French Curriculum Coverage: Year 5

Expected Vocabulary. NC Objectives.

YEAR 5	Curriculum Objective	Vocab
Autumn One: Getting to Know You Lesson 1: Questions and Answers! Lesson 2: Jobs Vocabulary Lesson 3: When I Grow Up… Lesson 4: How Are You Feeling? Lesson 5: Alphabet and Pronunciation Lesson 6: How Do You Spell It?	Listen and show understanding of simple sentences containing familiar words through physical response. Listen and understand the main points from short, spoken material in French. Engage in a short conversation using a range of simple, familiar questions. Say a longer sentence using familiar language. Use familiar vocabulary to say several longer sentences using a language scaffold. Refer to everyday activities and interests, recent experiences and future plans. Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules. Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words. Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Read and understand the main points from short, written material. Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context). Use a bilingual dictionary to identify the word class.	Médecin (m/f) [doctor], dentiste (m/f) [dentist], coureur/ coureuse automobile [racing driver], aviateur/aviatrice [pilot], soldat [soldier], coiffeur/ coiffeuse [hairdresser], moniteur/monitrice de ski [ski instructor], professeur/ professeure [teacher], fermier/ fermière [farmer], artiste (m/f) [artist], pompier (m/f) [fire fighter]. Les métiers [Jobs] Quand je serai grand, je serai… [When I grow up, I will be…]. Accent (m) [Accent], Aigu ´ [Acute], Grave ` [Grave], Circonflexe ^ [Circumflex], Tréma ¨ [Dieresis or umlaut], Cédille¸ [Cedilla], Lettre (f) [Letter], Prénom (m) [First name], Écrit [Written], Épeler [To spell], Majuscule [Capital], Minuscule [Lower case]. Comment s'écrit ton nom ? [How Do You Spell Your Name?] Comment ça s'écrit ? [How Do You Spell That?] Agacé(e) [annoyed], heureux/euse [happy], fatigué(e) [tired], fier/fière [proud], impatient(e) [excited/hyper], anxieux/euse [worried/nervous], étonné(e) [shocked], content(e) [pleased], fâché(e) [angry/cross], triste [sad], gêné(e) [embarrassed], effrayé(e) [scared], adjectif (m)

	Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules. Write a simple sentence from memory using familiar language. Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold. Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. Follow the text of a familiar song or story. Identify word classes. Demonstrate understanding of gender and number of nouns and use appropriate determiners. Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence. Name and use a range of conjunctions to create compound sentences. Recognise and use the simple future tense of a high frequency verb; compare with English. Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed.	[adjective], comment ça va ? [how are you?], je suis... [I feel/am...] Aller [To go], Je vais [I go], Tu vas [You go], Il/ Elle/On va [He/She/It/One goes].

Autumn Two: All About Ourselves	Listen and show understanding of simple sentences containing familiar words through physical response.	les cheveux (m) [hair], les dents (f)) [teeth], cou (m) [neck], ventre (m) [tummy/belly], voici [this is], corps (m) [body], visage (m) [face]
Lesson 1: The Body	Express a wider range of opinions and begin to provide simple justification.	long(s) [long], court(s) [short (length)], mi-long(s) [medium/average], raides [straight], bouclés [curly], ondulés [wavy], blonds [blonde], châtains [chestnut brown], roux [ginger], noirs [black], les yeux [eyes], bleu(s) [blue], vert(s) [green], brun(s) [brown], gris [grey], violet(s) [violet].
Lesson 2: What Do I Look Like? Lesson 3: What Are You Doing?	Say a longer sentence using familiar language. Use familiar vocabulary to say several longer sentences using a language scaffold. Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.	Le visage [The Face] Qu'est-ce que tu fais ? [What are you doing?], ouvre [open], ferme [close], range [tidy], écris [write], lis [read], aide [help], lève [raise/lift], ami (m) [friend].
Lesson 4: Fashion Vocabulary	Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.	
Lesson 5: How Are You Feeling Today?	Say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold. Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.	il porte [he's wearing], elle porte [she's wearing], Qu'est-ce qu'il/elle porte ? [What's he/she wearing?]. colour adjectives, clothing nouns.
Lesson 6: What's the Matter?	Use a wider range of descriptive language in their descriptions of people, places, things and actions. Read and show understanding of simple sentences containing familiar and some unfamiliar language. Read and understand the main points from short, written material. Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context).	désolé(e) [sorry], énervé(e) [annoyed], fatigué(e) [tired], fier/ fière [proud], surpris(e) [surprised], fâché(e) [angry], content(e) [pleased], triste [sad], je suis [I am], tu es [you are - informal], Comment te sens-tu aujourd'hui ? [How are you feeling today?] J'ai mal [I've got a pain] Qu'est-ce qui ne va pas ? [What's the matter?], au /à la /à l' / aux… [in the…]

	Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words. Write a simple sentence from memory using familiar language. Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold. Follow the text of a familiar song or story and sing or read aloud. Demonstrate understanding of gender and number of nouns and use appropriate determiners. Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence. Demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement. Explain and use elision; state the differences and similarities with English.	
Spring One: That's Tasty Lesson 1: Drinks Lesson 2: What Would You Like for Breakfast? Lesson 3: Sandwiches	Listen and show understanding of simple sentences containing familiar words through physical response. Ask and answer more complex questions with a scaffold of responses. Express a wider range of opinions and begin to provide simple justification. Say a longer sentence using familiar language. Use familiar vocabulary to say several longer sentences using a language scaffold.	le thé (m) [tea], le café (m) [coffee], le café au lait (m) [coffee with milk], le coca (m) [cola], la limonade (f) [lemonade], le jus d'orange (m) [orange juice], l'eau (f) [water], une bouteille (f) [bottle], une tasse (f) [cup], un verre (m) [glass], de [of] Qu'est-ce que vous désirez boire? [What would you like to drink?], Je voudrais…. [I would like……..]. e petit déjeuner (m) [breakfast], une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f)	

| Lesson 4:
Pizzas

Lesson 5:
I Like To Eat…

Lesson 6:
I don't like…because… | Manipulate familiar language to present ideas and information in simple sentences.

Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.
Use a wider range of descriptive language in their descriptions of people, places, things and actions.

Read and understand the main points from short, written material.

Write a simple sentence from memory using familiar language.
Write several sentences from memory with familiar language with understandable accuracy.

Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.
Use a wider range of descriptive language in their descriptions of people, places, things and actions.

Demonstrate understanding of gender and number of nouns and use appropriate determiners.
Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.
Name and use a range of conjunctions to create compound sentences. | [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK]
un chocolat chaud (m) [hot chocolate], du lait (m) [milk]
pour [for] mon (m) [my]

le sandwich (m) [sandwich], le pain (m) [bread], la baguette normale (f) [white bread], le pain complet (m) [wholemeal bread], le pain aux herbes (m) [herby bread], Qu'est-ce que vous désirez ? [What would you like?], Je voudrais... [I would like...], les viandes (f) [meats], le rosbif (m) [roast beef], le jambon [ham], le poulet (m) [chicken], le saucisson sec (m) [salami], les légumes (m) [vegetables], les tomates (f) [tomatoes], la laitue (f) [lettuce], le concombre (m) [cucumber], l'oignon (m) [onion].

J'aime [I like]… parce que [because]…
délicieux (m) délicieuse (f) [delicious] amer (m) amère (f) [bitter] sucré (m) sucrée (f) [sugary] salé (m) salée (f) [salty] chaud (m) chaude (f) [hot] froid (m) froide (f) [cold] croquant (m) croquante (f) [crunchy] mou (m) molle (f) [soft] savoureux (m) savoureuse (f) [savoury] collant (m) collante (f) [sticky] crémeux (m) crémeuse (f) [creamy]

Qu'est-ce que vous désirez sur votre pizza ? [What would you like on your pizza?], la purée de tomates (f) [tomato puree], le fromage (m) [cheese], le poulet (m) [chicken], le saucisson sec (m) [salami], les tomates (f) [tomatoes], l'ananas (m) [pineapple], les champignons (m) [mushrooms], l'oignon (m) [onion], le jambon (m) [ham], le bacon (f) [bacon] |

Spring Two: Family and Friends Lesson 1: Meet the Family Lesson 2: Do You Like Animals? Lesson 3: Adjectives - I Live in a … Lesson 4: In My House Lesson 5: J'adore la…parce que Lesson 6: Je déteste … parce que	Listen and show understanding of simple sentences containing familiar words through physical response. Ask and answer more complex questions with a scaffold of responses. Express a wider range of opinions and begin to provide simple justification. Say a longer sentence using familiar language. Use familiar vocabulary to say several longer sentences using a language scaffold. Vary language and produce extended responses. Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Manipulate familiar language to present ideas and information in simple sentences. Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. Use a wider range of descriptive language in their descriptions of people, places, things and actions Read and understand the main points from short, written material. Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context). Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.	mon/ma/mes [my], son/sa/ses [his/her/its], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child], mere chien (m) [dog], chat (m) [cat], cochon (m) [pig], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [chicken]. chaumière (f) [cottage], château (m) [castle], maison (f) [house], caravane (f) [caravan], appartement (m) [flat], ferme (f) [farm]. mignon (ne) [cute], amusant (e) [funny], effrayant (e) [scary], dangereux/se [dangerous], amical (e) [friendly], beau/belle [beautiful]. J'aime [I like], je n'aime pas [I don't like], j'adore [I love], je déteste [I hate]. Parce que [because].

	Listen and identify rhyming words and specific sounds in songs and rhymes. Follow the text of a familiar song or story. Follow the text of a familiar song or story and sing or read aloud. Identify word classes. Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence. Name and use a range of conjunctions to create compound sentences. Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed.	
Summer One: School Life Lesson 1: Classroom Objects Vocabulary Lesson 2: Where Are the Objects? Lesson 3: My Favourite Subjects Lesson 4: Maths Shapes Vocabulary	Ask and answer more complex questions with a scaffold of responses. Express a wider range of opinions and begin to provide simple justification. Converse briefly without prompts. Use familiar vocabulary to say several longer sentences using a language scaffold. Present a range of ideas and information, using prompts, to a partner or a small group of people. Present a range of ideas and information, without prompts, to a partner or a group of people. Say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold. Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.	la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l'ordinateur (m) [computer], l'armoire (f) [cupboard], la bibliothèque (f) [bookcase], l'évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?] les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art], Quelle matière préfères-tu ? [Which do you prefer?], J'aime mieux... [I like...best], Quelle est ta matière favorite ? [Which is your favorite subject?], Ma matière favorite est... [My favorite subject is...]

Lesson 5: Asking Questions About Shapes Lesson 6: Asking Questions…. Can I…?	Read and show understanding of simple sentences containing familiar and some unfamiliar language. Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. Write several sentences from memory with familiar language with understandable accuracy. Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold. Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. Use some adverbs; Demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement. Recognise and use a range of prepositions. Use the third person plural of a few high frequency verbs in the present tense.	les formes (f) [shapes], Qu'est-ce que c'est ? [What is it?], un triangle (m) [triangle], un carré (m) [square], un rectangle (m) [oblong], un losange (m) [rhombus], un cerfvolant (m) [kite], un pentagone (m) [pentagon], un hexagone (m) [hexagon], un octogone (m) [octagon], les côtés (m) [sides], Combien de côtés a...? [It has…sides], Combien de côtés ont...? [How many sides do...have?], Ils ont...côtés [They have...sides] Excusez-moi [Excuse me], est-ce que je peux… [can I...?], s'il vous plaît [please], lire [read], un livre (m) [a book], faire [draw/ make], un dessin (m) [a picture], aller [go],] les toilettes (f) [toilets], boire [drink], l'eau (f) [water], oui [yes], non [no], plus tard [later], dans cinq minutes [in five minutes],] pas pour le moment [not at the moment] Excusez-moi [Excuse me], où est ? [where is?], où sont ? [where are?], le livre (m) [the book], la colle (f) [the glue], le journal (m) [the newspaper], la gomme (f) [rubber], la règle (f) [ruler], le taille-crayon (m) [pencil sharpener], les livres (m) [books], les règles (f) [rulers], les ciseaux (m) [scissors], les crayons de couleur (m) [crayons], Elle est sur... [It's on...], Ils/Elles sont sur... [They're on...], Il/Elle est à côté de... [It's next to...], Ils/ Elles sont à côté de... [They're next to...], Il/Elle est sous... [It's under...], Ils/Elles sont sous... [They're under...]
Summer Two: Time Travelling Lesson 1:	Listen and show understanding of simple sentences containing familiar words through physical response. Listen and understand the main points and some detail from short, spoken material in French.	cent [hundred], mille [thousand], plus [add/plus], moins [take away/less], fois [times], divisé par [divided by], égale [equals], nombre (m) [number], numbers 1-99

Numbers Vocabulary	Express a wider range of opinions and begin to provide simple justification.	avoir [to have], j'ai [I have], tu as [you have (informal, singular)], il/elle/on a [he/she/it/one has], vous avez [you have (plural/singular formal)], nous avons [we have], ils/elles ont [they have], verbe (m) [verb], Quel âge ? [How old?]
Lesson 2: Using the verb Avoir (To Have)		
Lesson 3: Writing a Sentence Using the Verb Avoir	Use familiar vocabulary to say several longer sentences using a language scaffold. Refer to everyday activities and interests, recent experiences and future plans. Vary language and produce extended responses.	an (m) [year], date (f) [date] naître [to be born – infinitive verb], né(e) [born – past participle], être [to be - infinitive verb]
Lesson 4: Using the Verb être (To Be)	Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words. Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.	je suis [I am], tu es [you are – informal singular], il/elle/on est [he/ she/one is], nous sommes [we are], vous êtes [you are – formal / plural], ils/elles sont [they are], mort(e)(s) [died – past participle]
Lesson 5: Describing Age Using More Than/ Nearly/ Around (Plus de/Presque/Environ)	Manipulate familiar language to present ideas and information in simple sentences. Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.	
Lesson 6: Maths Calculations	Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context). Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Identify word classes. Name and use a range of conjunctions to create compound sentences.	

| | Name all subject pronouns and use to conjugate a high frequency verb in the present tense.
Recognise and use a high frequency verb in the perfect tense; compare with English. | |