

Year 4 – Autumn	
Recall	Numbers 1-12, Colours, Days of the week, Months of the year, Common greetings
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Know the vocabulary for different parts of the body, in line with the core text</p> <p>Understand adjectives to link to the text 'Grand Monstre Vert'</p> <p>Know how to ask for the French equivalent of a word in English</p> <p>Know how to say the names of the zoo animals in the core text</p> <p>Understand adjectives in the core text.</p> <p>Write complete sentences on a theme following a model:</p> <p>Le monstre a cinq jambes et deux yeux bleus.</p> <p>Le monstre a un petit nez vert.</p> <p>Le monstre est très grand.</p> <p>Recognise masculine and feminine adjectives in sentences; Read short sentences with accurate pronunciation;</p> <p>Write short sentences using adjectives correctly.</p>
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. 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>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<p>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.</p> <p>By the end of the half term, pupils read and understand short sentences describing a monster and adapt sentences to create their own description.</p> <p>Through the theme of zoo animals, pupils apply and extend their phonics knowledge, reading individual words and short phrases.</p> <p>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.</p> <p>Pupils also learn the French alphabet for vowel sounds.</p>
Next steps	<p>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</p>

	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.
Key Vocabulary	<ul style="list-style-type: none"> -Revisit colours, learned in Year 3 -Know how to say parts of the body: une tête, un nez, une bouche, des yeux, des dents, des oreilles, des cheveux, une jambe, un pied, un bras, une main -Adjectives when describing the monster: grand, petit, énorme, pointu, long -high frequency verbs: avoir – le monstre a être – le monstre est -High frequency vocabulary: est (is) et (and) très (very) assez (quite) -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) -Names of animals: le lion, le tigre, l'éléphant, la souris, le singe, l'ours, la girafe, le crocodile, le pingouin
Teacher Assessment	End-of-term quiz to inform Teacher Assessment
Possible Misconceptions	Adjectives going after the noun (in most cases)
Class Teacher Notes	For teacher or subject lead to use and update to inform next year's planning – not to be published online.