

Year 5 French medium-term planning 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<ul style="list-style-type: none"> • Use polite expressions to ask for a drink, going to the toilet, ask for help or ask for equipment. • Identify and use the general question word 'est-ce-que' to form questions. • Participate in singing the words of a song to model good pronunciation and facilitate vocabulary memorisation. • Identify weather vocabulary when spoken or read. • Read a poem containing familiar and unfamiliar 	<ul style="list-style-type: none"> • Name and identify, in speech and in writing, the various modes of transport. • Use the verb 'go' in first, second and third person to say how they travel to and from school. • Ask a question with correct pronunciation and intonation about how one travels to school. • Identify and state the various features in their school. • Consolidate the use of 'there is/ there 	<ul style="list-style-type: none"> • Name the stationeries /school equipment used within the class. • Consolidate the classification of nouns by gender and singular/plural form. • Use complex sentences with various conjunctions and the negative to describe what is/isn't in their pencil case • Identify and state the various subjects 	<ul style="list-style-type: none"> • Identify and state various week-end activities or hobbies. • Use the 1st, 2nd and 3rd person of verbs of opinions (previously seen in year 4) to describe their preferences in weekend / holiday hobbies and activities. • Engage in a short conversation about weekend activities using a Q&A format. 	<ul style="list-style-type: none"> • Read and recite a poem on the topic of telling the time. • Identify the time given on the hour, quarter past, half past and quarter to the hour on a 12-hour clock. • Consolidate the use of 'it is' by using it to state mid-day and mid night. • Participate in a short conversation about asking and giving the time. • Identify various 	<ul style="list-style-type: none"> • Research and share ideas of jobs that can be done with speaking languages. • Name and identify a wide range of job titles • Use the name of jobs to ask and answer questions through a short conversation. • Match jobs with their workplaces. • Make sentences in the 3rd person to say what a person is and where they work. • Use the conditional

	<p>vocabulary on the topic of the weather.</p> <ul style="list-style-type: none"> • Use the expression 'there is/ there are' competently including in the negative form. • Describe the weather while participating in a Q&A activity. • Name the seasons of the year and associate the weather accordingly. • Identify the different variants of the sounds 'en' and use them accurately when reading. 	<p>isn't' and make sentences describing what features are or are not in their school.</p> <ul style="list-style-type: none"> • Participate in cultural activities pertaining to the target country (Remembrance Day and Christmas). 	<p>studied in school.</p> <ul style="list-style-type: none"> • Express preferences on the subjects studied. • Use the 3rd person to make sentences about someone's preferences and timetable. • Share information about French schooling. 	<ul style="list-style-type: none"> • Explain the difference between 'faire' and 'jouer' when describing a sport or activity. • Use the appropriate verb (from the choice above) in a sentence about practicing an activity or sport. 	<p>expressions describing daily routine activities.</p> <ul style="list-style-type: none"> • Use their knowledge of time to express when in the day they do a daily routine activity. • Recognise and explain what a reflexive verb is. • Explore the May Day cultural tradition. 	<p>tense 'I would like' to express what job they might do in the future.</p> <ul style="list-style-type: none"> • Research and share information on French/ francophone artists or sports people. • Develop knowledge of the 'Tour de France' event.
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