



Crofton Junior School - Modern Foreign Languages
Curriculum Knowledge Organiser - Year 5



<u>Year 5</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Overview of Unit of Work</u>	Pupils will explore typical French high streets and contrast these with those common in England. Pupils will be introduced to the phrase 'il y a' and they will learn the names of places/buildings on the high street and directions/locations through a range of games. Pupils will revise key graphemes 'in', 'an' and 'é' to aid pronunciation. They will be reminded of the concept of gender and the position and agreement of adjectives. Pupils will design their own high street and write sentences to describe the key features using adjectives, conjunctions and numbers. They will partake in a conversation to ask and answer questions about the location of buildings on the high street.	Pupils will recall days of the week before learning vocabulary associated with morning, afternoon, evening and time (o'clock). Pupils will use a bilingual dictionary to identify the meaning of unfamiliar adjectives and they will use adjectives and familiar quantifiers to describe a high street at different times of the day throughout the week. Pupils will listen to a short story 'Le petit Thomas' where they will be encouraged to identify familiar vocabulary: shop names, likes/dislikes, directions and body parts. Pupils will adapt a model to write a description of Thomas including his name, age, family members, hobbies, likes and dislikes using familiar vocabulary. Pupils will learn lines and songs by heart to participate in a short Christmas performance.	Pupils will recall days of the week before listening to an activities timetable. They will recall leisure activities, conjunctions, likes/dislikes and the formation of negative phrases to write sentences about leisure activities. Pupils will be introduced to the simple future tense when adapting a model to create a keep fit plan for a week. Pupils will use a bilingual dictionary to check the spelling of key vocabulary. They will recall numbers 0-31 and extend to 50 through a range of games. Pupils will use the future tense to ask and answer a question about an activity they will complete. They will take their pulse rate before and after the activity and record this in French using their knowledge of numbers. They will study a graph showing the impact of the activity on the pulse rate of peers and draw conclusions which will be modeled in French as a comparative sentence.	Pupils will consider and appreciate cultural similarities and differences between food typically eaten in France and England. They will revise and extend their knowledge of food vocabulary and likes/dislikes through memory games and speaking and listening activities. Pupils will use the conjunctions 'et', 'mais' and 'aussi' to write extended sentences stating which food items they like/dislike. They will revisit the formation of negative sentences to give additional details. Pupils will consider the different food groups and healthy/unhealthy foods to design a 'balanced' meal, labeled in French. Pupils will consider traditional eating times/habits in England compared to France and they will compare school lunch menus from schools in France and England. Pupils will enjoy a traditional breakfast where they will communicate with one another to offer and accept food items using rehearsed French phrases.	Pupils will be introduced to French literature by studying a well-known French poem - Déjeuner du Matin by Jacques Prévert. They will become familiar with the content of the poem before preparing and presenting a re-enactment of the scene depicted in the poem in groups. Pupils will revise days of the week, months of the year and numbers to 31 before extending this to explore dates through different games. Pupils will listen to an authentic recording of a weather forecast and they will use this to practise key expressions relating to different weather conditions. Pupils will use place names and weather conditions to produce a short rhyming poem using their knowledge of pronunciation and sound patterns. Pupils will produce and deliver a weather report where they will give information about dates, cities, weather conditions and temperatures. They will extend this further to write a few sentences to describe the climate in England in different seasons.	Pupils will apply their knowledge of seasons, months and weather phrases to read an extended weather report using skimming and scanning techniques. Pupils will recall the points of a compass and extend this using the phrase 'J'habite = I live' to link a town with a region. Pupils will discuss the characteristics/habits of certain nations, stereotypical ideas and the dangers of stereotyping. They will compare objects and products which represent our culture with those of France and they will consider cultural similarities and differences. Pupils will research supermarkets in England and France to identify similarities and differences including opening times, different food items and packaging/names. They will present their findings to their peers to stimulate further discussion.
<u>New Vocabulary</u>	-Il y a = there is/are -High street shops and buildings -Directions - right and left -C'est = it is -Ici = here	-Time of the day -Time (o'clock)	-Jouer au + sport = I play -Faire du jogging =to go jogging -Je vais + infinitive verb = I am going to -Encore = again -Numbers 30-50 -Plus....que = more than	-Food items -Je voudrais = I would like -Tu veux..? = Would you like...?	- Prepositions - Weather phrases - Date - Seasons	- J'habite à = I live in - Points of a compass - De l'Angleterre = of England

<p><u>Sticky Knowledge</u></p>	<p>Every noun has a gender in French and adjectives must agree in gender with the noun they describe. Most adjectives in French follow the noun but petit(e) and grand(e) precede the noun.</p>	<p>Every noun has a gender in French and adjectives must agree in gender with the noun they describe. Most adjectives in French follow the noun but petit(e) and grand(e) precede the noun.</p>	<p>Negative sentences often contain 'n(e)' and 'pas' on either side of the verb. If the verb starts with a vowel, remove the 'e' from 'ne' and shorten this to 'n' ' eg. 'je n'ai pas' and 'je n'aime pas'. Numbers from 20-50 follow a clear pattern in French but 21, 31 and 41 are exceptions and are formed using an additional word 'et'.</p>	<p>'Tu' is used for 'you' in informal language and 'vous' is used for 'you' in formal language. Negative sentences often contain 'n(e)' and 'pas' on either side of the verb. If the verb starts with a vowel, remove the 'e' from 'ne' and shorten this to 'n' ' eg. 'je n'ai pas' and 'je n'aime pas'.</p>	<p>Basic sentences can be extended using quantifiers (très and assez) and time phrases/adverbs (quelquefois, en general and normalement). Days of the week and months of the year do not start with a capital letter in French.</p>	<p>The final consonant is rarely pronounced. When stating where you live, use 'J'habite' followed by 'à' when stating a city or town, or en/au when stating a country depending on if the country is feminine or masculine. à + city en + country (feminine) au + country (masculine)</p>
<p><u>Prior learning and Vocabulary</u></p>	<p>Year 4 Summer 1 - Pupils recalled their knowledge of numbers and extended to 31. Year 4 Summer 2 - Pupils recalled that every French noun has a gender and adjectives must agree in gender and position with the noun they describe.</p>	<p>Year 3 Summer 2 - Pupils were introduced to the days of the week. Year 4 Spring 2 - Pupils recalled names, ages and family members when describing the people who lived in a block of flats. Year 4 Summer 1 - Pupils were introduced to a bilingual dictionary. Pupils recalled likes/dislikes in relation to leisure activities. Year 4 Summer 2 - Pupils used quantifiers to describe the weather. Year 5 Autumn 1 - Pupils were introduced to places on the high street and directions.</p>	<p>Year 4 Summer 1 - Pupils recalled the formation of negative phrases (ne...pas). Year 5 Autumn 1 - Pupils recalled numbers to 31. Year 5 Autumn 2 - Pupils recalled days of the week, hobbies/leisure activities and likes/dislikes. Pupils used a bilingual dictionary to identify the meaning of unfamiliar adjectives.</p>	<p>Year 3 Summer 2 - Pupils recalled food vocabulary though the text 'The very hungry caterpillar'. Year 5 Spring 1 - Pupils created sentences about leisure activities stating their likes/dislikes and they used conjunctions to extend their sentences further. They recalled the formation of negative sentences and applied this to their writing.</p>	<p>Year 4 Summer 2 - Pupils stated the weather conditions typical in different months. Year 5 Spring 1 - Pupils recalled days of the week to create a keep fit plan for a week. Pupils recalled numbers to 31 and extended to 50.</p>	<p>Year 4 Summer 2 - Pupils were introduced to vocabulary associated with the points of a compass. Year 5 Summer 1 - Pupils described the weather using dates, seasons, weather expressions and temperatures.</p>
<p><u>Post Learning</u></p>	<p>Year 5 Autumn 2 - Pupils will recall places on the high street and directions. Year 5 - Spring 1 - Pupils will recall numbers to 31 and extend to 50. Year 6 Spring 1 - Pupils will use the phrase 'il y a' when stating rooms in a house.</p>	<p>Year 5 Spring 1 - Pupils will recall days of the week to understand an activity timetable. Pupils will recall leisure activities, likes/dislikes and how to use a bilingual dictionary. Year 6 Autumn 1 - Pupils will apply their knowledge of adjectives to write sentences about school uniform. Year 6 Autumn 2 - Pupils will recall family members. Year 6 Spring 2 - Pupils will recall how to state names, ages and family members during a peer interview.</p>	<p>Year 5 Spring 2 - Pupils will recall their knowledge of negative sentences and likes/dislikes to understand and state their opinions of food. Year 5 Summer 1 - Pupils will recall days of the week when stating the weather. Pupils will recall numbers to 31 when stating the date. Year 6 Autumn 1 - Pupils will use a bilingual dictionary to decipher the meaning of unfamiliar words.</p>	<p>Year 6 Autumn 1 - Pupils will revisit the formation of negative sentences when stating what is in their pencil case. They will revisit food vocabulary when reading a non-fiction text about breakfasts. They will revisit stating opinions using I like/ I don't like. Year 6 Summer 1 - Pupils will revisit the phrase 'Je voudrais' when booking accommodation for their holiday project.</p>	<p>Year 5 Summer 2 - Pupils will apply their knowledge of seasons, months and weather phrases to read an extended weather report. Year 6 Autumn 1 - Pupils will revisit days, months and numbers when stating the date and weather conditions will be recalled. Year 6 Autumn 2 - Pupils will revisit French poetry by Jacques Prévert.</p>	<p>Year 6 Spring 1 - Pupils will revisit the phrase 'J'habite' when stating where they live. Year 6 Summer 1 - Pupils will revisit the concept of masculine and feminine countries.</p>

