

<p>Week 1 I can greet in French and share personal information Key Vocab. <i>Bonjour/Salut! (Hello, Hi)</i> <i>Comment t'appelles-tu? (What is your name?)</i> <i>Je m'appelle... (my name is....)</i> <i>Ça va? (Are you ok?)</i> <i>Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça (yes, I'm good/no I'm not good/I'm sort of ok.</i> <i>Tu es français(e)/britannique? (Are you French/british) Oui/Non, je suis... (yes/no, I am...)</i> <i>Quel âge as-tu? (How old are you?)</i> <i>J'ai... ans (I am Years old)</i> <i>Viens- come here!</i></p>	<p>This is a recap lesson on how to greet people. Rigolo 2 unit 1- lesson 1 PRESENTATION. Refer to the key vocab to learn how to say phrases.</p>	<p>LISTENING/ORACY</p> <ul style="list-style-type: none"> • ORACY - choose a child to reply to the question as if they are the character. Record answer. Listen to pronunciation. • SONG - practices saying the greetings in French. • WRITING - if time , select the correct question to the answer.
<p>Week 2 I can talk about sisters and brothers. Key Vocab. <i>Tu as des frères ou des soeurs? (Do you have brothers or sisters?)</i> <i>J'ai un(e)/deux/trois frères/soeurs (I have 2/3 borthers/sisters.</i> <i>Je n'ai pas de frères ou de soeurs (I don't have any brothers or sisters)</i></p>	<p>Rigolo 2 unit 1 - lesson 2 PRESENTATION- Do you have any brothers or sisters? Listen to the phrase in French and each person's answer.</p>	<p>LISTENING/ORACY</p> <ul style="list-style-type: none"> • LITERACY -Children to compile the correct phrase- drag and drop words. • ORACY/WRITING -Practising saying the phrase Tu as des freres ou des soeurs? Ask the children go around the class finding out this information. Record in a chart. (worksheet week2)

<p>Week 3 I can say what people have and don't have. Key Vocab <i>Il a /Elle a... (He has/She has)</i> <i>Il/Elle n'a pas de...He/She doesn't have.</i></p>	<p>Explain to the children the pronouns, Il (He)Elle (She)and even Tu (You) And the verb to have 'avoir' which is an irregular verb (completely changes) eg. Il a (he has)</p> <p>PRESENTATION. Practising saying what the person has or has not. Children to repeat sentence.</p>	<p>LISTENING/ ORACY. LITERACY/ORACY/WRITING: Choose a child to have a go at compiling the sentence and say it out loud, Get the children to write sentence out into books and animate meaning.</p>
<p>Week 4 I can say what people are like using the verb 'etre'. Key vocabulary <i>drôle, (funny)</i> <i>sportif(ve), (sporty)</i> <i>sympa,(kind)</i> <i>timide, (shy)</i> <i>beau/belle, (handsome/beautiful)</i> <i>sévère, (strict)</i> <i>grand(e)(large)</i> <i>, petit(e),(small)</i> <i>intelligent(e) (clever)</i> <i>français(e), (French)</i> <i>britannique ((british)</i> Il est (he is) Elle est (she is)</p>	<p>RIGOLO 2 - UNIT 1 -lesson 4 Looking at the verb Etre- to be explain to the children that this verb again is an irregular verb. Il est (He is) Elle est (She is) STARTER ACTIVITY - Ii/Elle est comment (what is he/she like?) Click on the images to find out how to say a certain phrase. Can you ask why there is 2 spellings of petite? Explain if it is a girl then it has an e on the end.</p>	<p>LISTENING/ORAL PRESENTATION. Children have learnt to say how someone is, referring back to the previous lesson, how to say that the person isn't using ne pas around the verb etre. E.g Ill n'est pas (He isn't..</p> <p>ORACY - Click on the image. Choose a child to Say how the person acts and check that thy have said it correctly.</p> <p>WRITING</p> <ul style="list-style-type: none"> • Stick in key vocabulary, • Worksheet week4 - explain how to describe how someone is not ...

<p>Week 5 I know how to say I like/dislike a school subject. Looking at the verb aimer (to like/love) Key Vocabulary: School subjects <i>l'anglais,(English)</i> <i>le français,(French)</i> <i>le sport,(sport)</i> <i>l'histoire-géo,(History/Geography)</i> <i>les sciences, (Science)</i> <i>les maths (maths)</i> <i>la musique(music)</i> Language structures and outcomes <i>J'aime (I like/love..)</i> <i>Je n'aime pas (I don't like/love)</i> <i>C'est bien/cool/nul (It is good/cool/rubbish)</i></p>	<p>RIGOLO 2 UNIT 2- lesson 2 Revisiting the word ne ..pas (this is a negative that goes around the verb like in previous week Elle n'est pas .. She isn't</p> <p>PRESENTATION- listen to how the phrases are said. Challenge:Which subject doesn't Jake like?</p>	<p>LISTENING /ORACY</p> <ul style="list-style-type: none"> • LITERACY. Children to create a good sentence and repeat sentence confidently. • WRITING • Stick in key vocab. • Work sheet 5 - children to interview their peers in French to find out which subjects they like. Complete table.
---	--	---

<p>Week 6 I can ask the time Key Vocab</p> <p><i>Quelle heure est-il? (what time is it?)</i> <i>Il est une heure et quart. (it is quarter pas one)</i> <i>Il est trois heures moins le quart. (it is quarter to 3)</i> <i>Il trois heures et demie. (It is half past 3</i></p> <p><i>)Il est midi/minuit (it is midday/midnight)</i></p>	<p>RIGOLO 2 UNIT 2- LESSON 3 Quickly recap on counting to 12. STARTER ACTIVITY. <i>Quelle heure est-il? What time is it?</i> Get the children to click on numbers on clock - listen to the time said and repeat(Nb : IT IS JUST O CLOCK TIMES FOR THIS SECTION)</p>	<p>LISTENING/ORAL PRESENTATION . Tell children <i>et quart (e-car) is quarter past. Et demi (is half past) moins le quart (is quatre to)</i> Children to listen to how the time is said when its not o clock. ORACY : Choose a child to listen to the time and choose correct answer. WRITING</p> <ul style="list-style-type: none">• Stick in key vocab• Worksheet 6 – choose the correct words to describe the time.
--	--	---

French planning Year 5

--	--	--

<p>WEEK 7. I can talk about the times of the day in school.</p> <p>Key Vocab <i>la récré, (break)</i> <i>le déjeuner, (lunch)</i> <i>l'école (school)</i></p> <p>Language structures and outcomes <i>[Le déjeuner] commence à [une] heure(s).</i> <i>Lunch starts at... hour</i> <i>[La récré] finit à [11] heures. Break finishes at ... hours.</i></p>	<p>RIGOLO 2 - UNIT 2 LESSON 4 STARTER recap on times from previous lesson.</p> <p>PRESENTATION -Click on the images and listen to the phrases. Repeat.</p>	<p>LISTENING/ORAL</p> <ul style="list-style-type: none">• LITERACY - Choose a child to compile the phrase..• Stick in key vocab.• SONG - helps children practice saying the phrases.Run through slowly. <p>PRINT OUT LANGUAGE CERTIFICATE TO STICK INTO BOOKS. CHILDREN TO TICK . UNITS 1 AND 2</p>
--	---	--

<p>WEEK 8 I can ask for items of food in French.</p> <p>Key Vocab <i>un sandwich au poulet, (chicken sandwich)</i> <i>un sandwich au thon (tuna sandwich)</i> <i>un sandwich au fromage (cheese sandwich)</i> <i>un sandwich à la tomate (tomato sandwich)</i> <i>une glace au chocolat, (chocolate icecream)</i> <i>une glace à l'orange, (orange icecream)</i> <i>une glace à la fraise,(strawberry icecream)</i> <i>une glace à la vanille.(vanilla icecream)</i> Je voudrais ...(I would like) Qu' est-ce que tu veux? (What do you want?)</p>	<p>RIGOLO 2 UNIT 3 LESSON 1</p> <p>PRESENTATION: Children to listen to the pronunciation of the food. Ask the children what is strange about the words? Explain in French they put the adjective after the noun e.g glace a orange (icecream orange) unlike English.</p>	<p>LISTENING/ORACY ORACY - Listen to the phrase . Choose a child to select the correct item after listening to the phrase.</p> <p>WRITING:</p> <ul style="list-style-type: none">• STICK IN KEY VOCAB.• In their French books can the children write a sentence of what food they want to eat, eg Je voudrais un sandwich au poulet . Children to draw picture at the side.
---	---	---

<p>WEEK 9 I can give instructions how to make a sandwich. Key Vocab Imperative verbs. <i>Mangez, (eat)</i> <i>Coupez, (cut)</i> <i>Prenez, (take)</i> <i>Mettez (put)</i></p>	<p>RIGOLO 2 UNIT 3 LESSON 2 GET BREAD BUTTER (CHECK FOR ALLERGIES) JAM? PRESENTATION Listen to the order of making a sandwich and to the imperative verbs. Repeat.</p>	<p>LISTENING/ORAL</p> <p>LITERACY -put the phrases in order.</p> <p>PRACTICAL ACTIVITY. Children are to give their partner instructions on how to make a jam sandwich (sandwich a la confiture) TAKE PHOTO TO PUT INTO BOOK. If time can the children write the sentences in their books.</p>
--	---	--

<p>Week 10</p> <p>I understand how the French celebrate Christmas.</p> <p>Key Vocab Papa Noel - Father Christmas Joyeux Noel - Happy Christmas Sapin Noel - Christmas Tree Une Etoile - a star Une boule- bauble. Une neige- snow Un cadeau - present.</p>	<p>Run through powerpoint about Christmas - explain that the French are mainly Christians (Catholics) and although they celebrate Christmas their traditions are slightly different.</p>	<p>You will need card and crayons for this lesson.</p> <p>Children to create their own French Christmas Card drawing a Christmas scene and labelling the picture using French words.</p>
--	---	--

<p>WEEK 11 I can give opinions about food using the verb aimer (love</p> <p>Key Vocab. <i>les frites, (chips)</i> <i>les bonbons,(sweets)</i> <i>les pommes (apples),</i> <i>les carottes,(carrots)</i> <i>les haricots,(beans)</i> <i>les gateaux (cake)</i> Tu aimes? (You like...?)</p> <p>Revised: <i>J'aime/Je n'aime pas [les carottes]</i></p>	<p>RIGOLO 2 UNIT 3 LESSON 3 Remind children of the negative ne pas from week 5- it goes around the verb . In this instance the verb aimer .</p> <p>PRESENTATION - Do you like..? Listen to the dialogue- get the children to repeat reminding about how the negative works.</p>	<p>LISTENING/ORACY.</p> <p>ORACY- Choose a child to select correct symbol whether they like/dislike food and drag it to that food.</p> <p>WRITING – WORKSHEET week 11 . Children to select the correct phrase to the symbols.</p>
--	---	--

<p>WEEK 12</p> <p>I can talk about healthy and unhealthy food.</p> <p>Key Vocab <i>C'est bon pour la santé. (it is good for your health)</i></p> <p><i>Ce n'est pas bon pour la santé.(It is not good for your health)</i> <i>la santé - the health.</i></p>	<p>RIGOLO 2 UNIT 3 LESSON 4.</p> <p>Revisiting the negative ne pas around the verb etre (est)</p> <p>PRESENTATION Listen to the phrase on how to say it is good for your health or not good. Repeat.</p>	<p>LITERACY/ORACY</p> <p>LITERACY- Move the sentences into the correct cauldron Good for your health / not good for your health.</p> <p>WRITING' Complete worksheet week 12. Conduct a survey on what children like food wise and then tick whether it is good or not good for your health.</p>
---	---	--

<p>WEEK 13 I can name place in town.</p> <p><i>Qu'est-ce que c'est? (What is it..?)</i></p> <p><i>C'est...(it is)</i> <i>à la boulangerie, (to the bakers)</i> <i>au marché, (the market)</i> <i>à la piscine, (to the swimming pool)</i> <i>au centre sportif, (sports centre)</i> <i>au château, (to the castle)</i> <i>au jardin public,(public gardens)</i> <i>au supermarché,(supermarket)</i> <i>à l'école (school)</i></p>	<p>RIGOLO 2 UNIT 4 Lesson 1</p> <p>PRESENTATION. Listen to the phrases and repeat.</p>	<p>LITERACY /ORACY</p> <p>ORACY- choose the correct image of a place to the phrase.</p> <p>LITERACY - print out flash cards unit 4 with the words separate. Get the children into teams. They are to choose the correct picture with words.</p>
--	--	--

<p>WEEK 14 I can give directions in French.</p> <p>Key Vocab.</p> <p><i>d'abord... (First)</i> <i>ensuite (then...)</i> <i>enfin...(finally)</i> <i>[La piscine] s'il vous plaît? (The swimming pool , please?)</i> <i>Tournez à droite/à gauche. (Turn left/turn right.)</i> <i>Allez tout droit.(straight on)</i></p>	<p>RIGOLO 2 UNIT 4 LESSON 2</p> <p>STARTER ACTIVITY Direct Jake when he is riding Bof using the key vocab. Listen and repeat phrase.!</p>	<p>LITERACY/ORACY</p> <p>PRESENTATION- Can the children say the phrase using time connectives such as d'abord... Do they understand the meaning?</p> <p>LITERACY . Order the phrases correctly.</p> <p>ACTIVITY. Children to go out onto playground and instruct their partner around it using the French words. Take a photo to stick into books.</p>
--	---	--

<p>WEEK 15 Saying where you are going in French</p> <p>Key Vocab.</p> <p><i>Où vas-tu? (Where are you going?)</i></p> <p><i>Je vais... (I am going...)</i></p>	<p>RIGOLO 2 UNIT 4</p> <p>PRESENTATION Listen to the phrases - children to repeat.</p>	<p>LITERACY /ORACY</p> <p>ORACY: Choose a child, listen to the question and they are to answer in French. Check for correct pronunciation.</p> <p>WRITING: Complete worksheet 15 - crossword.</p> <p>PRINT OFF LANGUAGE CERTIFICATES 3 AND 4</p>
--	--	--