



Year 5

YEAR 5 — FRENCH CAREERS

Career links broaden as pupils use French more independently across real-world contexts.

THE DATE + PHONETICS 3

WE COULD BE...

Event Planners • Travel Coordinators • International Administrators

Pupils use dates and birthdays accurately, recognising that scheduling and precise communication are essential in international work.

CAREER ENCOUNTER

Events, travel or office professional explaining where language and dates are used.

DO YOU HAVE A PET?

WE COULD BE...

Vets • Animal-Welfare Workers • International Researchers

Pupils ask and answer questions and describe pets, applying increasingly flexible language to an animal-care context.

CAREER ENCOUNTER

Vet, animal charity or French-speaking animal-welfare resource.

MY HOME

WE COULD BE...

Estate Agents • Architects • Travel / Accommodation Staff

Pupils describe homes and rooms, connecting French with property, architecture, tourism and accommodation services.

CAREER ENCOUNTER

Estate agent, architect or hotel/accommodation professional with international examples.

CLOTHES

WE COULD BE...

Fashion Designers • Buyers • Retail & Costume Professionals

Pupils describe clothing using colour and adjective agreement, seeing how accurate descriptive language matters in fashion, retail and creative industries.

CAREER ENCOUNTER

Fashion/retail professional; explore a French fashion house, catalogue or shop context.

THE OLYMPICS

WE COULD BE...

Sports Journalists • Event Managers

Pupils use French to explore international sport, linking language with global events and media.

CAREER ENCOUNTER

Sports/event professional, museum/cultural worker or French-speaking celebration resource.

YEAR 5 — FRENCH KNOWLEDGE & SKILLS

Substantive knowledge • Disciplinary knowledge and skills

THE DATE

SUBSTANTIVE KNOWLEDGE

- Seven days, twelve months and numbers 1–31.
- French uses a specific structure to state the date.
- Birthday language builds directly from date structures.
- Previously learnt numbers are reused in a new context.

DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall and spell days, months and numbers.
- Sequence language accurately to say the date.
- Ask/answer when a birthday is.
- Retrieve number knowledge and apply it flexibly.
- Read, listen, speak and write dates with increasing fluency.

DO YOU HAVE A PET?

SUBSTANTIVE KNOWLEDGE

- Eight pet nouns with indefinite determiners.
- High-frequency 'I have' and negative 'I do not have'.
- 'That is called...' introduces a pet and supports third-person reference.
- Et and mais connect and contrast ideas.

DISCIPLINARY KNOWLEDGE & SKILLS

- Ask and answer questions about pets.
- Move between first- and third-person structures.
- Use positive/negative forms and conjunctions accurately.
- Combine several known structures into personalised sentences.
- Present information orally and in writing with increasing independence.

MY HOME

SUBSTANTIVE KNOWLEDGE

- Language for house/apartment, locations and ten rooms.
- Negative structures express rooms a home does not have.
- Previously learnt personal details can be integrated with new vocabulary.
- Conjunctions help create longer connected responses.

DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall and spell home vocabulary.
- Describe where they live and what rooms they have/do not have.
- Recycle grammar accurately in a different lexical context.
- Combine old and new language into connected sentences.
- Produce increasingly independent spoken and written presentations.

CLOTHES

SUBSTANTIVE KNOWLEDGE

- Fifteen clothing nouns with determiners; ten colours.
- Gender, articles, plurality and adjective agreement affect sentence accuracy.
- First-person 'I wear/am wearing' supports full descriptions.
- Adjectives may change form to agree with the noun.

DISCIPLINARY KNOWLEDGE & SKILLS

- Recognise, recall and spell clothing vocabulary.
- Apply adjectival agreement when describing colour.
- Use a first-person verb with nouns, adjectives and conjunctions.
- Describe clothing in different scenarios.
- Coordinate several grammatical features within extended sentences.

THE OLYMPICS

SUBSTANTIVE KNOWLEDGE

- Ten Olympic sports with definite determiners.
- Faire is a high-frequency irregular verb used in first and third person.
- Negative structures can be combined with verb phrases.
- Cognates and familiar words help unlock longer unfamiliar texts.

DISCIPLINARY KNOWLEDGE & SKILLS

- Gist-read and gist-listen for overall meaning.
- Decode longer texts using cognates and known language.
- Identify nouns, verbs and adjectives as clues to meaning.
- Use first/third person forms to describe sports participation.
- Apply gender and grammatical knowledge when describing Olympians.

Listen • Speak • Read • Write | Phonics • Vocabulary • Grammar | Retrieve • Decode • Manipulate • Communicate

DfE focus: use a bilingual dictionary with increasing independence; write phrases from memory and adapt models to create new sentences.

YEAR 5 — FRENCH: WHY THIS? WHY NOW?

The Date + Phonetics 3

PRIOR LEARNING BEING RETRIEVED

Retrieves numbers, personal details and question/answer patterns from Presenting Myself, alongside Year 3–4 phonetic knowledge.

NEW KNOWLEDGE & LANGUAGE

Days, months and numbers 1–31 are introduced/revised so pupils can say the date and birthday accurately. Phonetics 3 deepens decoding and pronunciation of increasingly complex vocabulary.

WHY THIS? WHY NOW?

This begins Year 5 with highly reusable language that strengthens fluency and accuracy before pupils tackle more complex grammar and longer personalised responses.

WHAT DOES THIS PREPARE PUPILS FOR?

At School and The Weekend in Year 6, where days and time are essential for describing timetables and routines.

Year 5 Unit 1 : The Date

Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.

Lesson 1	In this lesson, pupils will learn how to recognise, recall and spell the 7 days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson.
Lesson 2	In this lesson, pupils will consolidate the 7 days of the week taught last lesson and will learn how to recognise, recall and spell the 12 months of the year in the foreign language.
Lesson 3	In this lesson, pupils will consolidate all language taught so far in the unit and will progress to learning how to recognise, recall and spell numbers 1-31 in the foreign language.
Lesson 4	In this lesson, pupils will start to put all their new language into context by learning the structure necessary to say the date in the foreign language.
Lesson 5	In this lesson, pupils will build on their knowledge of how to say the date by learning how to say when their birthday is in the foreign language.
Lesson 6	In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 5 — FRENCH: WHY THIS? WHY NOW?

Do You Have a Pet?

PRIOR LEARNING BEING RETRIEVED

Builds on Presenting Myself, My Family and In the Classroom: gender, determiners, possessives, 'have/do not have', conjunctions and first-/third-person language.

NEW KNOWLEDGE & LANGUAGE

Talking and writing about pets pupils have/do not have; naming pets; moving more confidently from first to third person and joining ideas.

WHY THIS? WHY NOW?

This unit deliberately combines several previously taught grammatical features so pupils practise manipulating language rather than learning isolated vocabulary.

WHAT DOES THIS PREPARE PUPILS FOR?

Clothes, My Home and Year 6 Progressive units, where longer personalised responses and grammatical choices are expected.

Year 5 Unit 2 : Do you have a pet?

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.

Lesson 1	In this lesson pupils will learn how to recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language.
Lesson 2	In this lesson pupils will progress to learning how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have.
Lesson 3	In this lesson pupils will be introduced to the structure 'that is called' in the foreign language, to allow them to introduce their pets.
Lesson 4	In this lesson pupils will be introduced to negative structures in the foreign language, as they will be expected to say which animals they do not have as pets.
Lesson 5	In this lesson pupils will be expected to use the conjunction 'but' to make their sentences more complex and interesting in the foreign language.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 5 — FRENCH: WHY THIS? WHY NOW?

My Home

PRIOR LEARNING BEING RETRIEVED

Retrieves 'have/do not have', gender, determiners, conjunctions and personalised sentence construction from In the Classroom and Do You Have a Pet?

NEW KNOWLEDGE & LANGUAGE

Types of home and rooms; saying where pupils live and which rooms they have/do not have; recycling grammar with new vocabulary to create independent responses.

WHY THIS? WHY NOW?

The unit is sequenced here because the grammar is familiar, allowing pupils to focus on applying it flexibly across a broader lexical field.

WHAT DOES THIS PREPARE PUPILS FOR?

Around Town and At School, where pupils describe places, location and routines using more extended connected language.

Year 5 Unit 3 : My Home

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.

Lesson 1	In this lesson pupils will learn how to say in the foreign language whether they live in a house or an apartment and where they live based on a choice of five different locations.
Lesson 2	In this lesson pupils will consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five different rooms in the house in the foreign language.
Lesson 3	In this lesson pupils will learn how to recognise, recall and spell a further five different rooms in the house in the foreign language.
Lesson 4	In this lesson pupils will revisit negative structures in the foreign language to allow them to say which rooms they do not have in their houses.
Lesson 5	In this lesson pupils will be encouraged to put all their new language into context by integrating it with previously learnt language including personal details.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 5 — FRENCH: WHY THIS? WHY NOW?

Clothes

PRIOR LEARNING BEING RETRIEVED

Builds on colours, gender, determiners, plurality, first-person verb work and the growing ability to create full sentences across Intermediate units.

NEW KNOWLEDGE & LANGUAGE

Clothing vocabulary; describing what is being worn by colour; adjectival agreement and bringing together nouns, gender, articles, plurality and first-person verb conjugation.

WHY THIS? WHY NOW?

This is positioned late in the Intermediate sequence because it requires pupils to coordinate several grammatical ideas within one sentence.

WHAT DOES THIS PREPARE PUPILS FOR?

Progressive units, where adjective choice/agreement and detailed descriptions are used with greater independence.

Year 5 Unit 4 : Clothes

By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French by colour. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in French.

Lesson 1	In this lesson pupils will learn how to recognise, recall and spell 10 different items of clothing with their indefinite articles/determiners in the foreign language.
Lesson 2	In this lesson pupils will learn how to recognise, recall and spell a further 5 different items of clothing with their indefinite articles/determiners in the foreign language.
Lesson 3	In this lesson pupils will learn how to describe what they are wearing by colour in the foreign language using 10 common colours and the structure 'I wear/I'm wearing' with the conjunction 'and'. If required, there is an optional PowerPoint dedicated to the conjugation of the verb 'porter'.
Lesson 4	In this lesson pupils will learn more about the changes involved in adjectival agreement in the foreign language when describing items of clothing by colour.
Lesson 5	In this lesson pupils will integrate everything they have learnt so far to describe what they wear in 4 different scenarios in the foreign language: at school, at home, in summer and in winter.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 5 — FRENCH: WHY THIS? WHY NOW?

The Olympics

OPTIONAL UNIT

PRIOR LEARNING BEING RETRIEVED

Retrieves core vocabulary, gender, determiners, negatives, conjunctions and first-/third-person verb work from a range of Early and Intermediate units.

NEW KNOWLEDGE & LANGUAGE

Ten Olympic sports; gist reading/listening using cognates and familiar language; first- and third-person forms of 'faire'; gender changes when describing Olympians.

WHY THIS? WHY NOW?

This introduces longer, less familiar texts once pupils have enough language to infer meaning rather than translate every word.

WHAT DOES THIS PREPARE PUPILS FOR?

Year 6 Progressive learning, where pupils decode longer texts, manipulate verbs and create more detailed spoken and written responses.

Year 5 Unit 5 : The Olympics

Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing the Olympians in the unit.

Lesson 1	In this lesson pupils will learn how to decode and breakdown longer texts in the foreign language using language learning strategies such as looking for cognates
Lesson 2	In this lesson pupils will continue to decode texts in the foreign language and will further develop this skill by specifically looking out for verbs, adjectives and nouns.
Lesson 3	In this lesson pupils will learn how to recognise, recall and spell 10 different sports in the Olympic games with their definite articles/determiners in the foreign language.
Lesson 4	In this lesson pupils will integrate the vocabulary for sports taught last lesson with the high frequency irregular verb 'faire' to be able to say which sports they do in the foreign language. They will also have the opportunity to further expand on these sentences by revisiting negative structures in the foreign language. There is a separate PowerPoint available for the full conjugation of the verb 'faire'.
Lesson 5	In this lesson pupils will learn how to describe what sports different Olympians do in the foreign language, along with their sporting titles.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.