

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

Curriculum Map: French Year 5

	Autumn Phonetics 3 Do you have a pet?	Spring Ma famille	Summer Je peux
<b>Content</b> Declarative knowledge 'I Know'	<b>Phonics Sounds</b> é, eau, silent letters, elision: j'ai <b>Vocabulary</b> <ul style="list-style-type: none"> <li>8 names for common pets and their determiners</li> <li>Key questions: as-tu un animal?</li> <li>A wider range of conjunctions: mais</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Understand the role of gender in the choice of determiners: un, une</li> <li>1<sup>st</sup> person conjugation of high frequency verbs: j'ai</li> <li>How to use the negative form in French: je n'ai pas de</li> </ul>	<b>Phonics Sounds</b> l, in, ille, ique, and silent letters <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Nouns and determiners for family members</li> <li>Words for the possessive 'my' in French</li> <li>Numbers 1-70 in French</li> <li>High frequency verbs: il/elle s'appelle, il/ella a</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Fully understand the role of gender and plurality in the choice of possessives: mon frère, ma soeur, mes grands-parents</li> <li>Move from the 1<sup>st</sup> person conjugation of high frequency verbs to 3<sup>rd</sup> person singular: j'ai, il/elle a</li> </ul>	<b>Phonics Sounds</b> Ch, ou, silent letters <b>Vocabulary</b> <ul style="list-style-type: none"> <li>10 action verbs in French</li> <li>How to say the above in the negative form</li> <li>How to use conjunctions in French</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Je peux is the first person conjugation of the verb</li> <li>In the negative form the structure is: je ne peux pas</li> </ul>
<b>Skills</b> Procedural Knowledge 'I know how to'	<b>Listening:</b> listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed <b>Speaking:</b> communicate on a wider range of topics for themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity <b>Reading:</b> understand longer passages in the foreign language then start to code meaning of unknown words using cognates and context. Increase our knowledge of phonemes and lettuce trains using the knowledge learned different phonics lessons 1, 2 and 3 Writing: write a paragraph using familiar language incorporating connectives/conjunctions, a negative response in adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives eg my name, my age, where I live, a pet I have, but I don't have and my pet's name <b>Grammar:</b> revision of gender unknowns and learn to use and recognise the terminology of articles eg definite, indefinite and partitive. Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation eg I wear, he/she wears and also be able to describe clothes in terms of colour eg my blue coat		
Key Questions	As-tu un animal?	As-tu des frères et soeurs?	Quel est ta couleur preferee?

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Assessment	End of unit self-assessments provided by Language Angels
Cross curricular links/Character Education	<ul style="list-style-type: none"><li>*Resilience, independence, learning how to learn, revise, fail and improve</li><li>*Curiosity and openness towards French and francophone cultures</li><li>*Understanding of the differences in the structure of French and English (eg feminine/plural agreements, word order)</li><li>*Awareness of links and interconnection between different languages</li><li>*Diversity – units celebrate and represent a range of cultural backgrounds</li><li>*Spirituality – understanding how you as an individual connect with the wider world</li></ul>