


# French

Year 5- Autumn 1

Me and my friends at school

Primary Languages Network 

### Knowledge Organiser : Me and my friends at school.

**Adjective Bank with "I am ...."**

Je suis – I am ....**heureux/heureuse** – happy  
**perdu/perdue**- confused  
**fatigué/ fatiguée** - tired  
**fier / fière** – proud  
**surpris/surprise**- surprised  
**triste**- sad

J'ai faim- I am hungry  
 J'ai soif – I am thirsty  
 J'ai chaud- I feel hot  
 J'ai froid- I feel cold

**School subject nouns bank**

**l'anglais** - English  
**les maths** - maths  
**le français** – French  
**l'EPS** – P.E  
**l'histoire** - history  
**la géographie** - geography  
**les sciences**- sciences  
**le dessin** – art

**Expressing an opinion**

J'aime – I like  
 Je n'aime pas – I don't like

**car** - because  
**et** – and  
**mais** – but

**C'est...- It is... -**  
**facile** - easy  
**ennuyeux** - boring  
**intéressant** - interesting  
**utile** – useful  
**difficile** – diffic

**Grammar Bank**  
 The personal pronouns (singular) in French are :  
**Je** – I  
**Tu** – you  
**Il** – he  
**Elle** – she

**Elle habite à... / Elle s'appelle... / Elle a ... ans** – she lives in... / She is called... is... years old

**Il habite à... / Il s'appelle... / Il a ... ans** – He lives in... / He is called... / He is... years old

**Phonics**  
 "j" (j'ai, Je suis, j'aime)  
 "-eux" (ennuyeux, heureux)

**Fact bank**  
 In France, children in primary school don't go to school on Wednesdays!

**National curriculum** [https://pln.myvle.co.uk/files/sc3490/websites/lspace\\_109/index.php?page=2039&t=Autumn+1](https://pln.myvle.co.uk/files/sc3490/websites/lspace_109/index.php?page=2039&t=Autumn+1)

Title/Focus	Lesson outline
<p><b>Lesson 1- I can understand some adjectives to describe my feeling.</b>  <i>'I can understand some adjectives to describe my feelings.'</i></p>	<p>Five facts about Emilie.                      Listen, read and work out the five facts about Emilie.                      Feelings with 'I am...' Listen and repeat the phrases using I am and an adjective. Add an action to aid memorisation. Actions Add an action to each word or phrase when learning new vocabulary. Use these consistently to aid memorisation.                      Feelings relay. One person reads a sentence, the next person acts it out, then the third says the sentence in English. Repeat until all phrases are completed. The first table to finish wins.                      Have enough worksheets printed for each child. Read the feelings phrases and draw the faces to match.</p>
<p><b>Lesson 2- I can begin to answer the question "How are you?" in more detail.</b>  <i>'I can begin to answer the question "How are you?" in more detail.'</i></p>	<p>Snake sentences. Separate the words in the feelings phrases.                      Feelings with 'I have' Listen to and repeat the feelings phrases using 'I have'                      Telepathy game. One volunteer selects a sentence from the list, the rest of the class has five chances to guess the sentence.                      Show the vocab (Task+) on screen. Children to sort the feelings phrases into the three categories (feelings phrases learnt in Stages 1 and 2)</p>
<p><b>Lesson 3- I can say an extended sentence about how I am feeling.</b>  <i>'I can say an extended sentence about how I am feeling.'</i></p>	<p>Mindfulness video. Listen, watch and join in.                      Use the PowerPoint to revise extended feelings phrases with conjunctions.                      Rainbow listening. Listen to the sentences being read and select the correct chunks on the printable page to make up the sentence you heard.                      Rainbow writing. Use the writing frame to write extended sentences about feelings.</p>
<p><b>Lesson 4- I can say some important things about myself and somebody else.</b></p>	<p>Extended feelings recall. Using the slide on screen as support, ask and answer the question "How are you?" with an extended sentence.                      Using the PowerPoint, learn how to describe another person. Practise describing a friend's name, age and where they live. Look at the pronouns and spot the difference in</p>

<p><i>'I can say some important things about myself and somebody else.'</i></p>	<p>spellings.          Play the table challenge.          Show the slide on screen as support. Write a paragraph in French to describe a friend.</p>	
<p><b>Lesson 5- I can say if I like or dislike a school subject</b>  <i>'I can say if I like or dislike a school subject.'</i></p>	<p>Look at the timetable. How many subjects can you identify?          Use the PowerPoint to listen to and repeat the names of school subjects and practise expressing an opinion using I like/I don't like...          Action sentences. Create action sentences using I like/I don't like and a school subject.          The rest of the class has to guess and say the sentence in French.          Read the opinion sentences and draw symbols to represent the sentences.</p>	
<p><b>Lesson 6- I can give my opinion on school subject</b>  <i>'I can give my opinion on school subjects.'</i></p>	<p>Play the school subjects likes and dislikes quiz.          Use the PowerPoint to recap school subjects and opinions and create extended sentences.          Trapdoor. Print the sheet for the game. One player secretly picks options to build a sentence, and the other has to guess the sentence.          Sentence building strips: Have enough of sheet 1 printed for each child.</p>	
<p>Working towards</p>	<p><b>End of unit assessment</b>          Working at Age related expectations</p>	<p>Working at a greater depth</p>