

Resources- Rigolo programme on T drive and also Lightbulb languages <https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y3> provides powerpoints, plans and activities that match the year group objectives.

MFL Year 3		
	NC coverage	I can statements
<p style="text-align: center;">Autumn</p> <p>Rigolo unit 1: Bonjour!</p> <p>Rigolo unit 2: En classe</p>	<p>Students should be able to listen attentively to a spoken language and show understanding by joining in and responding</p> <p>Patterns and sounds of language should be explored through songs and rhymes that link the spelling, sound and meaning of words.</p> <p>Students should be able to read and understand simple writing,</p> <p>Pupils should be able to speak in words or simple phrases using familiar vocabulary</p>	<p>I can greet and say goodbye to someone.</p> <p>I can ask someone's name and say my own name.</p> <p>I can ask how someone is and respond to the same question.</p> <p>I know some basic nouns.</p> <p>I can count numbers 1 - 10.</p> <p>I can identify classroom objects.</p> <p>I can identify colours, and describe an object's colour.</p> <p>I can say my age.</p> <p>I can recognise and repeat classroom instructions.</p>
<p style="text-align: center;">Spring</p> <p>Rigolo unit 3: Mon Corps</p> <p>Rigolo unit 4: Les Animaux</p>	<p>Students should be able to listen attentively to a spoken language and show understanding by joining in and responding</p> <p>Patterns and sounds of language should be explored through songs and rhymes that link the spelling, sound and meaning of words.</p> <p>Students should be able to read and understand simple writing,</p> <p>Pupils should be able to speak in words or simple phrases using familiar vocabulary</p> <p>Children should be able to describe people, places, things and actions- orally</p>	<p>I can identify parts of the body.</p> <p>I can describe eyes and hair appearance.</p> <p>I can recognise days of the week.</p> <p>I can give basic character descriptions.</p> <p>I can identify animals and pets.</p> <p>I can recognise and use numbers 11 - 20.</p> <p>I can give someone's name.</p> <p>I can describe someone.</p>
<p style="text-align: center;">Summer</p> <p>Rigolo unit 5: Ma Famille</p> <p>Rigolo unit 6: Bon anniversaire!</p>	<p>Students should be able to listen attentively to a spoken language and show understanding by joining in and responding</p> <p>Patterns and sounds of language should be explored through songs and rhymes that link the spelling, sound and meaning of words.</p> <p>Students should be able to read and understand simple writing,</p> <p>Pupils should be able to speak in words or simple phrases using familiar vocabulary</p> <p>Children should be able to describe people, places, things and actions- orally</p> <p>Pronunciation and intonation should be accurate enough for people of different audiences to understand what is being said.</p>	<p>I can identify family members.</p> <p>I can list household items.</p> <p>I can use basic prepositions <i>sur</i> and <i>dans</i> to describe position.</p> <p>I can recognise and ask for snacks.</p> <p>I can give basic opinions about food.</p> <p>I can use numbers 21 - 31.</p> <p>I can recognise and use the months.</p> <p>I can form dates.</p>

MFL Year 4

	NC coverage	I can statements
Autumn	<p>Students should be able to listen attentively to a spoken language and show understanding by joining in and responding</p> <p>Patterns and sounds of language should be explored through songs and rhymes that link the spelling, sound and meaning of words.</p> <p>Pupils should be able to speak in words or simple phrases using basic language structures.</p> <p>Students should be able to read and understand simple writing,</p>	<p>I can use different ways to describe people. I can describe someone's nationality. I can describe people using various adjectives. I can create a fact file for a famous person.</p> <p>I can discuss activities. I can tell the time. I can talk about what time I do activities.</p>
<p>Rigolo unit 7: Encore!</p> <p>Rigolo unit 8: Quelle heure est-il?</p>		
Spring	<p>Students should be able to listen attentively to a spoken language and show understanding by joining in and responding</p> <p>Patterns and sounds of language should be explored through songs and rhymes that link the spelling, sound and meaning of words.</p> <p>Students should be able to read and understand simple writing,</p> <p>Children should be able to describe people, places, things and actions orally</p> <p>Pronunciation and intonation should be accurate enough for people of different audiences to understand what is being said.</p>	<p>I can talk about festivals and dates. I can talk about presents at festivals. I can count from 31 - 60. I can give and understand instructions.</p> <p>I can talk about going to French cities. I can give and understand basic directions. I can talk about the weather. I can talk about the weather and places in France.</p>
<p>Rigolo unit 9: Les fêtes</p> <p>Rigolo unit 10: Où vas-tu?</p>		
Summer	<p>Students should be able to listen attentively to a spoken language and show understanding by joining in and responding</p> <p>Patterns and sounds of language should be explored through songs and rhymes that link the spelling, sound and meaning of words.</p> <p>Students should be able to read and understand simple writing,</p> <p>Children should be able to describe people, places, things and actions orally</p> <p>Pronunciation and intonation should be accurate enough for people of different audiences to understand what is being said.</p> <p>Basic grammar should be understood, such as feminine, masculine and neuter forms</p>	<p>I can go shopping for food. I can ask how much something costs. I can talk about activities at a party. I can give opinions about food and various activities.</p> <p>I can discuss francophone countries. I can discuss the languages we speak. I can identify different items of clothing. I can describe items of clothing.</p>
<p>Rigolo unit 11: On mange!</p> <p>Rigolo unit 12: Le cirque</p>		

MFL Year 5

	NC coverage	I can statements
<p style="text-align: center;">Autumn</p> <p>Rigolo unit 1: Salut, Gustave!</p> <p>Rigolo unit 2: À l'école</p>	<p>Students should be able to listen attentively to a spoken language and show understanding by joining in and responding</p> <p>Patterns and sounds of language should be explored through songs and rhymes that link the spelling, sound and meaning of words.</p> <p>Students should be able to read and understand simple writing, appreciating different types of text such as songs, poems or stories.</p> <p>Students should be able to write phrases from memory</p>	<p>I can greet people and give personal information.</p> <p>I can ask and talk about sisters and brothers.</p> <p>I can say what people have and have not using 3rd person <i>avoir</i>.</p> <p>I can say what people are like using 3rd person <i>être</i> including negatives.</p> <p>I can prepare a short presentation describing a person or celebrity.</p> <p>I can name school subjects.</p> <p>I can talk about likes and dislikes at school.</p> <p>I can ask and say the time.</p> <p>I can talk about timings of the school day.</p>
<p style="text-align: center;">Spring</p> <p>Rigolo unit 3: La nourriture</p> <p>Rigolo unit 4: En ville</p>	<p>As Autumn and:</p> <p>Pronunciation and intonation should be accurate enough for people of different audiences to understand what is being said.</p>	<p>I can ask politely for food items.</p> <p>I can describe how to make a sandwich.</p> <p>I can express opinions about food.</p> <p>I can talk about healthy and unhealthy food.</p> <p>I can research French lunches and write instructions for making a sandwich.</p> <p>I can name places in the town.</p> <p>I can ask the way and give instructions.</p> <p>I can where I am going.</p> <p>I can give the time and say where I am going.</p> <p>I can research a town in France.</p>
<p style="text-align: center;">Summer</p> <p>Rigolo unit 5: En vacances</p> <p>Rigolo unit 6: Chez moi</p>	<p>As Spring and:</p> <p>Pupils should be able to speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Children should be able to describe people, places, things and actions-</p> <p>Basic grammar should be understood, such as feminine, masculine and neuter forms</p>	<p>I can ask and say where you're going on holiday.</p> <p>I can express opinions about holidays.</p> <p>I can talk about what I am going to do on holiday.</p> <p>I can talk about holiday plans.</p> <p>I can research French theme parks.</p> <p>I can present information to the class.</p> <p>I can name rooms in the house.</p> <p>I can describe rooms in the house.</p> <p>I can say what people do at home.</p> <p>I can say what people do and where in the house.</p> <p>I can research homes in France</p> <p>I can compare homes in France and homes in the UK.</p>

MFL Year 6

	NC coverage	I can statements
<p>Autumn</p> <p>Rigolo unit 7: Le week-end</p> <p>Rigolo unit 8: Les vêtements</p>	<p>Patterns and sounds of language should be explored through songs and rhymes that link the spelling, sound and meaning of words.</p> <p>Students should be able to listen attentively to a spoken language and show understanding by joining in and responding</p> <p>Pronunciation and intonation should be accurate enough for people of different audiences to understand what is being said.</p> <p>Pupils should be able to speak in sentences using familiar vocabulary, phrases and basic language structures</p> <p>They should be able to express opinions and seek clarification when needed.</p> <p>Children should be able to describe people, places, things and actions</p>	<p>I can ask and talk about regular activities. I can say what activities I don't do. I can ask and say what activities other people do. I can talk about what I like/dislike doing. I can create a presentation of a weekly profile of an English and French young person.</p> <p>I can ask and say what clothes I would like. I can give opinions about clothes. I can say what clothes I wear. I can ask and talk about prices (including 60-80). I can create a display of Kingsway school uniform and contrast with what a French young person would wear to school.</p>
<p>Spring</p> <p>Rigolo unit 9: Ma journée</p> <p>Rigolo unit 10: Les transports</p>	<p>As Autumn and:</p> <p>Students should be able to read and understand simple writing, appreciating different types of text such as songs, poems or stories.</p> <p>Pupils should be able to use a dictionary.</p>	<p>I can ask and talk about daily routine. I can talk about times of daily routine. I can ask and talk about breakfast, I can talk about details of a typical day. I can identify similarities and differences in daily routine in France and the UK.</p> <p>I can talk about forms of transport. I can ask and talk about where I am going and how I would get there. I can talk about plans for a trip. I can buy tickets at the station.</p>
<p>Summer</p> <p>Rigolo unit 11: Le sport</p> <p>Rigolo unit 12: On va faire la fête!</p>	<p>As Spring and:</p> <p>Children should be able to describe people, places, things and actions</p> <p>Students should be able to write phrases from memory and adapt these to create a variety of new sentences</p> <p>Basic grammar should be understood, such as feminine, masculine and neuter forms and the conjugation of high-frequency verbs.</p>	<p>I can talk about which sports I like. I can say what I think of different sports. I can give reasons for preferences. I can talk about a sporting event. I can present information about sports.</p> <p>I can talk about transport, places and immediate future plans. I can describe people and clothes. I can express opinions about food and clothes. I can order food in a café. I can create a power point about myself to pass onto my new secondary school.</p>