

<p><b>Week 1</b> I can talk about leisure activities. <b>KEY VOCAB</b> <i>Qu'est-ce que tu fais (le mercredi/le samedi)? What did you do ( the Wednesday, Thursday)?</i> <i>Le lundi...</i> <i>j'écoute de la musique, ( I listened to music)</i> <i>je joue (au basket), (I played basket ball)</i> <i>je mange (du gâteau),( I ate cake)</i> <i>je regarde (la télé) ( I watched TV)</i> <i>je bois (du chocolat chaud), (I drank hot chocolate)</i> <i>je fais du vélo, ( I rode a bike)</i> <i>je fais du roller ( I went roller - skating)</i> <i>Tu fais... ? joues... ? regardes... ? (You did ? played? Watched ?</i></p>	<p><b>RIGOLO 2 - UNIT 7 LESSON 1</b></p> <p>Recap on the days of the week. Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche.</p> <p><i>Qu'est-ce que tu fais? - What did you do...? Remind children that a sentence starting with Qu.. is going to be a question.</i> They will be recapping on verbs - remind children on the pronouns Je ( I ) and Tu ( You)</p> <p><i>If unsure how to pronounce this look at <b>presentation</b> which runs through the vocab.</i></p>	<p><b>LISTENING/ORACY</b> <b>LESSON 1</b></p> <ul style="list-style-type: none"><li>• <b>ORACY</b> : Invite children to select the correct door, repeat and translate.</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• <b>STICK IN KEY VOCAB.</b></li><li>• <b>Worksheet 2</b> : Children to create their own sentences by selecting words from word bank ( some words may need looking up e.g jus de orange - orange juice)</li></ul>
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<p><b>Week 2</b>  <i>I can say what I don't do.</i></p> <p><b>KEY VOCAB</b>  <i>Tu as des frères ou des soeurs? ( You have brothers or sisters?)</i>  <i>J'ai un(e)/deux/trois frères/soeurs (I have (one/two/three brothers/sisters)</i>  <i>Je n'ai pas de frères ou de soeurs (I don't have brothers or sisters)</i></p>	<p><b>RIGOLO 2 - UNIT 7 LESSON 2</b>                  Recap on previous lesson. Use flash cards ( print from Rigolo2 ) to revisit Je mange du gateau etc. Make it into a game.</p> <p><b>Saying what you don't do using the negative.</b>  <b>Explain:</b>  <b>The words ne... pas makes the verb negative for example.</b></p> <p>Je mange ( I eat) Je <b>ne</b> mange <b>pas</b> ( I don't eat)                  J'ai un frere ( I have a brother)                  Je <b>n'ai pas</b> un frere. ( I don't have a brother)</p> <p>NOTE: IN FRENCH TWO VOWELS TOGETHER ARE REPLACED BY AN APOSTROPHE e.g Je ai cannot be together so it is written J'ai ( I have)                  Or the negative Je n'ai pas ( I don't have)</p> <p><b>PRESENTATION.</b> Run through this as it explains how to say what the characters are doing and what they aren't doing using the negative ne...pas.</p>	<ul style="list-style-type: none"> <li>• <b>LISTENING/ORACY</b></li> <li>• Children to listen to the animated story. Can they begin to recognise certain words .. days of the week, verbs from previous lesson and importantly the negative ne .. pas. WHEN CHILDREN HEAR THE NEGATIVE SHOUT - ARRETE (STOP) . Children translate the sentence.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• STICK IN KEY VOCAB.</li> <li>• Children to write the negative response using ne ..pas.</li> <li>• Can the children say the negative phrase with confidence?</li> </ul>
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<p><b>WEEK 3</b> I can ask and say what other people do. <b>Key Vocab</b> <i>Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/ après-midi/soir? (What did she do at the weekend? The Monday morning/ after noon/ evening?)</i> <i>Le lundi matin, il/elle... fait (du sport/du vélo), The Monday morning, he/she did sport / rode a bike</i> <i>écoute(la radio/des CD), listen to the radio/some CD's</i> <i>mange (un sandwich), ( eat a sandwich)</i> <i>boit (du jus d'orange), ( drink orange juice)</i> <i>regarde(la télé), (watch the tv)</i> <i>joue (au tennis/au foot)</i></p>	<p>Recap on previous weeks lesson. Say a phrase Tu joue au basket? Children to response Je ne joue pas au basket.</p> <p><b>Rigolo 2 Unit 7 lesson 3</b></p> <p>Qu'est-ce qu... ( Remind children that a sentence starting with Qu is always going to be a question)</p> <p>Also remind children of pronouns : Il ( he or it) Elle ( she ) Tu ( you for one person) Vous ( you for many people or formal)</p> <p>Run through vocab: matin= morning, apres-midi= afternoon, soir = evening.</p> <p><b>PRESENTATION</b> Children listen to <i>Qu'est-ce qu'il/elle fait...? What did she do the.....? Repeat phrase. Invite 2 children : one to repeat the question, another to answer ( You can press record on bottom of screen- children can then listen to themselves)</i></p>	<p><b>LISTENING/ORACY</b></p> <p><b>Oracy</b> : Invite children to select correct door ( porte). <b>Pay attention to pronouns elle/il</b></p> <p><b>WRITING':STICK IN KEY VOCAB</b></p> <ul style="list-style-type: none"> <li>Worksheet : Children to translate text and answer questions. May have to do this as a class. Je m'appelle Suzanne.( my name is Suzanne)</li> </ul> <p>J'ai onze ans. ( I am 11 years old) Je danse et je fais du roller. ( I dance and I roller skate) J'ai un frère, Pierre.( I have a brother, Pierre) Il a neuf ans. ( He is 9 years old) Il fait du sport. ( He does sport) Il joue au tennis et il fait du vélo.( He plays tennis and rides a bike) Ma soeur s'appelle Marie. ( My sister is called Marie ) Elle a treize ans.( She is 13 years old) Elle regarde la télé et elle écoute des CD.( she watches the tv and listens to cds.)</p>
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<p><b>WEEK 4</b> Saying you like or dislike something in French. <b>KEY VOCAB</b> <i>J'aime, ( I like , I love)</i> <i>Je n'aime pas, ( I don't like , I don't love)</i> <i>J'adore, ( I love)</i> <i>Je déteste.. ( I hate).</i> <i>Est-ce que tu aimes</i> <i>faire/écouter/jouer/regarder ..?</i> <i>Do you like to do/listen/play/ watch ....?</i></p>	<p><b>Recap on previous weeks lesson: How do you say..?</b> <b>Comment on dit..? morning: matin, apres- midi= afternoon, soir = evening.</b></p> <p><b>RIGOLO 2; UNIT 7 ; LESSON 4</b> <b>PRINT OUT UNIT 7 FLASHCARDS ( JUST THE 4 HEARTS)</b></p> <p><b>Using flash cards -Run through how to say J'aime, Je n'aime pas etc. ( if unsure listen to PRESENTATION for correct pronunciation)</b></p>	<p><b>LISTENING/ORACY/WRITING</b></p> <ul style="list-style-type: none"> <li>• <b>ORACY</b> -Invite children to compile sentences choosing the correct like/dislike.</li> <li>• <b>WRITING:</b> Write answers on the board for children to put into books ( they can draw animation at the side of sentence to aid understanding)</li> </ul>
<p><b>WEEK 5</b> <b>I can say what clothes I want in french.</b> <b>KEY VOCAB</b> <i>un t-shirt, ( a t- shirt)</i> <i>un pantalon,(trousers)</i> <i>un chapeau ( a hat)</i> <i>une veste,( a jacket)</i> <i>une jupe, ( a skirt)</i> <i>une chemise, ( a blouse)</i> <i>des chaussures,( shoes)</i> <i>des lunettes de soleil ( sun glasses)</i> <i>Qu'est-ce que tu veux?( What do you want?)</i> <i>Tu veux... ? ( I want ...)</i> <i>Je voudrais... ( I would like...)</i></p>	<p><b>RIGOLO 2 : UNIT 8 LESSON 1</b> <b>PRINT OUT FLASH CARDS OF ALL THE CLOTHES with words on separate sheet.</b> Run through the names of all the clothes. ( if unsure of pronunciation play starter activity) <i>Game</i> Once children are confident with the names of the clothes , place all the names of the clothes on the floor and distribute flash cards pictures out to tables. Children are then to choose the correct words to match picture (mix and match)</p>	<p><b>LISTENING/ORACY</b></p> <p><b>ORACY</b> - <i>Qu'est-ce que tu veux?( What do you want?) Children listen to sentence and select the correct items of clothing ( 2 items)</i></p> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>• Using the outline of a person - children to draw items of clothing labelling them.</li> </ul>

<p><b>WEEK 6</b>  <b>I can give opinions of clothes in French</b></p> <p><b>KEY VOCAB</b>  <i>C'est..(It is...)</i>  <i>Moche (ugly)</i>  <i>Beau (beautiful)</i>  <i>, trop grand,(too big)</i>  <i>trop petit ( too small)</i>  <i>trop cher ( too expensive)</i></p> <p><b>Language structures and outcomes</b>  <i>C'est comment? ( It is how?) C'est [moche] et/mais.. ( it is (ugly) and/but....).</i></p>	<p><b>RIGOLO 2 UNIT 8 LESSON 2</b>  RECAP - using flash cards from previous lesson , recap on the names of clothes.</p> <p><b>NB: Trop ( is pronounced trow) and only pronounce the consonant if there is an e on the end e.g grand ( is said gron) whereas grande ( is said grond)</b></p> <p>Run through the vocabulary using FLASHCARDS showing that the clothes are too small etc.</p>	<p><b>LISTENING/ORACY</b></p> <ul style="list-style-type: none"> <li><b>VIDEO STORY-</b> listen to the video story. Can the children translate what the French children think of the clothes. Explain that French children don't wear school uniform.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Working through worksheet 2 for this lesson children to match vocab with pictures.</li> </ul>
<p><b>WEEK 7</b>  <b>I can say what clothes I wear in French.</b></p> <p><b>KEY VOCAB</b>  <i>Je porte... ( I wear..)</i></p>	<p><b>RIGOLO 2 UNIT 8 LESSON 3</b>  <b>GAME</b>  MULTILINK CUBES: DISTRIBUTE THESE TO EACH TABLE : PINK, ORANGE, RED, YELLOW, GREEN, BLUE, BLACK, WHITE.  Recap on French colours : use key vocab as help.</p>	<p><b>LISTENING/ORACY</b></p> <ul style="list-style-type: none"> <li><b>PRESENTATION-</b> <i>Qu'est-ce que tu porte?( What do you wear?)</i> Children to select an item of</li> </ul>

<p> <i>rose, (pink)</i>  <i>orange( orange)</i>  <i>marron(brown),</i>  <i>rouge(s) (red),</i>  <i>jaune(s),(Yellow)</i>  <i>vert(e)(s), (green)</i>  <i>bleu(e)(s), (blue)</i>  <i>noir(e)(s) (black)</i>  <i>blanc(s), blanche(s)(white)</i>  <i>Je porte [un pantalon] [noir]. ( I wear (black trousers)</i> </p>	<p>Say the colour in French, children to select correct cube - attach.</p> <p>Check children's understanding of the colours by running through the colours they've ordered.</p> <p>NB: French say the adjectives after the noun e.g trousers black ( pantalon noir)</p>	<p>clothing then say, for examples: Je porte une chemise blanche. Listen to the correct response and children to repeat.</p> <ul style="list-style-type: none"> <li>• <b>WRITING</b> : just stick in key vocab. No writing.</li> </ul>
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<p><b>WEEK 8</b></p> <p><b>I can count to 100 in French.</b></p> <p><b>Key vocab to print ( French number mat)</b></p>	<p><b>SEE ME TO GO OVER COUNTING IN FRENCH AS IT NEEDS EXPLAINING.</b> Recap on counting to 20 - Who can demonstrate this? Counting to 100 is similar ( 21, 31, 41,51,61, are all et un ( and one. When you get to seventy it is soixante-dix ( sixty - ten) so the next number is soixante- onze ( sixty- eleven) etc until you reach 80 ( quatre - vingt-un- four twenties one ) 90 is quatre-vingt dix ( 4 twenties ten)so 91 is quatre-vingt onze ( 4 twenties eleven). Cent is 100 ( like in percent, century)</p>	<p><b>Listening/oracy.</b></p> <ul style="list-style-type: none"> <li>• Play round the world firstly to twenty e.g what is deux in French? Once children understand the game, they are to try it multiples of ten to 100. Ask the question what is soixante etc children to shout out 60.</li> <li>• <b>WRITING; STICK IN VOCAB MAT, CHILDREN TO EXPLAIN IN WRITING HOW TO</b></li> </ul>
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		COUNT E.G EVERYTHING IS NORMAL UNTIL THEY REACH 70.
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PRINT OUT CERTIFICATE UNITS 7 AND 8 – GET CHILDREN TO TICK OFF WHAT THEY HAVE ACHIEVED.

<p><b>WEEK 9</b> <b>MA JOURNEE - MY DAY.</b></p> <p><b>I can ask and talk about my daily routine</b></p> <p><b>Key Vocab</b> Je me lève, ( I get myself up) Je prends mon petit déjeuner, ( I have my breakfast) Je vais à l'école, ( I go to school) Je prends mon déjeuner, ( I have my lunch) Je quitte l'école, ( I leave school) Je prends mon dîner, ( I have my tea) Je me couche ( I go to bed)</p>	<p><b>Introduce the title of RIGOLO 2 Unit 9 LESSON 1- my day. PRINT OUT FLASHCARDS FOR THIS UNIT.</b> Quick recap: can the children count in tens to 70?</p> <p>Discuss with the children their daily routine on a school morning. Explain in France they are the same expect children don't wear uniform and they often start school earlier in the morning/ finishing later. They sometimes either have <math>\frac{1}{2}</math> day or full day off on a Wednesday to do activities and sometimes have to go to school on a Saturday morning.</p>	<p><b>LISTENING/ORACY</b></p> <ul style="list-style-type: none"><li>• Play presentation. Have all the flashcards ready. Choose a child to touch a picture in order of events. They are to find the matching flashcard and repeat phrase. Class repeat phrase.</li></ul> <p><b>WRITING ( using worksheet)</b></p> <ul style="list-style-type: none"><li>• Children are to match pictures with phrases and stick in book. They are to practise saying the phrases too.</li></ul>
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<p><b>WEEK 10</b> <b>I can recap on telling the time.</b></p> <p><b>KEY VOCAB.</b> Quelle heure est-il? ( What time is it?) Il est une heure et quart. ( It is quatre past one) Il est trois heures moins le quart. ( It is quarter to three) Il trois heures et demie. ( It is half past three ) Il est midi/minuite ( It is midday/ midnight Une heure cinq ( five past one)</p>	<p><b>Recap lesson on times. Get the children to count to 12.</b> <b>Remind children that hours is heures ( pronounced eurgh)</b></p> <p><b>RECAP ON RIGOLO 2 : UNIT 2 LESSON 3.</b> Run through times : et quart ( Pronounce: eh car) is quatre past. Et demi is half past. Moins le quart ( pronounced : m-wan le car) is quatre to.</p>	<p><b>LISTENING/ORACY: Get toy clocks out.</b></p> <ul style="list-style-type: none"><li>• <b>PRESENTATION-</b> Quelle heure est -il ? ( What time is it? Children to listen to the question/answer - then repeat.</li><li>• <b>ORACY :</b> with toy clocks children to go around classroom asking quelle heure est -il? Their partner to answer the time on the clock.</li><li>• <b>Stick in key vocab.</b></li></ul>
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<p><b>WEEK 11</b>  <b>I can talk about the daily routines.</b>  <b>Key Vocab.</b>          Tu [te lèves] à quelle heure? ( You (get yourself up( at what time?)</p>	<p><b>Recap on previous weeks lesson. Can the children recall what is quarter past, quarter to, half past in French .</b>  <b>RIGOLO 2 UNIT 9 LESSON 2</b>  <b>PRESENTATION:</b>          Run through this in order of events. Children to practise saying the phrases.</p>	<p><b>LISTENING/ORACY</b></p> <ul style="list-style-type: none"> <li>• <b>LITERACY ACTIVITY</b> - choose a child to construct a sentence . Children to repeat sentence, write into book and translate.</li> </ul>
<p><b>WEEK 12</b>  <b>I can talk about different forms of transport</b>  <b>Key Vocab</b>  <i>en voiture, ( by car)</i>  <i>en bus ( by bus)</i>  <i>, en train ( by train)</i>  <i>en métro,( by metro)</i>  <i>à pied, ( by foot)</i>  <i>à vélo,( by bike)</i>  <i>en avion, ( by plane)</i>  <i>en bateau( by boat)</i>  <i>Comment va tu au chateau? How do you travel to the castle?</i>  <i>Ou vas tu? (Where are you going?)</i>  <i>Je vais... ( I am going, I am traveling...)</i></p>	<p><b>RIGOLO 2 - UNIT 10 lesson 1</b></p> <p><b>PRESENTATION.</b>  <b>Listen to how it is pronounced.</b> Comment va tu au chateau ?          ( How do you travel to the chateau? Je vais au chateau en ... I travel to the castle by....</p>	<p><b>LISTENING/ORACY.</b></p> <ul style="list-style-type: none"> <li>• <b>ORACY</b> . Listen to the conversation . <i>Ou vas tu? (where are you going?)</i>              Listen to how the person responds and select correct picture.</li> <li>• <b>WRITING</b> : Insert key vocab. Complete worksheet, crossword and writing.</li> </ul>

<p><b>WEEK 13</b> <b>I can ask and talk about where I'm going and how to get there.</b></p> <p><b>Key Vocab.</b> <i>Où vas-tu? ( Where are you going?)</i> <i>Comment vas-tu... ? ( How are you traveling?)</i> <i>Je vais... ( I am going...)</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><b>Recap on previous week's lesson naming the different modes of transport.</b> <b>RIGOLO 2 UNIT 10 lesson 2.</b></p> <p><b>STARTER ACTIVITY:</b> Click on the different sign posts to learn how to pronounce the different places.</p>	<p><b>LISTENING/ORACY</b></p> <ul style="list-style-type: none"><li>• <b>PRESENTATION-</b> Comment vas-tu ... How do you travel to ..? Children to listen to the sentences and repeat.</li></ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"><li>• <b>Insert key vocab.</b></li><li>• <b>Worksheet 13:</b> Comment vas-tu..? How do you travel ...? Children answer the mode of transport. Je vais,, ( I am going by....)</li></ul>
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<p><b>WEEK 14</b>  <b>I can talk about plans for a trip.</b></p> <p><b>Key Vocab.</b></p> <p><i>samedi, à dix heures, ( Saturday at 10 o clock)</i>  <i>d'abord, (First)</i>  <i>ensuite, (then)</i>  <i>enfin (finally)</i>  <i>Qu'est-ce qu'on va faire? ( What are you going to do ?)</i>  <i>On va aller au parc d'attractions.( We are going to a theme park)</i>  <i>on va prendre le train,( we are going to take a train) on va prendre l'avion ( we are going to take a plane) on va acheter des souvenirs (au magasin),( we are going to buy souvenirs ( at the shop)</i>  <i>on va faire des manèges,( we are going on merry-go-rounds)</i>  <i>on va regarder un film (au cinéma) ( we are going to watch a film at the cinema)</i></p> <p><b>PRESENT PROGRESSIVE</b>          Je vais ( I am going) + verb          Tu vas ( You are going)+ verb          On va ( We are going) + verb          e.g Je vais regarder un film ( I am going to watch a film</p>	<p><b>RIGOLO 2 UNIT 10 LESSON 3</b></p> <p><b>Look at the time connectives from key vocab.</b></p> <p><b>PRESENTATION;</b>Listen to the time connectives . Can the children repeat how to say each sentence and understand what they are saying?</p>	<p><b>LISTENING/ORACY</b></p> <ul style="list-style-type: none"> <li>• <b>ORACY-</b> Can the children listen to the spoken sentence and decide with order of events each picture goes in. REPEAT PHRASE.</li> <li>• <b>WRITING WORKSHEET 5: pronouns Je (I) Tu (you) On (We)</b>  <b>PRESENT PROGRESSIVE</b>                  Je vais ( I am going) + verb                  Tu vas ( You are going)+ verb                  On va ( We are going) + verb                  e.g Je vais regarder un film ( I am going to watch a film</li> </ul> <p>Missing sentences either first column present tense or present progressive . <b>NB look how the verb changes in the present e.g boire to bois ( irregular verbs like in English )</b></p>
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<p><b>WEEK 15</b> <b>I can buy tickets at a train station in french</b> <b>KEY VOCAB</b> <i>Bonjour [Mademoiselle, Madame]. ( Hello miss, madam)</i> <i>Bonjour [Monsieur]. ( Hello Sir)</i> <i>Je voudrais des billets pour [Paris]. ( I would like tickets for Paris)</i> <i>Combien de billets? ( How many tickets?)</i> <i>[Quatre] billets: ( four tickets)</i> <i>[un] adulte et [trois] enfants. ( one adult and 3 children)</i> <i>Aller-retour ou aller simple? Return or one-way?)</i> <i>[Aller-retour] s'il vous plaît. ( return please)</i> <i>C'est combien? ( How much do they cost?)</i> <i>C'est [trente-cinq] euros.</i> <i>Le train part à quelle heure? ( The train leaves at what time?)</i> <i>Le train part à [dix heures et demie]. ( The train leaves at half past ten)</i> <i>Merci [Monsieur]. Au revoir. ( Thank you sir. Goodbye.</i> <i>Bon voyage! ( have a good journey)</i></p>	<p><b>RIGOLO 2 UNIT 10 LESSON 4</b> <b>PRESENTATION;</b> Referring to the key vocab can the children follow the dialogue and repeat what is said . Remind children when the French say a word that has double ll's its generally a y sound , therefore billet ( ticket) is said (be-yay)</p>	<p><b>LITERACY ORACY.</b></p> <ul style="list-style-type: none"><li>• <b>LITERACY-</b> invite children to complete the sentence. Can they translate it?</li><li>• <b>WRITING. WORKSHEET 7</b> - complete each sentence using the suggestions on the bottom of the sheet.</li><li>• If time the children can sing the song. Je vais a Paris. I am going to Paris.</li></ul>
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ONCE COMPLETED UNIT 9/10 CHILDREN CAN RECEIVE A CERTIFICATE AND TICK OFF WHAT THEY HAVE ACHIEVED – RECAP ON THE LAST FEW LESSONS.