



**Curriculum Plans – Year 4 – French - Academic Year 2023/24**

Please find below a detailed outline of the curriculum in French covered in Year 4 in Key Stage 2.

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7
Topic	<p><b>Getting toknow you</b></p> <ul style="list-style-type: none"> <li>• greetings</li> <li>• feeling</li> <li>• introduce yourself</li> <li>• habitats</li> </ul> <p>Students will learn how to introduce themselves and say where they live.</p>	<p><b>Town and shopping</b></p> <ul style="list-style-type: none"> <li>• places in towns</li> <li>• shops</li> <li>• grocery items</li> <li>• breakfast</li> </ul> <p>Students will experience shopping situations in French.</p>	<p><b>Travelling and directions</b></p> <ul style="list-style-type: none"> <li>• types of transport</li> <li>• directions</li> </ul> <p>Students will learn to talk about transports, to give and follow directions.</p>	<p><b>Calendar and celebration</b></p> <ul style="list-style-type: none"> <li>• numbers 0-40</li> <li>• days and months revision</li> <li>• calendar and celebrations</li> <li>• birthday</li> </ul> <p>Students will explore French celebrations and birthday parties' traditions.</p>	<p><b>Time and day</b></p> <ul style="list-style-type: none"> <li>• time</li> <li>• routines</li> <li>• activities</li> </ul> <p>Students will learn how to talk about their daily routine.</p>	<p><b>My home and family</b></p> <ul style="list-style-type: none"> <li>• family members</li> <li>• pets</li> <li>• zoo</li> </ul> <p>Students will learn how to describe their families and animals.</p>	<p><b>Holidays and hobbies</b></p> <ul style="list-style-type: none"> <li>• destination</li> <li>• weather</li> <li>• suitcase</li> <li>• activities</li> </ul> <p>Students will learn how to talk about their holidays and hobbies.</p>
Academic themes	<p><b>Planning for tomorrow</b></p> <p>The themes of "getting to know you" and "planning for tomorrow" in language learning intertwine as they encourage learners to understand cultural context and interpersonal skills while simultaneously equipping them with linguistic tools for meaningful future-oriented conversations, fostering a comprehensive language acquisition experience.</p>	<p><b>The world around us</b></p> <p>Exploring "town and shopping" in language learning immerses students in the "world around us" by enabling them to engage with real-life situations and cultural exchanges, fostering practical language skills and a broader understanding of the global community.</p>	<p><b>Better together</b></p> <p>Studying "travelling and directions" in language learning exemplifies the notion that we are "better together" as it encourages collaboration and effective communication in unfamiliar locations, enhancing language proficiency and interpersonal skills.</p>	<p><b>The working world</b></p> <p>Understanding "calendar and celebrations" in language learning empowers students to appreciate cultural nuances and effectively navigate professional interactions in "the working world," promoting cross-cultural competence within the context of employment.</p>	<p><b>Opportunities for everyone</b></p> <p>Integrating "time and day" into language learning facilitates inclusive scheduling and fosters the concept of "opportunities for everyone," as it ensures equitable access to language education, regardless of learners' availability.</p>	<p><b>Keep it green, keep it clean</b></p> <p>Incorporating "my home and family" into language learning reinforces the principles of "keep it green and clean" by encouraging eco-conscious practices within the household, thus intertwining language acquisition with environmental responsibility within a familial context.</p>	<p><b>Healthy body, healthy mind</b></p> <p>Integrating "holidays and hobbies" into language learning aligns with the theme of a "healthy body and mind" by promoting leisure activities that contribute to well-being, fostering a comprehensive language acquisition experience that encompasses physical and mental health.</p>