



Aycliffe Drive Primary School

MFL curriculum

At Aycliffe Drive Primary School, in Key Stage 2 (Years 3 to 6), the children start to learn French. In Early Years and Key Stage 1, children are given opportunities to recognise, respect and celebrate different cultures and languages and this continues as they move up through the school. As a school, we use Oxford Owl's scheme Rigolo to ensure continuity throughout the school. Rigolo is an exciting French course for Key Stage 2. It is not a traditional language course as it combines a variety of digital and traditional media. Its structure serves the dual purpose of making French accessible and exciting to pupils, and of providing the classroom teacher with a flexible route through the range of resources. Rigolo is a fully blended course, allowing the planning of taught lessons and flexible learning with the suite of multimedia materials. It is designed for use with an interactive whiteboard, so that the whole class can work on the activities, particularly useful where time is precious. The course is closely matched to the Key Stage 2 Framework, both in its selection of teaching and learning activities, and in its promotion of language-learning strategies and development of knowledge about how the language works. The following shows which topics are covered in each year and the skills that the children will acquire.

LOWER KEY STAGE 2

The teaching of the French curriculum starts in Year 3. Below are the objectives, context, language, grammar and skills that are covered in each term. In year 3, the children are beginning to grasp a basic understanding of greetings and different words and phrases they would use regularly in day-to-day conversations.

YEAR 3	Objectives	Context and language	Grammar and skills
<p>Autumn 1: Bonjour (Hello)</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Greetings: <i>bonjour (hello), salut (hi), au revoir (goodbye)</i> Greetings: <i>Comment t'appelles-tu? (What's your name?), Je m'appelle... (My name is...)</i> Asking and saying how you are: <i>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)</i> <p>Nouns</p> <ul style="list-style-type: none"> Instruments: <i>un tambour (drum), une guitare (guitar), un piano (piano), une trompette (trumpet), une flûte à bec (recorder)</i> 	<ul style="list-style-type: none"> Social conventions Ask and answer questions Ask and answer questions First notions of gender Cognates

		<ul style="list-style-type: none"> Miscellaneous: <i>une fille (girl), un garçon (boy), un dragon (dragon)</i> Numbers 1-10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i> 	
<p>Autumn 2: En classe (In class)</p>	<ul style="list-style-type: none"> Identify classroom objects Identify colours, and describe an object's colour Say your age Recognise and repeat classroom instructions 	<ul style="list-style-type: none"> Classroom objects: <i>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)</i> Colours: <i>rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange).</i> Giving your age: <i>J'ai ___ ans</i> Classroom instructions: <i>écoutez (listen), regardez (look), lisez (read), asseyez-vous (sit down), levez-vous (stand up), écrivez (write), chantez (sing)</i> 	<ul style="list-style-type: none"> Gender Ask and answer questions Basic word order Using context to determine meaning Comparing languages Recognise how sounds are represented in written form Practise pronunciation
<p>Spring 1: Mon Corps (My body)</p>	<ul style="list-style-type: none"> Identify parts of the body Describe eyes and hair appearance Recognise days of the week Give basic character descriptions 	<ul style="list-style-type: none"> Parts of the body: <i>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]</i> Parts of the body: <i>les yeux (eyes), les cheveux (hair)</i> Colours: <i>vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue) Adjectives: long (long), court (short)</i> Days of the week: <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> Adjectives describing character: <i>Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</i> 	<ul style="list-style-type: none"> Gender The definite article Simple word order Simple descriptions Comparing languages Basic notion of adjectival agreements
<p>Spring 2: Les Animaux (Animals)</p>	<ul style="list-style-type: none"> Identify animals and pets Recognise and use numbers 11-20 Give someone's name Describe someone 	<ul style="list-style-type: none"> J'ai + [animal] <i>je n'ai pas d'animal (I don't have an 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> 	<ul style="list-style-type: none"> Genders Recognise negative form Counting numbers up to 20 Giving names in the third person (he/she) Basic notion of adjectival agreements Giving descriptions in the third person (he/she)

		<ul style="list-style-type: none"> Numbers 11-20: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i> Il/Elle s'appelle... (S/he's called...) Il/Elle est... (S/he's ...) Adjectives describing character: <i>grand(e) (tall), petit(e) (small), drôle (funny), sévère (strict), timide (shy)</i> 	<ul style="list-style-type: none"> Recognise how sounds are represented in written form. Practise pronunciation.
<p>Summer 1: Ma famille (My family)</p>	<ul style="list-style-type: none"> Identify family members Recognise and spell with letters of the alphabet List household items Use basic prepositions <i>sur</i> and <i>dans</i> to describe position 	<ul style="list-style-type: none"> Family members: <i>ma mère (mother), mon père (father), mon frère (brother), ma sœur (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) Le CD est dans le lecteur de CD Le jeu vidéo est sur la table</i> Prepositions: <i>dans (in), sur (on)</i> 	<ul style="list-style-type: none"> Genders Spell words using the French alphabet Classifying words into different types Describe position using basic prepositions 'sur' and 'dans' and familiar language
<p>Summer 2: Bon anniversaire! (Happy Birthday!)</p>	<ul style="list-style-type: none"> Recognise and ask for snacks Give basic opinions about food Use numbers 21-31 Recognise and use the months Form dates 	<ul style="list-style-type: none"> Qu'est-ce que tu veux? Je voudrais... Snacks: <i>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)</i> Simple opinions (about food): <i>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)</i> Numbers 21-31 Months: <i>janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September),</i> 	<ul style="list-style-type: none"> 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

		<p><i>octobre (October), novembre (November), décembre (December)</i></p> <ul style="list-style-type: none"> • <i>C'est quand, ton anniversaire? (When is your birthday?)</i> • <i>Dates: [C'est] le...[mars, etc.] ([It's] the... [March, etc.]</i> 	
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In year 4, the children are building on their knowledge from year 3 and starting to expand on the context, grammar and skills in which language is used.

YEAR 4	Objectives	Context and language	Grammar and skills
<p>Autumn 1: Encore! (Again!)</p>	<ul style="list-style-type: none"> • Revise ways of describing people • Describe someone's nationality • Describe people using various adjectives 	<ul style="list-style-type: none"> • Descriptive vocabulary: <i>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 sœur (brother/sister)</i> • Descriptive vocabulary: <i>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 sœur (brother/sister)</i> • Nationalities: <i>français(e) (French), canadien(ne) (Canadian), britannique (British) Il/Elle est (He/She is)... nationality</i> • Adjectives: <i>intelligent(e) (clever), sportif (sportive) (sporty), sévère (strict), français(e) (French), canadien(ne) (Canadian), britannique (British) Il/Elle est (He/She is)...</i> 	<ul style="list-style-type: none"> • Revision of variety of avoir phrases • Recognise and use third person singular (il/elle) with avoir • Revision of variety of avoir phrases • Recognise and use third person singular (il/elle) with avoir • Use être phrases with adjectives • Recognise and use third person singular (il/elle) with être • Recognise different adjective endings • Use être phrases with adjectives • Recognise and use third person singular (il/elle) with être • Recognise different adjective endings
<p>Autumn 2: Quelle heure est-il? (What time is it?)</p>	<ul style="list-style-type: none"> • Talk about activities • Tell the time • Talk about what time you do activities 	<ul style="list-style-type: none"> • <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> 	<ul style="list-style-type: none"> • Use several present tense verbs to describe activities • Produce short phrases orally

		<ul style="list-style-type: none"> • Je joue (I'm playing)... <i>au football (football), au tennis (tennis)</i> • Je regarde (I am watching)... <i>la télé (TV), un DVD (a DVD)</i> • J'écoute (I am listening to)... <i>mes CD (my CDs), la radio (the radio) 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: <i>...à [trois] heures</i> 	<ul style="list-style-type: none"> • Use several present tense verbs to describe activities • Produce short phrases orally and in writing • Express the time • Use several present tense verbs to describe activities • Produce short phrases orally and in writing • Express the time separately and in phrases with other verbs
<p>Spring 1: Les fêtes (celebrations)</p>	<ul style="list-style-type: none"> • Talk about festivals and dates • Talk about presents at festivals • Count from 31-60 • Give and understand instructions 	<ul style="list-style-type: none"> • 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> • Le [nouvel an], c'est le [premier janvier] ([New Year] is on the [1st January]) • 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 œuf de Pâques (Easter egg)</i> • <i>Qu'est-ce que tu veux [comme cadeau]? (What [present] would you like?)</i> • <i>Je voudrais [+ nom] (I'd like [+ noun])</i> • Numbers 31-60 • Instructions: <i>touchez le nez/les pieds! (touch your nose/feet!), comptez! (count!), sautez! (jump!), levez les bras! (raise your arms!), tournez! (turn around!)</i> 	<ul style="list-style-type: none"> • Give dates for festivals through the year • Give more dates for festivals through the year • Ask for various presents • Count up to 60 • Understand and give imperative instructions • Recognise plural forms
<p>Spring 2:</p>	<ul style="list-style-type: none"> • Talk about going to French cities 	<ul style="list-style-type: none"> • Où vas-tu? (Where are you going?) 	<ul style="list-style-type: none"> • Recognise various French cities

<p>Où vas-tu? (Where are you going?)</p>	<ul style="list-style-type: none"> • Give and understand basic directions • Talk about the weather • Talk about the weather and places in France 	<ul style="list-style-type: none"> • Je vais à (I'm going to)... • Paris/Bordeaux/Strasbourg/Nice/Grenoble • Directions: <i>tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop)</i> • Weather: <i>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)</i> • Weather: <i>Quel temps fait-il? (What's the weather like?)</i> • <i>À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige</i> • <i>(In Paris [etc.], it's sunny/cold/hot/raining/snowing)</i> • <i>À [Paris] [il pleut] (It's [raining] in [Paris])</i> 	<ul style="list-style-type: none"> • Ask and answer where you are going, using <i>je vais à...</i> • Understand and give imperative instructions for directions • Form weather expressions using impersonal <i>il...expressions</i> • Recognise various French cities • Form weather expressions using impersonal <i>il...expressions</i> • Describe the weather in a certain location in a short sentence
<p>Summer 1: On mange! (We eat!)</p>	<ul style="list-style-type: none"> • Go shopping for food • Ask how much something costs • Talk about activities at a party • Give opinions about food and various activities 	<ul style="list-style-type: none"> • Food items: <i>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])</i> • Using money: <i>C'est combien? (How much is it?) C'est [cinq] euros (It's [five] euros)</i> • Party activities: <i>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])</i> • Opinions: <i>c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird)</i> • <i>La [fête], c'est [bizarre] (The [party] is [weird])</i> 	<ul style="list-style-type: none"> • Ask what someone wants • Say what you want • Talk about food using partitive article • Ask how much something costs • Ask what someone wants • Say what you want • Talk about food using partitive article • Use <i>on</i> to talk about first person plural activities • Give basic opinions about activities and food
<p>Summer 2: Le cirque</p>	<ul style="list-style-type: none"> • Discuss francophone countries • Discuss the languages we speak • Identify different items of clothing • Describe items of clothing 	<ul style="list-style-type: none"> • Francophone countries: <i>la France (France), la Suisse (Switzerland), le Canada (Canada), la Martinique (Martinique), le Maroc (Morocco), le Sénégal (Senegal)</i> • <i>C'est [le Maroc] (It's [Morocco])</i> 	<ul style="list-style-type: none"> • Give the names of various French-speaking countries • Use positive and negative phrases to talk about speaking languages • Describe various items of clothing

		<ul style="list-style-type: none"> Talking about languages: <i>Je parle anglais/français (I speak English/French), Je ne parle pas anglais/français (I don't speak English/French)</i> Clothes: <i>un pantalon (trousers), une veste (jacket), une chemise (shirt), un tshirt (t-shirt), un chapeau (hat), une jupe (skirt)</i> Describing colour of clothes: <i>colours met so far, plus blanc(he) (white) and noir(e) (black)</i> Noun + adjective: <i>une chemise blanche, un pantalon noir, etc.</i> 	<ul style="list-style-type: none"> Describe various items of clothing, using colour adjectives
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At the end of each year in Lower Key Stage 2 (Years 3 and 4), children are given the opportunity to collaborate and practise the vocabulary and skills they have been learning in a practical way such as role playing a café/shop.

UPPER KEY STAGE 2

As the children progress into upper key stage 2 (years 5 and 6), the children are building on previously learnt vocabulary as well as learning new language and more complex grammar and skills. This applies to both oral and written work.

YEAR 5	Objectives	Context and language	Grammar and skills
<p>Autumn 1: Salut, Gustave!</p>	<ul style="list-style-type: none"> Greet people and give 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 	<ul style="list-style-type: none"> Greetings and personal information: <i>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</i> <i>Tu as des frères ou des sœurs? J'ai un(e)/deux/trois frères/sœurs Je n'ai pas de frères ou de sœurs</i> <i>Il a/Elle a... Il/Elle n'a pas de... + Revised nouns: une sœur, un frère, un vélo, une guitar</i> 	<ul style="list-style-type: none"> Ask and answer questions Recognise and use plural forms Use a negative Use 3rd person avoir in positive and negative statements Manipulate language by changing an element in a sentence Use 3rd person être in positive and negative sentences Understand and use agreements of adjectives (singular) Recognise patterns in simple sentences

		<ul style="list-style-type: none"> <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 (all revised apart from beau/belle)</i> 	
<p>Autumn 2: À l'école (At school)</p>	<ul style="list-style-type: none"> Name school subjects Talk about likes and dislikes at school Ask and say the time Talk about timings of the school day 	<ul style="list-style-type: none"> School subjects: <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 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 finit à...</i> 	<ul style="list-style-type: none"> Understand and use the definite article correctly: <i>le/la/l'/les</i> Express opinions Use correct intonation when asking a question Understand that there is not always a direct equivalent to each English word in French Use song to help memorise language Form longer sentences
<p>Spring 1: La nourriture (Food)</p>	<ul style="list-style-type: none"> Ask politely for food items Describe how to make a sandwich Express opinions about food Talk about healthy and unhealthy food 	<ul style="list-style-type: none"> <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</i> <i>les tomates, le thon, le fromage, une baguette, le beurre</i> <i>Mangez, Coupez, Prenez, Mettez</i> <i>J'aime /Je n'aime pas ... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots</i> <i>[Les carottes], C'est bon pour la santé Ce n'est pas bon pour la santé</i> 	<ul style="list-style-type: none"> Understand and use <i>au/à la/à l'</i> when referring to flavours of foods Learn gender when learning new words Give instructions in the <i>vous</i> form Prepare a short presentation Understand and use negatives Use the plural form of some food vocabulary Integrate new vocabulary into previously learned language Use known language in a new context
<p>Spring 2: En ville (In town)</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <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</i> <i>[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin n... + directions</i> 	<ul style="list-style-type: none"> Use <i>le /la /l'</i> correctly with places Use sequencers <i>d'abord, ensuite, enfin</i> to say longer sentences. Give instruction using the <i>vous</i> form Use prepositions <i>au/à la /à l'</i> with places Recognise language patterns and deduce rules Incorporate known language into new structures

		<ul style="list-style-type: none"> 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 	
<p>Summer 1: En vacances (On holiday)</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 Talk about holiday plans 	<ul style="list-style-type: none"> 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 manages 	<ul style="list-style-type: none"> Use au/à la /à correctly with places Recognise patterns and apply knowledge of rules Express opinions Use je vais + infinitive to talk about future plans Apply grammatical knowledge to make sentences Make longer sentences
<p>Summer 2: Chez moi (At my house)</p>	<ul style="list-style-type: none"> Name rooms in the house Describe rooms in the house Say what people do at home Say what people do and where 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use il y a + indefinite article Prepare a short presentation Use c'est + adjectives Join sentences with et Practise new language with a friend Use 3rd person verbs Manipulate language by changing an element in a sentence Use and understand both the indefinite and definite articles Make longer sentences

YEAR 6	Objectives	Context and language	Grammar and skills
<p>Autumn 1: Le week-end</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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... ? 	<ul style="list-style-type: none"> Use several verbs in 1st person Recognise patterns in French Build longer sentences Adapt sentences to say different things Use negatives Use verbs in 3rd person Listen for clues Use j'aime/je n'aime pas, etc. with an infinitive

		<ul style="list-style-type: none"> • <i>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...</i> • <i>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]</i> • <i>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</i> 	
<p>Autumn 2: Les vêtements</p>	<ul style="list-style-type: none"> • Ask and say what clothes you'd like • Give opinions about clothes • Say what clothes you wear • Ask and talk about prices 	<ul style="list-style-type: none"> • <i>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</i> • <i>C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais...</i> • <i>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)</i> • <i>C'est combien? Ça coûte [soixante-douze] euros</i> • <i>Numbers 60 to 80</i> 	<ul style="list-style-type: none"> • Using des with plural words • Giving opinions using c'est... • Using et and mais to make longer sentences • Agreement of adjectives • Practising new language with a friend • Techniques for memorising language
<p>Spring 1: Ma journée (My day)</p>	<ul style="list-style-type: none"> • Ask and talk about daily routine • Talk about times of daily routine • Ask and talk about breakfast • Talk about details of a typical day 	<ul style="list-style-type: none"> • <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> • <i>Daily routine phrases + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq</i> 	<ul style="list-style-type: none"> • Use 1st person present tense including some reflexives • Make longer sentences with times • Formulate questions • Use et to join sentences together • Cope with longer reading texts • Use adverbs and time expressions to make longer paragraphs

		<ul style="list-style-type: none"> • <i>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</i> • <i>normalement, d'abord, ensuite, enfi n, après l'école</i> 	<ul style="list-style-type: none"> • Reflect and share ideas about language learning
<p>Spring 2: Les transports (Transportation)</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • <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</i> • <i>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</i> • Time/order indicators: <i>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]</i> • <i>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!</i> 	<ul style="list-style-type: none"> • Use prepositions en and à with transports • Listen for clues to meaning • Use propositions au/à la /à l' with places • Using knowledge of word, text and structure to build texts • Use on va + infinitives to talk about future plans • Use time indicators • Use context and previous knowledge to help reading skills • Ask politely for things
<p>Summer 1: Le sport (Sport)</p>	<ul style="list-style-type: none"> • Talk about which sports you like • Say what you think of different sports • Give reasons for preferences • Talk about a sporting event 	<ul style="list-style-type: none"> • <i>Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller</i> • <i>Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je</i> 	<ul style="list-style-type: none"> • Use the definite article with sports • Spot patterns in French • Use conjunctions et and mais • Devise and ask questions • Give reasons for opinions • Use known language in new contexts

		<p><i>préfère... [+ names of sports] J'aime... mais/et je préfère...</i></p> <ul style="list-style-type: none"> <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> <i>Le samedi on va au match de foot. On mange un sandwich et on boit un chocolat chaud. On regarde [Bordeaux] contre [Lyon]. Le match commence à trois heures. X marque un but. C'est passionnant! Lyon gagne 2-0.</i> 	<ul style="list-style-type: none"> • Read and write longer texts • Present information about sports
<p>Summer 2: On va faire la fête! (We are going to party!)</p>	<ul style="list-style-type: none"> • Revise forms of transport, places and immediate future plans • Revise descriptions of people and clothes • Revise opinions of food and clothes • Order food in a cafe 	<ul style="list-style-type: none"> • Revision: <i>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</i> • Revision: <i>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]</i> • Revision: <i>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 carottes, les haricots, les sandwichs au poulet/au thon/au</i> 	<ul style="list-style-type: none"> • Prepositions: au/à la/à l' + places; en/à + transports • Use je vais + infinitive to talk about future plans • Revisit known language in a different context • Use 3rd 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 • Ask for things politely

		<p><i>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</i></p> <ul style="list-style-type: none">• <i>Qu'est-ce que tu veux/vous voulez manger/boire? Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros. Voilà... Merci, au revoir</i>	
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