

# MFL Curriculum Overview

# Year 5

Term	Unit of work	Knowledge and understanding	What I will know and remember
<b>Autumn 1</b>	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").
<b>Autumn 2</b>	The date Joyeux Noel 3 (Celebrations)	Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar.	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. I can repeat most of the days of the week in French with good pronunciation and attempt to spell some of them from memory, but I work better with a gap-fill exercise. I can learn the numbers 21-31 in French and be able to count from 1-31 in french. 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.
<b><u>Working towards</u></b>			<b><u>End of unit assessment</u></b>
			<b><u>Working at</u></b>
			<b><u>Working above</u></b>
<b>Spring 1</b>	My home	<p>Say whether they live in a house or an apartment and say where it is.</p> <p>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</p> <p>Tell somebody in French what rooms they have or do not have in their home.</p> <p>Ask somebody else in French what rooms they have in their home.</p> <p>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>I can say and write whether I live in a house or an apartment with high accuracy.</p> <p>I can say and write where my house or apartment is after I have heard the options.</p> <p>I can repeat and recognise most of the ten rooms of the house with their correct gender in French.</p> <p>I can possibly spell over half of these words unaided from memory with good accuracy.</p> <p>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.</p>
<b>Spring 2</b>	Clothes	<p>Repeat and recognise the vocabulary for a variety of clothes in French.</p> <p>Use the appropriate genders and articles for these clothes.</p> <p>Use the verb porter in French with increasing confidence.</p> <p>Say what they wear in different weather/situations.</p>	<p>I can repeat most of the clothes vocabulary presented to me in 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.</p>

		<p>Describe clothes in terms of their colour and apply adjectival agreement.</p> <p>Use the possessives with increased accuracy.</p>	<p>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.</p> <p>I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.</p> <p>I can describe clothing by colour and I am beginning to understand the concept of adjectival agreement.</p> <p>I am becoming increasingly confident using the possessive adjectives mon, ma and mes.</p>
<b>Summer 1</b>	The Olympics	<p>Tell somebody in French the key facts of the history of the Olympics.</p> <p>Tell somebody in French the key facts of the modern Olympic games.</p> <p>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</p> <p>Say the nouns in French for key sports in the current Olympic games.</p> <p>Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</p> <p>Understand the concept of de la, de l' and du when you say you play a sport in French.</p>	<p>I can tell you some of the key facts from the history of the Olympics and from the modern games in French.</p> <p>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.</p> <p>I can conjugate the je and il/elle form of the verb FAIRE.</p> <p>I can use this to say that I or my friend plays a sport in French.</p> <p>I can use de la, de l' and du correctly when saying I play a sport when I see a model answer first.</p> <p>I can also attempt to use the negative correctly.</p>
<b>Summer 2</b>	The Romans	<p>Tell somebody in French the key facts and key people involved in the history of the Roman Empire.</p> <p>Say the days of the week in French and learn how these are related to the Roman gods and goddesses.</p> <p>Tell somebody in French what the most famous Roman inventions were.</p> <p>Learn what life was like for a rich and a poor child in Roman times.</p>	<p>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.</p> <p>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.</p> <p>I can name at least three famous Roman inventions.</p>

		Introduce pupils to the concept of the negative form in French.	I can say one sentence from memory in French to describe my day as a Roman child. I can say more if I am given a model answer first and attempt to integrate the negative.
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