



Manor Primary School

Subject: MFL - French

Year 5 Autumn Term: L'école (School)

Overview of the Learning:

In this unit, children will learn key vocabulary that is associated with school; including equipment that may be required, as well as subjects taught and generally considering everyday routines. Children will continue to revisit number and specifically apply this to telling the time, when considering times of the school day. Children will continue to learn how to describe physical appearance of people, extending their knowledge of French adjectives. Children will learn some strategies for maintaining a conversation in a foreign language.

Core Aims

- To understand and respond to spoken and written language from a variety of authentic sources.
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- To write at varying length building on prior learning, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To discover and develop an appreciation of a range of writing in the language studied (French)

Key Concept:

- Learn vocabulary associated with places in the school, equipment utilised in a school setting and within the classroom.
- Learn a small selection of present tense verb forms in French and apply this to school topic
- Identify vocabulary for activities that occur around school
- Identify vocabulary for everyday lessons that occur around school

Second Order Concept:

- Identify and begin to learn basic positional language
- Identify and begin to learn basic language associated with time
- Basic descriptions of people around school (including themselves)

Children should be taught:

Substantive Knowledge:

- What vocabulary is associated with school equipment?
- What vocabulary is associated with our classroom?
- What vocabulary is associated with areas/places around our school?
- What everyday routines take place at our school?
- What vocabulary can we use to describe ourselves and others around school?

Procedural Knowledge:

- How can we describe the following: school equipment, our classroom, areas/places in the classroom and to describe ourselves?
- How can our everyday routines in school be described in French?
- How can our everyday routines in school be described in French?
- How can we use adjectives to expand sentences and describe people/places within school?

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help



Prior Learning:

- **Year 3:** introduce themselves, greet others and say how they are.
 - respond to and ask questions about name and age.
 - recognise some basic letter names in French.
 - understand that French is spoken not only in France, but elsewhere in the world
 - identify some aspects of everyday life and compare them to my own
 - use correct question forms
 - read some familiar words and phrases aloud and pronounce them accurately
 - apply phonic knowledge of the language to support reading and writing
 - apply knowledge about letters and simple grammatical knowledge to experiment with writing
 - read and memorise words

 - **Year 4:** listen attentively to spoken language and show understanding by joining in and responding
 - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
 - speak in sentences, using familiar vocabulary, phrases and basic language structures
 - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
 - present ideas and information orally to a range of audiences
 - read carefully and show understanding of words, phrases and simple writing
 - appreciate stories, songs, poems and rhymes in the language
 - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 - describe people, places, things and actions orally and in writing
- speak in sentences, using familiar vocabulary, phrases and basic language structures
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- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

End Point:

Children can:

- Show an understanding of what is being said, responding to: words, longer phrases and questions with increased confidence.
- Listen to new vocabulary and make sensible predictions
- Respond in sentences giving short details and simple phrases
- Continue to begin to use the correct intonation
- Independently use a French dictionary to help find words or expand phrases
- Write simple and compound sentences independently

Future Learning:

- Year 6 Out and About (**dehors et environ**)- children will revisit places that can be found around a town and may link with certain vocabulary they have learnt within this Year 5 topic.
- Year 6 Vive la France- children will revisit places that can be found around a town and may link with certain vocabulary they have learnt within this Year 5 topic.

Outcomes:

Children will:

- Talk about everyday routines and subjects studied during the school day
- Revise telling the time to the hour and extend this to using quarter-hours and minutes
- Revise some adjectives to describe appearance.
- Extend their knowledge of places around the school

Cross Curricular links:

Geography – Landscape, geography of the local area- looking into the French translations of the area

English – Labelling, expanding sentences, writing simple and compound sentences



Computing – Use of the 'Beebots' to consider sequencing, position and direction, as well as problem solving in French

Mathematics – Position and direction, translations, linking with learning on French directions and position. Time- a revision of telling the time, in French.

Building Cultural Capital

- Children's exposure to cultural diversity in terms of spoken languages. Get children involved with local communities/persons who may speak French in the area which could also link with Geography learning in Year 5, looking into the local area.
- What language do people in school speak? School survey to investigate out what different languages staff and children speak at Manor (French, Spanish, Punjabi, Romanian etc).
- Write a letter/email to a pen friend at a French primary school, using simple greetings and numbers that have been taught. The children could visually converse with children from a French primary school in a class video call. The classes could take time to create a series of questions to ask based on their autumn term's learning, perhaps asking French children about the position of their primary school, what is located nearby? Eg, are there shops on the road to the left, cinema or museums? What is opposite the school site? They could ask the children about their school day, what time is lunch? How many hours of learning do they do? After this, they could compare the French school day with theirs at Manor. What are the similarities in timetables? Differences?
- Children to take part in activities on the European day of languages (held every year 26th September) which includes assemblies discussing the importance of learning a language, what do we know about modern foreign languages? How does learning French help us as individuals?

Please see MFL Medium Term appendix for developed learning opportunities, vocabulary, and resources.

Learning Objectives	Skills:	Suggested Learning Opportunities	Vocabulary (Phonetic Spellings)	Resources and hooks for learning.
<ul style="list-style-type: none"> • To ask and answer questions on several topics • To identify some aspects of everyday life and compare them to my own 	<p>To learn new vocabulary associated with school equipment</p> <p>To explore how to describe if something is true or false</p>	<p>Équipement Scolaire (School Equipment)</p> <p>Substantive Knowledge: What vocabulary can be used to describe school equipment in French? (See medium term appendix) What vocabulary can be used to describe basic opinions on school equipment? (See medium term appendix) What do the terms 'vrai' or 'faux' mean?</p> <p>Procedural Knowledge: How can vocabulary be used to describe school equipment? How can vocabulary be used to describe basic opinions?</p>	<p>Vrai (<i>vray</i>) (<i>Phonetic spelling</i>) Faux (<i>foe</i>) Les objets dans ma trousse (lez objay dOn ma troose) Répétez (<i>rep-et-tay</i>) Le crayon (<i>ler cray-on</i>) Le stylo (<i>ler steelo</i>) Le crayon de couleur (<i>ler cray-on der coolur</i>) Les ciseaux (<i>lay sea-zo</i>) Le taille-crayon (<i>ler tay- cray-on</i>) La gomme (<i>la gom</i>) Le règle (<i>ler regler</i>) La colle (<i>la col</i>) Sous (<i>soo</i>) Au dessus (<i>oh desoo</i>) à droite (<i>a dwat</i>)</p>	<ul style="list-style-type: none"> • A variety of equipment or stationary that the children use in the classroom and are familiar with • French dictionaries (could be iPads for verbal dictionaries, too) • Statement cards about the school day • Flashcards with symbols of equipment that is used within school • Slips with partially written statements for 'vrai' or 'faux' on them to help children in writing their own sentences



		<p>Children can make predictions about 'les objets dan ma trousse' (<i>objects in my pencil case</i>).</p> <p>Children to choose pieces of equipment and explain the French translations,</p> <p>Key objects to be introduced are: le crayon, le stylo, le crayon de couleur, les ciseaux, le taille-crayon, la gomme, la regle, la colle.</p> <p>Children could play a guessing game- show children a picture of each piece of equipment individually, but only partially. Gradually show more and more sections, so that it becomes clearer. Can the children guess which object it is, in French ?</p> <p>Play a game of 'vrai' or faux', by introducing the vocabulary 'sous' (<i>soo- below</i>) 'au dessus' (<i>oh desoo- above</i>), as well as briefly introducing à droite (a dwat-right) and à gauche (a go-sh-left).</p> <p>Children could annotate a photo of the newly learnt school equipment vocabulary in both French and English</p> <p>Additional learning opportunities- children to draw the school equipment in a table, using their learning on 'sous' and 'au dessus' they could explain which objects are above or below others. Eg. 'la gomme est sous la colle' (the rubber is below the glue). Or 'Le règle est au dessus le taille- crayon' (the ruler is above the sharpener). Children can create their own 'vrai' or 'faux' sentences to play with a partner, or they could correlate with the images or table above.</p>	<p>à gauche (<i>a go-sh</i>)</p>	<ul style="list-style-type: none">• A photograph of a pencil case or school equipment laid out, for children to annotate
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<ul style="list-style-type: none"> To ask and answer questions on several topics To use correct question forms 	<p>To learn new vocabulary associated with our classroom</p> <p>To explore how to give basic opinions on items in classroom</p>	<p style="text-align: center;">Notre Salle De Class (Our Classroom)</p> <p>Substantive Knowledge: What vocabulary can be used to describe items in and around our classroom in French? (See medium term appendix) What vocabulary and phrases can be used to describe opinions in French? (See medium term appendix)</p> <p>Procedural Knowledge: How can vocabulary be used to describe classroom items in French? How can vocabulary be used to describe basic opinions on these?</p> <ul style="list-style-type: none"> Introduce the opinions vocabulary of: <i>Tu aimes ça?</i> Children to respond with <i>J'adore ça!</i> / <i>Je déteste ça!</i> Play Pass the Word Parcel. Into a bag, put word cards for: <i>J'aime ça!</i> / <i>Je n'aime pas ça!</i> / <i>J'adore ça!</i> / <i>Je déteste ça!</i> / <i>miam, miam!</i> / <i>berk!</i> <p>. Children could create a basic outline of their classroom, where they must map on their newly learnt vocabulary. . Additional learning opportunities: Introduce the phrase 'où sont-ils dan la salle de classe?' (Where are they in classroom?) Children could create sentences, or locate people in certain areas of the classroom on their outline of the room. By writing sentences such as: 'il/elle est à côté de la porte' (He/she is next to the door)- this also briefly introduces 'il' and 'elle' to the children.</p>	<p>La fenêtre (la fen-et-rer) La table (la tab-ler) La chaise (la shaise) L'ordinateur (lord-in-at-er) L'armoire (larm-war) La bibliothèque (la biblio-teck) L'évier (lev-eeair) La à côté de (la cotay der) Où est...? (oo ay) Où sont...? (oo son)</p>	
<p>. To identify places in school in French.</p>	<p>To learn new vocabulary associated with</p>	<p style="text-align: center;">Places à l'école (Places in School)</p> <p>Substantive Knowledge:</p>	<p><i>Voici (vwa sea) (phonetic spelling)</i> La terrain de sport (la terrain der spor) Le jardin (ler jardan)</p>	<p>Resources That May Be Required Are:</p>



our classroom and school

What vocabulary can be used to describe places around the school?

(See medium term appendix)

What vocabulary and phrases can be used to describe opinions French?

(See medium term appendix)

Procedural Knowledge:

How can vocabulary be used to describe places in the school in French?

How can vocabulary be used to describe basic opinions on these places?

Children could:

. Stick photographs of some places in the school on the board or put them in an envelope with matching vocabulary strips, explaining what each one is. Start with some familiar places, eg *Voici le terrain de sport, le jardin, la cour (de récréation), les toilettes*. Then introduce some new places, eg *Voici la grande salle (the hall), la salle de classe (the classroom), la bibliothèque (the library), la cuisine (the kitchen), l'entrée principale (the main entrance), le parking (the car park)*. Then turn them over.

. You could alternatively use images on the interactive whiteboard and then conceal them. Grammar check: the 'in' in 'le jardin' should be pronounced 'an', so 'jardin' becomes 'jardan'.

. Verbal learning opportunity: Write the names of the places on the board and ask children to work with a talk partner to decide what they think each word means in English.

. Encourage children to independently use a French dictionary or verbal dictionary on an iPad, to cross-check.

. Encourage feedback and ask children how they identified the words.

La cour de recreation (La cour der rec-re-a-tion)

Les toilettes (les twalet)

La grande salle (la grond sal)

La salle de classe (la sal de class)

La bibliothèque (la bib-lío-teck)

La cuisine (la quizeen)

L'entrée principale (lontray principall)

Le parking (ler park-ing)

Je cherce (jer shersh)

la salle de
classe



la cantine



le gymnase



les toilettes
(garçons)



- Photographs of places in the school
- French dictionaries (could be iPads for verbal dictionaries, too)
- Statement cards about the school day
- Flashcards with symbols of places around the school- see below for an example
- Slips with partial written statements



		<p>. NB: Here it may be useful to remind children of French grammar checks- the 'a' in grand is said 'o', so should be pronounced 'grOnd'.</p> <p>. Children could play Pelmanism in pairs with double sets of small-sized photographs of places in the school. The photos are placed face down. The first player turns one over and says to his or her partner, for example, <i>Je cherche l'entrée principale</i>. The second player turns over a photo and says <i>Voici</i> + the name of that room. If the photos match, the second player keeps the pair; otherwise they are placed back face down on the table.</p> <p>. Children could use a dictionary to find names of other places around the school to put in a word bank. Remind the children to use their knowledge of phoneme-grapheme correspondence to help them pronounce the new words. See further learning opportunities on MFL appendix.</p>		
<ul style="list-style-type: none"> To identify places in school in French. 	<ul style="list-style-type: none"> To be able to use directional vocabulary. 	<p style="text-align: center;">Visite de l'école (Tour of Our School)</p> <p>Substantive Knowledge: What vocabulary can be used to describe a tour of the school? (See medium term appendix) What vocabulary and phrases can be used to give opinions of these places? (See medium term appendix)</p> <p>Procedural Knowledge: How can vocabulary be used to describe places in a tour of the school in French? How can vocabulary be used to describe basic opinions on these places?</p> <p>. Children to revise places around the school on the walls saying things like <i>Voilà la salle de classe</i> (There is the classroom) and <i>Voici l'entrée principale</i> (Here is the main entrance) for those that you are holding. When you say</p>	<p><i>Voici (vwa sea) (phonetic spelling)</i> <i>Voilà (vwa la)</i> <i>Ici (e-sea)</i> <i>La (la)</i> <i>Je lis (jer lee)</i> <i>Je mange (jer monj)</i> <i>Je joue (jer joo)</i> <i>Je cours (jer coors)</i> <i>Je travaille (jer trav-i)</i> <i>Levez-vous (levay voo)</i> <i>C'est tranquille (say trankeel)</i></p>	<ul style="list-style-type: none"> Photographs of places in the school French dictionaries Statement cards about the school day Flashcards with symbols of school subjects Slips with partial written statements Pre-written reading comprehension passage about a conversation between an English and French student about differences in their school. A layout of the school to annotate iPad to use as online verbal dictionaries to listen carefully for accurate pronunciations.



		<p><i>voici</i>, they point near to them and when you say <i>voilà</i>, they point across the room / further away. At the same time, draw their attention to the language structures <i>ici</i> and <i>là</i> (here and there). . Revise some known activities by giving children an action to copy as you say the phrase, eg <i>Je lis/mange/joue</i>. Add some new ones, eg <i>Je cours</i> (I run) and <i>Je travaille</i> (I work).</p> <p>Possible learning opportunities: Explain to children that they are going to take a visitor on an imaginary walk around some places in school and say the activities that they do in each area. Ask children to stand up (<i>Levez-vous!</i>) and to listen, repeat and mime as they pretend to walk around school, eg <i>Voici la bibliothèque. Ici, je lis</i> (Here is the library. I read here), <i>Voilà la grande salle. Là, je mange</i> (There is the hall. I eat there).</p> <p>See appendix for further learning opportunities</p>		
<ul style="list-style-type: none"> To identify activities around school 	<ul style="list-style-type: none"> To use and apply vocabulary about school to describe activities 	<p style="text-align: center;">Les Activités (Activities Around School)</p> <p>Substantive Knowledge: What vocabulary can be used to describe activities that take place around the school? (See medium term appendix) What vocabulary and phrases can be to describe actions (verbs) of activities that take place around the school? (See medium term appendix)</p> <p>Procedural Knowledge: How can vocabulary be used to describe activities that take place around school? How can vocabulary be used to describe basic opinions on these activities?</p>	<p><i>Il est deux heures et quart</i> (ill ay dur ers ay cart) (Phonetic spelling) <i>Moins le quart</i> (mwon ler cart) <i>Il est deux heures cinq, dix</i>, (ill ay der ers sank, dease) <i>vingt, vingt-cinq</i> (van, van-sank) <i>Il est deux heures moins</i> (ill ay dur ers mwon) <i>vingt-cinq, vingt, dix, cinq</i> (van-sank, van, dease, sank) <i>Le déjeuner</i> (ler dej-enay) <i>Le début de la journée</i> (ler deboo der la jornay)</p>	<p>Resources That May Be Required Are:</p> <ul style="list-style-type: none"> Photographs of places in the school French dictionaries- could be either physical or iPad for verbal dictionaries so that children can hear accurate pronunciations Statement cards about the school day Flashcards with symbols of school subjects Slips with partial written statements



	<p>.Quick fire revision of places and activities in school: Number six photos of an area in school (1–6) and six photos of activities in school (1–6). Divide the class into two teams. A child in the first team throws a die and calls out the number (in French!). A second child rolls another die and calls out that number. Children in the second team call out the corresponding area of the school and activity. If this combination makes sense, the team wins a point, eg <i>Voici la bibliothèque. Ici je lis</i>. If it doesn't make sense, the other team gets a point, eg <i>Voici l'entrée principale. Ici je mange</i>.</p> <p>. Possible learning opportunities: the children should now begin to add information to the start of their basic phrases they have been building, to explain times of the day that they may find themselves in certain areas of the school.</p> <p>. Introduce children to this vocabulary: <i>le début de la journée</i> (<i>ler deboo der la jorney</i>) <i>la récréation</i> ('<i>la récré'</i> for short) (<i>la recray</i>) <i>l'appel</i> (<i>m</i>) (<i>lapel</i>) <i>la fin de la journée</i> (<i>la fan der la jorney</i>). This link could be used to help introduce the vocabulary and to listen to accurate pronunciations. https://www.youtube.com/watch?v=o4968UL7XVI</p> <p>See further learning opportunities in appendix</p>	<p><i>La récréation</i> ('<i>la récré'</i> for short) (<i>la recray</i>) <i>L'appel</i> (<i>m</i>) (<i>lapel</i>) <i>La fin de la journée</i> (<i>la fan der la jorney</i>) <i>Je fais du sport</i> (<i>je fay do spor</i>)</p>	<p>https://www.youtube.com/watch?v=o4968UL7XVI</p>
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