

French Curriculum

Year group/Topic name	Skills	Knowledge
Year 5 – Stage 3		
1. <i>Bon appétit, bonne santé</i> (Healthy eating)	<ul style="list-style-type: none"> ▪ Listen, read and show understanding of more complex familiar phrases and sentences ▪ Ask and answer more complex familiar questions ▪ Write and say longer complex including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support ▪ Read aloud familiar sentences with increasingly accurate pronunciation and intonation ▪ Suggest and use strategies to memorise vocabulary including making connections with other languages ▪ Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number ▪ Follow a longer text, eg a rhyme or story 	<ul style="list-style-type: none"> • To know the of rules of agreement of adjectives for singular and plural eg <i>La Lune est petite</i>. • To be familiar with and use the 1st, 2nd and 3rd person singular and 3rd person plural of regular and high frequency irregular verbs • To form the 3rd person singular and plural of regular – <i>er</i> verbs • To know the position of adjectives in a sentence • To give positive and negative reasoned opinions • To form the indefinite and definite article (un/une/des, le/la/les) and plurals are the same whatever the gender • To know sequencing and frequency adverbs • To be aware and use <i>tu</i> and <i>vous</i> • To know aspects of life in France and Francophone countries including French Schools, food, geography and the arts (music and literature)
2. <i>Je suis le musicien</i> (I am the music man)	<ul style="list-style-type: none"> ▪ Listen, read and show understanding of more complex familiar phrases and sentences ▪ Ask and answer more complex familiar questions ▪ Write and say longer complex including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support ▪ Read aloud familiar sentences with increasingly accurate pronunciation and intonation ▪ Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number 	<ul style="list-style-type: none"> • To give positive and negative reasoned opinions • To know aspects of life in France and Francophone countries including French Schools, food, geography and the arts (music and literature)

<p>3. <i>En route pour l'école (On the way to school)</i></p>	<ul style="list-style-type: none"> ▪ Listen, read and show understanding of more complex familiar phrases and sentences ▪ Ask and answer more complex familiar questions ▪ Write and say longer complex including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support ▪ Read aloud familiar sentences with increasingly accurate pronunciation and intonation ▪ Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number 	<ul style="list-style-type: none"> • To know sequencing and frequency adverbs • To be aware and use <i>tu</i> and <i>vous</i> • To know aspects of life in France and Francophone countries including French Schools, food, geography and the arts (music and literature)
<p>4. <i>Scène de plage (Beach scene)</i></p>	<ul style="list-style-type: none"> ▪ Listen, read and show understanding of more complex familiar phrases and sentences ▪ Ask and answer more complex familiar questions ▪ Write and say longer complex including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support ▪ Read aloud familiar sentences with increasingly accurate pronunciation and intonation ▪ Suggest and use strategies to memorise vocabulary including making connections with other languages ▪ Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number ▪ Follow a longer text, eg a rhyme or story 	<ul style="list-style-type: none"> • To know the of rules of agreement of adjectives for singular and plural <i>eg La Lune est petite</i> • To be familiar with and use the 1st, 2nd and 3rd person singular and 3rd person plural of regular and high frequency irregular verbs • To form the 3rd person singular and plural of regular – <i>er</i> verbs • To know the position of adjectives in a sentence • To know sequencing and frequency adverbs • To be aware and use <i>tu</i> and <i>vous</i> • To know aspects of life in France and Francophone countries including French Schools, food, geography and the arts (music and literature)
<p>5. <i>Le Retour du Printemps (The Return of Spring)</i></p>	<ul style="list-style-type: none"> ▪ Listen, read and show understanding of more complex familiar phrases and sentences ▪ Ask and answer more complex familiar questions ▪ Write and say longer complex including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support 	<ul style="list-style-type: none"> • To know the of rules of agreement of adjectives for singular and plural <i>eg La Lune est petite</i> • To be familiar with and use the 1st, 2nd and 3rd person singular and 3rd person plural of regular and high frequency irregular verbs • To know the position of adjectives in a sentence • To give positive and negative reasoned opinions

	<ul style="list-style-type: none"> ▪ Read aloud familiar sentences with increasingly accurate pronunciation and intonation ▪ Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number ▪ Follow a longer text, eg a rhyme or story 	<ul style="list-style-type: none"> • To know sequencing and frequency adverbs • To know aspects of life in France and Francophone countries including French Schools, food, geography and the arts (music and literature)
6. <i>Les planètes</i> (The planets)	<ul style="list-style-type: none"> ▪ Listen, read and show understanding of more complex familiar phrases and sentences ▪ Ask and answer more complex familiar questions ▪ Write and say longer complex including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support ▪ Read aloud familiar sentences with increasingly accurate pronunciation and intonation ▪ Suggest and use strategies to memorise vocabulary including making connections with other languages ▪ Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number ▪ Follow a longer text, eg a rhyme or story 	<ul style="list-style-type: none"> • To know the of rules of agreement of adjectives for singular and plural <i>eg La Lune est petite</i> • To be familiar with and use the 1st, 2nd and 3rd person singular and 3rd person plural of regular and high frequency irregular verbs • To know the position of adjectives in a sentence • To know sequencing and frequency adverbs