

## French Long Term Planning – Summary of Year 5 Units

<p><b>AUTUMN 1 - Numbers 20 - 60. Dates/Birthdays</b></p> <p><b>Speaking &amp; Listening:</b> Children will be able to match a visual representation of a number 1-60 when someone else says it. They will be able to recite numbers 1-60 and count in multiples of ten. They will be able to say the days of the week/months of the year and give the date/their birthday correctly.</p> <p><b>Reading &amp; Writing:</b> Children will be able to identify numbers up to 60 accurately and label numerical forms in words (spelt correctly) Children will be able to write the days of the week and months of the year and write the date accurately.</p> <p><b>Intercultural Understanding:</b> Children will know that each day of the year is named after a saint and will understand how key national holidays are celebrated.</p> <p><b>Grammatical Knowledge:</b> Children will identify the repetitive patterns in the French number system and the grammatical rules for writing the date.</p>	<p><b>AUTUMN 2 - Clothes</b></p> <p><b>Speaking &amp; Listening:</b> Children will be able to listen to a description of someone's clothes and match it to an image. Using a model, they will be able to take part in a conversation between shopkeeper and customer.</p> <p><b>Reading &amp; Writing:</b> Children will be able to read descriptions of clothes and match them to an image. Children will be able to create a shopping list of clothing items they wish to buy (including colours and rules of plurals)</p> <p><b>Intercultural Understanding:</b> Children will be able to name and give facts about key French clothes designers e.g Yves Saint Laurent, Jean-Paul Gaultier, Chanel. They will know the origins of the French beret and that children do not wear uniform in France.</p> <p><b>Grammatical Knowledge:</b> Children will know that when using plural nouns and adjectives an s needs to be added and will understand that 'et' is used in French to join ideas, just as the word 'and' is in English.</p>
<p><b>SPRING 1 - Body</b></p> <p><b>Speaking &amp; Listening:</b> Children will be able to identify body parts when shown an image and will be able to explain which part of their body is in pain.</p> <p><b>Reading &amp; Writing:</b> Children will be able to read a description of a fictional creature's appearance and draw an image to represent the description. They will be able to create an image then write a range of short sentences that describe a fictional creature</p> <p><b>Intercultural Understanding:</b> Children will know that the emergency number in France is 112 and that the symbol for a chemist is a green cross. Children will also be able to explain the difference between Docteur, Médecin (another word for doctor) Médecine (the word for medicine)</p> <p><b>Grammatical Knowledge:</b> Be able to identify that: <b>le</b> = masculine e.g. <b>le bras</b>, <b>la</b> = feminine e.g. <b>la bouche</b>, 'l' is used before a vowel e.g. <b>l'oreille</b> Plural forms of masculine or feminine use <b>les</b> + add 's' or in some cases 'x' to denote plural e.g. <b>les dents</b>, <b>les yeux</b></p>	<p><b>SPRING 2 - In town</b></p> <p><b>Speaking &amp; Listening:</b> Children will be able to identify the name of French shops and buildings when spoken by a French native. They will also be able to say that they are going to + a specific place in town.</p> <p><b>Reading &amp; Writing:</b> Children will be able to read vocabulary to images of shop fronts on a French high street. They will be able to read a passage of text about someone's weekend and answer comprehension questions. They will be able to write a schedule for a list of places you may visit over the space of a week.</p> <p><b>Intercultural Understanding:</b> Children will be able to identify the symbol used to represent a 'tabac' and the type of products that are available there. They will also be able to identify the key buildings found in a typical French town.</p> <p><b>Grammatical Knowledge:</b> Children will secure understanding from Year 4 about the French for <b>the</b> e.g. <b>le</b> (m), <b>la</b> (f) <b>l'</b> (before a vowel), <b>les</b> (plural). They will know that there are two forms of <b>a/an</b> (un/une) They will begin to understand the different forms of the verb to go (<b>Je vais/Tu vas</b>)</p>
<p><b>SUMMER 1 - Weather</b></p> <p><b>Speaking &amp; Listening:</b> Children will be able to match a form of weather to an image, pronouncing them correctly. They will then be able to expand the sentence by saying when or where the weather occurred.</p> <p><b>Reading &amp; Writing:</b> Children will be able to read a simple weather report and identify the forms of weather mentioned. They will be able to keep a record of the weather conditions over the space of a week.</p> <p><b>Intercultural Understanding:</b> Children will show an understanding that weather conditions differ greatly throughout France e.g. warmer on the south coast, snowy regions renowned for their ski resorts and be able to explain why</p> <p><b>Grammatical Knowledge:</b> Children will know and use the three forms used when describing the weather <b>Il fait</b> + word e.g. <b>il fait beau</b> = it is fine <b>Il</b> + word e.g. <b>il pleut</b> = it is raining <b>Il y a</b> + word e.g. <b>il y a des orages</b> = there are some storms</p>	<p><b>SUMMER 2 - Revision / Deeper Learning</b></p> <p><b>Speaking &amp; Listening:</b></p> <p><b>Reading &amp; Writing:</b></p> <p><b>Intercultural Understanding:</b></p> <p><b>Grammatical Knowledge:</b></p>