

KS2 French Overview

Year	Autumn	Spring	Summer
3	<u>Autumn Term 1</u> Rigolo 1 unit 1: Greetings and numbers, nouns – musical instruments <u>Vocabulary</u> greetings: <i>bonjour, salut, au revoir; Madame, Monsieur, Mademoiselle</i> say and ask names: <i>Comment t'appelles-tu?; je m'appelle...</i> say and ask how you are: <i>Ça va? Ça va bien, Ça ne va pas, Comme ça comme ça</i> numbers 1–10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i> musical instruments: <i>une trompette, une guitare, une flûte à bec, un piano, un tambour, un dragon, une fille, un garçon, un dragon</i> <u>Grammar</u> first notions of gender ask and answer questions recognise cognates <u>End points</u> 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	<u>Spring Term 1</u> Rigolo 1 unit 3: Parts of the body, days of the week, basic character description <u>Vocabulary</u> parts of the body: <i>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> colours: <i>vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue)</i> adjectives: <i>long (long), court (short)</i> days of the week: <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> adjectives describing character: <i>Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</i> <u>Grammar</u> gender of different nouns the definite article simple word order simple facial and character descriptions simple adjectival agreement (for more able pupils) <u>End points</u> 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	<u>Summer Term 1</u> Rigolo 1 unit 5: identify family members, recognise and spell with letters of the alphabet, list household items, use basic prepositions <i>sur</i> and <i>dans</i>. <u>Vocabulary</u> family members: <i>ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents)</i> letters of the alphabet a–z, plus some accented letters household objects: <i>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)</i> prepositions: <i>dans (in), sur (on)</i> <u>Grammar</u> gender of different family members and nouns spell words using the French alphabet describe position using basic prepositions <i>sur</i> and <i>dans</i> and familiar language <u>End points</u> 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

Autumn Term 2

Rigolo1 unit 2: Classroom objects, colours and instructions.

Vocabulary

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)

colours: *rouge* (red), *rose* (pink), *bleu* (blue), *jaune* (yellow), *marron* (brown), *orange* (orange)

give your age: *J'ai... ans.*

classroom instructions: *écoutez*, *regardez*, *lisez*, *asseyez-vous*, *levez-vous*, *écrivez*, *chantez*

Grammar

simple word order
use context to determine meaning
compare different languages
take part in a simple dialogue

gender of different nouns
ask and answer questions

End points

Most children will be able to:

- 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

Spring Term 2

Rigolo 1 unit 4: animals, numbers 11 -20, giving someone's name

Vocabulary

animals: *un chien* (dog), *un chat* (cat), *une tortue* (tortoise), *un lapin* (rabbit), *un oiseau* (bird), *une souris* (mouse), *un dragon* (dragon)

numbers 11-20: *onze*, *douze*, *treize*, *quatorze*, *quinze*, *seize*, *dix-sept*, *dix-huit*, *dix-neuf*, *vingt*
il/elle s'appelle... (s/he's called...)

adjectives describing character: *grand(e)* (tall), *petit(e)* (small), *drôle* (funny), *sévère* (strict), *timide* (shy)

Grammar

gender of different nouns
recognise negative form
count numbers 11-20
give names and descriptions in the third person (he/she)

End points

Most children will be able to:

- 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

Summer Term 2

Rigolo 1 unit 6 : recognise and ask for snacks, give basic opinions about food, use numbers 21 -31, recognise and use the months.

Vocabulary

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)
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.)

numbers 21-31

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)
dates: *le ... [mars, etc.]* (the ... [March, etc.])

Grammar

gender of different nouns for food
understand and reply to questions on food wanted
count numbers up to 31
use numbers up to 31 together with months to form dates

End points

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

Autumn 1

Rigolo 1 unit 7: Revise ways to describe people using *avoir* and *être*.

Describe people's nationality

Vocabulary

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)

Grammar

revision of a variety of *avoir* phrases

use *être* phrases with adjectives

recognise and use the third person singular (*il/elle*) with both *avoir* and *être*

recognise different adjective endings

End points

Most children will be able to:

- use a variety of expressions to describe people in the third person singular
- recognise different nationalities

Spring 1

Rigolo 1 unit 9: names and dates of French festivals, identify and ask for presents at French festivals, recognise and use numbers 31 to 60, give and understand more instructions.

Vocabulary

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)

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)

numbers 31–60

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!)

Grammar

give more dates for festivals through the year

ask for various presents

count up to 60

understand and give imperative instructions

recognise plural forms

End points

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

Summer 1

Rigolo 1 unit 11: ask for food in a shop, ask how much something costs, talk about activities at a party, give opinions about activities and food.

Vocabulary

asking and answering what you want: *Qu'est-ce que tu veux?* (What do you want?); *Je voudrais* (I'd like)...

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.)

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.)

opinions: *c'est chouette* (it's great), *c'est nul* (it's rubbish), *c'est bizarre* (it's weird)

Grammar

ask what someone wants

say what you want

talk about food using the partitive article

use *on* to talk about first-person plural activities

give basic opinions about activities and food

End points

Most children will be able to:

- identify various food items
- describe various party activities, using *on* expressions
- give various opinions in isolation

Autumn 2

Rigolo 1 unit 8: learn to tell the time, talk about free time activities, say what activities you do at certain times.

Vocabulary

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)
telling the time: *il est...* *heure(s)*
activities at certain times: *Je regarde la télé à cinq heures*, etc.

Grammar

use several present tense verbs to describe activities
produce short phrases orally and in writing
express the time separately or in phrases with other verbs

End points

Most children will be able to:

- recognise and repeat various activities
- learn to tell the time in a simple phrase (*Il est cinq heures*, etc.)

Spring 2

Rigolo 1 unit 10: name and recognise various French cities, give and understand basic directions, talk about the weather, talk about the weather in particular cities.

Vocabulary

saying where you are going: *Je vais à* (I'm going to)... *Paris/Bordeaux/Strasbourg/Nice/Grenoble*.
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.)

Grammar

recognise various French cities
ask and answer where you are going, using *je vais à...*
understand and give imperative instructions for directions
form weather expressions using impersonal *il...* expressions
describe the weather in a certain location in a short sentence

End points

Most children will be able to:

- recognise names of various French cities
- use *je vais à...* 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

Summer 2

Rigolo 1 unit 12: identify francophone countries, talk about the languages you speak, identify items of clothing, identify the colours of clothing.

Vocabulary

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)

Grammar

give the names of various French-speaking countries
use positive and negative phrases to talk about speaking languages
describe various items of clothing, using colour adjectives

End points

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

Autumn 1

Rigolo 2: Unit 1: Bonjour Greet people and give personal information

Vocabulary

Comment t'appelles-tu? Ça va ? Tu es français(e)/britannique ? Quel âge as-tu ? Ask and talk about sisters and brothers Tu as des frères ou des soeurs? J'ai un(e) /deux/trois frères/soeurs Je n'ai pas de frères ou de soeurs Say what people are like using 3rd person être including negatives Il/Elle est..., Il/Elle n'est pas... drôle (funny), sportif(ve) (sporty), timide (shy), beau (beautiful)

Grammar

Recognise and use plural forms Use a negative Use 3rd person avoir in positive and negative statements Manipulate language by changing an element in a sentence Use 3rd person être in positive and negative sentences Understand and use agreements of adjectives (singular)

End points**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

Spring 1

**Rigolo 2: Unit 3: La nourriture
Ask politely for food items**

Vocabulary

Je voudrais... s'il vous plaît un sandwich au poulet (chicken), un sandwich au thon (tuna), un sandwich au fromage (cheese), un sandwich au jambon (ham) Describe how to make a sandwich mangez (eat), coupez (cut), prenez (take), mettez (put) Express opinions about food J'aime /Je n'aime pas ... Talk about healthy and unhealthy food C'est bon pour la santé Ce n'est pas bon pour la santé

Grammar

Understand and use au/à la/à l' when referring to flavours of foods Learn gender when learning new words Give instructions in the vous form Understand and use negatives Use the plural form of some food vocabulary Integrate new vocabulary into previously learned language Use known language in a new context

End points**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

Summer 1

**Rigolo 2: Unit: 5: En vacances
Ask and say where you're going on holiday**

Vocabulary

Où vas-tu en vacances? Je vais à la campagne (country). Je vais à la montagne (mountains). Je vais au bord de la mer (seaside). Je vais au camping (camping). Express opinions about holidays J'aime ça. Je n'aime pas ça J'adore ça. Je déteste ça. Talk about what you're going to do on holiday Qu'est-ce que tu vas faire en vacances? Je vais faire du sport (play sport). Je vais allumer au feu de camp (light a campfire). Je vais faire du shopping (go shopping). Je vais manger des escargots (eat snails).

Grammar

Use *au/à la /à* correctly with places Recognise patterns and apply knowledge of rules Use *je vais* + infinitive to talk about future plans Apply grammatical knowledge to make Sentences

End points**Most children will be able to:**

- Name holiday destinations
- Express opinions about different holidays
- Say what they're going to do

Autumn 2

Rigolo 2: Unit 2: À l'école

Vocabulary

Name school subjects l'anglais, (English), le français, (French), le sport, (PE), la musique (music) Rigolo 1: Unit 2: En Classe L1 Identify Classroom Objects un stylo (pen), une règle (ruler), un crayon (pencil), un cahier (exercise book) Talk about likes and dislikes at school J'aime /Je n'aime pas + subjects C'est bien (good) C'est cool (cool) C'est nul (bad) C'est ennuyeux (boring)

Grammar

Understand and use the definite article correctly: le/la/l'/les Use correct intonation when asking a question Understand that there is not always a direct equivalent to each English word in French

Express opinions Form longer sentences

End points

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

Spring 2

Rigolo 2: Unit 4: En ville

Vocabulary

Name places in the town Qu'est-ce que c'est? C'est la boulangerie (bakery), C'est l'église (church) C'est le marché (market) C'est l'école (school) Ask the way and give directions [Boulangerie] s'il vous plaît? Tournez à droite Tournez à gauche. Say where you are going Où vas-tu? Je vais à la boulangerie Je vais au château. Je vais au marché. Je vais à l'école. Give the time and say where you are going Il est [deux] heures. Je vais au/à la/à l' + places

Grammar

Use *le /la /l' /les* correctly with places Use sequencers *d'abord, ensuite, enfin* to say longer sentences. Give instruction using the *vous* form Use prepositions *au/à la /à l' /à* with places Recognise language patterns and deduce rules Incorporate known language into new Structures

End points

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

Summer 2

Rigolo 2: Unit 6: Chez moi

Vocabulary

Name rooms in the house Chez moi, il y a une salle de bains (bathroom). Chez moi, il y a une cuisine (kitchen). Chez moi, il y a une salle à manger (dining room). Chez moi, il y a deux chambres (two bedrooms). Describe rooms in the house C'est grand (big). C'est petit (small). Say what people do at home Qu'est-ce qu'il/elle fait? Elle/il mange [un sandwich] (eat a sandwich) Elle/il regarde la télé (watch TV) Elle/il écoute de la musique (listen to music) Elle/il joue avec l'ordinateur (play on the computer)

Say what people do and where Activities in the home + dans le salon etc.

Grammar

Use *il y a* + indefinite article Use *c'est* + adjectives Join sentences with *et* Use 3rd person verbs Manipulate language by changing an element in a sentence Use and understand both the indefinite and definite articles

End points

Most children will be able to:

- Name places in a home
- Give simple descriptions using *c'est* [+ adjective]
- List some activities using *il* and *elle*

Autumn 1**Rigolo 2: Unit 7: Le week-end****Vocabulary**

Ask and talk about regular activities Qu'est-ce que tu fais [day of the week]? [Day of the week] j'écoute [de la musique]. [Day of the week] je joue [au foot]. [Day of the week] je mange [du gâteau], [Day of the week] je bois [du chocolat chaud]. Say what you don't do Je n'écoute pas... Je ne regarde pas... Je ne joue pas... Je ne bois pas de... Ask and say what other people do Qu'est-ce qu'il/elle fait le week-end? Le lundi matin, il/elle fait [du sport]. Le vendridi après-midi il/elle écoute [la radio]. Le dimanche soir il/elle regarde [la télé].

Grammar

Use several verbs in 1st person Adapt sentences to say different things Use negatives Use verbs in 3rd person Use j'aime/je n'aime pas, etc. with an infinitive

End points**Most children will be able to:**

- Say what they do using the 1st person
- Say what they don't do using set phrases
- Say what other people do using *il/elle*
- Say what they like/dislike doing

Spring 1**Rigolo 2: Unit 9: Ma journée****Vocabulary**

Ask and talk about daily routine Je me lève. Je prends mon petit déjeuner. Je vais à l'école. Je prends mon déjeuner. Je quitte l'école. Je prends mon diner. Je me couche. Talk about times of daily routine Daily routine phrases + à... une heure, deux heures. Ask and talk about breakfast Qu'est-ce que tu prends au petit déjeuner? Je prends un chocolat chaud. Je prends un café. Je prends un jus de pomme. Je prends un croissant. Talk about details of a typical day normalement, d'abord, ensuite, enfin, après l'école

Grammar

Use 1st person present tense including some reflexives Use *et* to join sentences, together Use adverbs and time expressions to make longer paragraphs.

End points**Most children will be able to:**

- Talk about their daily routine
- Say what time they do things
- Say what they have for breakfast
- Use *et* to join sentences together

Summer 1**Rigolo 2 unit 11.****Vocabulary**

Use prepositions *en* and *à* with transports Use propositions *au/à la /à l'* with places Using knowledge of word, text and structure to build texts Use *on va +* infinitives to talk about future plans Use time indicators Use context and previous knowledge to help reading skills Ask politely for things

Grammar

Use the definite article with sports Spot patterns in French Use conjunctions *et* and *mais* Give reasons for opinions Use known language in new contexts Read and write longer texts

End points**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

Autumn 2

Rigolo 2: Unit 8: Les vêtements

Vocabulary

Ask and say what clothes you'd like Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt (t-shirt). Je voudrais un pantalon (trousers). Je voudrais un chapeau (hat). Je voudrais une jupe (skirt). Give opinions about clothes C'est comment? C'est moche (ugly). C'est trop grand (too big). C'est trop petit (too small). C'est trop cher (too expensive). Say what clothes you wear Je porte une veste (jacket). Je porte une chemise (shirt). Je porte une robe (dress). Je porte des lunettes de soleil (sunglasses). Ask and talk about prices C'est combien? Ça coûte [soixantedouze]

Grammar

Using des with plural words Giving opinions using c'est... Using et and mais to make longer sentences Agreement of adjectives.

End points

Most children will be able to:

- Say what clothes they'd like
- Give opinions about clothes
- Say what clothes they're wearing
- Use numbers 60 to 80

Spring 2

Rigolo 2: Unit 10: Les transports

Vocabulary

Talk about forms of transport Où vas-tu? Je vais en voiture (I'm going by car). Je vais en car (I'm going by coach). Je vais en ferry (I'm going by ferry). Je vais à pied (I'm going by walking). Ask and talk about where you're going and how you get there Où vas-tu? Comment vas-tu ... ? Je vais [à l'école] [en voiture]. Talk about plans for a trip Time/order indicators: Samedi, à 10 heures... D'abord, ensuite, enfin... On va + infinitive (future plans): Qu'est-ce qu'on va faire? On va aller au confiserie (sweet shop). On va aller au fabrique de chocolat (chocolate factory). On va aller au musée (museum). On va aller au marché (market).

Grammar

Use prepositions en and à with transports Use propositions au/à la /à l' with places Using knowledge of word, text and structure to build texts Use on va + infinitives to talk about future plans Use time indicators Use context and previous knowledge to help reading skills. Ask politely for things.

End points

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

Summer 2

Rigolo 2: Unit 12: On va faire la fête!

Vocabulary

• 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

Grammar

Prepositions: au/à la/à l' + places; en/à + transports Use je vais + infi nitive 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 Use plurals of food words Ask for things politely <u>End points</u> 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
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