

YEAR 3

In addition to previous learning, pupils should learn to...
Intercultural understanding

Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own. Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country. Talk about, discuss and present information about a particular country's culture.

Unit 1 – Bonjour (Rigolo 1) <ul style="list-style-type: none"> • Greet and say goodbye to someone. • Ask for someone's name and give your own. • Ask how someone is and respond to them. 	Unit 1 – Bonjour (Rigolo 1) <ul style="list-style-type: none"> • To count numbers 1-10. • Identify musical instruments. Unit 2: En classe <ul style="list-style-type: none"> • Identify classroom object 	Unit 2: En classe (Rigolo 1) <ul style="list-style-type: none"> • Identify colours and describe an object's colour • Say your age • Recognise and repeat classroom instructions 	Unit 3: Mon corps (Rigolo 1) <ul style="list-style-type: none"> • Identify parts of the body. • Describe eyes and hair. • Recognise days of the week. 	Unit 3: Mon corps (Rigolo 1) <ul style="list-style-type: none"> • Give basic character descriptions. Unit 4: Les animaux (Rigolo 1) <ul style="list-style-type: none"> • Identify animals and pets. • Recognise and use numbers 11–20 	Unit 4: Les animaux (Rigolo 1) <ul style="list-style-type: none"> • Describe someone Unit 5: La famille <ul style="list-style-type: none"> • identify family members • recognise and spell with letters of the alphabet
listening	speaking		reading		writing
♣ (derived from NC) listen attentively to spoken language and show understanding by joining in and responding	-(derived from NC) explore the patterns and sounds of language through songs, video clips and link the spelling, sound and meaning of words		-(derived from NC) speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and		♣ (derived from NC) engage in conversations; ask and answer questions; express opinions and respond to those of

<p>Understand a few familiar spoken words and phrases – e.g.</p> <ul style="list-style-type: none"> • teacher’s instructions • days of the week • a few words in a song • colours • numbers to 20 	<p>-Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Classroom instructions • Say their age <p>Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success</p>	<p>asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Ask and answer simple questions using phrases or a basic sentence structure (developing accuracy of pronunciation)</p> <p>Begin to develop on language taught in Year 3 and 4 and apply it within a basic sentence structure.</p> <p>For example: In Year 5, children learn to use the time to discuss timings of the school day. They begin to use 3rd person to discuss what people are like including negatives.</p>	<p>others; seek clarification and help*</p> <ul style="list-style-type: none"> ♣ 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* <ul style="list-style-type: none"> • Take part in a simple conversation. • Express an opinion. • Know how to pronounce a range of letter strings. • Begin to understand how accents change letter sounds. • Can substitute items of vocabulary to vary questions or statements. <p>Pronunciation is becoming more accurate and intonation is being developed.</p>
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YEAR 4

In addition to previous learning, pupils should learn to...

Intercultural understanding

Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own. Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country. Talk about, discuss and present information about a particular country's culture.

<p>Unit 5 - En vacances</p> <ul style="list-style-type: none"> • Ask and say where you're going on holiday • Express opinions about holidays • Talk about what you're going to do on holiday 	<p>Unit 5 – En vacances</p> <ul style="list-style-type: none"> • Talk about holiday plans <p>Unit 6 - Bon anniversaire!</p> <ul style="list-style-type: none"> • recognise and ask for snacks • give basic opinions about food 	<p>Unit 6 - Bon anniversaire!</p> <ul style="list-style-type: none"> • use numbers 21–31 • recognise and use the months • form dates 	<p>Unit 7 – Encore</p> <ul style="list-style-type: none"> • revise ways to describe people, using avoir and être phrases • describe people's nationality <p>Unit 8: Quelle heure est-il?</p> <ul style="list-style-type: none"> • talk about free-time activities 	<p>Unit 8: Quelle heure est-il?</p> <ul style="list-style-type: none"> • learn to tell the time • say what activities you do at certain times <p>Unit 9: Les fêtes</p> <ul style="list-style-type: none"> • say the names and dates of several French festivals 	<p>Unit 9: Les fêtes</p> <ul style="list-style-type: none"> • identify and ask for certain presents at festivals • recognise and use numbers 31–60 • give and understand more instructions
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listening	speaking	reading	writing
<p>♣ (derived from NC) listen attentively to spoken language and show understanding by joining in and responding</p> <p>Understand a range of familiar spoken phrases – e.g.</p> <ul style="list-style-type: none"> • basic phrases concerning myself, my family, school, telling the time, instructions, describing nationality • numbers to 60 • give and understand teacher instructions • names of French festivals • dates 	<p>-(derived from NC) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> • Answer simple questions using a few basic words • Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood. 	<p>(derived from NC) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Understands some familiar written phrases – e.g</p> <ul style="list-style-type: none"> • recognise months of the year and form dates • different holidays and opinions on them 	<p>-(derived from NC) write phrases from memory, and begin to adapt these to create new sentences, to express ideas clearly</p> <p>Write one or two short sentences with support e.g. a model or fill in the words on a simple form.</p>

YEAR 5

In addition to previous learning, pupils should learn to...

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<p>Unit 1: Salut Gustave! (Rigolo French 2)</p> <ul style="list-style-type: none"> Greet people and share personal information. Ask and talk about sisters and brothers. Say what people have and have not using 3rd person avoir. 	<p>Unit 1: Salut Gustave! (Rigolo French 2)</p> <ul style="list-style-type: none"> Say what people are like using 3rd person être including negatives. <p>Unit 2: À l'école (Rigolo 2)</p> <ul style="list-style-type: none"> Name school subjects Talk about likes and dislikes at school 	<p>Unit 2: À l'école (Rigolo 2)</p> <ul style="list-style-type: none"> Ask and say the time Talk about timings of the school day 	<p>Unit 3: La nourriture (Rigolo 2)</p> <ul style="list-style-type: none"> Ask politely for food items. Describe how to make a sandwich. Express opinions about food 	<p>Unit 3: La nourriture (Rigolo 2)</p> <ul style="list-style-type: none"> Talk about healthy and unhealthy food <p>Unit 4: En ville (Rigolo 2)</p> <ul style="list-style-type: none"> Name places in the town Ask the way and give direction 	<p>Unit 4: En ville (Rigolo 2)</p> <ul style="list-style-type: none"> Say where you are going Give the time and say where you are going <p>Unit 5: En vacances</p> <ul style="list-style-type: none"> Ask and say where you're going on holiday
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listening	Speaking	reading	writing
<p>♣ (derived from NC) listen attentively to spoken language and show understanding by joining in and responding Understand the main points from a spoken passage made up of familiar language – e.g</p> <ul style="list-style-type: none"> • short rhyme or song <ul style="list-style-type: none"> • translating phrases from video clips when subtitles are used • Listen to and understand a range of greetings • Listen to and understand a range of questions and responses about various topics. 	<p>-(derived from NC) speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Ask and answer simple questions using phrases or a basic sentence structure (developing accuracy of pronunciation) Begin to develop on language taught in Year 3 and 4 and apply it within a basic sentence structure. For example: In Year 5, children learn to use the time to discuss timings of the school day. They begin to use 3rd person to discuss what people are like including negatives.</p>	<p>♣ (derived from NC) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Understands the main point(s) from a short written text – e.g.</p> <ul style="list-style-type: none"> • simple messages on a postcard/in an email/ transcript/play script/subtitles on video clips <p>Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words.</p>	<p>♣ (derived from NC) write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Write a few short sentences with support using already learnt vocabulary– e.g</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card <p>Spell words that are readily understandable. Write simple words from memory with greater accuracy. Begin to show awareness of basic grammatical concepts eg. masculine, feminine, plural</p>

YEAR 6

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<p>Unit 5: En vacances (Rigolo French 2)</p> <ul style="list-style-type: none"> • Express opinions about holidays • Talk about what you're going to do on holiday • Talk about holiday plans 	<p>Unit 6: Chez moi (Rigolo French 2)</p> <ul style="list-style-type: none"> • Name rooms in the house • Describe rooms in the house • Say what people do at home 	<p>Unit 6: Chez moi (Rigolo French 2)</p> <ul style="list-style-type: none"> • Say what people do and where <p>Unit 7: Le week-end</p> <ul style="list-style-type: none"> • Ask and talk about regular activities • Say what you don't do 	<p>Unit 7: Le week-end (Rigolo French 2)</p> <ul style="list-style-type: none"> • Ask and say what other people do • Talk about what you like/dislike doing <p>Unit 8: Les vêtements</p> <ul style="list-style-type: none"> • Ask and say what clothes you'd like 	<p>Unit 8: Les vêtements (Rigolo French 2)</p> <ul style="list-style-type: none"> • Give opinions about clothes • Say what clothes you wear • Ask and talk about prices (including 60–80) 	<p>Unit 9: Ma journée (Rigolo French 2)</p> <ul style="list-style-type: none"> • Ask and talk about daily routine • Talk about times of daily routine • Ask and talk about breakfast
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Listening	speaking	reading	writing
<p>♣ (derived from NC) listen attentively to spoken language and show understanding by joining in and responding</p> <p>Understand the main points and some of the detail from a short spoken passage</p> <ul style="list-style-type: none"> translating phrases from video clips when subtitles are used Begin to develop more fluency in the language eg. listening for key phrases/familiar vocabulary without the use of subtitles Listen to and understand a range of greetings Listen to and understand a range of questions and responses about various topics. 	<p>♣ (derived from NC) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>♣ present ideas and information orally to a range of audiences*</p> <ul style="list-style-type: none"> Take part in a simple conversation. Express an opinion. Know how to pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. <p>Pronunciation is becoming more accurate and intonation is being developed.</p>	<p>Understand the main points and some of the detail from a short written text.</p> <p>Begin to read/translate independently.</p> <p>Use a bilingual dictionary to look up new words</p>	<p>♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>-</p> <p>♣(derived from NC) 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.</p> <p>Write a short text on a familiar topic, adapting language already learnt.</p> <p>Spell commonly used words correctly.</p>