

Autumn term

Spring term

Summer term

Year 5 – MFL

UKS2

| Breadth | Concept | Milestone 3 (Year 5) | Knowledge | Vocabulary |
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| <p>In the chosen language of French, skills covered include:</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing <p>•Language learning skills: Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Identify word roots across languages Develop reading aloud skills Develop comprehension skills and strategies Develop speaking and</p> | <p>Skill descriptors from Primary Languages Network’s scheme of work, linked to DfE attainment targets.</p> <p>Listening: Can understand the main points from a series of spoken sentences (including questions); may require some repetition.</p> <p>Speaking: Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short</p> | <p>L - Can understand when someone is introducing their name, age, where they live and how they are feeling.</p> <p>L - Can understand school subjects and opinions of school subjects in three spoken statements</p> <p>L - Can identify five places in the city in a short spoken descriptive statement about a city and places to visit</p> <p>L - Can understand three items and prices of fruits and vegetables in a market dialogue.</p> <p>L- Can identify and understand clothes nouns.</p> <p>L – Can understand names of items in a beach bag.</p> <p>S – Can introduce yourself and someone else’s name, age, where you/he/she lives.</p> <p>S –Can say how you are feeling with a conjunction and a reason why.</p> | <p>I know how to say three sentences about myself.</p> <p>I know how to use use three new feelings phrases.</p> <p>I know how to write an extended sentence using a model.</p> <p>I know the personal pronouns <i>I, he</i> and <i>she</i>.</p> <p>I know how to say what someone else’s name and age is and where they live.</p> <p>I know the names of the school subjects.</p> <p>I know how to express my opinions of school subjects.</p> <p>_____</p> <p>I know the names of places in the city.</p> <p>I know how to ask for a ticket.</p> <p>I know how to follow simple directions.</p> | <p>Cognate –similar word in English and the target language</p> <p>Pronoun -I, he, she (Je, il, elle)</p> <p>Conjunction –and, but, because (et, mais, car)</p> <p>Bi-lingual dictionary</p> <p>Singular and plural definite/indefinite article (le/la/les)</p> <p>Opinion phrases (I like/love/don’t like/hate)</p> <p>School subjects (e.g. English, Maths, Art)</p> <p>Nouns of places in the city (e.g. zoo, bakery, stadium)</p> <p>In _____, there is... (A Paris, il y a...)</p> <p>I would like... (Je voudrais...)</p> |

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| <p>writing skills Continue to develop word reference tools skills. Ways to explore sentence structure Write simple extended sentences using a model. Make educated guesses, Recall previously learnt language. Practise language with a friend. Games to aid memory. Use bilingual dictionaries to check spelling and meanings. As above. As above plus: links with etymology of planet names. Use language detective skills to explore another language.</p> | <p>presentations and role plays</p> | <p>S - Can say accurately two statements about subjects including an opinion, a conjunction and a reason why.</p> <p>S – Can say a simple sentence to describe what is in a town/city</p> <p>S - Can participate relatively accurately in a dialogue – shopping for Christmas gifts.</p> <p>S - Can participate relatively accurately in a shopping dialogue to buy fruits and vegetables.</p> <p>S – Can say some numbers between 0-100</p> <p>S – Can say names of clothes items accurately.</p> <p>S – Can say the names of the planets and adjectives to describe them.</p> <p>S – Can say the names of beach bag items.</p> <p>S – Can say extended sentences to describe the beach.</p> | <p>I know how to write a simple description about a city.</p> <p>I know how to ask politely for an item and its price.</p> <hr/> <p>I know the names of fruit and vegetables.</p> <p>I know how to construct a recipe using a word and phrase bank.</p> <p>I know how to participate in a shopping role-play asking for the price of an item.</p> <hr/> <p>I know the names of some items of clothes.</p> <p>I know how to describe a sports kit/fancy dress outfit.</p> <p>I know how to describe clothes I am wearing using adjectives of size and colour.</p> <p>I know the first-person singular form of the verb ‘porter’ (to wear).</p> <hr/> <p>I know how to ask and answer questions about a person’s identity</p> | <p>Dialogue including words for please and thank you, hello and goodbye.</p> <p>Nouns of items on a gift list</p> <p>Names of fruit and vegetables</p> <p>Verbs linked with recipes (cut, mix etc)</p> <p>Prices in Euros (Numbers 1-30)</p> <p>How much is ___? It is ___</p> <p>Items of clothes</p> <p>Adjectives to describe clothes</p> <p>Questions and answers re: a person’s identity (name, age, where they live)</p> <p>Names of the planets and adjectives to describe them.</p> <p>Names of beach items</p> <p>Phrase ‘You can’ + infinitive of verbs</p> |
| <p>• Intercultural understanding: School in France and school timetable. Visiting Paris and getting to know a city in France. Typical fruits and veg grown and sold in French markets, prices in</p> | <p>Reading: Can understand the main point(s) from a short written passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find and/or write words.</p> | <p>R - Can read and understand two written statements about subjects, likes and dislikes and reasons, using a conjunction and an opinion.</p> <p>R - Can understand the simple description of a city and access and find two unfamiliar nouns for places in a bilingual dictionary.</p> | | |

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| <p>Euros. Map and places - in France to go on holiday Beach culture in France.</p> <p>•Phonics: Silent letters s/e/d/h/ é/ x Sound spelling us/gué/ai/ei/on/in ou/is/an/en/oi/ch Silent letters: t/s/e/ Pronunciation: /é/ Sound Spellings: gn/oi/gue/in/ai/as/ez /uit/ch/ou/ent/eau/ail As above plus /ait/au/gue</p> <p>•Grammar: Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Begin to explore 3rd person singular. Write simple present tense descriptive sentences using nouns and adjectives. Consolidate understanding of masculine and</p> | <p>Writing: Can write two or three short 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.</p> | <p>R - Can read the instructions for a simple recipe and use a bilingual dictionary to access an unfamiliar key ingredients.</p> <p>R – Can read descriptive sentences about clothes.</p> <p>R – Can understand information on a simple ID card.</p> <p>R – Can read and understand simple information about planets.</p> <p>W – Can write a paragraph introducing yourself (name, age, where you live and how you are feeling.)</p> <p>W – Can write a few sentences about someone else (name, age, where they live) using the correct pronouns.</p> <p>W - Can write two mainly accurate short sentences using a subject /like or dislikes, a conjunction and an opinion in response to a question about school subject preferences.</p> <p>W – Can write a simple sentence to describe what is in a town/city.</p> <p>W - Can write a simple description of how to make a fruit salad.</p> <p>W – Can design an imaginary planet and make a poster with information on about it.</p> | <p>I know the names of the planets and can recall adjectives to describe them.</p> <hr/> <p>I know the names of items I take to the beach.</p> <p>I know how to use previously learnt sentence starter to describe the seaside.</p> <p>I know how to form persuasive sentences about the seaside.</p> <p>I know how to create extended sentences about the seaside using a model.</p> <p>I know facts about seaside resorts in France.</p> <p>I know how to use my language detective skills to apply to another language.</p> <hr/> | |
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| <p>feminine nouns, singular and plural Commands Practise question words and forming a question in French. Consolidate position and agreement of familiar adjectives with nouns in French Question words Present tense conjugation of the verb "to wear" in French. Use of verb "to be" in present tense descriptions. Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb + infinitive for persuasive sentences.</p> | | <p>W – Can use sentence starters to create a sequence of sentences to describe the beach.</p> <p>W – Can use 'you can' and the infinitive of the verb to create persuasive sentences.</p> | | |
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