Modern Foreign Language (French) **Year 5** **Spring 1**

Subject Purpose

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Content Area

Understand and respond to spoken and written language from a variety of authentic sources. 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. Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.

Context

This unit teaches pupils how to describe where they live and talk about different types of homes and rooms in French. Children learn key vocabulary for places and rooms, use j'habite… to say where they live, apply et to join ideas, and use the negative to say which rooms they do not have. The unit builds towards a short spoken or written description of their home.

Key Vocabulary

J'habite… – I live… dans une maison – in a house dans un appartement – in a flat à la campagne – in the countryside à la mer – at the seaside en ville – in a town à la montagne – in the mountains dans un village – in a village la cuisine – kitchen la salle à manger – dining room la salle de bains – bathroom la chambre – bedroom la buanderie – utility room le sous-sol – basement le bureau – office le garage – garage le jardin – garden et – and Je n'ai pas de… – I do not have…

Extended Opportunities:

Create a labelled floor plan of a house in French
Write a short paragraph describing a real or imaginary home
Use conjunctions to extend sentences
Practise negative structures in spoken and written tasks

Knowledge

- Pronounce pet vocabulary accurately and confidently.
- Ask and answer simple questions about pets.
- Use conjunctions (et, mais) to extend spoken and written sentences.
- Apply negative structures accurately in conversation and writing.
- Listen carefully to vocabulary and use it to support independent sentence building.
- Write short descriptive sentences from memory with increasing accuracy.

Skills

- Pronounce pet vocabulary accurately and confidently.
- Ask and answer simple questions about pets.
- Use conjunctions (et, mais) to extend spoken and written sentences.
- Apply negative structures accurately in conversation and writing.
- Listen carefully to vocabulary and use it to support independent sentence building.
- Write short descriptive sentences from memory with increasing accuracy.

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Learning Objectives	
To say where you live and name different types of homes and places.	To name key rooms in a house and use et to join ideas.
Children learn J'habite… and vocabulary for house, apartment, countryside, seaside, town, mountains and village. They practise building simple sentences and matching words to images.	Pupils learn vocabulary for kitchen, dining room, bathroom, bedroom and utility room. They practise pronunciation, spelling and building short sentences using et.

To name additional rooms and spaces in a home.	To use the negative structure Je n'ai pas de…	To describe their home using all vocabulary and structures learned.	To consolidate all learning and complete the end-of-unit assessment.
Children learn basement, office, garage and garden. They consolidate all room vocabulary through games, sorting tasks and short written activities.	Pupils learn how to say which rooms they do not have. They build contrasting sentences such as J'ai une cuisine mais je n'ai pas de garage.	Children combine J'habite…, room vocabulary, et, and negative structures to create a short spoken or written description of their home. They practise presenting to a partner or small group.	Pupils revisit all vocabulary and structures through games and recall tasks. They complete a short assessment demonstrating their ability to describe their home accurately and confidently.

