

YEAR 3

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

Intercultural understanding

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

symbols, objects and pictures can represent a country; talk about, discuss and present information about a particular country's culture.					
Unit 1 – Bonjour (Rigolo 1) <ul style="list-style-type: none">Greet and say goodbye to someone.Ask for someone’s name and give your own.Ask how someone is and respond to them.	Unit 1 – Bonjour (Rigolo 1) <ul style="list-style-type: none">To count numbers 1-10.Identify musical instruments. Unit 2: En classe <ul style="list-style-type: none">Identify classroom object	Unit 2: En classe (Rigolo 1) <ul style="list-style-type: none">Identify colours and describe an object’s colourSay your ageRecognise and repeat classroom instructions	Unit 3: Mon corps (Rigolo 1) <ul style="list-style-type: none">Identify parts of the body.Describe eyes and hair.Recognise days of the week.	Unit 3: Mon corps (Rigolo 1) <ul style="list-style-type: none">Give basic character descriptions. Unit 4: Les animaux (Rigolo 1) <ul style="list-style-type: none">Identify animals and pets.Recognise and use numbers 11–20	Unit 4: Les animaux (Rigolo 1) <ul style="list-style-type: none">Describe someone Unit 5: La famille <ul style="list-style-type: none">identify family membersrecognise and spell with letters of the alphabet
listening		speaking		reading	
♣ (derived from NC) listen attentively to spoken language and show understanding by joining in and responding		-(derived from NC) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		-(derived from NC) Read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language	
				writing	
				write familiar words using the alphabet and punctuation of a different language.	

<p>Understand a few familiar spoken words and phrases – e.g.</p> <ul style="list-style-type: none"> • teacher's instructions • days of the week • a few words in a song • colours • numbers 	<p>-Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • what the weather is like • naming classroom objects <p>Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success</p>	<ul style="list-style-type: none"> ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Recognise and read out a few familiar words or phrases – e.g.</p> <ul style="list-style-type: none"> • from stories and rhymes • labels on familiar objects • the date <p>Use visual clues to help with reading.</p>	<p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • personal information such as age • numbers • colours • objects <p>Select appropriate words to complete short phrases or sentences.</p>
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YEAR 4

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

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<p>Unit 1 – Bonjour (Rigolo 1)</p> <ul style="list-style-type: none"> • Greet and say goodbye to someone. • Ask for someone's name and give your own. 	<p>Unit 1 – Bonjour (Rigolo 1)</p> <ul style="list-style-type: none"> • To count numbers 1-10. • Identify musical instruments. <p>Unit 2: En classe</p>	<p>Unit 2: En classe (Rigolo 1)</p> <ul style="list-style-type: none"> • Identify colours and describe an object's colour 	<p>Unit 3: Mon corps (Rigolo 1)</p> <ul style="list-style-type: none"> • Identify parts of the body. 	<p>Unit 3: Mon corps (Rigolo 1)</p> <ul style="list-style-type: none"> • Give basic character descriptions. <p>Unit 4: Les animaux (Rigolo 1)</p>	<p>Unit 4: Les animaux (Rigolo 1)</p> <ul style="list-style-type: none"> • Describe someone <p>Unit 5: La famille</p>
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Ask how someone is and respond to them.	Identify classroom object	<ul style="list-style-type: none"> Say your age <p>Recognise and repeat classroom instructions</p>	<ul style="list-style-type: none"> Describe eyes and hair. <p>Recognise days of the week.</p>	<ul style="list-style-type: none"> Identify animals and pets. <p>Recognise and use numbers 11–20</p>	<ul style="list-style-type: none"> identify family members <p>recognise and spell with letters of the alphabet</p>
listening	speaking	reading	writing		
<p>♣ (derived from NC) listen attentively to spoken language and show understanding by joining in and responding</p> <p>Understand a range of familiar spoken phrases – e.g.</p> <ul style="list-style-type: none"> basic phrases concerning myself, my family and school <p>Respond to a clear model of language.</p> <p>Topics</p> <ul style="list-style-type: none"> Days of the week, months, birthdays Weather (seasons) Colours (link to classroom objects) Family –family members, descriptions of appearance and character 	<p>-(derived from NC) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Answer simple questions and give basic information – e.g</p> <ul style="list-style-type: none"> about the weather brothers and sisters pets <p>Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood.</p>	<p>♣ (derived from NC) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Understands some familiar written phrases – e.g</p> <ul style="list-style-type: none"> simple weather phrases basic descriptions of objects 	<p>-(derived from NC) write phrases from memory, and begin to adapt these to create new sentences, to express ideas clearly</p> <p>Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g.</p> <ul style="list-style-type: none"> shopping list holiday greetings by email/postcard <p>Begin to spell some commonly used words correctly.</p>		
YEAR 5					

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Unit 1: Salut Gustave! (Rigolo French 2) <ul style="list-style-type: none"> Greet people and share personal information. Ask and talk about sisters and brothers. Say what people have and have not using 3rd person avoir. 	Unit 1: Salut Gustave! (Rigolo French 2) <ul style="list-style-type: none"> Say what people are like using 3rd person être including negatives. Unit 2: À l'école (Rigolo 2) <ul style="list-style-type: none"> Name school subjects Talk about likes and dislikes at school 	Unit 2: À l'école (Rigolo 2) <ul style="list-style-type: none"> Ask and say the time Talk about timings of the school day 	Unit 3: La nourriture (Rigolo 2) <ul style="list-style-type: none"> Ask politely for food items. Describe how to make a sandwich. Express opinions about food 	Unit 3: La nourriture (Rigolo 2) <ul style="list-style-type: none"> Talk about healthy and unhealthy food Unit 4: En ville (Rigolo 2) <ul style="list-style-type: none"> Name places in the town Ask the way and give direction 	Unit 4: En ville (Rigolo 2) <ul style="list-style-type: none"> Say where you are going Give the time and say where you are going Unit 5: En vacances <ul style="list-style-type: none"> Ask and say where you're going on holiday
listening		Speaking		reading	
				writing	

<p>♣ (derived from NC) listen attentively to spoken language and show understanding by joining in and responding with teacher, recordings and peers</p> <p>Understand the main points from a spoken passage made up of familiar language – e.g.</p> <ul style="list-style-type: none"> • short rhyme or song • basic telephone message • weather forecast 	<p>-(derived from NC) speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Ask and answer simple questions– e.g.</p> <ul style="list-style-type: none"> • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies <p>Talk about personal interests. Know how to pronounce some letter strings.</p>	<p>♣ (derived from NC) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Understands the main point(s) from a short written text – e.g.</p> <ul style="list-style-type: none"> • simple messages on a postcard/in an email <p>Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words.</p>	<p>♣ (derived from NC) write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Write a few short sentences with support using already learnt – e.g.</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card <p>Spell words that are readily understandable.</p>
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YEAR 6

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Unit 1: Salut Gustave! (Rigolo French 2)	Unit 1: Salut Gustave! (Rigolo French 2)	Unit 2: À l'école (Rigolo 2)	Unit 3: La nourriture (Rigolo 2)	Unit 3: La nourriture (Rigolo 2)	Unit 4: En ville (Rigolo 2) • Say where you are going
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<ul style="list-style-type: none"> Greet people and share personal information. Ask and talk about sisters and brothers. Say what people have and have not using 3rd person avoir. 	<ul style="list-style-type: none"> Say what people are like using 3rd person être including negatives. <p>Unit 2: À l'école (Rigolo 2)</p> <ul style="list-style-type: none"> Name school subjects Talk about likes and dislikes at school 	<ul style="list-style-type: none"> Ask and say the time Talk about timings of the school day 	<ul style="list-style-type: none"> Ask politely for food items. Describe how to make a sandwich. <p>Express opinions about food</p>	<ul style="list-style-type: none"> Talk about healthy and unhealthy food <p>Unit 4: En ville (Rigolo 2)</p> <ul style="list-style-type: none"> Name places in the town <p>Ask the way and give direction</p>	<ul style="list-style-type: none"> Give the time and say where you are going <p>Unit 5: En vacances</p> <p>Ask and say where you're going on holiday</p>	
Listening		speaking		reading		writing

<p>♣ (derived from NC) listen attentively to spoken language and show understanding by joining in and responding</p> <p>Understand the main points and some of the detail from a short spoken passage – e.g. • sentences describing what people are wearing</p> <ul style="list-style-type: none"> • an announcement 	<p>♣ (derived from NC) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>♣ present ideas and information orally to a range of audiences*</p> <p>Take part in a simple conversation. Express an opinion. Know how to pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed.</p>	<p>Understand the main points and some of the detail from a short written text.</p> <p>Begin to read independently. Use a bilingual dictionary to look up new words</p>	<p>♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>-</p> <p>♣(derived from NC) understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly.</p>
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