

Year 5 Languages Progression Overview

Unit	Objective	Context/language	Grammar skills														
1 Salut, Gustave!	<p>Greet people and give personal information.</p> <p>Ask and talk about sisters and brothers.</p> <p>Say what people have and have not using 3rd person avoir.</p> <p>Say what people are like using 3rd person être including negatives.</p>	<p>Greetings and personal information: <i>Bonjour</i> (hello), <i>salut</i> (bye), <i>comment t'appelles-tu?</i> (What's your name), <i>je m'appelle</i> (my name is). <i>ca va?</i> (how are you?). <i>Oui</i>. <i>ca va bien</i> (Yes. I'm well). <i>Comme ci comme ça</i> (I'm so-so), <i>Non, ca ne va pas</i> (No. I'm not doing well) <i>Tu es français(e)/britannique?</i> (are you French. British?), <i>quel âge as-tu?</i> (How old are you?), <i>J'ai Ans</i> (I'm ... years old)</p> <p><i>Tu as des frères ou des sœurs?</i> (Do you have brothers or sisters)</p> <p><i>J'ai un(e)/deux/trois frères/sœurs</i> (I have 1, 2, 3 brothers/sisters)</p> <p><i>Je n'ai pas de frères ou de sœurs</i> (I don't have brothers or sisters)</p> <table border="0"> <tr> <td><u>Avoir (to have):</u></td> <td><u>être (to be):</u></td> </tr> <tr> <td><i>J'ai</i></td> <td><i>je suis</i></td> </tr> <tr> <td><i>Tu as</i></td> <td><i>tu es</i></td> </tr> <tr> <td><u>il/elle</u></td> <td><u>il/elle est</u></td> </tr> <tr> <td><i>Nous avons</i></td> <td><i>nous sommes</i></td> </tr> <tr> <td><i>Vous avez</i></td> <td><i>vous êtes</i></td> </tr> <tr> <td><i>Ils/elles ont</i></td> <td><i>Ils/elles sont</i></td> </tr> </table> <p>Revised nouns: <i>Une sœur, un frère, un vélo</i> (a bike), <i>une guitare</i> (a guitar)</p> <p>Adjectives describing character: <i>Il/elle est ...</i> (He/she is...). <i>grand(e)</i> (big. tall). <i>petit(e)</i> (small). <i>timide</i> (shy), <i>drôle</i> (funny). <i>sévère</i> (strict), <i>sportif(ive)</i> (sporty). <i>intelligent(e)</i> (intelligent), <i>français(e)/britannique</i>, <i>beau/belle</i> (pretty)</p>	<u>Avoir (to have):</u>	<u>être (to be):</u>	<i>J'ai</i>	<i>je suis</i>	<i>Tu as</i>	<i>tu es</i>	<u>il/elle</u>	<u>il/elle est</u>	<i>Nous avons</i>	<i>nous sommes</i>	<i>Vous avez</i>	<i>vous êtes</i>	<i>Ils/elles ont</i>	<i>Ils/elles sont</i>	<p>Ask and answer questions.</p> <p>Recognise and use plural forms.</p> <p>Use a negative.</p> <p>Use 3rd person avoir in positive and negative statements.</p> <p>Manipulate language by changing an element in a sentence.</p> <p>Use 3rd person être in positive and negative sentences.</p> <p>Understand and use agreements of adjectives (singular).</p> <p>Recognise patterns in simple sentences.</p> <p>Prepare a short presentation.</p>
<u>Avoir (to have):</u>	<u>être (to be):</u>																
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<p>2 À l'école</p>	<p>Name school subjects. Talk about likes and dislikes at school. Ask and say the time. Talk about timings of the school day.</p>	<p>Subjects: <i>l'anglais</i> (English). <i>le français</i> (French). <i>le sport</i> (PE). <i>l'histoire-géo</i> (history-geography). <i>les sciences</i> (science), <i>les maths</i> (maths), <i>la musique</i> (music)</p> <p><i>J'aime/je n'aime pas</i> (I like/dislike) <i>C'est bien/cool/nul</i> (It's good, cool, bad)</p> <p>Time: <i>Quelle heure est-il?</i> (What's the time?), <i>Il est une heure et quart</i> (It's 1.15), <i>Il est trois heures moins le quart</i> (It's 2.45), <i>Il est trois heures et demie</i> (It's 3.30), <i>Il est midi/minuit</i> (It's midday/midnight).</p> <p>Timings of the day: <i>La récré</i> (break), <i>le déjeuner</i> (lunch), <i>l'école commence à ... heure(s) et finit à...</i> (School starts at... and finishes at...)</p>	<p>Understand and use the definite article correctly: <i>le/la/l'/les</i>. Express opinions. Use correct intonation when asking a question. Understand that there is not always a direct equivalent to each English word in French. Use song to help memorise language. Form longer sentences.</p>
<p>3 La nourriture</p>	<p>Ask politely for food items. Describe how to make a sandwich. Express opinions about food. Talk about healthy and unhealthy food.</p>	<p>Food items: <i>je voudrais</i> (I would like)... <i>S'il vous plaît</i> (please). <i>un sandwich au poulet</i> (chicken sandwich), <i>un sandwich au thon</i> (tuna sandwich). <i>un sandwich au fromage</i> (cheese sandwich). <i>un sandwich à la tomate</i> (sandwich with tomatoes). <i>une glace au chocolat</i> (chocolate ice cream). <i>une glace à l'orange</i> (orange juice), <i>une glace à la fraise</i> (strawberry ice cream), <i>une glace à la vanille</i> (vanilla ice cream)</p> <p><i>Les tomates</i> (tomatoes), <i>le thon</i> (tuna), <i>le fromage</i> (cheese), <i>une baguette</i> (a baguette), <i>le beurre</i> (butter), <i>mangez</i> (eat), <i>coupez</i> (cut), <i>prenez</i> (take), <i>mettez</i> (put)</p> <p><i>J'aime/je n'aime pas</i> (I like/dislike) <i>Les gâteaux</i> (cake). <i>les frites</i> (chips). <i>les bonbons</i> (candy). <i>les pommes</i> (apples), <i>les carottes</i> (carrots), <i>les haricots</i> (beans)</p> <p><i>C'est bon pour la santé/Ce n'est pas bon pour la santé</i> (it's good/not good for your health)</p>	<p>Understand and use <i>au/à la/ à l'</i> when referring to flavours of foods. Learn gender when learning new words. Give instructions in the <i>vous</i> form. Prepare a short presentation. Understand and use negatives. Use the plural form of some food vocabulary. Integrate new vocabulary into previously learned language. Use known language in a new context.</p>

<p>4 En ville</p>	<p>Name places in the town. Ask the way and give directions. Say where you are going. Give the time and say where you are going.</p>	<p>Places: <i>Qu'est-ce que c'est ... ?</i> (What is ...?) <i>C'est</i> (It is ...). <i>la boulangerie</i> (the baker). <i>le centre sportif</i> (sports centre). <i>le château</i> (the castle). <i>l'école</i> (the school). <i>le jardin public</i> (public garden). <i>le marché</i> (the market). <i>le supermarché</i> (supermarket), <i>la piscine</i> (the swimming pool)</p> <p>Directions: <i>la piscine s'il vous plaît?</i> (Where is the swimming pool please?). <i>Tournez à droite/ à gauche</i> (turn right/left). <i>Allez tout droit</i> (straight ahead). <i>D'abord</i> (first), <i>ensuite</i> (then), <i>enfin</i> (finally) + directions</p> <p><i>Où vas-tu?</i> (Where are you going?), <i>je vais à</i> (I'm going to...) ⇒ <i>When combinina 'à' and 'le', it becomes 'au'.</i> E.g. ie vais à le château (wrong). Je vais au château (correct)</p> <p>Time: <i>Il est deux heures.</i> (It's 2 o'clock).</p>	<p>Use le/la/l' correctly with places. Use sequences d'abord, ensuite, enfin to say longer sentences. Give instruction using the vous form. Use prepositions au/ à la/ à l' with places. Recognise language patterns and deduce rules. Incorporate known language into new structures.</p>
<p>5 En vacances</p>	<p>Ask and say where you're going on holiday. Express opinions about holidays. Talk about what you're going to do on holiday. Talk about holiday plans.</p>	<p>Holidays: <i>Où vas-tu en vacances?</i> (Where are you going on holiday?), <i>Je vais à</i> (I'm going to) <i>la campagne</i> (countryside), <i>la montagne</i> (the mountains), <i>le bord de la mer</i> (the beach), <i>le camping</i> (the camping). <i>le parc d'attractions</i> (theme park) <i>J'aime ça</i> (I like this). <i>ie n'aime pas ça</i> (I don't like this) <i>J'adore ça</i> (I adore this), <i>Je déteste ça</i> (I detest this)</p> <p><i>Qu'est-ce que tu vas faire en vacances?</i> (What are you going to do on holiday?) <i>Je vais faire du bateau</i> (I'm going on a boat), <i>je vais faire du ski</i> (I'm going skiing), <i>Je vais nager</i> (I'm going swimming), <i>Je vais faire du sport</i> (I'm going to do sports), <i>Je vais faire du vélo</i> (I'm going biking), <i>Je vais voir mes grands-parents</i> (I'm going to see my grand parents). <i>Je vais faire les manèges</i> (I'm going on the rides {theme park related})</p>	<p>Use au/à la/ à correctly with places. Recognise patterns and apply knowledge of rules. Express opinions. Use ie vais + infinitive to talk about future plans. Apply grammatical knowledge to make sentences. Make longer sentences.</p>

<p>6 Chez moi</p>	<p>Name rooms in the house. Describe rooms in the house. Say what people do at home. Say what people do and where.</p>	<p>Rooms: <i>Chez moi, il y a (with me, there is a), une salle de bains (bathroom), une cuisine (a kitchen), une salle à manger (dining room), des WC (toilets), un salon (a living room), un balcon (a balcony), un jardin (a garden), deux chambres à coucher (two bedrooms)</i></p> <p><i>C'est... grand (big), petit (small), vert (green), blanc (white), bleu (blue), jaune (yellow), rose (pink), rouge (red)</i></p> <p><i>Qu'est-ce qu'il/elle fait? (what is he/she doing), il/elle mange un sandwich (he/she is eating a sandwich), regarde la télé (watching television), écoute de la musique (listening to music), lit un livre (read a book), joue avec l'ordinateur (playing on the computer), joue au tennis (playing tennis)</i></p> <p>Activities in the house + <i>dans le salon/les WC, ...</i></p>	<p>Use il y a + indefinite article. Prepare a short presentation. Use c'est + adjectives. Join sentences with 'et'. Practise new language with a friend. Use 3rd person verbs. Manipulate language by changing an element in a sentence. Use and understand both the indefinite and definite articles. Make longer sentences.</p>
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