

Y5 FRENCH CURRICULUM MAP

5	Autumn		Spring		Summer	
<b>Context</b>	<p><b>Describing me and others (B)</b> back to school in France teachers dates, birthdays</p>	<p><b>Saying what I and others have (B)</b> in school comparing schools and homes physical description</p>	<p><b>Saying what I and others do</b> Christmas activities New Year in France and Haïti 1<sup>st</sup> January in Haïti La Fête des Rois</p>	<p><b>Saying where you're going and what there is there</b> describing school in Canada</p>	<p><b>Saying what I and others do</b> activities at home a surprise party weather sports and instruments</p>	<p><b>Expressing likes and actions</b> what we do what we like / dislike doing food for a picnic</p>
<b>Grammar</b>	<p><b>Talking about being (we, you (all), they)</b> Essential verb: to be, being – <b>ÊTRE</b> we are – <b>nous sommes</b> you (all) are – <b>vous êtes</b> they are (m) – <b>ils sont</b> they are (f) – <b>elles sont</b> Adjective agreement for m/f plural (as complement to verb) raised intonation + WH-word questions</p>	<p><b>Talking about having</b> Essential verb: to have, having – <b>AVOIR</b> we have – <b>nous avons</b> you (all) have – <b>vous avez</b> they have (m) – <b>ils ont</b> they have (f) – <b>elles ont</b> Pre- and postnominal adjectives</p>	<p><b>Talking about doing (we, you (all), they)</b> regular ER verbs (plural) des + plural nouns (-s) plural nouns (-eux/aux, -al → <b>aux</b>) <b>Est-ce que</b> questions negation: <b>n'/ne...pas</b> negation: <b>il n'y a pas de</b></p>	<p><b>Talking about going</b> Essential verb: to go, going – <b>ALLER</b> I go – <b>je vais</b> you go – <b>tu vas</b> he goes – <b>il va</b> she goes – <b>elle va</b> Simple and continuous present <b>Où est-ce que</b> questions Preposition à (at, in, to)</p>	<p><b>Talking about doing (I, you, s/he)</b> Essential verb: to do, make – <b>FAIRE</b> I do, make – <b>je fais</b> you do, make – <b>tu fais</b> he does – <b>Il fait</b> she does – <b>elle fait</b> <b>Il fait</b> (weather) <b>faire de</b> (sports), <b>jouer de</b> (instruments) <b>Est-ce que</b> questions + WH-words</p>	<p><b>Talking about doing (we, you (all), they)</b> Essential verb: to have, having – <b>FAIRE</b> we do, make – <b>nous faisons</b> you (all) do, make – <b>vous faites</b> they do, make (m) – <b>ils font</b> they do, make – <b>elles font</b> 2-verb structures: <b>vouloir (veux, veut, voudrais, voudrait)</b> Partitive <b>du, de la, de l', des</b></p>

<b>Phonics</b>	Silent final consonants [SFC] – t, s, d, x Liaison (t), (s) SSC [a] vs [an/en/am/em] SSC [i] vs [(a)in/im] SSC [u] vs [ou] SSC [on/om] SSC closed [eu] vs open [eu]	SFe SSC [(e)au/o] Liaison SSC [ch]	SSC [é] [er] SSC [ez] & <b>et</b> (and) SSC [è] [ê] SFe SSC [oi]	SSC [oi] & SSC [(a)in] SSC [ai] & SSC [(a)in] SSC [ai] & SSC [a]	Silent final consonants [SFC] – t, s, d, x or SFe SSC [ç] (and soft ‘c’) SSC [-tion] SSC [-ien] SSC [-s-] SSC [qu]	SSC [j] (and soft ‘g’) SSC [h] Revisit several SSC
<b>Vocabulary</b>	Simple greetings Verb <b>être</b> Range of adjectives Numbers 16-31 Time adverbs	Verb <b>avoir</b> Range of singular and plural m/f nouns places in town (V) items at home (B) place prepositions (V) adjectives for face and hair	Range of –ER verbs Range of high-frequency nouns related to festivals and celebrations Adverbs of frequency	Verb <b>aller</b> Numbers 1-31 (revisit) cardinal points nouns and proper nouns for places	Verb <b>faire</b> (singular) activity nouns seasons sports adjectives Numbers 16-31 Time adverbs	Verb <b>faire</b> (plural) Verb <b>vouloir</b> (singular) food and drink
<b>Skills</b>	<p><b>PHONICS</b>          I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.          I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.</p> <p><b>VOCABULARY</b>          I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.          I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>					
	<p><b>GRAMMAR</b>          I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas) To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas))</p>					