

# SITHNEY COMMUNITY PRIMARY SCHOOL

## FRENCH ROLLING PROGRAMME

### RIGOLO 1 (YEARS 3 AND 4)



YEAR A	AUT1 Unit 1 Bonjour!	AUT2 Unit 2 En Classe	SPR1 Unit 3 Mon corps	SPR2 Unit 4 Les animaux	SUM1 Unit 5 La famille	SUM2 Unit 6 Bon anniversaire
<b>Unit Objectives:</b>	Greet and say goodbye to someone Ask someone's name and give your own Ask how someone is and respond to the same question Count numbers 1–10 Identify musical instruments	Identify classroom objects Identify colours, and describe an object's colour Say your age Recognise and repeat classroom instructions	Identify parts of the body Describe eyes and hair Recognise days of the week Give basic character descriptions	Identify animals and pets Recognise and use numbers 11–20 Give someone's name Describe someone	Identify family members Recognise and spell with letters of the alphabet List household items Use basic prepositions sur and dans to describe position	Recognise and ask for snacks Give basic opinions about food Use numbers 21–31 Recognise and use the months Form dates
<b>Unit Outcomes</b>	<b>Most children will be able to:</b> Use spoken French to greet others and introduce themselves Understand and use numbers 1–10 Begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases <b>Some children will also be able to:</b> Write and say phrases from memory, with clear pronunciation and meaning Identify nouns using the correct gender Combine numbers and nouns together in a short phrase	<b>Most children will be able to:</b> Use spoken French to identify objects in the classroom Understand and identify the different colours in French Use spoken French to give their age respond to a range of instructions in French Begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases <b>Some children will also be able to:</b> Write and say phrases from memory, with clear pronunciation and meaning Describe hair and eyes with a limited range of adjectives in simple phrases Describe character with one-word adjectives Appreciate simple adjectival agreement {for more able pupils only}	<b>Most children will be able to:</b> Use spoken French to identify parts of the body Recognise and copy out the days of the week Begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases <b>Some children will also be able to:</b> Write and say phrases from memory, with clear pronunciation and meaning Describe hair and eyes with a limited range of adjectives in simple phrases Describe character with one-word adjectives Appreciate simple adjectival agreement {for more able pupils only}	<b>Most children will be able to:</b> Use spoken French to identify different animals Recognise and use numbers 11–20 orally and in writing Reply when asked someone's name Describe someone using set phrases Begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases <b>Some children will also be able to:</b> Write and say phrases from memory, with clear pronunciation and meaning Describe character with one-word adjectives Appreciate simple adjectival agreement {for more able pupils only}	<b>Most children will be able to:</b> Use spoken French to identify family members, using mon/ma/mes Recognise and use French alphabet, not necessarily including accented letters Recognise the meaning of prepositions dans and sur in sentences <b>Some children will also be able to:</b> Write and say phrases from memory, with clear pronunciation and meaning Use all letters of alphabet, including accented letters where appropriate Create phrases and sentences using prepositions to describe position	<b>Most children will be able to:</b> Understand when they are being asked what they want Use spoken French to identify various snacks Recognise and count numbers 1–31 Recognise French months and combine with numbers to form dates <b>Some children will also be able to:</b> Have short question and answer dialogue asking others what they want and replying to same question Form dates using a short phrase, e.g. c'est le 5 mars

		Produce several simple phrases using j'ai...				
<b>Grammar and Skills</b>	First notions of gender Ask and answer questions Recognise cognates	Gender of different nouns Ask and answer questions Simple word order Use context to determine meaning Compare different languages Take part in a simple dialogue	Gender of different nouns The definite article Simple word order Simple facial and character descriptions Simple adjectival agreement (for more able pupils)	Gender of different nouns Recognise negative form Count numbers 11–20 Give names and descriptions in the third person (he/she)	Gender of different family members and nouns Spell words using the French alphabet Describe position using basic prepositions sur and dans and familiar language	Gender of different nouns for food Understand and reply to questions on food wanted Count numbers up to 31 Use numbers up to 31 together with months to form dates
<b>Key Language</b>	<b>Greetings:</b> bonjour, salut, au revoir; Madame, Monsieur, Mademoiselle <b>Say and ask names:</b> Comment t'appelles-tu?; je m'appelle... Say and ask how you are: Ça va? Ça va bien, Ça ne va pas, Comme ça Comme ça Numbers 1–10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix <b>Musical instruments:</b> une trompette, une guitare, une flûte à bec, un piano, un	<b>Classroom objects:</b> 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) <b>Colours:</b> rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange) <b>Give your age:</b> J'ai... ans. Classroom instructions: écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez	<b>Parts of the body:</b> les yeux (eyes), le nez (nose), la bouche (mouth), les oreilles (ears), les cheveux (hair), la jambe (leg), le bras (arm), la tête (head) <b>Colours:</b> vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue) <b>Adjectives:</b> long (long), court (short) <b>Days of the week:</b> lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche <b>Adjectives describing character:</b> Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa	<b>Animals:</b> un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon) <b>Numbers :</b> 11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt il/elle s'appelle... (s/he's called) <b>Adjectives describing character:</b> grand(e) (tall), petit(e) (small), drôle (funny), sévère (strict), timide (shy)	<b>Family members:</b> ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents) <b>Letters of the alphabet</b> a–z, plus some accented letters <b>Household objects:</b> le CD (CD), le lecteur de CD (CD player), l'ordinateur (computer), le jeu video (video game), le DVD (DVD), la machine (machine), la chaise (chair), la table (table) <b>Prepositions:</b> dans (in), sur (on)	<b>Snacks:</b> 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) <b>Simple opinions (about food):</b> 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.) <b>Numbers 21–31</b> <b>Months:</b> janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December) <b>Dates:</b> le ... [mars, etc.] (the ... [March, etc.]
<b>YEAR B</b>	<b>AUT1</b>	<b>AUT2</b>	<b>SPR1</b>	<b>SPR2</b>	<b>SUM1</b>	<b>SUM2</b>
	<b>Unit 7 Encore!</b>	<b>Unit 8 Quelle heure est-il?</b>	<b>Unit 9 Les fêtes</b>	<b>Unit 10 Où vas-tu?</b>	<b>Unit 11 On mange!</b>	<b>Unit 12 Le cirque</b>
<b>Unit Objectives</b>	Revise ways to describe people, using avoir and être phrases Describe people's nationality	Talk about free-time activities Learn to tell the time Say what activities you do at certain times	Say the names and dates of several French festivals Identify and ask for certain presents at festivals Recognise and use numbers 31–60 Give and understand more instructions	Name and recognise various French cities Give and understand basic directions Talk about the weather Talk about the weather in a particular city	Ask for food in a shop Ask for and understand how much something costs Talk about activities at a party Give opinions about activities and food	Identify various francophone countries Talk about which languages you speak Identify different items of clothing Describe the colour of items of clothing

<p><b>Unit Outcomes</b></p>	<p><b>Most children will be able to:</b> Use a variety of expressions to describe people in the third person singular Recognise different nationalities <b>Some children will also be able to:</b> Use and recognise different adjective endings, both singular and plural</p>	<p><b>Most children will be able to:</b> Recognise and repeat various activities Learn to tell the time in a simple phrase (Il est cinq heures, etc.) <b>Some children will also be able to:</b> Produce phrases about various activities Tell the time separately, or in combination with the above phrases to create full sentences, e.g. Je joue au football à cinq heures.</p>	<p><b>Most children will be able to:</b> Recognise names of French festivals, and list their dates separately Identify names of various presents suitable for festivals Count up to 60 Understand more instructions <b>Some children will also be able to:</b> Produce fuller phrases giving dates of festivals, e.g. Le nouvel an, c'est le premier janvier. Create sentences asking for gifts, using je voudrais...</p>	<p><b>Most children will be able to:</b> Recognise names of various French cities Use je vais à... to say which city they are going to Understand and use weather expressions Understand and use direction expressions Understand descriptions of weather in certain locations <b>Some children will also be able to:</b> Produce phrases describing weather in certain locations</p>	<p><b>Most children will be able to:</b> Identify various food items Describe various party activities, using on expressions Give various opinions in isolation <b>Some children will also be able to:</b> Ask and answer what others/they want Give opinions in a sentence: Le football, c'est chouette, etc.</p>	<p><b>Most children will be able to:</b> Identify various French-speaking countries Use single set phrases to say which languages they can speak Describe colour of items of clothing, with some support <b>Some children will also be able to:</b> Use positive and negative phrases to talk about which languages they can speak Apply the correct forms of colour adjectives to both masculine and feminine nouns</p>
<p><b>Grammar and Skills</b></p>	<p>Revision of a variety of avoir phrases Use être phrases with adjectives Recognise and use the third person singular (il/elle) with both avoir and être Recognise different adjective endings</p>	<p>Use several present tense verbs to describe activities Produce short phrases orally and in writing Express the time separately or in phrases with other verbs</p>	<p>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>	<p>Recognise various French cities Ask and answer where you are going, using je vais à... Understand and give imperative instructions for directions Form weather expressions using impersonal il... expressions Describe the weather in a certain location in a short sentence</p>	<p>Ask what someone wants Say what you want Talk about food using the partitive article Use on to talk about first-person plural activities Give basic opinions about activities and food</p>	<p>Give the names of various French-speaking countries Use positive and negative phrases to talk about speaking languages Describe various items of clothing, using colour adjectives</p>
<p><b>Key Language</b></p>	<p><b>Descriptive vocabulary:</b> il/elle a (he/she has)... les cheveux courts/longs (short/long hair), les yeux bleus, etc. (blue eyes, etc.), un chien (a dog), un frère/une sœur (a brother/ a sister); il/elle a sept ans (he/she is seven years old) <b>Nationalities:</b> français(e) (French), canadien(ne) (Canadian), britannique (British) <b>Character adjectives:</b> intelligent(e) (clever),</p>	<p><b>Activities:</b> 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) <b>Telling the time:</b> il est... heure(s) <b>Activities at certain times:</b> Je regarde la télé à cinq heures, etc.</p>	<p><b>Festivals:</b> le Nouvel An (New Year), la Fête des Rois (Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas) <b>Presents:</b> 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) <b>Numbers 31–60</b> <b>Instructions:</b> touchez le nez/les pieds! (touch your nose/ feet!), comptez!</p>	<p><b>Saying where you are going:</b> Je vais à (I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble. <b>Directions:</b> tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop) <b>Weather:</b> 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) <b>Weather in a particular town:</b> À Paris/Bordeaux/</p>	<p><b>Asking and answering what you want:</b> Qu'est-ce que tu veux? (What do you want?); Je voudrais (I'd like)... <b>Food items:</b> du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes) <b>Using money:</b> C'est combien? (How much is it?); C'est [cinq] euros. (It's [five] euros.) <b>Party activities:</b> On boit (We are drinking.), On mange. (We are eating.), On</p>	<p><b>Francophone countries:</b> la France (France), la Suisse (Switzerland), le Canada (Canada), la Martinique (Martinique), le Maroc (Morocco), le Sénégal (Senegal) <b>Talking about languages:</b> Je parle anglais/français (I speak English/French), Je ne parle pas anglais/français (I don't speak English/French) <b>Clothes:</b> un pantalon (trousers), une veste (jacket), une chemise (shirt), un t-shirt (t-shirt), un chapeau (hat), une jupe (skirt) <b>Describing colour</b></p>

	sportif/ sportive (sporty), sévère (strict)		(count!), sautez! (jump!), levez les bras! (raise your arms!), tournez! (turn around!), hochez la tête! (nod your head!)	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.)	danse. (We are dancing.), On chante. (We are singing.), On s'amuse. (We are having fun.) <b>Opinions:</b> c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird)	<b>of clothes:</b> colours met so far, plus blanc(he) (white) and noir(e) (black)
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