

AMBERLEY PRIMARY SCHOOL

MTP PLANNING WEB

YEAR 5 – Autumn 2/Spring 2 2025/26

French – Les Sports et le corps

INTENT

What do we want the children to remember/ be able to do?

- To be able to name sports in French and write them down.
- To use the verbs jouer/faire/aimer/detester correctly
- To identify likes and dislikes of sports and to give reasons for this.
- To be able to name body parts in French
- To be able to read a passage in French and answer questions.

IMPLEMENTATION/ IMPACT

Sequence of lessons

1. Introduce new vocabulary of a wide range of sports. Discuss knowledge organiser. Discuss use of le, la l', les
2. Recap on sports from last week using a word search. Introduce the verbs Jouer and Faire and begin to translate sentences in French using personal pronouns. Introduction to er verbs and conjugating endings (jouer and faire; regular and irregular endings).
3. Recap personal pronouns from last week and discuss in pairs then write likes and dislikes about sports in French and why – using parce que with a reason. (Prior knowledge from y4) Conjugate endings of the verbs 'aimer' and 'detester'.
4. Complete post assessment for sports. Introduce vocab for body parts. Remind children of use of le, la l' and les. Challenge – prior knowledge needed to write sentences eg I play tennis with my arms. I play football with my legs.
5. Translate sentences about the body using singular form of 'avoir' in sentences about body parts. J'ai, tu as, il a, elle a.
6. Revise colours (prior knowledge Y2 and Y3) and apply to body parts e.g. I have red hair. Discuss difference in word order in French. Demonstrate how to apply this to another person using knowledge of pronouns and the verb 'avoir' eg il a la bouge rouge. Adjective agreement re plurals to be discussed.
7. Continuously revisit numbers moving onto 0-80 and the alphabet in starters and plenaries e.g. Lotto on LinguaFun.
8. *If time permits– read a short passage about sports and body parts (in French) and answer Qs in English.
9. Post assessment – body parts

National Curriculum:

- I can understand the main points from a spoken passage.
- I can match the spoken version of most words I know to the correct spelling.
- I can talk about likes and dislikes, giving reasons.
- I can understand the main points from a short written text.
- I can use a dictionary to find new words linked to a topic.
- I can write phrases and some simple sentences from memory.

LEARNING HOOK-

Pictures of a variety of sporting activities.

French –
Les Sports
et le corps

How do we develop SMSC?

To understand popular sports in other cultures.
To discuss likes and dislikes for sports.

Vocabulary

Subject specific

l'athlétisme, le badminton, le basket, le cyclisme, l'équitation, le foot, le golf, la gymnastique, le hockey, la notation, la patinage, le ping-pong, la planche à voile, le rugby, le skate, le ski, tennis, la velo, la voile, le volley-ball.
le corps, la tête, les cheveux, le nez, l'oreille, l'oeil, les yeux, la bouche, le cou, le bras, la main, le pied, le ventre, la jambe, les orteils

Transferable

Verbs
avoir/jouer,
faire/detester

Visits / Visitors

N/A

MEASURING IMPACT

Assessment

To be able to write the names of 10 sports/body parts from memory in French.

To match le, la, les, to masc, fem, plural.

To be able to listen and record answers about sports or a description of a person's appearance.

To translate sentences into Eng / French about body parts and sports, including opinions.

To write sentences about sports and body parts from memory.