Le jardin <br> La cuisine <br> La chambre <br> La salle de bain | Count on from 11- <br> 31. <br> Say their own birthday. | Courez <br> Sautez <br> La salle de classe La cour de recreation La bibliotheque <br> Qu'est-ce que tu aimes faire | Mon anniversaire <br> Quelle date <br> Aujord'hui <br> Demain <br> Hier |
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