

Year 5 - Learning statements and vocabulary

Topic	Learning statements	Vocabulary
1. Bon appétit, bonne santé (Healthy eating)	- To listen and respond to opinions about food - To talk about whether food is healthy or not - To order food and drink, including specifying filling/flavour - To identify the different sounds represented by the grapheme 'a' in French - To use a variety of conjunctions - To compare French and English school lunchtimes	Dans le sac, il y a ... In the bag, there is ... Et and Aussi also mais but Il est bon/mauvais. It is good/bad. (m.) Elle est bonne/mauvaise pour la santé. It is good/bad for your health. (f.) Ils sont bons/mauvais. They are good/bad. (m. pl.) Elles sont bonnes/mauvaises. They are good/bad. (f. pl.) un sandwich au jambon a ham sandwich un gâteau a cake une banane a banana une orange an orange du fromage (m.) some cheese de l'eau (f.) some water des chips (f. pl.) some crisps des champignons (m. pl.) some mushrooms une glace à la vanille vanilla ice cream une pizza aux champignons mushroom pizza
2. Je suis le musicien (I am the music man)	- To listen and respond to opinions about music and musical instruments - To ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular - To identify masculine and feminine nouns and select the appropriate pronoun - To give positive and negative opinions, with reasons - To write a short text about music - To explore the difference between the 'u' and 'ou' sounds in French - To recognise when to use tu and vous	Tu joues ... ? Do you play ...? Je joue du saxophone/piano/violon. I play the saxophone/piano/violin. Je joue de la guitare/clarinette/batterie. I play the guitar/clarinet/drums. Je ne joue pas de/d' I don't play Il/Elle joue He/She plays C'est génial! It's brilliant! C'est nul! It's rubbish! le jazz jazz le reggae reggae la musique pop pop music la musique classique classical music le saxophone the saxophone le piano the piano le violon the violin la guitare the guitar la clarinette the clarinet

		la batterie the drums Quand je vais à l'école, ... When I go to school, ... Je passe devant ... I pass in front of ... Je traverse la rue I cross the road Je tourne I turn Je vais ... I go cinq minutes plus tard five minutes later finalement finally vrai, faux true, false il est une heure et demie, it's half past one, deux heures et demie, etc. half past two, etc. Je vais à l'école à huit heures et demie. I go to school at half past eight. à droite to/on the right à gauche to/on the left tout droit straight ahead Je ne comprends pas. I don't understand. Répétez, s'il vous plaît. Repeat, please. (formal or plural) le magasin the shop le café the café le musée the museum le bureau de poste the post office la rivière the river la gare the railway station
3. En route pour l'école (On the way to school)	• To listen to and follow simple and longer directions in French • To recite and use the French alphabet • To begin to understand liaison in French • To communicate the need for help • To understand and tell the time ('o'clock' and 'half past') • To understand, give and sequence instructions • To pronounce the 'r' sound correctly in French	
4. Scene de plage (Beach scene)	• To listen and respond to questions about a picture • To identify an image by listening to a description • To read and show understanding of a description by drawing a picture • To describe a scene using a variety of verbs in third person singular and plural • To use adjectives to describe nouns, using appropriate agreements and position • To understand and use instructions in a recipe • To distinguish between 'j' and 'g' sounds in French • To describe a beach scene by imitating a text	(Le chien) regarde (le chat). (The dog) is watching/ looking at (the cat). (Le bateau) glisse sur la mer. (The boat) is gliding over the sea. (La petite fille) dort. (The little girl) is sleeping. (La dame) brosse (les cheveux de la petite fille). (The lady) is brushing (the little girl's hair). Les gens marchent parlent et jouent. The people are walking, talking and playing. C'est ... It is .../It's ... Ce n'est pas ... It isn't ... le sable the sand le ciel the sky la plage the beach une falaise a cliff une grotte a cave

5. Le Retour du Printemps (The return of spring)	• To listen and respond to the poem/song Le Retour du Printemps • To listen and identify the month of someone's birthday. • To ask and answer questions about the weather, the seasons and the months • To read aloud a text and show understanding with actions • To rewrite a poem using a scaffold • To write about the myth of Persephone and the four seasons • To identify the sound 'i' in a variety of letter strings • To use adjectives in descriptions	au printemps in the spring en été/automne/hiver in the summer/autumn/winter clair bright, light sombre dark heureux happy triste sad Viens/Reste (avec moi). Come/Stay (with me) (informal singular) Les couleurs sont ... The colours are ... la fille the girl trop too très very
6. Les planètes (The planets)	• To listen and respond to information in French about the solar system • To ask and answer questions about the planets in French • To describe the planets in French using prepositions and adjectives • To read descriptions and identify correct and incorrect statements • To be aware of sentence structure and parts of speech in French • To talk and write about the planets, with support from word cards, a scaffold and a parallel dual text • To identify the 'u' sound in a variety of words	la Terre the Earth la Lune the Moon près de near loin de far près du Soleil near the Sun loin du Soleil far from the Sun un nom (propre) a (proper) noun un adjectif an adjective parce que because elle it (f.) assez quite, fairly très very le Soleil the Sun Mercure Mercury Vénus Venus Mars Mars Jupiter Jupiter Saturne Saturn Uranus Uranus Neptune Neptune Pluton Pluto