

Year 4 – Spring

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 names of family members – asking and answering questions about family members</p> <p>Know how to use third person to give information about family members</p> <p>State someone’s age using third person and the correct form of avoir.</p> <p>Follow and understand the text: ‘Le radis géant’</p> <p>Know how to say the names of common pets</p> <ul style="list-style-type: none"> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> </ul>
Prior Learning	<p>Pupils consolidate their understanding of key graphemes, which have been covered repeatedly.</p> <p>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 Year 3 to discuss brothers and sisters. 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 the first term as they describe pets. Pupils extend sentences, revisiting vocabulary, such as ‘et’ (and) and ‘aussi’ (also).</p>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<p>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).</p> <p>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.</p>
Next steps	<p>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.</p>

	<p>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.</p>
<p>Key Vocabulary</p>	<p>Prepositions:  sur – on  dans – in  Possessive pronoun:  mon / ma – my  Subject pronoun:  il – he; elle – she  Conjunction:  ou - or</p> <p>voici – here is  Family members including: le père, papa, la mère, maman , le frère,  la soeur,  le grand-père,  la grand-mère  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        -Know the names of pets: un lapin, un chat, un chien, une tortue, un oiseau, un poisson, un 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>Revisit and know the equivalent phoneme:  in, on, an, é, ou, ch, eau  Introduce: è  -Know why dors and fort rhyme within a song -Revisit and know the equivalent phoneme:  oi, ou, au, in, è  -Know that h is not pronounced at the start of a word  -Know to lift voice when asking a question</p>
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.