Modern Foreign Language (French) **Year 5** **Spring 2**

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 what they are wearing in French using clothing vocabulary, colours, adjectival agreement and the verb je porte. Children learn 15 items of clothing, 10 colours, and how to build extended sentences using et to describe outfits in different scenarios such as at home, at school, in summer and in winter.

Key Vocabulary un manteau – a coat un pantalon – trousers un tee-shirt – a T-shirt un pull – a jumper un chapeau – a hat un short – shorts un jean – jeans une robe – a dress une jupe – a skirt une chemise – a shirt une écharpe – a scarf des chaussures – shoes des chaussettes – socks des gants – gloves des lunettes – glasses rouge – red bleu(e) – blue vert(e) – green jaune – yellow noir(e) – black blanc(he) – white gris(e) – grey rose – pink orange – orange marron – brown Je porte… – I wear / I'm wearing et – and Je porte… et… – I'm wearing … and … à l'école – at school à la maison – at home en été – in summer en hiver – in winter

Extended Opportunities:
Present an outfit description for different scenarios
Create a fashion-show style spoken presentation
Write a paragraph describing what they wear in different seasons
Practise adjectival agreement with colours

Knowledge
- Recognise, recall and spell 15 clothing nouns with correct articles (un / une / des).
- Understand and apply adjectival agreement (gender and plural) when describing colours.
- Use je porte to describe what they are wearing.
- Use et to join ideas and extend sentences.
- Describe outfits in four scenarios (school, home, summer, winter).
- Understand phonics patterns: é (écharpe) e (chemise) eau (manteau) silent final s (gants, chaussures, chaussettes) guttural French r (rouge, orange, robe)

- **Skills**
- Retain and recall a wide range of vocabulary.
- Apply adjectival agreement accurately in spoken and written sentences.
- Build extended sentences using *je porte* and *et*.
- Present spoken descriptions with increasing fluency and confidence.
- Use vocabulary in context to describe outfits for different scenarios

Learning Objectives

To recognise, recall and spell 10 clothing items with their articles. Children learn the first set of clothing nouns using images, pronunciation practice and matching tasks. They begin to	To recognise, recall and spell a further 5 clothing items. Pupils consolidate last week's vocabulary and learn the remaining items. They practise spelling, pronunciation and	To describe what they are wearing using je porte, colours and et. Children learn 10 colours and practise building sentences such as Je porte un pantalon bleu et un tee-shirt blanc.	To understand and apply adjectival agreement when describing clothing. Pupils learn how colours change depending on gender and plurality. They practise rewriting and speaking	To describe what they wear at school, at home, in summer and in winter . Children integrate all vocabulary and structures to describe outfits in different contexts. They prepare short	To revise all vocabulary and structures and complete the end-of-unit assessment. Pupils revisit all clothing items, colours, je porte, adjectival agreement and scenarios. They complete a short assessment

spell selected items and identify masculine/feminine forms.	article recognition through games and written tasks.	Optional focus on the verb porter is available.	sentences with correct agreement.	spoken or written descriptions using je porte… and et.	and present a final outfit description.

