

French Curriculum Coverage: Year 4

Expected Vocabulary. NC Objectives. Additional knowledge for prior learning for UKS2

YEAR 4	Curriculum Objectives	Vocab
<p>Autumn One: All Around Town</p> <p>Lesson 1: Where Do You Live? My Address is...</p> <p>Lesson 2: In My Town Vocabulary</p> <p>Lesson 3: What is there in Your Town?</p> <p>Lesson 4: Counting in Tens</p> <p>Lesson 5: Counting to 100</p> <p>Lesson 6: How Do You Say?</p>	<p>Repeat modelled words.</p> <p>Ask and answer a simple and familiar question with a response. Ask and answer at least two simple and familiar question with a response.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Adapt intonation to ask a question or give instructions.</p> <p>Name nouns and present a simple rehearsed statement to a partner. Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. vingt-et-un</p> <p>Read and show understanding of familiar single words.</p> <p>Use strategies for memorisation of vocabulary. Make links with English or known language to work out the meaning of new words. Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Write single familiar words from memory with understandable accuracy.</p> <p>Copy simple familiar words to describe people, places, things and actions using a model.</p> <p>Listen and identify specific phrases in songs and rhymes and demonstrate understanding.</p> <p>Join in with words of a song or storytelling.</p>	<p>zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, trente, trente-et-un, trente-deux, quarante, cinquante, soixante, soixante-dix, soixante-et-onze, quatre-vingts, quatre-vingt-un, quatre-vingt-dix, quatre-vingt-onze, cent</p> <p>plus, font, moins, fois, divise par zéro</p> <p>un magasin (m) une école (f) une église (f) un musée (m) un café (m) une piscine (f) une gare (f) une pâtisserie (f) une boulangerie (f) un supermarché (m) un cinéma (m) un parc (m) un théâtre (m) un marché (m) une mosquée (f) une rivière (f) une allée (f) a lane, un boulevard (m) a boulevard, une avenue (f) an avenue, une place (f) a square, la rue (f) street.</p> <p>Que veut dire 'arbre' ? What does 'arbre' mean? Comment dit-on 'hospital' How do you say 'hospital'?</p> <p>Qu'est-ce qu'il y a dans ta ville ? What is there in your town? Il y a ... Il n'y a pas... du/de la/de l'/des dans/à</p> <p>Quelle est ton adresse ? Où habites-tu ? Where do you live? J'habite à Marseille.</p> <p>mon/ma (my), ton/ta (your)</p>

	<p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</p> <p>Recognise and use partitive articles.</p> <p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p>	
<p>Autumn Two: On the Move</p> <p>Lesson 1: Transport Vocabulary</p> <p>Lesson 2: How Do You Go to School?</p> <p>Lesson 3: Directions</p> <p>Lesson 4: I Like to Move It! Body Parts</p> <p>Lesson 5: I Like to Move it! Action Words</p> <p>Lesson 6: How Do I Get To...?</p>	<p>Repeat modelled words.</p> <p>Listen and show understanding of single words through physical response.</p> <p>Listen and show understanding of short phrases through physical response.</p> <p>Ask and answer a simple and familiar question with a response.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Speak about everyday activities and interests.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Use strategies for memorisation of vocabulary.</p> <p>Make links with English or known language to work out the meaning of new words.</p> <p>Use context to predict the meaning of new words.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Listen and identify specific phrases in songs and rhymes and demonstrate understanding.</p> <p>Join in with words of a song or storytelling.</p> <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</p>	<p>Voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], cheval (m) [horse], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on], Comment vas-tu à l'école? [How do you go to school?] Je vais à l'école en/à [I go to school by/on]</p> <p>Allez [go - imperative], tout droit [straight on], tournez [turn - imperative], à droite [to the right], à gauche [to the left], Voilà ! [There you are!].</p> <p>bras (m) [arm], jambe (f) [leg], coude (m) [elbow], main (f) [hand], sautez [jump!], courez [run!], marchez [walk!], sautillez [skip!], sautez à cloche-pied [hop!], arrêtez [stop!], pliez [bend!], tendez [stretch/extend!], liez [bind!], tenez [hold!], lâchez [release!]</p> <p>Pour le/la , s'il vous plaît? [How do I get to the please?], bien sûr [of course], premier/première [first], deuxième [second], troisième [third], C'est tout droit/ à gauche/ à droite. [It's straight on/ on the left/right.].</p> <p>Je vais [I go], tu vas [you (singular, informal) go], il va [he goes], elle va [she goes], nous allons [we go], vous allez [you (plural, formal/ informal) go; you (singular, formal) go], ils vont [they go (masculine or mixed group)], elles vont [they go (feminine)].</p> <p>Qu'est-ce que c'est? [What's this?], C'est un/une... [It's a...], Comment dit-on _ en français? [How do you say _ in French?]</p> <p>masculine/feminine nouns with un/une [a (with masculine/feminine nouns)]</p>

	<p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p>	
<p>Spring One: Going Shopping</p> <p>Lesson 1: Fruit</p> <p>Lesson 2: Vegetables</p> <p>Lesson 3: Clothes</p> <p>Lesson 4: Where can I buy?</p> <p>Lesson 5: How Much Is It?</p> <p>Lesson 6: Do You Like...?</p>	<p>Repeat modelled words. Repeat modelled short phrases. Listen and show understanding of short phrases through physical response.</p> <p>Express simple opinions such as likes, dislikes and preferences. Ask and answer at least two simple and familiar questions with a response.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Adapt intonation to ask a question or give instructions.</p> <p>Present simple rehearsed statements about themselves, objects and people to a partner. Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of familiar single words. Read and show understanding of simple phrases and sentences containing familiar words.</p> <p>Write familiar short phrases from memory with understandable accuracy. Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</p> <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns. Recognise and use partitive articles.</p>	<p>Qu'est-ce que c'est ? [What's this?], la pomme (f) [apple], l'orange (f) [orange], la banane (f) [banana], la fraise (f) [strawberry], la pêche (f) [peach], la prune (f) [plum], la poire (f) [pear], les raisins (m) [grapes]. J'aime... [I like], Je n'aime pas... [I don't like], J'aime beaucoup... [I like ... a lot], J'aime un peu... [I like ... a little]. Aimes tu?... J'aime... Je n'aime pas... J'aime beaucoup... J'aime un peu...</p> <p>Qu'est-ce que c'est ? [What's this?], les légumes (m) [vegetables], la pomme de terre (m) [potato], l'oignon (m) [onion], l'ail (m) [garlic], la carotte (f) [carrot], le chou-fleur (m) [cauliflower], le chou (m) [cabbage], le brocoli (m) [broccoli], le poivron (m) [pepper], Je voudrais... [I would like...] Avez-vous...? Oui, j'ai... Non, Je n'ai pas...</p> <p>les vêtements (m) [clothes], Qu'est-ce que c'est ? [What is it ?], un pantalon (m) [trousers], un manteau (m) [coat], un pull (m) [jumper], un cardigan (m) [cardigan], une robe (f) [dress], une jupe (f) [skirt], une chemise (f) [shirt], une écharpe (f) [scarf], blanc/blanche [white], violet/violette [purple], noir/noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], Avez-vous...? [Do you have...?], Oui, J'ai... [Yes. I have...], Non, je n'ai pas... [No, I haven't...].</p> <p>le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery] la pâtisserie (f) [cake shop], le marché (m) [market], la bijouterie(f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], Où puis-je acheter? [Where can I buy?], Vous pouvez l'acheter au/à la [You can buy it at].</p>

	<p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p> <p>Use a simple negative form (ne... pas).</p> <p>Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</p>	<p>C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change]</p> <p>Allons aux magasins ! [Let's Go to the Shops!] Allez-Y ! [Off You Go!]</p>
<p>Spring Two: Where in the World</p> <p>Lesson 1: The United Kingdom</p> <p>Lesson 2: Where Do They Speak French</p> <p>Lesson 3: The Equator</p> <p>Lesson 4: Continents</p> <p>Lesson 5: Animals Vocabulary</p> <p>Lesson 6: What Did You See When You Went to the Zoo?</p>	<p>Repeat modelled words. Repeat modelled short phrases.</p> <p>Ask and answer a simple and familiar question with a response. Ask and answer at least two simple and familiar question with a response.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold. Speak about everyday activities and interests.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of simple phrases and sentences containing familiar words.</p> <p>Use strategies for memorisation of vocabulary. Make links with English or known language to work out the meaning of new words. Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p>	<p>le Royaume-Uni (m) [United Kingdom], L'Écosse (f) [Scotland], l' Angleterre (f) [England], le Pays de Galles (m) [Wales], l'Irlande du Nord (f) [Northern Ireland].</p> <p>La France (f) [France], Le Canada (m) [Canada], la Cote d'Ivoire (f) [Ivory Coast], la Belgique (f) [Belgium], Haiti (m) [Haiti], le Mali (m) [Mali], La Suisse (f) [Switzerland], la Tunisie(f) [Tunisia]. On parle francais au/en/a... [They speak French in].</p> <p>J'habite en/au.... [I live in], la capitale [capital city] Quelle est la capitale de la/du..... ? [What is the capital city of.... ?] 'Quelle est?</p> <p>Équateur (m) [the equator], le Kenya (m) [Kenya], l' Égypte (f) [Egypt], l'Argentine (f) [Argentina], la Tunisie (f) [Tunisia], la Colombie (f) [Columbia], l'Inde (f) [India].</p> <p>les continents (m) [the continents], l'Afrique (f) [Africa], l'Antarctique (f) [Antarctica], l'Asie (f) [Asia], l'Australasie (f) [Australasia], l'Europe (f) [Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America], l'Australie (f) [Australia].</p> <p>Les animaux (m) [animals], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], un cobra (m) [cobra], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear]. Qu'est-ce que c'est ? [What's this ?], C'est..... [It's....], Je suis allé(e) au zoo [I went to the zoo], J'ai vu... [I saw...]</p>

	<p>Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns. Recognise and use partitive article.</p> <p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p> <p>Recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase.</p> <p>Use simple prepositions in their sentences.</p>	<p>au nord de l'Équateur ; au sud de l'Équateur ; est sur l'Équateur – north, south and on the Equator.</p>
<p>Summer One: What's the Time?</p> <p>Lesson 1: O'Clock and Half Past</p> <p>Lesson 2: My Day</p> <p>Lesson 3: What's on Television?</p> <p>Lesson 4: Quarter Past and Quarter To</p> <p>Lesson 5: The School Day</p> <p>Lesson 6: Counting in Fives</p>	<p>Repeat modelled words. Repeat modelled short phrases. Listen and show understanding of short phrases through physical response.</p> <p>Ask and answer a simple and familiar question with a response. Ask and answer at least two simple and familiar question with a response.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold. Speak about everyday activities and interests.</p> <p>Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of familiar single words. Read and show understanding of simple phrases and sentences containing familiar words.</p> <p>Use strategies for memorisation of vocabulary.</p> <p>Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p>	<p>Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past...],) et quart [quarter past...], moins le quart [quarter to...],</p> <p>Je me lève [I get up], Je mange mon petit déjeuner [I eat my breakfast], Je me brosse les dents [I brush my teeth], Je vais à l'école [I go to school], Je me lève [I get up], Je mange mon déjeuner [I eat my lunch], Je rentre chez moi [I go home], Je regarde la télévision [I watch television], Je mange mon dîner [I eat my dinner], Je fais mes devoirs [I do my homework], Je me couche [I go to bed]</p> <p>Qu'est-ce qui passe à la télévision ? [What's on television?], à...heure(s) [at...o'clock], à... heure(s) et demie [at half past...], C'est [it's...]</p> <p>la journée scolaire [the school day], le français (m) [French], le dessin (m) [Art], la géographie (f) [Geography], l'anglais (m) [English], l'éducation physique (f) [P.E], l'informatique (f) [I.T], les mathématiques (f) [Maths], la musique (f) [Music], l'histoire (f) [History], les sciences (f) [Science], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi</p>

	<p>Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p> <p>Use simple prepositions in their sentences.</p>	<p>[Thursday], vendredi [Friday], avant [before], après [after], est [is], sont [are].</p> <p>cinq [five], dix [ten], quinze, [fifteen], vingt, [twenty], vingt-cinq, [twenty-five], trente, [thirty], trente-cinq, [thirty-five], cinquante, [forty], quarante-cinq, [forty-five], cinquante, [fifty], cinquante-cinq, [fifty-five], soixante [sixty], Combien de minutes ? [How many minutes ?], Il y a... [There are], de... [from...], à... [from...],</p>
<p>Summer Two: Holidays and Hobbies</p> <p>Lesson 1: Months and Seasons</p> <p>Lesson 2: What is the Weather Like?</p> <p>Lesson 3: Weather Around the World</p> <p>Lesson 4: Going on Holiday</p> <p>Lesson 5: Sports and Hobbies Vocabulary</p> <p>Lesson 6: What is Your Favourite Sport?</p>	<p>Repeat modelled words.</p> <p>Listen and show understanding of single words through physical response.</p> <p>Repeat modelled short phrases.</p> <p>Express simple opinions such as likes, dislikes and preferences.</p> <p>Ask and answer at least two simple and familiar questions with a response.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Speak about everyday activities and interests.</p> <p>Present simple rehearsed statements about themselves, objects and people to a partner.</p> <p>Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Write single familiar words from memory with understandable accuracy.</p> <p>Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</p> <p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p> <p>Use a simple negative form (ne... pas).</p>	<p>les saisons (f) [the seasons], le printemps (m) [Spring], l'été (m) [Summer], l'automne (m) [Autumn], l'hiver (m) [Winter], janvier (m), [January], février(m) [February], mars (m) [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], septembre (m) [September], octobre (m) [October], novembre (m) [November], décembre (m) [December], Dans quelle saison est..... ? [What season is.....in ?], Dans quelle saison sont.... ? [What season are.....in ?] les mois (m) [months].</p> <p>Quel temps fait-il ? [What's the weather like?] Il fait chaud. [It's hot] Il fait froid [It's cold.] Il fait nuageux [It's cloudy] Il fait du vent [It's windy.] Il fait du brouillard [It's foggy] Il pleut [It's raining] Il neige [It's snowing] Il gèle [It's freezing] Quel temps est prévu pour aujourd'hui ? [What's the weather forecast for today ?] aujourd'hui [today]</p> <p>Quel temps fait-il dans le monde ? [What's the weather like around the world?] Aujourd'hui [today] il fait [it's] degrés Celsius [degrees Celsius]</p> <p>Les vacances (f) [holidays]' La France (f) [France], le Pays de Galles (m) [Wales], L'Écosse (f) [Scotland], la Belgique (f) [Belgium], le Portugal (m) [Portugal], Voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], cheval (m) [horse], train (m) [train], avion (m) [plane], à pied (m) [on foot], la maman (f) [mum], le papa (m) [dad], la soeur (f) [sister], le frère (m) [brother].</p> <p>où [where], comment [how], avec [with].</p> <p>Les sports (m) [Sports], la gymnastique (f) [gymnastics], le hockey (m) [hockey], la lutte (f) [wrestling], le ski (m) [skiing], le tennis (m) [tennis], le football (m) [football], le rugby (m)</p>

	<p>Recognise and use the first person possessive adjectives (mon, ma, mes).</p> <p>Use simple prepositions in their sentences.</p> <p>Use the third person singular and plural of the verb 'être' in the present tense.</p>	<p>[rugby], la natation (f) [swimming], l'équitation (f) [horse riding], la course à pied (f) [running], Quel est ton sport préféré ? [What's your favourite sport?], Mon sport préféré est ... [My favourite sport is...].</p> <p>le football (m) [football] l'équitation (f) [horse riding], la natation (f) [swimming], le skateboard (m) [skateboarding], la lecture (f) [reading], le dessin (m) [drawing], l'informatique (f) [computers/I.T.], la gymnastique (f) [gymnastics], la télévision (f) [television] la danse (f) [dance], Qu'est-ce-que c'est ? [What is it?], Tu aimes ...? [Do you like...?], J'aime... [I like...], J'adore... [I love...], Je n'aime pas... [I don't like...], Je déteste... [I hate...]</p>
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