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## Year 4 - Medium Term Plan - Cultural Explorers - MFL

### Vive le sport! - How could you describe what you like to do in your spare time to a French speaking person?



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#### Aspect of Study

- Sports
- Hobbies
- Discussion of preference
- Use of the negative

#### Transferable Knowledge:

- P.E. - sports knowledge
- Grammatical features - Literacy

#### National Curriculum Overview of Programme of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

#### During this area of study students should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### Real World Links:

Learning to communicate to someone who does not share your language. Link to members of our community for whom English is an additional language.

Greetings used in our 'Language of the month'

Sporting tournaments



**Communication** – Understand how to speak to new people

### Influential Figures

- Sportsmen and women who are French speakers.

### OPAL links

Link to the sports equipment used in P.E lessons and out on the yards at playtime

## Curriculum Coverage

**(Previous, expected and what follows on)**

Prior Curriculum Coverage	Curriculum Coverage	Subsequent Curriculum Coverage
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Show that he/she recognises words and phrase heard by responding appropriately</li> <li>• Follow simple instructions and link pictures or actions to language</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Ask and answer simple questions</li> <li>• Repeat sentences heard and make simple adaptations to them</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Recognise some familiar words and phrases in written form</li> <li>• Read some familiar words aloud using mostly accurate pronunciation</li> <li>• Learn and remember new words encountered in reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write some single words from memory</li> <li>• Record sentences using a word bank</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Recognise the main word classes e.g. nouns, adjectives and verbs</li> <li>• Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Show understanding of a range of familiar spoken phrases</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Ask and answer a range of questions on different topic areas</li> <li>• Using familiar sentences as models, make varied adaptation to create new sentences</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately</li> <li>• Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write words and short phrases from memory</li> <li>• Write descriptive sentences using a model but supplying some words from memory</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Recognise a wider range of word classes including pronouns and articles</li> <li>• Recognise questions and negative sentences</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Gain an overall understanding of an extended spoken text which includes some familiar language</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Take part in conversations and express simple opinions giving reasons</li> <li>• Adapt known complex sentences to reflect a variation in meaning</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write phrases and some simple sentences from memory and write a short text with support from a word/phrase bank</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Know how to conjugate some high frequency verbs</li> <li>• Adapt sentences to form negative sentences and begin to form questions</li> </ul>

Language plan

Key vocabulary	Concepts	Speaking and listening
<ul style="list-style-type: none"> <li>● Nouns - names of sports, hobbies, pastimes</li> <li>● Verbs - to like, to love, to dislike, to hate, to play, to do/make, to have, to be</li> </ul>	<ul style="list-style-type: none"> <li>● Gender of nouns</li> <li>● Changing a sentence to form the negative (ne...pas)</li> <li>● Use of personal pronouns               <ul style="list-style-type: none"> <li>● Use of articles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Greetings</li> <li>● Turn taking in conversations               <ul style="list-style-type: none"> <li>● Expressing opinions</li> <li>● Asking questions</li> </ul> </li> <li>● Increasing accuracy in pronunciation</li> </ul>



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## Sequence of Teaching and Learning

Vive le sport! - How could you describe what you like to do in your spare time to a French speaking person?

	LO/EQ?	Lesson ideas/differentiation
1	<p><b>L.O:</b> <b>To know the names of Sports in French</b></p> <p><b>P.E. link</b></p>	<p>Talk about Sports the children know in English. What do they learn at school? What do they do outside school? Introduce the vocabulary for the names of Sports. Children play 'four corners' game to reinforce vocab.</p>
2	<p><b>L.O:</b> <b>To know the names of hobbies in French</b></p>	<p>Talk about hobbies the children know in English. What do they learn at school? What do they do outside school? Introduce the vocabulary for the names of hobbies. Children match the hobbies to various people.</p>





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## Sequence of Teaching and Learning

	LO/EQ	Lesson ideas/differentiation
<b>3</b>	<p><b>L.O:</b> <b>To use French verbs in the context of sports and hobbies</b></p> <p><b>Link to literacy - word classes</b></p>	<p>Discuss word classes. Can children describe what a verb is? Discuss 'conjugating' verbs - how a verb changes depending on who is doing it - I <i>run</i> he <i>runs</i>. Explain that this is the same in French.</p> <p>Introduce some verbs in their infinitive form - to play (<i>jouer</i>), to do (<i>faire</i>) and show them conjugated for I (<i>je joue, je fais</i>) and he/she (<i>il/elle joue, il/elle fait</i>). Children use these verbs in sentences with the sport/hobbies vocabulary they have learnt in previous lessons.</p>
<b>4</b>	<p><b>L.O:</b> <b>To express opinions in French</b></p>	<p>Recap work on verbs. Introduce the verb to like (<i>aimer</i>) and to love (<i>adorer</i>). Show how to conjugate these for I/he/she (<i>j'aime, il/elle aime, j'adore, il/elle adore</i>). Children practise saying sports/hobbies children like. They then record in sentences.</p>



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## Sequence of Teaching and Learning

	LO/EQ	Lesson ideas/differentiation
<b>5</b>	<b>L.O: To express opinions in French</b>	<p>Recap saying I like/love from last week. Introduce using ne...pas around a verb to create a negative. Children say and write negative sentences to say which sports.hobbies children dislike.</p> <p>Extension: using ne...que instead of ne...pas makes a sentence say 'only'. Children could use this to say/write the only sport/hobby they are interested in: <i>Je n'aime que la natation. I only like swimming.</i></p>
<b>6</b>	<b>E.Q: How could describe what you like to do in your spare time to a French speaking person?</b>	<p>Children use the knowledge they have gained this term to write a paragraph/prepare a presentation to tell a French speaker what they like to do in their spare time. They should include information on sports, hobbies, what they like to do and what they dislike.</p>