

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>

						Identify and correctly use adjectives (e.g. colours or size) and connectives placing 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.
- AT2 - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- 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.
- AT8 - Appreciate stories, songs, poems and rhymes in the language.
- 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.
- AT11 - 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

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		Can I listen attentively to longer passages in French and improve my decoding skills?	Can I use story ordering to help me decode unknown language?	Can I use the correct determiners for 10 Olympic sports?	How do you say “I do” and “I do not do” a particular sport using the verb ‘faire’ (to do)?	How can adjectives change spelling in French depending on the gender of the object being described?	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	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). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics),	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). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics),	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. Write simple sentences and short paragraphs from memory or 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 .	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). Use verbs in the correct form (e.g. first person “I” or third person “he”,	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). 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.	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). 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. Present to another person or group of people using sentences and authentic pronunciation,

		<p>reading exercises with set questions, emails or letters from a partner school).</p>	<p>reading exercises with set questions, emails or letters from a partner school). Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p>		<p>“she”, “you” in their writing to express what they and other people do, like etc.) 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.</p>	<p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. 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).</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</p>	<p>gesture and intonation to convey accurate meaning. 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). 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.) Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use</p>
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						<p>people do, like etc.) 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.</p>	<p>correctly with different nouns. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>
	KNOWLEDGE	Various cognates (words that are similar in English)	Word types – nouns, verbs and adjectives. That in French, the adjective generally comes AFTER the noun whereas in English the adjective normally comes BEFORE the noun.	Nouns for 10 Olympic sports and the correct article.	“I do” and “I do not do” using the verb ‘faire’ (to do), nouns for 10 Olympic sports and the correct article.	The article in French is used before a noun but not before an adjective.	ALL KNOWLEDGE TAUGHT IN THIS UNIT
	LESSON LINK						
	PROGRESSIVE VOCABULARY	Introduce the new unit Les jeux	recommencé était connaît faire	les Jeux olympiques, les	les Jeux olympiques, les	elle fait de l’ athlétisme Elle	ALL VOCABULARY TAUGHT IN THIS UNIT

		olympiques. The children will listen attentively to passages of French and discover how to decode and breakdown language by looking out for cognates (words that are similar in English).	revivre peuvent participer est présenté formé, modernes différents en argent bleu noir rouge jaune vert, les Jeux la cérémonie le Stade Panathénique Pierre de Coubertin les vainqueurs Charlotte Cooper l'éducation physique la médaille la flamme une torche	Jeux olympiques de l'antiquité, les Jeux olympiques modernes, l'athlétisme, l'équitation, l'escrime, l'aviron, la natation, la boxe, le cyclisme, le plongeo, le tir à l'arc, e triathlon.	Jeux olympiques de l'antiquité, les Jeux olympiques modernes , je fais de la..... / je ne fais pas de..... je fais du..... / je ne fais pas de..... je fais de l'..... / je ne fais pas de..... l'équitation l'escrime l'athlétisme l'aviron la natation la boxe le cyclisme le plongeon le tir à l'arc le triathlon	est athlète Il fait du cyclisme Il est cycliste Il fait de la boxe Il est boxeur Elle fait du plongeon Elle est plongeuse Il fait du tir à l'arc Il est archer Elle fait du triathlon Elle est athlète Elle fait de l' escrime Elle est escrimeuse Il fait de l' équitation Il est cavalier Elle fait de la natation Elle est nageuse	
	CURRICULUM EXPERIENCES			Olympic games clips and Year group competition.			
	END POINT	Pupils will learn how to decode and breakdown longer texts in the foreign language, learning to use language learning strategies including story ordering and using cognates.	Pupils will continue to decode texts in the foreign language and will further develop this skill by specifically looking out for verbs, adjectives and nouns.	Pupils will learn how to recognise, recall and spell ten different sports in the Olympic games with their definite articles/determiners in the foreign language.	Pupils will integrate the vocabulary for sports taught last lesson with the high frequency irregular verb 'I do' to be able to say which sports they practice in the foreign language. They will also have the opportunity to further expand on these sentences	Pupils will learn how to describe what sport different athletes do in the foreign language.	Pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

					by revisiting negative structures in the foreign language.		
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BIRCHINGTON



CHURCH OF ENGLAND PRIMARY