

YEAR 5

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

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

COMPOSITES

- AT1 - Listen attentively to spoken language and show understanding by joining in and responding.
- AT3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- AT4 - Speak in sentences, using familiar vocabulary, seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- AT5 - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- AT6 - Present ideas and information orally to a range of audiences.
- AT7 - Read carefully and show understanding of words, phrases and simple writing.
- AT9 - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- AT10 - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- AT 11 - Describe people, places, things and actions orally and in writing.
- AT12 - 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 to build sentences; and how these differ from or are similar to English.

COMPONENTS

		1	2	3	4	5	End Point
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		What are the nouns and determiners for items of clothing?	Can I use the correct nouns and determiners for items of clothing?	Can I say what I am wearing in French using the verb 'je porte...' (I wear)?	Can I describe my items of clothing by colour?	What should I pack for my holiday?	End of Unit assessment Children will be able to complete the end of unit assessment successfully.
	CONCEPTS Link to concept map	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
	SKILLS	Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or	Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or	Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or	Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or	Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or	Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).

		using supported written materials (e.g. using a word bank). Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns .	using supported written materials (e.g. using a word bank). Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns .	using supported written materials (e.g. using a word bank). Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	using supported written materials (e.g. using a word bank). Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	using supported written materials (e.g. using a word bank). Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
	KNOWLEDGE	Nouns and their correct determiners for 10 items of clothing.	Nouns and their correct determiners for a further 11 items of clothing.	Nouns and their correct determiners for items of clothing. How to say what they are wearing.	How the adjectival agreement changes depending on the gender of the noun and colours, numbers as ages and days of the week from previous learning.	Nouns and their correct determiners for items of clothing, adjectival agreement, and possessive adjectives.	ALL KNOWLEDGE TAUGHT IN THIS UNIT
	LESSON LINK						
	PROGRESSIVE VOCABULARY	une casquette une chemise une cravate une jupe une robe une veste	des bottes des chaussettes des chaussures des collants des gants	Quand il fait beau je porte... Quand il neige je porte... À l'école je porte...	Quand il fait beau je porte... Quand il neige je porte... À l'école je porte...	Quand il fait beau je porte... Quand il neige je porte... À l'école je porte...	ALL VOCABULARY TAUGHT IN THIS UNIT

		une echarpe un maillot de bain un manteau un tee-shirt	des lunettes des sandales un chemisier un pantalon un pull un short	(nouns and determiners taught in lessons 1 & 2) Je ____ Tu ____ Il ____ Elle ____ Nous ____ Vous ____ ____ Ils/Elles	(nouns and determiners taught in lessons 1 & 2) Je ____ Tu ____ Il ____ Elle ____ Nous ____ Vous ____ ____ Ils/Elles,	Quand je suis en vacances je porte... (nouns and determiners taught in lessons 1 & 2) Je ____ Tu ____ Il ____ Elle ____ Nous ____ Vous ____ ____ Ils/Elles, mon ma mes	
	CURRICULUM EXPERIENCES	Clothes swap stall?					
	END POINT	Children will learn 10 nouns for items of clothing and their determiners	Children will learn 11 more nouns for items of clothing and their determiners	Children will learn how to say what they are wearing in French using the verb 'je porte...' (I wear) plus the item of clothing.	Children will learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French	Children will use all new knowledge in French to describe what they are packing in their suitcase for a holiday	Pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.