

## Ashtree Primary School and Nursery Medium Term Plan for French AUTUMN 2022-2023 Year 5

### Year 5 Autumn Term

Classroom language    Revise knowledge of numbers and apply to telling/asking for the time    Tell the time and link to meals in the day    Embed new vocabulary    Communicate likes and dislikes  
Express preferences    Use verbs to write sentences    Add detail to sentences    Dictionary skills    Music links to theme Christmas    Continuously practise phonics and pronunciation of phonics

### Year 5 Term 1 Prior Knowledge and Skills:

Number 1-31    Months    Dates    Asking for and giving birthday    Language to do with birthday celebrations  
Christmas vocabulary    Use new language to understand and create invitations  
Understand songs, stories and videos    Phonics Sounds and key vocabulary

Key Vocabulary    Vocabulary is developed within each lesson

### Additional links

<https://primarylanguages.network/french>

<https://www.languageangels.com/schools/>

<https://www.lightbulblanguages.co.uk/resources-french.htm>

<https://www.all-languages.org.uk/primary-2/primary-resources/french/>

	Learning Objective	Language (core content)	Resources	NC PoS	Intercultural Understanding/Follow up
<b>Step 1 Week 1</b>	To recap the most necessary language needed for the classroom and get pupils to think about why French is an important language to learn.	Classroom language Introduce question words (with gestures) Comment Quand Qui Pourquoi Quel/s quelle/s Où etc	PowerPoint Question words	L1, S1(a), S1 (c)	
	To revise and extend knowledge of the numbers needed to tell the time	Learning the 5 x table + song	PowerPoint 5 x table	L1, L2, R3	Booklet p.6
<b>Step 2 Week 2</b>	To learn how to ask for and give the time (hour, half and quarter)	Asking for & giving the time What time is it? Quelle heure est-il? It's one o'clock, It's five o'clock Il est une heure, il est cinq heures	PowerPoint Telling the time	L1, L2, S1(a), S2, R3	Booklet p.7
	To consolidate and extend the ability to ask for / give the time	Asking for & giving the time What time is it? Quelle heure est-il? It's ten past five. Il es cinq heures dix. It's twenty to five. Il est cinq heures moins vingt.	PowerPoint Telling the time practice	L1, L2, S1(a), S2, R1, R3	Booklet p.8-9 Time dominoes
<b>Step 3 Week 3</b>	To say 'at ... o'clock.' To describe what you usually have for breakfast.	What time do you have breakfast? A quelle heure manges-tu le petit déjeuner? Je mange... un yaourt, des céréales, du pain, du pain grillé, des fruits, de la confiture... Je bois... du thé, du café, du jus d'orange, du chocolat chaud	PowerPoint Breakfast	L1, L2, S1(a), S2, R1, R3, G1	Look at typical breakfast foods in French-speaking countries.

	ASSESSMENT	(Key grammar: de + definite article - de+le --> du, de la, de+les --> des)			
		PROGRESS CHECK 1			
Step 4 Week 4	To learn how to communicate likes and dislikes.	Recycle familiar foods & introduce opinions I like - J'aime I don't like - Je n'aime pas  (Key grammar: use the definite article (le / la) after verbs of like/dislike)	PowerPoint Likes & dislikes	L1, S1(b)	Booklet 15-19
	To consolidate and embed the new language.	More food & opinions	PowerPoint More food & opinions	L1, S1(b)	Booklet 15-19
Step 5 Week 5	To learn to use different persons of the regular -ER verb MANGER To write short sentences about what different people eat for breakfast.	What do you have for breakfast? Using different parts of the -ER verb manger	PowerPoint Manger	W1, W2, G4	Booklet p.20-21
	To learn how to say you prefer. To practise saying what you eat and drink for lunch on different days.	What time is lunch? À quelle heure manges-tu au collège? Packed lunch or school dinners? Qu'est-ce que tu manges? La nourriture du collège ou un panier repas? Qu'est-ce que tu préfères? Je préfère... What do you drink? Qu'est-ce que tu bois?	PowerPoint School lunch	L1, S1(a), S1(b), S2, R1,	Paired speaking work
Step 6 Week 6	To practise looking up new nouns in a dictionary.	Developing dictionary skills with nouns Dictionary lesson 1 Using alphabetical order, working out when to use a dictionary and when not to Combining new language with verbs of like and dislike to create new sentences.	PowerPoint Dictionary	R5	Booklet p.22-23 Supermarket memory game
	To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them. To use expressions of frequency to add detail.	Mealtimes and expressions of frequency always) toujours (usually) d'habitude (sometimes) parfois À quelle heure manges-tu le petit déj / le déjeuner / le dîner?	PowerPoint Mealtimes & frequency	W2, W3, G1, G4	Compare different typical mealtimes in the class with each other, and with traditional mealtimes in France. Booklet pp.24-28. Phonics pronunciation practise
Step 7 Week 7	To practise the use of -ER regular verbs in different persons. To build sentences using verbs, time expressions and food items.	Eating habits Language from this module.	PowerPoint Sentence building	W2, W3, G1, G4	Booklet pp.29, 30, 32-34 Keep a food diary for a week. Food dominoes.
	CHRISTMAS	Revise Christmas Language from previous years Link to music –Christmas song in French ASSESSMENT PROGRESS CHECK 2			

**NEXT STEPS : SPRING TERM**

This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'je Fais', 'c'est' and 'il y a ' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'aimer' + infinitive verb.