



## Year 4 curriculum overview

Year 4	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-8	Spring 2 Lessons 9-11	Summer 1 Lessons 12-14	Summer 2 Lessons 15-16
Learning intention / rationale	Through reading a description of a monster, pupils revisit vocabulary for colours and are introduced to vocabulary for parts of the body. Key learning within this unit of work, comprising lessons 1-3, focuses on three key concepts: nouns have a gender which must be learned, adjectives usually follow the noun, adjectives agree with the noun. By the end of the half term, pupils read and understand short sentences describing a monster and adapt sentences to create their own description.	Through the theme of zoo animals, pupils apply and extend their phonics knowledge, reading individual words and short phrases. They embed their understanding of gender and adjectival agreement as they link adjectives to zoo animals, culminating in pupils writing short sentences to describe an animal with noun, high-frequency verb (est) and adjective. Pupils also learn the French alphabet for vowel sounds.	Pupils recap key grapheme / phoneme correspondences through rhymes and songs. They learn about members of the family and learn the possessive pronouns (mon, ma). Through a role play introducing family members, pupils learn subject pronouns (il and elle – he and she). Pupils revisit phrases learned in Year 3, moving from using first person (je m'appelle) to third person (il/elle s'appelle).	Pupils consolidate work on family and now learn the names of pets. They follow a traditional tale, a short rhyme and a text containing familiar vocabulary and structures. Throughout the half term, pupils revisit prior learning on adjectives and learn how to form a plural noun. They develop their use of the verb 'avoir' in first, second and third person.	Pupils develop their understanding of word classes and begin to make use of a bilingual dictionary. Pupils learn infinitive verbs relating to free time and understand how to express an opinion about these, using the verb 'aimer'. They recognise positive and negative statements and are introduced to the formation of a basic negative sentence.	Following on from last half term's work, pupils now work on asking and answering questions relating to free time, focusing on forming accurate sentences and linking clauses using conjunctions. Pupils revisit and extend their knowledge of numbers in preparation for a class survey, developing confidence in giving rapid responses. Phonics throughout the key stage so far is recapped and extended.
Vocabulary	-Revisit colours, learned in Year 3 -Know how to say parts of the body:	-High frequency vocabulary: est (is) et (and) très (very) assez (quite)	Prepositions: sur – on dans – in Possessive pronoun: mon / ma – my	-Know the names of pets: un lapin, un chat, un chien, une tortue, un oiseau, un poisson, un	Infinitive verbs to describe free time: danser – to dance nager – to swim	- Tu aimes? - Do you like? Numbers 11-30: onze douze

	<p>une tête, un nez, une bouche, des yeux, des dents, des oreilles, des cheveux, une jambe, un pied, un bras, une main</p> <p>-Adjectives when describing the monster: grand, petit, énorme, pointu, long</p> <p>-high frequency verbs: avoir – le monstre a être – le monstre est</p>	<p>-Know commonly used adjectives, revisiting and extending some of the vocabulary introduced during the first half term: grand(e), petit(e), énorme, intelligent(e), timide, féroce, rigolo, gentil(le)</p> <p>-Names of animals: le lion, le tigre, l'éléphant, la souris, le singe, l'ours, la girafe, le crocodile, le pingouin</p>	<p>Subject pronoun: il – he; elle – she</p> <p>Conjunction: ou - or</p> <p>voici – here is</p> <p>Family members including: le père, papa, la mère, maman, le frère, la soeur, le grand-père, la grand-mère</p> <p>il s'appelle – his is called elle s'appelle – she is called</p> <p>Verb avoir: j'ai - I have tu as – You have as-tu – Have you? je n'ai pas de – I have no</p>	<p>hamster, un cochon d'Inde</p> <p>Revisit: et – and aussi – also</p> <p>Introduce: qui - who</p> <p>j'ai – I have tu as – you have il a – he has elle a – she has</p>	<p>jouer au football – to play football manger au restaurant – to eat at a restaurant regarder la télé – to watch television jouer sur l'ordinateur – to play on the computer aller au parc – to go to the park lire – to read</p> <p>Opinions: J'aime – I like Je n'aime pas – I don't like J'adore – I love</p>	<p>treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt vingt et un vingt-deux trente - thirty</p> <p>Qu'est – ce que tu aimes faire? – What do you like to do?</p>
Phonics	<p>-Pupils will revisit many graphemes introduced in Year 3, with a focus on <b>ou, u, in</b></p> <p>-Know the equivalent phoneme for the graphemes: <b>ette, eille</b></p> <p>-Recognise how adjectival agreement changes pronunciation – petit/petite</p>	<p>-Know the equivalent phoneme: <b>i</b> and revisit phonemes: <b>é, ou, an, on, ez, in</b></p> <p>-Introduce phoneme <b>ill</b> (gentille) and link to July (juillet)</p>	<p>Revisit and know the equivalent phoneme: <b>in, on, an, é, ou, ch, eau</b></p> <p>Introduce: <b>è</b></p> <p>-Know why dors and fort rhyme within a song</p>	<p>-Revisit and know the equivalent phoneme: <b>oi, ou, au, in, è</b></p> <p>-Know that h is not pronounced at the start of a word</p> <p>-Know to lift voice when asking a question</p>	<p>- Know the equivalent phoneme: <b>es, et, er</b></p> <p>-Apply knowledge of silent consonants when reading individual words</p>	<p>- Know the equivalent phoneme: <b>r, eur, aire</b></p> <p><b>The phonics introduced this year is revisited and recapped throughout the scheme.</b></p>

Grammar	<ul style="list-style-type: none"> <li>-Know that all nouns have a gender</li> <li>-Know the indefinite articles – un, une, des</li> <li>-Know that adjectives usually follow the noun but there are some common exceptions: grand, petit, long</li> <li>-Know that adjectives change their spelling, agreeing with the gender of the noun they describe</li> <li>-Know that adjectives usually take an 'e' in the feminine form and 's' for the plural form</li> </ul>	<ul style="list-style-type: none"> <li>-Know the determiners for the definite article: le, la, les and revisit indefinite articles: un, une, des</li> <li>-Know how a simple sentence is constructed with noun, verb, adjective, using a high-frequency verb</li> <li>-Know that the adjective agrees with the noun, adding 'e' for feminine, with some exceptions – gentil/gentile</li> </ul>	<ul style="list-style-type: none"> <li>-Know that the possessive pronoun changes to agree with the gender of the noun (mon, ma)</li> <li>-Know third person singular subject pronouns (il and elle)</li> <li>- Know how to use first and second person of the verb 'avoir', understanding that the verb changes to agree with the subject of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to use the third person of the verb 'avoir' – il a / elle a</li> <li>-Know how to form a plural noun, adding 's'; learn two exceptions to the rule (oiseaux, souris)</li> <li>-Recognise word classes – noun, verb, adjective, with examples in French</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise word classes, including noun, verb, adjective</li> <li>-Know how to use a verb expressing an opinion in front of a verb in the infinitive form</li> <li>-Recognise the formation of a negative sentence</li> <li>-Know how to link clauses using a conjunction</li> </ul>	<ul style="list-style-type: none"> <li>-Know the second subject pronoun 'tu' means you</li> <li>-Know that the regular verb 'aimer' takes 's' when used with the subject pronoun 'tu'</li> </ul>
Prior learning	<p>Pupils learned colours in Year 3 and now use them in a new context. They were introduced to the concept of gender at the end of Year 3 – this is now explored in more detail, as pupils understand how the gender of a noun has an impact on the spelling of adjectives which accompany nouns.</p>	<p>Pupils consolidate their understanding of gender and adjectival agreement, introduced during the first half term. Pupils re-visit and use the third person of être (introduced in Y3 lesson 6) as they form simple sentences to describe zoo animals.</p>	<p>Pupils consolidate their understanding of key graphemes, which have been covered repeatedly. Pupils move to using third person of the verb (s'appeler) and re-use phrases introduced in Year 3 during a role play (asking how someone is, greetings, introductory questions). They revisit the verb avoir (j'ai and tu as) used to state age in</p>	<p>Pupils used the verb 'avoir' last half term with family members. This is recapped and extended when talking about pets, moving to use of third person of the verb. Pupils apply their understanding of adjectives (position and agreement) from</p>	<p>Pupils develop their understanding of sentence structure using two verbs in a sentence. They re-visit conjunctions to link clauses.</p>	<p>Following on from last half term's work, pupils consolidate their understanding and use of vocabulary and structures to discuss and write about free time.</p>

			Year 3 to discuss brothers and sisters.	the first term as they describe pets. Pupils extend sentences, revisiting vocabulary, such as 'et' (and) and 'aussi' (also).		
Subsequent learning	Pupils will re-visit the concept of gender and adjectival agreement throughout the next half term's work as they describe zoo animals and pets. They will also encounter the high-frequency verb être in third person descriptions of animals.	Pupils move onto the theme of family members, using high-frequency verbs avoir (to have) in first person and revisit the third person of être (to be) when giving descriptions. This supports pupils in re-using adjectives correctly, applying learning from the first term of Year 4.	Pupils will re-visit the verb 'avoir' in the next unit of work as they move from introducing family members to discussing the pets they own. They will also revisit adjectival agreement when giving a basic description of pets.	Pupils re-visit work undertaken this half term on word classes (noun, verb, adjective) and begin to understand how to make use of a bilingual dictionary. They will focus specifically on verbs as they move to describing hobbies using 'J'aime' + the infinitive form of the verb.	Pupils will re-visit and consolidate much of the vocabulary from this half term as the term progresses, discussing hobbies and constructing short sentences. They will use and extend their knowledge of numbers as they undertake a survey relating to hobbies.	Work on leisure and free time is re-visited and extended during the spring term of Year 5 as pupils form short paragraphs to give their opinions on a range of leisure pursuits and sporting activities.