

	FRENCH – AUTUMN TERM		Year 5
UNIT 1: Describing me and others		<u>Context, Communication, Culture</u> Describing me and others - back to school in France - teachers - dates, birthdays	
<u>Key ideas: GRAMMAR</u> Talking about being (we, you (all), they) - Essential verb: to be, being – ÊTRE - we are – nous sommes - you (all) are – vous êtes - they are (m) – ils sont - they are (f) – elles sont - Adjective agreement for m/f plural (as complement to verb) - raised intonation + WH-word questions	<u>PHONICS</u> SSC – Sound–symbol correspondence - Silent final consonants [SFC] – t, s, d, x - Liaison (t), (s) - SSC [ɑ] vs [an/en/am/em] - SSC [i] vs [(a)in/im] - SSC [u] vs [ou] - SSC [on/om] - SSC closed [eu] vs open [eu]	<u>VOCABULARY</u> - Simple greetings - Verb être - Range of adjectives - Numbers 16–31 - Time adverbs	
<u>Long term objectives (National Curriculum): Speaking and Listening</u> S1 (a) Ask and answer questions - ask and answer simple yes/no questions about being (S1(a)/G4) S2 Speak in sentences - say short sentences to describe people (S2/3) S3 Describe people, places, things and actions orally (to a range of audiences) - say short sentences to describe people (S2/3) L1 Listen attentively and show understanding by joining in and responding - listen and read sentences and show understanding (L1/R1) L2 Link the spelling, sound and meaning of words - transcribe (L2) and sound out (R3) new words with target SSC	<u>Long term objectives (National Curriculum): Reading and Grammar</u> R1 Read and show understanding of words, phrases and simple texts - listen and read sentences and show understanding (L1/R1) R3 Read aloud with accurate pronunciation - sound out (R3) new words with target SSC G3 Adjectives (place and agreement) - use regular singular and plural m/f adjectives after être (G3) and time adverbs (G5) G5 Connectives and qualifiers, adverbs of time, prepositions of place - use regular singular and plural m/f adjectives after être (G3) and time adverbs (G5)	<u>Long term objectives (National Curriculum): Writing</u> W1 Write words and phrases from memory write from memory (W1), adapt (W2) and describe people (W3) W2 Adapt phrases to create new sentences write from memory (W1), adapt (W2) and describe people (W3) W3 Describe people, places, things and actions in writing write from memory (W1), adapt (W2) and describe people (W3)	<u>Songs and resources:</u>

Prior knowledge requirements: This unit builds on the 'Describing me and others' units taught in Year 3 and Year 4.				Future learning: The SOW revisits phonics and grammar knowledge, but varies the vocabulary in each year. The topic of 'Describing me and others' is revisited in Year 6 Unit 1.		
Lesson 1: la rentrée (back to school)	Lesson 2: les profs	Lesson 3: les dates – les anniversaires	Lesson 4: les dates – aujourd'hui	Lesson 5: les cousins	Lesson 6: Maman est contente	Lesson 7: dans la salle de classe
Learning Objectives:			Lesson content:			
		Grammar	Phonics	Vocabulary:		
1.	Describing me and others : la rentrée (back to school)	to be – I am, you are, s/he is regular adjectival agreement (singular) raised intonation questions + wh-word Tu es qui ? Tu es comment ? C'est qui ? Il/elle est comment ?	SFC (Silent Final Consonant) dans prix mot petit grand mais Liaison: je suis absent il est anglais	être suis, est, es je / tu / il / elle qui? ami(e) école monsieur / madame / professeur(e) anglais / français calme / amusant / heureux important / inquiet / intelligent perdu / prêt / sérieux bien / mal comment ? Salut ! / Ça va? Oui / Non Bonjour! / Au revoir		
2.	Describing me and others : les profs	to be – we are vs I am, you are, s/he is regular adjectival agreement (plural): add -s to singular form.	[a] vs [an/en] banane enfant maman	sommes / nous absent amusant / calme / content différent / difficile / drôle fort / grand jeune lent malade / méchant intelligent / indépendant / important petit / présent / prudent rapide / sage / strict / triste		
3.	Describing me and others: les dates – les anniversaires	C'est quand, ton anniversaire? C'est le...	[i] vs [(a)in/im] midi	anniversaire mois / janvier / février / mars / avril / mai / juin / juillet / août / septembre / octobre / novembre / décembre		

			train simple	quand treize / quatorze / quinze / seize / dix-sept / dix-huit / dix-neuf / vingt / vingt-et-un / vingt-deux / vingt-trois / vingt-quatre / vingt-cinq / vingt-six / vingt-sept / vingt-huit / vingt-neuf / trente
4.	Describing me and others: es dates – aujourd’hui	Nous sommes quelle date aujourd’hui? Nous sommes quel jour aujourd’hui?	[an/en/am/em] temps camp ensemble printemps chambre	Sommes / nous quel / quelle date / jour / semaine / saison / aujourd’hui lundi / mardi / mercredi / jeudi / vendredi / samedi / dimanche
5.	Describing me and others: Adèle les cousins	to be – we are vs you (all) are regular adjectival agreement (plural – masc vs fem.) liaison – s (like ‘z)	[u] vs [ou] tu nous	êtes vous ensemble maintenant toujours rarement souvent known adjectives
6.	Describing me and others: Maman est contente	to be – s/he is vs they are regular adjectival agreement (singular vs. plural) plural patterns: add-s; –eux, –euse(s)	[on] and [om] non ! crayon onze monde pont nom combat tomber	sont ils elles sérieux heureux curieux courageux aussi et mais
7.	Describing me and others : dans la salle de classe	Ils vs elles – pronouns for they for all nouns	closed [eu(t,x,s)] un peu vs open [eu(r,l,f,ne,ve)] peur fleur jeune neuf acteur seul	sont / ils / elles combine / affiche / bouteille crayon / fleur / gomme / livre mur / ordinateur / règle / sac vrai / faux de

Assessment Guidance

Assessment statements below are based on the KS2 MFL programme of Study targets informed by Sue Cave Languages

Speaking and listening targets Reading and writing targets. Songs, stories and rhymes. Grammar targets

Exceeding (1)	In relation to this unit: - Produce confidently a more complex sentence including e.g. positive, negative, noun, pronoun adjectives, verbs, conjunctions definite/indefinite articles - Ask and answer confidently a variety of questions - Apply phonic knowledge to read aloud unfamiliar words - Write complex sentences manipulating language from memory with accuracy
Expected (2)	In relation to this unit: - Listen and understand a more complex sentence - Ask and answer a variety of questions with support - Manipulate vocabulary to say a more complex sentence positive and negative with support - Follow the text of a familiar song, story or rhyme - Use a bi-lingual dictionary to find the gender of a noun - Read (aloud) and show understanding of a more complex sentence - Write familiar complex sentences using a model and some from memory using articles, nouns, verbs, adjectives and conjunctions - Demonstrate understanding of gender of nouns
Working Towards (3)	In relation to this unit: - Listen and understand a simple sentence - Respond to some familiar questions with support - Join in with the words of song, story or rhyme - Say, read and write a more complex sentence with support
Working Below (4)	- Not engaging in lessons consistently. - Needing lots of support engage and complete tasks. - Not successfully learning the core content, with important gaps in the skills and knowledge expected. - Unable to answer questions relating to the area of learning.

MTP written/reviewed by:	Date:	Notes:
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