

Long Term Plan Languages 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three Key Vocab	Bonjour <i>Greetings : bonjour (hello) salut (hi) au revoir (goodbye)</i> <i>Greetings: Comment t'appelles-tu? (What's your name?), Je m'appelle... (My name is...)</i> <i>Asking and saying how you are: 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>Instruments: un tambour (drum), une guitare (guitar), un piano (piano), une trompette (trumpet), une flûte à bec (recorder)</i> <i>Miscellaneous: une fille (girl), un garçon (boy), un dragon (dragon)</i> <i>Numbers 1–10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>		En Classe <i>Classroom objects ; 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>Colours: rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange).</i> <i>Giving your age: J'ai ... ans</i> <i>Classroom instructions: écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez</i>		Mon Corps <i>Parts of the body: 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> <i>J'ai les cheveux/les yeux + [adjective]</i> <i>Parts of the body: les yeux (eyes), les cheveux (hair)</i> <i>Colours: vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue)</i> <i>Adjectives: long (long), court (short)</i> <i>Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> <i>Adjectives describing character: Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</i>	
Year Three Skills	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					
Year Three Knowledge	To listen and respond to simple rhymes, stories and songs To recognise and respond to sound patterns and words To perform simple communicative tasks using single words, phrases and short sentences Rigolo Unit 1 Bonjour Greet and say goodbye to someone ➤ ask someone's name and give your own ➤ ask how someone is and respond to the same question ➤ count numbers 1–10_ ➤ identify musical instruments		To listen and respond to simple rhymes, stories and songs To listen attentively and understand instructions, everyday classroom language and praise words. To recognise some familiar words in written form. To make links between some phonemes, rhymes and spellings and read aloud familiar words. To experiment with the writing of simple words. Rigolo Unit 2 En classe ➤ Identify classroom objects ➤ identify colours, and describe an object's colour ➤ say your age ➤ recognise and repeat classroom instructions		To listen and respond to simple rhymes, stories and songs To listen attentively and understand instructions, everyday classroom language and praise words. To recognise some familiar words in written form. To make links between some phonemes, rhymes and spellings and read aloud familiar words. To experiment with the writing of simple words. Rigolo Unit 3 Mon Corps ➤ Identify parts of the body ➤ Describe eyes and hair ➤ Recognise days of the week ➤ Give basic character descriptions	

Year Four Key Vocab	Les Animaux <i>j'ai</i> + [animal] <i>je n'ai pas d'animal</i> <i>Animals: 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) Numbers 11–20: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i> <i>Il/Elle s'appelle...</i> (S/he's called...) <i>Il/Elle est...</i> (S/he's ...) 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)	La Famille 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) Letters of the alphabet a–z, plus some accented letters Household objects: <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) <i>Le CD est dans le lecteur de CD</i> <i>Le jeu vidéo est sur la table</i> Prepositions: <i>dans</i> (in), <i>sur</i> (on)	Bon Anniversaire <i>Qu'est-ce que tu veux?</i> <i>Je voudrais...</i> 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) 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) Numbers 21–31 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) <i>C'est quand, ton anniversaire?</i> (When is your birthday?)
Year Four Skills	Identify specific phonemes Recognise conventions of politeness Reinforce and extend recognition of word classes- Nouns, Adjectives, simple connectives, prepositions, verbs Make links between spoken and written words Understand and recognise gender (m/ f/n) Understand and recognise number (sing/ plural) Recognise and apply simple adjectival agreements (gender/ number) Understand and apply some aspects of word order (nouns followed by adjectives)		
Year Four Knowledge	To name and describe people and animals To have a short conversation saying 3-4 things. To give a response using a short phrase. Rigolo Unit 4 Les Animaux ➤ Identify animals and pets ➤ recognise and use numbers 11–20 ➤ give someone's name ➤ describe someone	To name and describe people and objects To begin to speak in sentences. To read and understand a short passage using familiar language. Rigolo Unit 5 La Famille ➤ 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	To begin to speak in sentences. To read and understand a short passage using familiar language To write phrases from memory To write 2-3 short sentences on a familiar topic Rigolo Unit 6 - Bon Anniversaire ➤ recognise and ask for snacks ➤ give basic opinions about food ➤ use numbers 21–31 ➤ recognise and use the months ➤ form dates
Year Five Key Vocab	Encore! Descriptive vocabulary : <i>Il/Elle</i> (He/She's got)... <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>sept ans</i> (is seven), <i>un frère/une soeur</i> (brother/sister) Descriptive vocabulary: <i>Il/Elle a</i> (He/She's got)... <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>sept ans</i> (is seven), <i>un frère/une soeur</i>	Quelle Heure est-il <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>	Les Fetes Festivals: <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 [1st January]) 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)

	(brother/sister) Nationalities: <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/Elle est</i> (He/She is)... _ nationality Adjectives: <i>intelligent(e)</i> (clever), <i>sportif (sportive)</i> (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)...	(football), <i>au tennis</i> (tennis) Numbers 1–12 Telling the time <i>Quelle heure est-il?</i> (What time is it?) <i>Il est...</i> [<i> cinq</i>] heures (It's...[five] o'clock) Activities: <i>Je regarde</i> (I'm 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) Times: ...à [<i>trois</i>] heures	<i>Qu'est-ce que tu veux [comme cadeau]?</i> (What [present] would you like?) <i>Je voudrais [+ nom]</i> (I'd like [+ noun]) Numbers 31–60 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!)
Year Five Skills	<i>Identify specific phonemes</i> <i>Recognise conventions of politeness</i> <i>Reinforce and extend recognition of word classes- Nouns, Adjectives, simple connectives, prepositions, verbs</i> <i>Make links between spoken and written words</i> <i>Understand and recognise gender (m/ f/n)</i> <i>Understand and recognise number (sing/ plural)</i> <i>Recognise and apply simple adjectival agreements (gender/ number)</i> <i>Understand and apply some aspects of word order (nouns followed by adjectives)</i> Understand and use negatives Understand and express simple opinions, likes/ dislikes Understand and use question forms Understand and use a broader range of high-frequency words and structures Recognise and use simple time frames Organise sentences into paragraphs		
Year Five Knowledge	To name and describe people To listen to sounds, rhythm and rhyme To have a short conversation saying 3-4 things. To give a response using a short phrase. Rigolo unit 7 Encore! ➤ Meeting a friend Revise ways to describe people, using <i>avoir</i> and <i>être</i> ➤ phrases ➤ Describe people's nationality ➤ Discussing hobbies	To name and describe people and objects To begin to speak in sentences. To ask and answer questions To read and understand a short passage using familiar language Rigolo unit 8 Quelle heure est-il ➤ Talk about free-time activities ➤ Learn to tell the time ➤ Say what activities you do at certain times	To read and understand a range of familiar written phrases To use a bilingual dictionary To write phrases using a model and some words from memory To write 2-3 short sentences on a familiar topic Rigolo Unit 9 Les Fetes ➤ 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
Year Six Key Vocab	Où vas-tu <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> Directions: <i>tournez à droite</i> (right), <i>tournez à gauche</i> (left), <i>allez tout droit</i> (straight on), <i>arrêtez</i> (stop) 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	On Mange 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) <i>Qu'est-ce que tu veux?</i> (What do you want?) <i>Je voudrais [du pain]</i> (I'd like [some bread]) Using money: <i>C'est combien?</i> (How much is it?) <i>C'est [cinq] euros</i> (It's [five] euros) Party activities: <i>on boit</i> (we are drinking), <i>on mange</i> (we	Le Cirque language 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) <i>C'est [le Maroc]</i> (It's [Morocco]) 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)

	raining), <i>il neige</i> (it's snowing) Weather: <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])	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]) Opinions: <i>c'est chouette</i> (it's great),	Clothes: <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) Describing colour of clothes: 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
Year Six Skills	<i>Recognise and apply simple adjectival agreements (gender/ number)</i> <i>Understand and apply some aspects of word order (nouns followed by adjectives)</i> <i>Understand and use negatives</i> <i>Understand and express simple opinions Identify specific phonemes</i> <i>Recognise conventions of politeness</i> <i>Reinforce and extend recognition of word classes- Nouns, Adjectives, simple connectives, prepositions, verbs</i> <i>Make links between spoken and written words</i> <i>Understand and recognise gender (m/ f/n)</i> <i>Understand and recognise number, likes/ dislikes</i> <i>Understand and use question forms</i> <i>Understand and use a broader range of high-frequency words and structures</i> <i>Recognise and use simple time frames</i> Organise sentences into longer paragraphs Devise questions for authentic use Understand and express reasons		
Year Six Knowledge	To memorise and present a short spoken text To ask and answer questions on several topics To read and understand a range of familiar written phrases To write phrases using a model and some words from memory Rigolo unit 10 Ou vas-tu ➤ name and recognise various French cities ➤ give and understand basic directions ➤ talk about the weather ➤ talk about the weather in a particular city	To follow a short familiar text, listening and reading at the same time To read some familiar words and phrases aloud and pronounce them accurately To write simple words and phrases using a model and some words from memory To hold a simple conversation Rigolo unit 11 On Mange ➤ 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	To write simple words and phrases using a model and some words from memory To know about some aspects of everyday life and compare them to their own To learn about ways of travelling to the country/countries To hold a simple conversation To name and describe a place Rigolo unit 12 Le Cirque ➤ identify various francophone countries ➤ talk about which languages you speak ➤ identify different items of clothing ➤ describe the colour of items of clothing