



# Year 5: French



## Autumn 1 – Pleased to Meet You

Overview of unit:	Vocabulary	Phonics	Grammar
In this unit children will have the chance to recap their prior knowledge from year 3 and 4 of areas such as spellings and jobs. They will learn to express their emotions and talk about the future. Through listening to a simple story of a traditional fable, they will practise using the future tense.	<ul style="list-style-type: none"> <li>Recap of greetings</li> <li>Professions</li> <li>emotions</li> </ul>	<ul style="list-style-type: none"> <li>Identify the graphemes for each sound in the word.</li> <li>Practice connecting the meaning of the word to its sound.</li> <li>Able to spell names using French alphabet pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Use the future tense to say what job they would like in the future.</li> <li>Say names of accents</li> <li>Choose masculine or feminine adjective to describe emotions.</li> </ul>

### Sequence of learning

- Listen to a story in French picking out new vocabulary.
- Write a paragraph describing themselves or someone else.

#### Prior Learning.

They will be applying previous skills and knowledge from Years 3 and 4 such as spelling words using French alphabet and introducing themselves.

## Autumn 2 – All About Ourselves

Overview of unit:	Vocabulary	Phonics	Grammar
In this unit children will learn the vocabulary for body parts and how to describe hair and eyes using colours. They will be able to name types of clothing and be able to describe a wide range of emotions.	<ul style="list-style-type: none"> <li>Children will apply phonic knowledge to learn vocabulary of body parts, colours of hair and eyes.</li> <li>types of clothing</li> <li>emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Sound g in genou</li> <li>Sound r in rouge</li> <li>Sound ch in chaussures, chaussettes.</li> <li>Identify the graphemes for each sound in the word.</li> <li>Practice connecting the meaning of the word to its sound.</li> </ul>	<ul style="list-style-type: none"> <li>Children will attempt to use nouns and adjectives accurately to describe hair and eye colour.</li> <li>They will learn to conjugate the verb porter.</li> <li>They will use the pronoun je with a variety of verbs.</li> </ul>

### Sequence of learning

- Children will write 2 to 3 sentences to describe the clothes and body parts of a character.
- Children will take part in brief pre-prepared role plays describing their emotions.

#### Prior Learning.

They will have knowledge from previous units about clothes, the body and emotions.

## Spring Term 1 – That’s Tasty

Overview of unit:	Vocabulary	Phonics	Grammar
<p>This unit gives the children the opportunity to learn key vocabulary related to food and drink. They will offer opinions on what they like to eat for breakfast, fillings for sandwiches and toppings for pizzas. They will look at opening and closing times of restaurants</p>	<p>Children will use repetition to learn the vocabulary of</p> <ul style="list-style-type: none"> <li>hot and cold drinks</li> <li>breakfast foods</li> <li>bread and sandwich fillings</li> <li>pizza toppings</li> <li>adjectives to describe foods.</li> <li>the vocabulary of telling the time to o'clock and half past.</li> </ul>	<ul style="list-style-type: none"> <li>je sound</li> <li>Silent h in heures</li> <li>Silent letters at the end of pain, croissant, jus d'orange.</li> <li>Identify the graphemes for each sound in the word.</li> <li>Practice connecting the meaning of the word to its sound.</li> </ul>	<ul style="list-style-type: none"> <li>Children will use nouns and adjectives accurately to describe foods.</li> <li>They will be able to give an opinion Je voudrais</li> <li>They will be able to say some using the correct form de la, du, des</li> </ul>

### Sequence of learning

- Children will listen and try to understand what is being ordered in the café.
- They will use dictionaries to translate and expand vocabulary.
- They will have the opportunity to ask and answer simple questions and offer opinions.

#### Prior Learning.

They will already have been introduced to the vocabulary of food and telling the time in units covered in Years 3 and 4.

## Spring Term 2 – Family and Friends

Overview of unit:	Vocabulary	Phonics	Grammar
<p>In this unit, children will apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will join in with rhymes and songs, identifying the rhyming words</p>	<p>Consolidate and expand their vocabulary on</p> <ul style="list-style-type: none"> <li>Animals</li> <li>Homes</li> <li>Family</li> <li>descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>Words with et sound but different spelling</li> <li>Picking out rhyming words u sound, a sound</li> <li>Animal sounds</li> <li>Identify the graphemes for each sound in the word.</li> <li>Practice connecting the meaning of the word to its sound.</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives (ma, mon, mes, son, sa, ses)</li> <li>Use conjunctions to join two sentences.</li> </ul>

### Sequence of learning

- Children create their own song by adding own words into On that Farm there was...
- Children use dictionaries to extend vocabulary of furniture- learn how to find out if word is le or la from dictionary.

#### Prior Learning.

They will build on topic areas of animals, homes and family which have been covered in previous units.

## Summer 1 – School Life

Overview of unit:	Vocabulary	Phonics	Grammar
<p>This half term children will learn about the subjects studied at school, classroom furniture and equipment. They will be able to offer preferences on subjects and learn some everyday phrases used in a classroom.</p>	<ul style="list-style-type: none"> <li>• Opportunities to use greetings</li> <li>• numbers up to 100</li> <li>• shapes</li> <li>• school subjects</li> <li>• school equipment and classroom furniture.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the graphemes for each sound in the word.</li> <li>• Practice connecting the meaning of the word to its sound.</li> <li>• ique ending in mathématiques, musique, l'éducation physique</li> <li>• qu in quatre, quatorze, quarante</li> </ul>	<ul style="list-style-type: none"> <li>• Use pronouns il and elle to replace a person's name.</li> <li>• Use a comparative adverb to compare school subjects.</li> <li>• Use prepositions to describe where classroom objects are.</li> </ul>

### Sequence of learning

- Children have a conversation, offering their preferences on school subjects.
- Use online translator or dictionaries to find phrases used in school. Eg. Can I have a drink? Read a book?

#### Prior Learning.

In Year 3 children had a unit called "Our School" where they were introduced to school subjects and equipment.

## Summer 2 – Time Travelling

Overview of unit:	Vocabulary	Phonics	Grammar
<p>In this unit, children will learn how the numbers they know can be combined to make large numbers so that they can say dates of events in history. They will learn about some of the main historical events in France.</p>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• dates of key events</li> <li>• famous events and people in France's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the graphemes for each sound in the word.</li> <li>• Practice connecting the meaning of the word to its sound.</li> <li>• Cent, cinq, cinquante</li> <li>• Six, dix</li> <li>• mille</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugate the verb avoir to say people's ages.</li> <li>• Use the past tense to say when they were born.</li> <li>• Use pronouns il and elle to say when people in the past were born and died.</li> </ul>

### Sequence of learning

- Children will be able to say and write the date in French.
- They will listen to large numbers and be able to translate them into English.

#### Prior Learning.

They will be able to apply previous knowledge of numbers and dates.