



MEDIUM TERM PLANNING: YEAR 4, TERM 1



About this Unit:

In this unit, children learn some transport vocabulary. They learn the days of the week and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language. They also In this unit children continue to gain confidence in manipulating numbers and they learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy.

Vocabulary:

- recognise the phrases for modes of transport and say how they get to school.
- locate some countries where the target language is spoken and say their names
- say where they would like to go
- say what the weather is like
- match activities to weather
- learn the days of the week
- expressing likes and dislikes of food and toys
- numbers 21–39
- simple prices in euros
- learn toy shop vocabulary
- perform a simple role play

Grammar:

- Practice question forms
- Use the verb "to be" in the present tense
- Use the verb "to go" with the first person in the present tense
- Make sentences using two ideas

Phonics:

French: au/eau, qu, i, un

Spanish: au (autobús); revision of vowel sounds a, e, i, o, u and z and j

German: ei, ig, ch, zw, d as in und

Links to the KS2 Programme of Study in England

Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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 • Describe places and things and orally and in writing

Links to the Curriculum for Excellence in Scotland

MLAN 2-01a, 2-01b, 2-01c, 2-02a, 2-03a, 2-04a, 2-05a, 2-05b, 2-11b

Links to the Welsh Curriculum

I can use a range of simple vocabulary• I can use basic phrases to talk about likes and dislikes• I can ask basic questions to gather simple information from others and I can respond to these questions when asked• I can repeat words and phrases, copying accurate accent and pronunciation• I can learn, memorise and use familiar spelling• I can use my glossary or dictionary when checking spelling• I can copy words and phrases accurately and legibly.

Links to the Irish Curriculum

I can recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions• I can understand the general sense of a text on familiar topics• I can pronounce words accurately enough to be understood, with appropriate intonation• I can understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events• I can take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary• i can write a series of phrases and sentences linked with simple connectors such as but, and, or, as

Cross Curricular Links

Primary Framework for Mathematics: Handling data; Y4 – answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts using ICT where appropriate. ICT: Exchanging and sharing information: pupils should be taught: how to share and exchange information in a variety of forms, including e-mail. 5b Work with others to explore a variety of information sources and ICT tools (for example, searching the internet for information about a different part of the world). Geography: 2a Pupils should be taught to use geographical vocabulary. 7a Pupils should study at a range of scales – local, regional and national.



MEDIUM TERM PLANNING: YEAR 4, TERM 2



About this Unit:

In this unit the children will work on sounds and spellings. They will continue to gain confidence in manipulating numbers. They will learn some common adjectives and revise how to make simple feminine agreements. The unit is based on a song that tells the story of Little Red Riding Hood.

Vocabulary:

- Introduce characters from the story
- Interpret and organise information and develop memory strategies
- Listen and respond to words and phrases with actions.
- Make links between words and looking for patterns
- Identify similarities and differences
- Promote understanding of properties and attributes of words
- Develop reasoning skills and knowledge about language
- Read and act out a story in the TL and perform a role play with a partner
- Perform the story in front of an audience
- Some sports and activities
- Some items of food
- The days of the week
- Saying whether food and drinks are good or bad for your health

Grammar:

- Adjectival agreement and adjectival endings
- Practice gender and number of nouns
- Recall and describe the agreement between nouns and adjectives.
- Names of sports with the verbs 'to play' and 'to do'

Phonics:

French: revise sounds to date
Spanish: revise sounds to date
German: revise sounds to date

Links to the KS2 Programme of Study in England

Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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 • appreciate stories, songs, poems and rhymes in the language • Describe things orally and in writing

Links to the Curriculum for Excellence in Scotland

MLAN 2-01a, 2-01b, 2-01c, 2-02a, 2-03a, 2-04a, 2-05a, 2-05b, 2-11b

Links to the Welsh Curriculum

I can use a range of simple vocabulary • I can use basic phrases to talk about likes and dislikes • I can ask basic questions to gather simple information from others and I can respond to these questions when asked • I can repeat words and phrases, copying accurate accent and pronunciation • I can learn, memorise and use familiar spelling • I can use my glossary or dictionary when checking spelling • I can copy words and phrases accurately and legibly.

Links to the Irish Curriculum

I can recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions • I can understand the general sense of a text on familiar topics • I can pronounce words accurately enough to be understood, with appropriate intonation • I can understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events • I can take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary • I can write a series of phrases and sentences linked with simple connectors such as but, and, or, as

Cross Curricular Links

ICT 1a Talk about what information they need and how they can find and use it (for example, searching the internet or a CD ROM, using printed material, asking people). 3a Share and exchange information in a variety of forms, including e-mail (for example, displays, posters, animations, musical compositions). 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (for example, work for presentation to other pupils, writing for parents, publishing on the internet). Science: SC2 Humans and other animals; 2b) Children should be taught about the need for food for activity and growth, and about the importance of an adequate and varied diet for health.



MEDIUM TERM PLANNING: YEAR 4, TERM 3



About this Unit:

This unit is based on 'Brown Bear' by Eric Carle. The children learn to describe the animals in the book and talk about their natural habitats.

The children will also learn more phrases about the weather as well as how to say the temperature (including using negative numbers). Aesop's fable The Wind and the Sun is used. The children learn the names of some common articles of clothing and relate these to the weather.

Vocabulary:

- Names of animals and some animal habitats
- Adjectives to describe animals
- Some adverbs
- Listen to a story in the target language and understand key points
- Be able to describe animals using adjectives of colour
- Begin to understand adjectival agreement
- Identify similarities and differences
- Promote understanding of properties and attributes of words
- Develop reasoning skills and knowledge about language
- Weather phrase
- Names of items of clothing
- Understand and begin to use numbers 20-49 in the target language

Grammar:

- Practice of adjectival agreement
- Learn how to use adverbs
- Understand the agreement of simple nouns and adjectives
- Pronounce the feminine form of some adjectives appropriately
- Use the knowledge of grammar from this unit to build sentences.

Phonics:

French: revise sounds to date
Spanish: revise sounds to date
German: revise sounds to date

Links to the KS2 Programme of Study in England

Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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 • Describe places and things and orally and in writing • Understand basic grammar appropriate to the language being studied • Appreciate stories, songs, poems and rhymes in the language

Links to the Curriculum for Excellence in Scotland

MLAN 2-01a, 2-01b, 2-01c, 2-02a, 2-03a, 2-04a, 2-05a, 2-05b, 2-11b

Links to the Welsh Curriculum

I can use a range of simple vocabulary • I can use basic phrases to talk about likes and dislikes • I can ask basic questions to gather simple information from others and I can respond to these questions when asked • I can repeat words and phrases, copying accurate accent and pronunciation • I can learn, memorise and use familiar spelling • I can use my glossary or dictionary when checking spelling • I can copy words and phrases accurately and legibly.

Links to the Irish Curriculum

I can recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions • I can understand the general sense of a text on familiar topics • I can pronounce words accurately enough to be understood, with appropriate intonation • I can understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events • I can take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary • I can write a series of phrases and sentences linked with simple connectors such as but, and, or, as

Cross Curricular Links

Science: Knowledge, skills and understanding; Living things in their environment; Pupils should be taught: 5a about ways in which living things and the environment need protection. Adaptation; 5b about the different plants and animals found in different habitats.