

Where in the World	French	Year 4 Term 4
Key vocabulary: le Royaume-Uni, L'Écosse, l' Angleterre, le Pays de Galles, L'Irlande du Nord, bonjour, je m'appelle., j'habite en/au..., la capitale, quelle est la capitale de la/du..... ?, la France, le Canada, la Côte d'Ivoire, la Belgique, Haïti, le Mali, la Suisse, on parle français au/en/à..., l'Équateur, le Kenya, l' Égypte, l'Argentine, la Tunisie, la Colombie, l'Inde, nord, sud, vrai, faux, les continents, l'Afrique, l'Antarctique, l'Asie, l'Australasie, l'Europe, l'Amérique du Nord, l'Amérique du Sud, l'île de Ross, l'Australie, le Japon, le Brésil, les animaux, un panda, un lion, un ours polaire, un renne, un kangourou, un capybara, un zèbre, un bison, un cobra, un jaguar, un pingouin, une baleine, un ours brun, un orang-outan, qu'est-ce que c'est ?, c'est....., Je suis allé(e) au zoo, j'ai vu..., de quel continent vient-il/elle?		
Knowledge and skills: Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. (4a) Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. (4b) Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently from English. (4c) Ask and answer a range of questions on different topic areas. (4d) Using familiar sentences as models, make varied adaptations to create new sentences. (4e) Read aloud using accurate pronunciation and present a short learned piece for performance. (4f) Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. (4g) Follow the written version of a text he/she is listening to. (4h) Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. (4i) Write words and short phrases from memory. (4j) Use a range of adjectives to describe things in more detail, such as describing someone's appearance. (4k) Write descriptive sentences using a model but supplying some words from memory. (4l) Recognise a wider range of word classes including pronouns and articles, and use them appropriately. (4m) Understand that adjectives may change form according to the noun they relate to, and select the appropriate form. (4n) Recognise questions and negative sentences. (4o) <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures in the contexts of countries and capitals of the United Kingdom and of animals in a zoo. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the contexts of completing an activity sheet about the United Kingdom and of animals around the world.</i>		Possible activities: Name capital cities of the UK. Locate French speaking countries on a world map. Use an English/French dictionary or an online translator to translate a country name and use the translation in a sentence Play vrai ou faux. Use dictionaries/atlasses/ reference books and the internet to translate English country names to French, find out which continent the country is in and what the flag is. Play zoo animal lotto. Find which continent various zoo animals come from.
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Children may consider how French children celebrate major Christian festivals such as Christmas or Easter. Moral: We may live in different countries and speak different languages, but we are all just people. Social: Use of tu/vous for relaxed or formal situations in France. Cultural: Children exposed to aspects of French cultural life. Masculine/feminine nouns, sentence structures etc are all different from English.		