



MFL: Progression of knowledge - Simple Overview and the 3 Pillars

Intent: Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

Year 4 2024-25

Please be aware that the accents are not shown on this document due to formatting issues.

	Content	Vocabulary	Grammar	Phonemes
Autumn 1 TOPIC: Portraits	1. <i>Portraits - getting French adjectives to agree</i> 2. <i>Simple descriptions - hair/eye colour</i> 3. <i>Describing people/ descriptive sentences</i> 4. <i>Describing personality traits/descriptive sentences</i> 5. <i>Writing portraits of friends/ descriptive sentences</i>	choose appropriate adjectives from a wide range il a (he has), elle a (she has) heureux/heureuse - happy sérieux/sérieuse - serious le Musée du Louvre - the Louvre museum l'entrée - the entrance un tableau - a painting une statue - a statue il a - he has elle a - she has les cheveux - hair les cheveux châtons - brown hair les cheveux blonds - blond hair les cheveux noirs - black hair	Understand that adjectives change dependent upon whether refer to (m) or (f) sérieux/sérieuse/ correct adjectival agreement understand correct word order - adjectives after the noun Use a modal to form a spoken sentence	Refer to 'Mouth Mechanics' video/ Pupil Phoneme practice

		les cheveux roux - ginger hair les yeux - eyes les yeux bleus - blue eyes les yeux marron - brown eyes châtains - brown (for hair) blonds - blonde marron - brown noir(s)/noire(s) - black roux - ginger/red bleu(s)/bleue(s) - blue vert(s)/verte(s) - green rouge(s) - red (not with hair) jaune(s) - yellow blanc(s)/blanche(s) - white rose(s) - pink violet(s)/violette(s) - purple orange - orange qui ? - who? petit/petite - small grand/grande - big, tall il est... - he/it is... elle est... - she/it is fort/forte - strong poli/polie- polite travailleur/travailleuse - hard working sportif/sportive - sporty il s'appelle... - he is called...elle s'appelle... - she is called..		
Autumn 2 TOPIC: Clothes	1. Clothes and colours 2. Where do we place adjectives?	un T-shirt - a T-shirt un short - shorts un pantalon - trousers un chapeau - a hat un maillot de bain - a swimsuit	Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des.	Refer to mouth Mechanics video / pupil phoneme practice

	3. A French clothes catalogue 4. What is our French model wearing?	une culotte - pants une chemise - a shirt une veste - a jacket des chaussettes (f) - socks des bottes (f) - boots des lunettes (f) - glasses des baskets (f) - trainers un pull - a jumper or pullover mon (masc. sing.) - my ma (fem. sing.) - my mes (plural) - my dans ma valise il y a... - in my suitcase there is... un maillot de foot - a football shirt c'est de quelle couleur ? - what colour is it? c'est - it is rouge(s) - red orange - orange jaune(s) - yellow vert(s) (m), verte(s) (f) - green bleu(s) (m), bleue(s) (f) - blue rose(s) - pink violet(s) (m), violette(s) (f) - violet	Understand how to convert the indefinite article to a possessive adjective. Put the colour adjective after the noun. Write accurately using a support and the correct form of the adjective in the correct position. Use il/elle correctly and put the adjective in the correct position in relation to the noun. Put the right agreement on the adjective where relevant. To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.) To know that some adjectives do not change when describing a feminine noun (orange, marron, à pois). To know that je aime (I like) becomes j'aime and je ne aime	
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			pas becomes je n'aime pas to help with pronunciation. To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune/rose). To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing. Using cognates and near cognates along with other detective skills to gist information.	
Spring 1 TOPIC: French numbers, calendars, birthdays	1. <i>Learning numbers 1-31</i> 2. <i>Days of the week</i> 3. <i>Months of the year</i> 4. <i>Seasons and dates</i> 5. <i>Celebrating a French birthday</i>	onze douze treize quatorze seize dix-sept dix-huit dix-neuf vingt vingt-et-un trente	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that months, seasons	Refer to 'Mouth Mechanics' video/ Pupil Phoneme practice To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings.

		trente-et- un un anniversaire	and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structures in English and French have the same pattern: subject + verb + object.	To know that 'h' at the start of a word in French is not pronounced.
Spring 2 TOPIC: Weather and The Water Cycle	1. <i>Weather phrases</i> 2. <i>Weather rap</i> 3. <i>Compass Points</i> 4. <i>Temperature</i> 5. <i>Water Cycle</i>	il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent le nord le sud l'est l'ouest	Show an understanding of the water cycle and relevant cognates in both English and French .Recognising that sounds and spelling patterns can be different from English.	Refer to 'Mouth Mechanics' video/ Pupil Phoneme practice To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings.
Summer 1 TOPIC: French Food; Miam miam	1 <i>Ordering Food and Drink</i> 2 <i>Managing money</i> 3 <i>French Shops</i> 4 <i>French Food</i> 5. <i>Le Menu</i>	le café le restaurant le menu une boisson une entrée un plat principal je voudrais j'aime	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.	Refer to 'Mouth Mechanics' video/ Pupil Phoneme practice To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.

		s'il vous plaît merci le serveur l'addition	To know that basic sentence structures in English and French have the same pattern: subject + verb + object.	To know that 'h' at the start of a word in French is not pronounced.
Summer 2 A term to revisit, revise, recap knowledge and skills in all areas; to include summative assessments	A term to revisit, revise, recap knowledge and skills in all areas; to include summative assessments	A term to revisit, revise, recap knowledge and skills in all areas; to include summative assessments	A term to revisit, revise, recap knowledge and skills in all areas; to include summative assessments	A term to revisit, revise, recap knowledge and skills in all areas; to include summative assessments