

HIAS MOODLE OPEN RESOURCE

Modern Foreign Languages: French Medium-Term Plans Year 5

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Final version

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Year 5 Term 1 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language and Structures	SSCs (to include SSCs seen in Y3&4)	Learning Journey Evidence of progress and assessment in books
<p>C'est comment ton école?</p> <p>School subjects</p> <p>Opinions and reasons</p>	<p>I can take part in a structured conversation about school subjects</p> <p>I can ask others if they like school subjects</p> <p>I can understand a short piece of writing in which someone describes their opinions on school subjects</p> <p>I can listen to simple sentences about opinions on school subjects and transcribe words/phrases accurately</p> <p>I can read aloud sentences about school subjects with correct pronunciation</p>	<p>Days of the week (recap) Tous les jours – <i>every day</i> Tu aimes le français ? <i>Do you like French ?</i> J'aime – <i>I like</i> Je n'aime pas – <i>I don't like</i> Je déteste – <i>I hate</i> J'adore - <i>I love</i> les maths – <i>maths</i> l'anglais - <i>English</i> le français – <i>French</i> les sciences le sport l'informatique - <i>IT</i> l'histoire – <i>history</i> le dessin - <i>art</i> la géo - <i>geography</i> car c'est – <i>because it is</i> parce que c'est – <i>because it is</i> intéressant – <i>interesting</i> amusant – <i>fun</i> super – <i>super</i> fantastique – <i>fantastic</i> fascinant - <i>fascinating</i> ennuyeux – <i>boring</i> nul - <i>rubbish</i></p>	<p>ai e.g. <i>français</i></p> <p>é e.g. <i>déteste</i></p> <p>è e.g. <i>préfère</i></p> <p>an e.g. <i>amusant</i></p> <p>ou e.g. <i>tous</i></p>	<p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 8 – mon école – my school</p> <p>Scripted conversation mark grid</p> <p>Gapfill dictation</p> <p>Reading comprehension with answers in English and some translation</p>
<p>Enrichment and culture suggestions</p> <p>Culture – learn about French schools and timetables</p> <p>Christmas in France.</p>	<p>I can produce a short piece of writing, describing my opinions on school subjects, reading this aloud with correct pronunciation and accent</p> <p>I can pronounce words and sentences correctly, with a clear French accent</p>			<p>Short piece of writing to describe school subjects – read aloud to the class</p> <p>Self-assessment sheet at end of unit</p>

Year 5 Term 2 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language and Structures	SSCs (to include SSCs seen in Y3&4)	Learning Journey Evidence of progress and assessment in books
<p>Qu'est-ce que tu portes?</p> <p>Clothes and colours</p> <p>Seasons</p> <p>Opinions</p> <p>Shopping for clothes</p>	<p>I can describe the clothes I wear in different seasons</p> <p>I can describe what others are wearing in a photo</p> <p>I can use colours to describe masculine, feminine and plural nouns</p> <p>I can understand a short paragraph about clothes</p>	<p>When? En été - <i>in the summer</i> En hiver - <i>in the winter</i> En automne - <i>in the autumn</i> En hiver - <i>in the winter</i> je porte - <i>I wear</i> il porte – <i>he wears</i> elle porte – <i>she wears</i></p> <p>Je voudrais... - <i>I would like...</i> un pull - <i>a jumper</i> un tee-shirt - <i>a t-shirt</i> un short - <i>shorts</i> un maillot de bain - <i>a swimsuit</i> un maillot de foot - <i>a football kit</i> un pantalon – <i>trousers</i> un manteau - <i>a coat</i> une jupe - <i>a skirt</i> une robe - <i>a dress</i> une chemise - <i>a shirt</i> des chaussures - <i>shoes</i> des chaussettes – <i>socks</i></p>	<p>ch e.g. chemise</p> <p>i e.g. jupe</p> <p>é e.g. été</p> <p>on e.g. pantalon</p> <p>SFC e.g. vert/verte</p>	<p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 9 – les vêtements - clothes</p> <p>Photo description mark grid</p> <p>Gapfill dictation</p> <p>Reading comprehension with answers in English and some translation</p>
<p>Enrichment and culture suggestions</p> <p>Stage a fashion show with pupils describing the clothes they are wearing.</p> <p>Design a fashion collection and describe for a French magazine.</p>	<p>I can listen to simple sentences about clothes and transcribe words/phrases accurately</p> <p>I can read aloud sentences about clothes with correct pronunciation</p> <p>I can pronounce words and sentences correctly, with a clear French accent</p>	<p>Colours (use correct adjectival agreements) bleu - <i>blue</i>, vert - <i>green</i> rouge - <i>red</i>, noir - <i>black</i> jaune - <i>yellow</i>, blanc - <i>white</i> rose - <i>pink</i>, gris - <i>grey</i> marron - <i>brown</i>, orange - <i>orange</i></p>		<p>Short piece of writing to describe school subjects – read aloud to the class</p> <p>Self-assessment sheet at end of unit</p>

Year 5 Term 3 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language and Structures	SSCs	Learning Journey Evidence of progress and assessment in books
<p>Où vas-tu en vacances?</p> <p>Countries</p> <p>Basic holiday activities</p> <p>Weather</p> <p>Transport</p> <p>Immediate future tense</p>	<p>I can say where I go on holiday or where I would like to go</p> <p>I can say how I travel</p> <p>I can give opinions on different holiday destinations</p> <p>I can describe the weather</p> <p>I can listen to a weather forecast and understand the main points.</p> <p>I can listen to simple sentences about the weather and transcribe words/phrases accurately</p> <p>I can read aloud sentences about the weather with correct pronunciation</p> <p>I can pronounce words and sentences correctly, with a clear French accent</p>	<p>Je vais - <i>I go</i> Nous allons - <i>we go</i> Je voudrais aller - <i>I would like to go</i> Je vais aller – <i>I am going to go</i> en France - <i>to France</i> en Espagne - <i>to Spain</i> en Italie - <i>to Italy</i> au pays de Galles - <i>to Wales</i> en Ecosse - <i>to Scotland</i> en Irlande - <i>to Ireland</i> aux Etats-Unis - <i>to the USA</i> à la plage - <i>to the beach</i> à la montagne - <i>to the mountains</i> à la campagne - <i>to the countryside</i> en été - <i>in the summer</i> en automne - <i>in the autumn</i> en hiver - <i>in the winter</i> au printemps - <i>in the spring</i> avec ma famille - <i>with my family</i> en voiture - <i>by car</i> en train - <i>by train</i> en avion - <i>by plane</i> en bateau - <i>by boat</i> C'est super! - <i>It's super!</i> C'est génial! - <i>It's brilliant!</i> C'est fantastique! - <i>It's fantastic!</i> C'est amusant! - <i>It's fun!</i> C'est ennuyeux! - <i>It's boring!</i> au nord - <i>in the north</i> à l'est - <i>in the east</i> au sud - <i>in the south</i> à l'ouest - <i>in the west</i> il fait beau - <i>it's nice</i> il fait mauvais - <i>it's bad</i> il fait chaud - <i>it's hot</i> il fait froid - <i>it's cold</i> il pleut - <i>it's raining</i> il neige - <i>it's snowing</i> il y a du soleil - <i>it's sunny</i> il y a du vent - <i>it's windy</i> il y a des nuages - <i>it's cloudy</i></p>	<p>agne e.g. <i>montagne</i></p> <p>oi e.g. <i>voiture</i></p> <p>ion e.g. <i>avion</i></p> <p>en e.g. <i>en France</i></p> <p>SFC e.g. <i>allons</i></p>	<p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 9 – les vêtements – clothes</p> <p>Word Mat 10 – la météo</p> <p>Read aloud text on holidays</p> <p>Gapfill dictation</p> <p>Reading comprehension with answers in English and some translation</p> <p>Picture based writing to describe holidays – read aloud to the class</p> <p>Self-assessment sheet at end of unit</p>

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