

## Long Term Plan Languages

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vocab and language structure</b>	<p style="text-align: center;"><b>Rigolo Unit 1</b> <b>Bonjour</b></p> <p><b>Saying hello and goodbye:</b> <i>bonjour (hello), salut (hi), au revoir (goodbye)</i> <i>Bonjour (Monsieur/Madame...)</i> <i>Salut!</i> <i>Au revoir (Monsieur/Madame...)</i></p> <p><b>Asking and saying your name:</b> <i>Comment t'appelles-tu? (What's your name?), Je m'appelle... (My name is...)</i></p> <p><b>Asking and saying how you are:</b> <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> <i>Ça va?</i> <i>Oui, ça va bien</i></p> <p><b>Nouns (musical instruments):</b> <i>un tambour (drum), une guitare (guitar), un piano (piano), une trompette (trumpet), une flûte à bec (recorder)</i> Miscellaneous: <i>une fille (girl), un garçon (boy), un dragon (dragon)</i></p> <p><b>Numbers 1–10:</b> <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p>		<p style="text-align: center;"><b>Rigolo Unit 2</b> <b>En Classe</b></p> <p><b>Classroom objects:</b> <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> <i>J'ai un/une...</i></p> <p><b>Colours:</b> <i>rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange).</i> <i>J'ai un stylo rouge (etc.)</i></p> <p><b>Saying your age:</b> <i>J'ai ... ans (I am... years old)</i> <i>Quel âge as-tu?</i> <i>J'ai... ans.</i></p> <p><b>Classroom instructions:</b> <i>écoutez (listen), regardez (look), lisez (read), asseyez-vous (sit down), levez-vous (stand up), écrivez (write), chantez (sing)</i></p>		<p style="text-align: center;"><b>Rigolo Unit 3</b> <b>Mon Corps</b></p> <p><b>Introducing parts of the body:</b> <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)</i></p> <p><b>Describing eyes and hair:</b> <i>les yeux (eyes), les cheveux (hair)</i> Colours: <i>vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue)</i> Adjectives: <i>long (long), court (short)</i> <i>J'ai les cheveux/les yeux [+ adjective]</i></p> <p><b>Days of the week:</b> <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> <i>C'est quel jour (aujourd'hui)?</i> <i>C'est lundi</i></p> <p><b>Adjectives describing character:</b> <i>grand(e) (tall), petit(e) (small), timide (shy), bavard(e) (chatty), drôle (funny), sympa (nice)</i> <i>Je suis... [+ adjective]</i></p>	
<b>Skills</b>	<p>Hear main word classes: nouns, adjectives, simple connectives, prepositions, verbs. Recognise simple question forms and negatives. Start to build a stock of high frequency words. Identify specific phonemes. Recognise how sounds are represented in written form. Recognise conventions of politeness and take part in simple dialogue. Build short sentences using high- frequency words.</p>					
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>➤ To greet and say goodbye to someone.</li> <li>➤ To ask someone's name and give your own.</li> <li>➤ To ask how someone is and respond to the same question.</li> <li>➤ To count numbers 1–10.</li> <li>➤ To identify musical instruments.</li> </ul>		<ul style="list-style-type: none"> <li>➤ To identify classroom objects.</li> <li>➤ To identify colours and describe an object's colour.</li> <li>➤ To say your age.</li> <li>➤ To recognise and repeat classroom instructions.</li> </ul>		<ul style="list-style-type: none"> <li>➤ To identify parts of the body.</li> <li>➤ To describe eyes and hair.</li> <li>➤ To recognise days of the week.</li> <li>➤ To give basic character descriptions.</li> <li>➤ To listen and respond to simple rhymes, stories and songs.</li> </ul>	

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	<ul style="list-style-type: none"><li>➤ To listen and respond to simple rhymes, stories and songs.</li><li>➤ To recognise and respond to sound patterns and words.</li><li>➤ To perform simple communicative tasks using single words, phrases and short sentences.</li></ul>	<ul style="list-style-type: none"><li>➤ To listen and respond to simple rhymes, stories and songs.</li><li>➤ To listen attentively and understand instructions, everyday classroom language and praise words.</li><li>➤ To recognise some familiar words in written form.</li><li>➤ To make links between some phonemes, rhymes and spellings and read aloud familiar words.</li><li>➤ To experiment with the writing of simple words.</li></ul>	<ul style="list-style-type: none"><li>➤ To listen attentively and understand instructions, everyday classroom language and praise words.</li><li>➤ To recognise some familiar words in written form.</li><li>➤ To make links between some phonemes, rhymes and spellings and read aloud familiar words.</li><li>➤ To experiment with the writing of simple words.</li></ul>
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## Long Term Plan Languages

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vocab and language structure</b>	<p style="text-align: center;"><b>Rigolo Unit 4</b> <b>Les Animaux</b></p> <p><b>Animals and pets:</b> <i>un chien</i> (dog), <i>un chat</i> (cat), <i>une tortue</i> (tortoise), <i>un lapin</i> (rabbit), <i>un oiseau</i> (bird), <i>une souris</i> (mouse), <i>un dragon</i> (dragon)</p> <p><i>Tu as [un chien]? (do you have [a dog]?)</i> <i>j'ai + [animal] (I have...),</i> <i>je n'ai pas d'animal (I do not have a pet)</i></p> <p><i>Repetition of 'tu as un animal?' to each child to record their responses – children may be given a written response to read out if needed.</i></p> <p><b>Numbers 11–20:</b> <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i> <i>J'ai onze chats (etc.)</i></p> <p><i>Children may play "bof!" - one of the numbers is the "bof" number – children take it in turns saying numbers in order, the child to say "bof!" will sit down.</i></p> <p><b>Giving someone's name:</b> <i>Comment s'appellent-il? (What is their name?)</i> <i>Il/Elle s'appelle... (He/she's called...)</i></p> <p><b>Describing someone:</b> <i>grand(e)</i> (tall), <i>petit(e)</i> (small), <i>drôle</i> (funny), <i>sévère</i> (strict), <i>timide</i> (shy) <i>Il/Elle est...</i></p>		<p style="text-align: center;"><b>Rigolo Unit 5</b> <b>La Famille</b></p> <p><b>Identifying members of your family:</b> <i>ma mère</i> (mother), <i>mon père</i> (father), <i>mon frère</i> (brother), <i>ma soeur</i> (sister), <i>mes parents</i> (my parents)</p> <p><b>Letters of the alphabet:</b> a–z, plus some accented letters. <i>Ça s'écrit... (it's spelt...)</i></p> <p><b>Household items:</b> <i>le CD</i> (CD), <i>le lecteur CD</i> (CD player), <i>l'ordinateur</i> (computer), <i>le jeu vidéo</i> (video game), <i>le DVD</i> (DVD), <i>la machine</i> (machine), <i>la table</i> (table), <i>la chaise</i> (chair)</p> <p><b>Using basic prepositions to describe position:</b> <i>dans</i> (in), <i>sur</i> (on) <i>Le CD est dans le lecteur de CD. (The CD is in the CD player)</i> <i>Le jeu vidéo est sur la table. (The video game is on the table)</i></p>		<p style="text-align: center;"><b>Rigolo Unit 6</b> <b>Bon Anniversaire</b></p> <p><b>Recognise and ask for various snacks:</b> <i>une pomme</i> (an apple), <i>une banane</i> (a banana), <i>un jus d'orange</i> (an orange juice), <i>un sandwich</i> (a sandwich), <i>une pizza</i> (a pizza), <i>un gâteau</i> (a cake)</p> <p><i>Qu'est-ce que tu veux?(What would you like?)</i> <i>Je voudrais [un pomme] (I would like [an apple]) s'il vous plait</i> (please), <i>merci</i> (thank you)</p> <p><b>Simple opinions about food:</b> <i>C'est délicieux</i> (it's delicious), <i>C'est bon</i> (it tastes nice), <i>Ce n'est pas bon</i> (it doesn't taste nice), <i>C'est mauvais</i> (it tastes bad) <i>C'est [+ adjective]</i></p> <p><b>Numbers 21–31:</b> <i>vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</i></p> <p><b>Months of the year:</b> <i>janvier</i> (January), <i>février</i> (February), <i>mars</i> (March), <i>avril</i> (April), <i>mai</i> (May), <i>juin</i> (June), <i>juillet</i> (July), <i>août</i> (August), <i>septembre</i> (September), <i>octobre</i> (October), <i>novembre</i> (November), <i>décembre</i> (December)</p> <p><b>Dates and birthdays:</b> <i>Le... [mars, etc.] (the... March, ect.)</i> <i>C'est quand, ton anniversaire? (When is your birthday?)</i> <i>Mon anniversaire c'est le 15 novembre (My birthday is the 15<sup>th</sup> November)</i></p>	
<b>Skills</b>	<p>Identify specific phonemes.</p> <p>Recognise conventions of politeness.</p> <p>Reinforce and extend recognition of word classes: nouns, adjectives, simple connectives, prepositions, verbs.</p> <p>Make links between spoken and written words.</p> <p>Understand and recognise gender (m/f/n).</p> <p>Understand and recognise number (singular/plural).</p> <p>Recognise and apply simple adjectival agreements (gender/number).</p> <p>Understand and apply some aspects of word order (nouns followed by adjectives).</p>					

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<b>Knowledge</b>	<ul style="list-style-type: none"><li>➤ To identify animals and pets.</li><li>➤ To recognise and use numbers 11–20.</li><li>➤ To give someone’s name.</li><li>➤ To describe someone.</li><li>➤ To name and describe people and animals.</li><li>➤ To have a short conversation saying 3-4 things.</li><li>➤ To give a response using a short phrase.</li></ul>	<ul style="list-style-type: none"><li>➤ To identify family members.</li><li>➤ To recognise and spell with letters of the alphabet.</li><li>➤ To list household items.</li><li>➤ To use basic prepositions <i>sur</i> and <i>dans</i> to describe position.</li><li>➤ To name and describe people and objects.</li><li>➤ To begin to speak in sentences.</li><li>➤ To read and understand a short passage using familiar language.</li></ul>	<ul style="list-style-type: none"><li>➤ To recognise and ask for snacks.</li><li>➤ To give basic opinions about food.</li><li>➤ To use numbers 21–31.</li><li>➤ To recognise and use the months.</li><li>➤ To form dates.</li><li>➤ To begin to speak in sentences.</li><li>➤ To read and understand a short passage using familiar language.</li><li>➤ To write phrases from memory.</li><li>➤ To write 2-3 short sentences on a familiar topic.</li></ul>
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## Long Term Plan Languages

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vocab and language structure</b>	<p style="text-align: center;"><b>Rigolo Unit 7</b> <b>Encore!</b></p> <p><b>Revising ways to describe people:</b> <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (etc.) (blue eyes, etc.), <i>un chien</i> (a dog), <i>un frère/une soeur</i> (brother/sister) <i>il/elle a sept ans</i> (he/she is seven), <i>Il/Elle a</i> (He/She's got)...</p> <p><b>Nationalities:</b> <i>Il/Elle est</i> (He/She is...) <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/Elle est</i> (He/She is)... [+ nationality]</p> <p><b>Giving characteristics using various adjectives:</b> <i>intelligent(e)</i> (clever), <i>sportif</i> (sportive) (sporty), <i>sévère</i> (strict), <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/Elle est</i> (He/She is)...</p>		<p style="text-align: center;"><b>Rigolo Unit 8</b> <b>Quelle heure est-il?</b></p> <p><b>Talking about leisure activities:</b> <i>Je regarde</i> (I am watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD) <i>J'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio) <i>Je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis) <i>Je regarde</i> (I am watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD) <i>J'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio) <i>Je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis)</p> <p><b>Telling the time:</b> Numbers 1-12: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</i> <i>Quelle heure est-il?</i> (What time is it?) <i>Il est...</i> [<i>cinq</i>] <i>heures</i> (It's...[five] o'clock)</p> <p><b>Talking about what time you do activities:</b> <i>Qu'est-ce que tu fais à quatre heures?</i> (What are you doing at 4 o'clock?) <i>Je joue au football à quatre heures</i> (I'm playing football at 4 o'clock)</p>		<p style="text-align: center;"><b>Rigolo Unit 9</b> <b>Les Fêtes</b></p> <p><b>Festivals and dates:</b> <i>le Nouvel An</i> (New Year), <i>la Fête des Rois</i> (The Feast of Kings/Epiphany), <i>la Saint-Valentin</i> (St Valentine's day), <i>Pâques</i> (Easter), <i>la Fête Nationale</i> (Bastille Day), <i>Noël</i> (Christmas) <i>Le [nouvel an], c'est le [premier janvier]</i> ([New Year] is on the [1<sup>st</sup> January])</p> <p><b>Presents at festivals:</b> <i>un vélo</i> (bike), <i>un jeu</i> (a game), <i>un livre</i> (a book), <i>un ballon</i> (a ball), <i>un Père Noël en chocolat</i> (chocolate Father Christmas), <i>un oeuf de Pâques</i> (Easter egg) <i>Qu'est-ce que tu veux [comme cadeau]?</i> (What [present] would you like?) <i>Je voudrais [+ nom]</i> (I'd like [+ noun])</p> <p><b>Numbers 31–60:</b></p> <p><b>Giving and understanding commands:</b> <i>touchez le nez/les pieds!</i> (touch your nose/feet!), <i>comptez!</i> (count!), <i>sautez!</i> (jump!), <i>levez les bras!</i> (raise your arms!), <i>tournez!</i> (turn around!)</p>	
<b>Skills</b>	<p>Identify specific phonemes.</p> <p>Recognise conventions of politeness.</p> <p>Reinforce and extend recognition of word classes: nouns, adjectives, simple connectives, prepositions, verbs.</p> <p>Make links between spoken and written words.</p> <p>Understand and recognise gender (m/f/n).</p> <p>Understand and recognise number (singular/plural).</p> <p>Recognise and apply simple adjectival agreements (gender/number).</p> <p>Understand and apply some aspects of word order (nouns followed by adjectives).</p> <p>Understand and use negatives.</p> <p>Understand and express simple opinions, likes/dislikes.</p> <p>Understand and use question forms.</p> <p>Understand and use a broader range of high-frequency words and structures.</p>					

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	<p>Recognise and use simple time frames. Organise sentences into paragraphs.</p>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>➤ To revise ways to describe people, using <i>avoir</i> and <i>être</i>.</li> <li>➤ To understand key phrases.</li> <li>➤ To describe people's nationality.</li> <li>➤ To discuss their hobbies.</li> <li>➤ To name and describe people.</li> <li>➤ To listen to sounds, rhythm and rhyme.</li> <li>➤ To have a short conversation saying 3-4 things.</li> <li>➤ To give a response using a short phrase.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To talk about free-time activities.</li> <li>➤ To learn to tell the time.</li> <li>➤ To say what activities you do at certain times.</li> <li>➤ To name and describe people and objects.</li> <li>➤ To begin to speak in sentences.</li> <li>➤ To ask and answer questions.</li> <li>➤ To read and understand a short passage using familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To say the names and dates of several French festivals.</li> <li>➤ To identify and ask for certain presents at festivals.</li> <li>➤ To recognise and use numbers 31–60.</li> <li>➤ To give and understand more instructions.</li> <li>➤ To read and understand a range of familiar written phrases.</li> <li>➤ To use a bilingual dictionary.</li> <li>➤ To write phrases using a model and some words from memory.</li> <li>➤ To write 2-3 short sentences on a familiar topic.</li> </ul>

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YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Vocab and language structure</b>	<p style="text-align: center;"><b>Rigolo Unit 10</b> <b>Où vas-tu?</b></p> <p><b>Going to French cities:</b> <i>Où vas-tu?</i> (Where are you going?) <i>Je vais à</i> (I'm going to)... <i>Paris/Bordeaux/Strasbourg/Nice/Grenoble</i> <i>Où vas-tu?</i> (Where are you going?) <i>Je vais à</i> (I'm going to)...</p> <p><b>Giving and understanding basic directions:</b> <i>tournez à droite</i> (right), <i>tournez à gauche</i> (left), <i>allez tout droit</i> (straight on), <i>arrêtez</i> (stop)</p> <p><b>Talking about the weather:</b> <i>Quel temps fait-il?</i> (What's the weather like?) <i>il fait beau</i> (it's sunny), <i>il fait froid</i> (it's cold), <i>il fait chaud</i> (it's hot), <i>il pleut</i> (it's raining), <i>il neige</i> (it's snowing)</p> <p><b>Weather and places in France:</b> <i>Quel temps fait-il?</i> (What's the weather like?) <i>À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige</i> (In Paris [etc.], it's sunny/cold/hot/raining/snowing) <i>À [Paris] [il pleut]</i> (It's [raining] in [Paris])</p>		<p style="text-align: center;"><b>Rigolo Unit 11</b> <b>On Mange</b></p> <p><b>Shopping for food items:</b> <i>du pain</i> (bread), <i>du fromage</i> (cheese), <i>de la limonade</i> (lemonade), <i>de la crème</i> (cream), <i>des fraises</i> (strawberries), <i>des tomates</i> (tomatoes) <i>Qu'est-ce que tu veux?</i> (What do you want?) <i>Je voudrais [du pain]</i> (I'd like [some bread])</p> <p><b>Asking and saying how much something costs:</b> <i>C'est combien?</i> (How much is it?) <i>C'est [cinq] euros</i> (It's [five] euros)</p> <p><b>Talking about activities at a party:</b> <i>on boit</i> (we are drinking), <i>on mange</i> (we are eating), <i>on danse</i> (we are dancing), <i>on chante</i> (we are singing), <i>on s'amuse</i> (we are having fun) <i>Qu'est-ce qu'on fait pour la fête?</i> (What are we doing for the party?) <i>On [danse]</i> (We are [dancing])</p> <p><b>Opinions about food and various activities:</b> <i>c'est chouette</i> (it's great), <i>c'est nul</i> (it's rubbish) <i>c'est bizarre</i> (it's weird) <i>La [fête] c'est [bizarre]</i> (The [party] is [weird])</p>		<p style="text-align: center;"><b>Rigolo Unit 12</b> <b>Le Cirque Language</b></p> <p><b>Talking about Francophone countries:</b> <i>la France</i> (France), <i>la Suisse</i> (Switzerland), <i>le Canada</i> (Canada), <i>la Martinique</i> (Martinique), <i>le Maroc</i> (Morocco), <i>le Sénégal</i> (Senegal) <i>C'est [le Maroc]</i> (It's [Morocco])</p> <p><b>Talking about languages we speak:</b> <i>Je parle anglais/français</i> (I speak English/French), <i>Je ne parle pas anglais/français</i> (I don't speak English/French)</p> <p><b>Identifying different items of clothing:</b> <i>un pantalon</i> (trousers), <i>une veste</i> (jacket), <i>une chemise</i> (shirt), <i>un tshirt</i> (t-shirt), <i>un chapeau</i> (hat), <i>une jupe</i> (skirt)</p> <p><b>Clothes and colours:</b> colours met so far, plus <i>blanc(he)</i> (white) and <i>noir(e)</i> (black) Noun + adjective: <i>une chemise blanche</i>, <i>un pantalon noir</i>, etc</p>		
<b>Skills</b>	<p>Recognise and apply simple adjectival agreements (gender/number).</p> <p>Understand and apply some aspects of word order (nouns followed by adjectives).</p> <p>Understand and use negatives.</p> <p>Understand and express simple opinions.</p> <p>Identify specific phonemes.</p> <p>Recognise conventions of politeness.</p> <p>Reinforce and extend recognition of word classes: nouns, adjectives, simple connectives, prepositions, verbs.</p> <p>Make links between spoken and written words.</p> <p>Understand and recognise gender (m/f/n).</p> <p>Understand and recognise number, likes/ dislikes.</p> <p>Understand and use question forms.</p> <p>Understand and use a broader range of high-frequency words and structures.</p>						

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	<p>Recognise and use simple time frames.          Organise sentences into longer paragraphs.          Devise questions for authentic use.          Understand and express reasons.</p>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>➤ To name and recognise various French cities.</li> <li>➤ To give and understand basic directions.</li> <li>➤ To talk about the weather.</li> <li>➤ To talk about the weather in a particular city.</li> <li>➤ To memorise and present a short spoken text.</li> <li>➤ To ask and answer questions on several topics.</li> <li>➤ To read and understand a range of familiar written phrases.</li> <li>➤ To write phrases using a model and some words from memory.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To ask for food in a shop.</li> <li>➤ To ask for and understand how much something costs.</li> <li>➤ To talk about activities at a party.</li> <li>➤ To give opinions about activities and food.</li> <li>➤ To follow a short familiar text, listening and reading at the same time.</li> <li>➤ To read some familiar words and phrases aloud and pronounce them accurately.</li> <li>➤ To write simple words and phrases using a model and some words from memory.</li> <li>➤ To hold a simple conversation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To identify various francophone countries.</li> <li>➤ To talk about which languages you speak.</li> <li>➤ To identify different items of clothing.</li> <li>➤ To describe the colour of items of clothing.</li> <li>➤ To write simple words and phrases using a model and some words from memory.</li> <li>➤ To know about some aspects of everyday life and compare them to their own.</li> <li>➤ To learn about ways of travelling to the country/countries.</li> <li>➤ To hold a simple conversation.</li> <li>➤ To name and describe a place.</li> </ul>