

| All about ourselves                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | French | Year 5 Term 2                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Key vocabulary:</b> les parties du corps, qu'est-ce que tu as?, j'ai, tu as, qu'est-ce qui manqué?, avoir, qui est-ce? aussi, mi-longs, longs, raides, ondules, boucles, chatains, blonds, roux, bruns, gris, blancs, bleus, verts, marron, decrivons-nous, c'est de quelle couleur?, la grammaire, longueur de cheveux, qu'est-ce que tu fais? je leve, je croise, j'ouvre, je ferme, je range, je lis, j'ecris, j'aide, je fais quelque chose, la fenetre, la porte, la table, un livre, une phrase, mon ami, une jupe, un patalon, un pull, un tee-sirt, une chemise, une robe, des chassures, des chaussettes, qu'est-ce qu'il porte? porte, comment-te sens tu aujourd'hui, je suis, content, fatigue, enerve, surprise, desole, triste, fache, fier, etre, qu'est-ce qui ne va pas?, j'ai mal à la/au/aux..., le ventre, la gorge, la tête, les dents, les oreilles, les yeux, le cou, le pied, la jambe, la main, le bras, le genou, les pieds, la bouche, le nez, les epaules, le medecin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Knowledge and skills:</b><br>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language. (5a)<br>Identify different ways to spell key sounds, and select the correct spelling of a familiar word. (5b)<br>Take part in conversations and express simple opinions giving reasons. (5c)<br>Adapt known complex sentences to reflect a variation in meaning. (5d)<br>Begin to use intonation to differentiate between sentence types. (5e)<br>Create a short piece for presentation to an audience. (5f)<br>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. (5g)<br>Learn a song or poem using the written text for support. (5h)<br>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. (5i)<br>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. (5j)<br>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions. (5k)<br>Know how to conjugate some high frequency verbs. (5l)<br>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. (5m)<br>Adapt sentences to form negative sentences and begin to form questions. (5n)<br><i>To recognise and use different vocabulary related to body parts. Name different body parts in French. Create own description in French using body parts and the verb avoir. To speak in sentences using familiar vocabulary, phrases and basic language structures in the context of describing themselves. Children can describe their hair and eyes in French. Children can correctly place an adjective in a sentence. Children can make a noun and adjective agree. To describe people, place, things and actions orally and in writing in the context of activities in the classroom or around school. To understand basic grammar structure to the language being studied in the context of describing what someone is wearing. To use the verb porter to describe what someone is wearing. To understand key grammar features and patterns of the language and how to apply these in the context of talking about feelings. To apply knowledge of French adjectives to feelings. To explain what is wrong when feeling unwell. To apply their knowledge of sentence structure and vocabulary to describe activities.</i> |        | <b>Possible Activities:</b><br>Children listen and identify different parts of the body<br>Children can describe their eye and hair colour.<br>Children can describe what they are doing in the classroom.<br>Children can write a description of what children are wearing in French.<br>Children can say and write how they are feeling in French.<br>Children can describe what is wrong when they feel unwell in French. |
| <b>Spiritual, Moral, Social and Cultural Education, and Promotion of British Values:</b><br>Spiritual: The children will experience enjoyment and fascination in learning about themselves, others and the world around them. Moral: Children will show respect during discussions for the opinions of others. Social: Children will work together in pairs to practise new vocabulary and to practise conversation. Children will agree when working in small groups on a consensus. Children will show respect and tolerance of those with different faiths and beliefs. Cultural: Children will appreciate the cultural heritage of the French people and compare it to their own. Children will explore and show respect for different faiths and cultural diversity. Equalities: Language can be a bridge for building relationships, or a tool for creating and maintaining divisions across differences. Having a common language for talking about and across difference is essential for breaking down divisions and working towards achieving understanding and partnership. In developing a common language around diversity, it is important that language be affirming and not about creating blame, guilt or pity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                                                                                                                                                                                                                                                                                                                                                                                                              |