**Y4 French Whole School Progression of Knowledge and Skills**

**Cycle A**

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| **YEAR FOUR** | | | |
| **Context** | **Days of the week/Weather/Time** | **Holidays/Travelling** | **Wild animals/Bugs** |
| **Vocabulary/Significant Knowledge** | Colours/numbers (to 15)  Greetings  Days of the week  Time  Weather  Word types  French TV weather forcast | Colours/numbers (to 20)  Greetings  Transports  Holiday destination  Euro tunnel | Colours/numbers (to 30)  Greetings  Wild animals  Bugs  Sizes  Preference  Bastille day |
| **Key Questions** | Can I greet people according to the time of the day and their gender?  Can I ask people how they are?  Can I count to 15 in French orally?  Can I say the days of the week in order?  Can I say the days before and after a given day?  Can I read the days of the week in a short sentence?  Can I write the day of the week in a short sentence?  Can I say what is the weather like?  Can I write what is the weather like? | Can I greet people according to the time of the day and their gender?  Can I ask people how they are?  Can I use please and thank you in class in French?  Can I count to 20 in French orally?  Can I say words for transport in French?  Can I ask a question using “Combien”?  Can I count objects in French using “Il y a”?  Can I write the names of the French transports in a short sentence?  Can I retell the story of the Eurotunnel? | Can I greet people according to the time of the day and their gender?  Can I ask people how they are?  Can I use please and thank you in class in French?  Can I count to 30 in French orally?  Can I say some words for bugs and wild animals in French?  Can I say my preference?  Can I say if a word is masculine or feminine?  Can I read these words in short text?  Can I count the bugs and the wild animals using “Il y a?”  Can I describe the animals using the appropriate adjectives?  Can I tell the story behind Bastille day? |
| **Listening**  **Skills** | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. |
| **Speaking**  **Skills** | Asks and answers a few familiar  questions with little support (in pairs). | Pronounce familiar and unknown words showing a knowledge pf sound patterns.  Speaks in simple sentences, including nouns and adjectives. | Speaks in simple sentences, including nouns and adjectives. |
| **Reading**  **Skills** | Reads out loud everyday words, phrases and sentences. | Reads familiar words with good  pronunciation and expression. | Understands some new words  introduced into familiar text, especially but not exclusively if they are cognates. |
| **Writing**  **Skills** | Write or copy everyday words or phrases correctly.  Writes some simple sentences with  nouns and adjectives, which may / may not be placed correctly. | Uses a model including words and short phrases to create new versions (e.g. writing the sequence of the days of the week) | Writes some simple sentences with  nouns and adjectives, which may / may not be placed correctly. |
| **Grammar**  **Skills** | I can use the adjective and the noun in short phrases. | Uses singular and plural nouns  correctly.  Can recall ‘and’ and ‘but’ and use it when prompted. | When prompted to notice, can identify the meaning of ‘a / some ‘and ‘the’ within simple sentences.  Uses singular and plural nouns  correctly. |