

<p><b>Year 5 National Curriculum objectives</b> - Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.</p>	
<p><b>Year 5 Areas of study:</b>          Monster Pets.          Space Exploration in French          Shopping in France          French Speaking World          Verbs in a French Week          Meet my French Family</p>	<p><b>Speaking and Pronunciation:</b> Forming a question in order to ask for Information. Presenting factual information in extended sentences including justification. Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text. Using intonation and gesture to differentiate between statements and questions. Making realistic attempts at pronunciation of new, vocabulary. Listening and repeating key phonemes with care applying pronunciation rules. Adapting a story and retelling to the class. Using adjectives with correct placement and agreement.</p>
<p><b>Listening:</b> Listening and gisting information from an extended text using language detective skills such as cognates. Listening and following the sequence of a story, song or text including some unfamiliar language. Matching unknown written words to new spoken words. Recognising blends of sounds and selecting words to recognise common spelling patterns.</p> <p><b>Grammar</b> To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say <b>Le père de ma mère</b> (the father of my mother) To know that the word order is sometimes different in French compared to English. To know that metaphors and similes are also used in French and that a metaphor is when we say an object <i>is</i> another object and that a simile is when we liken an object to another To know that there are clues in the words for the multiples of 10, eg <b>cinquante</b> – 50. To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg <b>soixante-dix</b> (70), <b>soixante-onze</b>, <b>soixante-douze</b>. To know that the word for 80 means 'four twenties' - <b>quatre-vingts</b>, and numbers up to 100 are built by continuing to count on from <b>quatre-vingt</b>, e.g. <b>quatre-vingt-neuf</b> (89) <b>quatre-vingt-dix</b> (90), <b>quatre-vingt-onze</b> (91). To know that the French use guillemets &lt;&lt; &gt;&gt; in the same way that the speech marks are used in English.</p>	<p><b>Reading and Writing:</b> Recognising features of different text types. Using a range of language detective strategies to decode new vocabulary including context and text type. Reading and adapting a range of different format short texts. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings. Gisting information from an extended text. Using existing knowledge of vocabulary and phrases to create new sentences. Completing a gapped text with key words/phrases. Writing a short text using word and phrase cards to model or scaffold. Using different adjectives, with correct positioning and agreement. Using language of metaphor and comparison.</p>
<p><b>Grammar:</b> Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' Applying placement and agreement rules for adjectives. Recognising verb endings for present regular 'er' verbs. Exploring verbs in infinitive form. Learning high frequency irregular verbs e.g. to have, to be, to go. Using comparative language. To know that I can compare nouns by placing <b>plus / moins</b> and <b>que</b> around the adjective of comparison (e.g. Neptune est <b>plus</b> grande <b>que</b> Mercure) To know that <b>de</b> translates as 'of' or 'some' and know that it changes when coupled with <b>le</b> to become <b>du</b> (not <b>de le</b>) and when coupled with <b>les</b> to become <b>des</b> (not <b>de les</b>) To know that when using <b>à</b> (to) and then the direct article <b>à + le = au</b> (eg. <b>Au</b>. To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine. To revise that adjectives of size go before the noun and adjectives of colour go after the noun. To know that when a singular noun begins with a vowel, the possessive adjective <b>ma</b> is difficult to pronounce, so <b>mon</b> is used (e.g. <b>mon ami / mon amie</b>) To understand that French verbs take different forms. To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run') To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re. To know that the ending of regular -er verbs changes to go with the subject pronoun. To know that some verbs do not follow regular patterns, such as <b>avoir</b> (to have) and <b>être</b> (to be) To know how to conjugate the verbs <b>avoir</b> (to have) and <b>être</b> (to be) To know that I can use <b>parce que</b> (because) to extend my sentence and give a justification.</p>	<p><b>Intercultural Understanding</b></p> <p><b>Skills</b> Identifying and locating other countries in the world where French is spoken. Comparing geographical features and climates of different French-speaking countries.</p> <p><b>Knowledge:</b> To know that, in French, the days of the week (with the exception of Sunday - <b>Dimanche</b>) were named after bodies in the solar system. To know that there are many countries where French is spoken in the world and be able to name some of these. To know some 'treasures' that make up the national identity of France and some other French-speaking countries.</p>


