

Sandon Primary Academy: French Overview

Year 5			
	Autumn	Spring	Summer
	<p>Clothing</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • learn how to verbally describe someone's clothing, using specific vocabulary. • focus on new nouns and adjectives, building on prior learning about grammatical agreements of masculine, feminine and plural nouns, adjectives of colour and emotional adjectives to describe these new nouns. • begin to label new clothing nouns, before building up to using new and learned adjectives to describe the items of clothing. 	<p>Weather</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • learn a range of weather phrases, with a focus on phrases, new verbs and their conjugations. • make statements about the weather, which they build upon to include compass points, temperatures and prepositional indicators when describing French cities. • be exposed to French weather reports, and use their prior learning to decode videos in French. 	<p>Holidays</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • learn new vocabulary associated with going on holiday. • use vocabulary from the weather and clothing units to build up more complex sentences about going on holiday. • develop their language detective skills when faced with an entirely unfamiliar text, and decode using their knowledge of French grammar, phonics and lexicon. • use VR headsets to travel to holiday locations and describe what they see.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Basic key vocabulary</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Clothes, descriptions, weather, numbers 1- 50, holidays, activities, opinions</p>	<p>Les vêtements</p> <p>Un manteau</p> <p>Un pantalon</p> <p>Un pull</p> <p>Un tee-shirt</p> <p>Des chaussures</p> <p>Une jupe</p> <p>Une robe</p> <p>Une chemise</p> <p>S'habiller</p> <p>Porter</p>	<p>Clothes</p> <p>A coat</p> <p>Trousers</p> <p>A jumper</p> <p>T-Shirt</p> <p>Shoes</p> <p>A skirt</p> <p>A dress</p> <p>A shirt</p> <p>To dress</p> <p>To wear</p>	<p>Il fait beau</p> <p>Il fait chaud / froid</p> <p>Il fait nuageux</p> <p>Il fait orageux</p> <p>Il fait mauvais</p> <p>Il y a soleil</p> <p>Il y a du vent</p> <p>Il y a du brouillard</p> <p>Il pleut</p> <p>Il neige</p>	<p>It is nice</p> <p>It is hot / cold</p> <p>It is cloudy</p> <p>It is stormy</p> <p>It isn't nice</p> <p>It is sunny</p> <p>It is windy</p> <p>It is foggy</p> <p>It's raining</p> <p>It's snowing</p>	<p>Les vacances</p> <p>Partir en vacances</p> <p>Aller au soleil</p> <p>Aller à la mer</p> <p>Aller à la montagne</p> <p>Faire ses valises</p> <p>L'hôtel</p> <p>Un club de vacances</p> <p>Le camping</p> <p>Le trajet</p>	<p>Holiday</p> <p>To go on holiday</p> <p>To go where it is sunny</p> <p>To go to the beach</p> <p>To go to the mountains</p> <p>To pack (a suitcase)</p> <p>Hotel</p> <p>Resort</p> <p>Campsite</p> <p>The journey</p>
	<ul style="list-style-type: none"> Pupils are able to draw on knowledge of French phonics to pronounce words and derivatives with occasional teacher instruction Pupils consistently demonstrate the difference between masculine and feminine nouns and pronouns, and their influence on adjectives. Pupils are exposed to simple present verb conjugations of the verb "to wear and "to like" and "to want". Pupils understand the different forms of the indefinite article and possessive adjective. 	<ul style="list-style-type: none"> Pupils are able to draw on knowledge of French phonics to pronounce words and derivatives with occasional teacher instruction Pupils consistently demonstrate the difference between masculine and feminine nouns and pronouns, and their influence on adjectives. Pupils are exposed to simple present verb conjugations of the verb "to rain and "to do" and "to snow", and other specific vocabulary. Pupils demonstrate understanding of prepositional phrases and how the articles for these differ depending on the location. 	<ul style="list-style-type: none"> Pupils are able to draw on knowledge of French phonics to pronounce words and derivatives with minimal teacher instruction Pupils demonstrate the difference between masculine and feminine nouns and pronouns, and their influence on adjectives. Pupils are exposed to simple present verb conjugations of the verb "to go (aller), to travel (voyager) and "to see" (voir). Pupils are also exposed to the present simple form of verb conjugation, and identify difference with the present tense. 			
<p>Runway Video</p> <p>Patterns and sounds of language are explored through texts and French videos. Pupils present ideas orally and in written form, working towards a final piece of a French fashion show report, based on a designer runway video.</p>	<p>Weather report</p> <p>Patterns and sounds of language are explored through descriptive texts and videos in French. Pupils present ideas orally and in written form, working towards a final piece of weather report in French.</p>	<p>Postcard</p> <p>Patterns and sounds of language are explored through texts and video clips in French. Pupils present ideas orally and in written form, working towards a final piece of a postcard from a holiday destination.</p>				

	<p>Links to National Curriculum. By the end of UKS2, pupils will be able to . . .</p> <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 • 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 • 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 	<p>Ongoing vocabulary development</p> <ul style="list-style-type: none"> • Bonjour - hello • Au revoir - goodbye • Ca va? - How are you? • Écoutez—listen • Regardez—look • Répétez—repeat • Activité d'équipe—Group activity • Taisez vous—voices off • Parlez—talk • Discutez—discuss • Parlez avec votre voisin—turn to your partner
<p>Y5 Key phonemes</p>	<p>a, ai, qu, oi, silent h, silent letters at the end of words</p>	
<p>Y5 Key Grammar points</p>	<p>HFV avoir, être and aller (je, il, elle, nous), possessive adjectives (son, sa, ses), prepositions, simple future tense</p>	