



French Curriculum Overview

YEAR 4 (Rising Stars Book 2)				
Topic	Resources	Learning	National Curriculum Skills Coverage	Outcomes
Autumn <ul style="list-style-type: none"> Assessment covering previous year's objectives (1 session). Numbers 21-30 (1 session, but revisit every week) Transport (1 session) Sport (2 sessions) Assessment (1 session) 	<p>Rising Stars - 'On y va' (Unit 2.1) – transport</p> <p>Rising Stars - L'argent de poche (Unit 2.2) - numbers 21-30.</p> <p>Rising Stars - Vive le Sport! (Unit 2.4) - Sport.</p>	<ul style="list-style-type: none"> Children to learn the numbers 21-30, orally and to recognise them in writing. This will also allow children to recap numbers 1-20. Children to learn about different modes of transport (à pied, en vélo, en voiture, en bus, en train, en skate). 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. Appreciate stories, songs, poem and rhymes in the language. Read carefully and show understanding of words, phrases and simple writing. Present ideas and information orally. 	<ul style="list-style-type: none"> To be able to say and understand the numbers 21-30, as well as consolidate numbers 1-20. To be able to understand and say different types of weather. To be able to understand and say different types of transport.
Spring (shorter series of lessons due to production) <ul style="list-style-type: none"> Healthy eating (building on knowledge from Year 3) – 1 session. Where I live (1 session) Telling the time (2 sessions) 	<p>Rising Stars - Vive le sport (Unit 2.4) – healthy eating.</p> <p>Rising Stars - Le Carnaval des Animaux (Unit 2.5) – telling the time, where I live.</p>	<ul style="list-style-type: none"> Children to recap food, then learn about healthy foods and unhealthy foods, categorising them using 'bon' and 'mauvais'. Children to learn how to say I live (J'habite à...) and learn vocabulary associated with towns (e.g. ville, magasins, la piscine etc.). Children to learn how to tell the time in French (o. clock and half past as an extension). Vocabulary – une heure up to onze heures, midi, minuit. Children to be able to do this orally and, for those who can tell the time, in writing. 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally. 	<ul style="list-style-type: none"> To be able to say and identify a range of healthy and unhealthy foods, and categorise them. To talk about their local area and why they live. To know the vocabulary for being able to tell the time, and for those who can, be able to identify this and record it.

<p><u>Summer</u></p> <ul style="list-style-type: none"> • Weather (2 sessions) • Clothes (link to weather) – 2 weeks • Numbers 30-50 (1 week, and revisit). 	<p>Rising Stars - Quel temps fait-il? (Unit 2.6) - Weather and clothes.</p>	<ul style="list-style-type: none"> • Children to learn about different types of weather (il pleut, il fait du vent, il fait beau, il fait chaud, il fait froid, il neige, il faut du soleil). • Children to learn about and label different types of clothes, with an extension to include dictionary work. Children to begin to start saying sentences orally that link to weather – e.g. Quand il fait beau, je porte un t-shirt. Extension – writing sentences. • Children to learn the numbers 30-50. 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. • 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. • Engage in conversations; ask and answer questions. 	<ul style="list-style-type: none"> • To be able to say and understand different types of weather. • To be able to say and understand different types of clothes. Some children will be able to link this to weather, and begin to speak in sentences. • To be able to learn, say and understand the numbers 30-50, as well as consolidating learning of previous numbers.
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