



# MEDIUM TERM PLANNING: YEAR 5, TERM 1



About this Unit: In this unit children learn the names of food and drinks that relate to packed lunches and break-time snacks. They learn how to talk about what they have eaten and drunk the previous day. Children practise following recipes. The children will also learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song I Am the Music Man. They work in groups to create a performance and explain.

## Vocabulary:

- Talking about what has been eaten and drunk
- Expressing likes, dislikes and preferences about food and drinks
- Following instructions (as in a recipe)
- Names of some food and drinks
- Understand and express likes and dislikes
- Use simple connectives to make compound sentences
- Listen with care
- Expressing and qualifying opinions about musical preferences.
- Performing as a pop group for an X Factor style show.

## Grammar:

- use simple connectives to make compound sentences
- compound sentences with connectives and / but
- some adjectives to express simple opinions
- feminine agreement of adjectives
- make statements in the perfect tense
- Practice questioning in the TL

## Phonics:

French: revision of an/en and au/eau  
 Spanish: revision of qu  
 German: ö (Öl), a (Tomate, habe, mag)

## Links to the KS2 Programme of Study in England

Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Appreciate stories, songs, poems and rhymes in the language • Speak in sentences, using familiar vocabulary, phrases and basic sentence structure • Develop accurate pronunciation and intonation • Read carefully and show understanding of words, phrases and simple writing • describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied

## Links to the Curriculum for Excellence in Scotland

MLAN 2-01a, 2-01b, 2-01c, 2-02a, 2-03a, 2-04a, 2-05a, 2-05b, 2-11b, 2-11c, 2-11d, 2-13a, ,2-13b, 2-14a

## Links to the Welsh Curriculum

I can use a range of simple vocabulary• I can use basic phrases to talk about likes and dislikes• I can ask basic questions to gather simple information from others and I can respond to these questions when asked• I can repeat words and phrases, copying accurate accent and pronunciation• I can learn, memorise and use familiar spelling• I can use my glossary or dictionary when checking spelling• I can copy words and phrases accurately and legibly• I have developed an awareness of good pronunciation and intonation and copy this when I speak• I can use expressions and sentences to give information• I can give some detailed reasons and explanations to justify opinions, agreeing or disagreeing with others. • I can use connectives to structure the text and show an awareness of style and register.

## Links to the Irish Curriculum

I can identify specific information in texts related to familiar topics such as announcements, conversations, simple news items• I can identify specific information in a range of texts dealing with familiar topics • I can convey simple descriptions, presentations or announcements on familiar topics• I can ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations• I can understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events • I can create texts about aspects of my life and topics that interest me such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities.

## Cross Curricular Links

ICT:1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions. 2a Develop and refine ideas by bringing together, organising and reorganising text tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions). 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet). PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs.



# MEDIUM TERM PLANNING: YEAR 5, TERM 2



About this Unit: In this unit children learn to say the alphabet in the TL and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school. They learn some strategies for keeping a conversation going. The children will also learn how to describe the clothes which they and their friends are wearing. They will learn how to use the verb 'to wear' in the 1st and 3rd person.

## Vocabulary:

- Describing a journey to school
- Simple directions
- Using repair strategies to keep a conversation going
- The alphabet
- Recognise if a statement is true or false
- Pick out key words when listening
- Identify and pronounce the names of some places in the locality
- Everyday clothing
- Respond to the question 'Do you like that'? / Expressing opinion
- Use colours to describe clothes

## Grammar:

- Adverbial phrases of time
- More practice with compound sentences
- Using a verb in the 1st and 3rd person
- Learn how to form and use negative sentences.
- Learn about adjective agreement and placement

## Phonics:

French: revision of au/eau; il and ille  
 Spanish: revision of z and c (ce, ci); gu (before i and e)  
 German: st (as in Strand), w (as in Wellen)

## Links to the KS2 Programme of Study in England

Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Appreciate stories, songs, poems and rhymes in the language • Speak in sentences, using familiar vocabulary, phrases and basic sentence structure • Understand basic grammar appropriate to the language being studied • Read carefully and show understanding of words, phrases and simple writing • Develop accurate pronunciation and intonation

## Links to the Curriculum for Excellence in Scotland

MLAN 2-01a, 2-01b, 2-01c, 2-02a, 2-03a, 2-04a, 2-05a, 2-05b, 2-11b

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I can use a range of simple vocabulary • I can use basic phrases to talk about likes and dislikes • I can ask basic questions to gather simple information from others and I can respond to these questions when asked • I can repeat words and phrases, copying accurate accent and pronunciation • I can learn, memorise and use familiar spelling • I can use my glossary or dictionary when checking spelling • I can copy words and phrases accurately and legibly • I have developed an awareness of good pronunciation and intonation and copy this when I speak • I can use expressions and sentences to give information • I can give some detailed reasons and explanations to justify opinions, agreeing or disagreeing with others. • I can use connectives to structure the text and show an awareness of style and register.

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## Cross Curricular Links

Geography: 2c Use atlases, globes, maps and plans at a range of scales (eg using contents, keys, grids). PSHE: 4b Think about the lives of people living in other places and times, and people with different values and customs. ICT: 1b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (eg finding information from books or newspapers, creating a class database, classifying by characteristics or purpose, checking the spelling of names is consistent).



# MEDIUM TERM PLANNING: YEAR 5, TERM 3



About this Unit: In this unit children learn to describe seasons using a poem. They also learn to talk about what the weather was like in the past. The children will also learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs.

## Vocabulary:

- Making simple statements about seasons
  - Describing the weather with reference to the present and the past
  - Pick out key words when listening to a song
  - Create sentences linking months to seasons.
  - Pick out detail from spoken and written sentences
  - Understand expressions of like and dislike
  - Select adjectives to describe seasons
  - Identify key features of a spoken and written text
  - Choose words, phrases and sentences for a class poem
  - Giving a description of a planet
  - Making statements about the position of a planet
  - Ask and answer questions about the planets
- Describe a rule about position and agreement of colour adjectives

## Grammar:

- Adjectives: agreement and position
- Build sentences about an event in the past
- Using the past and present tense
- Classifying nouns, adjectives and verbs
- Prepositions, qualifiers and compound sentences
- Use qualifiers in simple sentences
- Make a compound sentence

## Phonics:

French: using knowledge of phoneme–grapheme correspondence to aid writing  
 Spanish: using knowledge of phoneme–grapheme correspondence to aid writing  
 German: revision of common phonemes; hearing individual phonemes in words and using this to aid writing

## Links to the KS2 Programme of Study in England

Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Appreciate stories, songs, poems and rhymes in the language • Speak in sentences, using familiar vocabulary, phrases and basic sentence structure • Develop accurate pronunciation and intonation • Read carefully and show understanding of words, phrases and simple writing • describe people, places, things and actions orally and in writing

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## Links to the Welsh Curriculum

I can use a range of simple vocabulary • I can use basic phrases to talk about likes and dislikes • I can ask basic questions to gather simple information from others and I can respond to these questions when asked • I can repeat words and phrases, copying accurate accent and pronunciation • I can learn, memorise and use familiar spelling • I can use my glossary or dictionary when checking spelling • I can copy words and phrases accurately and legibly • I have developed an awareness of good pronunciation and intonation and copy this when I speak • I can use expressions and sentences to give information • I can give some detailed reasons and explanations to justify opinions, agreeing or disagreeing with others • I can use connectives to structure the text and show an awareness of style and register.

## Links to the Irish Curriculum

I can demonstrate a good level of accuracy in learned patterns of language • I can repeat words and phrases, copying accurate accent and pronunciation • I can ask basic questions to gather simple information from others and I can respond to these questions when asked • I can copy words and phrases accurately and legibly • I can learn, memorise and use familiar spelling • I can use listening opportunities to improve my own pronunciation, intonation and accent to enhance my language skills • I can recognise the letters/characters and corresponding sounds when reading • I can read and recognise familiar vocabulary and sentences within short texts in everyday, taught contexts.

## Cross Curricular Links

Literacy: Strand 6 Word structure and spelling; Y3 Spell unfamiliar words using known conventions including grapheme–phoneme correspondences and morphological rules. Strand 11 Sentence structure and punctuation; Y3 Show relationship of time, reason and cause through subordination and connectives. Geography: 3a Identify and describe what places are like (eg in terms of weather, jobs). Music: 3b Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.