MFL Curriculum Overview

<u>Year 5</u>

Term	Unit of work	Knowledge and understanding	What I will know and remember
Autumn 1	Phonics 3 Cultural lesson 3 Do you have a pet?	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").	 I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest. I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply, including use of the negative if I have time to work out what I want to say and see an example first to remind me. I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language. I can attempt to improve my spoken and written French using the connectives et ("and") or mais ("but").
	<u>Working towards</u>	<u>End of unit assessment</u> <u>Working at</u>	<u>Working above</u>
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Autumn 2	The date	Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday.	I can repeat most of the months in French with good pronunciation and attempt to spell some of them from memory, but I work better with a gap-fill exercise.

	Joyeux Noel 3 (Celebrations)	Say the date in French. Create a French calendar. Recognise key dates in the French calendar.	I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from. I can ask somebody when their birthday is and say when my birthday is, but I may need to hear the French choices first as a model for my own answer.
	Working towards	<u>End of unit assessment</u> <u>Working at</u>	<u>Working above</u>
Spring 1	My home	Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	I can say and write whether I live in a house or an apartment with high accuracy. I can say and write where my house or apartment is after I have heard the options. I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy. I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.
	<u>Working towards</u>	<u>End of unit assessment</u> <u>Working at</u>	<u>Working above</u>

Working towards	<u>End of unit assessment</u> <u>Working at</u>	understand the concept of adjectival agreement. I am becoming increasingly confident using the possessive adjectives mon, ma and mes. <u>Working above</u>
	French. Use the appropriate genders and articles for these clothes. Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.	 class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I am confident using un/une/des with improving accuracy. I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing if I have the full verb conjugation of porter in front of me. I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing. I can describe clothing by colour and I am beginning to

Summer 1	The Olympics	Tell somebody in French the key facts of the history of the Olympics. Tell somebody in French the key facts of the modern Olympic games. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic games. Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. Understand the concept of de la, de l' and du when you say you play a sport in French.	I can tell you some of the key facts from the history of the Olympics and from the modern games in French. I can remember at least five of the ten sports from memory, including their correct spelling and their correct gender in French but I may need a prompt or reminder first. I can conjugate the je and il/elle form of the verb FAIRE. I can use this to say that I or my friend plays a sport in French. I can use de la, de l' and du correctly when saying I play a sport when I see a model answer first. I can also attempt to use the negative correctly.
	<u>Working toward</u>	<u>End of unit assessment</u> <u>Working at</u>	<u>Working above</u>
Summer 2	The Romans	Tell somebody in French the key facts and key people involved in the history of the Roman Empire. Say the days of the week in French and learn how these are related to the Roman gods and goddesses. Tell somebody in French what the most famous Roman inventions were. Learn what life was like for a rich and a poor child in Roman	I can tell you some of the key facts and name some of the key people from the history of the Roman Empire, but I may need to be prompted or reminded of first. I can say all the days of the week in French and also attempt some of their spellings. I can work faster and better with a word bank or a gap fill to help and remind me. I can name at least three famous Roman inventions.

		I can say more if I am given a model answer first and attempt to integrate the negative.
Working towards	<u>End of unit assessment</u> <u>Working at</u>	<u>Working above</u>