

Year 5 – Autumn	
Recall	Numbers 1-30, Animals, Days of the week, Months of the year, Common greetings
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>State what can be found on the high street and the location of shops and buildings: c'est à gauche, à droite, au coin</p> <p>Re-visit days of the week</p> <p>Time of day: lundi matin à dix heures</p> <p>Adjectives to describe the high street at different times</p> <p>Re-visit quantifiers: assez, un peu, très</p> <p>Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies</p>
Prior Learning	<p>Pupils have previously described monsters and animals. They know that the gender of a noun affects other words in the sentence. They revisit this knowledge to apply agreements confidently when discussing buildings on the high street. They now extend sentences using prepositional phrases.</p> <p>Pupils know that adjectives agree with the noun. They extend this by looking at agreements for adjectives ending in e or é.</p> <p>Pupils have met the subject pronouns for first person (I) and third person (he/she). They now recognise how the verb changes to agree with the subject of the sentence, through a focus on known phrases in the first and third person in the present tense.</p>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<p>Through the theme of the 'High Street' pupils learn the vocabulary for different shops and buildings. They re-use adjectives with nouns, remembering that petit and grand precede the noun and revisiting prior learning on adjectival agreement. They consider the location of shops and buildings using simple prepositional phrases.</p> <p>Towards the end of the half term pupils practise a simple dialogue, asking and answer questions about the location of a place. They use typical 'stalling strategies' during the conversation to add authenticity to the dialogue.</p> <p>Pupils continue the theme of the high street, now working with more complex vocabulary to describe how the high street appears at different times of the day / week.</p> <p>As the half term progresses, pupils listen and respond to an extended story which includes much of the vocabulary introduced over the term. They use the story as a stimulus to create their own writing, re-using previously learned phrases from Years 3 and 4 in a new context.</p>
Next steps	<p>Pupils will continue their work on the high street through the next half term, considering how the high street appears at different times, using more complex adjectives. They listen to a short story as the half term progresses which includes much of the vocabulary and structures used during the first half term. Having used only the present tense in both oral and written work so far, pupils will extend their understanding of verbs as they are introduced to the simple future tense in the first person in the next unit of work.</p>

Key Vocabulary	<p>Il y a (?) - there is / is there? there are / are there?</p> <p>un marché – market un magasin – shop un supermarché – supermarket une poste - post office une banque – bank un café – café une mairie – town hall un magasin de vêtements – clothes shop une boulangerie – bakers</p> <p>et – and petit – small</p> <p>grand – big aussi – also à gauche – on the left à droite – on the right</p> <p>ici – here c’est – it is au coin – on the corner</p> <p>Stalling strategies: eh bien, alors, voyons...</p> <p>Revision of days of the week (introduced in Year 3): lundi – Monday mardi – Tuesday mercredi – Wednesday jeudi – Thursday vendredi – Friday samedi – Saturday dimanche - Sunday</p> <p>matin – morning après-midi – afternoon soir – evening à 10 heures – at 10 o’clock à 4 heures et demie – at half past 4 très – very assez – quite</p> <p>Pupils will revisit many graphemes introduced in Years 3 & 4 throughout Year 5.</p> <p>Focus for the half term: -Know the equivalent phoneme for the graphemes: in, an, é, oi, au, que, et, ien</p> <p>-Revisit how adjectival agreement changes pronunciation – petit/petite Focus for the half term: -Know the equivalent phoneme for the graphemes: eur, aire</p>
Teacher Assessment	End-of-term quiz to inform Teacher Assessment
Possible Misconceptions	<p>-Revisit the indefinite articles – un, une, des</p> <p>-Remember that adjectives usually follow the noun but there are some common exceptions: grand, petit</p> <p>-Remember that adjectives change their spelling, agreeing with the gender of the noun they describe</p>
Class Teacher Notes	For teacher or subject lead to use and update to inform next year’s planning – not to be published online.

