



# French Long Term Plan



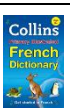
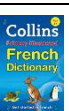
| Term 1 Year 3 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Term 2 Year 3 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 3 Year 3 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Rigolo 1</b><br><b>Unit 1: Bonjour</b><br><b>Unit 2: En classe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Rigolo 1</b><br><b>Unit 3: Mon corps</b><br><b>Unit 4: Les animaux</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Rigolo 1</b><br><b>Unit 5: Ma famille</b><br><b>Unit 6: Bon anniversaire!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Learning Objectives</b> The children will: <ul style="list-style-type: none"> <li>Listen and respond to simple rhymes, stories and songs.</li> <li>Recognise and respond to single words, phrases and short sentences</li> <li>Listen attentively and understand instructions, everyday language and praise words.</li> <li>Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>Recognise and read aloud some written words.</li> <li>Make links between some phonemes, rhymes and spellings.</li> <li>Experiment with the writing of single words.</li> </ul> | <b>Learning Objectives</b> The children will: <ul style="list-style-type: none"> <li>Listen and respond to simple rhymes, stories and songs.</li> <li>Recognise and respond to single words, phrases and short sentences</li> <li>Listen attentively and understand instructions, everyday language and praise words.</li> <li>Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>Recognise and read aloud some written words.</li> <li>Make links between some phonemes, rhymes and spellings.</li> <li>Experiment with the writing of single words.</li> </ul>                    | <b>Learning Objectives</b> The children will: <ul style="list-style-type: none"> <li>Listen and respond to simple rhymes, stories and songs.</li> <li>Recognise and respond to single words, phrases and short sentences</li> <li>Listen attentively and understand instructions, everyday language and praise words.</li> <li>Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>Recognise and read aloud some written words.</li> <li>Make links between some phonemes, rhymes and spellings.</li> <li>Experiment with the writing of single words.</li> </ul>                                                                                  |
| <b>Learning questions</b><br>In French....<br>Can you greet someone and say goodbye to them?<br>Can you ask someone their name and tell them your name?<br>Can you count to 10?<br>Can you recognise the names of some musical instruments?<br>Can you name some classroom objects and items in your pencil case?<br>Can you identify colours and describe an object's colour?<br>How old are you?<br>Can you recognise and repeat classroom instructions?                                                                                                                                                 | <b>Learning questions</b><br>In French....<br>Can you identify some parts of your body?<br>Can you describe a person's eyes and hair?<br>Can you say the days of the week?<br>Can you identify some animals and pets?<br>Can you count to 20?<br>Can you tell me someone's name?<br>Can you describe someone?<br>Can you use J'ai and Je suis?                                                                                                                                                                                                                                                                                | <b>Learning questions</b><br>In French....<br>Can you tell me your family members?<br>Can you say the alphabet?<br>Can you list some household items?<br>Can you use prepositions <i>sur</i> and <i>dans</i> to describe position?<br>Can you ask for a snack?<br>Are you able to count to 31?<br>Can you recognise the months? Can you tell me your birthday?                                                                                                                                                                                                                                                                                                                              |
| <b>Key Skills</b><br>Recognise the gender of different nouns.<br>Ask and answer questions.<br>Simple word order.<br>Use context to determine meaning.<br>Compare French to English (and other languages spoken within the school community)<br>Take part in a simple dialogue.                                                                                                                                                                                                                                                                                                                             | <b>Key Skills</b><br>Recognise the gender of different nouns.<br>Correct determiners (un/une)<br>Simple word order<br>Simple facial and character descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Key Skills</b><br>Gender of family members and nouns (mon/ma/mes)<br>Spell words using French alphabet<br>Describe position using basic prepositions <i>sur</i> and <i>dans</i><br>Gender of different nouns for food<br>Understand and reply to questions on food wanted<br>Count and use numbers to 31<br>Combine numbers and months to form dates                                                                                                                                                                                                                                                                                                                                     |
| <b>Key vocabulary</b><br>Bonjour, salut, au revoir, monsieur, madam,<br>Comment t'appelles-tu? Je m'appelle...<br>Ça va? Ça va? Oui, ça va bien. Comme ci comme ça. Non, ça ne va pas.<br>un tambour, une guitare, un piano, une trompette, une flûte à bec, une fille, un garçon<br>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix<br>une trousse, un stylo, une règle, un crayon, un cahier, un livre, un sac, une gomme<br>J'ai un/une...<br>rouge, rose, bleu, jaune, marron, orange<br>J'ai... ans.<br>écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez                | <b>Key vocabulary</b><br>les yeux, le nez, la bouche, les oreilles, les cheveux, la jambe, le bras, la tête<br>long, court<br>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche<br>C'est quel jour (aujourd'hui)? C'est...<br>Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa<br><br>un chien, un chat, une tortue, un lapin, un oiseau, une souris, un dragon<br>Tu as [un chien]? J'ai [un chien.] Je n'ai pas d'animal.<br>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt<br>Il/Elle s'appelle...<br>grand(e), petit(e), drôle, sévère, timide<br>Il/Elle est... | <b>Key vocabulary</b><br>ma mère, mon père, mon frère, ma sœur, mes parents, le CD, le lecteur de CD, l'ordinateur, le jeu vidéo, le DVD, la machine, la table, la chaise,<br>dans, sur<br>Le CD est dans le sac, Le DVD est sur la chaise,<br>une pomme, une banane, un jus d'orange, un sandwich, une pizza, un gâteau,<br>Qu'est-ce que tu veux? Je voudrais une pomme,<br>C'est délicieux!, C'est bon!, Ce n'est pas bon!<br>Vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente<br>Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre<br>C'est quand, ton anniversaire? C'est le... |
| <b>Phonics</b><br>Reinforce phonics that are the same in English and identify where there are differences<br><u>b</u> /eu (bleu, deux, neuf)<br><u>c</u> (quatre)<br><u>s</u> (ça va, comme ci, comme ça)<br><u>d</u> (deux)<br><u>l</u> (livre)<br><u>o</u> (stylo, rose, marron, gomme)                                                                                                                                                                                                                                                                                                                  | <b>Phonics</b><br>Reinforce phonics that are the same in English and identify where there are differences<br><u>ch</u> (chien, bouche)<br><u>o</u> (drôle, onze)<br><u>r</u> (souris)<br><u>z</u> (oiseau)<br><u>a</u> (chat, lapin)                                                                                                                                                                                                                                                                                                                                                                                          | <b>Phonics</b><br>Reinforce phonics that are the same in English and identify where there are differences<br><u>i</u> (jus d'orange)<br><u>p/m</u> (pomme)<br><u>w</u> (sandwich)<br><u>a</u> (gâteau, table)<br><u>e</u> (sœur)                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p><b><u>Retrieval</u></b></p> <p>Children will have heard people communicate in a different language in our country. They may have had experience of being abroad and heard people communicate in a different language.</p> <p>Some pupils may know certain words in a different language and may speak another language at home.</p> <p>Pupils may have come across a book written in another language. They may recognise the English version of the book because of the pictures or the way the language is set out.</p> <p>They may know the odd word written in a different language, e.g. bonjour.</p> <p>Some children may be able to write in their home language.</p> | <p><b><u>Retrieval</u></b></p> <p>Children will be able to count to 10 from autumn term</p> <p>They will be able to take part in simple dialogue, e.g. greetings, ask and answer a simple question.</p> <p>Children will have been introduced to gender for nouns (un/une)</p> | <p><b><u>Retrieval</u></b></p> <p>Children will be able to count to 20 from spring term</p> <p>Children will recognise days of the week</p> <p>Children will know that nouns have a gender (un/une, le/la)</p> |
| <p><b><u>People/events/places</u></b></p> <p><i>Fête des lumières</i> December</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b><u>People/events/places</u></b></p> <p>Jour des crêpes/ Day of the crêpe February 2<sup>nd</sup></p>                                                                                                                                                                     | <p><b><u>People/events/places</u></b></p> <p>Birthdays and other significant dates</p> <p>Bastille Day 14<sup>th</sup> July</p>                                                                                |

| Term 1 Year 4 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 2 Year 4 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Term 3 Year 4 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Rigolo 1</b><br><b>Unit 7: Encore!</b><br><b>Unit 8: Quelle heure est-il?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Rigolo 1</b><br><b>Unit 9: Les fetes</b><br><b>Unit 10: Ou vas-tu?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Rigolo 1</b><br><b>Unit 11: On mange!</b><br><b>Unit 12: Le cirque</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning Objectives</b><br>The children will: <ul style="list-style-type: none"> <li>• Listen and respond to simple rhymes, stories and songs.</li> <li>• Recognise and respond to single words, phrases and short sentences</li> <li>• Listen attentively and understand instructions, everyday language and praise words.</li> <li>• Listen for specific words and phrases.</li> <li>• Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>• Read and understand a range of familiar written phrases</li> <li>• Follow a short familiar text, listening and reading at the same time</li> <li>• Read some familiar words aloud pronouncing them correctly</li> <li>• Write simple words and phrases using a model and some words from memory.</li> </ul> | <b>Learning Objectives</b><br>The children will: <ul style="list-style-type: none"> <li>• Listen and respond to simple rhymes, stories and songs.</li> <li>• Recognise and respond to single words, phrases and short sentences</li> <li>• Listen attentively and understand instructions, everyday language and praise words.</li> <li>• Listen for specific words and phrases.</li> <li>• Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>• Read and understand a range of familiar written phrases</li> <li>• Follow a short familiar text, listening and reading at the same time</li> <li>• Read some familiar words aloud pronouncing them correctly</li> <li>• Write simple words and phrases using a model and some words from memory.</li> <li>• Learn about festivals and celebrations in different cultures.</li> </ul> | <b>Learning Objectives</b><br>The children will: <ul style="list-style-type: none"> <li>• Listen and respond to simple rhymes, stories and songs.</li> <li>• Recognise and respond to single words, phrases and short sentences</li> <li>• Listen attentively and understand instructions, everyday language and praise words.</li> <li>• Listen for specific words and phrases.</li> <li>• Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>• Read and understand a range of familiar written phrases</li> <li>• Follow a short familiar text, listening and reading at the same time</li> <li>• Read some familiar words aloud pronouncing them correctly</li> <li>• Write simple words and phrases using a model and some words from memory.</li> <li>• Know about some aspects of everyday life and compare them to your own.</li> </ul> |
| <b>Learning questions</b><br>In French....<br>Can you describe people using <i>avoir</i> and <i>être</i> ?<br>Tell me about some leisure activities. What activities do you like to do?<br>Can you say what time you do different activities?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Learning questions</b><br>In French....<br>Can you tell me about some French festivals? What are they/ When are they celebrated?<br>How would you ask for a present?<br>Can you count to 60?<br>Can you follow these instructions?<br>Can you give me some basic directions?<br>Tell me about the weather in different cities.<br>In English...<br>How are singular and plural forms different?<br>Tell me the names of some French cities.                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Learning questions</b><br>In French....<br>How would you ask for food in a shop?<br>Can you ask how much something costs?<br>Tell me what you might do at a party. Give your opinion about these activities.<br>Can you describe what you are wearing?<br><br>In English...<br>Is French only spoken in France?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Key Skills</b><br>Revise <i>avoir</i> phrases.<br>Use <i>être</i> phrases with adjectives<br>Recognise and use the third person singular ( <i>il/elle</i> – he/she) with both <i>avoir</i> (to have) and <i>être</i> (to be).<br>Recognise different adjective endings.<br>Use several present tense verbs to describe activities.<br>Produce short phrases orally and in writing.<br>Express the time separately or in phrases with other verbs.                                                                                                                                                                                                                                                                                                                                                   | <b>Key Skills</b><br>Say the name and dates of several French festivals.<br>Identify and ask for certain presents at festivals.<br>Recognise and use numbers 31 – 60.<br>Give and follow more instructions.<br>Recognise various French cities<br>Ask and answer where you are going.<br>Understand further instructions.<br>Describe the weather.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Key Skills</b><br>Ask what someone wants.<br>Say what you want.<br>Use the partitive article ( <i>du, de la, de l', des</i> )<br>Use <i>on</i> (we) to talk about first person activities<br>Give basic opinions about food and activities<br>Identify other countries where French is an official language<br>Talk about languages spoken in your family<br>Identify items of clothing and describe them using colour adjectives                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Key vocabulary</b><br>Revision of descriptive vocabulary and numbers to 12<br><br><i>il/elle</i> a les cheveux courts/longs, les yeux bleus, etc. un chien , un frère/une sœur; <i>il/elle</i> a sept ans<br>français(e), canadien(ne) britannique<br><i>Il/Elle</i> est...<br>intelligent(e) sportif/sportive sévère , timide,<br>je regarde la télé , un DVD ; j'écoute ... mes CD, la radio; je joue ... au football, au tennis<br><i>il</i> est... heure(s) Quelle heure est-il? <i>Il</i> est... [cinq] heures.                                                                                                                                                                                                                                                                                | <b>Key vocabulary</b><br>le Nouvel An la Fête des Rois, la Saint-Valentin, Pâques la Fête Nationale , Noël<br>un vélo , un jeu , un livre , un ballon , un Père Noël en chocolat , un œuf de Pâques<br>Qu'est-ce que tu veux [comme cadeau]? Je voudrais [+ nom.]<br><b>Numbers 31 – 60</b><br>touchez le nez/les pieds! comptez! , sautez! , levez les bras! , hochez la tête!<br>Je vais à ...Paris/Bordeaux/Strasbourg/Nice/Grenoble<br>Où vas-tu?<br>tournez à droite , tournez à gauche, allez tout droit, arrêtez<br>Quel temps fait-il? <i>Il</i> fait beau, <i>il</i> fait froid, <i>il</i> fait chaud, <i>il</i> pleut, <i>il</i> neige<br>À Paris/Bordeaux/Strasbourg/Nice/Grenoble, <i>il</i> fait beau/ <i>il</i> fait froid/ <i>il</i> fait chaud/ <i>il</i> pleut/ <i>il</i> neige                                                                                | <b>Key vocabulary</b><br>du pain, du fromage , de la limonade , de la crème, des fraises, des tomates<br>Qu'est-ce que tu veux? Je voudrais [du pain.]<br>C'est combien? C'est [cinq] euros.<br>On boit, on mange, on danse, on chante, on s'amuse,<br>Qu'est-ce qu'on fait pour la fête?<br>c'est chouette , c'est nul, c'est bizarre,<br>a France , la Suisse , le Canada , la Martinique, le Maroc, le Sénégal<br>Je parle anglais/français), Je ne parle pas anglais/ français<br>un pantalon), une veste, une chemise , un t-shirt, un chapeau, une jupe blanc(he) and noir(e)                                                                                                                                                                                                                                                                                                      |
| <b>Phonics</b><br>a (graphemes: a/â/à/e)<br>e (graphemes: e/eu/œ/œu)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Phonics</b><br>i (graphemes: i/i, î,y)<br>u (graphemes: u/û)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Phonics</b><br>o (graphemes: o, ô/au/eau)<br>open o (graphemes: o)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Text</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Text</b><br>   Part One – Paris and the big cities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Text</b><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p><b><u>Retrieval</u></b><br/> Children may be familiar with reading a book written in a different language but may need to depend on a familiar text.<br/> Children will be able to recognise a number of words written in a different language<br/> They are familiar with using a dictionary to look up new words.<br/> Children will have previously learnt that nouns have a gender and different determiners will be used (eg. la/le/les) – see Year 3</p> | <p><b><u>Retrieval</u></b><br/> Children will be able to say days of the week and months of the year – see Year 3<br/> Children will know some basic classroom instructions – see Year 3<br/> Children have learnt about celebrating birthdays – see Year 3</p>                                                                                                                                      | <p><b><u>Retrieval</u></b><br/> Children will know colours – see Year 3</p>                                                                                                                                                               |
| <p><b><u>People/events/places</u></b><br/><br/> <i>Fête des lumières</i> December</p>                                                                                                                                                                                                                                                                                                                                                                             | <p><b><u>People/events/places</u></b><br/> Le Nouvel An (New Year)<br/> La Fête des Rois (Feast of Kings/Epiphany)<br/> La Saint-Valentin (St Valentine's day)<br/> Pâques (Easter)<br/> La Fête Nationale (Bastille Day)<br/> Noël (Christmas)<br/> French cities: Paris, Bordeaux, Strasbourg, Nice, Grenoble, Marseilles, Lyon, Lille, Toulouse, Brest – find and identify on a map of France</p> | <p><b><u>People/events/places</u></b><br/> Countries where French is an official language:<br/> la France (France), la Suisse (Switzerland), le Canada (Canada), la Martinique (Martinique), le Maroc (Morocco), le Sénégal (Senegal)</p> |

| Term 1 Year 5 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 2 Year 5 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 3 Year 5 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Rigolo 2</b><br><br><b>Unit 1: Salut, Gustave!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Rigolo 2</b><br><br><b>Unit 2: A l'école</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Rigolo 2</b><br><br><b>Unit 3: La nourriture</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Learning Objectives</b><br>The children will: <ul style="list-style-type: none"> <li>• Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</li> <li>• Listen attentively and understand more complex phrases and sentences.</li> <li>• Prepare a short presentation on a familiar topic.</li> <li>• Re-read frequently a variety of short texts.</li> <li>• Make simple sentences and short texts.</li> <li>• Write words, phrases and short sentences using a reference source.</li> <li>• Look at further aspects of their everyday lives from the perspective of someone from another country.</li> <li>• Compare places, recognising similarities and differences.</li> </ul> | <b>Learning Objectives</b><br>The children will: <ul style="list-style-type: none"> <li>• Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</li> <li>• Understand and express simple opinions.</li> <li>• Listen attentively and understand more complex phrases and sentences.</li> <li>• Prepare a short presentation on a familiar topic.</li> <li>• Re-read frequently a variety of short texts.</li> <li>• Make simple sentences and short texts.</li> <li>• Write words, phrases and short sentences using a reference source.</li> <li>• Look at further aspects of their everyday lives from the perspective of someone from another country.</li> <li>• Compare places, recognising similarities and differences.</li> </ul> | <b>Learning Objectives</b><br>The children will: <ul style="list-style-type: none"> <li>• Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</li> <li>• Understand and express simple opinions.</li> <li>• Listen attentively and understand more complex phrases and sentences.</li> <li>• Prepare a short presentation on a familiar topic.</li> <li>• Re-read frequently a variety of short texts.</li> <li>• Make simple sentences and short texts.</li> <li>• Write words, phrases and short sentences using a reference source.</li> <li>• Look at further aspects of their everyday lives from the perspective of someone from another country.</li> </ul> |
| <b>Learning questions</b><br>In French....<br>Can you greet people and tell them something about you?<br>Can you ask and talk about brothers and sisters?<br>Can you say what people have and have not using 'avoir'?<br>Can you say what people are like using 'être' including negatives?                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Learning questions</b><br>In French....<br>Can you name some school subjects?<br>Can you tell me about your likes and dislikes at school?<br>Can you ask and say the time?<br>Can you tell me about some of the timings of the school day?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Learning questions</b><br>In French....<br>Can you ask politely for a sandwich/ice cream?<br>Can you describe how to make a sandwich?<br>Can you say some foods you like/dislike?<br>Can you talk about healthy and unhealthy food?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Key Skills</b><br>Ask and answer questions.<br>Recognise and use plural nouns.<br>Understand and use <i>avoir</i> and <i>être</i> .<br>Understand and use negatives with <i>avoir</i> and <i>être</i> .<br>Manipulate language by changing an element in a sentence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Key Skills</b><br>Express opinions.<br>Use correct intonation when asking a question.<br>Understand that there is not always a direct equivalent to each English word in French.<br>Use song to memorise language.<br>Form longer sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Key Skills</b><br>Understand and use <i>au/à la/à l'</i> when referring to flavours of food.<br>Give instructions in the <i>vous</i> form (the plural form of 'you')<br>Understand and use negatives.<br>Use the plural form of some food vocabulary.<br>Use known language in a new context.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Key Vocabulary</b><br>Revise greetings and introductions<br>Revise nouns<br>Revise adjectives<br>Bonjour/Salut! Comment t'appelles-tu? Je m'appelle... Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça Tu es français(e)/britannique? Oui/Non, je suis... Quel âge as-tu? J'ai... ans<br>Tu as des frères ou des sœurs? J'ai un(e)/deux/trois frères/sœurs. Je n'ai pas de frères ou de sœurs.<br>beau/belle<br>Il/Elle est.../Il/Elle n'est pas...<br>Il a/Elle a... Il/Elle n'a pas de...                                                                                                                                                                                                                                 | <b>Key Vocabulary</b><br>l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique<br>J'aime/Je n'aime pas + subjects. C'est bien/cool/nul.<br>Quelle heure est-il? Il est une heure et quart. Il est trois heures moins le quart. Il trois heures et demie. Il est midi/minuit.<br>la récré, le déjeuner, l'école,<br>[Le déjeuner] commence à [une] heure(s). [La récré] finit à [11] heures.                                                                                                                                                                                                                                                                                                                                                                  | <b>Key Vocabulary</b><br>un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate, une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille<br>Je voudrais... s'il vous plaît.<br>les tomates, le thon, le fromage, une baguette, le beurre, les frites, les bonbons, les pommes, les carottes, les haricots, les gâteaux<br>mangez, coupez, prenez, mettez<br>J'aime/Je n'aime pas [les carottes]<br>C'est bon pour la santé. Ce n'est pas bon pour la santé                                                                                                                                                                                      |
| <b>Phonics</b><br>é (graphemes: é/er/ez/et)<br>è (graphemes: è/ê/e/ë/ei/ai)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Phonics</b><br>an (graphemes: an/am/en/em)<br>ien (graphemes: ien)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Phonics</b><br>in (graphemes: in/im/ain/ein/yu/ym)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Retrieval</b><br>Children will have learnt simple greetings – see Year 3<br>Children will have learnt adjectives to describe what someone is like – see Year 3<br>Children will have previously learnt both <i>avoir</i> (to have) and <i>être</i> (to be) see Y4<br>Children will have learnt the names of some countries –see Year 4                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Retrieval</b><br>Children will have been introduced to the definite article in Year 3 when naming body parts<br>Children will be able to say days of the week and months of the year – see Year 3<br>Children will have learnt simple time vocabulary – see Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Retrieval</b><br>Children will know that some words are masculine, some feminine and some plural and the related spelling patterns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Text</b><br><br><b>French/English dictionaries Part Two Life in France (family)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Text</b><br><br><b>French/English dictionaries Part Two Life in France (school)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Text</b><br><br><b>French/English dictionaries Part Four short texts to read aloud</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>People/events/places</b><br>Discuss ways in which the French and other nationalities/ cultures greet each other.<br>Family members<br>Famous people from France – Edith Piaf, Napoleon Bonaparte, Claude Monet, Coco Chanel, Marie Curie, Charles de Gaulle, Marie Antoinette, Joan of Arc, Paul Pogba etc.                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>People/events/places</b><br>Compare life at French and English schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>People/events/places</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Term 1 Year 6 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Term 2 Year 6 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 3 Year 6 French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Rigolo 2</b><br><br><b>Unit 4: En ville</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Rigolo 2</b><br><br><b>Unit 5: En vacances</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Rigolo 2</b><br><br><b>Unit 6: Chez moi</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning Objectives</b> The children will: <ul style="list-style-type: none"> <li>• Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</li> <li>• Listen attentively and understand more complex phrases and sentences.</li> <li>• Prepare a short presentation on a familiar topic.</li> <li>• Re-read frequently a variety of short texts.</li> <li>• Make simple sentences and short texts.</li> <li>• Write words, phrases and short sentences using a reference source.</li> <li>• Look at further aspects of their everyday lives from the perspective of someone from another country.</li> <li>• Compare places, recognising similarities and differences.</li> <li>• Compare symbols, objects or products which represent their own culture with those of another country.</li> </ul> | <b>Learning Objectives</b> The children will: <ul style="list-style-type: none"> <li>• Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</li> <li>• Understand and express simple opinions.</li> <li>• Listen attentively and understand more complex phrases and sentences.</li> <li>• Prepare a short presentation on a familiar topic.</li> <li>• Re-read frequently a variety of short texts.</li> <li>• Make simple sentences and short texts.</li> <li>• Write words, phrases and short sentences using a reference source.</li> <li>• Look at further aspects of their everyday lives from the perspective of someone from another country.</li> <li>• Compare places, recognising similarities and differences.</li> </ul> | <b>Learning Objectives</b> The children will: <ul style="list-style-type: none"> <li>• Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</li> <li>• Understand and express simple opinions.</li> <li>• Listen attentively and understand more complex phrases and sentences.</li> <li>• Prepare a short presentation on a familiar topic.</li> <li>• Re-read frequently a variety of short texts.</li> <li>• Make simple sentences and short texts.</li> <li>• Write words, phrases and short sentences using a reference source.</li> <li>• Look at further aspects of their everyday lives from the perspective of someone from another country.</li> <li>• Compare places, recognising similarities and differences.</li> <li>• Compare symbols, objects or products which represent their own culture with those of another country.</li> </ul> |
| <b>Learning questions</b><br>In French....<br>Can you name places in the town?<br>Can you ask the way and give simple directions?<br>Can you say where you are going?<br>Can you give the time and say where you are going?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Learning questions</b><br>In French....<br>Can you ask and say where you're going on holiday/holiday destinations.<br>Can you say what you think about holidays?<br>Can you talk about where you're going on holiday?<br>Can you talk about holiday plans?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Learning questions</b><br>In French....<br>Can you name the rooms in your house?<br>Can you describe the rooms?<br>Can you say what people do at home?<br>Can you say what people do and where?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Key Skills</b><br>Use le/la/l' correctly with places.<br>Use conjunctions in sentences eg. <i>d'abord, ensuite, enfin</i><br>Give instructions using the <i>vous</i> form.<br>Use prepositions <i>au/à la/à l'</i> with places.<br>Recognise language patterns and deduce rules.<br>Incorporate known language into new structures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Key Skills</b><br>Use prepositions <i>au/à la/à l'</i> with places.<br>Recognise patterns and apply knowledge of rules.<br>Express opinions.<br>Say what you're going to do using <i>Je vais</i> + infinitive.<br>Apply grammatical knowledge to make sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Key Skills</b><br>Use <i>il y a</i> (+ indefinite article <i>un/une/des</i> )<br>Prepare a short presentation.<br>Use <i>c'est</i> (+adjective)<br>Join sentences with <i>et</i> .<br>Practise new language with a friend.<br>Use 3 <sup>rd</sup> person verbs<br>Manipulate language by changing an element in a sentence.<br>Use and understand both definite and indefinite articles<br>Make longer sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Key Vocabulary</b><br>la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché<br>Qu'est-ce que c'est? C'est...<br>d'abord... ensuite... enfin...<br>[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit.<br>Où vas-tu? Je vais... au château/centre sportif/jardin public/marché/supermarché à la boulangerie/piscine à l'école<br>Il est [deux] heures. Je vais au/à la/à l' [+ places].                                                                                                                                                                                                                                                                                                                                                                              | <b>Key Vocabulary</b><br>Revise à [+ towns]: Paris, Bordeaux, Nice, Grenoble, Strasbourg<br>Revise: J'aime/Je n'aime pas ça<br>à la campagne, à la montagne, au bord de la mer, au camping, au parc d'attractions<br>Où vas-tu en vacances? Je vais au/à la/à l'...<br>J'adore/Je déteste ça.<br>Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges.                                                                                                                                                                                                                                                                                                                 | <b>Key Vocabulary</b><br>une salle de bains, une cuisine, une salle à manger, des WC, un salon, un balcon, un jardin, une chambre, deux/trois/quatre chambres<br>Chez moi, il y a..<br>C'est grand/petit/vert/blanc/bleu/jaune/rose/rouge C'est petit et rouge.<br>Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis.... dans [le salon]                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Phonics</b><br>oi (graphemes: oi/oï,oy)<br>on (graphemes: on/om)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Phonics</b><br>ou (graphemes:ou/oû /où)<br>un (graphemes: un/um)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Phonics</b><br>y (graphemes: y/il/ill)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Retrieval</b><br>Children will have learnt to use <i>au/à la/à l'</i> – see Year 5<br>Children will have used the definite article correctly ( <i>le/la/l'/les</i> ) - see Years 3/4/5.<br>Children will have learnt time vocabulary – see Year 4/5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Retrieval</b><br>Children will know that there are masculine and feminine words in French.<br>Children will have used the definite article correctly ( <i>le/la/l'/les</i> ) - see Years 3/4/5.<br>Children will have learnt phrases for giving opinions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Retrieval</b><br>Children will know that some words are masculine, some feminine and some plural and the related spelling patterns. They will have been introduced to definite and indefinite articles previously.<br>Children will have used <i>et</i> to join sentences.<br>Children will have learnt and used colours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Text</b><br>French/English dictionaries<br>Part Two Life in France (In town)<br>Part Four Let's Learn French (Finding the Way, A Visit to Paris)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Text</b><br>French/English dictionaries                                                                                                                                                                                                                                                                                                                                                                                            | <b>Text</b><br>French /English dictionaries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>People/events/places</b><br>Compare places in town – school, market, park, castle, sports centre, bakery, swimming pool, supermarket, street signs, shops etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>People/events/places</b> Holiday destinations and activities linked to these places. Opportunity to discover events and places of interest in Paris through the texts. Compare theme parks in France and UK.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>People/events/places</b><br>Compare housing in UK to France. Recognise that many French families live in flats whereas relatively few do in the UK.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

