

Wortham Primary School



French Curriculum

Class	Cycle						
Bumblebee class YR. R/1		Goldilocks and the three bears (Les Trois Ours)	La Surprise de Handa	Joyeux Anniversaire	Cher Zoo	Petite Tache	La chenille qui fait des trous
Hedgehog class Yr. 2/3		Bonjour	En classe	Mon corps	Les animaux	La famille	Bon anniversaire!
Barn Owl class Yr. 3/4	A	Encore!	Quelle heure est-il?	Les fêtes	Où vas-tu?	On mange!	Le cirque
	B	Salut Gustave!	À l'école	La nourriture	En ville	En vacances	Chez moi
Otter class		Le Week-end	Les vêtements	Ma journée	Les transports	Le sport	On va faire la fête!



Bumblebee Class

Title	1. Goldilocks and the three bears (Les Trois Ours)
Overview	<p>Most children will be able to: Explore spoken French to greet others and introduce Themselves Say numbers 1–10 Say if something is hot or cold Begin to say French words</p> <p>Some children will also be able to: Say greetings and introductions from memory Identify nouns Combine numbers and nouns together Name the main rooms of the house Express feelings</p>
Key Learning Objectives	<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 ➤ Sizes ➤ Hot and cold
Vocabulary	<p>“Je m’appelle Maman ours” “Comment t’appelles-tu?” “Ça va?” (How are you?) “C’est qui?” “C’est Papa/Maman/Bébé ours” “Qu’est-ce que c’est?” “C’est un bol” etc “Combien?” Petit(e), moyen(ne) and grand(e). “C’est qui?” “Qu’est-ce que c’est?” “De quelle taille est le bol?” La cuisine, le salon, la salle à manger, la chambre, la salle de bain. Bleu(e), blanc(he), noir, jaune, marron, rouge, rose, gris(e), vert(e). Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix... Content, triste, fâché.</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Exploring a story book ➤ Video ➤ Audio ➤ Songs



Title	2. La Surprise de Handa
Overview	<p>Most children will be able to: Say the name of some fruits Say the name for some colours Explore spoken French to give their age Respond to being asked for something Say numbers 1 to 10 Saying bonjour and au revoir</p> <p>Some children will also be able to: Say the name of unfamiliar fruits in French Recognise different genders of fruits Use colour adjectives together with fruit Begin to ask for something.</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Identify fruit ➤ Identify colours, and describe an object's colour ➤ Explore Saying your name and age ➤ Explore asking for something
Vocabulary	<p>Une orange, un melon, une pêche, une poire, du raisin and then the less familiar words une pomme, une fraise, une cerise and un citron. Je voudrais, Merci “Qu’est-ce que tu as?” “Moi, J’ai...” Say “Combien?” and then chant the numbers (un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix...) “Qu’est-ce que c’est?” “C’est un/une...” “C’est qui?” “C’est...” “De quelle couleur est le/la...?” Colours: <i>rouge</i> (red), <i>rose</i> (pink), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>orange</i> (orange) “La banane est jaune. L’ananas est marron” “De quelle couleur est le/la...”? “Qu’est-ce que c’est”/? “C’est qui?” “Comment t’appelles-tu?” and “Quel âge as-tu?” Je m’appelle ... J’ai ... ans.” Bonjour/Au revoir</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Exploring a story book ➤ Video ➤ Audio ➤ Songs



Title	Joyeux Anniversaire
Overview	<p>Most children will be able to: Use some spoken French to say numbers 1 to 10 Follow simple instructions Identify some farm animals Understand there are 12 months in a year in France like in the UK Identify some months of the year Say your name and age with support</p> <p>Some children will also be able to: Use spoken French to say numbers 1 to 12 Follow and say simple instructions Identify and name some farm animals Identify and say some months of the year Say your name and age</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Numbers 1 to 12 ➤ Classroom instructions ➤ Naming farm animals ➤ Months of the year ➤ Saying your name and age
Vocabulary	<p>Numbers 1-12: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze “Levez-vous”, “Changez de place” “Qu’est-ce que c’est?” Un canard, Une vache, une poule, un cochon, un mouton, une chèvre, une dinde, une oie, un cheval, un âne. “Il y a combien de bougies?” “Comment t’appelles-tu?” and “Quel âge as-tu?” Je m’appelle ... J’ai ... ans.” Joyeux Anniversaire “Quelle est la date de ton anniversaire?” “Voici un Cadeau” Sur, sous Janvier, février, mars, avril, mai, juin, juillet, août. septembre, octobre, novembre, décembre</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Exploring a story book ➤ Video ➤ Audio ➤ Songs



Title	4. Cher Zoo
Overview	<p>Most children will be able to: Use spoken French to identify different farm animals Reply when asked some animal's name Recognise: I like, I don't like Begin to recognise some words for size and what an animal is like (shy/ferocious etc)</p> <p>Some children will also be able to: Say some animal's names Reply when asked some animal's name in French Recognise: I like, I don't like and I love Begin to recognise words for size and what an animal is like (shy/ferocious etc)</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Identify animals and pets ➤ Recognise and use numbers 11–20 ➤ Give someone's name ➤ Describe someone
Vocabulary	<p>“Trouvez les animaux” Un girafe, un chameau, un singe, un lion, un serpent, un chien, une grenouille. “C'est quel animal?” “C'est un/une...” Petit(e). grand/grande, féroce, parfait/parfaite, effrayant/effrayante, nerveux/nerveuse, timide, rapide. “Qu'est-ce qui manque?” “J'adore..., J'aime..., Je n'aime pas...”</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Exploring a story book ➤ Video ➤ Audio ➤ Songs



Title	5. Petite Tache
Overview	<p>Most children will be able to: Identify the name of a few shapes Say the names of a few shapes Be able to recognise some colours in French Understand some descriptions (naughty, shy, happy, sad, beautiful, good looking)</p> <p>Some children will also be able to: Say the names of most shapes Say and recognise say some colours in French Understand and say some descriptions (naughty, shy, happy, sad, beautiful, good looking)</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Identify shapes in French ➤ Say names of shapes ➤ Recognise and say colours ➤ Recognise descriptions
Vocabulary	<p>un carré, un carré, un cercle, un cercle, un triangle, un triangle, un rectangle, un rectangle. Cherchez Il y a combien de...?" Je voudrais Bleu(e), blanc(he), noir, jaune, marron, rouge, rose, gris(e), vert(e). "qui est caché" Petit(e), grand(e). Méchant(e)/timide/content/triste/beau(belle)</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Exploring a story book ➤ Video ➤ Audio ➤ Songs

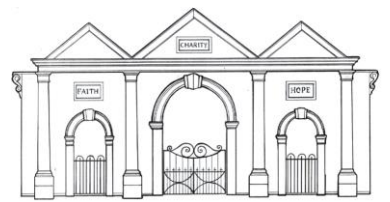


Title	6. La chenille qui fait des trous
Overview	<p>Most children will be able to: Understand there are seven days in the week in France like in the UK Recognise the names of some days of the week Understand there are 12 months in a year in France like in the UK Recognise the names of some of the months Recognise some and count numbers 1–12 Recognise the names of some fruits Say if they like a fruit</p> <p>Some children will also be able to: Recognise the names of most of the days of the week Recognise the names of most of the months Recognise and count numbers 1–12 Recognise the names of most fruits Say if they like or don't like a fruit</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Names of the days of the week ➤ Names of the months of the year ➤ Numbers 1 to 12 ➤ Naming fruits ➤ Say if they like or don't like a fruit.
Vocabulary	<p>La semaine, lundi, mardi mercredi, jeudi, vendredi, samedi, dimanche Aujourd'hui, hier, demain Janvier, février, mars, avril, mai, juin, juillet, août. septembre, octobre, novembre, décembre Une pomme , une banana, une orange, une prune une poire "Qu'est-ce que c'est?" " C'est une orange etc..." "Tu aimes les pommes?" etc. J'adore, J'aime, Je n'aime pas & Je déteste. "Comptez avec moi." Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Exploring a story book ➤ Video ➤ Audio ➤ Songs

Hedgehog Class



	Rigalo 1 Unit 1: Bonjour
Overview	<p>Most children will be able to: 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</p> <p>Some children will also be able to: 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</p>
Key Learning Objectives	<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
Vocabulary	<p>Greetings: <i>bonjour</i> (hello), <i>salut</i> (hi), <i>au revoir</i> (goodbye) Greetings: <i>Comment t'appelles-tu?</i> (What's your name?), <i>Je m'appelle...</i> (My name is...) Asking and saying how you are: <i>Ça va?</i> (How are you?), <i>Oui, ça va bien</i> (Yes, I'm well), <i>Comme ci comme ça</i> (I'm so-so), <i>Non, ça ne va pas</i> (No, I'm not doing well) Instruments: <i>un tambour</i> (drum), <i>une guitare</i> (guitar), <i>un piano</i> (piano), <i>une trompette</i> (trumpet), <i>une flûte à bec</i> (recorder) Miscellaneous: <i>une fille</i> (girl), <i>un garçon</i> (boy), <i>un dragon</i> (dragon) Numbers 1–10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs



Title	Rigalo 1 Unit 2: En Classe
Overview	<p>Most children will be able to:</p> <p>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</p> <p>Some children will also be able to:</p> <p>Write and say phrases from memory, with clear pronunciation and meaning Recognise different genders in French Use colour adjectives together with nouns Produce several simple phrases using <i>j'ai...</i></p>
Key Learning Objectives	<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
Vocabulary	<p>Classroom objects: <i>une trousse</i> (pencil case), <i>un stylo</i> (pen), <i>une règle</i> (ruler), <i>un crayon</i> (pencil), <i>un cahier</i> (exercise book), <i>un livre</i> (text book), <i>un sac</i> (bag), <i>une gomme</i> (rubber)</p> <p>Colours: <i>rouge</i> (red), <i>rose</i> (pink), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>orange</i> (orange)</p> <p>Give your age: <i>J'ai... ans.</i></p> <p>Classroom instructions: <i>écoutez, regardez, lisez, asseyezvous, levez-vous, écrivez, chantez</i></p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs



Title	Rigalo 1 Unit 3: Mon Corps
Overview	<p>Most children will be able to: 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</p> <p>Some children will also be able to: 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)</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Identify parts of the body ➤ Describe eyes and hair ➤ Recognise days of the week ➤ Give basic character descriptions
Vocabulary	<p>Parts of the body: <i>les yeux</i> (eyes), <i>le nez</i> (nose), <i>la bouche</i> (mouth), <i>les oreilles</i> (ears), <i>les cheveux</i> (hair), <i>la jambe</i> (leg), <i>le bras</i> (arm), <i>la tête</i> (head)</p> <p>Colours: <i>vert</i> (green), <i>rouge</i> (red), <i>marron</i> (brown), <i>jaune</i> (yellow), <i>bleu</i> (blue)</p> <p>Adjectives: <i>long</i> (long), <i>court</i> (short)</p> <p>Days of the week: <i>lundi</i>, <i>mardi</i>, <i>mercredi</i>, <i>jeudi</i>, <i>vendredi</i>, <i>samedi</i>, <i>dimanche</i></p> <p>Adjectives describing character: <i>Je suis... grand(e)</i>, <i>petit(e)</i>, <i>timide</i>, <i>bavard(e)</i>, <i>drôle</i>, <i>sympa</i></p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs



Title	Rigalo 1 Unit 4: Les animaux
Overview	<p>Most children will be able to:</p> <p>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</p> <p>Some children will also be able to:</p> <p>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)</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Identify animals and pets ➤ Recognise and use numbers 11–20 ➤ Give someone’s name ➤ Describe someone
Vocabulary	<p>Animals: <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>Numbers 11–20: <i>onze</i>, <i>douze</i>, <i>treize</i>, <i>quatorze</i>, <i>quinze</i>, <i>seize</i>, <i>dix-sept</i>, <i>dix-huit</i>, <i>dix-neuf</i>, <i>vingt</i></p> <p><i>Il/elle s’appelle...</i> (s/he’s called...)</p> <p>Adjectives describing character: <i>grand(e)</i> (tall), <i>petit(e)</i> (small), <i>drôle</i> (funny), <i>sévère</i> (strict), <i>timide</i> (shy)</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs



Title	Rigalo 1 Unit 5: La Famille
Overview	<p>Most children will be able to: Use spoken French to identify family members, using <i>mon/ma/mes</i> Recognise and use French alphabet, not necessarily including accented letters Recognise the meaning of prepositions <i>dans</i> and <i>sur</i> in sentences</p> <p>Some children will also be able to: 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</p>
Key Learning Objectives	<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
Vocabulary	<p>Family members: <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>Letters of the alphabet a–z, plus some accented letters</p> <p>Household objects: <i>le CD</i> (CD), <i>le lecteur de 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 chaise</i> (chair), <i>la table</i> (table)</p> <p>Prepositions: <i>dans</i> (in), <i>sur</i> (on)</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs



Title	Rigalo 1 Unit 6: Bon anniversaire!
Overview	<p>Most children will be able to: 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</p> <p>Some children will also be able to: Have short question and answer dialogue asking others what they want and replying to same question Form dates using a short phrase, e.g. <i>c'est le 5 mars</i></p>
Key Learning Objectives	<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
Vocabulary	<p>Snacks: <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>Simple opinions (about food): <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.)</p> <p>Numbers 21–31</p> <p>Months: <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>Dates: <i>le... [mars, etc.]</i> (the... [March, etc.])</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs



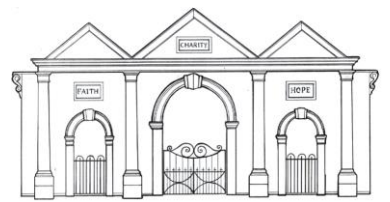
Title	Rigalo 1 Unit 7: Encore
Overview	<p>Most children will be able to: Use a variety of expressions to describe people in third person singular Recognise different nationalities</p> <p>Some children will also be able to: Use and recognise different adjective endings, both singular and plural</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Revise ways to describe people, using avoir and être ➤ phrases ➤ Describe people's nationality
Vocabulary	<p>Descriptive vocabulary: 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 soeur (brother/sister); il/elle a sept ans (he/she is seven years old),</p> <p>Nationalities: français(e) (French), canadien(ne) (Canadian), britannique (British)</p> <p>Character adjectives: intelligent(e) (clever), sportif/sportive (sporty), sévère (strict)</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Exploring other cultures - using an atlas to find where France and other Francophile countries are located



Title	Rigalo 1 Unit 8: Quelle heure est-il?
Overview	<p>Most children will be able to: Recognise and repeat various activities Learn to tell the time in a simple phrase (<i>Il est cinq heures</i>, etc.)</p> <p>Some children will also be able to: Produce phrases about various activities Tell the time separately, or in combination with above phrases to create full sentences, e.g. <i>Je joue au football à cinq heures</i>.</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Talk about free-time activities ➤ Learn to tell the time ➤ Say what activities you do at certain times
Vocabulary	<p>Activities: <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>Telling the time: <i>il est... heure(s)</i></p> <p>Activities at certain times: <i>Je regarde la télé à cinq heures</i>, etc.</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs



Title	Rigalo 1 Unit 9: Les fêtes
Overview	<p>Most children will be able to: 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</p> <p>Some children will also be able to: Produce fuller phrases giving dates of festivals, e.g. <i>Le nouvel an, c'est le premier janvier.</i> Create sentences asking for gifts, using <i>je voudrais...</i></p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ 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
Vocabulary	<p>Festivals: <i>le Nouvel An</i> (New Year), <i>la Fête des Rois</i> (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)</p> <p>Presents: <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)</p> <p>Numbers 31–60</p> <p>Instructions: <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!), <i>hochez la tête!</i> (nod your head!)</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Multi-cultural links - how do Francophile countries celebrate special days?



Title	Rigalo 1 Unit 10: Où vas-tu?
Overview	<p>Most children will be able to: Recognise names of various French cities Use <i>je vais à...</i> 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</p> <p>Some children will also be able to: Produce phrases describing weather in certain locations</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Name and recognise various French cities ➤ Give and understand basic directions ➤ Talk about the weather ➤ Talk about the weather in a particular city
Vocabulary	<p>Saying where you are going: <i>Je vais à</i> (I'm going to)... <i>Paris/Bordeaux/Strasbourg/Nice/Grenoble.</i></p> <p>Directions: <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>Weather: <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>Weather in a particular town: <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.)</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs



Title	Rigalo 1 Unit 11: On mange!
Overview	<p>Most children will be able to: Identify various food items Describe various party activities, using on expressions Give various opinions in isolation Some children will also be able to: Ask and answer what others/they want Give opinions in a</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ 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
Vocabulary	<p>Asking and answering what you want: <i>Qu'est-ce que tu veux?</i> (What do you want?); <i>Je voudrais</i> (I'd like)...</p> <p>Food items: <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)</p> <p>Using money: <i>C'est combien?</i> (How much is it?); <i>C'est [cinq] euros.</i> (It's [five] euros.)</p> <p>Party activities: <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.)</p> <p>Opinions: <i>c'est chouette</i> (it's great), <i>c'est nul</i> (it's rubbish), <i>c'est bizarre</i> (it's weird)</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive party games ➤ Conversation at a party ➤ Video ➤ Audio ➤ Songs ➤ Exploring and tasting French foods



Title	Rigalo 1 Unit 12: Le cirque
Overview	<p>Most children will be able to: 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</p> <p>Some children will also be able to: 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>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Identify various francophone countries ➤ Talk about which languages you speak ➤ Identify different items of clothing ➤ Describe the colour of items of clothing
Vocabulary	<p>Francophone countries: <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)</p> <p>Talking about languages: <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>Clothes: <i>un pantalon</i> (trousers), <i>une veste</i> (jacket), <i>une chemise</i> (shirt), <i>un t-shirt</i> (t-shirt), <i>un chapeau</i> (hat), <i>une jupe</i> (skirt)</p> <p>Describing colour of clothes: colours met so far, plus <i>blanc(he)</i> (white) and <i>noir(e)</i> (black)</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive party games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Exploring an atlas



Title	Rigalo 2 Unit 1: Salut Gustave!
Overview	<p>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</p> <p>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 written French with <i>avoir</i> and <i>être</i></p>
Key Learning Objectives	<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.
Vocabulary	<p><i>Bonjour, Salut</i> <i>Comment t'appelles-tu? Je m'appelle...</i> <i>Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça</i> <i>Tu es français(e)/britannique? Oui/Non, je suis...</i> <i>Quel âge as-tu? J'ai... ans</i> <i>Tu as des frères ou des soeurs?</i> <i>J'ai un(e)/deux/trois... frères/soeurs</i> <i>Je n'ai pas de frères ou de soeurs</i> <i>Il/elle a... il/elle n'a pas de...+ revised nouns: une soeur, un frère, un pantalon, un vélo, une guitare</i> <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</i></p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Exploring and translating a French text



Title	Rigalo 2 Unit 2: À l'école
Overview	<p>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</p> <p>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</p>
Key Learning Objectives	<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
Vocabulary	<p>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique J'aime/Je n'aime pas + subjects C'est bien/cool/nul Quelle heure est-il? Il est une heure et quart/et demie/ moins le quart. Il est midi/minuit La récré, le déjeuner, l'école commence à... heure(s) et finit à...</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Exploring and translating a French text ➤ Discuss similarities and differences of English and French schools



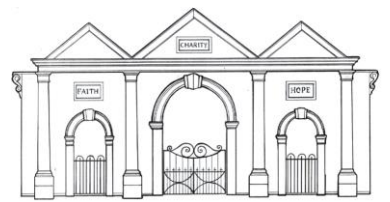
Title	Rigalo 2 Unit 3: La nourriture
Overview	<p>Most children will be able to: Ask politely for sandwiches and ice-creams Give simple instructions to make a sandwich Say what foods they like/don't like Say which foods are healthy/unhealthy</p> <p>Some children will also be able to: Use <i>au/à la/à l'</i> 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</p>
Key Learning Objectives	<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
Vocabulary	<p>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 vanilla les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots [Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé.</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Exploring and translating a French text ➤ Discuss similarities and differences of English and French foods ➤ Making a sandwich from instructions



Title	Rigalo 2 Unit 4: En ville
Overview	<p>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</p> <p>Some children will also be able to: Say longer sentences using sequencers Use prepositions <i>au/à la/à l'</i> correctly with places Recognise patterns in language Incorporate known language into new structures</p>
Key Learning Objectives	<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
Vocabulary	<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 [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfi n... + directions 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] heure(s). Je vais au/à la/à l' + places</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Exploring and translating a French text ➤ Discuss similarities and differences of English and French towns and cities ➤ Moving around the school buildings using instructions



Title	Rigalo 2 Unit 5: En vacances
Overview	<p>Most children will be able to: Name holiday destinations Express opinions about different holidays Say what they're going to do</p> <p>Some children will also be able to: Use <i>au/à la/à l'/à</i> correctly Recognise patterns and apply knowledge of rules Apply rules to talk about future plans Make longer sentences about holiday plans</p>
Key Learning Objectives	<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
Vocabulary	<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. 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 manèges.</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Exploring and translating a French text ➤ Exploring a map of France and popular holiday destinations



Title	Rigalo 2 Unit 6: Chez moi
Overview	<p>Most children will be able to: Name places in a home Give simple descriptions using <i>c'est</i> [+ adjective] List some activities using <i>il</i> and <i>elle</i></p> <p>Some children will also be able to: Use definite and indefinite articles correctly Join sentences with <i>et</i> Adapt sentences by changing elements Make longer sentences</p>
Key Learning Objectives	<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
Vocabulary	<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>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Design and label a house of their dreams



Otter's

Title	Rigalo 2 Unit 7: Le week-end
Overview	<p>Most children will be able to: Say what they do using the first person Say what they don't do using set phrases Say what other people do using <i>il/elle</i> Say what they like/dislike doing</p> <p>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</p>
Key Learning Objectives	<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
Vocabulary	<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) 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] 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>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Plan a perfect week of activities



Title	Rigalo 2 Unit 8: Les vêtements
Overview	<p>Most children will be able to: Say what clothes they'd like Give opinion about clothes Say what clothes they're wearing Use numbers 60 to 80</p> <p>Some children will also be able to: Use <i>et</i> and <i>mais</i> to make longer sentences Understand and use agreement of adjectives Understand and use <i>des</i> with plural words</p>
Key Learning Objectives	<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 (including 60–80)
Vocabulary	<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...</p> <p>Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil...</p> <p>rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s) , blanc(s), blanche(s)</p> <p>C'est combien? Ça coûte [soixante-douze] euros</p> <p>Numbers 60 to 80</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games (French clothes shop) ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Dressing up day! ➤ Exploring the Euro currency – handling bank notes and coins (multi-cultural links)



Title	Rigalo 2 Unit 9: Ma journée
Overview	<p>Most children will be able to: Talk about their daily routine Say what time they do things Say what they have for breakfast Use <i>et</i> to join sentences together</p> <p>Some children will also be able to: Formulate questions Write longer paragraphs using adverbs and time Expressions Reading longer texts</p>
Key Learning Objectives	<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
Vocabulary	<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</p> <p>Daily routine phrases (Lesson 1) + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq</p> <p>Qu'est-ce que tu prends au petit déjeuner?</p> <p>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</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games (French school day) ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Writing a typical school-day timetable



Title	Rigalo 2 Unit 10: Les transports
Overview	<p>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</p> <p>Some children will also be able to: Use prepositions correctly with transports and places Start to write short texts Use <i>on va</i> + infi nitive to talk about future plans Use strategies to deal with authentic reading texts</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ 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
Vocabulary	<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, enfi n... Qu'est-ce qu'on va faire? On va... aller au parc d'attractions, prendre le train/l'avion, acheter des souvenirs, faire des manèges, regarder un fi lm 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.]</p>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Planning a journey of their choice using different forms of transport



Title	Rigalo 2 Unit 11: Le sport
Overview	<p>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</p> <p>Some children will also be able to: Give reasons for preferences Use conjunctions to make longer sentences Understand and write longer texts</p>
Key Learning Objectives	<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
Vocabulary	<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>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play and interactive games ➤ Conversation ➤ Video ➤ Audio ➤ Songs ➤ Using a French-English dictionary ➤ Writing a match report



Title	Rigalo 2 Unit 12: On va faire la fête!
Overview	<p>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</p> <p>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</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ 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
Vocabulary	<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</p> <p>Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo</p> <p>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</p> <p>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]</p> <p>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 fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille.</p> <p>C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé</p> <p>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>
Suggested Learning experiences	<ul style="list-style-type: none"> ➤ Role play, conversation and interactive games ➤ Audio & Songs ➤ Using a French-English dictionary

