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| **Year Group** | | **National Curriculum**  *Being a Linguist* | **Sticky Knowledge**  **(what children need to know and remember)** | | **Vocabulary** | | | | | **Skills/ Procedural Knowledge** |
| Y3 | | **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, things and actions orally\* and in writing  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. | **Rigolo One Unit One Bonjour**  **Autumn1**  Greet and say goodbye to  Someone  Ask someone’s name and say  your own  Ask how someone is and  respond to same question  Learn some basic nouns  Count numbers 1–10  **Rigolo One Unit 2- En Class**  **Autumn2**  Identify classroom objects  Identify colours, and describe  an object’s colour  Say your age  Recognise and repeat  classroom instructions  **Rigolo One Unit 3– Mon Corps**  **Spring1**  Identify parts of the body  Describe eyes and hair  appearance  Recognise days of the week  Give basic character  Descriptions  **Rigolo One Unit 4– Les Animaux**  **Spring2**  Identify animals and pets  Recognise and use numbers  11–20  Give someone’s name  Describe someone  **Rigolo One Unit 5– Ma Famille**  **Summer1**  Identify family members  Recognise and spell with letters of the alphabet  List household items  Use basic prepositions *sur* and *dans* to describe position  **Rigolo One Unit 6– Bon Anniversaire**  **Summer2**  Recognise and ask for snacks  Give basic opinions about food  Use numbers 21–31  Recognise and use the months  Form dates | | Greetings: *bonjour* (hello), *salut* (hi),  *au revoir* (goodbye)  Greetings: *Comment t’appelles-tu?*  (What’s your name?), *Je m’appelle...*  (My name is...)  Asking and saying how you are: *Ça va?*  (How are you?), *Oui, ça va bien* (Yes, I’m  well), *Comme ci comme ça* (I’m so-so),  *Non, ça ne va pas* (No, I’m not doing  well)  Instruments: *un tambour* (drum),  *une guitare* (guitar), *un piano* (piano),  *une trompette* (trumpet), *une flûte à*  *bec* (recorder)  Miscellaneous: *une fille* (girl), *un garçon*  (boy), *un dragon* (dragon)  Numbers 1–10: *un, deux, trois, quatre,*  *cinq, six, sept, huit, neuf, dix*  objects: *une trousse* (pencil  case), *un stylo* (pen), *une règle* (ruler),  *un crayon* (pencil), *un cahier* (exercise  book), *un livre* (text book), *un sac* (bag),  *une gomme* (rubber)  Colours: *rouge* (red), *rose* (pink), *bleu*  (blue), *jaune* (yellow), *marron* (brown),  *orange* (orange).  Giving your age: *J’ai ... ans*  Classroom instructions: *écoutez*,  *regardez*, *lisez*, *asseyez-vous*, *levez-vous,*  *écrivez*, *chantez*  Parts of the body: *les yeux* (eyes), *le nez*  (nose), *la bouche* (mouth), *les oreilles*  (ears), *les cheveux* (hair), *la jambe* (leg),  *le bras* (arm), *la tête* (head)  *J’ai les cheveux/les yeux* + [adjective]  Parts of the body: *les yeux* (eyes),  *les cheveux* (hair)  Colours: *vert* (green), *rouge* (red),  *marron* (brown), *jaune* (yellow), *bleu*  (blue)  Adjectives: *long* (long), *court* (short)  Days of the week: *lundi*, *mardi*,  *mercredi*, *jeudi*, *vendredi*, *samedi*,  *dimanche*  Adjectives describing character: *Je suis…*  *grand(e)*, *petit(e)*, *timide*, *bavard(e)*,  *drôle*, *sympa*  *j’ai +* [animal]  *je n’ai pas d’animal*  *Animals: un chien* (dog), un chat (cat),  *une tortue* (tortoise), *un lapin* (rabbit),  *un oiseau* (bird), *une souris* (mouse),  *un dragon* (dragon)  Numbers 11–20: *onze, douze, treize,*  *quatorze, quinze, seize, dix–sept,*  *dix–huit, dix–neuf, vingt*  *Il/Elle s’appelle...* (S/he’s called…)  *Il/Elle est...* (S/he’s …)  Adjectives describing character: *grand(e)*  (tall), *petit(e)* (small), *drôle* (funny),  *sévère* (strict), *timide* (shy)  Family members: *ma mère* (mother),  *mon père* (father), *mon frère* (brother),  *ma soeur* (sister), *mes parents* (my  parents)  Letters of the alphabet a–z, plus some  accented letters  Household objects: *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)  *Le CD est dans le lecteur de CD*  *Le jeu vidéo est sur la table*  Prepositions: *dans* (in), *sur* (on)  *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 21–31in French  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.]) | | | | | **Year 3 Scheme Objectives Units 1-6**   * Listen and respond to simple rhymes, stories and songs (units 1-6) * Recognise and respond to sound patterns and words (units 1-6) * Perform simple communicative tasks (units 1-6) * Listen attentively and understand instructions, etc. (units 1-6) * Recognise some familiar words in written form (units 1-6) * Make links between some phonemes, rhymes, spellings(units 1-6) * Experiment with the writing of simple words (units 1-6) * Learn about different languages spoken in the school (unit1) * Locate country/countries where language is spoken (unit1) * Identify social conventions at home and in other cultures (unit1) * Make contact with countries where language spoken (unit1and 6) |
|  | Local Interests and Links (online museums, local places to visit etc) | | | | | | | | | |
| Y4 | | **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, things and actions orally\* and in writing  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. | **Rigolo One Unit 7– Encore!**  Revise ways of describing  People  Revise ways of describing  People  Describe someone’s nationality  Describe people using various  adjectives  **Rigolo One Unit 8– Quelle heure est-il?**  Talk about activities  Talk about activities  Tell the time  Talk about what time you do  Activitie  **Rigolo One Unit 9– Les Fetes**  Talk about festivals and dates  Talk about presents at festivals  Count from 31–60  Give and understand  instructions  **Rigolo One Unit 10– Ou Vas Tu?**  Talk about going to French  Cities  Give and understand basic  Directions  Talk about the weather  Talk about the weather and  places in France  **Rigolo One Unit 11– On Mange**  Go shopping for food  Ask how much something  Costs  Talk about activities at a party  Give opinions about food and  various activities  **Rigolo One Unit 12– Le Cirque**  Discuss francophone countries  Discuss the languages we  Speak  Identify different items of  Clothing  Describe items of clothing | | Descriptive vocabulary: *Il/Elle a* (He/She’s  got)… *les cheveux courts/longs*  (short/long hair), *les yeux bleus* (etc.)  (blue eyes, etc.), *un chien* (a dog), *sept*  *ans* (is seven), *un frère/une soeur*  (brother/sister)  Descriptive vocabulary: *Il/Elle a* (He/She’s  got)… *les cheveux courts/longs*  (short/long hair), *les yeux bleus* (etc.)  (blue eyes, etc.), *un chien* (a dog), *sept*  *ans* (is seven), *un frère/une soeur*  (brother/sister)  Nationalities: *français*(*e*) (French),  *canadien*(*ne*) (Canadian), *britannique*  (British)  *Il/Elle est* (He/She is)… \_ nationality  Adjectives: *intelligent*(*e*) (clever), *sportif*  (*sportive)* (sporty), *sévère* (strict),  *français*(*e*) (French), *canadien*(*ne*)  (Canadian), *britannique* (British)  *Il/Elle est* (He/She is)…  *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)  *Je joue* (I’m playing)… *au football*  (football), *au tennis* (tennis)  *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)  *Je joue* (I’m playing)… *au football*  (football), *au tennis* (tennis)  Numbers 1–12  Telling the time  *Quelle heure est-il?* (What time is it?)  *Il est…* [*cinq*] *heures* (It’s…[five] o’clock)  Activities: *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)  Times: *...à* [*trois*] *heures*  Festivals: *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)  *Le* [*nouvel an*]*, c’est le* [*premier janvier*]  ([New Year] is on the [1st January])  Presents: *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)  *Qu’est-ce que tu veux* [*comme cadeau*]*?*  (What [present] would you like?)  *Je voudrais* [*+ nom*]  (I’d like [+ noun]) Numbers 31–60  Instructions:  *touchez le nez/les pieds!* (touch your  nose/feet!), *comptez!* (count!), *sautez!*  (jump!)*, levez les bras!* (raise your  arms!), *tournez!* (turn around!  *Où vas-tu?* (Where are you going?)  *Je vais à* (I’m going to)…  *Paris/Bordeaux/Strasbourg/Nice/Grenoble*  Directions: *tournez à droite* (right),  *tournez à gauche* (left), *allez tout droit*  (straight on), *arrêtez* (stop)  Weather: *Quel temps fait-il?* (What’s the  weather like?)  *il fait beau* (it’s sunny), *il fait froid* (it’s  cold), *il fait chaud* (it’s hot), *il pleut* (it’s  raining), *il neige* (it’s snowing)  Weather: *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*  (In Paris [etc.], it’s sunny/cold/hot/  raining/snowing)  *À* [*Paris*] [*il pleut*] (It’s [raining] in [Paris])  Food items: *du pain* (bread), *du fromage*  (cheese), *de la limonade* (lemonade), *de*  *la crème* (cream), *des fraises*  (strawberries), *des tomates* (tomatoes)  *Qu’est-ce que tu veux?* (What do you  want?)  *Je voudrais* [*du pain*] (I’d like [some  bread])  Using money:  *C’est combien?* (How much is it?)  *C’est* [*cinq*] *euros* (It’s [five] euros)  Party activities:  *on boit* (we are drinking), *on mange* (we  are eating), *on danse* (we are dancing),  *on chante* (we are singing), *on s’amuse*  (we are having fun)  *Qu’est-ce qu’on fait pour la fête?* (What  are we doing for the party?)  *On* [*danse*] (We are [dancing])  Opinions: *c’est chouette* (it’s great),  *c’est nul* (it’s rubbish), *c’est bizarre* (it’s  weird) *La* [*fête*]*, c’est* [*bizarre*] (The [party] is [weird])  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 tshirt*  (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 | | | | **Year 4 Scheme Objectives- Units 7-12**   * Memorise and present a short spoken text (unit 7-12) * Listen for specific words and phrases (unit 7-12) * Listen for sounds, rhyme and rhythm (unit 7-12) * Ask and answer questions on several topics (unit 7-12) * Read and understand a range of familiar written phrases (unit 7-12) * Follow a short familiar text, listening and reading at the same time (unit 7-12) * Read some familiar words/phrases aloud and pronounce accurately (unit 7-12) * Write simple words/phrases using model and words from memory (unit 7-12) * Learn about festivals and celebrations in different cultures (unit 9 and 10) * Know about aspects of everyday life and compare to their own (unit 10-12) * Compare traditional stories * Learn about ways of travelling to the country/countries (unit 7and12) | |
| Local Interests and Links (online museums, local places to visit etc) | | | | | | | | |
| Y5 | | **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  Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts  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, things and actions orally\* and in writing  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. | **Rigolo Two Unit 1 – Salut Gustave**  Greet people and give and  personal information  Ask and talk about sisters and  Brothers  Say what people have and  have not using 3rd person *avoir*  Say what people are like  using 3rd person *être* including  negatives  **Rigolo Two Unit 2 - L’Ecole**  Name school subjects  Talk about likes and dislikes at School  Ask and say the time  Talk about timings of the  school day  **Rigolo Two Unit 3 – La Nourriture**  Ask politely for food items  Describe how to make a  Sandwich  Express opinions about food  Talk about healthy and  unhealthy food  **Rigolo Two Unit 4 – En Ville**  Name places in the town  Ask the way and give  directions  Say where you are going  Give the time and say where you are going  **Rigolo Two Unit 5 – En Vacances**  Ask and say where you’re  going on holiday  Express opinions about  Holidays  Talk about what you’re going  to do on holiday  Talk about holiday plans  **Rigolo Two Unit 6 – Chez Moi**  Name rooms in the house  Describe rooms in the house  Say what people do at home  Say what people do and where | Greetings and personal information:  *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*  *Tu as des frères ou des soeurs?*  *J’ai un( e) /deux/trois frères/soeurs*  *Je n’ai pas de frères ou de soeurs*  *Il a/Elle a...*  *Il/Elle n’a pas de… +*  Revised nouns: *une soeur, un frère, un*  *vélo, une guitar*  *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*  (all revised apart from *beau/belle*)  *C’est… l’anglais, le français, le sport,*  *l’histoire-géo, les sciences, les maths,*  *la musique*  *J’aime /Je n’aime pas +* subjects  *C’est bien/cool/nul*  *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*  *La recré, le déjeuner, l’école commence*  *à… heure(s) et fi nit à…*  *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 vanilla*  *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*  *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/*  *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  *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.*  Consolidation of all the above  *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. | | | **Year 5 Scheme Objectives Rigolo 2- Units 1-6**   * Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts (Units 1-6) * Understand and express simple opinions (Units 1-6) * Listen attentively and understand more complex phrases and sentences (Units 1-6) * Prepare a short presentation on a familiar topic (Units 1-6) * Re-read frequently a variety of short texts (Units 1-6) * Make simple sentences and short texts (Units 1-6) * Write words, phrases and short sentences, using a reference source (Units 1-6) * Look at further aspects of their everyday life from the perspective of someone from another country (1-5) * Recognise similarities and differences between places (Units 2 4 5 and 6) * Compare symbols, objects or products which represent their own culture with those of another country (Units 4 and 6) | | | |
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| Y6 | | **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, things and actions orally\* and in writing  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. | **Rigolo Two Unit 7 – Le Weekend**  Ask and talk about regular  Activities  Say what you don’t do  Ask and say what other people  do  Talk about what you like/dislike  doing  **Rigolo Two Unit 8 – Les Vetements**  Ask and say what clothes  you’d like  Give opinions about clothes  Say what clothes you wear  Ask and talk about prices  (including 60–80)  **Rigolo Two Unit 9 – Ma Journee**  Ask and talk about daily  Routine  Talk about times of daily  Routine  Ask and talk about breakfast  Talk about details of a typical  day  **Rigolo Two Unit 10 – Les Transports**  Talk about forms of  Transport  Ask and talk about  where you’re going  and how you get there  Talk about plans for  a trip  Buy tickets at the  station | | | *Qu’est-ce que tu fais* [*le mercredi/le*  *samedi*]*?*  *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... ?*  *Je n’écoute pas… Je ne regarde pas…*  *Je ne joue pas… Je ne bois pas* ***de****…*  *Je ne mange pas* ***de****… Je ne fais pas*  ***de****…* (+ activities from Lesson 1 +  negatives)  *Qu’est-ce qu’il/elle fait le week-end?*  *… le lundi matin/après-midi/soir?*  *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*]  *Est–ce que tu aimes faire/écouter/*  *jouer/regarder… ?*  *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*  *Qu’est-ce que tu veux? Tu veux… ?*  *Je voudrais un t-shirt, un pantalon,*  *un chapeau, une veste, une jupe, une*  *chemise, des chaussures, des lunettes*  *de soleil + et*  *C’est comment? C’est moche, beau,*  *trop grand, trop petit, trop cher…*  *et/mais…*  *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)*  *C’est combien? Ça coûte* [*soixantedouze*]  *euros*  Numbers 60 to 80  *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*  Daily routine phrases (Lesson 1) + *à…*  *une heure, deux heures (moins) cinq,*  *dix, vingt, vingt-cinq*  *Qu’est-ce que tu prends au petit*  *déjeuner?*  *Je prends… un chocolat chaud, un*  *café, un jus de pomme, un croissant,*  *un pain au chocolat, des céréales, une*  *tartine*  *normalement, d’abord, ensuite, enfi n,*  *après l’école* + language from  Lesson 3  *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 … ?*  *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*  Time/order indicators:  *Samedi, à 10 heures… D’abord, ensuite, enfi n…*  *On va +* infi nitive (future plans):  *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 fi lm* [*au cinéma*]  *Bonjour* [*Mademoiselle*]*.*  *Bonjour* [*Monsieur*]*. Je voudrais des billets pour*  [*Paris*]*.*  *Combien de billets?*  [*Quatre*] *billets:* [*un*] *adulte et* [*trois*] *enfants.*  *Aller-retour ou aller simple?*  [*Aller-retour*] *s’il vous plaît.*  *C’est combien?*  *C’est* [*trente-cinq*] *euros.*  *Le train part à quelle heure?*  *Le train part à* [*dix heures et demie*]*.*  *Merci* [*Monsieur*]*. Au revoir.*  *Au revoir. Bon voyage!* | | **Year 6 Scheme Objectives**   * Understand the main points and simple opinions in a spoken story, song or passage * Perform to an audience * Understand longer and more complex phrases or sentences * Use spoken language confidently to initiate and sustain conversations and to tell stories * Read and understand the main points and some detail from a short written passage * Identify different text types and read short, authentic texts for enjoyment or information * Match sound to sentences and paragraphs * Write sentences on a range of topics using a model * Compare attitudes towards aspects of everyday life * Recognise and understand some of the differences between people * Present information about an aspect of culture | | |
|  | | Local Interests and Links (online museums, local places to visit etc) | | | | | | | | |