

# YEAR 4 – What’s the weather?

	EYFS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Listening Skills</b>	<p>The three <b>Prime ELGS of Communication and Language, PSED and Physical Development</b> provide the foundations of which all other learning is built upon.</p> <p>No <b>Specific ELG</b> links.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of <b>individual letters</b> and <b>groups of letters</b> (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
<b>Speaking Skills</b>		<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between <b>pronunciation and spelling</b>.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply <b>phonic knowledge</b> to support speaking (also reading and writing).</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use <b>connectives</b> to link together what they say so as to add fluency.</p>
<b>Reading Skills</b>		<p>Recognise and understand familiar written words and short phrases (e.g. <b>basic nouns</b> and first person "I" form of <b>simple verbs</b>) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school).</p>
<b>Writing Skills</b>		<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use <b>verbs</b> in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use <b>verbs</b> in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</p>

					Identify and correctly use <b>adjectives</b> (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of <b>adjectival agreement</b> (where relevant).
<b>Grammar Skills</b>		Start to understand the concept of <b>gender</b> (masculine and feminine) and how this is shown in the language being studied.	Understand the concept of <b>gender</b> (masculine and feminine) and which <b>article</b> (definite or indefinite) to use correctly with different <b>nouns</b> .  Become familiar with and begin to use the <b>negative form</b> .  Begin to look at what a <b>fully conjugated verb</b> looks like.	Understand the concept of <b>gender</b> (masculine and feminine) and which <b>article</b> (definite or indefinite) to use correctly with different <b>nouns</b> .  Use the <b>negative form, possessives</b> and <b>connectives</b> .  Understand what the different parts of a <b>fully conjugated verb</b> look like and what each of the <b>personal pronouns</b> are.	Understand the concept of <b>gender</b> (masculine and feminine) and which <b>article</b> (definite or indefinite) to use correctly with <b>different nouns</b> .  Understand what the different parts of a <b>conjugated verb</b> look like, know what each of the <b>personal pronouns</b> are, understand a <b>verb stem</b> and the different endings (where appropriate) for the main types of <b>verbs</b> .  Be able to identify and correctly use <b>adjectives</b> (e.g. colours or size) and <b>connectives</b> and understand the <b>concept of adjectival agreement</b> (where relevant).

### COMPOSITES

- AT1 - Listen attentively to spoken language and show understanding by joining in and responding.
- AT3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- AT4 - Speak in sentences, using familiar vocabulary, seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- AT5 - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- AT6 - Present ideas and information orally to a range of audiences.
- AT7 - Read carefully and show understanding of words, phrases and simple writing.
- AT9 - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- AT10 - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- AT 11 - Describe people, places, things and actions orally and in writing.




### COMPONENTS

	1	2	3	4	5	End Point
	Can I begin to talk about the weather?	Can I repeat and recognise the vocabulary for weather in French?	Can I ask and say what the weather is like today?	Can I create a French weather map?	Can I describe what the weather is like in different regions of France, using a weather map with symbols?	End of Unit assessment  Children will be able to complete the end of unit

							<b>assessment successfully.</b>
	<b>CONCEPTS</b> <a href="#">Link to concept map</a>	COMMUNICATION	COMMUNICATIO N	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATIO N
	<b>SKILLS</b>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p>

	<p>opinions using familiar topics and vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary. Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p>	<p>convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary. 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Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of</p>	<p>Understand and express simple opinions using familiar topics and vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary. 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	<b>KNOWLEDGE</b>	9 different phrases for describing the weather.	9 different phrases for describing the weather	9 different phrases for describing the weather. Days of the week.	9 different phrases for describing the weather. Days of the week. Points of the compass.	9 different phrases for describing the weather. Days of the week. Points of the compass.	<b>ALL KNOWLEDGE TAUGHT IN THIS UNIT</b>
	<b>LESSON LINK</b>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/52/208/4/1651582502.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/52/208/4/1651582502.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/52/209/4/1673973621.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/52/209/4/1673973621.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/52/211/4/1673973833.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/52/211/4/1673973833.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/52/214/1673973833.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/52/214/1673973833.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/52/212/4/1673973934.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/52/212/4/1673973934.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/52/213/4/1651585568.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/52/213/4/1651585568.pdf</a>
	<b>PROGRESSIVE VOCABULARY</b>	Quel temps fait-il? Il pleut. Il neige. Il y a du vent. Il y a un orage. Il y a du soleil. Il fait chaud. Il fait froid. Il fait beau. Il fait mauvais.	Quel temps fait-il? Il pleut. Il neige. Il y a du vent. Il y a un orage. Il y a du soleil. Il fait chaud. Il fait froid. Il fait beau. Il fait mauvais.	Vendredi il y a du soleil. Samedi il y a du vent. Lundi il fait beau temps. Mercredi il fait froid. Mardi il y a du vent mais il fait aussi chaud. Dimanche il fait froid et il neige.	Quel temps fait-il? Il pleut. Il neige. Il y a du vent. Il y a un orage. Il y a du soleil. Il fait chaud. Il fait froid. Il fait beau. Il fait mauvais. Quel temps fait-il	Madame Monsieur Mademoiselle TFI Canal + France 2 France 3 Arte il y a du vent il y a un orage il y a du soleil il pleut il neige il fait froid il fait chaud il fait beau il fait mauvais en plus	All vocabulary taught in the unit.

			<p>Quel temps fait-il aujourd'hui ?</p> <p>Jedi il y a du soleil, il fait chaud et il fait beau.</p> <p>aujourd'hui ? Dans le nord.. Dans le sud. Dans le centre. Dans l'ouest. Dans l'est. Le temps. De la France.</p>	<p>après aussi finalement dans le nord de la France dans le sud de la France dans le centre de la France dans l'ouest de la France dans l'est de la France</p>			
	<b>CURRICULUM EXPERIENCES</b>		  	<p>At some point in the unit children could record a weather report for parents to watch on the school website (make sure to comply with GDPR).</p>			
	<b>END POINT</b>	<p>To recognise and recall nine different phrases for describing weather in the French language.</p>	<p>To further consolidate the nine different phrases introduced last lesson and use the phrases with more confidence.</p>	<p>To recognise the nine key phrases for describing weather when they are spoken and written down.</p>	<p>To describe the weather in different parts of the Country in French, using a weather map with symbols.</p>	<p>To confidently use all vocabulary taught so far in the unit by pretending to be French weather presenters to give a weather forecast.</p>	<p>To ask what the weather is like and to describe the weather in different areas of France in French using nine key phrases and compass points and to use this new knowledge to read and understand a French weather map.</p>