

Year 4 Languages Progression Overview

Unit	Objective	Context/language	Grammar skills
6 Bon anniversaire !	<p>Recognise and ask for snacks. Give basic opinions about food. Use numbers 21-31. Recognise and use the months. Form dates.</p>	<p>Snacks: <i>une pomme</i> (apple), <i>une banana</i> (a banana), <i>un jus d'orange</i> (an orange juice), <i>un sandwich</i> (a sandwich), <i>une pizza</i> (a pizza), <i>un gateau</i> (a cake)</p> <p><i>Qu'est-ce que tu veux?</i> (What do you want?) <i>Je voudrais...</i> (I would like/I want)</p> <p>Simple opinions (about food): <i>C'est délicieux</i> (it's delicious), <i>c'est bon</i> (it tastes nice), <i>ce n'est pas bon</i> (it doesn't taste nice), <i>c'est mauvais</i> (it tastes bad).</p> <p>Numbers 21-31: <i>vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un.</i></p> <p>Months: <i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i></p> <p>Dates: <i>C'est le ... march</i> (it's the ... of March). <i>C'est quand, ton anniversaire?</i> (When is your birthday?)</p>	<p>Gender words. Understand and reply to question on food wanted. Count numbers up to 31. Use numbers up to 31 together with months to form dates. Question forms.</p>
7 Encore!	<p>Revise ways of describing people. Describe someone's nationality. Describe people using various adjectives.</p>	<p>Descriptive vocabulary: <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (blue eyes). <i>un chien</i> (dog). <i>sept ans</i> (is seven years old), <i>un frère</i> (brother), <i>une soeur</i> (sister) <i>Il/elle a ...</i> (he/she has...)</p>	<p>Revision of variety of avoir phrases. Recognise and use third person singular with avoir.</p>

		<p>Nationalities: <i>français</i> (French). <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/elle est ... + nationality</i> (he/she is ... + nationality)</p> <p>Adjectives: <i>intelligent(e)</i> (intelligent). <i>sportif/sportive</i> (sporty). <i>sévère</i> (strict). <i>français(e)</i> (French). <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/elle est...</i> (he/she is..)</p> <p>Avoir (to have): être (to be):</p> <p><i>J'ai</i> <i>je suis</i> <i>Tu as</i> <i>tu es</i> <i>Il/elle</i> <i>il/elle est</i> <i>Nous avons</i> <i>nous sommes</i> <i>Vous avez</i> <i>vous êtes</i> <i>Ils/elles ont</i> <i>Ils/elles sont</i></p>	<p>Use être phrases with adjectives. Recognise and use third person singular with être. Recognise different adjective endings.</p>
<p>8 Quelle heure est-il?</p>	<p>Talk about activities. Tell the time. Talk about what time you do activities.</p>	<p>Activities: <i>la télé</i> (television), <i>un DVD</i> (DVD), <i>la radio</i> (radio), <i>au football</i> (football), <i>au tennis</i> (tennis) <i>je regarde ...</i> (I am watching) <i>J'écoute</i> (I am listening to) <i>Je joue</i> (I am playing)</p> <p>Numbers 1-12: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</i></p> <p>Telling the time: <i>Quelle heure est-il?</i> (What time is it?) <i>Il est Heures</i> (It's O'clock)</p>	<p>Use several present tense verbs to describe activities. Produce short phrases orally. Express the time. Express the time separately and in phrases with other verbs.</p>

<p>9 Les fêtes</p>	<p>Talk about holidays and dates. Talk about presents at festivals. Count from 31-60. Give and understand instructions.</p>	<p>Holidays: <i>le Nouvel An</i> (New Year). <i>la Fête des Rois</i> (the feast of Kings). <i>la Saint-Valentin</i> (St Valentine's day). <i>Pâques</i> (Easter). <i>la Fête Nationale</i> (National holiday), <i>Noël</i> (Christmas)</p> <p><i>Le Nouvel An, c'est le premier janvier</i> (New Year is on the first of January)</p> <p>Presents: <i>un vélo</i> (bike), <i>un jeu</i> (a game). <i>un livre</i> (a book). <i>un ballon</i> (a ball). <i>un Père Noël en chocolat</i> (chocolate Father Christmas), <i>un oeuf de Pâques</i> (Easter egg)</p> <p><i>Qu'est-ce que tu veux comme cadeau?</i> (What present would you like?) <i>Je voudrais</i> (I would like...)</p> <p>Numbers 31-60:</p> <table border="1" data-bbox="913 821 1624 1236"> <tr><td>31 – trente et un</td><td>41- quarante et un</td><td>51- cinquante et un</td></tr> <tr><td>32- trente-deux</td><td>42- quarante-deux</td><td>52- cinquante-deux</td></tr> <tr><td>33- trente-trois</td><td>43- quarante-trois</td><td>53- cinquante-trois</td></tr> <tr><td>34- trente-quatre</td><td>44- quarante-quatre</td><td>54- cinquante-quatre</td></tr> <tr><td>35- trente-cinq</td><td>45- quarante-cinq</td><td>55- cinquante-cinq</td></tr> <tr><td>36- trente-six</td><td>46- quarante-six</td><td>56- cinquante-six</td></tr> <tr><td>37- trente-sept</td><td>47- quarante-sept</td><td>57- cinquante-sept</td></tr> <tr><td>38- trente-huit</td><td>48- quarante-huit</td><td>58- cinquante-huit</td></tr> <tr><td>39- trente-neuf</td><td>49- quarante-neuf</td><td>59- cinquante-neuf</td></tr> <tr><td>40- quarante</td><td>50- cinquante</td><td>60- soixante</td></tr> </table> <p>Instructions: <i>touchez le nez/les pieds!</i> (touch your nose/feet), <i>comptez</i> (count), <i>sautez</i> (jump), <i>levez les bras</i> (raise your arms), <i>tournez</i> (turn around)</p>	31 – trente et un	41- quarante et un	51- cinquante et un	32- trente-deux	42- quarante-deux	52- cinquante-deux	33- trente-trois	43- quarante-trois	53- cinquante-trois	34- trente-quatre	44- quarante-quatre	54- cinquante-quatre	35- trente-cinq	45- quarante-cinq	55- cinquante-cinq	36- trente-six	46- quarante-six	56- cinquante-six	37- trente-sept	47- quarante-sept	57- cinquante-sept	38- trente-huit	48- quarante-huit	58- cinquante-huit	39- trente-neuf	49- quarante-neuf	59- cinquante-neuf	40- quarante	50- cinquante	60- soixante	<p>Give dates for festivals through the year. Ask for various presents. Count up to 60. Understand and give imperative instructions. Recognise plural forms.</p>
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<p>10 Où vas-tu?</p>	<p>Talk about going to French cities. Give and understand basic directions. Talk about the weather and places in France.</p>	<p><i>Où vas-tu? (Where are you going?)</i> <i>Je vais à (I'm going to)</i> <i>Paris, Bordeaux, Strasbourg, Nice, Grenoble</i></p> <p>Directions: <i>Tournez à droite (turn right), tournez à gauche (turn left), allez tout droit (straight on), arrêtez (stop)</i></p> <p>Weather: <i>Ouel temps fait-il? (Whats' the weather like?). À Paris/Bordeaux/Strasbourg/Nice/Grenoble. Il fait beau (it's sunny), il fait froid (it's cold), il fait chaud (it's hot), il pleut (it's raining), il neige (it's snowing)</i></p>	<p>Recognise various French cities. Ask and answer where you are going. using je vais à... Understand and give imperative instructions for directions. Form weather expressions using impersonal il... expressions. Describe the weather in a certain location in a short sentence.</p>
<p>11 On mange!</p>	<p>Go shopping for food. Ask how much something costs. Talk about activities at a party. Give opinions about food and various activities.</p>	<p>Food items: <i>du pain (bread), du fromage (cheese), de la lemonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes)</i> <i>Qu'est-ce que tu veux? (What do you want?)</i> <i>Je voudrais (I would like)</i></p> <p>Using money: <i>C'est combien? (how much is it), c'est ... euros (it's ... euros)</i></p> <p>Party activities: <i>on boit (we are drinking), on mange (we are eating), on danse (we are dancing), on chante (we are singing), on s'amuse (we are having fun)</i> <i>Qu'est-ce qu'on fait pour la fête (What are we doing for the party?)</i></p> <p>Opinions: <i>c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird)</i> <i>La fête, c'est bizarre (the party is weird).</i></p>	<p>Ask what someone wants. Say what you want. Talk about food using partitive article. Ask how much something costs. Use 'on' to talk about first person plural activities. Give basic opinions about activities and food.</p>