

## French Year 5 Long Term Planning Overview

	Content	Phonics	Grammar	Skill level practised	
<b>Autumn 1 :the French speaking world</b> ☑ writing letter to our French partner school ☑ Weather/season ☑ weather forecast ☑ French speaking countries	Asking /answering simple weather phrases Recognising some French speaking countries Which country you go	Key listen out activity based on: Key sounds in countries ( silent letters) 'ai' il fait mauvais au/eau	Exploration of Asking and answering simple question about yourself Recognising verbs 'il fait ' Preposition au en	<i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below - based upon the CEFR level A1(Common European Framework of Reference)</i> <b>Sound Spelling:</b> Can apply phonic knowledge to find/or write words. <b>Listening:</b> Can understand the main points from a series of spoken sentences (including questions)- may require some repetition <b>Speaking:</b> Can ask and answer questions on several topics and can express opinions. Can take part in brief pre-pared tasks such as short presentations and roleplays <b>Reading:</b> Can understand the main point(s) from a short written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words. <b>Writing:</b> Can write two or three sentences as a personal response using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.	
<b>Autumn 2: activities abroad</b> ☑ activities in Canada ☑ presentation Canada ☑ Numbers 0-50 ☑ Christmas in france la saint Nicolas	Asking /answering simple activities phrases Learning fact about a country Use of number of	Key listen out activity based on: Key sounds in presentation eu/eau	Exploration of: Use of 'on' Verb to do present tense Conjunctions to create extended sentences		
<b>Spring 1: Celebration and Family</b> ☑ Happy New Year/ La Chandeleur ☑☑ family members ☑ Numbers 0-50 ☑ use of dictionary	Asking /answering about sisters/ brother Naming family members using mon ma mes Telling someone's age	Key listen out activity based on: Key sounds in family members è/oeur/ eu	Exploration of: Verb to be in present tense Use of third person		
<b>Spring 2: In the city</b> ☑ writing letter 2 about Family ☑ in the city ☑ shops ☑ asking for price	Buildings and places of interest Where is ( + shops) Here is ( + shops) Simple directions How much does it cost?/ It costs.....	Key listen out activity based on: Key sounds in buying a gift role play structures eu/eau	Exploration of: Commands Verb to have- present tense Il y a structure		
<b>Summer 1: French painting</b> ☑ shapes and colours with Matisse ☑ facial description with Renoir ☑ colours description with Degas	Describing colours in both feminine and masculine Learning shapes Describing your eyes and your hair	Key listen out activity based on: Key sounds new personal info special questions ille/eu	Exploration of: Conjunctions to create extended sentences. Adjectival agreements Writing independently		
<b>Summer 2: Music and Success</b> ☑ opinions on music you like or dislike ☑ musical instruments you play Fete de la musique ☑ celebrating success French Day	Describing type of music Asking /answering musical instruments you play or not Opinions Likes and dislikes	Key listen out activity based on: Key sounds in beach language ge/jou	Exploration of: Using present tense jouer/ aimer Use of verbs in negative forms		
<b>DFE ATS and skill level</b> (During the third stage of language learning, children will explore all 12 DFE Attainment Targets and attempt to master the following language learning skills.)			<b>Language Learning Skill level practise</b>		
<b>Listen attentively to spoken language and show understanding by joining in and responding</b>			Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage		
<b>Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words</b>			imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation		

<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</b>	<p>use spoken language confidently to initiate and sustain simple dialogues and conversations</p> <p>ask and answer questions on several topics</p> <p>understand and express opinions</p> <p>devise and perform simple roleplays</p>
<b>Speak in sentences, using familiar vocabulary, phrases and basic language structures</b>	<p>use spoken language confidently to initiate and sustain simple dialogues and conversations</p> <p>ask and answer questions on several topics</p> <p>understand and express opinions</p>
<b>Develop accurate pronunciation and intonation, so that others understand ....</b>	<p>recognise and respond to sound patterns and words</p> <p>identify specific sounds, phonemes, words. Imitate pronunciation</p> <p>recite a short piece of narrative text by reading aloud</p> <p>focus on correct pronunciation</p>
<b>Present ideas and information orally to a range of audiences</b>	<p>prepare a short presentation on a familiar topic</p> <p>memorise and present a short spoken text</p> <p>understand and express opinions</p> <p>memorise and present a short spoken text</p>
<b>Read carefully and show understanding of words, phrases and simple writing</b>	<p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>identify specific sounds phoneme and words. Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p>
<b>Appreciate stories, songs, poems and rhymes in the language</b>	<p>listen and respond to rhymes/songs/stories</p> <p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p>
<b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary</b>	<p>recognise and respond to sound patterns and words</p> <p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>read and understand a range of familiar and unfamiliar phrases</p> <p>apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>
<b>Write phrases from memory and adapt these to create new sentences to express ideas clearly</b>	<p>write words, phrases and sentence (using a reference)</p> <p>experiment with the writing of words and phrases from memory</p>
<b>Describe people, places, things and actions orally and in writing</b>	<p>construct a short text e,g create a ppt/ presentation or short passage to give a description</p> <p>attempt to memorise and present a written text as a spoken text</p>
<b>Understand basic grammar</b>	<p>Use verbs in 3rd person singular to describe someone else</p> <p>explore the verb to be in the present tense</p> <p>explore and practise a regular present tense verb: "to wear"</p> <p>explore and practise the present tense verb "to have"</p> <p>practise accurate use of adjectives in agreement with nouns</p>