



Primary Languages Curriculum

Year 5

Progression through the National Curriculum in Primary Languages

Key stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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
- present ideas and information orally to a range of audience
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Key Stage 2		Year 5 – Autumn 1
My Home (Chez Moi)	<p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • 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 • present ideas and information orally to a range of audience • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	
Prior Learning		Future Learning
<p>Phonics</p> <ul style="list-style-type: none"> • E grapheme (Year 4 – The Weather) • EAU grapheme (Year 4 – The Weather) • Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears) • Elision – (Year 3 – I Am Learning French and Vegetables, Year 4 – In The Classroom and The Weather) <p>Grammar (Year 4)</p> <ul style="list-style-type: none"> • Better understand the concept of gender and which articles to use for meaning (<u>EG</u>: 'the', 'a' or 'some'). Introduce simple adjectival agreement (<u>EG</u>: adjectival agreement when describing nationality), the negative form and possessive adjectives. <u>EG</u>: 'In my pencil case I have...' or 'In my pencil case I do not have.. <p>Vocabulary</p> <ul style="list-style-type: none"> • Vocabulary (Je suis, J'ai, Je m'appelle) – (Year 3 – I am learning French and Animals, Year 4 – In The Classroom) 		<p>Phonics</p> <ul style="list-style-type: none"> • E sound (Year 5 – Do you have a pet, habitats, The Date, Clothes) • EAU sound (Year 5 – Do you have a pet, Habitats, Clothes) • Elision – (Year 5 - Do you have a pet?, Year 6 – School) • Silent letters (Year 5 – Clothes, Do you have a pet?, The Date, Habitats, Olympics, Year 6 – School, The weekend, Healthy lifestyle, Me in my world) <p>Grammar (Year 6)</p> <ul style="list-style-type: none"> • Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (<u>EG</u>: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <u>EG</u>: 'to go', 'to do', 'to have' and 'to be'.
Three pillars of language (phonics, grammar, and vocabulary)		
Phonics		
<ul style="list-style-type: none"> • E sound in appartement • EAU sound in bureau • Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. • Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. 		

Grammar

- Indefinite articles, negative & high frequency verbs.
- Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure.

Vocabulary

- The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks.

By the end of this unit pupils will be able to:

- Say whether they live in a house or an apartment and say where it is.
- Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.
- Tell somebody in French what rooms they have or do not have in their home.
- Ask somebody else in French what rooms they have in their home.
- Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	<p>Flashback 4: Speaking</p> <ol style="list-style-type: none"> Can you say the following phrases in French? Je joue du violin, Je joue du triangle, Je joue de la guitare <p>Listening</p> <ol style="list-style-type: none"> Which of these words is not a verb? (soeur, trois, joue, chanter) <p>Reading Salut! Je m'appelle Pierre et j'habite à Saint-Malo en France.</p> <ol style="list-style-type: none"> Where does Pierre live? <p>Writing</p> <ol style="list-style-type: none"> Can you write the following French in phrase? 'Hello, I 	<p>Flashback 4: Speaking</p> <ol style="list-style-type: none"> Can you say any of the following in French? La sœur, Ma sœur, J'ai une sœur, Ma sœur s'appelle... <p>Listening</p> <ol style="list-style-type: none"> What am I able to do and not do? Je peux sauter mais je ne peux pas patiner. <p>Reading</p> <ol style="list-style-type: none"> What does this sentence mean? 'chez moi il n'y a pas de jardin. <p>Writing</p> <ol style="list-style-type: none"> Can you write the following phrase in French? 'I would 	<p>Flashback 4 Speaking</p> <ol style="list-style-type: none"> Can you say these phrases in French? 'Comment tu t'appelles? (Ca va mal, Je m'appelle, A plus tard, au revoir <p>Listening</p> <ol style="list-style-type: none"> How am I feeling today? Ca va mal, <p>Reading</p> <ol style="list-style-type: none"> What number comes after deux? (quatre, neuf, trois, dix) <p>Writing</p> <ol style="list-style-type: none"> Can you write these numbers in French? 8, 5, 2. 	<p>Flashback 4 Speaking</p> <ol style="list-style-type: none"> Can you say these phrases in French? Je suis in cheval, Je suis un oiseau, Je suis un mouton <p>Listening</p> <ol style="list-style-type: none"> Which one of these words is white? (Noir, blanc, jaune, Gris) <p>Reading</p> <ol style="list-style-type: none"> How old is my sister? J'ai une soeur. Ma soeur s'appelle Alice. Ma soeur a dix ans. <p>Writing</p> <ol style="list-style-type: none"> Can you write the phrase in French 'I am able to swim but I am not able to 	End of unit assessment – My home

	am good thank you' in French. Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'	like a salad and a tea please'. Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'		draw.' Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'
Learning Intention	To know different types of homes and locations.	To know and describe some of the rooms in a house.	To know and describe some of the rooms in a house.	To describe you house in French.	To write about your house in French.
Key Vocabulary	U habites-tu? J'habite dans... Une maison Un appartement En ville A la campagne A la montagne Au bord de la mer Dans un village	Chez moi il y a... Une cuisine Une salle a manger Une salle de bains Une buanderie Et	Un sous-sol Un bureau Un salon Un garage Un jardin	Chez moi il y a Chez moi il n'y a pas de Et Un salon Un garage Une chambre Un Jardin Une cuisine Un sous-sol Une buanderie	Chez moi il y a Chez moi il n'y a pas de Et Mais Il ya a Il n'y a pas Un salon Un garage Une chambre Un Jardin Une cusine Un sous-sol Une buanderie
Possible evidence	Speaking and listening: With partner, children to match the picture with the word. Writing: Using the pictures provided, children to write the correct sentences.	Speaking, listening and reading: Children to read the sentences and match them to the correct picture.	Speaking and listening: Children look at the rooms and label them with their partner. Writing: Children write the names of each room next to the picture.	Reading: Children to look at the picture of the house and to identify which four rooms have not been used.	Writing: Children to draw the rooms in the house and write a sentence with 'Il ya a' and 'il n'y a pas'

Key Stage 2		Year 5 – Autumn 2
As-tu un animal? Do you have a pet?	National Curriculum objectives: <ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - 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 	

	<ul style="list-style-type: none"> - present ideas and information orally to a range of audiences - read carefully and show understanding of words, phrases and simple writing - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally and in writing
Prior Learning	Future Learning
Phonics <ul style="list-style-type: none"> • E/ É sound (Year 5 – The Weather, My Home) • Eau sound (Year 4 – The weather, Year 5 – My Home) • Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home) • Elision – (Year 3 – I Am Learning French and Vegetables, Year 4 – I am presenting, In The Classroom and The Weather) • H Aspire (Year 3 – Vegetables) Grammar (Year 4) <ul style="list-style-type: none"> • Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have.. Vocabulary <ul style="list-style-type: none"> • Name of basic animals (Animals – Year 3) 	Phonics <ul style="list-style-type: none"> • E sound (Year 5 – Habitats, The date, Clothes) • EAU sound (Year 5 – Habitats, Clothes) • Elision – (Year 6 – School) • Silent letters (Year 5 - Clothes, The Date, Habitats, Olympics, Year 6 – School, The weekend, Healthy lifestyle, Me in my world) Grammar (Year 6) <ul style="list-style-type: none"> • Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
Three pillars of languages (phonics, grammar and vocabulary)	
Phonics	
<ul style="list-style-type: none"> • É sound in Cécile • E sound in je & de • EAU sound in oiseau • Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et & chat. 's' & 't' are often silent at the end of French words. • 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. • Elision 'Je n'ai pas d'oiseau'. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional 	
Grammar	
<ul style="list-style-type: none"> • Indefinite articles, high frequency verbs & negative. • Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, • je suis and j'habite. Indefinite articles/determiners un and une. • Negative structure je n'ai pas de/d... 	

Vocabulary

- Indefinite articles, high frequency verbs & negative.
- Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai,
- je suis and j'habite. Indefinite articles/determiners un and une.
- Negative structure je n'ai pas de/d...

By the end of this unit, pupils will learn how to:

- Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
- Tell somebody in French if they have or do not have a pet.
- Ask somebody else in French if they have a pet.
- Tell somebody in French the name of their pet.
- Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> 1. Can you say the following phrases in French? 'Je m'appelle J'ai ans. J'habite à Je suis anglais' <p>Listening</p> <ol style="list-style-type: none"> 2. Does Pierre live in an apartment or a house? <p>Salut! Je m'appelle Pierre et j'habite à Saint-Malo en France. J'habite dans une petite maison au bord de la mer.</p> <p>Reading</p> <ol style="list-style-type: none"> 3. How old is Marie? Je m'appelle Marie. J'ai sept ans. J'habite à Londres. <p>Writing</p> <ol style="list-style-type: none"> 4. Can you write the following phrases in 	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> 1. Can you say the following phrases in French? 'Je m'appelle Patrick. J'ai neuf ans. J'habite à Manchester. Je suis anglais' <p>Listening</p> <ol style="list-style-type: none"> 2. What can I not do? Je ne peux pas parler français. <p>Reading</p> <ol style="list-style-type: none"> 3. Can you match the pictures up to the phrases? Je suis un cheval, Je suis un singe, Je suis une vache, Je suis un canard <p>Writing</p> <ol style="list-style-type: none"> 4. Can you write the following phrase in French? In my 	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> 1. Can you say the following phrases in French? 'Chez moi il y a une chambre, Chez moi il y a un garage, Chez moi il y a un bureau. <p>Listening</p> <ol style="list-style-type: none"> 2. What would I like to order? <p>Bonjour ! Je voudrais une part de quiche, une limonade et une part de gâteau au rucksack chocolat s'il vous plaît. Merci !</p> <p>Reading</p> <ol style="list-style-type: none"> 3. Where does Marine live? Je m'appelle Marine. J'ai neuf ans et j'habite à Nice. <p>Writing</p> <ol style="list-style-type: none"> 4. Can you write the 	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> 1. Can you say the following phrases in French? Ma mère s'appelle ... Mon père s'appelle ... J'ai un frère. J'ai une sœur. <p>Listening</p> <ol style="list-style-type: none"> 2. What is the weather like in the North of France? J'habite dans le nord de la France. Il fait mauvais. Il y a du vent et il fait froid. <p>Reading</p> <ol style="list-style-type: none"> 3. What is incorrect in this sentence? Je m'appelle Edward. Je joue des cymbales et Je joue du batterie. <p>Writing</p> <ol style="list-style-type: none"> 4. Can you write the following phras in 	End of unit assessment – do you have a pet?

	<p>French? I am wearing a blue t-shirt, I am wearing red trousers.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>pencil case, I do not have a pencil and a calculator.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>following phrase in French? I would like a kilo of mushrooms and a kilo of carrots.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>French? I like apricots but I don't like plums.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>
Learning Intention	To know nouns and articles for common pets.	To say which pet I have.	To say the name of my pet.	To say a pet I don't have.	To say and write complex sentences using a conjunction.
Key Vocabulary	<p>As-tu un animal?</p> <p>Un</p> <p>Une</p> <p>Une chien</p> <p>Un chat</p> <p>Un lapin</p> <p>Un oiseau</p> <p>Un hamseter</p> <p>Un poisson rouge</p> <p>Une tortue</p> <p>Une souris</p>	<p>J'ai</p> <p>Un</p> <p>Une</p> <p>Une chien</p> <p>Un chat</p> <p>Un lapin</p> <p>Un oiseau</p> <p>Un hamseter</p> <p>Un poisson rouge</p> <p>Une tortue</p> <p>Une souris</p> <p>et</p>	<p>J'ai</p> <p>Qui s'appelle</p>	<p>J'ai</p> <p>Je n'ai pas de</p> <p>Je n'ai pas d'</p>	<p>J'ai</p> <p>Je n'ai pas de</p> <p>Je n'ai pas d'</p> <p>Qui s'appelle</p> <p>Mais</p>
Possible evidence	<p>Speaking, listening and writing: Children use the pictures to label the pets displayed.</p> <p>Children listen to the class teacher say the name of the pets and they have to label which pet they can hear.</p> <p>Children start to label the correct article/determiner associated with the animal.</p>	<p>Speaking and listening: Children use the pictures to label the pets displayed. Children start to form their own sentences with 'J'ai' using the correct article/determiner.</p> <p>Reading and Writing: Children read the sentences which are displayed in French about which pet the characters own and then write these sentences in English.</p>	<p>Speaking and listening: Children answer the question As-tu un animal? (do you have a pet). They then start to name their pet e.g. 'J'ai un chat. Qui S'appelle Fido'. Children listen to the audio clips and label the pet the characters have with their names.</p>	<p>Speaking and listening: Children say which pet they have and don't have using the correct article linked to the noun in the sentence.</p> <p>Writing: Children write the correct using J'ai and Je n'ai pas de/d for each pet using a word bank.</p>	<p>Speaking and listening: Children use the pictures to say which pets they have and do not have using but "mais"</p>

Key Stage 2		Year 5 – Spring 1
La Date (The Date)	<u>National Curriculum objectives:</u> <ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - 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 - present ideas and information orally to a range of audiences - read carefully and show understanding of words, phrases and simple writing - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	
Prior Learning		Future Learning
Phonics <ul style="list-style-type: none"> • E/ É sound (Year 4 – The Weather, Year 5 – My home, Clothes Do you have a pet?) • Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?) • Guttural R (Year 3 – I am learning French, Fruits) Vocabulary <ul style="list-style-type: none"> • Numbers to 20 (Year 2, I am presenting – Year 5) Grammar (Year 4) <ul style="list-style-type: none"> • Better understand the concept of gender and which articles to use for meaning (<u>EG</u>: 'the', 'a' or 'some'). Introduce simple adjectival agreement (<u>EG</u>: adjectival agreement when describing nationality), the negative form and possessive adjectives. <u>EG</u>: 'In my pencil case I have...' or 'In my pencil case I do not have.. 		Phonics <ul style="list-style-type: none"> • E sound (Year 5 – Habitats, Clothes) • EAU sound (Year 5 – Habitats, Clothes) • Elision – (Year 6 – School) • Silent letters (Year 5 - Clothes, The Date, Habitats, Olympics, Year 6 – School, The weekend, Healthy lifestyle, Me in my world) • Guttural R (Year 5 – Clothes) Grammar (Year 6) <ul style="list-style-type: none"> • Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (<u>EG</u>: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <u>EG</u>: 'to go', 'to do', 'to have' and 'to be'. Vocabulary <ul style="list-style-type: none"> • Days of the week (Year 6 – The Weekend)
Three pillars of languages (phonics, grammar and vocabulary)		
Phonics		
<ul style="list-style-type: none"> • É sound in février, décembre • E sound in septembre & novembre • Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi. Made from the back of the mouth, not the front 		
Grammar		
<ul style="list-style-type: none"> • Ordinal & cardinal numbers. • To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd , 4th etc 		

Vocabulary

- The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is.

By the end of this unit, pupils will learn how to:

- Repeat and recognise the months of the year in French.
- Ask when somebody has a birthday and say when they have their birthday.
- Say the date in French.
- Create a French calendar.
- Recognise key dates in the French calendar.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> Can you say these phrases in French? Mon sac à dos, Dans mon sac à dos j'ai un livre, Je n'ai pas de gomme. <p>Listening</p> <ol style="list-style-type: none"> What is in my house? <i>Chez moi il y a une cuisine.</i> <i>Chez moi il y a un sous-sol.</i> <i>Chez moi il y a un jardin.</i> <p>Reading</p> <ol style="list-style-type: none"> Can you match the phrases to the following pictures. Une souris, un chat, un lapin, une tortue. <p>Writing</p> <ol style="list-style-type: none"> Can you write these phrases in French? I 	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> Can you say these phrases in French? Bonjour, Salut, Ça va?, Ça va bien. Ça va mal, Comme ci, comme ça. <p>Listening</p> <ol style="list-style-type: none"> Listen to the numbers I am going to shout out. Write these on your board. 8, 10, 13, 15, 20 <p>Reading</p> <ol style="list-style-type: none"> How old is Patrick? What is his nationality? Je m'appelle Patrick. J'ai neuf ans. J'habite à Manchester. Je suis anglais. <p>Writing</p> <ol style="list-style-type: none"> Can you write these phrases in French? Where do you live?, I live in 	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> Can you say these phrases in French? Comment tu t'appelles?, Je m'appelle..., Quel âge as-tu ?, J'ai ... ans. <p>Listening</p> <ol style="list-style-type: none"> Listen to the numbers I am going to shout out. Write these on your board. 4, 9, 11, 16, 18, 19 <p>Reading</p> <ol style="list-style-type: none"> What instruments do I play? Je joue du piano. Je joue de la flûte à bec. <p>Writing</p> <ol style="list-style-type: none"> Can you write these numbers in French? 7, 12, 14, 18 	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> Can you say these phrases in French? Je peux dessiner. Je ne peux pas nager. Je peux sauter mais je ne peux pas patiner. <p>Listening</p> <ol style="list-style-type: none"> What fruits do I like? What fruits don't I like? J'aime les fraises Je n'aime pas les pêches <p>Reading</p> <ol style="list-style-type: none"> Match the pictures to the phrases below. J'ai un taille-crayon, Je n'ai pas de règle, J'ai un crayon. <p>Writing</p> <ol style="list-style-type: none"> Can you write these phrases in 	End of unit assessment – The date.



	live in the East of France. It is sunny and it is warm.	Gainsborough, I am English.		French? I have a hamster. I have a dog called Fido.	
	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'
Learning Intention	To recognise, recall and spell the seven days of the week in French.	To recognise, recall and spell the twelve months of the year in French.	To recall numbers to 100 to support telling the time.	To say the date in French.	To learn how to ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?) in French
Key Vocabulary	Les jours de la semaine Lundi Mardi Mercredi Jeudi Vendredi Samedi Dimanche Aujourd'hui c'est quel jour ? Aujourd'hui c'est... Quel est ton jour préféré ? Mon jour préféré, c'est le..	Les mois Janvier Février Mars Avril Mai Juin Juillet Août Septembre Octobre Novembre Décembre	Numbers 1 to 30	Quelle est la date aujourd'hui? Aujourd'hui c'est...	C'est quand ton anniversaire? Mon anniversaire est le...
Possible evidence	Writing: Children produce a table with the today's date, date yesterday and day before.	Speaking and listening: Children to play buzz and to have a game of snap matching picture/ word in English to word in French.	Reading: Children read number words in French and matching them to the number.	Speaking, listening and Reading: Children on the calendar circle correct date.	Reading: Children read the sentences and circle the correct answer.

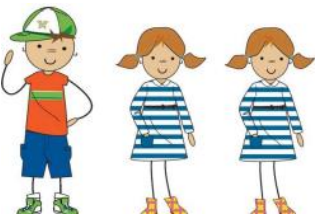
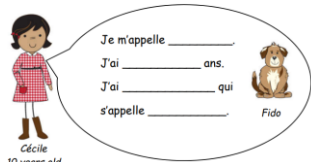

Key Stage 2		Year 5 – Spring 2
Les Habitates	<u>National Curriculum objectives:</u> - listen attentively to spoken language and show understanding by joining in and responding	

Habitats	<ul style="list-style-type: none"> - 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 - present ideas and information orally to a range of audiences - read carefully and show understanding of words, phrases and simple writing - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Cross curricular links: Science – Living things and their habitats.</p>
Prior Learning <p>Phonics</p> <ul style="list-style-type: none"> • E/ É sound (Year 4 – The Weather, Year 5 – My home, Do you have a pet?, The Date) • EAU sound (Year 4 – The Weather, Year 5 - My home, Do you have a pet?) • Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date) • Nasal sounds (Animals, instruments and I can– Year 3) <p>Grammar (Year 4)</p> <ul style="list-style-type: none"> • Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have.. <p>Vocabulary</p> <ul style="list-style-type: none"> • Name basic animals (Animals – Year 3, Do you own a pet – Year 5) 	Future Learning <p>Phonics</p> <ul style="list-style-type: none"> • E sound (Year 5 – Clothes) • EAU sound (Year 5 –Clothes) • Silent letters (Year 5 Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world) • Guttural R (Year 5 – Clothes, Year 6 – Planets) <p>Grammar (Year 6)</p> <ul style="list-style-type: none"> • Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
Three pillars of languages (phonics, grammar and vocabulary)	
Phonics	
<ul style="list-style-type: none"> • É sound in désert & ocean • E sound in le • EAU sound in chameau & eau • Silent letters. The children will hear and see that the 's' is not pronounced in les, habitats and arbres the 't' is not pronounced in désert. Both these consonants are often silent when at the end of French words. • Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). These sound do not exist in English and are made through the nose not the mouth! Words like grands, dans, buissons, requin, and singe. 	
Grammar	
<ul style="list-style-type: none"> • Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs. 	
Vocabulary	
<ul style="list-style-type: none"> • Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. 	
By the end of this unit, pupils will learn how to:	

- Say and write the key elements that animals and plants need to survive.
- Name the 5 most common types of habitats.
- Name an animal and a plant that live and grow in each type of habitat

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	<p>Flashback 4 Speaking</p> <p>Can you say these phrases in French?</p> <ol style="list-style-type: none"> 1. Je n'ai pas de trousse donc je n'ai pas de crayon, je n'ai pas de stylo et je n'ai pas de gomme. <p>Listening</p> <ol style="list-style-type: none"> 2. What would I like to order? <p>Je voudrais un croissant et trois parts de quiche.</p> <p>Reading</p> <ol style="list-style-type: none"> 3. Can you spot the mistakes in each word. <p>Bonjur, Je Vodrais, mersi, au revor.</p> <p>Writing</p> <ol style="list-style-type: none"> 4. The picture below shows how many brothers and sisters Jermain has. Can you write this in French? 	<p>Flashback 4 Speaking</p> <p>Can you say these phrases in French?</p> <ol style="list-style-type: none"> 1. Je suis un oiseau, Je suis un cheval, Je suis un lapin, Je suis un singe. <p>Listening</p> <ol style="list-style-type: none"> 2. How old is the Edouard? <p>Je m'appelle Edouard. J'ai huit ans. J'habite à Paris. Je suis français.</p> <p>Reading</p> <ol style="list-style-type: none"> 3. Where does Kazim live? <p>Bonjour! Je m'appelle Kazim et j'ai huit ans et j'habite en Tunisie avec ma famille.</p> <p>Writing</p> <ol style="list-style-type: none"> 4. Fill in the missing details below on the information given for the character. 	<p>Flashback 4 Speaking</p> <p>Can you say these phrases in French?</p> <ol style="list-style-type: none"> 1. Quand il fait froid je porte un manteau et une écharpe. <p>Listening</p> <ol style="list-style-type: none"> 2. What do I have not have at my house? <p>Cependant, chez moi il n'y a pas de sous-sol</p> <p>Reading</p> <ol style="list-style-type: none"> 3. Aujourd'hui à Bordeaux il y a du soleil. Is the following statement true or false based on the weather map?  <p>Writing</p> <ol style="list-style-type: none"> 5. Can you write these numbers in French? 3, 14, 19, 20 	<p>Flashback 4 Speaking</p> <ol style="list-style-type: none"> 1. Can you say the date in French?  <p>Listening</p> <ol style="list-style-type: none"> 2. What fruits do I like? What fruits don't I like? <p>J'aime les fraises Je n'aime pas les pêches</p> <p>Reading</p> <ol style="list-style-type: none"> 3. How many bedrooms do I have? <p>Chez moi il y a une cuisine, un salon et trois chambres.</p> <p>Writing</p> <ol style="list-style-type: none"> 4. Can you write what is in the basket? 	End of unit assessment – Habitats

	 <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	 <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>		 <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>
Learning Intention	To know the essential elements that all plants and animals need in French.	To know some key habitats across the world in French.	To use the verb pousser to express which plants grow in specific habitats.	To use the verb habiter to express which animals live in specific habitats.	To consolidate which plants and animals live in which habitat.
Key Vocabulary	<p>Les animaux et les plantes ont besoin de/d'...</p> <p>Les animaux et les plantes ont besoin d'un abri.</p> <p>Les animaux et les plantes ont besoin de nourriture</p> <p>Les animaux et les plantes ont besoin d'air</p> <p>Les animaux et les plantes ont besoin de soleil.</p> <p>Les animaux et les plantes ont besoin d'eau.</p>	<p>les habitat</p> <p>la forêt tropicale</p> <p>la prairie</p> <p>l'océan</p> <p>le desert</p> <p>'Arctique</p> <p>le Sahara</p> <p>l'Amazonie</p> <p>le Groenland</p> <p>le parc national des South Downs</p> <p>l'Océan Pacifique</p>	<p>les algues</p> <p>les buissons</p> <p>les grands arbres</p> <p>les cactus</p> <p>les plantes résistantes</p> <p>pousse</p> <p>poussent</p>	<p>le chameau</p> <p>le lapin</p> <p>l'ours blanc</p> <p>le singe araignée</p> <p>le requin</p> <p>habite</p> <p>habitant</p> <p>dans</p>	All vocabulary used from the unit will be applied to this session.
Possible evidence	Listening: Children listen to the audio and match the key phrases linked to the elements all plants and animals need to the pictures.	Reading: Children match each location and the habitat.	Listening: Children listen to the audio and match the plant to the specific habitat.	Writing: Children finish off the sentence in French by writing the habitat that the animal would live in.	Speaking and listening: Children present in groups a fact file based on which animals and plants live in which habitat.

Key Stage 2		Year 5 – Summer 1
Clothes	<u>National Curriculum objectives:</u> <ul style="list-style-type: none"> 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 present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language 	
Prior Learning		Future Learning
Phonics <ul style="list-style-type: none"> E/ É sound in chemise (Year 5 – The Weather, My Home, The Date) Eau sound in bateau (Year 4 – The Weather, Year 5 - My Home, Do you have a pet?, The Date) Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats) Guttural R (Year 3 – I am learning French, Fruits) Grammar (Year 4) <ul style="list-style-type: none"> Better understand the concept of gender and which articles to use for meaning (<u>EG</u>: 'the', 'a' or 'some'). Introduce simple adjectival agreement (<u>EG</u>: adjectival agreement when describing nationality), the negative form and possessive adjectives. <u>EG</u>: 'In my pencil case I have...' or 'In my pencil case I do not have.. Vocabulary <ul style="list-style-type: none"> Colours (Year 2) 		Phonics <ul style="list-style-type: none"> Silent letters (Year 5 - Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world) Guttural R (year 6 – Planets) Grammar (Year 6) <ul style="list-style-type: none"> Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (<u>EG</u>: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <u>EG</u>: 'to go', 'to do', 'to have' and 'to be'. Vocabulary <ul style="list-style-type: none"> Colours (Planets)
Three pillars of languages (phonics, grammar and vocabulary)		
Phonics		
<ul style="list-style-type: none"> É sound in écharpe E sound in chemise Eau sound in bateau Silent letters – the final letter 's' are silent in words 'gants' The 'ent' is silent in 3rd person plural conjugation of the verb porter (to wear) Guttural R – becoming more familiar with the French 'r' sound in orange, rouge and robe. 		
Grammar		
<ul style="list-style-type: none"> Grammar Verb, possessive adjectives, gender, definitive, indefinite, partitive article and adjectival agreement. The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb porter is introduced. Adjectival agreement is also revisited and extended using colours. 		







Vocabulary

- Learn new vocabulary for clothing and the article and determiner of these.

By the end of this unit, pupils will learn how to:

- Repeat and recognise the vocabulary for a variety of clothes in French.
- Use the appropriate genders and articles for these clothes.
- Use the verb porter in French with increasing confidence.
- Say what they wear in different weather/situations.
- Describe clothes in terms of their colour and apply adjectival agreement.
- Use the possessives with increased accuracy.


Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> Can you say these phrases in French? Aujourd'hui, c'est mercredi. Aujourd'hui, c'est vendredi. Aujourd'hui, c'est Samedi. <p>Listening</p> <ol style="list-style-type: none"> When is Marie's birthday? Bonjour ! Je m'appelle Marie et j'ai neuf ans. Mon anniversaire est le quinze août. L <p>Reading</p> <ol style="list-style-type: none"> What am I not able to do? Je ne peux pas danser. <p>Writing</p> <ol style="list-style-type: none"> Write the word in French for each pet. <div style="display: flex; justify-content: space-around;">     </div>	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> Can you say these phrases in French? Les habitats Qu'est-ce que c'est un habitat ? L'océan La forêt tropicale <p>Listening</p> <ol style="list-style-type: none"> What am I not able to do? Je ne peux pas sauter. <p>Reading</p> <ol style="list-style-type: none"> What is the date today? Bonjour ! Je m'appelle Marie et j'ai neuf ans. J'habite à Bordeaux en France. Aujourd'hui c'est vendredi vingt mai. <p>Writing</p> <ol style="list-style-type: none"> Write out each drink under the correct determiner 	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> Can you say these phrases in French? Un Neuf Treize Quinze <p>Listening</p> <ol style="list-style-type: none"> What is Marie's favourite colour? Je m'appelle Marie. Ma couleur préférée c'est le rouge. <p>Reading</p> <ol style="list-style-type: none"> Which of these is correct? <div style="text-align: center;">  </div>	<p>Flashback 4</p> <p>Speaking</p> <ol style="list-style-type: none"> Can you say the date in French? Mardi Janvie vingt-huit Aujourd'hui c'est mardi vingt-huit janvier <p>Listening</p> <ol style="list-style-type: none"> Listen to these numbers. What numbers have I said? Deux Hui vingt <p>Reading</p> <ol style="list-style-type: none"> Does the picture match the phrase?  <u>un kilo de carottes</u> <p>Writing</p> <ol style="list-style-type: none"> Can you write the following phrases? 	End of unit assessment – Goldilocks and the three bears

	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	(un and une). Coca-cola, grenadine, lemonade, chocolat chaud. Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	Writing 4. Can you write these numbers in French? 7, 12, 17, 18 Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	A habitat Amazonia Tropical rainforest Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'
Learning Intention	To learn some items of clothing in French.	To learn some items of clothing in French.	To be able to describe what I wear in hot and cold weather.	To spell colours correctly depending on whether the clothing is masculine or feminine.	To write sentences with the correct spelling for the masculine and feminine form.
Key Vocabulary	Une echarpe Une casquette Une cravate Une chemise Une veste Une jupe Une robe Un maillot de bain Une tee-shirt Un mantea	Des lunettes Des bottles Des gants Des sandals Des chaussures Des collants Un pull Un pantalon Un chemise Un short	Porter Quand il neige Quand il fait beau Un pull Un pantalon Un chemise Un short Une veste Une jupe Une robe	Bleu Rouge Noire Une veste Un manteau Une jupe Gris Marron	Bleu Rouge Noire Une veste Un manteau Une jupe Gris Marron
Possible evidence	Speaking and listening: Children label the pictures to describe the clothing Writing: Children write label to the pictures of the clothing.	Speaking and listening: Children label the pictures to describe the clothing Writing: Children write label to the pictures of the clothing.	Speaking and listening: Children pack a suitcase for a hot and cold holiday. They describe what they are packing in the suitcase. Writing: Children draw their suitcase and pictures of clothing items they will take and write full sentences about what they would wear in hot/cold weathers.	Speaking, listening and reading: Children to read examples of sentences describing what is in suitcases. Children to spot the spelling mistakes in the sentences linked to colour.	Writing: Children given pre made suitcases and they are to write sentences of the clothing involving colours.

Key Stage 2		Year 5 – Summer 2
The Olympics	<u>National Curriculum objectives:</u> <ul style="list-style-type: none"> • 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 • present ideas and information orally to a range of audience • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	
Prior Learning		Future Learning
Phonics <ul style="list-style-type: none"> • Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Clothes) • Nasal sounds (Year 3 – Instruments, I can, Year 5 – Habitats) Grammar (Year 4) <ul style="list-style-type: none"> • Better understand the concept of gender and which articles to use for meaning (<u>EG</u>: 'the', 'a' or 'some'). Introduce simple adjectival agreement (<u>EG</u>: adjectival agreement when describing nationality), the negative form and possessive adjectives. <u>EG</u>: 'In my pencil case I have...' or 'In my pencil case I do not have.. 		Phonics <ul style="list-style-type: none"> • QU sound (Year 6 - School, The Weekend and Healthy Lifestyles) • Ç sound (School and The Weekend – Year 6) • EN sound in commence, pendant & argent (Year 6 - School, The Weekend, Healthy Lifestyle and Planets) • AN sound (Year 6 - School, The Weekend, Healthy Lifestyle and Planets) • Silent letters (Year 6 – School, The weekend, Healthy lifestyle, Me in my world) Grammar (Year 6) <ul style="list-style-type: none"> • Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (<u>EG</u>: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <u>EG</u>: 'to go', 'to do', 'to have' and 'to be'.
Three pillars of languages (phonics, grammar and vocabulary)		
Phonics		
<ul style="list-style-type: none"> • QU sound in olympiques & antique • Ç sound in français • EN sound in commence, pendant & argent • AN sound in antique, pendant & grands • Silent letters. The 's' is not pronounced in grands, antiques and the 't' is not pronounced in amusant, barbant or fatigant. -ENT is not pronounced at the end of a word as in avaient as it is part of the verb conjugation and a silent letter string. 		

Grammar					
<ul style="list-style-type: none"> Adjectival agreement & irregular verb faire. To learn that when saying you play a sport in French, the verb faire is used, plus de plus the definitive article (creating a partitive article). To explore the whole present tense verb conjugation of the verb faire. 					
Vocabulary					
<ul style="list-style-type: none"> The 10 nouns and articles for Olympic sports, the verb faire and the sporting professions in both masculine and feminine form. 					
By the end of this unit, pupils will learn how to:					
<ul style="list-style-type: none"> Understand the key facts of the ancient and modern Olympics recounted in French. Learn 10 nouns and articles for common Olympic sports Explore the full present tense conjugation of the high frequency verb faire. Look at the adjectival changes involved when you describe a male Olympian or female Olympian. 					
Medium Term Planning					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	<p>Flashback 4 Speaking</p> <p>1. Can you say these phrases in French?</p> <p>une chemise Je porte une chemise. Je porte une chemise bleue. ma chemise bleue</p> <p>Listening</p> <p>2. What does Jasmina wear?</p> <p>Je m'appelle Jasmina, j'ai dix ans et j'habite à Toulouse. Je porte un tee shirt rouge et un manteau bleu,</p> <p>Reading</p> <p>3. Look at the pictures and phrases about pets. Draw lines to match these together.</p> <p>Writing</p> <p>4. Look at the characters on the</p>	<p>Flashback 4 Speaking</p> <p>1. Can you say these phrases in French?</p> <p>Je ne peux pas danser. Je peux pas nager. Je peux pas cuisiner.</p> <p>Listening</p> <p>2. Which number is missing? Onze, douze, quatorze.</p> <p>Reading</p> <p>3. Can you pick out from the passage 'mother bear made a nice soup'.</p> <p>Un jour maman ours a fait une bonne soupe. La soupe était trop chaude donc les trois ours sont allés faire une promenade dans la forêt.</p> <p>Writing</p> <p>4. Can you write down the following</p>	<p>Flashback 4 Speaking</p> <p>1. Can you say these phrases in French?</p> <p>Can you say any of the following in French? <i>Un chien.</i> <i>Un chat.</i> <i>J'ai un chat.</i> <i>Je n'ai pas de chien.</i></p> <p>Listening</p> <p>2. What does Merwan wear?</p> <p>Je m'appelle Merwan, j'ai neuf ans et j'habite à Dijon. Je porte un tee shirt jaune et un pantalon gris.</p> <p>Reading</p> <p>3. Can you find the incorrect spelling of the colours?</p> <p>Je m'appelle Marine. J'ai neuf ans et j'habite à Nice. À</p>	<p>Flashback 4 Speaking</p> <p>1. Can you say the date in French?</p> <p>Boucle d'Or. Les trois ours. Boucle d'Or et les trois ours.</p> <p>Listening</p> <p>Which of these is incorrect? Je joue des cymbales.</p> <p>Je joue des guitare.</p> <p>Je joue du piano.</p> <p>Reading</p> <p>2. Which one of these is spelt correct?</p> <p>Je m'appelle Patrick. J'a mappelle Patrick. Je m'appelle Patrick.</p> <p>Writing</p> <p>3. Can you write the following phrases?</p> <p>A coat I am wearing a coat. I am wearing a red coat.</p>	End of unit assessment – The Olympics

	<p>board. They have their name and age written next to them. Write these in full sentences in French.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>phrases in French.</p> <p>The small bed The big chair</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>l'école je porte une chemise blanc, un pantalon gris, un pull bleu, une veste noir et une casquette rouges.</p> <p>Writing</p> <p>4. Write down the following phrases in French?</p> <p>I am able to ride a bike. I am not able to speak French.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>
Learning Intention	To learn about the Ancient Olympic Games.	To know the name of some sports in the modern Olympic games.	To introduce the verb faire ('to do') as well as a negative option for not doing a particular sport using the structure 'je ne fais pas de'.	To introduce the verb faire ('to do') as well as a negative option for not doing a particular sport using the structure 'je ne fais pas de'.	To describe sports and people's professions.
Key Vocabulary	Vrai Faux	L'équitation L'escrime L'athlétisme L'aviron La natation La boxe Le cyclisme Le plongeur Le tir à l'arc Le triathlon	L'équitation L'escrime L'athlétisme L'aviron La natation La boxe Le cyclisme Le plongeur Le tir à l'arc Le triathlon	L'équitation L'escrime L'athlétisme L'aviron La natation La boxe Le cyclisme Le plongeur Le tir à l'arc Le triathlon	L'équitation L'escrime L'athlétisme L'aviron La natation La boxe Le cyclisme Le plongeur Le tir à l'arc Le triathlon
Possible evidence	Reading – Ch to read the statements and say whether they are true or false (vrai/faux).	Writing – Ch to write the name of the sport next to the picture.	Speaking- sports survey Listening Listening activity on slides Grammar exercise	Writing - Children to write sentences next to pictures with a tick or cross next to them to show whether they do/don't do a particular sport.	<p>Writing – Use oral scaffold to complete sentences.</p> <p> Elle fait de l' _____ Elle est _____</p>

