



St Martin's School, Dover

## Long Term MFL Overview 2016-2017

Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What's your goal?	Why do we do this?	How can we go in the right direction?	How did they do that?	What can you do?	Why did it / didn't it work?
3	<p><u>Rigolo 1 unit 1</u></p> <p>To greet and say goodbye to someone (PM 1.1 &amp; 1.14)</p> <p>To ask someone's name &amp; say your own (PM 1.3)</p> <p>To ask how someone is &amp; respond to same (PM 1.2)</p> <p>To learn some basic nouns</p> <p>To count numbers 1-10 (PM 1.4)</p> <p>IU</p> <p>To learn people greet each other in different ways in different cultures</p>	<p><u>Rigolo 1 unit 2 En classe</u></p> <p>To identify classroom objects (PM 2.4)</p> <p>To identify colours &amp; describe an object's colour (PM 1.6)</p> <p>To say your age (PM 1.5)</p> <p>To recognise &amp; repeat classroom instructions (PM 2.5)</p> <p>IU</p> <p>To learn about the school day in France</p>	<p><u>Rigolo 1 unit 3 Mon corps</u></p> <p>To identify parts of the body (PM 4.9)</p> <p>To describe eyes and hair appearance</p> <p>To recognise days of the week (PM 1.11)</p> <p>To give basic character descriptions</p> <p>IU</p> <p>To compare the French to the British</p>	<p><u>Rigolo 1 unit 4 les animaux</u></p> <p>To identify animals and pets (PM 1.13)</p> <p>To recognise &amp; use numbers 11-20 (PM 1.7)</p> <p>To give someone's name</p> <p>To describe someone</p> <p>IU</p> <p>To learn about the pets the French keep at home</p>	<p><u>Rigolo 1 unit 5 Ma Famille</u></p> <p>To identify family members (PM 1.13)</p> <p>To recognise &amp; spell with letters of the alphabet (PM 1.3)</p> <p>To list household items</p> <p>To use basic prepositions <i>sur</i> &amp; <i>dans</i> to describe position</p> <p>IU</p> <p>To learn about life in a typical French family</p>	<p><u>Rigolo 1 unit 6 Bon Anniversaire!</u></p> <p>To recognise &amp; ask for snacks</p> <p>To give basic opinions about food</p> <p>To use numbers 21-31 (PM 1.9 up to 39)</p> <p>To recognise and use the months (PM 1.8)</p> <p>To form dates (PM 1.9)</p> <p>IU</p> <p>To learn about how the French celebrate birthdays</p>
	4	<p><u>Rigolo 1 unit 7 Encore!</u></p> <p>To revise ways of describing people</p> <p>To describe somebody's nationality</p> <p>To describe people using various adjectives</p> <p>IU</p> <p>To learn about the national stereotype</p>	<p><u>Rigolo 1 unit 8 Quelle heure est-il?</u></p> <p>To talk about activities (PM 2.8)</p> <p>To tell the time (PM 2.6)</p> <p>(PM 2.7)</p> <p>To talk about what time you do activities</p> <p>IU</p> <p>To learn about activities children do in France</p>	<p><u>Rigolo 1 unit 9 les fetes</u></p> <p>To talk about festivals &amp; dates</p> <p>To talk about presents at festivals</p> <p>To count from 31-60 (PM 2.2)</p> <p>To give &amp; understand instructions</p> <p>IU</p> <p>To learn about French festivals</p>	<p><u>Rigolo 1 unit 10 Ou vas-tu?</u></p> <p>To talk about going to French cities</p> <p>To give &amp; understand basic directions (PM 3.4)</p> <p>To talk about the weather (PM 3.2)</p> <p>To talk about the weather &amp; places in France</p> <p>IU</p> <p>To find out about important French cities</p>	<p><u>Rigolo 1 unit 11 On mange!</u></p> <p>To go shopping for food (PM 4.2) (PM 4.4)</p> <p>To ask how much something costs (PM 4.3)</p> <p>To talk about activities at a party</p> <p>To give opinions about food &amp; various activities</p> <p>IU</p> <p>To learn about the French diet</p>

<p><b>5</b></p>	<p>Rigolo 2 <u>Unit 1 Salut Gustave!</u> To greet people &amp; give personal information To ask &amp; talk about brothers and sisters To say what people have &amp; don't have (avoir) To say what people are like (être) <u>IU</u> To learn how the French greet each other in different situations</p>	<p>Rigolo 2 <u>Unit 2 A l'école</u> To name school subjects (PM 2.8) To talk about likes &amp; dislikes at school To ask &amp; say the time To talk about timings of the school day <u>IU</u> To learn about the school day in France</p>	<p>Rigolo 2 <u>Unit 3 La nourriture</u> To ask politely for food items (PM 4.4) (PM 4.7) To describe how to make a sandwich To express opinions about food To talk about healthy &amp; unhealthy food <u>IU</u> To learn about the French diet</p>	<p>Rigolo 2 <u>Unit 4 En ville</u> To name places in a town (PM 3.3) (PM 4.6) To ask the way &amp; give directions  To say where you are going (PM 4.6) To give the time &amp; say where you are going <u>IU</u> To learn about typical features of a French town</p>	<p>Rigolo 2 <u>Unit 5 En vacance</u> To ask &amp; say where you're going on holiday To express opinions about holidays To talk about what you're going to do on holiday To talk about holiday plans <u>IU</u> To learn about typical French holidays</p>	<p>Rigolo 2 <u>Unit 6 Chez moi</u> To name rooms in the house (PM 3.1) To describe rooms in the house To say what people do at home To say what people do &amp; where <u>IU</u> To learn about a typical French holme</p>
<p><b>6</b></p>	<p>Rigolo 2 <u>Unit 7 Le week-end</u> To ask &amp; talk about regular activities To say what you don't do To ask &amp; say what other people do To talk about what you like/dislike doing (PM 3.5 &amp; 3.6) <u>IU</u> To learn about what the French do in their free time</p>	<p>Rigolo 2 <u>Unit 8 Les vêtements</u> To ask &amp; say what clothes you'd like To give opinions about clothes To say what clothes you wear To ask &amp; talk about prices (including 60-80) (PM 4.2) (PM 4.7) <u>IU</u> To learn about the way the French dress on different occasions</p>	<p>Rigolo 2 <u>Unit 9 Ma journée</u> To ask &amp; talk about daily routine To talk about times of daily routine To ask &amp; talk about breakfast To talk about details of a typical day <u>IU</u> To learn about a typical day in the life of a French child</p>	<p>Rigolo 2 <u>Unit 10 Les transports</u> To talk about forms of transport To ask &amp; talk about where you're going &amp; how you get there To talk about plans for a trip To buy tickets at the station <u>IU</u> To learn about transport in France</p>	<p>Rigolo 2 <u>Unit 11 Le sport</u> To talk about which sports you like To say what you think of different sports To give reasons for preferences To talk about a sporting event <u>IU</u> To learn about national sports/how much sport French children do at school</p>	<p>Rigolo 2 <u>Unit 12 On va faire la fête!</u> To revise forms of transport, places &amp; immediate future plans To revise descriptions of people &amp; clothes To revise opinions of food &amp; clothes To order food in a café (PM 4.8) <u>IU</u> To learn about typical French parties</p>

3	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Appreciate songs, poems &amp; rhymes in the target language</p> <p>Engage in conversations through asking and answering questions.</p> <p>Repeat familiar vocabulary &amp; phrases.</p> <p>Copy accurate pronunciation and intonation.</p> <p>Read &amp; write words &amp; simple phrases carefully.</p> <p>Learn key vocabulary by heart.</p> <p>Describe the colours of things and animals orally and in writing.</p> <p>Understand basic grammar of the words that are being studied.</p>
4	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Appreciate stories, songs, poems &amp; rhymes in the target language</p> <p>Engage in conversations through asking and answering questions and expressing opinions.</p> <p>Repeat and use familiar vocabulary &amp; phrases using set structures.</p> <p>Develop accurate pronunciation and intonation.</p> <p>Read words &amp; simple phrases carefully, showing understanding.</p> <p>Build upon key vocabulary &amp; broaden.</p> <p>Copy phrases accurately.</p> <p>Describe people, animals and things orally and in writing.</p> <p>Understand basic grammar of the words that are being studied, including masculine, feminine &amp; neuter forms.</p>
5	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of the target language through stories, songs &amp; rhymes</p> <p>Engage in conversations through asking &amp; answering questions, expressing opinions &amp; responding to those of others.</p> <p>Speak in sentences, using familiar vocabulary and phrases.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are speaking.</p> <p>Present ideas and information orally to the class.</p> <p>Read carefully and show understanding of words, phrases and simple texts.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences.</p> <p>Describe people, places, animals and things orally and in writing.</p> <p>Understand basic grammar of the words that are being studied, including masculine, feminine &amp; neuter forms and the conjugation of high frequency verbs.</p>
6	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of the target language through stories, songs, poems &amp; rhymes</p> <p>Engage in conversations through asking &amp; answering questions, expressing opinions &amp; responding to those of others and seeking clarification &amp; help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Develop fluency when reading, showing understanding of words, phrases and simple texts.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express my ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar of the words that are being studied, including masculine, feminine &amp; 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.</p>

Key Stage 1 to include verbal learning as per curriculum sheet.