



# LOWER PEOVER PRIMARY SCHOOL

## FRENCH SCHEME OF WORK OVERVIEW

### 20-21

French Year 5 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
<b>Autumn 1 :My school, my subjects</b> <ul style="list-style-type: none"><li>Talking all about us</li><li>School subjects, my opinions</li><li>Back to school with the aliens- animated story, creative reading and writing</li><li>Witch's day at school- talk and write story</li></ul>	Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school	Key listen out activity based on: Key sounds in school subjects/opinions  <b>qu/in</b>	Exploration of Asking and answering simple question about someone else (3 <sup>rd</sup> person singular) Conjunctions to create extended sentences	<i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European</i>



<p><b>Autumn 2: Time in the city</b></p> <ul style="list-style-type: none"> <li>In the city</li> <li>Christmas shopping (roleplay)</li> </ul>	<p>Buildings and places of interest Where is ( + shops) Here is ( + shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50</p>	<p>Key listen out activity based on: Key sounds in buying a gift role play structures</p> <p style="text-align: center;"><b>eu/eau</b></p>	<p>Exploration of: Commands Verb to have- present tense</p>	<p><i>Framework of Reference)</i></p> <p><b>Sound Spelling:</b> Can apply phonic knowledge to find/or write words.</p> <p><b>Listening:</b> Can understand the main points from a series of spoken sentences (including questions)- may require some repetition</p> <p><b>Speaking:</b> Can ask and answer questions on</p>
<p><b>Spring 1: Healthy eating and going to the market</b></p> <ul style="list-style-type: none"> <li>Happy New Year</li> <li>Pantomime and verb to be</li> <li>Going to the market</li> <li>Healthy recipe</li> </ul>	<p>Shopping at the market Fruit Vegetables Transactional language at the shops</p>	<p>Key listen out activity based on: Key sounds in fruits/vegetables/class survey questions</p>	<p>Exploration of: Verb to be – present tense</p>	
<p>☐ Jack and the Beanstalk story-read/write/perform</p>	<p>Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<p style="text-align: center;"><b>qu/que</b></p>		<p>several topics and can express opinions. Can take part in brief prepared tasks such as short presentations and roleplays</p> <p><b>Reading:</b> Can understand the main point(s) from a</p>
<p><b>Spring 2: Carnival clowns and clothes</b></p> <ul style="list-style-type: none"> <li>Carnival clowns/fancy dress characters and clothes</li> <li>Pirate’s Lost Treasure story</li> <li>Fancy dress fashion show</li> </ul>	<p>What are you wearing? I am wearing What’s it like? It’s + colour and size It has..</p>	<p>Key listen out activity based on: Key sounds in clothes descriptions</p> <p style="text-align: center;"><b>au/ou</b></p>	<p>Exploration of: Verb to wear – present tense Adjectival agreement with nouns</p>	



<p><b>Summer 1: Out of this World</b></p> <ul style="list-style-type: none"> <li>• Traveller’s survival guide</li> <li>• Fly me to the moon story and planets /simple descriptions</li> <li>• Intergalactic dialogues/design outer space characters and own plants and languages</li> </ul>	<p>Personal information at passport control Countries Ways to travel Planets and simple adjectives Dialogues and conversations</p>	<p>Key listen out activity based on: Key sounds new personal info special questions</p> <p style="text-align: center;"><b>ille/é</b></p>	<p>Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences.</p>	<p>short written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words.</p>
<p><b>Summer 2: Going to the seaside</b> □ Going to the seaside</p>	<p>You can Play + sports Eat + foods Wear +beach clothes</p>	<p>Key listen out activity based on: Key sounds in beach language</p> <p style="text-align: center;"><b>ge/jou</b></p>	<p>Exploration of: Using the modal verb structure : You can + verbs</p>	<p><b>Writing:</b> Can write two or three 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><b><u>DFE ATS and skill level</u></b> During the first stage of language learning, children will explore all 12 DfE Attainment Targets.</p>			<p><b><u>Language Learning Skill level practise</u></b> During the third stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs</p>	
<p>Listen attentively to spoken language and show understanding by joining in and responding</p>			<p>Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage</p>	



Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays
Speak in sentences, using familiar vocabulary, phrases and basic language structures	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions
Develop accurate pronunciation and intonation, so that others understand ....	recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation recite a short piece of narrative text by reading aloud focus on correct pronunciation
Present ideas and information orally to a range of audiences	prepare a short presentation on a familiar topic memorise and present a short spoken text understand and express opinions memorise and present a short spoken text
Read carefully and show understanding of words, phrases and simple writing	read and understand the main points and some detail
	from a short written passage (mainly familiar words) identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases
Appreciate stories, songs, poems and rhymes in the language	listen and respond to rhymes/songs/stories read and understand the main points and some detail from a short written passage (mainly familiar words



<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary</p>	<p>recognise and respond to sound patterns and words  read and understand the main points and some detail from a short written passage (mainly familiar words)  read and understand a range of familiar and unfamiliar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>
<p>Write phrases from memory and adapt these to create new sentences to express ideas clearly</p>	<p>write words, phrases and sentence (using a reference)  experiment with the writing of words and phrases from memory</p>
<p>Describe people, places, things and actions orally and in writing</p>	<p>construct a short text e,g create a ppt/ presentation or short passage to give a description  attempt to memorise and present a written text as a spoken text</p>
<p>Understand basic grammar</p>	<p>Use verbs in 3<sup>rd</sup> person singular to describe someone else  explore the verb to be in the present tense explore and practise a regular present tense verb:“to wear”  explore and practise the present tense verb “to have”  practise accurate use of adjectives in agreement with nouns</p>

