Modern Foreign Language (French) **Year 4** **Spring 1**

Subject Purpose

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Content Area

Understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.

Context

This unit uses the familiar story of Goldilocks and the Three Bears to help pupils decode longer pieces of spoken and written French. Children learn to identify cognates, use phonics to support pronunciation, and understand new vocabulary in context. They build towards writing and presenting their own short version of the story in French.

Key Vocabulary

Boucle d'or – Goldilocks les trois ours – the three bears papa ours – father bear maman ours – mother bear bébé ours – baby bear une maison – a house une forêt – a forest le grand bol / le moyen bol / le petit bol – big / medium / small bowl le grand lit / le moyen lit / le petit lit – big / medium / small bed la grande chaise / la moyenne chaise / la petite chaise – big / medium / small chair dur – hard mou – soft sucré – sweet salé – salty grand / basse – tall / low juste comme il faut – just right Le grand bol était trop salé. – The big bowl was too salty. Le moyen lit était trop mou. – The medium bed was too soft. La petite chaise était juste comme il faut. – The small chair was just right

Extended Opportunities:

Retelling the story using picture, word and phrase cards
Acting out scenes from the story
Comparing English and French versions of the tale
Using cognates and phonics to decode unfamiliar vocabulary

Knowledge

- Recognise and understand key vocabulary from the story.
- Decode longer spoken and written texts using:
- cognates
- picture clues
- phonics patterns
- word and phrase cards
- Understand key phonics features:
- I sound in petit, lit, il
- ILLE sound in fille
- Silent letters (final s in fois, final t in et, forêt)
- Liaison (e.g., ils ont)
- Retell the story using simple sentences and familiar structures.
- Write a short version of the story using vocabulary and phrases learned.

Skills

- Listen attentively to a longer narrative in French.
- Use strategies to decode unknown language (cognates, context, images).
- Read and understand short phrases and sentences from the story.
- Build and adapt sentences to create a simple narrative.
- Present a short story orally with increasing confidence and accuracy.

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Learning Objectives					
To listen to and understand the story of Goldilocks and the Three Bears in French.	To learn and retain new vocabulary from the story using word-level activities.	To understand and recall key phrases from the story.	To begin writing their own version of Goldilocks using vocabulary and phrases from the unit.	To complete a written version of the story using accurate vocabulary and structures.	To revise all vocabulary and structures from the unit and present their version of the story.
Pupils hear the full story in French and use picture cards, cognates and context clues to understand meaning. They begin to recognise repeated structures and key vocabulary.	Children revisit the story and focus on key nouns and adjectives using word cards. They practise pronunciation, matching tasks and vocabulary recall games.	Pupils work with short phrases taken from the text, learning how to decode and understand them. They practise reading aloud, matching phrases to images and identifying familiar structures.	Children use word and phrase banks to construct simple sentences retelling the story. They focus on accuracy, structure and using familiar language confidently.	Pupils continue writing their story, adding detail and improving accuracy. They rehearse reading their version aloud in preparation for presenting it.	Children complete a short assessment and present their story orally. They demonstrate their ability to decode, write and retell a familiar narrative in French.

