

Year 5 curriculum overview

Year 5	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-8	Spring 2 Lessons 9-11	Summer 1 Lessons 12-14	Summer 2 Lessons 15-16 and revision
Learning intention / rationale	Through the theme of the 'High Street' pupils learn the vocabulary for different shops and buildings. They re-use adjectives with nouns, remembering that petit and grand precede the noun and revisiting prior learning on adjectival agreement. They consider the location of shops and buildings using simple prepositional phrases. Towards the end of the half term pupils practise a simple dialogue, asking and answer questions about the location of a place. They use typical 'stalling strategies' during the conversation to add	Pupils continue the theme of the high street, now working with more complex vocabulary to describe how the high street appears at different times of the day / week. As the half term progresses, pupils listen and respond to an extended story which includes much of the vocabulary introduced over the term. They use the story as a stimulus to create their own writing, re-using previously learned phrases from Years 3 and 4 in a new context.	Pupils revisit familiar vocabulary for giving opinions and describing hobbies using infinitive verbs. They extend this work to include a focus on the immediate future tense in the first person using the structure: Je vais + infinitive verb. In forming extended sentences to state what they are going to do, they revisit vocabulary for days of the week, times of the day and family members. By the end of the half term, pupils state where they will go, when and who with using grammatical structures accurately.	Pupils revisit phrases to express opinions and use these to comment on food they like and dislike, extending the vocabulary they learned in Year 3. As the half term progresses, they consider food groups and healthy eating. They study lunch menus from French schools and use their knowledge of both English and French to deduce meaning.	Pupils continue the theme of food, moving to transactional language so that they are confident at offering and accepting food. Within the context of breakfast, pupils learn the names of items typically served for breakfast in France. As the half term continues pupils become acquainted with a famous French poem, written in simple language, and consider the context of the poem which describes a breakfast scene. Towards the end of the half term, pupils revise saying the date and begin to learn	The theme of weather continues as pupils listen to the recording of a weather forecast and identify the text they hear. Pupils prepare a presentation to describe the weather and consider the weather in different seasons, writing sentences to describe the climate using adverbial phrases, such as 'en général'. Pupils learn the points of the compass to state where they live. An extended reading task provides a high level of challenge for pupils with the expectation that they can identify vocabulary and

	authenticity to the dialogue.				the French for weather conditions, which links to the theme studied next half term.	extract some key details. A quiz allows pupils to recall and celebrate the year's learning.
Vocabulary	<p>Il y a (?) - there is / is there? there are / are there?</p> <p>un marché – market un magasin – shop un supermarché – supermarket une poste - post office une banque – bank un café – café une mairie – town hall un magasin de vêtements – clothes shop une boulangerie – bakers</p> <p>et – and petit – small grand – big aussi – also à gauche – on the left à droite – on the right</p>	<p>- Revision of days of the week (introduced in Year 3): lundi – Monday mardi – Tuesday mercredi – Wednesday jeudi – Thursday vendredi – Friday samedi – Saturday dimanche - Sunday</p> <p>matin – morning après-midi – afternoon soir – evening à 10 heures – at 10 o'clock à 4 heures et demie – at half past 4 très – very assez - quite</p>	<p>jouer au + sport (basket, football, golf, tennis, rugby etc.) faire du jogging – to go running</p> <p>revision of opinions phrases: J'aime / Je n'aime pas + infinitive verb - I like / I don't like.....</p> <p>Immediate future tense: Je vais aller – I am going to go à la / au – to the le centre commercial – shopping centre la piscine – swimming pool le cinéma – cinema avec – with</p> <p>Revision of family members and possessive pronouns: le père – the father</p>	<p>le riz - rice les pâtes - pasta les pommes de terre – potatoes le jambon - ham le poisson - fish le fromage – cheese l'eau - water le yaourt - yoghurt le chocolat - chocolate la glace - ice-cream le gâteau -cake les biscuits - biscuits les petits pois - peas les carottes – carrots la salade – salad le pain – bread la baguette – baguette</p> <p>Revision of high frequency vocabulary to extend sentences: et – and mais – but aussi – also</p>	<p>un croissant un pain au chocolat un pain au raisin une tartine – slice of bread and butter un chocolat chaud – hot chocolate un jus d'orange – orange juice Tu veux? Would you like...? Je voudrais – I'd like....</p> <p>le café - coffee le lait - milk le sucre - sugar sans - without dans - in sous - under regarder -to look at parler - to speak</p> <p>(Revision of days of week/months of year) Aujourd'hui, c'est le lundi 10 octobre</p>	<p>en automne - in autumn en hiver - in winter au printemps - in spring en été - in summer</p> <p>extension: normalement - normally en général - generally</p> <p>J'habite à + town - I live in dans le nord - in the north dans le sud - in the south dans l'ouest - in the west dans l'est - in the east de l'Angleterre - of England</p>

	<p>ici – here c'est – it is au coin – on the corner</p> <p>Stalling strategies: eh bien, alors, voyons....</p>		<p>papa - dad la mère – the mother maman - mum le frère – brother la soeur – sister le grand-père – grandfather la grand-mère – grandmother</p> <p>New family members: les parents – parents les cousins - cousins mon - my (masculine singular) ma – my (feminine singular) mes – my (plural)</p>		<p>il fait froid -it's cold il fait chaud - it's hot il fait beau - it's lovely weather il fait mauvais - it's poor weather il y a du soleil - it's sunny il y a du vent - it's windy il y a du brouillard - it's foggy il pleut - it's raining il neige - it's snowing</p>	
Phonics	<p>Pupils will revisit many graphemes introduced in Years 3 & 4 throughout Year 5.</p> <p>Focus for the half term: -Know the equivalent phoneme for the graphemes: in, an, é, oi, au, que, et, ien</p> <p>-Revisit how adjectival agreement changes</p>	<p>Focus for the half term: -Know the equivalent phoneme for the graphemes: eur, aire</p>	<p>Focus for the half term: -Know the equivalent phoneme for the graphemes: en, è, r</p>	<p>Focus for the half term: -Know the equivalent phoneme for the graphemes: i, ette, an, in</p>	<p>Focus for the half term: -Know the equivalent phoneme for the graphemes: au, u, ine, ai, er, é, eau, ouill, eil,</p>	<p>Focus for the half term - Know the equivalent phoneme for the graphemes: eille, erre -Revise key graphemes covered this year.</p> <p>The phonics introduced this year is revisited and recapped throughout Year 6</p>

	pronunciation – petit/petite					
Grammar	<p>-Revisit the indefinite articles – un, une, des</p> <p>-Remember that adjectives usually follow the noun but there are some common exceptions: grand, petit</p> <p>-Remember that adjectives change their spelling, agreeing with the gender of the noun they describe</p>	<p>- Know how the adjective agrees with a feminine noun when the adjective ends in either e or é</p> <p>- Recognise when first person and third person is used</p> <p>-Know the subject pronouns for first person and third person</p>	<p>-Know how to form a basic negative sentence</p> <p>-Understand that when using two verbs within a sentence, the second verb is in the infinitive form</p> <p>-Know how to use the immediate future tense in the first person</p> <p>-Know how to use à (meaning 'to') with both masculine and feminine singular nouns – au / à la</p> <p>-Understand when to use the possessive pronouns mon, ma, mes</p>	<p><i>Following a half term with a significant focus on grammatical concepts (which will be revisited in Year 6), this half term focuses mainly on vocabulary and phonics.</i></p> <p>-Revisit use of determiner when expressing opinions: eg. J'aime le chocolat.</p> <p>-Revisit formation of negative sentences</p>	<p>-Know that there are two forms of address when using the second person (you)</p> <p>-Through the study of a poem, recognise patterns of verbs in perfect tense</p>	<p>-Know how to extend a sentence using an adverbial</p> <p>-Use the correct preposition to describe where you live: à / dans</p>
Prior learning	<p>Pupils have previously described monsters and animals. They know that the gender of a noun affects other words in the sentence. They revisit this knowledge to apply agreements confidently when</p>	<p>Pupils know that adjectives agree with the noun. They extend this by looking at agreements for adjectives ending in e or é.</p> <p>Pupils have met the subject pronouns for first person (I) and</p>	<p>Pupils learned hobbies in Year 4 and practised structures using the verb 'aimer' + the infinitive. They revisit this structure and known vocabulary including days of the week, times of the day and places in the town.</p>	<p>Pupils know how to express likes and dislikes. They have some understanding of the use of the determiner when talking about foods. They have acquired some basic food vocabulary in Year 3 which is extended</p>	<p>Pupils develop their use of conversational language, extending learning from lesson 3 in Year 5. They revisit stalling strategies to give themselves thinking time. They also remember and use correct intonation</p>	<p>Pupils extend last half term's work by using weather conditions to provide a weather report and write sentences to describe the climate in each season.</p>

	<p>discussing buildings on the high street. They now extend sentences using prepositional phrases.</p>	<p>third person (he/she). They now recognise how the verb changes to agree with the subject of the sentence, through a focus on known phrases in the first and third person in the present tense.</p>	<p>Pupils revisit the use of the possessive pronouns with family members, remembering how this links to gender. They extend their learning to be able to say what they will do and where they will go using the simple future tense.</p>	<p>during this half term. Pupils have read some short texts containing familiar language – they are now challenged with more complex texts containing unknown vocabulary.</p>	<p>when asking and answering questions. Pupils encounter the first of three pieces of literature in the form of poetry which they will study in upper key stage 2.</p> <p>At the end of the half term pupils revise days and months so that they can say the date and learn basic weather conditions which will be used next half term.</p>	
<p>Subsequent learning</p>	<p>Pupils will continue their work on the high street through the next half term, considering how the high street appears at different times, using more complex adjectives. They listen to a short story as the half term progresses which includes much of the vocabulary and structures used during the first half term.</p>	<p>Having used only the present tense in both oral and written work so far, pupils will extend their understanding of verbs as they are introduced to the simple future tense in the first person in the next unit of work.</p>	<p>Pupils re-use opinions phrases as they revisit and extend learning from Year 3 relating to the theme of food. They consider healthy eating and study authentic reading material relating to school lunch menus.</p>	<p>Pupils encounter more challenging reading material through the summer term to encourage them to persevere and to make use of the French they know to gain the gist of a text. Pupils continue work on food by looking specifically at breakfast foods and transactional language in offering and accepting food at the table. They then study a well-known</p>	<p>Pupils meet two more poems during Year 6 and explore further the context of the poetry, written after World War 2.</p> <p>Pupils move onto the final theme of the year, which recaps weather conditions, introduced at the end of this half term. Learning is extended as pupils present the weather orally and write sentences to describe the climate in each season.</p>	<p>In Year 6 pupils give further information about where they live through a focus on their home.</p> <p>Throughout the year, they review and consolidate the grammar points covered in Year 5, beginning with a focus on the formation of negative sentences at the start of Year 6.</p>

				poem, looking closely at language, and the mood and context of the poem.		
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