

Bucks KS2 French SOW – Y5 Overview

Year 5

Module	KS2 Framework links	New language and structures	Revision/consolidation Passive understanding Sound work	Expectations at the end of this unit
<p>Year 5 Module 1 Numbers 1 - 100</p>	<p>Oracy O 5.1</p> <p>Literacy L 5.1, L5.2, L5.3</p> <p>Intercultural Understanding IU 5.3</p> <p>KAL - Develop accuracy in pronunciation and intonation - Appreciate that different languages use different writing conventions - Manipulate language by changing an element in the sentence - Recognise patterns in simple sentences</p> <p>LLS - Integrate new language into previously learned language - Use context and previous knowledge to help understanding - Practise new language with a friend - Look and listen for visual and aural clues</p>	<p>Numbers 70 – 100</p> <p>70 – <i>soixante-dix</i> 80 – <i>quatre-vingts</i> 90 – <i>quatre-vingt-dix</i> 100 – <i>cent</i>.</p> <p>Prices e.g. 1,50€</p> <p><i>fois</i> – multiply <i>divisé par</i> – divided by</p>	<p>Passive understanding: <i>livre</i> - £ <i>plus haut</i> – higher <i>plus bas</i> – lower</p> <p>Revision of: numbers 1 – 69 <i>plus</i> – plus <i>moins</i> – minus <i>font</i> – equal</p> <p>Consolidation of : classroom objects personal information</p> <p>Additional language: <i>Quel est ton numéro de téléphone ?</i> – what is your telephone number ?</p> <p>telephone numbers in the French format</p> <p>Sound work: <i>'eu'</i> – <i>euro, deux, neuf, il pleut, bleu</i></p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to identify and follow patterns within the French number system. - be able to use these patterns to work out unknown numbers to 100. - be able to use numbers 1 – 100 in the context of money. - be able to give and understand prices in euros, - be able to identify ways in which £ and p are written differently and similarly to euros and cents, with reference to position of the euro sign and the comma instead of the decimal point. - be able to verbally give phone numbers in the French way by grouping the numbers together in pairs. - be able to understand the main information from an authentic text. - be able to take part in a conversation.

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<p>Year 5 Module 2 Hobbies</p>	<p>Oracy O 5.2, O 5.3</p> <p>Literacy L 5.1, L5.2, L 5.3</p> <p>Intercultural Understanding IU 5.3</p> <p>KAL - Manipulate language by changing an element in a sentence - Recognise patterns in simple sentences - Apply knowledge of rules when building sentences - Develop accuracy in pronunciation and intonation - Understand that words will not always have a direct equivalent in the language - Understand and use negatives</p> <p>LLS - Practise new language with a friend - Integrate new language into previously learnt language - Look for visual clues - Use actions and rhymes to aid memorisation - Apply grammatical knowledge to make sentences - Pronounce and read aloud unknown words - Use context and previous knowledge to aid understanding</p>	<p><i>faire de la natation</i> – to swim <i>faire de l'équitation</i> – to do horse- riding <i>faire de la gymnastique</i> – to do gymnastics</p> <p><i>jouer au football</i> -to play football <i>jouer au rugby</i> - to play rugby</p> <p><i>jouer du violon</i> – to play the violin <i>jouer de la flûte</i> – to play the flute</p> <p><i>dormir</i> – sleep <i>manger</i> – eat</p> <p><i>Je sais</i> – I know <i>Je ne sais pas</i> – I don't know</p>	<p>Revision of: likes and dislikes <i>j'aime</i> I like <i>je n'aime pas</i> I don't like <i>je déteste</i> I hate <i>j'adore</i> I love</p> <p>family members <i>mon / ma</i></p> <p>Additional language: connectives – <i>et</i> (and) and <i>mais</i> (but)</p> <p>Sound work: '-tion' sound at the end of <i>la natation</i> and <i>l'équitation</i></p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to listen to statements about a written text and decide whether they are true or false. - be able to express likes and dislikes verbally and in writing. - be able to communicate which hobbies they know how to do. - be able to understand the main points from a longer speech. - be able to read texts and answer questions about them. - be able to write sentences using a reference and join sentences with 'and'. - be able to look for visual clues to aid understanding of new language.

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<p>Year 5 Module 3 School</p>	<p>Oracy O 5.2, O 5.3</p> <p>Literacy L 5.2, L5.3</p> <p>Intercultural Understanding IU 5.1</p> <p>KAL - Recognise patterns in simple sentences - Manipulate language by changing an element in a sentence - Develop accuracy in pronunciation and intonation - Understand and use negatives - Understand that words will not always have a direct equivalent in the language - Pronounce/read aloud unknown words - Apply knowledge of rules when building sentences</p> <p>LLS - Integrate new language into previously learned language - Use context and previous knowledge to help understanding - Practise new language with a friend - Look and listen for visual and aural clues - Pronounce/read aloud unknown words - Use grammatical knowledge to make sentences - Use a dictionary or word list</p>	<p><i>les maths</i> Maths <i>l'anglais</i> English <i>l'histoire</i> History <i>la géographie</i> Geography <i>les sciences</i> Science <i>la physique</i> Physics <i>la chimie</i> Chemistry <i>la musique</i> Music <i>le théâtre</i> Drama <i>la biologie</i> Biology <i>la technologie</i> Technology <i>l'informatique</i> ICT <i>le sport</i> PE <i>la religion</i> RE <i>l'allemand</i> German <i>le dessin</i> Art</p> <p><i>la matière</i> subject</p> <p><i>ennuyant</i> boring <i>moche</i> awful <i>facile</i> easy <i>difficile</i> difficult <i>fantastique</i> fantastic</p> <p><i>préféré</i> favourite</p> <p><i>parce que</i> because</p>	<p>Revision of: <i>super</i> super <i>génial</i> great <i>nul</i> rubbish</p> <p><i>je préfère</i> I prefer</p> <p><i>lundi</i> Monday <i>mardi</i> Tuesday <i>mercredi</i> Wednesday <i>jeudi</i> Thursday <i>vendredi</i> Friday <i>samedi</i> Saturday <i>dimanche</i> Sunday</p> <p>Consolidation of : <i>j'aime</i> I like <i>je n'aime pas</i> I don't like <i>je déteste</i> I hate <i>j'adore</i> I love <i>mais</i> but</p> <p>Sound work: <i>"ie" – chimie, poésie, biologie, symphonie, Valérie, technologie, écologie, économie, géographie, philosophie,</i></p>	<p>Most children will: - be able to name a variety of school subjects.</p> <p>- be able to use visual and aural clues to work out the meanings of unfamiliar words.</p> <p>- be able to recognise cognates and know how these can help them to learn unfamiliar words.</p> <p>- be able to understand sentences about whether subjects are in the morning or the afternoon and decide whether they are true or false.</p> <p>- be able to express likes and dislikes and give reasons for their opinions.</p> <p>- be able to write complex sentences using a model.</p> <p>- be able to state ways in which schools in Britain are similar or different to those in France.</p>

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<p>Year 5 Module 4 Winter</p>	<p>Oracy O 5.2, O 5.4</p> <p>Literacy L 5.1, L 5.3</p> <p>Intercultural Understanding IU 5.3</p> <p>KAL - Recognise patterns in simple sentences. - Manipulate language by changing an element in a sentence. - Understand and use negatives.</p> <p>LLS - Use a dictionary. - Plan and prepare – analyse what needs to be done in order to carry out a task. - Ask for repetition and clarification - Pronounce/read aloud unknown words.</p>	<p>None</p>	<p>Revision of: numbers to 100</p> <p>mathematical operations <i>plus</i> – plus <i>moins</i> – minus <i>fois</i> – multiply <i>divisé par</i> – divided by</p> <p>Alphabet</p> <p>Christmas vocabulary learned in Y4</p> <p>Additional language: words of a traditional carol</p> <p>Sound work: revision of sounds covered in previous units</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to listen to and read a passage about a picture and identify key words and phrases. - be able to write a short passage alone or with a partner and read this aloud, with reasonable pronunciation. - be able to use a bi-lingual dictionary. - be able to solve and write codes in French.

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<p>Year 5 Module 5 Descriptions</p>	<p>Oracy O 5.1, O 5.3, O 5.4</p> <p>Literacy L 5.1, L 5.3</p> <p>Intercultural Understanding IU 5.1, IU 5.3</p> <p>KAL - Manipulate language by changing an element in a sentence - Recognise patterns in simple sentences - Recognise the typical conventions of word order in the foreign language - Apply knowledge of rules when building sentences</p> <p>LLS - Apply grammatical knowledge to make sentences - Practise new language with a friend - Use actions and rhymes to aid memorization - Integrate new language into previously learnt language - Use a dictionary or word list</p>	<p><i>les cheveux</i> - hair <i>châtain</i> - brown <i>roux</i> – ginger</p> <p><i>les yeux</i> – eyes</p> <p><i>fort</i> - strong <i>mince</i> - thin <i>gros(se)</i> – fat</p>	<p>Revision of: clothes colours animals family members adjectives from Y4 Module 9</p> <p>Consolidation of : <i>Il/elle a</i> <i>Il/elle est</i> <i>J'ai / Je suis</i></p> <p>Additional language: <i>avait / était</i> – awareness of imperfect tense <i>Il/elle est né.....</i></p> <p>Sound work: 'ait', 'ais' and 'é' – point out as they arise that they are the same sound</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to use verbs and adjectives correctly in the third person singular to describe people, animals and cartoon characters. - be able to use a writing frame to write short sentences which include descriptions, with some attention to adjectival agreement. - be able to extract the main points from written and aural descriptions of people, animals and cartoon characters. - be able to ask and answer questions about descriptions using a prompt. - be able to name some famous French people and state why they are famous.

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<p>Year 5 Module 6 Spring Traditions</p>	<p>Oracy O 5.2</p> <p>Literacy L 5.1, L 5.3</p> <p>Intercultural Understanding IU 5.1</p> <p>KAL - Appreciate that languages use different writing conventions - Recognise the typical conventions of word order in the foreign language - Understand that words will not always have a direct equivalent in the language</p> <p>LLS - Ask for repetition and clarification. - Use context and previous knowledge to help understanding - Look and listen for visual and aural clues - Use a dictionary or a word list</p>	<p>None</p> <p>– emphasis of this module is on intercultural understanding and using context and previous knowledge to help understanding.</p> <p>Children to use prior knowledge and knowledge of English to extract information from short texts containing unknown language.</p>	<p>Passive understanding: unknown language in powerpoint presentations</p> <p>Revision of: weather vocabulary</p> <p><i>il y a des nuages</i> – it’s cloudy <i>il y a du soleil</i> – it’s sunny <i>il fait froid</i> – it’s cold <i>il fait chaud</i> – it’s warm <i>il y a du brouillard</i> – it’s foggy <i>il pleut</i> – it’s raining <i>il neige</i> – it’s snowing <i>il y a du vent</i> – it’s windy <i>il fait beau</i> – it’s nice <i>il fait mauvais</i> – it’s bad</p> <p><i>Quel temps fait-il?</i> – What is the weather like ?</p> <p>Additional language: <i>le carnaval</i> – Carnival</p> <p><i>le Carême</i> - Lent</p> <p>Sound work:</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - have a clear understanding of the Spring Traditions of Lent and Carnival and be able to recount some facts about them . - be able to read a passage and to understand the gist of it. - be able to use a dictionary to clarify new words. - be able to use these new words to complete sentences about the festivals.

			silent letters particularly at the end of words	
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Year 5 Module 7 My Week	<p>Oracy O 5.1, O 5.2, O 5.3, O 5.4</p> <p>Literacy L 5.1, L 5.2, L 5.3</p> <p>Intercultural Understanding IU 5.1</p> <p>KAL - Recognise patterns in simple sentences - Manipulate language by changing an element in a sentence - Apply knowledge of rules when building sentences - Recognise the typical conventions of word order in the foreign language - Understand that words will not always have a direct equivalent in the language - Notice different text types and deal with authentic texts</p> <p>LLS - Integrate new language into previously learned language - Apply grammatical knowledge to make a sentence - Use context and previous knowledge to aid understanding - Practise new language with a friend</p>	<p><i>Il est.....heure(s)</i> - it is o'clock <i>Il est heure(s) et demie</i> - it is half past</p> <p><i>Il est heure(s) et quart</i> - it is quarter past</p> <p><i>Il est heure(s) moins le quart</i> - it is quarter to</p> <p><i>Il est 10 heure(s) 5.</i> - it is 5 past 10</p> <p><i>Il est 11 heure(s) moins 20</i> - it is 20 to 11</p> <p><i>Il est 9 heure(s) 20</i> etc. - it is 9:20 etc.</p> <p><i>àheure(s)</i> - at o'clock</p> <p>the present tense (1st and 3rd person singular) of activity verbs from Y5 Module 2</p> <p>the future of activity verbs in the 1st person singular with 'je vais'</p> <p><i>éducatif</i> – educational <i>effrayant</i> – frightening <i>triste</i> – sad <i>passionnant</i> –exciting <i>terrifiant</i> - terrifying</p>	<p>Revision of: numbers to 100 activity verbs from Y5 module 2 school subjects from Y5 module 3</p> <p>Consolidation of : numbers to 60</p> <p>Additional language: <i>Le train part de Paris à</i> – The train leaves Paris at ...</p> <p><i>Le train arrive à Paris à</i> – The train arrives in Paris at ...</p> <p>Sound work: silent <i>h</i> at the start of words (<i>heure</i>) '<i>eu</i>' sound in '<i>heure</i>'</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to state and understand the time using both the 12 hour clock and the 24 hour. - be able to extract information from French train timetables. - be able to talk and write about activities planned for the next week. - be able to express opinions orally and in writing about TV programmes. - be able to justify their opinions. - be able to extract information from complex sentences spoken by a native speaker. - be able to talk about similarities and differences in French and British TV schedules.

	Use a bi-lingual dictionary	<i>marrant</i> - funny <i>touchant</i> – moving <i>génial</i> – brilliant		
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Year 5 Module 8 This is the Bear	<p>Oracy O 5.1, O 5.3</p> <p>Literacy L 5.1, L 5.2</p> <p>Intercultural Understanding IU 5.1</p> <p>KAL - Recognise patterns in simple sentences - Manipulate language by changing an element in the sentence - Develop accuracy in pronunciation and intonation - Understand and use negatives</p> <p>LLS - Plan and prepare – analyse what needs to be done to carry out a task - Integrate new language into previously learned language - Apply grammatical knowledge to make sentences - Use context and previous knowledge to help understanding - Look and listen for visual and aural clues - Use a dictionary or word list - Pronounce/read aloud unknown words</p>	<p><i>le nounours</i> – teddy bear <i>le pique-nique</i> – picnic <i>une boîte</i> – box <i>chercher</i> – to look for <i>passer</i> – to pass <i>se cacher</i> – to hide <i>nouveau</i> – new <i>vide</i> – empty <i>il a faim</i> – he’s hungry <i>méchant</i> – naughty</p> <p>Consolidation of : <i>il y a..</i> - there is / there are.. <i>Il n’y a pas de.....</i> - there isn’t / there aren’t</p> <p><i>Il/elle a</i> – He/She has <i>Il/Elle n’a pas de.....</i> – He/She does not have any .</p> <p><i>Il/Elle est</i>- He/She is.... <i>Il/Elle n’est pas....</i>- He/She isn’t...</p> <p><i>Je suis</i> - I am.... <i>Je ne suis pas..</i> - I am not ...</p> <p><i>J’ai ...</i> – I have</p>	<p>Passive understanding: unknown words in the stories</p> <p>Revision of: <i>la chaise</i> - chair <i>le chien</i> - dog <i>le nez</i> - nose <i>les chaussures</i> - shoes <i>les chaussettes</i> – socks <i>le garçon</i> – boy prepositions – from Year 4</p> <p>Additional language: <i>sauter</i> – to jump <i>fermer</i> – to close <i>partout</i> – everywhere <i>par terre</i> – on the floor</p> <p>Sound work: Explore the different sounds represented by the letter ‘c’.</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to use the French to English section of a bi-lingual dictionary. - be able to create short statements for speech bubbles. - be able to extract most information from short passages when read by a native speaker. - be able to read aloud with mostly good pronunciation from a script containing familiar language.

		<i>Je n'ai pas de</i> - I don't have <i>J'aime....</i> - I like <i>Je n'aime pas ..</i> -I don't like..		
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Year 5 Module 9 Healthy Eating	<p>Oracy O 5.1, O 5.2, O 5.3, O 5.4</p> <p>Literacy L 5.1, L 5.2, L 5.3</p> <p>Intercultural Understanding IU 5.1</p> <p>KAL - Manipulate language by changing an element in a sentence - Appreciate that different languages use different writing conventions - Analyse what needs to be done to carry out a task - Recognise patterns in simple sentences - Understand and use negatives - Recognise the typical conventions of word order in the foreign language - Notice different text types and deal with authentic texts - Develop accuracy in pronunciation and intonation - Notice different text types and deal with authentic texts</p> <p>LLS - Use a dictionary - Pronounce/read aloud unknown words - Use actions and rhymes to aid memorisation</p>	<p>Various food items which are cognates or near cognates</p> <p><i>le yaourt</i> -yoghurt <i>le jus d'orange</i>-orange juice <i>les gateaux</i>- cakes <i>le fromage</i> - cheese <i>le pain</i> - bread <i>l'eau</i>- water <i>les frites</i>- chips <i>le lait</i> - milk <i>les chips</i>- crisps <i>le jambon</i>- ham <i>le thon</i>- tuna</p> <p><i>Qu'est-ce que tu as comme goûter?</i> - What have you got as a snack?</p> <p><i>Bon pour la santé</i> - Good for your health</p> <p><i>Pas bon pour la santé</i> - Not good for your health</p> <p><i>du, de la, de l', des</i> -some</p>	<p>Passive understanding: types of pizza toppings items on school lunch menu</p> <p>Revision of: fruits ice creams <i>mais</i> - but <i>et</i> - and</p> <p>Consolidation of : Days of the week <i>J'aime</i> <i>Je n'aime pas</i> <i>Je déteste</i> <i>J'adore</i></p> <p>Additional language: lunch menu from a French school instructional verbs for recipes</p> <p>Sound work: 'an/en' as in <i>sandwich/enfant</i></p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to say whether different food items are good for the health. - be able to talk about a variety of common food items expressing their likes and dislikes. - be able to write sentences about food using a sentence building frame. - be able to accurately read a part in a short scene with soundtrack support. - be able to ask a range of questions in different forms. - be able to use a bilingual dictionary. - be able to recognise the similarities and differences between the layout of instructional writing in English and French.

	<ul style="list-style-type: none"> - Practise new language with a friend and outside the classroom - Plan and prepare – analyse what needs to be done to carry out a task -Look and listen for visual and aural clues 	<i>C'est vrai</i> – it's true <i>C'est faux</i> – it's false		
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Year 5 Module 10 Café	<p>Oracy O 5.1, O 5.3</p> <p>Literacy L 5.1, L 5.3</p> <p>Intercultural Understanding IU 5.1</p> <p>KAL - Manipulate language by changing an element in a sentence - Apply knowledge of rules when building sentences - Develop accuracy in pronunciation and intonation - Recognise the typical conventions of word order in the foreign language - Notice different text types and deal with authentic texts</p> <p>LLS - Integrate new language into previously learned language - Apply grammatical knowledge to make a sentence - Use context and previous knowledge to aid understanding - Practise new language with a friend</p>	<p><i>Je voudrais..</i> - I would like.. <i>C'est combien?</i> – How much does it cost? <i>Voilà</i> – Here you are</p> <p><i>un café</i> – a coffee <i>un thé</i> – a tea <i>un coca</i> – a coke <i>une limonade</i> – a lemonade <i>un citron pressé</i> – a lemon juice (with water) <i>un diabolo menthe</i> – a peppermint soda <i>un chocolat chaud</i> – a hot chocolate <i>un milkshake</i> - a milkshake <i>une omelette aux champignons / au fromage</i> - a mushroom/cheese omelette <i>un croque-monsieur</i> – toasted ham and cheese sandwich <i>une glace à la / au / à l'...</i> – a ice cream <i>des moules-frites</i> – mussels and chips <i>un paquet de chips</i> – a packet of crisps</p>	<p>Passive understanding: textual features of a recipe</p> <p>Revision of: ice cream flavours in from year 4 – (to be used in this unit as milkshake flavours)</p> <p><i>s'il vous plaît</i></p> <p>giving prices</p> <p>Consolidation of : numbers</p> <p>Additional language: <i>Non, j'ai commandé</i> - No, I have ordered <i>prenez (take)</i> <i>mélangez (mix)</i> <i>dégustez (taste)</i> <i>ajoutez (add)</i></p> <p>Sound work: silent <i>h</i> at the start of words <i>(hamburger, haricots)</i></p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to ask for drinks and snacks. - be able to understand sums of money in Euros. - be able to understand and use a range of vocabulary relating to a café scene. - be able to sing a song about a café and write their own version. - be able to follow a recipe and adapt it to make their own milkshake.

	<ul style="list-style-type: none"> - Look and listen for visual and aural clues - Use a bi-lingual dictionary 	<i>une portion de frites</i> – a portion of chips <i>un sandwich au jambon / au fromage / au thon</i> – a ham/cheese/tuna sandwich	'ez' sound at the end of imperative verbs (same sound as 'é')	
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Year 5 Module 11 la Fête Nationale	<p>Oracy O 5.3</p> <p>Literacy L 5.1, L 5.3</p> <p>Intercultural Understanding IU 5.1, IU 5.3</p> <p>KAL</p> <ul style="list-style-type: none"> - Recognise the typical conventions of word order in the foreign language - Manipulate language by changing an element in a sentence - Apply knowledge of rules when building sentences <p>LLS</p> <ul style="list-style-type: none"> - Integrate new language into previously learned language - Use context and previous knowledge to help understanding - Apply grammatical knowledge to make sentences - Look and listen for visual and aural clues - Pronounce / read aloud unknown words - Use a dictionary 	<p>None – emphasis of this module is on intercultural understanding and using context and previous knowledge to help understanding.</p> <p>Children to use prior knowledge and knowledge of English to extract information from short texts containing unknown language.</p>	<p>Passive understanding: language in PowerPoint presentation</p> <p>Sound work: '-ent' at the end of verbs is silent</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to use a variety of reading strategies to make sense of an unfamiliar text. - be able to understand the main pieces of information from a written text. - be able to compare Bastille Day to what they know about St George's Day. - be able to read a gapped text and choose the correct words and phrases to fill the gaps from a given word bank.

Year 5

Module	KS2 Framework links	New language and structures	Revision/consolidation Passive understanding Sound work	Expectations at the end of this unit
<p>Year 5 Module 12 Peace at Last</p>	<p>Oracy O 5.3, O 5.4</p> <p>Literacy L 5.1, L 5.2, L 5.3</p> <p>Intercultural Understanding IU 5.1</p> <p>KAL - Recognise patterns in simple sentences - Manipulate language by changing an element in a sentence - Develop accuracy in pronunciation and intonation - Recognise the typical conventions of word order in the foreign language - Understand that words will not always have a direct equivalent in the language</p> <p>LLS - Plan and prepare – analyse what needs to be done to carry out a task - Integrate new language into previously learned language - Use actions and rhymes to aid memorisation</p>	<p><i>le salon</i> – living room <i>la cuisine</i> - kitchen <i>l'entrée</i> - hall <i>la salle à manger</i> – dining room <i>la salle de bains</i> - bathroom <i>la bouandrie</i> - utility room</p> <p><i>la voiture</i> - car <i>la remise</i> - shed <i>le jardin</i> – garden <i>le garage</i> - garage</p>	<p>Passive understanding: other phrases and vocabulary included in the story</p> <p>Revision of: members of the family animals</p> <p>Consolidation of : <i>l'oiseau</i> (m) – bird <i>le chat</i> – cat <i>l'ours</i> (m) – bear</p> <p>Sound work: French animal noises</p>	<p>most children will:</p> <ul style="list-style-type: none"> - be able to use a bi-lingual dictionary to look up the meaning of French words and translate English words. - be able to understand the main points from a spoken passage. - be able to make sentences using a model. - be aware of the similarities and differences between the French and English written forms of different sounds

	<ul style="list-style-type: none">- Use context and previous knowledge to help understanding- Look and listen for visual and aural clues- Use a dictionary or word list- Pronounce/read aloud unknown words			
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