

Year 5 Term 1  
**FRENCH**  
**Salut Gustave!**



**National Curriculum Links:**

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Listen attentively to spoken language and how understanding by joining in and responding.

Present ideas and information orally to a range of audiences.

Read carefully and show understanding of words, phrases and simple writing.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

**Essential Prior Learning:**

Use spoken French to introduce yourself and greet others.

Talk about other people using the verbs *avoir* and *être*.

Identify family members using *mon*, *ma* and *mes*.

Know that adjectives can have different endings depending on the gender of the noun.

**Progression in Skill:**

Greet people and give basic personal information: name, age, how you are feeling.

Ask and say how many brothers and/or sisters you have.

Understand short spoken texts about familiar topics.

Read short texts, recognising familiar vocabulary and using this to derive meaning.

Develop simple sentences into short paragraphs on known topics.

Use adjectives with the correct agreement.

Use *avoir* in the third person to say what someone does or does not have.

Use *être* in the third person to say what someone is like.

**Long-term Memory Knowledge:**

Greet someone appropriately and tell them something about yourself (be mindful of the audience and which details you are sharing).

Ask someone how many brothers and sisters they have and respond appropriately to the same question.

Answer simple retrieval-style questions after listening to a dialogue between two people.

Identify familiar vocabulary in a written text and use this to help understand the text as a whole.

Use familiar vocabulary to write short sentences.

Use the appropriate ending with adjectives depending on whether the noun is masculine or feminine and/or plural.

Use the verbs *avoir* and *être* in the third person.

**Key Vocabulary**

<b>Bonjour, Salut</b>	Hello, Hi
<b>Comment t'appelles-tu?</b>	What is your name?
<b>Je m'appelle ...</b>	My name is ...
<b>Ça va?</b>	How are you?
<b>Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça.</b>	I am well/I am not well/I am okay.
<b>Je suis ...</b>	I am ...
<b>Quel âge as-tu?</b>	How old are you?
<b>J'ai ... ans.</b>	I am ... years old.
<b>Tu as des frères ou des sœurs?</b>	Do you have any brothers or sisters?

<b>J'ai ... frères/sœurs</b>	I have ... brothers/sisters.
<b>Je n'ai pas de frères ou des sœurs.</b>	I don't have any brothers or sisters.
<b>Il/Elle a ...</b>	He/She has ...
<b>Il/Elle n'a pas de ...</b>	He/She does not have ...
<b>Il/Elle est ...</b>	He/She is ...
<b>Il/Elle n'est pas ...</b>	He/She is not ...

**Progression in Resources:**

Online resources available through Rigolo and supplementary material used from EuroStars.  
 Songs to support learning of key vocabulary

**Relevance**

<b>Now</b>	Children continue to grow in confidence with understanding the French language in familiar settings; they continue to develop their understanding of how learnt vocabulary can be adapted to different situations.
<b>Future</b>	Children have a secure understanding of the basic of a language that is not their own, enabling them to have the confidence to travel; they develop problem-solving skills, identifying connections and patterns, that can be applied in other areas of life.
<b>Aspiration</b>	Children have the confidence to work and/or live abroad; they may consider professions that require linguistic skills; through developing an understanding of the culture of others, they are able to show greater tolerance for others.