



Year 5
MFL (French)
Autumn 1
Family

Previous learning

(From September 2024) **Children have completed the Year 5 French curriculum**

In this unit pupils will learn how to:

- Tell somebody the members, names and various ages of either their own or a fictional family in French.
- Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.
- Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.
- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).

Substantive knowledge

Recommended phonics focus (Revisit of 'Phonics 2', taught in Year 4): **I IN IQUE ILLE**

- IN sound in cinq and cinquante
- I sound in famille, Lisa, Jacqueline, petite and fille
- ILLE sound in famille & fille · IQUE sound in unique
- Silent letters. The final consonant ('s') is not pronounced in appelle, ans, soeurs, mes grands-parents, les or parents. This often happens in French.
- Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French.
- Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.

Vocabulary which will be learned/revisited:

- Revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called.
- Numbers 1-100 plus how to say how old we are.

Disciplinary knowledge

Listening: Listen more attentively and for longer.

Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

Reading: Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 and 2'.

Writing: Learn to manipulate the language and be able to substitute words for suitable alternatives.

Grammar:

- Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in French with a focus only on 'my.'
- Understanding that there are three words in French mon, ma, mes for our one word 'my' in English.

Lesson 1

Grammar / vocabulary: nouns and determiners for family members

	<ul style="list-style-type: none"> To learn the nouns and determiners for several family members in French.
Lesson 2	Grammar /vocabulary: possessive adjectives
	<ul style="list-style-type: none"> To learn how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French.
Lesson 3	Speaking: Brothers and sisters
	<ul style="list-style-type: none"> To answer the question 'As-tu des frères et sœurs?' (Do you have any brothers or sisters?)
Lesson 4	Speaking: Introduce family members
	<ul style="list-style-type: none"> To learn how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called).
Lesson 5	Speaking / vocabulary: Numbers to describe the ages of different family members
	<ul style="list-style-type: none"> To use knowledge of larger numbers to be able to describe the age of family members.
Lesson 6	Writing/Consolidation and end of unit assessment
	<ul style="list-style-type: none"> To revise all language covered End of unit assessment

Vocabulary

la famille = the family
la mère = the mother
la grand-mère = the grandmother
la tante = the aunt
L'oncle = the uncle
la fille = the daughter
le fils = the son
la sœur = the sister
le frère = the brother
le père = the father
le grand-père = the grandfather
les parents = the parents
les grands-parents = the grandparents

As-tu des frères et sœurs ? = Do you have any siblings/ brothers or sisters?

Oui, j'ai un frère. = Yes, I have a brother.

Oui, j'ai une sœur. = Yes, I have a sister.

Oui, j'ai deux frères. = Yes, I have two brothers

Oui, j'ai deux sœurs. = Yes, I have two sisters.

Non, je suis fils unique. = No, I am an only child (boy)

Non, je suis fille unique.= No, I am an only child (girl)

Comment s'appelle ton [male family member]/ ta [female family member] ? = What is your [family member]'s name?

Il s'appelle...= He is called

Elle s'appelle... = She is called...
mon/ ma/ mes = my
des frères et sœurs = siblings/ brothers and sisters

dix = ten
vingt = twenty
trente = thirty
quarante = forty
cinquante = fifty
soixante = sixty
soixante-dix = seventy
quatre-vingts = eighty
quatre-vingt-dix = ninety
cent = one hundred

Year 5
MFL (French)
Autumn 2
Weather

Previous learning

(From September 2024) **'Family'** was taught during Autumn 1.

Pupils learned how to:

- Tell somebody the members, names and various ages of either their own or a fictional family in French.
- Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.
- Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.
- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).

In this unit pupils will learn how to:

- Repeat and recognise the vocabulary for weather in French.
- Ask and say what the weather is like today.
- Create a French weather map.
- Describe the weather in different regions of France using a weather map with symbols.

Substantive knowledge

Disciplinary knowledge

<p>Recommended phonics focus: É È Ê EAU EUX</p> <ul style="list-style-type: none"> • E sound in le ø de . • EAU sound in beau • Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans and mauvais and the 't' is not pronounced in fait and vent. These letters are often silent at the ends of words. • Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes. <p>Vocabulary which will be learned/revisited:</p> <ul style="list-style-type: none"> • The 9 weather phrases and structures involved for asking and saying a question about the date today. • Compass points to also help understand and read a French weather map. 	<p>Listening: Listen more attentively and for longer.</p> <p>Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Reading: Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 and 2'.</p> <p>Writing: Learn to manipulate the language and be able to substitute words for suitable alternatives.</p> <p>Grammar: Use of il y a ø faire in weather phrases. Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.</p>
Lesson 1	<p>Vocabulary: describe the weather</p> <ul style="list-style-type: none"> • To use new vocabulary for describing the weather in French.
Lesson 2	<p>Vocabulary/writing</p> <ul style="list-style-type: none"> • To recall, say and write the weather expressions from memory.
Lesson 3	<p>Listening/reading: consolidate key phrases describing the weather</p> <ul style="list-style-type: none"> • To improve my listening decoding skills.
Lesson 4	<p>Reading: Weather map</p> <ul style="list-style-type: none"> • To read a weather map in French and describe weather in different parts of the country.
Lesson 5	<p>Speaking: weather forecast</p> <ul style="list-style-type: none"> • To use all my new knowledge to present a weather forecast in French.
Lesson 6	<p>Consolidation and end of unit assessment</p> <ul style="list-style-type: none"> • To revise all language covered • End of unit assessment
Vocabulary	
<p>Quel temps fait-il ? What is the weather?</p>	

Dans le nord de la France... = In the north of France..
Dans le sud de la France... = In the south of France..
Dans le centre de la France... In the centre of France
Dans l'ouest de la France...= In the west of France..
Dans l'est de la France... In the east of France...

Il fait beau. = The weather is fine
Il fait mauvais = The weather is not good
Il fait chaud =. It is hot
Il fait froid = It is cold
Il pleut = It is raining
Il neige = It is snowing
Il y a du soleil = It is sunny.
Il y a du vent. It is windy
Il y a un orage = There is a storm

le temps = the weather

Year 5
MFL (French)
Spring 1
Phonics (2 - one lesson only)

Previous learning

(From September 2024) **'Family'** unit completed in Autumn 1.

'Weather' completed during Autumn 2

In this unit, pupils learned to:

- Repeat and recognise the vocabulary for weather in French.
- Ask and say what the weather is like today.
- Create a French weather map.
- Describe the weather in different regions of France using a weather map with symbols.

In this unit pupils will learn/revisit:

- Introduce the second set of phonics sounds / phonemes in French: **I IN IQUE ILLE**

(One lesson initially BUT might be more if required. To be revisited in subsequent year groups)

Substantive knowledge

Disciplinary knowledge

<p>Recommended phonics focus: I IN IQUE ILLE</p> <ul style="list-style-type: none"> • I - pronounced very closely to how we pronounce the letter combination 'ee' in English. It is pronounced as we pronounce the 'ee' sound in our English words 'see' or 'keep'. This sound positions the tongue flat and low down in the mouth and with the mouth drawn back. • IN - pronounced similarly to our English word 'an' but it sounds slightly different as it is another French nasal sound. It is pronounced like the 'an' sound in our English word 'clang'. • IQUE - made up of two sounds: the 'i' vowel sound followed by a hard 'k' sound as in our English word 'kick'. The French phoneme 'ique' is pronounced very much like the 'eek' sound in our English word 'week'. • ILLE - made up of two sounds: the vowel 'i' sound followed by a 'yuh' sound. The 'yuh' sound can be found when we pronounce the 'ye' sound in our English words 'yellow' and 'yes'. <p>We will learn/revisit:</p> <ul style="list-style-type: none"> • The French alphabet • The French vowel sounds <p>(To be revisited in subsequent year groups)</p>		<p>Listening: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Speaking: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.</p> <p>Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 1.</p> <p>Writing: N/A</p> <p>Grammar: N/A.</p>
Lesson 1	<p>Phonics (2)</p> <ul style="list-style-type: none"> • To explore the next 4 out of a total of 18 essential French sound patterns / phonemes • To improve their French pronunciation • To be able to read with improved accuracy in French. 	
Vocabulary		
<p>Alphabet (and associated letters) Vowel Phoneme / grapheme</p>		

<p>Year 5 MFL (French) Spring 1 Presenting myself (portions taught in Y3 but incomplete)</p>
<p>Previous learning</p>
<p>(From September 2024) 'Family' unit completed in Autumn 1. 'Weather' completed during Autumn 2</p> <p>'Phonics' (2) completed during Spring (1). Pupils were:</p> <ul style="list-style-type: none"> • Introduce the second set of phonics sounds / phonemes in French: I IN IQUE ILLE

In this unit, pupils will learn how to:

- Count to 20.
- Say their name and age.
- Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.
- Tell you where they live.
- Tell you their nationality and understand basic gender agreement rules.

Substantive knowledge

Disciplinary knowledge

Recommended phonics focus (Taught in depth in 'Phonics 2' and revisited in subsequent units and year groups):

- IN sound in cinq
- I sound in huit, dix, Patrick, habite and Paris
- Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word.
- Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'.
- Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

Vocabulary which will be learned/revisited:

- Numbers 1-10 will be revisited along with the language to express how you are feeling.
- Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality).
- All listed on the Vocabulary Sheet.

Listening: Listen more attentively and for longer.

Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

Reading: Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 and 2'.

Writing: Learn to manipulate the language and be able to substitute words for suitable alternatives.

Grammar:

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.

Lesson 1

Vocabulary / Speaking: Greetings, 'How are you feeling?' (Revist)

- To use basic greetings in French, ask how somebody is feeling and reply when asked to me.

Lesson 2

Vocabulary / Speaking: Name

- To ask somebody their name in French and reply when asked to me.

Lesson 3	Vocabulary: Numbers 1 - 10 (Revist), 11 - 20
	<ul style="list-style-type: none"> To revise numbers 1-10 in French and learn numbers 11-20 in French.
Lesson 4	Vocabulary / Speaking: How old are you?
	<ul style="list-style-type: none"> To ask somebody their age in French and reply when asked to me.
Lesson 5	Speaking / Grammar: Where do you live?/Nationality
	<ul style="list-style-type: none"> To ask somebody where they live in French and reply when asked to me.
Lesson 6	Consolidation and end of unit assessment
	<ul style="list-style-type: none"> To revise all language covered End of unit assessment

Vocabulary

Bonjour ! = Hello! (formal)
 Salut ! = Hello! (informal)
 Ça va ? = How are you?
 Ça va bien = I am well.
 Ça va mal = I am not great
 Comme ci, comme ça = So, so
 Ça va très bien = I am very well
 Ça va très mal = I am really not great
 Au revoir ! Goodbye!
 À plus tard = See you later!

Je suis... = I am...
 français/française = French
 anglais/anglaise = English
 gallois/galloise = Welsh
 irlandais/irlandaise = Irish
 écossais/écossaise = Scottish
 Où habites-tu ? = Where do you live?
 J'habite à... = I live in...
 Je viens de... = I am from...
 Je viens d'Angleterre = I am from England

Comment tu t'appelles? = What is your name?
 Je m'appelle... = My name is ...
 Quel âge as-tu ? = How old are you?
 J'ai ... ans = I am ... years old

un = one
 deux = two
 trois = three
 quatre = four
 cinq = five

six = six
 sept = seven
 huit = eight
 neuf = nine
 dix = ten
 onze = eleven
 douze = twelve
 treize = thirteen
 quatorze = fourteen
 quinze = fifteen
 seize = sixteen
 dix-sept = seventeen
 dix-huit = eighteen
 dix-neuf = nineteen
 Vingt = twenty

Year 5
MFL (French)
Spring 2
Phonics (3 - one lesson only)

Previous learning

(From September 2024) **'Family'** unit completed in Autumn 1. **'Weather'** completed during Autumn 2

'Phonics' (2) and 'Presenting myself' were completed during Spring (1) Pupils learned to:

- Count to 20.
- Say their name and age.
- Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.
- Tell you where they live.
- Tell you their nationality and understand basic gender agreement rules.

In this unit pupils will learn:

- Introduce the third set of phonics sounds / phonemes in French.: É E È EAU EUX

(One lesson initially BUT might be more if required. To be revisited in subsequent year groups)

Substantive knowledge

Disciplinary knowledge

<p>Recommended phonics focus: 'EAU' 'EUX' 'É' 'È' 'E'</p> <ul style="list-style-type: none"> • EAU - pronounced like an elongated version of the 'a' sound in the English words 'cat' or 'pat'. • EUX - pronounced almost identically to the letter 'e' in French but pronounced in a more drawn out, longer fashion. It is pronounced like the 'e' sound in our English sound pattern 'euh' much like the 'e' sound in the English word 'the' or like the 'i' sound in the English word 'bird'. • É - pronounced very closely to how we pronounce the word 'eh' in English. It is pronounced as we say the 'e' sound in our English word 'set'. • È - pronounced very similarly to the 'ai' sound in the English word 'air' or the 'e' in 'bet'. • E - pronounced as 'euh' much like we pronounce the 'e' sound in the English word 'the'. <p>(To be revisited in subsequent year groups)</p>		<p>Listening: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Speaking: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.</p> <p>Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 2.'</p> <p>Writing: N/A</p> <p>Grammar: N/A.</p>
Lesson 1	Phonics (3)	
	<ul style="list-style-type: none"> • To introduce the third set of phonics sounds / phonemes in French.: É E È EAU EUX 	
Vocabulary		
Alphabet (and associated letters)		
Vowel		
Phoneme / grapheme		

<p>Year 5 MFL (French) Spring 2 Do you have a pet?</p>
Previous learning
<p>(From September 2024) 'Family' unit completed in Autumn 1. 'Weather' completed during Autumn 2 'Phonics' (2) completed during Spring (1)</p> <p>'Presenting myself' was taught during Spring (1). Pupils learned how to:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").

Substantive knowledge	Disciplinary knowledge
<p>Recommended phonics focus: : É E È EAU EUX</p> <ul style="list-style-type: none"> • É sound in Cécile • E sound in je & de • EAU sound in oiseau • Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et and chat. 's' & 't' are often silent at the end of French words. • 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster' • Elision 'Je n'ai pas d'oiseau'. Dropping the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional. <p>Vocabulary which will be learned/revisited:</p> <p>8 common pets. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have). This is all listed on the Vocabulary Sheet</p>	<p>Listening: Listen more attentively and for longer.</p> <p>Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Reading: Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 and 2'.</p> <p>Writing: Learn to manipulate the language and be able to substitute words for suitable alternatives.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Indefinite articles, high frequency verbs & negative. • Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. • Indefinite articles/determiners un and une. Negative structure je n'ai pas de/d...
Lesson 1	<p>Vocabulary: Name common pets</p> <ul style="list-style-type: none"> • To revise 8 common pets in French with their determiners.
Lesson 2	<p>Vocabulary/Speaking: 'I have a pet.'</p> <ul style="list-style-type: none"> • To say 'I have a pet' in French.
Lesson 3	<p>Speaking: Pets (1)</p> <ul style="list-style-type: none"> • To say what my pet is called in French.
Lesson 4	<p>Speaking: Pets (2)</p> <ul style="list-style-type: none"> • To say what pet I do not have in French. integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.
Vocabulary	
<p>un chien = a dog un chat = a cat un lapin = a rabbit un hamster = a hamster un poisson rouge = a goldfish un oiseau = a bird une souris = a mouse une tortue = a tortoise</p>	

J'ai... = I have...
 Je n'ai pas de / d'.. = I do not have...
 J'ai un... = I have a... (masculine)
 J'ai une... = I have a... (feminine)
 qui s'appelle... = that is called...
 et = and
 mais = but

Year 5
MFL (French)
Summer 1
In the classroom

Previous learning

(From September 2024) **'Family'** unit completed in Autumn 1. **'Weather'** completed during Autumn 2 **'Phonics'** (2) and **'Presenting myself'** was taught during Spring (1)

'Do you have a pet?' was completed during Spring 2.

Pupils learned how to:

- Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
- Tell somebody in French if they have or do not have a pet.
- Ask somebody else in French if they have a pet.
- Tell somebody in French the name of their pet.
- Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").

In this unit pupils will learn how to:

- Remember and recall 12 classroom objects with their indefinite article/determiner.
- Replace an indefinite article/determiner with a possessive adjective.
- Say and write what they have and do not have in their pencil case.

Substantive knowledge

Recommended phonics focus (Taught in depth in 'Phonics 2' and revisited in subsequent units and year groups): **I IN IQUE ILLE**

- I sound in lisez, silence, calculatrice, livre and ciseaux
- Ille sound in taille
- Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc.
- Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

Vocabulary which will be learned/revisited:

- 11 nouns and articles for common classroom objects,

Disciplinary knowledge

Listening: Listen more attentively and for longer.

Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

Reading: Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 and 2'.

Writing: Learn to manipulate the language and be able to substitute words for suitable alternatives.

Grammar:

Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learn the

<ul style="list-style-type: none"> 10 simple classroom commands. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have). 	negative option je n'ai pas de/d'...(I do not have) in French.
Lesson 1	Vocabulary/Speaking: Classroom objects (1) <ul style="list-style-type: none"> To know how to say 7 classroom objects in French.
Lesson 2	Vocabulary/Speaking: Classroom objects (2) <ul style="list-style-type: none"> To say 5 more classroom objects in French.
Lesson 3	Speaking/Writing: What do you have in your pencil case? <ul style="list-style-type: none"> To answer the question 'Qu'est-ce qu'il y a dans ta trousse?' (What do you have in your pencil case?).
Lesson 4	Grammar: 'a' and 'my' <ul style="list-style-type: none"> To move from an indefinite determiner (a) to a possessive adjective (my).
Lesson 5	Speaking/Writing: What do I not have in my pencil case? <ul style="list-style-type: none"> To use the negative response and use all my new knowledge to say what I have/do not have in my pencil case.
Lesson 6	Consolidation and end of unit assessment <ul style="list-style-type: none"> To revise all language covered End of unit assessment
Vocabulary	
<p> un livre a = reading book un cahier = an exercise book un crayon = a pencil un stylo = a pen un taille-crayon = a sharpener un sac à dos = a rucksack une calculatrice = a calculator un bâton de colle = a glue stick une règle = a ruler une gomme = a rubber une trousse = a pencil case des ciseaux = a pair of scissors j'ai = I have je n'ai pas de = I do not have Qu'est-ce qu'il y a dans ta trousse ? = What do you have in your pencil case? Dans ma trousse j'ai... = In my pencil case I have... Dans ma trousse je n'ai pas... = In my pencil case I do not have.. mon = my (masculine singular nouns) ma = my (feminine singular nouns) mes = my (plural nouns) et = and </p>	

Year 5
MFL (French)
Summer 2
At the tearoom/cafe

Previous learning

(From September 2024) 'Family' unit completed in Autumn 1. 'Weather' completed during Autumn 2 'Phonics' (2) and 'Presenting myself' was taught during Spring (1) 'Do you have a pet?' was completed during Spring 2.

'In the classroom' was completed during Summer 1.

Pupils learned how to:

- Remember and recall 12 classroom objects with their indefinite article/determiner.
- Replace an indefinite article/determiner with a possessive adjective.
- Say and write what they have and do not have in their pencil case.

In this unit pupils will learn how to:

- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.
- To understand better how to change a singular noun to plural form.
- Perform a short role-play ordering what they would like to eat and drink.

Substantive knowledge

Recommended phonics focus (Taught in depth in 'Phonics 2' and revisited in subsequent units and year groups): **I IN IQUE ILLE**

- IN sound in cinquante.
- I sound in sandwich, limonade, grenadine & brioche.
- Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat and lait but noting that cent is an exception!

Vocabulary which will be learned/revisited:

- A wide range of common food, snacks and drinks available in a typical French salon de thé.
- The transactional language required to order and pay for food. All listed on the Vocabulary sheet.

Disciplinary knowledge

Listening: Listen more attentively and for longer.

Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

Reading: Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 and 2'.

Writing: Learn to manipulate the language and be able to substitute words for suitable alternatives.

Grammar:

Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.

Lesson 1

Vocabulary: Food, drink and snacks (1)

- To learn 11 different foods, snacks and drinks in French with the correct indefinite article/determiner.

Lesson 2

Vocabulary: Food, drink and snacks (1)

- To learn another 9 different foods, snacks and drinks in French with the correct indefinite article/determiner.

Lesson 3	Vocabulary/Speaking (1) Consolidation and ordering food.
	<ul style="list-style-type: none"> To learn some key phrases to help me perform a role-play in the French 'salon de thé'.
Lesson 4	Vocabulary/Speaking (2): Consolidation and 'asking for the bill.'
	<ul style="list-style-type: none"> some more key phrases to help me perform a role-play in the French 'salon de thé'.
Lesson 5	Vocabulary/Speaking (3): Calculate the bill
	<ul style="list-style-type: none"> To learn about French currency and will use my knowledge of numbers to help calculate the bill in French.
Lesson 6	Consolidation and end of unit assessment
	<ul style="list-style-type: none"> To revise all language covered End of unit assessment

Vocabulary

un croissant = a croissant
 une crêpe = a crepe
 un pain au chocolat = a pain au chocolat
 une salade = a salad
 un sandwich au jambon = a ham sandwich
 une omelette = an omelette
 un sandwich au fromage = a cheese sandwich
 une tartelette = a small tart
 un croque-monsieur = a ham and cheese toastie
 une part de gâteau au chocolat = a slice of chocolate cake
 une part de quiche = a slice of quiche
 une brioche = a brioche

une limonade = a lemonade
 un café = a coffee
 une grenadine = a grenadine
 un café au lait = a coffee with milk
 un thé = tea
 un jus d'orange = an orange juice
 un coca-cola = coca-cola
 un chocolat chaud = a hot chocolate

Bonjour ! = Hello!
 Au revoir ! = Goodbye!
 Vous désirez ? = What would you like?
 Je voudrais... = I would like...
 Merci = thank you
 s'il vous = plaît please
 et = and
 l'addition = the bill

