

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: Summer

YEAR GROUPS: 5

KEY FOCUS: Nationality and travel / Body, illness, going to the Doctor or Dentist / Poem: **"Dans Paris"** (Paul Elouard), Numbers 31-50 / Phonemes – eds, q / Grammar – determiners; definitive articles (le/la/l'/les/ au/ aux/) Useful phrases.

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

- Count to 50 and write the numbers in words.
- Remember basic body parts vocabulary.

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>
• Put the lines of the first half of the poem "Dans Paris" in order and understand the vocabulary. • Answer questions correctly and appropriately. • Write numbers to 31. • Name one country that borders France in a sentence.	• Recite the poem "Dans Paris" using written prompts when necessary. • Confidently use numbers to 50. • Correctly copy the poem. • Understand and correctly use the determiners. • Use learned phonemes to correctly pronounce words. • Use a bilingual dictionary to look for nouns. • Understand longer passages using known vocabulary in simple sentences. • Can hold a simple conversation with at least 3 exchanges. • Understand a poem and note some of the main points. • Identify France's 7 neighbours and name their nationalities. • Ask someone where they come from and what their nationality is.	• Recite "Dans Paris" independently. • Rewrite the Poem from memory. • Can hold a simple conversation with 3 / 4 exchanges. • Can name from memory France's 7 neighbours and their nationalities and match them to their flags.

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Reciting the poem.
- Matching pictures to lines of the poem in correct order.
- Number games and Bingo.
- Role play, going to the doctors.

- Producing a map of Europe showing Countries and Nationalities.
- "Ooh la la" vocabulary game.
- Rewrite the poem changing the vocabulary.
- Word tennis.
- Vocabulary tests.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- 1er Mai, muguet.

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases: Dans Paris, maison, escalier, chambre, table, tapis, cage, nid, oiseau. Je ne me sens pas bien, j'ai mal aux dents, a la tete, au dos, au ventre, medecin, dentiste, infirmier cabinet, l'hopital. Entrée, Sortie, je parle anglais. Anglais/anglaise, francais/francaise, allemand/allemande, italien/italienne, espagnol/espagnole, belge, suisse, ne'erlandais, ne'erlandaise, irlandais/irlandaise, ecossais/ecossaise. Angleterre, France, Allemagne, Italie, Espagne, Belgique, La Suisse, Les Pays –Bas, L'Irlande, L'ecosse. Voisin, drapeau.

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- Geography
- PHSE
- SPAG

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	seek to extend their own learning.
Works hard	gets on without support.
Concentrates	ignores distractions
Self-motivates	able to work alone or in groups.
Imagines	be creative.
Improves	learn from their mistakes.
Understands others	respond appropriately to other's contributions.
Doesn't give up	show enthusiasm for tackling difficult tasks.