

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: French

TERM: Spring

YEAR GROUPS: 5

KEY FOCUS: Food, likes and dislikes, mealtimes. / Clothes.

Numbers 31-50 / Phonemes – ere, e (acute) Grammar - Avoir, etre present negative / Useful phrases.

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Count to 50 with prompts.
- Conjugate avoir and etre in the present.
- Express an opinion in French.
- Remember the names for body parts.

By the end of UKS2, children should be able to:

Listening and responding	Speaking	Reading and responding	Writing
• understand longer passages made up of familiar language in simple sentences • identify the main points and some details <i>Spoken at near normal speed with no interference. May need some items to be repeated.</i>	• hold a simple conversation with at least 3-4 exchanges • use their knowledge of grammar to adapt and substitute single words and phrases <i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i>	• understand a short story or factual text and note some of the main points • use context to work out unfamiliar words	• write a paragraph of about 3-4 simple sentences • adapt and substitute individual words and set phrases • use a dictionary or glossary to check words they have learnt <i>They will draw largely on memorised language.</i>

End of Unit Objectives

<i>Some children in Y5 will not yet have met what is expected and show they are emerging because they can:</i>	<i>Most children in Y5 will show that they have reached the expected level because they can:</i>	<i>Some children in Y5 will have gone beyond the expected level and show that they are exceeding because they can:</i>
• Write a simple sentence about what they like to eat and drink using a model. • Conjugate avoir and etre in the first person singular and use correctly.	• Express opinions about food and respond to those of others. • Speak in simple sentences about what they eat and drink when and what they like to eat and drink. • Write short sentences using a reference. • Use a bilingual dictionary to find food vocabulary. • Describe a French breakfast. • Correctly conjugate avoir and etre in the present negative tense. • Write numbers to 50.	• Recognise learned phonemes and correctly pronounce them in new vocabulary. • Write short sentences independently. • Attempt to conjugate regular –er verbs.

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Role play
- Question and answer sessions.
- Designing a healthy food poster.
- Playing class Pictionary with food items.
- Making a breakfast menu.
- Vocabulary tests.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- Easter
- Eating a French breakfast.

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases: *C'est délicieux, peut etre, je n'en veux plus. d'accord, je ne comprends pas. Qu'est-ce-que tu aimes manger/boire. Bon pour la sante, C'est bon, les gateaux, les chocolats, les bonbons, des tomates, des pommes, des carottes, du fromage, la baguette, le croissant, jus d'orange, chocolat chaud. Petit déjeuner, déjeuner, diner. La salade, de l'eau.*

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- Maths.
- SPAG.
- PHSE.

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	attempt to pronounce a new word even when they are unsure.
Works hard	show a readiness to learn.
Concentrates	ignore distractions.
Self-motivates	always be ready to start working.
Imagines	make connections between English and French words.
Improves	evaluate their own work.
Understands others	listen to other's contributions.
Doesn't give up	build on each success.