



MFL Knowledge, Skills and Vocabulary Routeway

National Curriculum Requirements

By the end of Key Stage 2

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
 - speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
 - present ideas and information orally to a range of audiences*
 - read carefully and show understanding of words, phrases and simple writing
 - appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 - describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- 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.

Year 3	Autumn Term: Rigolo 1 units 1 and 2	Spring Term: Rigolo 1 units 3 and 4	Summer Term: Rigolo 1 units 5 and 6
Content and Knowledge	<p>Greet someone and say hello/goodbye Ask someone's name and say your own Ask how someone is and respond Identify musical instruments Learn some basic nouns e.g. une fille, un dragon, un garçon</p> <p>Count numbers to 10 Identify classroom objects Identify colours and describe an object's colour Say your age Recognise and repeat classroom instructions</p> <p>Understand how Christmas is celebrated in France</p>	<p>Identify parts of the body Describe eyes and hair Recognise days of the week Give basic character descriptions</p> <p>Identify animals and pets Recognise and use numbers 11-20 Give someone's name Describe someone</p>	<p>Identify family members Recognise and spell with letters of the alphabet List household items Use basic prepositions 'sur and dans to describe position Recognise and ask for snacks Give basic opinions about food Recognise and count numbers 21-31 Recognise and use the months Form dates</p>
Vocabulary	<p>Greetings: bon jour, salut, au revoir; Madame, Monsieur, Mademoiselle Say and ask names: Comment t'appelles-tu?; je m'appelle... Say and ask how you are: Ça va? Ça va bien, Ça ne va pas, Comme ça comme ça Numbers 1-10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p>	<p>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) Colours: vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue) Adjectives: long (long), court (short) Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>Family members: ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents) Letters of the alphabet a-z, plus some accented letters Household objects: le CD (CD), le lecteur de CD (CD player), l'ordinateur (computer), le jeu vidéo (video game), le DVD (DVD), la machine (machine), la chaise (chair), la table (table) Prepositions: dans (in), sur (on)</p>

	<p>Musical instruments: une trompette, une guitare, une flûte à bec, un piano, un tambour, un dragon, une fille, un garçon, un dragon</p> <p>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)</p> <p>Colours: rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange)</p> <p>Give your age: J'ai... ans.</p> <p>Classroom instructions: écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez</p>	<p>Adjectives describing character: Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</p> <p>Animals: un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon)</p> <p>Numbers 11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Il/elle s'appelle... (s/he's called...)</p> <p>Adjectives describing character: grand(e) (tall), petit(e) (small), drôle (funny), sévère (strict), timide (shy)</p>	<p>Snacks: une pomme (an apple), une banane (a banana), un jus d'orange (an orange juice), un sandwich (a sandwich), une pizza (a pizza), un gâteau (a cake)</p> <p>Simple opinions (about food): C'est délicieux! (It's delicious.), C'est bon! (It tastes nice.), Ce n'est pas bon! (It doesn't taste nice.), C'est mauvais! (It tastes bad.)</p> <p>Numbers 21–31</p> <p>Months: janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December)</p> <p>Dates: le ... [mars, etc.] (the ... [March, etc.])</p>
Grammar / skills	<p>Social conventions</p> <p>Ask and answer questions</p> <p>First notions of gender</p> <p>Basic word order</p> <p>Comparing languages</p> <p>Use context to determine meaning</p> <p>Take part in a simple dialogue</p>	<p>Gender of different nouns</p> <p>The definite article (le, la, les)</p> <p>Simple word order</p> <p>Comparing languages (long/bleu)</p> <p>Recognise negative form</p> <p>Give names in the third person (he/she)</p> <p>Recognise how some sounds are represented in written form</p>	<p>Genders</p> <p>Spelling words using the French alphabet</p> <p>Describing position using basic prepositions</p> <p>Use numbers up to 31</p> <p>Question forms</p>

Year 4	Autumn Term: Rigolo units 7 and 8	Spring Term: Rigolo units 9 and 10	Summer Term: Rigolo units 11 and 12
Content and Knowledge	<p>Describe people</p> <p>Describe someone's nationality</p> <p>Talk about activities</p> <p>Tell the time</p> <p>Talk about what time I do activities</p>	<p>Talk about festivals and dates</p> <p>Talk about presents at festivals</p> <p>Count from 31-60</p> <p>Give and understand instructions</p> <p>Talk about going to French cities</p> <p>Give and understand directions</p> <p>Talk about places and the weather in France</p>	<p>Go shopping for food</p> <p>Ask how much something costs</p> <p>Talk about activities at a party</p> <p>Give opinions about activities and food</p> <p>Name French speaking countries</p> <p>Identify and describe items of clothing</p>
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 sœur (a brother/ a sister); il/elle a sept ans (he/she is seven years old) Nationalities: français(e) (French), canadien(ne) (Canadian), britannique (British) Character adjectives: intelligent(e) (clever), sportif/ sportive (sporty), sévère (strict)</p> <p>Activities: je regarde (I am watching)... la télé (TV), un DVD (a DVD); j'écoute (I am listening to)... mes CD (my CDs), la radio (the radio); je joue (I'm playing)... au football (football), au tennis (tennis)</p> <p>Telling the time: il est... heure(s)</p>	<p>Festivals: le Nouvel An (New Year), la Fête des Rois (Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas)</p> <p>Presents: un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un œuf de Pâques (Easter egg)</p> <p>Numbers 31–60</p> <p>Instructions: touchez le nez/les pieds! (touch your nose/ feet!), comptez! (count!), sautez! (jump!), levez les bras! (raise your arms!), tournez! (turn around!), hochez la tête! (nod your head!)</p> <p>Saying where you are going: Je vais à (I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble.</p>	<p>Food items – asking and answering what you want: Qu'est-ce que tu veux? (What do you want?); Je voudrais (I'd like)...</p> <p>Food items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes)</p> <p>Using money: C'est combien? (How much is it?); C'est [cinq] euros. (It's [five] euros.)</p> <p>Party activities: On boit (We are drinking.), On mange. (We are eating.), On danse. (We are dancing.), On chante. (We are singing.), On s'amuse. (We are having fun.)</p> <p>Opinions: c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird)</p>

	Activities at certain times: Je regarde la télé à cinq heures, etc.	Directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop) Weather: Quel temps fait-il? (What's the weather like?), Il fait beau. (It's sunny), Il fait froid. (It's cold), Il fait chaud. (It's hot), Il pleut (It's raining), Il neige. (It's snowing) Weather in a particular town: À Paris/Bordeaux/ Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige. (In Paris [etc.], it's sunny/cold/hot/raining/snowing.)	Francophone countries: la France (France), la Suisse (Switzerland), le Canada (Canada), la Martinique (Martinique), le Maroc (Morocco), le Sénégal (Senegal) Talking about languages: Je parle anglais/français (I speak English/French), Je ne parle pas anglais/français (I don't speak English/French) Clothes: un pantalon (trousers), une veste (jacket), une chemise (shirt), un t-shirt (t-shirt), un chapeau (hat), une jupe (skirt) Describing colour of clothes: colours met so far, plus blanc(he) (white) and noir(e) (black) Qu'est-ce qu'on fait pour la fête? Opinions-c'est bizarre, c'est chouette
Grammar / skills	Recognise and use third person singular (Il/Elle a les yeux bleus) with <i>avoir</i> phrases Recognise and use third person singular with <i>être</i> phrases (Elle est britannique) Adjectives (sportif,sportive) Use present tense verbs Produce short phrases orally Use present tense verbs to describe activities Express the time Produce short phrases orally and in writing	Give dates for festivals Understand imperative instructions Recognise plural forms Recognise the names of various French cities Form weather expressions using 'il' Describe weather in a short sentence	Ask what someone wants Say what you want Ask how much something costs Use 'on' for we (on dance-we are dancing) Use positive and negative phrases to talk about speaking languages Describe clothing using colour adjectives

Year 5	Autumn Term: Rigolo 2 Units 1 and 2	Spring Term: Rigolo 2 Units 3 and 4	Summer Term: Rigolo 2 units 5 and 6
Content and Knowledge	Greet people and give personal information Ask and talk about brothers and sisters Say what people have/don't have using 3rd person avoir Name school subjects Talk about likes and dislikes at school Ask and say the time Talk about timings of the school day	Ask politely for food items Describe how to make a sandwich Express opinions about food Talk about healthy/unhealthy food Name places in a town and give directions Give the time and say where you are going Use the internet to find out information about a French town	Ask and say where you are going on holiday Express opinions about holiday Talk about holiday plans Name rooms in a house Say what people do at home Say what people do and where
Vocabulary	Bonjour, Salut Comment t'appelles-tu? Je m'appelle... Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça Tu es français(e)/britannique? Oui/Non, je suis... Quel âge as-tu? J'ai... ans Tu as des frères ou des sœurs? J'ai un(e)/deux/trois... frères/sœurs Je n'ai pas de frères ou de sœurs Il/elle a... il/elle n'a pas de... + revised nouns: une sœur, un frère, un pantalon, un vélo, une guitare	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 vanille, 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.	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. Consolidation of all the above

	<p>Il/elle est... /il/elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit(e), intelligent(e), français(e), britannique</p> <p>School subjects: C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</p> <p>J'aime/Je n'aime pas + subjects</p> <p>C'est bien/cool/nul</p> <p>Quelle heure est-il? Il est une heure et quart/et demie/moins le quart. Il est midi/minuit</p> <p>La récré, le déjeuner, l'école commence à... heure(s) et finit à...</p>	<p>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché</p> <p>[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin... + directions</p> <p>Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché. Je vais à la boulangerie/ piscine. Je vais à l'école.</p> <p>Time vocabulary - Il est [deux] heure(s). Je vais au/à la/à l' + places</p>	<p>Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux chambres</p> <p>C'est grand/petit/vert/blanc/bleu/ jaune/rose/rouge</p> <p>C'est petit et rouge</p> <p>Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis...</p> <p>Activities as above + dans le salon/les WC, etc.</p>
Grammar / skills	<p>Ask and answer questions</p> <p>Recognise and use plural nouns</p> <p>Use third person avoir in first , second and third (Elle a deux soeurs/Elle n'a pas de soeurs)</p> <p>Use third person etre in positive and negative sentences(Elle est sympa/Elle n'est pas sympa)</p> <p>Understand and use the correct definite article (le/la/les)</p> <p>Use correct intonation when asking a question</p> <p>Form longer sentences</p>	<p>Learn gender when learning new words</p> <p>Use a dictionary</p> <p>Use le/la/l' in the correct place</p> <p>Use sequencers d'abord, ensuite and enfin to say longer sentences.</p> <p>Use prepositions with places</p> <p>Prepare a short presentation</p>	<p>Express opinions</p> <p>Make longer sentences</p> <p>Join sentences with et</p> <p>Use the internet to find information</p>
National Curriculum	<p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>FL2/1.2c Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases.</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.</p> <p>FL2/1.4b describe people, places, things and actions orally and in writing.</p>	<p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structure</p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.4 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally and in writing.</p>	<p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structure</p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.4 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally and in writing.</p>

Year 5 + 6 Spring/ Summer 2022 Catch- up	Autumn Term: Rigolo 2 Units 1 and 2	Spring Term 2: Rigolo 1 Units 1 and Rigolo 2 Unit 1	Summer Term 1: Rigolo 1 units 3 and 6 Summer Term 2: Rigolo 1 Unit 11 and Rigolo 2 Unit 3
Content and Knowledge		<p>Greet someone and say hello/goodbye Ask someone's name and say your own Ask how someone is and respond Greet people and give personal information Ask and talk about brothers and sisters Say what people have/don't have using 3rd person avoir</p>	<p>Identify parts of the body Describe eyes and hair Recognise days of the week Give basic character descriptions</p> <p>Go shopping for food Ask how much something costs Talk about activities at a party Give opinions about activities and food Ask politely for food items Describe how to make a sandwich Express opinions about food Talk about healthy/unhealthy food</p>
Vocabulary		<p>Bon jour, Salut Comment t'appelles-tu? Je m'appelle... Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça Tu es français(e)/britannique? Oui/Non, je suis... Quel âge as-tu? J'ai... ans Tu as des frères ou des sœurs? J'ai un(e)/deux/trois... frères/sœurs Je n'ai pas de frères ou de sœurs</p>	<p>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) Colours: vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue) Adjectives: long (long), court (short) Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Adjectives describing character: Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</p> <p>Food items - asking and answering what you want: Qu'est-ce que tu veux? (What do you want?); Je voudrais (I'd like)...</p> <p>Food items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes) Using money: C'est combien? (How much is it?); C'est [cinq] euros. (It's [five] euros.) 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 vanille, les tomates, le thon, le fromage, une baguette, le beurre,</p>

			Mangez, coupez, prenez, mettez J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots
Grammar / skills		Ask and answer questions Recognise and use plural nouns Learn gender when learning new words Use a dictionary Use le/la/l' in the correct place Use sequencers d'abord, ensuite and enfin to say longer sentences. Use prepositions with places Prepare a short presentation Use correct intonation when asking a question	Express opinions Make longer sentences Join sentences with et Use the internet to find information
National Curriculum		FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structure FL2/1.2c Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases. FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.4 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally and in writing.	FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structure FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.4 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally and in writing.

Year 6	Autumn Term: Rigolo 2 units 7 and 8	Spring Term: Rigolo 2 units 9 and 10	Summer Term: Rigolo 2 units 11 and 12
Content and Knowledge	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 Ask and say what clothes you'd like Give opinions about clothes	Ask and talk about daily routine Talk about times of the daily routine Talk about details of a typical day Talk about forms of transport Talk about plans for a trip Buy tickets at a station	Talk about which sports you like Say what sport you prefer and why Talk about a sporting event Project: A French day, setting up a Café or a sketch show
Vocabulary	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 me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche Daily routine phrases (Lesson 1) + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq	Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller

	<p>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> <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... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s) C'est combien? Ça coûte [soixante-douze] euros Numbers 60 to 80</p>	<p>Qu'est-ce que tu prends au petit déjeuner? Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine Normalement, d'abord, ensuite, enfin, après l'école + language from Lesson 3</p> <p>Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau Où vas-tu? Comment vas-tu. ? Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école, en voiture, etc. Samedi, à 10 heures... D'abord, ensuite, enfin... Qu'est-ce qu'on va faire? On va... aller au parc d'attractions, prendre le train/l'avion, acheter des souvenirs, faire les manèges, regarder un film Bon jour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets? [Quatre] billets: [un] adulte et [trois] enfants. Aller-retour ou aller simple? [Aller-retour] s'il vous plaît. C'est combien? C'est [trente-cinq] euros. Le train part à quelle heure? [Dix heures et demie.] Merci [Monsieur]. Au revoir. Bon voyage!</p>	<p>Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports] J'aime... mais/et je préfère... J'aime [le football] parce que c'est amusant, facile, passionnant Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile Le samedi on va au match de foot. On mange un sandwich et on boit un chocolat chaud. On regarde [Bordeaux] contre [Lyon]. Le match commence à trois heures. X marque un but. C'est passionnant! Lyon gagne 2-0.</p> <p>Revision through project: Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents Il/Elle est [+nationality]. Il/Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). Il/Elle a les cheveux longs/courts et les yeux bleus/marron/verts. Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour] J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwiches au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille. C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé Qu'est-ce que tu veux/vous voulez manger/boire? Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros. Voilà... Merci, au revoir</p>
Grammar / skills	Use several verbs in 1st person Use verbs in 3rd person Using j'aime/je n'aime pas, etc. with an infinitive	Use prepositions en and à with means of transport Listen for clues to meaning Use prepositions au/à la/à l' with places	Use conjunctions et and mais Give reasons for opinions Use known language in new contexts

	<p>Recognise patterns in French Build longer sentences Adapt sentences to say different things Listen for clues Plan and prepare a task and evaluate others Agreement of adjectives</p>	<p>Using knowledge of word, text and structure to build texts Use on va + infinitive to talk about future plans Use time indicators Use context and previous knowledge to help reading Ask politely for things</p>	<p>Use the definite article with sports Devise and ask questions Read and write longer texts Present information about sports</p> <p>Prepositions: au/à la/à l' + places; en/à + means of transport Use je vais + infinitive to talk about future plans Revisit known language in a different context Use 3rd person verbs including avoir and Être Use agreement of adjectives Use negatives Re-combine known language in different ways Express opinions in different ways Use plurals of food words Use reading strategies to cope with authentic texts Ask for things politely Present information on an aspect of French culture using song and sketches</p>
National Curriculum	<p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. FL2/1.2d present ideas and information orally to a range of audiences FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary. FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant) : feminine, masculine and neuter forms and the conjunction 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>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. FL2/1.2d present ideas and information orally to a range of audiences FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary. FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant) : feminine, masculine and neuter forms and the conjunction 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>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. FL2/1.2d present ideas and information orally to a range of audiences FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary. FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant) : feminine, masculine and neuter forms and the conjunction 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>