

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|---|--|--|---|--|
| YEAR 5 SKILLS MAP | QUESTIONS TIME | FOOD OPINIONS | FOOD & DRINK OPINIONS | SPORTS OPINIONS | SPORTS OPINIONS | Revision of Y5 learning |
| Unit overview | Pupils continue with phonics . QUESTIONS TIME & NUMBERS Introduce Practise identifying patterns & repetition. Pupils start to learn the discipline & strategies for language learning. | Phonics FOOD OPINIONS: LIKES/ DISLIKES Pupils are encouraged to be independent learners, to speak aloud & build confidence. | Phonics FOOD OPINIONS: LIKES/ DISLIKES/Q&As/ DESCRIPTIONS Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity. | Phonics Vocabulary: SPORTS OPINIONS: LIKES/ DISLIKES/Q&As/ DESCRIPTIONS Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity. | Phonics Vocabulary: SPORTS OPINIONS: LIKES/ DISLIKES/Q&As/ DESCRIPTIONS Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity. | Review booklet learning & complete progress checks. |
| Grammar communication pattern | NOUNS : GENDER masculine & feminine. Definite/indefinite articles (sing./pl.) VERBS: NEGATIVE : je n'ai pas de, connectives : 'et' (and) & 'mais' (but). | NOUNS : GENDER masculine & feminine. Definite/indefinite articles (sing./pl.) VERBS: learn to conjugate:-er verbs, adorer, detester, manger NEGATIVE : see above | NOUNS : GENDER masculine & feminine. Definite/indefinite articles (sing./pl.) VERBS: learn to conjugate:-er verbs, adorer, detester, manger NEGATIVE : see above Use : aussi/quelquefois /toujours/parfois. | NOUNS : GENDER masculine & feminine. Definite/indefinite articles (sing./pl.) ADJECTIVES: Adjectival positioning & adjectival agreement VERBS: conjugate:-er aimer,adorer, detester, NEGATIVE : see above Faire/jouer Use : aussi/quelquefois /toujours/parfois. | NOUNS : GENDER masculine & feminine. Definite/indefinite articles (sing./pl.) ADJECTIVES: Adjectival positioning & adjectival agreement VERBS: conjugate:-er aimer,adorer, detester, NEGATIVE : see above Faire/jouer Use : aussi/quelquefois /toujours/parfois/parce que. | Arriving in Y6 able to... -identify definite/ indefinite article & noun gender. - Notice differences in word order. -Be confident with negative -Adjectival agreement & positioning -sentence building for description of a range of subjects -knowledge of verb conjugation |
| Phonics: fluency communication pronunciation | All | All | All | All | All | All |
| Vocabulary: fluency communication pronunciation pattern | Vocabulary: numbers 1-60, how to ask & tell time. | Dictionary skills : Food/Sports nouns c/nc/ff | Dictionary skills Food/Sports nouns c/nc/ff | Dictionary skills : Sports nouns New verbs c/nc/ff | Dictionary skills : Sports nouns New verbs c/nc/ff | Dictionary skills : Topic-based c/nc/ff |
| Diversity, culture & special events | La rentrée, Halloween | Jour du Souvenir/St Nicolas / Noël | Bonne Année/ Épiphanie/ Chandeleur | Mardi Gras/Pâques | | Le 14 juillet/ Le Tour de France |
| Literature/video clips | | 2022-23ST NICOLAS | 2022-23_BONNE ANNEE_FETE DES ROIS | 2022-23_MARDI GRAS_CREPES | 2022-23_LE 14 JUILLET | 2022-23_LE 14 JUILLET |

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| | | 2022-23 NOEL St Nicolas Song_visite manneles Noël - Petit Ours Brun | 2022-23_Chandeleur Petit Ours Brun fait des crêpes T'choupi fait des crêpes BBC: Following directions | 1j 1 q Quelle est l'origine du carnaval ? Faire un masque _Carnaval STORY_Joyeux carnaval! | 2022-23_TOUR DE FRANCE | 2022-23_TOUR DE FRANCE |
| Songs | Bonjour song Quelle est la date de ton anniversaire ? Rap : Quel âge as-tu ? Quelle heure est-il ? BBC KS2 masculine & feminine song | Ô grand Saint Nicolas patron des écoliers | J'aime la galette. Comptine La recette des crêpes | Carnaval - Mardi gras | J'adore jouer au football. | Je vais à l'école à vélo |

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| Languages: Golden threads | communication | Using language to communicate both orally and in writing with increasing accuracy. | culture diversity |
| | pronunciation | Accuracy in intonation and expression when speaking in an alternative language and understanding the importance of this in conversation. | |
| | pattern | The identification of similarities in English and a language being learnt through the exploration of etymology. | |
| | fluency | The ability to converse or write with increasing accuracy and efficiency across the range of topics explored. | |