

SITHNEY COMMUNITY PRIMARY SCHOOL

FRENCH ROLLING PROGRAMME

RIGOLO 2 (YEARS 5 AND 6)



YEAR A	AUT1 Unit 1 Salut Gustave!	AUT2 Unit 2 A l'école	SPR1 Unit 3 La nourriture	SPR2 Unit 4 En ville	SUM1 Unit 5 En vacances	SUM2 Unit 6 Chez moi
Unit Objectives:	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	Name school subjects Talk about likes and dislikes at school Ask and say the time Talk about timings of the school day	Ask politely for food items Describe how to make a sandwich Express opinions about food Talk about healthy and unhealthy food	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	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	Name rooms in the house Describe rooms in the house Say what people do at home Say what people do and where
Unit Outcomes	Most children will be able to: Use spoken French to greet people and say their name, age and how they are Ask and say how many brothers and sisters they have Say what someone else has and hasn't got Say what someone is like Some children will also be able to: Take part in short conversations, giving appropriate answers and asking questions Use plural forms accurately when talking about sisters and brothers Manipulate sentences by changing an element Use negatives in spoken and	Most children will be able to: Understand and say school subjects Say which subjects they like and don't like Say the time on the hour, half-hour and quarter-hour Some children will also be able to: Write accurately a range of vocabulary Express opinions about a range of things Use longer sentences in spoken and written French to talk about timings of the school day	Most children will be able to: Ask politely for sandwiches and ice creams Give simple instructions to make a sandwich Say what foods they like/don't like Say which foods are healthy/unhealthy Some children will also be able to: Use au/à la/à l' accurately when referring to food items Understand and use plural nouns in the correct context Use known language in a new context Adapt phrases to talk about different things	Most children will be able to: Name places in a town Ask the way and give simple directions Say where they're going Give the time and say where they're going Some children will also be able to: Say longer sentences using sequencers Use prepositions au/à la/à l' correctly with places Recognise patterns in language Incorporate known language into new structures	Most children will be able to: Name holiday destinations Express opinions about different holidays Say what they're going to do Some children will also be able to: Use au/à la/à l'/à correctly Recognise patterns and apply knowledge of rules Apply rules to talk about future plans Make longer sentences about holiday plans	Most children will be able to: Name places in a home Give simple descriptions using c'est [+ adjective] List some activities using il and elle Some children will also be able to: Use definite and indefinite articles correctly Join sentences with et Adapt sentences by changing elements Make longer sentences

	written French with avoir and être					
Grammar and Skills	<p>Ask and answer questions</p> <p>Recognise and use plural nouns</p> <p>Understand and use avoir and être in 1st, 2nd and 3rd person</p> <p>Understand and use negatives with avoir and être</p> <p>Understand agreement of adjectives (feminine singular)</p> <p>Manipulate language by changing an element in a sentence</p> <p>Recognise patterns in simple sentences</p>	<p>Understand and use the definite article correctly: le/la/l'/les</p> <p>Express opinions</p> <p>Use correct intonation when asking a question</p> <p>Understand that there is not always a direct equivalent to each English word in French</p> <p>Use song to help memorise language</p> <p>Form longer sentences</p>	<p>Understand and use au/à la/à l' when referring to flavours of foods</p> <p>Give instructions in the vous form</p> <p>Understand and use negatives</p> <p>Use the plural form of some food vocabulary</p> <p>Use known language in a new context</p>	<p>Use le/la/l' correctly with places</p> <p>Use sequencers d'abord, ensuite, enfin to say longer sentences</p> <p>Give instructions using the vous form</p> <p>Use prepositions au/à la/à l' with places</p> <p>Recognise language patterns and deduce rules</p> <p>Incorporate known language into new structures</p>	<p>Use au/à la/à l'/à correctly with places</p> <p>Recognise patterns and apply knowledge of rules</p> <p>Express opinions</p> <p>Say what you're going to do using Je vais + infinitive</p> <p>Apply grammatical knowledge to make sentences</p>	<p>Use il y a [+ indefinite article]</p> <p>Prepare a short presentation</p> <p>Use c'est [+ adjective]</p> <p>Join sentences with et</p> <p>Practise new language with a friend</p> <p>Use 3rd person verbs</p> <p>Manipulate language by changing an element in a sentence</p> <p>Use and understand both the definite and indefinite articles</p> <p>Make longer sentences</p>
Key Language	<p>Bonjour, Salut Comment t'appelles-tu? Je m'appelle... Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça</p> <p>Tu es français(e)/britannique? Oui/Non, je suis... Quel âge as-tu? J'ai... ans</p> <p>Tu as des frères ou des sœurs? J'ai un(e)/deux/trois... frères/sœurs</p> <p>Je n'ai pas de frères ou de sœurs</p> <p>il/elle a... il/elle n'a pas de...</p> <p>+ revised nouns:</p> <p>une sœur, un frère, un pantalon, un vélo, une guitare • 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</p>	<p>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</p> <p>J'aime/Je n'aime pas + subjects</p> <p>C'est bien/cool/nul</p> <p>Quelle heure est-il? Il est une heure et quart/et demie/moins le quart. Il est midi/minuit</p> <p>La récré, le déjeuner, l'école commence à... heure(s) et finit à...</p>	<p>Je voudrais... s'il vous plaît.</p> <p>un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate</p> <p>une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille</p> <p>les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez</p> <p>J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots</p> <p>[Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé.</p>	<p>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</p> <p>[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin... + directions</p> <p>Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché/piscine.</p> <p>Je vais à la boulangerie/piscine.</p> <p>Je vais à l'école.</p> <p>Il est [deux] heure(s). Je vais au/à la/à l' + places</p>	<p>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.</p> <p>J'aime ça, Je n'aime pas ça. J'adore ça. Je déteste ça.</p> <p>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.</p> <p>Consolidation of all the above</p>	<p>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</p> <p>C'est grand/petit/vert/blanc/bleu/jaune/rose/rouge</p> <p>C'est petit et rouge</p> <p>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...</p> <p>Activities as above + dans le salon/les WC, etc.</p>
YEAR B	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	Unit 7 Le week-end	Unit 8 Les vêtements	Unit 9 Ma journée	Unit 10 Les transports	Unit 11 Le sport	Unit 12 On va faire la fête !

Unit Objectives:	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	Give opinions about clothes Say what clothes you wear Ask and talk about prices (including 60–80)	Ask and talk about daily routine Talk about times of daily routine Ask and talk about breakfast Talk about details of a typical day	Talk about forms of transport Talk about where you're going and how you get there Talk about plans for a trip Buy tickets at the station	Talk about which sports you like Say what you think of different sports Give reasons for preferences Talk about a sporting event	Revise forms of transport, places and future plans Revise descriptions of people and clothes Revise opinions of food and clothes Order food in a café
Unit Outcomes	Most children will be able to: Say what they do using the 1st person Say what they don't do using set phrases Say what other people do using il/elle Say what they like/dislike doing Some children will also be able to: Adapt language to say different things Build longer sentences Apply negatives to most phrases Use verbs with different pronouns	Most children will be able to: Say what clothes they'd like Give opinions about clothes Say what clothes they're wearing Use numbers 60 to 80 Some children will also be able to: Use et and mais to make longer sentences Understand and use agreement of adjectives Understand and use des with plural words	Most children will be able to: Talk about their daily routine Say what time they do things Say what they have for breakfast Use et to join sentences together Some children will also be able to: Formulate questions Write longer paragraphs using adverbs and time expressions Cope with longer reading texts	Most children will be able to: Name some forms of transport Say how they get to various places Ask for tickets at a train station Some children will also be able to: Use prepositions correctly with means of transport and places Start to write short texts Use on va + infinitive to talk about future plans Use strategies to deal with authentic reading texts	Most children will be able to: Talk about sports they like Express their preferences about different sports Ask questions about sports Say one or two sentences about a sporting event Some children will also be able to: Give reasons for preferences Use conjunctions to make longer sentences Understand and write longer texts	Most children will be able to: Revise and re-use language met in previous units Describe someone in one or two sentences Express opinions Ask for food and drink in a café Some children will also be able to: Re-combine known language in different ways Form sentences in the present and future tenses Use and apply grammar rules more confidently including negatives, prepositions and agreement of adjectives
Grammar and Skills	Use several verbs in 1st person Use negatives Use verbs in 3rd person Using j'aime/je n'aime pas, etc. with an infinitive Recognise patterns in French Build longer sentences Adapt sentences to say different things Listen for clues Plan and prepare a task and evaluate others	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	Use 1st person present tense including some reflexives Make longer sentences with times Use et to join sentences together Use adverbs and time expressions to make longer paragraphs Formulate questions Cope with longer reading texts Reflect and share ideas about language learning	Use prepositions en and à with means of transport Listen for clues to meaning Use prepositions au/à la/à l' with places Using knowledge of word, text and structure to build texts Use on va + infinitive to talk about future plans Use time indicators Use context and previous knowledge to help reading Ask politely for things	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 Read and write longer texts Present information about sports	Prepositions: au/à la/à l' + places; en/à + means of transport 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 Present information on an aspect of French culture using song and sketches
Key Language	<p>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)</p> <p>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]</p> <p>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</p>	<p>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 [soixante-douze] euros Numbers 60 to 80</p>	<p>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, enfin, après l'école + language from Lesson 3</p>	<p>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, etc. •Samedi, à 10 heures... D'abord, ensuite, enfin... Qu'est-ce qu'on va faire? On va... aller au parc d'attractions, prendre le train/l'avion, acheter des souvenirs, faire les manèges, regarder un film 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? [Dix heures et demie.] Merci [Monsieur]. Au revoir. Bon voyage!</p>	<p>Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports] J'aime... mais/et je préfère... J'aime [le football] parce que c'est amusant, facile, passionnant Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile 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.</p>	<p>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 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] 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</p>

						<p>pommes, les carottes, les haricots, les sandwiches 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? Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros. Voilà... Merci, au revoir</p>
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