


Year 5 French Curriculum

|  | Autumn 1 | Autumn 2 |
|---|---|---|
| <p>ONE OFF PHONICS LESSON</p> <p>Taught at start of Y5</p> | <p><u>La phonétique Lesson 3</u></p> <p>Key sounds/phonemes:</p> <p>eau - The French sound/phoneme 'eau' is a bit like the English exclamation 'oh', but shorter and produced with the lips in a fixed rounded position. The pronunciation of this vowel lies somewhere in between the 'o' in the English word 'no' and the 'a' in the English word 'all' or 'ball'.</p> <p>eux - The French sound/phoneme 'eux' is pronounced almost identically to the letter 'e' in French but in a more drawn out, longer fashion with the tongue in a slightly higher position. It is pronounced similarly to the English sound pattern 'euh', much like the 'u' in the English word 'fur'. The lips are pursed and rounded.</p> <p>é - The French letter 'é' is pronounced a bit like how we pronounce the 'e' in the English word 'set', or also the e in the word 'café'. The tongue is in a mid to high position in the mouth. The lips are unrounded, as if you are smiling.</p> <p>è - The French letter 'è' sound is pronounced very similarly to the 'ai' sound in the English word 'air'. The tongue is in a mid to low position in the mouth, producing a more open sound than the French 'é'.</p> <p>e - This French 'e' sound is a short, crisp, neutral 'e' sound made with the tongue in a relaxed position in the mouth. It is pronounced much like how we say the 'e' sound in the English word 'the'.</p> | |
| <p>Unit Name - Intermediate</p> | <p>Chez moi</p> | <p>Le Les vêtements s Les</p> |
| <p>Aim of Unit</p> | <ul style="list-style-type: none"> • Say and write in French whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... • Use the conjunction 'et' (and) to link two sentences together. | <ul style="list-style-type: none"> • Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. • Understand more about adjectival agreement when describing the colours of items of clothing. • Express what we wear in 4 different scenarios in French using the verb 'Je porte' (I wear) and the conjunction 'et' (and) |


Year 5 French Curriculum

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--------------------|------------------|--------------|------------|---------|----------------|--------------|----------|---------|-----------------|--------------|---------------|--------------------|---------------|------------------|--------------------|---------------------------------------|-----------------------------|--|-------------|-----------|--------------------|---------------|--------------------|------------|-------------|-----------|---------------|----------------|-------------|------------|-----------|---------------------|-----------|----------|----------|---------------|-----------|----------|---|--------|---------|----------|--------------------|---------------|---------|---------|----------|------------|--------|------------|-----------|-------------|----------|----------|--------|-------------|---------|----------|---------|----------|---------|---------------|-------|-------------|---------|-----------|--------|-----------------|-------|----------------|-------|-------------|----------|------------------------|------------|---------------------------|-----------------------|--------------|--------------|----------------|------------|-----------|--------------|
| <p>Skills developed</p> | <p>To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.</p> | <p>Retention of new vocabulary in the form of 15 nouns for items of clothing with their indefinite article/determiners. Applying adjectival agreement rules (gender and plurality) to correctly describe our clothes by colour. Putting together the new vocabulary, including the 1st person verb conjugation of 'porter' (to wear) and the conjunction 'et' (and) to create extended sentences about what we wear in 4 different scenarios. Present these sentences in front of the class or in small groups.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Vocabulary to learn and revisit</p> | <p>Basic personal details will be revisited including the high frequency 1st person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures j'habite dans and chez moi il y a ... and chez moi il n'y a pas de.</p> | <p>We will learn 15 nouns for items of clothing, 10 colours, the 1st person verb conjugation 'Je porte' (I wear/I'm wearing) and 4 scenarios (at home, at school, in the summer and in the winter) in French.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Key vocabulary</p> | <table border="1"> <tr><td>Où habites-tu ?</td><td>Where do you live?</td></tr> <tr><td>J'habite dans...</td><td>I live in...</td></tr> <tr><td>une maison</td><td>a house</td></tr> <tr><td>un appartement</td><td>an apartment</td></tr> <tr><td>en ville</td><td>in town</td></tr> <tr><td>dans un village</td><td>in a village</td></tr> <tr><td>à la campagne</td><td>in the countryside</td></tr> <tr><td>à la montagne</td><td>in the mountains</td></tr> <tr><td>Chez moi il y a...</td><td>In my home there is... / there are...</td></tr> <tr><td>Chez moi il n'y a pas de...</td><td>In my home there is not... / there are no...</td></tr> <tr><td>une cuisine</td><td>a kitchen</td></tr> <tr><td>une salle à manger</td><td>a dining room</td></tr> <tr><td>une salle de bains</td><td>a bathroom</td></tr> <tr><td>une chambre</td><td>a bedroom</td></tr> <tr><td>une buanderie</td><td>a utility room</td></tr> <tr><td>un sous-sol</td><td>a basement</td></tr> <tr><td>un bureau</td><td>an office / a study</td></tr> <tr><td>un garage</td><td>a garage</td></tr> <tr><td>un salon</td><td>a living room</td></tr> <tr><td>un jardin</td><td>a garden</td></tr> </table> | Où habites-tu ? | Where do you live? | J'habite dans... | I live in... | une maison | a house | un appartement | an apartment | en ville | in town | dans un village | in a village | à la campagne | in the countryside | à la montagne | in the mountains | Chez moi il y a... | In my home there is... / there are... | Chez moi il n'y a pas de... | In my home there is not... / there are no... | une cuisine | a kitchen | une salle à manger | a dining room | une salle de bains | a bathroom | une chambre | a bedroom | une buanderie | a utility room | un sous-sol | a basement | un bureau | an office / a study | un garage | a garage | un salon | a living room | un jardin | a garden | <table border="1"> <tr><td>porter</td><td>to wear</td></tr> <tr><td>je porte</td><td>I wear/I'm wearing</td></tr> <tr><td>les vêtements</td><td>clothes</td></tr> <tr><td>un pull</td><td>a jumper</td></tr> <tr><td>un manteau</td><td>a coat</td></tr> <tr><td>un T-shirt</td><td>a T-shirt</td></tr> <tr><td>un pantalon</td><td>trousers</td></tr> <tr><td>un short</td><td>shorts</td></tr> <tr><td>une chemise</td><td>a shirt</td></tr> <tr><td>une robe</td><td>a dress</td></tr> <tr><td>une jupe</td><td>a skirt</td></tr> <tr><td>une casquette</td><td>a cap</td></tr> <tr><td>une écharpe</td><td>a scarf</td></tr> <tr><td>des gants</td><td>gloves</td></tr> <tr><td>des chaussettes</td><td>socks</td></tr> <tr><td>des chaussures</td><td>shoes</td></tr> <tr><td>des baskets</td><td>trainers</td></tr> <tr><td>des lunettes de soleil</td><td>sunglasses</td></tr> <tr><td>Qu'est-ce que tu portes ?</td><td>What are you wearing?</td></tr> <tr><td>À l'école...</td><td>At school...</td></tr> <tr><td>À la maison...</td><td>At home...</td></tr> <tr><td>En été...</td><td>In summer...</td></tr> </table> | porter | to wear | je porte | I wear/I'm wearing | les vêtements | clothes | un pull | a jumper | un manteau | a coat | un T-shirt | a T-shirt | un pantalon | trousers | un short | shorts | une chemise | a shirt | une robe | a dress | une jupe | a skirt | une casquette | a cap | une écharpe | a scarf | des gants | gloves | des chaussettes | socks | des chaussures | shoes | des baskets | trainers | des lunettes de soleil | sunglasses | Qu'est-ce que tu portes ? | What are you wearing? | À l'école... | At school... | À la maison... | At home... | En été... | In summer... |
| Où habites-tu ? | Where do you live? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| J'habite dans... | I live in... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une maison | a house | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un appartement | an apartment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| en ville | in town | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| dans un village | in a village | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| à la campagne | in the countryside | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| à la montagne | in the mountains | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chez moi il y a... | In my home there is... / there are... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chez moi il n'y a pas de... | In my home there is not... / there are no... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une cuisine | a kitchen | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une salle à manger | a dining room | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une salle de bains | a bathroom | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une chambre | a bedroom | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une buanderie | a utility room | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un sous-sol | a basement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un bureau | an office / a study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un garage | a garage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un salon | a living room | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un jardin | a garden | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| porter | to wear | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| je porte | I wear/I'm wearing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| les vêtements | clothes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un pull | a jumper | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un manteau | a coat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un T-shirt | a T-shirt | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un pantalon | trousers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un short | shorts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une chemise | a shirt | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une robe | a dress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une jupe | a skirt | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une casquette | a cap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| une écharpe | a scarf | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| des gants | gloves | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| des chaussettes | socks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| des chaussures | shoes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| des baskets | trainers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| des lunettes de soleil | sunglasses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Qu'est-ce que tu portes ? | What are you wearing? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| À l'école... | At school... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| À la maison... | At home... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| En été... | In summer... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Year 5 French Curriculum

| | | En hiver... | In winter... |
|---|--|--|---|
| <p>Phonics and pronunciation</p> | <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. | rouge | red |
| | | jaune | yellow |
| | | bleu | blue |
| | | noir | black |
| | | vert | green |
| | | violet | purple |
| | | gris | grey |
| | | blanc | white |
| | | orange | orange |
| | | marron | brown |
| <p>Grammar we will learn & revisit</p> | <p>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.</p> | <ul style="list-style-type: none"> • é sound in 'écharpe' • e sound in 'chemise' • eau sound in 'manteau' • Silent letters. The final 's' is not pronounced in 'gants', 'chaussures', and 'chaussettes'. 'S' is often silent when it is the final consonant of a word in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as in 'orange', 'rouge', 'robe', 'écharpe'. Made from the back of the mouth, not the front. | <ul style="list-style-type: none"> • Indefinite articles/determiners in the masculine and feminine singular and in the masculine and feminine plural - 'un', 'une' and 'des' • Verbs - porter (to wear) conjugated in the 1st person singular form 'je porte' (I wear/I'm wearing) • Conjunctions - 'et' (and) • Adjectival agreement - using colours as adjectives to describe the items of clothing |

Year 5 French Curriculum

|  | Spring 1 | Spring 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--------------|---|---------------------------------|---|---|---|--------------------------------------|---|-------------------------------------|---|-------------------------------------|---|---------------------------------------|---|---------------------|-------------------|------------------------------------|---------------------------|------------------------------|--------------------------|--------------|-----------|--------------|--------------|-----------|---------|----------|--------|-------------|----------|---------|--------|-------------|---------|-------------|--------|----------------|---------|
| Unit Name - Intermediate | Les habitats | Les Jeux olympiques | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aim of Unit | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Understand the key facts of the ancient and modern Olympics recounted in French. • Learn 10 nouns with their article/determines for common Olympic sports. • Explore the full present tense conjugation of the high frequency verb 'faire'. • Look at the gendered nouns and the agreement rules involved when you describe a male Olympian or female Olympian | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skills developed | To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness. | To improve decoding longer unfamiliar texts in French using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that when you describe a person in terms of a profession (in this case their sporting title) agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary to learn and revisit | Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. | The 10 nouns and articles for Olympic sports, the verb 'faire' and the sporting professions in both masculine and feminine form. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key vocabulary | <table border="1"> <tr> <td>les habitats</td> <td>the habitats</td> </tr> <tr> <td>Les animaux et les plantes ont besoin de/d'</td> <td>The animals and the plants need</td> </tr> <tr> <td>Les animaux et les plantes ont besoin d'un abri</td> <td>The animals and the plants need shelter</td> </tr> <tr> <td>Les animaux et les plantes ont besoin de nourriture</td> <td>The animals and the plants need food</td> </tr> <tr> <td>Les animaux et les plantes ont besoin d'air</td> <td>The animals and the plants need air</td> </tr> <tr> <td>Les animaux et les plantes ont besoin de soleil</td> <td>The animals and the plants need sun</td> </tr> <tr> <td>Les animaux et les plantes ont besoin d'eau</td> <td>The animals and the plants need water</td> </tr> </table> | les habitats | the habitats | Les animaux et les plantes ont besoin de/d' | The animals and the plants need | Les animaux et les plantes ont besoin d'un abri | The animals and the plants need shelter | Les animaux et les plantes ont besoin de nourriture | The animals and the plants need food | Les animaux et les plantes ont besoin d'air | The animals and the plants need air | Les animaux et les plantes ont besoin de soleil | The animals and the plants need sun | Les animaux et les plantes ont besoin d'eau | The animals and the plants need water | <table border="1"> <tr> <td>Les Jeux olympiques</td> <td>The Olympic Games</td> </tr> <tr> <td>Les Jeux olympiques de l'antiquité</td> <td>The ancient Olympic games</td> </tr> <tr> <td>Les Jeux olympiques modernes</td> <td>The modern Olympic games</td> </tr> <tr> <td>l'athlétisme</td> <td>athletics</td> </tr> <tr> <td>l'équitation</td> <td>horse riding</td> </tr> <tr> <td>l'escrime</td> <td>fencing</td> </tr> <tr> <td>l'aviron</td> <td>rowing</td> </tr> <tr> <td>la natation</td> <td>swimming</td> </tr> <tr> <td>la boxe</td> <td>boxing</td> </tr> <tr> <td>le cyclisme</td> <td>cycling</td> </tr> <tr> <td>le plongeon</td> <td>diving</td> </tr> <tr> <td>le tir à l'arc</td> <td>archery</td> </tr> </table> | Les Jeux olympiques | The Olympic Games | Les Jeux olympiques de l'antiquité | The ancient Olympic games | Les Jeux olympiques modernes | The modern Olympic games | l'athlétisme | athletics | l'équitation | horse riding | l'escrime | fencing | l'aviron | rowing | la natation | swimming | la boxe | boxing | le cyclisme | cycling | le plongeon | diving | le tir à l'arc | archery |
| les habitats | the habitats | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les animaux et les plantes ont besoin de/d' | The animals and the plants need | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les animaux et les plantes ont besoin d'un abri | The animals and the plants need shelter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les animaux et les plantes ont besoin de nourriture | The animals and the plants need food | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les animaux et les plantes ont besoin d'air | The animals and the plants need air | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les animaux et les plantes ont besoin de soleil | The animals and the plants need sun | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les animaux et les plantes ont besoin d'eau | The animals and the plants need water | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les Jeux olympiques | The Olympic Games | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les Jeux olympiques de l'antiquité | The ancient Olympic games | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les Jeux olympiques modernes | The modern Olympic games | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l'athlétisme | athletics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l'équitation | horse riding | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l'escrime | fencing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l'aviron | rowing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| la natation | swimming | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| la boxe | boxing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| le cyclisme | cycling | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| le plongeon | diving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| le tir à l'arc | archery | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Year 5 French Curriculum


| | |
|----------------------------------|-------------------------------|
| a forêt tropicale | the tropical rainforest |
| a prairie | the meadow |
| l'océan | the ocean |
| le désert | the desert |
| l'Arctique | the Arctic |
| est un habitat dans | is a habitat in |
| le Sahara | the Sahara |
| l'Amazonie | the Amazon |
| l'Océan Pacifique | the Pacific Ocean |
| le parc national des South Downs | the South Downs national park |
| le Groenland | Greenland |
| le chameau | the camel |
| le lapin | the rabbit |
| l'ours blanc | the polar bear |
| le singe araignée | the spider monkey |
| le requin | the shark |
| habite | (he/she/it) lives |
| habitent | (they) live |
| les algues | the seaweeds |
| les grands arbres | the tall trees |
| les buissons | the bushes |
| les cactus | the cacti |
| les plantes résistantes | the hardy plants |
| pousse | (he/she/it) grows |
| poussent | (they) grow |

| | |
|--|---------------------------|
| le triathlon | triathlon |
| <i>faire</i> | <i>to do</i> |
| <i>Je fais</i> | <i>I do</i> |
| <i>Je ne fais pas de</i> | <i>I don't do</i> |
| Je fais de l'athlétisme | I do athletics |
| <i>Je ne fais pas d'athlétisme</i> | |
| Je fais de la natation | I do swimming |
| <i>Je ne fais pas de natation</i> | |
| Je fais de l'aviron | I do rowing |
| <i>Je ne fais pas d'aviron</i> | |
| Je fais de la boxe | I do boxing |
| <i>Je ne fais pas de boxe</i> | |
| Je fais de l'équitation | I do horse riding |
| <i>Je ne fais pas d'équitation</i> | |
| Je fais de l'escrime | I do fencing |
| <i>Je ne fais pas d'escrime</i> | |
| Je fais du plongeon | I do diving |
| <i>Je ne fais pas de plongeon</i> | |
| Je fais du triathlon | I do triathlon |
| <i>Je ne fais pas de triathlon</i> | |
| Je fais du cyclisme | I do cycling |
| <i>Je ne fais pas de cyclisme</i> | |
| Je fais du tir à l'arc | I do archery |
| <i>Je ne fais pas de tir à l'arc</i> | |
| Il fait / Elle fait | He / She does (a sport) |
| Il/elle est athlète (no spelling change for masculine and feminine) | He/she is an athlete |
| Il/elle est cycliste (no spelling change for masculine and feminine) | He/she is a cyclist |
| Il est cavalier./ Elle est cavalière | He / she is an equestrian |
| Il est boxeur. / Elle est boxeuse | He / she is a boxer |
| Il est nageur. / Elle est nageuse | He / she is a swimmer |
| Il est plongeur./ Elle est plongeuse | He / she is a diver |

Year 5 French Curriculum

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|-----------------------|----------------------------------|-----------------------|-----------------------------------|----------------------|---------|-----------------|---------|--------|---------|---------|-----------|----------|--------------|-------|-------------|-------------------------------|----------|--|------------|----------------------------|--|
| | | <table border="1"> <tr> <td>Il est escrimeur / Elle est escrimeuse</td> <td>He / she is a fencer.</td> </tr> <tr> <td>Il est archer / Elle est archère</td> <td>He / she is an archer</td> </tr> <tr> <td>Il est rameur. / Elle est rameuse</td> <td>He / she is a rower.</td> </tr> <tr> <td>Je fais</td> <td>I do (a sport),</td> </tr> <tr> <td>tu fais</td> <td>you do</td> </tr> <tr> <td>il fait</td> <td>he does</td> </tr> <tr> <td>elle fait</td> <td>she does</td> </tr> <tr> <td>nous faisons</td> <td>we do</td> </tr> <tr> <td>vous faites</td> <td>you do (more than one person)</td> </tr> <tr> <td>ils font</td> <td>they do (group of males or mixed gender)</td> </tr> <tr> <td>elles font</td> <td>they do (group of females)</td> </tr> </table> | Il est escrimeur / Elle est escrimeuse | He / she is a fencer. | Il est archer / Elle est archère | He / she is an archer | Il est rameur. / Elle est rameuse | He / she is a rower. | Je fais | I do (a sport), | tu fais | you do | il fait | he does | elle fait | she does | nous faisons | we do | vous faites | you do (more than one person) | ils font | they do (group of males or mixed gender) | elles font | they do (group of females) | |
| Il est escrimeur / Elle est escrimeuse | He / she is a fencer. | | | | | | | | | | | | | | | | | | | | | | | | |
| Il est archer / Elle est archère | He / she is an archer | | | | | | | | | | | | | | | | | | | | | | | | |
| Il est rameur. / Elle est rameuse | He / she is a rower. | | | | | | | | | | | | | | | | | | | | | | | | |
| Je fais | I do (a sport), | | | | | | | | | | | | | | | | | | | | | | | | |
| tu fais | you do | | | | | | | | | | | | | | | | | | | | | | | | |
| il fait | he does | | | | | | | | | | | | | | | | | | | | | | | | |
| elle fait | she does | | | | | | | | | | | | | | | | | | | | | | | | |
| nous faisons | we do | | | | | | | | | | | | | | | | | | | | | | | | |
| vous faites | you do (more than one person) | | | | | | | | | | | | | | | | | | | | | | | | |
| ils font | they do (group of males or mixed gender) | | | | | | | | | | | | | | | | | | | | | | | | |
| elles font | they do (group of females) | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Phonics and pronunciation</p> | <ul style="list-style-type: none"> • É sound in désert & océan • 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 | <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. | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Grammar we will learn & revisit</p> | <p>Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs.</p> | | <p>Gendered nouns & regular verb ‘faire’. To learn that when saying you play a sport in French, the verb ‘faire’ is normally used. The verb is conjugated according to who is doing the action and followed directly by the sport, often without the need for a definite article. Exploring the present tense conjugation of the verb ‘faire’ and understanding better the agreement changes required in the sporting professions depending on whether they are male/female.</p> | | | | | | | | | | | | | | | | | | | | | | |

Year 5 French Curriculum

|  | Summer 1 | | Summer 2 | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------|---|---------------|----------|---------------|-----------|--------------|-------------------|-----------------|------------------|--|--|------------|---------|---------|-----------|---------------|---------|-----------------|--------------|-----|----|--|
| Unit Name - Intermediate | Quel temps fait-il ? | | Traditions et Célébrations | | | | | | | | | | | | | | | | | | | | | |
| Aim of Unit | <ul style="list-style-type: none"> • Ask what the weather is like and respond in French. • Recognise and recall the conjunctions 'et' (and) & 'mais' (but). • Recognise and recall the 4 core compass points in French. • Recognise and recall numbers 1-31 in French to express the temperature. • Recognise and recall the 7 days of the week and the time of day in French. • Present a weather forecast in French. | | <ul style="list-style-type: none"> • Use key French question words related to famous traditions and celebrations in French speaking countries. • Respond to questions related to famous traditions and celebrations in French speaking countries in French. • Express an opinion on traditions and celebrations using the structure 'C'est une fête + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement. • Develop an appreciation of traditions and celebrations different to our own culture. | | | | | | | | | | | | | | | | | | | | | |
| Skills developed | To learn how to formulate the weather in French and to express what the weather is like using compass points, days of the week, times of day and temperature | | To interact with authentic spoken and written French that is relevant to the traditions and celebrations studied. Asking and responding to relevant question words which will help to develop personal opinions applicable to other units. | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary to learn and revisit | The 10 weather types, the conjunctions 'and' & 'but', the 4 compass points, the numbers 1-31, the 7 days of the week, 2 times of day, and how to say the temperature in French. | | High frequency question words such as Quand ? (When?), Où ? (Where?), and Pourquoi ? (Why?). Revisiting personal details (names/age/where we live) and identifying the high frequency verb 'être' (to be). Various nouns and adjectives that will help aid the pupils in their understanding of the traditions and celebrations learnt in the unit. | | | | | | | | | | | | | | | | | | | | | |
| Key vocabulary | <table border="1"> <tr><td>Quel temps fait-il ?</td><td>What's the weather like?</td></tr> <tr><td>Il fait chaud</td><td>It's hot</td></tr> <tr><td>Il fait froid</td><td>It's cold</td></tr> <tr><td>Il fait beau</td><td>It's nice weather</td></tr> <tr><td>Il fait mauvais</td><td>It's bad weather</td></tr> </table> | Quel temps fait-il ? | What's the weather like? | Il fait chaud | It's hot | Il fait froid | It's cold | Il fait beau | It's nice weather | Il fait mauvais | It's bad weather | | <table border="1"> <tr><td>Quand... ?</td><td>When..?</td></tr> <tr><td>Où... ?</td><td>Where...?</td></tr> <tr><td>Pourquoi... ?</td><td>Why...?</td></tr> <tr><td>Combien de... ?</td><td>How many...?</td></tr> <tr><td>est</td><td>is</td></tr> </table> | Quand... ? | When..? | Où... ? | Where...? | Pourquoi... ? | Why...? | Combien de... ? | How many...? | est | is | |
| Quel temps fait-il ? | What's the weather like? | | | | | | | | | | | | | | | | | | | | | | | |
| Il fait chaud | It's hot | | | | | | | | | | | | | | | | | | | | | | | |
| Il fait froid | It's cold | | | | | | | | | | | | | | | | | | | | | | | |
| Il fait beau | It's nice weather | | | | | | | | | | | | | | | | | | | | | | | |
| Il fait mauvais | It's bad weather | | | | | | | | | | | | | | | | | | | | | | | |
| Quand... ? | When..? | | | | | | | | | | | | | | | | | | | | | | | |
| Où... ? | Where...? | | | | | | | | | | | | | | | | | | | | | | | |
| Pourquoi... ? | Why...? | | | | | | | | | | | | | | | | | | | | | | | |
| Combien de... ? | How many...? | | | | | | | | | | | | | | | | | | | | | | | |
| est | is | | | | | | | | | | | | | | | | | | | | | | | |

Year 5 French Curriculum

| | | | | |
|---------------------------|--|---|---|--|
| | Il y a du vent | It's windy. | c'est | it is |
| | Il y a du soleil | It's sunny | Une fête | a festival |
| | Il y a des orages | It's stormy | une célébration | a celebration |
| | Il y a des nuages | It's cloudy | J'aime... | I like it |
| | Il pleut | It's raining | Je n'aime pas... | I do not like it... |
| | Il neige | It's snowing | janvier | January |
| | Dans le nord | In the north | février | February |
| | Dans l'est | In the east | avril | April |
| | Dans le sud | In the south | juillet | July |
| | Dans l'ouest | In the west | novembre | November |
| | Il fait ... degrés | It's ... degrees | | |
| | Aujourd'hui, c'est | Today is | | |
| | lundi | Monday | | |
| | mardi | Tuesday | | |
| | mercredi | Wednesday | | |
| | jeudi | Thursday | | |
| | vendredi | Friday | | |
| | samedi | Saturday | | |
| | dimanche | Sunday | | |
| | le matin | morning | | |
| l'après-midi | in the afternoon | | | |
| Phonics and Pronunciation | <ul style="list-style-type: none"> • CH sound in chaud • OU sound in l'ouest, aujourd'hui, brouillard • OI sound in froid • Silent letters. These letters often come at the end of words and are seen throughout the unit in the following words: 'vent', 'chaud', 'froid', 'pleut', and 'nord'. | | <ul style="list-style-type: none"> • É sound in l'Épiphanie • È sound in fève • E sound in bleuet • Accents. Accents can help to identify the pronunciation of the phoneme, as seen in the cases given above. These accents create slight differences in the overall pronunciation of a word. | |
| | Grammar we will learn & revisit | Present tense verbs used in set weather phrases, which may not directly translate to the English equivalent e.g. 'Il fait beau' and 'Il y a du soleil'. Also, the days of the week do not have a capital letter in French unless they are found at the start of a sentence. | | Adjectival agreement, high frequency verbs & opinion structures. Introduction to 3rd person singular conjugations of high frequency verbs such as 'c'est' (it is) and relevant question words. Adjectival agreements to nouns in opinion structures. Differences in French punctuation such as spaces between the last letter of a word and the punctuation of question marks, exclamation marks and speech marks. |