

Year 5 – Spring

Recall	Telling the time, months of the year, time of day
<p>End Point  <b>Disciplinary Knowledge</b>            (National Curriculum Statements)</p>	<p>Re-visit days of the week            Re-visit leisure activities and extend with: jouer au, faire du/de la            Recap numbers 0-20, Introduce 30 – 50            Introduce comparatives with adjectives:            plus... Que            Recap expressing an opinion in front of an infinitive verb: J'aime jouer au tennis            Introduction of immediate future tense in first and second person:            Qu'est-ce que tu vas faire?            je vais + infinitive            Revision and extension of food item vocabulary, appreciating cultural differences in eating habits            Re-visit opinions vocabulary            Re-visit stalling strategies            Re-visit conjunctions: et, mais, aussi      Choose the correct word order when writing sentences about likes and dislikes            Re-visit formation of negative sentences            Modal verb: vouloir when offering and accepting food            Tu veux?            Je voudrais</p>
Prior Learning	<p>Pupils learned hobbies in Year 4 and practised structures using the verb 'aimer' + the infinitive. They revisit this structure and known vocabulary including days of the week, times of the day and places in the town.            Pupils revisit the use of the possessive pronouns with family members, remembering how this links to gender. They extend their learning to be able to say what they will do and where they will go using the simple future tense. Pupils know how to express likes and dislikes. They have some understanding of the use of the determiner when talking about foods. They have acquired some basic food vocabulary in Year 3 which is extended during this half term.            Pupils have read some short texts containing familiar language – they are now challenged with more complex texts containing unknown vocabulary.</p>
<p>Sequence of Learning / Contextual Knowledge            (Lesson ideas)</p>	<p>Pupils revisit familiar vocabulary for giving opinions and describing hobbies using infinitive verbs. They extend this work to include a focus on the immediate future tense in the first person using the structure: Je vais + infinitive verb. In forming extended sentences to state what they are going to do, they revisit vocabulary for days of the week, times of the day and family members. By the end of the half term, pupils state where they will go, when and who with using grammatical structures accurately.</p>

	<p>Pupils revisit phrases to express opinions and use these to comment on food they like and dislike, extending the vocabulary they learned in Year 3. As the half term progresses, they consider food groups and healthy eating. They study lunch menus from French schools and use their knowledge of both English and French to deduce meaning.</p>
Next steps	<p>Pupils re-use opinions phrases as they revisit and extend learning from Year 3 relating to the theme of food. They consider healthy eating and study authentic reading material relating to school lunch menus. Pupils encounter more challenging reading material through the summer term to encourage them to persevere and to make use of the French they know to gain the gist of a text.</p> <p>Pupils continue work on food by looking specifically at breakfast foods and transactional language in offering and accepting food at the table. They then study a well-known poem, looking closely at language, and the mood and context of the poem.</p>
Key Vocabulary	<p>jouer au + sport (basket, football, golf, tennis, rugby etc.)  faire du jogging – to go running  revision of opinions phrases:  J'aime / Je n'aime pas + infinitive verb - I like / I don't like.....  Immediate future tense:  Je vais aller – I am going to go  à la / au – to the  le centre commercial – shopping centre  la piscine – swimming pool  le cinéma – cinema  avec – with</p> <p>Revision of family members and possessive pronouns:  le père – the father papa – dad la mère – the mother maman – mum le frère – brother la soeur – sister  le grand-père – grandfather la grand-mère – grandmother</p> <p>New family members:  les parents – parents les cousins – cousins mon - my (masculine singular) ma – my (feminine singular)  mes – my (plural) le riz – rice les pâtes - pasta les pommes de terre – potatoes le jambon – ham le poisson - fish  le fromage – cheese l'eau – water le yaourt – yoghurt le chocolat – chocolate la glace - ice-cream le gâteau -cake  les biscuits – biscuits les petits pois - peas les carottes – carrots la salade – salad le pain – bread la baguette –  baguette</p>

	<p>Revision of high frequency vocabulary to extend sentences:  et – and  mais – but  aussi – also</p> <p>Focus for the half term:  -Know the equivalent phoneme for the graphemes: en, è, r      Focus for the half term:  -Know the equivalent phoneme for the graphemes: i, ette, an, in</p>
Teacher Assessment	End-of-term quiz to inform Teacher Assessment
Possible Misconceptions	<p>Masculine/feminine; remembering common verbs (aller, être)</p> <ul style="list-style-type: none"> <li>-Remember that adjectives usually follow the noun but there are some common exceptions: grand, petit</li> <li>-Remember that adjectives change their spelling, agreeing with the gender of the noun they describe</li> </ul>
Class Teacher Notes	For teacher or subject lead to use and update to inform next year's planning – not to be published online.