




# MFL

## Curriculum Progression Map for knowledge, skills and understanding

The units are organised around a theme, which helps the children to see how subjects are both 'independent' and 'interdependent' enabling them to see 'the big picture' of their learning, make connections through and across different subjects, and talk about a theme from multiple perspectives.

Across the international curriculum, Knowledge, skills and understanding are all considered valuable. All of the Knowledge Learning Goals start with 'to know', all of the Skills Learning Goals start with 'be able to' and all of the Understanding Learning Goals start with 'understand'. Icons for knowledge, skills, and understanding are shared with children along with the definitions for each.

<b>KNOWLEDGE</b>		<b>Definition:</b> We think of knowledge as 'knowing that'	<b>Characteristics of knowledge:</b> Knowledge can be new or consolidated. Knowledge is continually expanding and can change as new discoveries are made.
<b>SKILLS</b>		<b>Definition:</b> We think of skills as 'being able to do something'	<b>Characteristics of skills:</b> Skills are learnt in a practical way; they can be new or consolidated. We define developmental stages of acquiring skills as 'Beginning, Developing, Mastering and Innovating'.
<b>UNDERSTANDING</b>		<b>Definition:</b> We think of understanding as making meaning	<b>Characteristics of understanding:</b> Understanding is personal and connections have to be made actively by the learner in order to make meaning. Multiple opportunities should be offered for learners to develop and demonstrate their understanding. Understanding includes components of knowledge, skills and experience.

**NC Statutory Programme of Study for Year 3****Pupils should be taught to:**

- 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
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places,
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Unit being taught

The learners will be finding out...

Key Vocabulary

	<p><b>Rigolo 1 Unit 1: Bonjour</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to greet and say goodbye to someone</li> <li>• How to ask someone's name and say their own</li> <li>• How to ask how someone is and respond to the same questions</li> <li>• How to say the names of some basic nouns</li> <li>• How to count numbers 1 to 10</li> </ul> <p><b><u>Grammar/skills:</u></b></p> <ul style="list-style-type: none"> <li>• Conventions</li> <li>• Ask and answer questions</li> <li>• First notions of gender</li> </ul>	<p>Greetings: <i>bonjour</i> (hello), <i>salut</i> (hi), <i>au revoir</i> (goodbye)  Greetings: <i>Comment t'appelles-tu?</i> (What's your name?), <i>Je m'appelle...</i> (My name is...)  Asking and saying how you are: <i>Ça va?</i> (How are you?), <i>Oui, ça va bien</i> (Yes, I'm well), <i>Comme ci comme ça</i> (I'm so-so), <i>Non, ça ne va pas</i> (No, I'm not doing well)  Instruments: <i>un tambour</i> (drum), <i>une guitare</i> (guitar), <i>un piano</i> (piano), <i>une trompette</i> (trumpet), <i>une flûte à bec</i> (recorder)  Miscellaneous: <i>une fille</i> (girl), <i>un garçon</i> (boy), <i>un dragon</i> (dragon)</p>
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			Numbers 1–10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>
	<p><b>Rigolo 1 Unit 2: En classe</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to identify classroom objects</li> <li>• How to identify colours, and describe an object's colour</li> <li>• How to say your age</li> <li>• How to recognise and repeat classroom instructions</li> </ul> <p><b><u>Grammar/skills:</u></b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Ask and answer questions</li> <li>• Basic word order</li> <li>• Using context to determine meaning</li> <li>• Comparing languages</li> </ul>	<p>Classroom objects: <i>une trousse</i> (pencil case), <i>un stylo</i> (pen), <i>une règle</i> (ruler), <i>un crayon</i> (pencil), <i>un cahier</i> (exercise book), <i>un livre</i> (text book), <i>un sac</i> (bag), <i>une gomme</i> (rubber)</p> <p>Colours: <i>rouge</i> (red), <i>rose</i> (pink), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>orange</i> (orange). Revision of classroom objects from Lesson 1.</p> <p>Giving your age: <i>J'ai ... ans</i></p> <p>Classroom instructions: <i>écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez</i></p>
	<p><b>Rigolo 1 Unit 3: Mon Corps</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to identify the parts of the body</li> <li>• How to describe eyes and hair appearance</li> <li>• How to recognise the days of the week</li> <li>• How to give basic character descriptions</li> </ul> <p><b><u>Grammar/skills:</u></b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• The definite article</li> <li>• Simple word order</li> <li>• Simple descriptions</li> <li>• Comparing languages</li> <li>• Basic notion of adjectival agreements (for brighter pupils)</li> </ul>	<p>Parts of the body: <i>les yeux</i> (eyes), <i>le nez</i> (nose), <i>la bouche</i> (mouth), <i>les oreilles</i> (ears), <i>les cheveux</i> (hair), <i>la jambe</i> (leg), <i>le bras</i> (arm), <i>la tête</i> (head)</p> <p><i>J'ai les cheveux/les yeux + [adjective]</i></p> <p>Parts of the body: <i>les yeux</i> (eyes), <i>les cheveux</i> (hair)</p> <p>Colours: <i>vert</i> (green), <i>rouge</i> (red), <i>marron</i> (brown), <i>jaune</i> (yellow), <i>bleu</i> (blue)</p> <p>Adjectives: <i>long</i> (long), <i>court</i> (short)</p> <p>Days of the week: <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></p> <p>Adjectives describing character: <i>Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</i></p> <p>Summary of above language</p>

	<b>Rigolo 1 Unit 4: Les Animaux</b>	<b><u>Objectives:</u></b> <ul style="list-style-type: none"> <li>• How to identify animals and pets</li> <li>• How to recognise and use numbers 11 – 20</li> <li>• How to say someone's name</li> <li>• How to describe someone <b><u>Grammar/skills:</u></b></li> <li>• Genders</li> <li>• Recognise negative form</li> <li>• Giving names in the third person (he/she)</li> <li>• Basic notion of adjectival agreements</li> <li>• Giving descriptions in the third person (he/she)</li> </ul>	<i>j'ai + [animal] je n'ai pas d'animal</i> Animals: <i>un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon)</i> Numbers 11–20: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i> <i>Il/Elle s'appelle... (S/he's called...)</i> <i>Il/Elle est... (S/he's ...)</i> Adjectives describing character: <i>grand(e)</i>
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	<b>Rigolo 1 Unit 5: Ma famille</b>	<b><u>Objectives:</u></b> <ul style="list-style-type: none"> <li>• How to identify family members</li> <li>• How to recognise and spell with letters of the alphabet</li> <li>• How to say household items</li> <li>• How to use preposition <i>sur</i> and <i>dans</i> to describe position.</li> </ul> <b><u>Grammar/skills:</u></b> <ul style="list-style-type: none"> <li>• Spell words using the French alphabet</li> <li>• Classifying words into different types</li> <li>• Describe position using basic prepositions <i>sur</i> and <i>dans</i> and familiar language</li> </ul>	<i>(tall), petit(e) (small), drôle (funny), sévère (strict), timide (shy)</i> Family members: <i>ma mère (mother), mon père (father), mon frère (brother), ma soeur (sister), mes parents (my parents)</i> Letters of the alphabet a–z, plus some accented letters Household objects: <i>le CD (CD), le lecteur CD (CD player), l'ordinateur (computer), le jeu vidéo (video game), le DVD (DVD), la machine (machine), la table (table), la chaise (chair)</i> <i>Le CD est dans le lecteur de CD Le jeu vidéo est sur la table</i> Prepositions: <i>dans (in), sur (on)</i>
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**Rigolo 1 Unit 6:  
Bon anniversaire!**

**Objectives:**

- How to recognise and ask for snacks
- How to give basic opinions about food
- How to use the numbers 21 – 31
- How to recognise and use the months
- How to form dates **Grammar/skills:**
- Genders
- Understand and reply to question on food wanted
- Count numbers up to 31
- Use numbers up to 31 together with months to form dates
- Question forms

*Qu'est-ce que tu veux? Je voudrais...*  
Snacks: *une pomme* (an apple), *une banane* (a banana), *un jus d'orange* (an orange juice), *un sandwich* (a sandwich), *une pizza* (a pizza), *un gâteau* (a cake)  
Simple opinions (about food): *C'est délicieux* (it's delicious), *C'est bon* (it tastes nice), *Ce n'est pas bon* (it doesn't taste nice), *C'est mauvais* (it tastes bad)  
Numbers 21–31  
Months: *janvier* (January), *février* (February), *mars* (March), *avril* (April), *mai* (May), *juin* (June), *juillet* (July), *août* (August), *septembre* (September), *octobre* (October), *novembre* (November), *décembre* (December)  
*C'est quand, ton anniversaire?* (When is your birthday?) Dates: [*C'est*] *le...*[*mars*, etc.] ([It's] the... [March, etc.]])

## NC Statutory Programme of Study for Year 4

### Pupils should be taught to:

- 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
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places,
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Unit being taught

The learners will be finding out...

Key Vocabulary

	<b>Rigolo 1 Unit 7: Encore!</b>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Revisiting learning: Describing people</li> <li>• How to describe someone's nationality</li> <li>• How to describe people using various adjectives</li> </ul> <b>Grammar/skills:</b> <ul style="list-style-type: none"> <li>• Revision of variety of avoir phrases</li> <li>• Recognise and use third person singular (il/elle) with avoir</li> <li>• Revision of variety of avoir phrases</li> <li>• Recognise and use third person singular (il/elle) with avoir</li> <li>• Use être phrases with adjectives</li> <li>• Recognise and use third person singular (il/elle) with être</li> <li>• Recognise different adjective endings</li> </ul>	Descriptive vocabulary: <i>Il/Elle a</i> (He/She's got)... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (etc.) (blue eyes, etc.), <i>un chien</i> (a dog), <i>sept ans</i> (is seven), <i>un frère/une soeur</i> (brother/sister) Descriptive vocabulary: <i>Il/Elle a</i> (He/She's got)... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (etc.) (blue eyes, etc.), <i>un chien</i> (a dog), <i>sept ans</i> (is seven), <i>un frère/une soeur</i> (brother/sister) Nationalities: <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i>
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			(British) <i>Il/Elle est</i> (He/She is)... _ nationality Adjectives: <i>intelligent(e)</i> (clever), <i>sportif (sportive)</i> (sporty), <i>sévère</i> (strict), <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/Elle est</i> (He/She is)...
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	<p><b>Rigolo 1 Unit 8:</b> <b>Quelle heure est-il?</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to talk about activities</li> <li>• How to say the time</li> <li>• How to talk about what time the activities are being done</li> </ul> <p><b><u>Grammar/skills:</u></b></p> <ul style="list-style-type: none"> <li>• Use several present tense verbs to describe activities</li> <li>• Produce short phrases orally</li> <li>• Use several present tense verbs to describe activities</li> <li>• Express the time</li> <li>• Use several present tense verbs to describe activities</li> <li>• Produce short phrases orally and in writing</li> <li>• Express the time separately and in phrases with other verbs</li> </ul>	<p><i>Je regarde (I am watching)... la télé (TV), un DVD (a DVD) J'écoute (I am listening to)... mes CD (my CDs), la radio (the radio)</i>  <i>Je joue (I'm playing)... au football (football), au tennis (tennis)</i>  <i>Je regarde (I am watching)... la télé (TV), un DVD (a DVD)</i>  <i>J'écoute (I am listening to)... mes CD (my CDs), la radio (the radio)</i>  <i>Je joue (I'm playing)... au football (football), au tennis (tennis)</i>  Numbers 1–12  Telling the time  <i>Quelle heure est-il? (What time is it?) Il est... [cinq] heures (It's...[five] o'clock)</i>  Activities: <i>Je regarde (I'm watching)... la télé (TV), un DVD (a DVD) J'écoute (I am listening to)... mes CD (my CDs), la radio (the radio) Je joue (I'm playing)... au football (football), au tennis (tennis)</i>  Times: ...à [trois] heures</p>
	<p><b>Rigolo 1 Unit 9:</b> <b>Les fetes</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to talk about festivals and dates</li> <li>• How to talk about presents at festivals</li> <li>• How to count from 31-60</li> <li>• How to give and understand instructions</li> <li>• Give dates for festivals through the year</li> <li>• Give more dates for festivals through the year</li> <li>• Ask for various presents</li> <li>• Understand and give imperative instructions</li> <li>• Recognise plural forms</li> </ul> <p><b><u>Grammar/skills:</u></b></p>	<p>Festivals: <i>le Nouvel An (New Year), la Fête des Rois (The Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas)</i>  <i>Le [nouvel an], c'est le [premier janvier] ([New Year] is on the [1st January])</i>  Presents: <i>un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un oeuf de Pâques (Easter egg)</i></p>

			<p><i>Qu'est-ce que tu veux [comme cadeau]? (What [present] would you like?) Je voudrais [+ nom] (I'd like [+ noun])</i>  Numbers 31–60  Instructions:  <i>touchez le nez/les pieds!</i> (touch your nose/feet!), <i>comptez!</i> (count!), <i>sautez!</i> (jump!), <i>levez les bras!</i> (raise your arms!), <i>tournez!</i> (turn around!)</p>
	<p><b>Rigolo 1 Unit 10: Ou vas-tu?</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to talk about French cities</li> <li>• How to give and understand basic directions</li> <li>• How to talk about the weather</li> <li>• How to talk about the weather and places in France</li> </ul> <p><b><u>Grammar/skills:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise various French cities</li> <li>• Ask and answer where you are going, using je vais à...</li> <li>• Understand and give imperative instructions for directions</li> <li>• Form weather expressions using impersonal il...expressions</li> <li>• Recognise various French cities</li> <li>• Form weather expressions using impersonal il... expressions</li> <li>• Describe the weather in a certain location in a short sentence</li> </ul>	<p><i>Où vas-tu? (Where are you going?) Je vais à (I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble</i>  Directions: <i>tournez à droite</i> (right), <i>tournez à gauche</i> (left), <i>allez tout droit</i> (straight on), <i>arrêtez</i> (stop)  Weather: <i>Quel temps fait-il? (What's the weather like?) il fait beau</i> (it's sunny), <i>il fait froid</i> (it's cold), <i>il fait chaud</i> (it's hot), <i>il pleut</i> (it's raining), <i>il neige</i> (it's snowing)  Weather: <i>Quel temps fait-il? (What's the weather like?) À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige</i> (In Paris [etc.], it's sunny/cold/hot/ raining/snowing)  <i>À [Paris] [il pleut]</i> (It's [raining] in [Paris])</p>

	<b>Rigolo 1 Unit 11: On Mange!</b>	<b><u>Objectives:</u></b> <ul style="list-style-type: none"> <li>• How to ask someone for food in a supermarket</li> <li>• How to ask how much something costs</li> <li>• How to talk about activities at a party</li> <li>• How to give opinions about food and various activities</li> </ul> <b><u>Grammar/skills:</u></b> <ul style="list-style-type: none"> <li>• Ask what someone wants</li> <li>• Say what you want</li> <li>• Talk about food using partitive article</li> <li>• Ask how much something costs</li> <li>• Talk about food using partitive article</li> <li>• Use on to talk about first person plural activities</li> </ul>	Food items: <i>du pain</i> (bread), <i>du fromage</i> (cheese), <i>de la limonade</i> (lemonade), <i>de la crème</i> (cream), <i>des fraises</i> (strawberries), <i>des tomates</i> (tomatoes) <i>Qu'est-ce que tu veux?</i> (What do you want?) <i>Je voudrais [du pain]</i> (I'd like [some bread]) Using money: <i>C'est combien?</i> (How much is it?) <i>C'est [cinq] euros</i> (It's [five] euros) Party activities:
		<ul style="list-style-type: none"> <li>• Give basic opinions about activities and food</li> </ul>	<i>on boit</i> (we are drinking), <i>on mange</i> (we are eating), <i>on danse</i> (we are dancing), <i>on chante</i> (we are singing), <i>on s'amuse</i> (we are having fun) <i>Qu'est-ce qu'on fait pour la fête?</i> (What are we doing for the party?) <i>On [danse]</i> (We are [dancing]) Opinions: <i>c'est chouette</i> (it's great), <i>c'est nul</i> (it's rubbish), <i>c'est bizarre</i> (it's weird) <i>La [fête], c'est [bizarre]</i> (The [party] is [weird])

**Rigolo 1 Unit 12:**  
**Le cirque**

**Objectives:**

- How to discuss and identify French speaking countries
- How to discuss the languages which we speak and don't speak
- How to identify an item of clothing
- How to describe the item of clothing **Grammar/skills:**
- Give the names of various French-speaking countries
- Use positive and negative phrases to talk about speaking languages
- Describe various items of clothing
- Describe various items of clothing, using colour adjectives

Francophone countries: *la France* (France), *la Suisse* (Switzerland), *le Canada* (Canada), *la Martinique* (Martinique), *le Maroc* (Morocco), *le Sénégal* (Senegal) *C'est [le Maroc]* (It's [Morocco])  
Talking about languages: *Je parle anglais/français* (I speak English/French), *Je ne parle pas anglais/français* (I don't speak English/French)  
Clothes: *un pantalon* (trousers), *une veste* (jacket), *une chemise* (shirt), *un t-shirt* (t-shirt), *un chapeau* (hat), *une jupe* (skirt) Describing colour of clothes: colours met so far, *plus blanc(he)* (white) and *noir(e)* (black)  
Noun + adjective: *une chemise blanche*, *un pantalon noir*, etc.

NC Statutory Programme of Study for Year 5

Pupils should be taught to:

- 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
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places,
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Unit being taught

The learners will be finding out...

Key Vocabulary

	<b>Rigolo 2 Unit 1: Salut, Gustave!</b>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• How to greet people</li> <li>• How to share personal information</li> <li>• How to talk about family – brothers and sisters</li> <li>• How to say what people have/do not have using the 3<sup>rd</sup> person</li> <li>• How to say what people are like using 3<sup>rd</sup> person including negative</li> </ul> <p><b>Grammar/skills</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Recognise and use plural forms</li> <li>• Use a negative</li> <li>• Use 3<sup>rd</sup> person in positive and negative statements</li> <li>• Manipulate language by changing an element in a sentence</li> <li>• Understand and use agreements of adjectives</li> <li>• Recognise patterns in simple sentences</li> </ul>	<p>Greetings and personal information:  <i>Bonjour/Salut!</i>  <i>Comment t'appelles-tu? Je m'appelle...</i>  <i>Ça va ? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça</i>  <i>Tu es français(e)/britannique ? Oui/Non je suis...</i>  <i>Quel âge as-tu ? J'ai... ans Tu as des frères ou des soeurs?</i>  <i>J'ai un( e) /deux/trois frères/soeurs</i>  <i>Je n'ai pas de frères ou de soeurs</i>  <i>Il a/Elle a...</i>  <i>Il/Elle n'a pas de... +</i>  Revised nouns: <i>une soeur, un frère, un</i></p>
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			<i>vélo, une guitar</i> <i>Il/Elle est..., Il/Elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand( e), petit(e), intelligent(e), français(e), britannique</i> (all revised apart from <i>beau/belle</i> )
	<b>Rigolo 2 Unit 2: A lecole</b>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• How to name school subjects</li> <li>• How to talk about likes and dislikes</li> <li>• How to ask and say the time</li> <li>• How to talk about timings of the day</li> </ul> <p><b>Grammar/skills:</b></p> <ul style="list-style-type: none"> <li>• Understand and use the definite article correctly: <i>le/la/l' /les</i></li> <li>• Express opinions</li> <li>• Use correct intonation when asking a question</li> <li>• Understand that there is not always a direct equivalent to each English word in French</li> <li>• Use a song to help memorise language</li> <li>• Form longer sentence</li> </ul>	<p><i>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</i>  <i>J'aime /Je n'aime pas + subjects</i>  <i>C'est bien/cool/nul</i>  <i>Quelle heure est-il? Il est une heure et quart. Il est trois heures moins le quart. Il est trois heures et demie. Il est midi/minuit</i>  <i>La récré, le déjeuner, l'école commence à... heure(s) et fi nit à...</i></p>

	<b>Rigolo 2 Unit 3: La nourriture</b>	<u><b>Objectives:</b></u> <ul style="list-style-type: none"> <li>• How to ask politely for food</li> <li>• How to describe how to make a sandwich</li> <li>• How to express opinions about food</li> <li>• How to talk about healthy and unhealthy food</li> </ul> <u><b>Grammar/skills:</b></u> <ul style="list-style-type: none"> <li>• Understand and use au/a/la/l' when referring to flavours of food</li> <li>• Learn gender when learning new words</li> <li>• Give instructions in the vous form</li> <li>• Prepare a short presentation</li> <li>• Understand and use the negatives</li> <li>• Use the plural form of some food vocabulary</li> <li>• Integrate new vocabulary into previously learned language</li> </ul>	<i>Je voudrais... s'il vous plaît 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 les tomates, le thon, le fromage, une baguette, le beurre Mangez, Coupez, Prenez, Mettez J'aime /Je n'aime pas ... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots [Les carottes], C'est bon pour la santé Ce n'est pas bon pour la santé</i>
	<b>Rigolo 2 Unit 4: En ville</b>	<u><b>Objectives:</b></u> <ul style="list-style-type: none"> <li>• How to name places in the town</li> <li>• How to ask the way and give directions</li> <li>• How to say where you are going</li> <li>• How to give the time and say where you are going</li> </ul> <u><b>Grammar/skills:</b></u> <ul style="list-style-type: none"> <li>• Use le/la/l' correctly with places</li> <li>• Use sequence d'abord, ensuite, enfin to say longer sentences • Give instructions using the vous form</li> </ul>	<i>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfi n... + Directions Où vas-tu? Je vais au château/</i>
		<ul style="list-style-type: none"> <li>• Use prepositions au/a la/la/l'</li> <li>• recognise language patterns and deduce rules</li> <li>• Incorporate known language into new structures</li> </ul>	<i>centre sportif/jardin public/marché/ supermarché Je vais à la boulangerie/piscine Je vais à l'école Il est [deux] heures. Je vais au/à la/à l' + places</i>

	<p><b>Rigolo 2 Unit 5: En vacances</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to ask and say where you're going on holiday</li> <li>• How to express opinions about holidays</li> <li>• How to talk about what you're going to do on holiday</li> <li>• How to talk about holiday plans (consolidation of above)</li> </ul> <p><b><u>Grammar/skills:</u></b></p> <ul style="list-style-type: none"> <li>• Use le/la/l' correctly with places</li> <li>• Recognise patterns and apply knowledge of rules</li> <li>• Express opinions</li> <li>• Use je vais + infinitive to talk about future plans</li> <li>• Apply grammatical knowledge to make sentences</li> <li>• Make longer sentences</li> </ul>	<p><i>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions. J'aime ça. Je n'aime pas ça J'adore ça. Je déteste ça. Qu'est-ce que tu vas faire en vacances? 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.</i></p>
	<p><b>Rigolo 2 Unit 6: Chez moi</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to name the rooms in the house</li> <li>• How to describe the rooms in the house</li> <li>• How to say what people do at home</li> <li>• How to say what people do and where</li> </ul> <p><b><u>Grammar/skills:</u></b></p> <ul style="list-style-type: none"> <li>• Use il y a + infinitive article</li> <li>• Use c'est + adjective</li> <li>• Join sentences with et</li> <li>• Use 3<sup>rd</sup> person verbs</li> <li>• Manipulate language by changing an element in a sentence</li> <li>• Use and understand both the indefinite and definite article</li> <li>• Make longer sentences</li> </ul>	<p><i>Chez moi, il y a une salle de bains/ une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux Chambres C'est ... grand/petit/vert/blanc/bleu/ jaune/rose/rouge C'est grand et rouge 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 Activities in the home + dans le salon/ les WC, etc</i></p>



NC Statutory Programme of Study for Year 6

Pupils should be taught to:

- 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
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places,
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p><b>Rigolo 2 Unit 7:</b> <b>Le week-end</b></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• How to ask and talk about regular activities</li> <li>• How to say what you don't do (linked to activities)</li> <li>• How to ask and say what other people do</li> <li>• How to talk about what you like and dislike doing</li> </ul> <p><b>Grammar/skills</b></p> <ul style="list-style-type: none"> <li>• Use several verbs in 1<sup>st</sup> person</li> <li>• Recognise patterns in French</li> <li>• Build longer sentences</li> <li>• Adapt sentences to say different things</li> </ul>	<p><i>Qu'est-ce que tu fais [le mercredi/le samedi]?</i>  <i>Le lundi... j'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller Tu fais... ? joues... ? regardes... ?</i>  <i>Je n'écoute pas... Je ne regarde pas... Je ne joue pas... Je ne bois pas <b>de</b>... Je ne mange pas <b>de</b>... Je ne fais pas <b>de</b>... (+ activities from Lesson 1 + negatives)</i>  <i>Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/après-midi/soir?</i></p>

			<p>Le lundi matin, il/elle... fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde(la télé), joue [au tennis/au foot]</p> <p>Est-ce que tu aimes faire/écouter/jouer/regarder... ?</p> <p>J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport</p>
<p><b>Rigolo 2 Unit 8: Les vêtements</b></p>		<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to ask and say what clothes you would like</li> <li>• How to give opinions about clothes</li> <li>• How to say what clothes you wear</li> <li>• How to ask and talk about prices (including numbers 60-80)</li> </ul> <p><b><u>Grammar/skills:</u></b></p> <ul style="list-style-type: none"> <li>• Use des with plural words</li> <li>• Give opinions using c'est...</li> <li>• Using et and mais to make longer sentences</li> <li>• Agreement of adjectives</li> <li>• Techniques for memorising new language</li> </ul>	<p>Qu'est-ce que tu veux? Tu veux... ?</p> <p>Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et</p> <p>C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais...</p> <p>Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s)</p> <p>C'est combien? Ça coûte [soixantedouze] euros</p> <p>Numbers 60 to 80</p>

	<b>Rigolo 2 Unit 9: Ma journée</b>	<b><u>Objectives:</u></b> <ul style="list-style-type: none"> <li>• How to ask and talk about daily routines</li> <li>• How to talk about time of daily routines</li> <li>• How to ask and talk about breakfast</li> <li>• How to talk about the details of a typical day</li> </ul> <b><u>Grammar/skills:</u></b> <ul style="list-style-type: none"> <li>• Use 1<sup>st</sup> person and present tense including some reflexives</li> <li>• Make longer sentences with time</li> <li>• Formulate questions</li> <li>• Use et to join sentences together</li> <li>• Cope with longer reading text</li> <li>• Use adverbs and time expressions to make longer paragraphs</li> </ul>	<i>Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche</i> Daily routine phrases (Lesson 1) + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq <i>Qu'est-ce que tu prends au petit déjeuner?</i> <i>Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine</i>
		<ul style="list-style-type: none"> <li>• Reflect and share ideas about language learning</li> </ul>	<i>normalement, d'abord, ensuite, enfin, après l'école + language from Lesson 3</i>

<p><b>Rigolo 2 Unit 10: Les transports</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to talk about forms of transport</li> <li>• How to ask and talk about where you're going and how you get there</li> <li>• How to talk about plans for a trip</li> <li>• How to buy tickets for travel at a station <b><u>Grammar/skills:</u></b></li> <li>• Use prepositions en and a with transports</li> <li>• Listen for clues to meanings</li> <li>• Use prepositions au/a la/ a l' with places</li> <li>• Using knowledge of word, text and structure to build text</li> <li>• Use on va + infinitives to talk about future plans</li> <li>• Use time indicators</li> <li>• Use context and previous knowledge to help reading skills • Ask politely for things</li> </ul>	<p><i>Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau. Où vas-tu? Comment vas-tu ... ?</i></p> <p><i>Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau</i></p> <p>Time/order indicators:  <i>Samedi, à 10 heures... D'abord, ensuite, enfin...</i></p> <p><i>On va + infinitive (future plans):</i>  <i>Qu'est-ce qu'on va faire? On va aller au parc d'attractions, on va prendre le train, on va prendre l'avion, on va acheter des souvenirs (au magasin), on va faire des manèges, on va regarder un film [au cinéma]</i></p> <p><i>Bonjour [Mademoiselle].</i>  <i>Bonjour [Monsieur]. Je voudrais des billets pour [Paris].</i>  <i>Combien de billets?</i>  <i>[Quatre] billets: [un] adulte et [trois] enfants. Aller-retour ou aller simple?</i>  <i>[Aller-retour] s'il vous plaît.</i>  <i>C'est combien?</i>  <i>C'est [trente-cinq] euros.</i>  <i>Le train part à quelle heure?</i>  <i>Le train part à [dix heures et demie].</i>  <i>Merci [Monsieur]. Au revoir.</i>  <i>Au revoir. Bon voyage!</i></p>
<p><b>Rigolo 2 Unit 11: Le sport</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• How to talk about which sports you like</li> <li>• How to say what you think of different sports</li> <li>• How to give reasons for your preferences</li> <li>• How to talk about a sporting event <b><u>Grammar/skills:</u></b></li> <li>• Use the definite article with sports</li> </ul>	<p><i>Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller</i></p> <p><i>Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports]</i>  <i>J'aime... mais/et je préfère...</i></p>

		<ul style="list-style-type: none"><li>• Spots patterns in French</li><li>• Use conjunctions et and mais</li><li>• Devise and ask questions</li><li>• Give reasons for opinions</li><li>• Use known language in new contexts</li><li>• Read and write longer text</li><li>• Present information about sport</li></ul>	<p><i>J'aime [le football] parce que c'est amusant, facile, passionnant Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile</i></p> <p><i>Le samedi on va au match de foot. On mange un sandwich et on boit un chocolat chaud.</i></p> <p><i>On regarde [Bordeaux] contre [Lyon].</i></p> <p><i>Le match commence à trois heures.</i></p> <p><i>X marque un but. C'est passionnant!</i></p> <p><i>Lyon gagne 2-0.</i></p>
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**Rigolo 2 Unit 12:**  
**On va faire la fête**

**Objectives:**

- Revise all forms of transport, places and immediate future plans
  - Revise descriptions for people and clothes
  - Revise opinions of food and clothes
  - How to order food in a café **Grammar/skills:**
  - Prepositions: au/a la/ a l' + places; en/a + transports
  - Use je vais + infinitive to talk about the future plans
  - Revisit known language in a different context
  - Use 3<sup>rd</sup> person verbs including avoir and être
  - Use agreement of adjectives
  - Use negatives
  - Re-combine known language in different ways
  - Express opinions in different ways
  - Use plurals of food words
  - Use reading strategies to cope with authentic texts •
- politely for things

Ask

Revision: Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents

Revision: Il/Elle est [+nationality]. Il/Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). Il/Elle a les cheveux longs/courts et les yeux bleus/marron/verts. Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour]

Revision: J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les

			<p><i>carottes, les haricots, les sandwichs au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille. C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé Qu'est-ce que tu veux/vous voulez manger/boire?</i></p> <p><i>Je voudrais un... s'il te plaît, s'il vous plaît.</i></p> <p><i>Merci. C'est combien? C'est... euros.</i></p> <p><i>Voilà... Merci, au revoir</i></p>
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Unit	Lesson	Programme of Study Subject content
1	2	1, 3, 4, 5, 8, 11
	2	1, 3, 4, 5, 9, 12
	3	1, 2, 3, 4, 5, 6, 8, 9, 12
	4	1, 2, 8, 12
	5	1, 5, 7, 9
	Extra!	4, 6, 7, 9, 10, 11
2	1	1, 3, 4, 5, 7, 8, 11, 12
	2	1, 3, 4, 7, 9, 11, 12
	3	1, 3, 4, 5, 6, 7, 9, 11, 12
	4	1, 2, 3, 4, 5, 7, 8, 9, 12
	Extra!	5, 11, 12
3	1	1, 2, 3, 4, 5, 8, 11, 12
	2	1, 3, 4, 5, 7, 9, 10, 11, 12
	3	1, 2, 4, 5, 7, 8, 9, 12
	4	1, 3, 4, 5, 7, 9, 11, 12
	Extra!	7, 9, 10, 11
4	1	1, 4, 5, 8, 12
	2	2, 4, 9
	3	1, 3, 4, 5, 8, 11, 12
	4	1, 5, 9, 11, 12
	Extra!	1, 5, 7, 9, 11, 12
5	1	1, 3, 4, 5, 7, 8, 9, 11, 12
	2	1, 2, 3
	3	1, 3, 4, 5, 8, 12
	4	1, 4, 5, 7, 9, 11, 12
	Extra!	7, 9, 10, 11, 12
6	1	1, 3, 4, 5, 7, 8, 9, 12
	2	1, 3, 4, 5, 7, 9, 11, 12
	3	1, 5, 8
	4	1, 2, 3, 5, 7
	5	1, 2, 3, 4, 5, 7, 10
	Extra!	5, 6, 7, 9, 10, 11, 12
7	1	1, 3, 4, 5, 8, 11, 12
	2	1, 4, 5, 7, 8, 9, 11, 12,
	3	1, 5, 8, 10, 11, 12
	4	1, 2, 3, 4, 5, 7, 11, 12
	Extra!	6, 7, 8, 9, 10, 11, 12

Unit	Lesson	Programme of Study Subject content
8	1	1, 4, 5, 8, 12
	2	1, 3, 4, 5, 7, 8, 11, 12
	3	1, 2, 3, 4, 5, 6, 8, 12
	4	1, 3, 4, 5, 7, 12
	Extra!	5, 6, 7, 9, 10, 12
9	1	1, 3, 4, 5, 8, 12
	2	1, 3, 4, 7, 8, 12
	3	1, 5, 8
	4	1, 2, 4, 7, 8, 12
	Extra!	6, 7, 9, 10, 12
10	1	1, 3, 4, 5, 8, 12
	2	1, 7, 12
	3	1, 3, 4, 5, 8, 11, 12
	4	1, 2, 3, 4, 5, 7, 8, 12
	Extra!	5, 6, 7, 9, 10, 11, 12
11	1	1, 3, 4, 5, 7, 8, 12
	2	1, 3, 4, 5, 7, 10, 12
	3	1, 2, 3, 4, 5, 7, 8, 9, 12
	4	1, 3, 4, 5, 7, 10, 11, 12
	Extra!	3, 7, 9, 10, 11, 12
12	1	1, 4, 5, 8, 12
	2	1, 3, 4, 5, 7, 10, 11, 12
	3	1, 3, 4, 5, 8, 12
	4	1, 2, 3, 4, 5, 7, 8, 11, 12
	Extra!	5, 6, 7, 9, 10, 11, 12



Unit	Lesson	Programme of Study Subject content
1	1	1, 3, 4, 5, 7, 8, 10, 11, 12
	2	1, 3, 4, 5, 7, 8, 10, 12
	3	1, 3, 4, 5, 7, 8, 11, 12
	4	1, 3, 4, 6, 7, 8, 9, 10, 11, 12
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	4	1, 2, 3, 4, 5, 7, 8, 10, 12
	Extra!	5, 6, 10, 11, 12
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	3	1, 3, 4, 7, 8, 9, 11, 12
	4	1, 2, 3, 4, 7, 8, 9, 11, 12
	Extra!	5, 6, 9, 10, 11
5	1	1, 3, 4, 5, 7, 8, 9, 12
	2	1, 3, 4, 7, 8, 10, 12
	3	1, 3, 4, 5, 7, 8, 10, 11, 12
	4	1, 3, 4, 6, 7, 8, 9, 10, 11, 12
6	1	1, 3, 4, 5, 7, 8, 9, 10, 11, 12
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	3	1, 3, 4, 5, 7, 8, 9, 10, 11, 12
	4	1, 2, 3, 4, 5, 7, 8, 10, 11, 12
	Extra!	5, 6, 9, 10, 11
7	1	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	2	1, 3, 4, 5, 7, 8, 11, 12
	3	1, 3, 4, 5, 7, 8, 9, 11, 12
	4	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
8	1	1, 3, 4, 5, 7, 9, 11, 12
	2	1, 3, 4, 5, 8, 9, 10, 11, 12
	3	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12
	4	1, 2, 3, 4, 5, 7, 8, 9, 11, 12
	Extra!	5, 6, 10, 11

Unit	Lesson	Programme of Study Subject content
9	1	1, 3, 4, 5, 7, 8, 9, 10, 11, 12
	2	1, 3, 4, 5, 7, 8, 11, 12
	3	1, 3, 4, 5, 7, 8, 9, 11, 12
	4	1, 3, 4, 5, 6, 7, 9, 10, 11, 12
10	1	1, 3, 4, 5, 7, 8, 9, 11, 12
	2	1, 3, 4, 5, 7, 8, 9, 10, 11, 12
	3	1, 3, 4, 5, 7, 8, 9, 11, 12
	4	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12
	Extra!	6, 7, 9, 10, 11
11	1	1, 3, 4, 5, 7, 8, 11, 12
	2	1, 3, 4, 5, 7, 8, 9, 11, 12
	3	1, 3, 4, 5, 7, 8, 10, 11, 12
	4	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
12	1	1, 2, 3, 4, 7, 8, 11, 12
	2	1, 3, 4, 5, 7, 8, 9, 11, 12
	3	1, 3, 4, 5, 7, 8, 10, 11, 12
	4	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	Extra!	4, 6, 9, 10, 11