



Long and Medium Term Planning

a two-year rolling programme for mixed-age classes using



and



Culturethèque 

Creating a two-year rolling programme using Niveau Bleu and Niveau Blanc

Schools with mixed-age classes will be used to adapting their planning in other curriculum areas using a variety of techniques, including rolling programmes and differentiated learning opportunities.

A mixed-age two-year rolling programme

- The Primary French Project modules have been carefully written (Niveau Bleu:Y3; Niveau Blanc:Y4) to provide small progressive steps forward in vocabulary, grammar and language learning skills, with many opportunities to revisit and revise.
- Niveau Bleu and Niveau Blanc modules have been ‘mixed and matched’ to create a two-year rolling programme: Yr A & Yr B for mixed-age classes.
- Medium term planning pages are provided for each module (pages 4-17) with detailed mixed-age planning guidance.

| | Year A | Year B |
|-----------------|----------------|----------------|
| Autumn 1 | Niveau Bleu 1 | Niveau Blanc 1 |
| Autumn 2 | Niveau Bleu 2 | Niveau Blanc 2 |
| Spring 1 | Niveau Blanc 3 | Niveau Bleu 3 |
| Spring 2 | Niveau Blanc 4 | Niveau Bleu 4 |
| Summer 1 | Niveau Bleu 5 | Niveau Blanc 5 |
| Summer 2 | Niveau Blanc 6 | Niveau Bleu 6 |

Differentiated expectations for new pupils (NP) and returning pupils (RP) in a mixed-age language class

- This planning can be adapted to suit older learners (eg Y5/Y6 who are new to learning French), or to suit different mixed-age cohorts.
- The terms new pupils (**NP**) and returning pupils (**RP**) are therefore used more than Y3/Y4 to describe the age groups in the class.
- Returning Pupils (**RP**) will be in their second year of language learning but are returning to share a classroom with a younger year group.
- Note that all pupils (eg.Y3 and Y4) can be considered ‘New Pupils/**NP**’ in the first year of learning a new language.

Creating challenges for RP, when using Niveau Bleu modules

Niveau Bleu has been written for the 1st year of French, at a Y3 level:

- Returning pupils (**RP**) will sometimes revisit content that has been covered in the previous year; this is excellent language teaching practice.
- Teachers can plan for **RP** differentiation, when using Niveau Bleu modules, in three main language areas: see *medium term plans*
 - **Complexity:** **RP** can be challenged to use **more complex** language in spoken or written work e.g. working at sentence level rather than word/phrase level; using full question & answer sequences; using adjectives and conjunctions to lengthen phrases.
 - **Understanding:** **RP** can be expected to show **greater understanding** of revisited language learning skills e.g. pronunciation, grammar points.
 - **Confidence:** **RP** can demonstrate **greater confidence** in revisited skills e.g. pronunciation, learning vocabulary, dictionary work.

Limiting expectations for NP when using Niveau Blanc modules

Niveau Blanc has been written for the 2nd year of French, at a Y4 level:

- When learning from Niveau Blanc modules, **NP** will be faced with some higher (Y4) challenges.
- Teachers will need to use their judgement to simplify some of the suggested activities or content for **NP**: *see medium term plans*

Look out for ‘Language Leapfrog’ in vocabulary, grammar points and language learning skills



- When modules have been re-organised to create a 2 year rolling programme, some vocabulary, grammar and skills, taught progressively in Niveau Bleu followed by Niveau Blanc, may have been ‘jumped over’: this content will need to be taught independently by teachers supported by alternative resources.
- In the mixed-age medium term planning notes, a ‘leaping frog’ symbol highlights where vocabulary/grammar/skills may have been ‘jumped over’ and gives suggestions for extra teaching needed and supporting online resources using www.bbc.co.uk/schools/primarylanguages/french/.



‘Language Leapfrog’ example:

- The numbers 0-12 are only actively taught in Niveau Bleu
 - In YB, **NP** will not have come across any numbers (or French) before but are expected to revise numbers 0-12 in the first module.
 - In YB, teachers will therefore need to actively teach the numbers 0-12 with **NP**, whilst giving appropriate revision opportunities to **RP** who should be familiar with the numbers 0-12: *see mixed age medium term planning notes: Yr B / Autumn 1/ Niveau Blanc 1.*

Using the Primary French Project’s I.T. suggestions

- I.T. activities for Niveau Bleu (on website) will prove particularly useful to challenge and stretch **RPs**’ growing language skills.
- **RP** (who, being older, should also have stronger I.T. skills) may be able to work independently in pairs and small groups, whilst the teacher spends extra time teaching new language skills to **NP**.


Using the Primary French Project’s assessment suggestions





Teachers may use their own judgement when adapting the assessment materials:





- After a Niveau Bleu (Y3) module, teachers might increase the complexity of the assessment for **RP**.
- After a Niveau Blanc (Y4) module, teachers will need to reduce the complexity of the assessment for **NP**.





Mixed-age Rolling Programme: Year A




| Year A | Using the resources and lesson plans for : |
|-----------------|---|
| Autumn 1 | Niveau Bleu 1 |
| Autumn 2 | Niveau Bleu 2 |
| Spring 1 | Niveau Blanc 3 |
| Spring 2 | Niveau Blanc 4 |
| Summer 1 | Niveau Bleu 5 |
| Summer 2 | Niveau Blanc 6 |


| YEAR A: Autumn 1 Niveau Bleu Module 1 | | MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Bleu Module 1 | | | | Mixed-age planning notes |
|--|---|---|---------------------|--|--|--|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | - This 1 st Niveau Bleu module is intended for NP/Yr3. - RP will need extra challenges |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> o NP develop understanding of new vocabulary & skills o RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP o RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | NP Expectations <ul style="list-style-type: none"> - NP will be completely new to learning French - There will therefore be a large gap between NP and RP knowledge and skills |
| 1 | <ul style="list-style-type: none"> - learn how to greet teacher and other adults - learn how to greet a friend - learn how to say good-bye | <i>Bonjour/ Au revoir Monsieur/ Madame</i> | | | | RP Challenges <ul style="list-style-type: none"> - Expect RP to ask questions as well as give answers |
| 2 | <ul style="list-style-type: none"> - learn how to ask someone for his or her name and be able to tell them your name - learn consonants are silent at end of words - find out what a noun and a proper noun are | <i>Comment tu t'appelles ? Je m'appelle + name.</i> | | <i>la France Paris</i> | <ul style="list-style-type: none"> - Silent final consonant - Nouns - Capital letters | <ul style="list-style-type: none"> - Use some of the Niveau Bleu IT suggestions to extend RP revision and knowledge e.g. create greetings or naming PowerPoints or films using photos/ puppets/ avatars |
| 3 | <ul style="list-style-type: none"> - be able to locate Paris on the map - be able to spell <i>Paris</i> - understand/respond to some classroom instructions | <i>P-a-r-i-s</i> | | <i>Écoutez ! Regardez ! Taisez-vous ! Croisez les bras ! majuscule</i> | | <ul style="list-style-type: none"> - RP could actively learn some of the classroom instructions and lead a game of Simon Says |
| 4 | <ul style="list-style-type: none"> - be able to ask how something is spelt - find out about a French sound - the phoneme [y] - and be able to identify it when you hear it, and when you see its grapheme 'u' - understand and respond to some more classroom instructions | <i>Comment ça s'écrit ?</i> | | <i>Asseyez-vous ! Levez-vous ! Asseyez-vous correctement ! Levez le doigt !</i> | <ul style="list-style-type: none"> - The phoneme [y] - Nouns - Capital letters | Language Leapfrog |
| 5 | <ul style="list-style-type: none"> - learn how to say the numbers 1, 2 and 3 - find out about a French phoneme – be able to identify it when you hear it, and when you see some of its matching graphemes - be able to identify France on a map of Europe - find out about some Paris landmarks and learn how to name them | <i>un deux trois</i> | | <i>la Tour Eiffel, l'Arc de Triomphe, le Louvre, la Tour Montparnasse</i> | <ul style="list-style-type: none"> - The phoneme [ɛ̃] |  <ul style="list-style-type: none"> - As this is the first of all modules ... there are no language 'leaps'. |

| Year A: Autumn 2 Niveau Bleu Module 2 | | MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Bleu Module 2 | | | | Mixed-age planning notes |
|--|---|--|---|--|--|---|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary & skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | <ul style="list-style-type: none"> - This 2nd Niveau Bleu (Y3) module is at a good level for NP. - RP will need extra challenges |
| | | | | | | NP Expectations |
| | | | | | | <ul style="list-style-type: none"> - NP will be very new to learning French - There will therefore be a large gap between NP and RP knowledge and skills |
| 6 | <ul style="list-style-type: none"> - learn how to name the UK, Great-Britain and the four countries in the UK - be able to identify those countries on a map - find out more about nouns and proper nouns | | <i>un deux trois au revoir</i> | <i>le Royaume-Uni la Grande Bretagne l'Angleterre, l'Écosse l'Irlande du Nord le Pays de Galles</i>  | <ul style="list-style-type: none"> - Silent final consonant - Nouns - Capital letters | RP Challenges |
| 7 | <ul style="list-style-type: none"> - learn how to say the numbers 4, 5 and 6 - be able to spell names of countries in the UK - get acquainted with a bilingual dictionary - learn how to sort out words alphabetically by their first letter | <i>quatre cinq six</i>  | | | <ul style="list-style-type: none"> - Using a dictionary | <ul style="list-style-type: none"> - Expect RP to ask questions as well as give answers - Use Niveau Bleu IT suggestions to extend RP revision and knowledge e.g. create PowerPoint about UK and capital cities using photos and sound clips |
| 8 | <ul style="list-style-type: none"> - learn how to say number 0 and be able to identify numbers 0 to 6 when you hear them - learn how to name the capital cities in the UK - be able to work out in which order these words can be found in a dictionary | <i>zéro</i>  | <i>Comment tu t'appelles ? Je m'appelle + name.</i> | | <ul style="list-style-type: none"> - Proper nouns - Proper names - First letter sorting | <ul style="list-style-type: none"> - Devise raps or clapping games to revise numbers 0-12 |
| 9 | <ul style="list-style-type: none"> - be able to say what something is using <i>C'est</i> + noun. - be able to understand & answer questions about capital cities | <i>Quelle est la capitale de ... ? C'est + noun</i>  | | | <ul style="list-style-type: none"> - Sentence openers | Language Leapfrog |
| 10 | <ul style="list-style-type: none"> - be able to use the response words <i>Oui</i>, <i>Non</i> - understand question <i>C'est</i> + noun? - understand the importance of intonation - be able to answer questions using <i>Oui</i>, <i>Non</i> | <i>Oui Non</i> | <i>C'est + noun</i> | | <ul style="list-style-type: none"> - Intonation - Asking a question | <ul style="list-style-type: none"> - RP already know 0-12 - Teachers may decide to teach 7-12 straight away to NP using: www.bbc.co.uk/schools/primary_languages/french/numbers/ - RP met UK countries and capitals in Yr B / Blanc 1&3 |

| Year A: Spring 1 Niveau Blanc Module 3 | | MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Blanc Module 3 | | | | Mixed-age planning notes |
|---|---|--|---|--|---|---|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | - This will be a very challenging (Y4) module for NP - ...but a good level for RP |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary & skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | NP Expectations <ul style="list-style-type: none"> - This is NPs' 1st Niveau Blanc (Y4) module - Teachers will need to take care that NP are not over-challenged |
| 11 | <ul style="list-style-type: none"> - find out what a cognate is - be able to understand simple spoken or written sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions. - be able to create simple spoken sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions. | <i>rose, gris, orange, blanc, noir</i>  | <i>Bonne année !</i> | <i>le Bois de Boulogne</i>  | <ul style="list-style-type: none"> - Conjunction - Speaking frame - Cognate | RP Challenges <ul style="list-style-type: none"> - Expect RP to ask questions as well as give answers - RP could lead a Simon Says type game with classroom instructions - RP could create whole sentence mini-books (see IT suggestions). - NP could make mini-books with less vocabulary |
| 12 | <ul style="list-style-type: none"> - be able to create simple written sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions. - apply punctuation correctly in written sentences. - further explore English-French cognates | <i>Croisez les bras ! Asseyez-vous correctement ! Regardez ! Levez-vous ! Levez le doigt ! Ecoutez ! Taisez-vous !</i> | | <i>le Bois de Vincennes le Parc Zoologique de Paris</i> | | |
| 13 | <ul style="list-style-type: none"> - be introduced to some ordinary feminine nouns - be introduced to the indefinite article une, - be introduced to the concept of the grammatical gender of nouns - learn the indefinite article must match gender of the noun described, e.g. <i>un furet, une abeille</i> - revise how to say how old I am | <i>une abeille, une araignée, une coccinelle, une souris</i> | <i>Tu as quel âge ? J'ai 8 ans,</i>  | <i>le Parc Montsouris</i> | <ul style="list-style-type: none"> - Grammatical gender of nouns (feminine) - The determiner | Language Leapfrog  <ul style="list-style-type: none"> - RP will have learnt more colours and 'C'est quelle couleur': Yr B / Blanc 2 - RP learnt some classroom instructions: Yr B / Bleu 3 - NP may not have learnt numbers higher than 6 so teachers might choose to miss out 'Tu as quel âge' until Yr A / Bleu 5 - Some Niveau Bleu knowledge of Paris has also been 'jumped over' |
| 14 | <ul style="list-style-type: none"> - learn a new verb – <i>je vois</i> - revise function of a verb in a sentence - learn the function of a pronoun is in a sentence | <i>Je vois</i> | | <i>Qu'est-ce que je vois ? le Parc Monceau</i> | | |
| 15 | <ul style="list-style-type: none"> - develop spelling skills, with a focus on colours - practise sequencing groups of words alphabetically, further develop dictionary skills - identify grapheme 'oi' in French and English words; know its English pronunciation – [ɔɪ] and its French pronunciation – [w] - develop further knowledge about Paris and its landmarks & ability to speak about them in French | <i>une baleine, une étoile de mer, une méduse, une pieuvre</i> | | <i>le Parc de la Villette</i> | <ul style="list-style-type: none"> - The grapheme 'oi' and its phoneme [ɔɪ] - Dictionary skills | |






| Year A: Spring 2 Niveau Blanc Module 4 | | MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Blanc Module 4 | | | | Mixed-age planning notes |
|---|---|--|---|--|--|--|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | - This will be a very challenging module for NP - ... but a good level for RP |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary & skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | NP Expectations <ul style="list-style-type: none"> - This is NPs' 2nd Niveau Blanc (Y4) module - Teachers will need to take care that NP are not over-challenged |
| 16 | <ul style="list-style-type: none"> - focus on the pronunciation of certain nouns - recognise noun hearing the word being spelt - be able to spell certain words using French - learn about & recognise homophones | <i>dans la mer</i> | | <i>la Place du Tertre</i> | <ul style="list-style-type: none"> - Identify known nouns by their spelling - Homophone  | RP Challenges <ul style="list-style-type: none"> - Expect RP to ask questions as well as give answers - This is already quite a challenging module for RP, especially when using the writing and speaking frames |
| 17 | <ul style="list-style-type: none"> - revise noun + adjective word order in French - learn a French adjective with the gender of noun - modify adjective so agrees with a French noun - identify sound changes in some adjectives when they agree with a feminine noun | | Colour adjectives & known nouns  | <i>la Place de la Bastille</i> | <ul style="list-style-type: none"> - Noun gender - Adjectival agreement - Speaking frame - Dictionary skills | |
| 18 | <ul style="list-style-type: none"> - practise pronunciation of feminine nouns and adjs - identify some question words in English & French - be able to identify a question, by noticing if a sentence begins with a question word | <i>Comment Que Quel Que vois-tu dans la mer ?</i> | | <i>la Place de la Concorde.</i> | <ul style="list-style-type: none"> - Question words - Recognising spoken questions - Recognising written questions | Language Leapfrog  <ul style="list-style-type: none"> - The grammar points in this Niveau Blanc module require a good understanding of parts of speech and dictionary skills, which could be reinforced in English lessons - This is NPs' first opportunity to use speaking/writing frames whereas RP have used them last year. - RP will know more nouns and colours than NP |
| 19 | <ul style="list-style-type: none"> - learn a new adverbial phrase of place - use speaking frames to construct spoken sentences include M/F nouns and adjectives - revise function of an adverb is in a sentence | <i>dans les bois</i> | | <i>la Place d'Italie</i> | <ul style="list-style-type: none"> - Adverbial phrases of place - Fronted adverbials and punctuation - Speaking frame  | |
| 20 | <ul style="list-style-type: none"> - use a writing frame to create simple sentences using fronted adverbial, a verb, range of M/F nouns and range of colour adjectives - apply the use of a conjunction as necessary - understand / use punctuation correctly, - offer constructive criticism to partner - develop knowledge and talk about Paris | | | <i>la Place Vendôme.</i> | <ul style="list-style-type: none"> - Writing frame - Conjunction, - Comma - Capital letter - Full stop | |




| Year A: Summer 1 Niveau Bleu Module 5 | | MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and planning notes for Niveau Bleu Module 5 | | | | Mixed-age planning notes |
|--|---|--|---|---|---|---|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary/ skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | <ul style="list-style-type: none"> - This 5th Niv. Bleu module is a good level for NP. - RP (towards the end of their 2nd yr of French) will need specific challenges |
| | | | | | | NP Expectations |
| | | | | | | <ul style="list-style-type: none"> - NP should be able to fulfil the majority of this module's objectives |
| 21 | <ul style="list-style-type: none"> - learn how to ask someone how old they are - learn how to say how old you are - find out about the circumflex accent | <i>Tu as quel âge ? J'ai ... ans.</i>  | Numbers 0-12  | | <ul style="list-style-type: none"> - Translation - Talking about age - Circumflex accent | RP Challenges |
| 22 | <ul style="list-style-type: none"> - learn how to ask someone where they live - learn how to say where you live - be able to use a speaking frame to ask and answer a variety of questions (name, age, where you live, capital cities) | <i>Tu habites où ? J'habite...</i> | Classroom instructions | | <ul style="list-style-type: none"> - Prepositions with countries. - Practise with a partner | <ul style="list-style-type: none"> - Expect RP to ask questions & give answers - RP already know how to ask/say their age - See IT suggestions for RP to use Quizlet, Speller or Yakit kids to revise and extend 'age' vocabulary - Use IT to animate the song 'Promenons nous dans les bois' |
| 23 | <ul style="list-style-type: none"> - find out about Belfast landmarks and learn how to name them - be able to use a speaking frame to talk about what landmarks there are in Belfast | | | <i>le pont, l'horloge, la Statue de Thanksgiving, le Gros Poisson, le Centre Titanic</i> | <ul style="list-style-type: none"> - Developing an oral description | |
| 24 | <ul style="list-style-type: none"> - find out about Cardiff landmarks and learn how to name them - be able to use a speaking frame to talk about what landmarks there are in Cardiff - find out more about the circumflex accent | | | <i>le château, le stade, l'hôtel de ville, la bibliothèque l'Assemblée Nationale</i> | <ul style="list-style-type: none"> - Circumflex | Language Leapfrog |
| 25 | <ul style="list-style-type: none"> - find out about Edinburgh landmarks and learn how to name them - be able to use a speaking frame to talk about what landmarks there are in Edinburgh | | | <i>le château, la vieille ville, le tramway, le Parlement, le zoo</i> | <ul style="list-style-type: none"> - Developing an oral description | <ul style="list-style-type: none"> - The teaching of numbers 7-12 : Yr B / Bleu 3 & 4 may have been 'jumped over'. Use: bbc.co.uk/schools/primarylanguages/french/all_about_me/  |



| Year A: Summer 2 Niveau Blanc Module 6 | | MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and planning notes for Niveau Blanc Module 6 | | | Mixed-age Planning notes |
|---|---|--|---|---|---|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary/ skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | <ul style="list-style-type: none"> - This will be a very challenging module for both NP and RP |
| | | | | | NP Expectations |
| | | | | | <ul style="list-style-type: none"> - This is the 6th Niveau Blanc (Y4) module - Teachers will need to take care that NP are not over-challenged |
| 26 | <ul style="list-style-type: none"> - say whether I live in a house or a flat - learn some nouns that can be found in the garden - learn about possessive adjectives | <i>Tu habites dans une maison ou dans un appartement ?</i> <i>Qu'est-ce qu'il y a dans ton jardin ?</i> |  | <i>un arbre, un parasol, une table, une terrasse, une pelouse, une piscine, des chaises, des fleurs, un banc, une chambre</i> | <ul style="list-style-type: none"> - Possessive adjectives |
| 27 | <ul style="list-style-type: none"> - learn to create another negative statement using the negative adverb <i>ne...pas</i> - learn in negative statements, the indefinite article (un, une, des) is replaced by <i>de/d'</i> - practise compound sentences using <i>ou</i> or <i>et</i> | <i>de / d' after negative ne...pas mais or et</i> | | | <ul style="list-style-type: none"> - Negative adverb (1st met in lesson 23) - Compound sentences |
| 28 | <ul style="list-style-type: none"> - revise and practise questions and answers about the 4 countries of the UK - revise and practise questions and answers about myself and where I live - participate in an activity that helps me to revise my work | | Talking about myself and where I live | | Language Leapfrog |
| 29 | <ul style="list-style-type: none"> - develop and practise my skills in reading and listening comprehension | <i>Revision:</i> Understand written material | | | <ul style="list-style-type: none"> - NP have not yet learnt <i>il y a</i> or <i>qu'est-ce qu'il y a?</i> - Note: Modules 28-30 have a strong revision element assuming two years of learning: teachers will need to adapt this revision to NPs' understanding and needs. |
| 30 | <ul style="list-style-type: none"> - to write about myself, my home and garden and where I live - to use a piece of text as a stimulus for creating my own piece of writing | Understand spoken material | | | |






Mixed-Age Rolling Programme: Year B



| Year B | Using the resources and lesson plans for : |
|-----------------|---|
| Autumn 1 | Niveau Blanc 1 |
| Autumn 2 | Niveau Blanc 2 |
| Spring 1 | Niveau Bleu 3 |
| Spring 2 | Niveau Bleu 4 |
| Summer 1 | Niveau Blanc 5 |
| Summer 2 | Niveau Bleu 6 |

| Year B: Autumn 1 Niveau Blanc Module 1 | | MIXED AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and planning notes for Niveau Blanc Module 1 | | | | Mixed-age planning notes |
|---|---|--|---|--|--|--|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | <ul style="list-style-type: none"> - NP will be new to learning French - This Niveau Blanc (Y4) module will be very challenging for NP |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary & skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | NP Expectations <ul style="list-style-type: none"> - See Language Leapfrog for extra language that teachers may need to teach to NP - Expect NP to learn four rather than eight new animals |
| 1 | <ul style="list-style-type: none"> - revise how to greet and say good-bye to your teacher, other adults and children - learn how to name eight common nouns - revise the definition of a noun, learn the differences between a proper and common noun | <i>un poussin, un lapin, un renard, un canard, un mouton, un poisson, un furet, un perroquet</i> |  <i>Bonjour Au revoir C'est un...</i> | | <ul style="list-style-type: none"> - Proper noun - Common noun | RP Challenges <ul style="list-style-type: none"> - RP will need revision time after a summer break - There is plenty of new material, in this 1st Niveau Blanc lesson, to challenge RP learners. |
| 2 | <ul style="list-style-type: none"> - revise names for parts of the UK - become familiar with the spellings of eight nouns - learn how to read the new words - find out about determiners and the indefinite article | <i>Qu'est-ce que c'est ?</i> | <i>le Royaume-Uni, l'Angleterre, l'Écosse, l'Irlande du Nord and le Pays de Galles.</i> |  | <ul style="list-style-type: none"> - Determiner - Indefinite article | Language Leapfrog |
| 3 | <ul style="list-style-type: none"> - identify a word when you hear it being spelt out - understand and respond to questions that include the conjunction <i>ou</i> - revise certain phonemes: [y], [ɔ̃] and [ɛ] - be able to identify France and UK on blank map | | | | <ul style="list-style-type: none"> - Conjunction 'ou' - the phoneme [ɔ̃] - the phoneme [ɛ] - the phoneme [y] - silent final consonant |  <ul style="list-style-type: none"> - NP have not yet learnt greetings, 1-12, UK places. - Teachers may extend the 1st lesson to teach greetings/ numbers - bbc.co.uk/schools/primarylanguages/french/all_about_me/ - bbc.co.uk/schools/primarylanguages/french/numbers/ - RP learnt UK countries in Yr A / Bleu 2 - <i>il y a</i> is not actively taught until Yr B / Bleu 4 |
| 4 | <ul style="list-style-type: none"> - revise numbers 0-12 - use a speaking frame to practise asking and answering questions with a partner - learn about concept of liaison in spoken language - share knowledge about London from a map and through discussion | | <i>0-12 numéro</i> |  | <ul style="list-style-type: none"> - Liaison | |
| 5 | <ul style="list-style-type: none"> - play game to practise using the numbers 0-12 - learn about function of an adverbial phrase of place; how to use as a sentence opener - fronted adverbial is usually followed by a comma - share knowledge about Paris | <i>Dans le jardin</i> | <i>Il y a</i> |  | | |

| Year B: Autumn 2 Niveau Blanc Module 2 | | MIXED AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and planning notes for Niveau Blanc Module 2 | | | | Mixed-age planning notes |
|---|---|--|--|---|--|---|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | <ul style="list-style-type: none"> - NP are still in their 1st term of French. - This Niveau Blanc (Y4) module will be very challenging for NP |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary/ skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | NP Expectations <ul style="list-style-type: none"> - See Language Leapfrog for extra language that teachers may need to teach to NP - Teachers will need to take care that NP are not over-challenged |
| 6 | <ul style="list-style-type: none"> - learn how to pronounce a noun & indefinite article, when it begins with a vowel, e.g. <i>un âne</i> - find out about the concept of liaison in pronunciation - learn about an exception to the rule about the silent final consonant: <i>un ours</i> | <i>Qu'est-ce qu'il y a dans le jardin ? un escargot, un âne, un éléphant, un ours</i> | <i>Comment tu t'appelles ? Je m'appelle</i> | <i>le Jardin du Luxembourg</i> | <ul style="list-style-type: none"> - Final consonant of <i>ours</i> - Liaison | RP Challenges <ul style="list-style-type: none"> - There is plenty of new material in this 2nd Niveau Blanc lesson to challenge RP learners |
| 7 | <ul style="list-style-type: none"> - learn how to construct spoken sentences with more than one noun - be able to apply knowledge of a conjunction - understand the role of intonation in speech, and punctuation in writing | <i>Dans le jardin il y a ...</i> | <i>Tu as quel âge? J'ai 8 ans. ou, et</i>  | <i>le Jardin des Tuileries</i> | <ul style="list-style-type: none"> - Speaking practice with a partner - Conjunctions | <ul style="list-style-type: none"> - Challenge RP to use questions as well as answers and create longer spoken sentences |
| 8 | <ul style="list-style-type: none"> - learn how to construct simple written sentences using a writing frame - find out about the concept of syntax when constructing meaningful sentences - compare syntax in simple Eng. and Fr. sentences | | | <i>les Jardins des Champs Élysées</i> | <ul style="list-style-type: none"> - Syntax |  <ul style="list-style-type: none"> - NP have not yet learnt to say names or ages. |
| 9 | <ul style="list-style-type: none"> - learn some colours, and understand how they can be used as adjectives - understand that an adjective describes a noun - play game to help memorise and recall vocabulary | <i>bleu, rouge vert, jaune C'est quelle couleur ?</i>  | | <i>le Jardin du Palais Royal</i> | <ul style="list-style-type: none"> - Adjective | <ul style="list-style-type: none"> - Add extra lesson(s) for NP using: bbc.co.uk/schools/primarylanguages/french/all_about_me/introducing_yourself bbc.co.uk/schools/primarylanguages/french/all_about_me/how_old/ |
| 10 | <ul style="list-style-type: none"> - be able to create spoken sentences including an adverbial opener, a verb, nouns, adjectives, and conjunctions as appropriate - learn that the adjective usually precedes the noun in English, but usually follows it in French - describe Paris and its landmarks | | <i>oui non</i> | <i>les Jardins du Trocadéro</i> | <ul style="list-style-type: none"> - Adjective position - Conjunction | <ul style="list-style-type: none"> - RP learnt other colours in Yr A / Blanc 3 |

| Year B:Spring 1 Niveau Bleu Module 3 | | MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and planning notes for Niveau Bleu Module 3 | | | | Mixed-age Planning notes |
|---|---|---|--|---|---|---|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | - This 3rd Niveau Bleu (Y3) module is at a good level for NP - RP will need specific challenges |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary/ skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | NP Expectations - NP, now learning from their 3 rd Niveau Bleu module, should be able to fulfil the majority of this module's objectives |
| 11 | <ul style="list-style-type: none"> - find out what a conjunction is - learn how to use the conjunction <i>ou</i> to link two words together - be able to understand and ask questions using <i>C'est</i> + noun?, coupled with the conjunction <i>ou</i> | <i>Bonne année</i> <i>Ou</i> <i>C'est Paris ?</i> <i>Oui, c'est Paris</i> <i>Non, c'est Belfast</i> | | | - Conjunction | RP Challenges - Expect RP to ask questions as well as give answers - See IT suggestions: RP could work on a multi-media PowerPoint to revise the main Paris landmarks they studied last year |
| 12 | <ul style="list-style-type: none"> - understand and respond to some more classroom instructions - find out about new Paris landmarks and learn how to name them - find out about vowels/consonants Fr, Eng, Welsh - find out about the ligature 'œ' and be able to identify it when you see and hear it | | | <i>Sautez ! Courez !</i> <i>Marchez !</i> <i>Marchez sur la pointe des pieds !</i> | <ul style="list-style-type: none"> - Voyelle (vowel) - Consonne (consonant) - Proper nouns - Ligature 'œ' | |
| 13 | <ul style="list-style-type: none"> - find out about strategies to develop accurate pronunciation and to memorise vocabulary - learn how to give a number label in written and spoken form - be able to ask questions in pairs using number labels and answer those questions using <i>Oui</i> or <i>Non</i> | <i>numéro</i> | 1-6  | | <ul style="list-style-type: none"> - Developing accurate Pronunciation - Memorising vocabulary - Practise with partner | Language Leapfrog  |
| 14 | <ul style="list-style-type: none"> - learn how to say the numbers 7, 8, 9 and 10 - be able to ask and answer questions in pairs using number labels, <i>C'est</i> and the conjunction <i>ou</i> | <i>sept, huit, neuf, dix</i> | 1-6 <i>Oui/ Non</i> <i>C'est / ou</i> | | | <ul style="list-style-type: none"> - NP may have had extra lessons in Yr B: Autumn 1&2 in order to learn 1-6 and naming |
| 15 | <ul style="list-style-type: none"> - check your knowledge of numbers 0 to 10 - check your knowledge of Paris monuments - check your ability to ask questions, combining the use of <i>C'est</i>, the conjunction <i>ou</i>, some proper nouns and the right intonation | | <i>Comment tu t'appelles ?</i> <i>Je m'appelle</i> <i>C'est--- ou---</i> | | - Proper nouns | <ul style="list-style-type: none"> - Alternatively, add these during this unit. - NP have not been actively taught 'oui/non' |

| Year B: Spring 2 Niveau Bleu Module 4 | | MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and planning notes for Niveau Bleu Module 4 | | | | Mixed-age planning notes |
|--|---|--|--|---|--|--|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | - This 4th Niveau Bleu (Y3) module is at a good level for NP. - RP will need specific challenges |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary/ skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | NP Expectations - NP, now into their 4 th Niveau Bleu module, should be able to fulfil most of this module's objectives |
| 16 | <ul style="list-style-type: none"> - find out about new Paris landmarks and learn how to name them - find out what an adverb and a verb are and how they are used to construct sentences - learn how to use the adverbial phrase <i>à Paris,...</i> (<i>in Paris...</i>) + the verb <i>il y a</i> (<i>there is/there are</i>) to talk about what there is in Paris | <i>À Paris</i> <i>Il y a</i> <i>Quelle est la capitale de...?</i>  | <i>C'est...</i> | <i>les Bouquinistes</i> <i>le Canal Saint-Martin</i> <i>la Seine</i> | <ul style="list-style-type: none"> - Adverb - Verb - Adverbial opener | RP Challenges - See IT suggestions: use Yakit Kids to create an avatar dialogue about capital cities - Animate the song: ' <i>Une poule sur le mur</i> ' |
| 17 | <ul style="list-style-type: none"> - be able to use a template to create spoken sentences about landmarks in Paris - find out about new Paris landmarks and learn how to name them | | | <i>l'Opéra,</i> <i>le Musée du Quai Branly,</i> <i>le Centre Pompidou</i> | <ul style="list-style-type: none"> - Practise with a partner | |
| 18 | <ul style="list-style-type: none"> - learn how to say the numbers 11 and 12 - learn about the conjunction <i>et</i> (<i>and</i>) and how it is used to link two words together - be able to follow a speaking frame to form sentences describing two things that there are in Paris, using <i>À Paris, il y a ... et ...</i> | <i>onze</i> <i>douze</i> <i>et</i>  | <i>1-10</i> <i>À Paris il y a ...et</i>  | | <ul style="list-style-type: none"> - Conjunction  | Language Leapfrog  - RP used <i>Quelle est la capitale de x?</i> in YrA / Bleu 2 - Continue to reinforce NP knowledge of 0-12, naming and greeting vocab. |
| 19 | <ul style="list-style-type: none"> - learn about the use of a comma in combination with the conjunction <i>et</i> to link more than two words together - be able to form sentences to talk about more than two things in Paris, using adverbial opener, a verb, at least three nouns and a conjunction | | | | <ul style="list-style-type: none"> - Punctuation - Conjunction - Intonation - Meaning | |
| 20 | <ul style="list-style-type: none"> - learn about the adverb <i>aussi</i> and how it is used in a sentence - check your ability to create sentences using adverbs, a verb, nouns and a conjunction | <i>aussi</i> | <i>Comment tu t'appelles ?</i> <i>Je m'appelle ..</i> | | <ul style="list-style-type: none"> - Memorisation | |

| Year B: Summer 1 Niveau Blanc Module 5 | | MIXED AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and planning notes for Niveau Blanc Module 5 | | | | Mixed-age planning notes |
|---|---|--|--|---|--|---|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | - This 5th Niveau Blanc (Y4) module is very challenging for both NP & RP with complex language and grammar |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary/ skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | | NP Expectations |
| 21 | <ul style="list-style-type: none"> - ask questions using <i>Où est...?</i> - understand form of definite article to use with nouns e.g. <i>le furet, la coccinelle, l'araignée</i> - learn about the subject pronouns <i>il</i> and <i>elle</i> | <i>Où est... ?</i> <i>Où est le/la/l' ?</i> <i>il</i> and <i>elle</i> | | <i>l'Île de la Cité</i> | <ul style="list-style-type: none"> - Subject pronouns - Pronoun verb | RP Challenges |
| 22 | <ul style="list-style-type: none"> - talk about favourite animals - revise 4 forms of definite article; <i>le, la, l', les</i> - learn about subject pronouns in the plural – <i>ils</i> and <i>elles</i> - learn a plural verb form - <i>sont</i> | <i>Quel est ton animal préféré ?</i> <i>Mon animal préféré, c'est...</i> <i>Ils elles sont</i> | | <i>l'Île Saint-Louis</i> | <ul style="list-style-type: none"> - Plural forms of nouns, pronouns and verbs | <ul style="list-style-type: none"> - This is already a challenging module for RP - Challenge high- achieving RP to create longer phrases and utterances and to be able to ask full questions |
| 23 | <ul style="list-style-type: none"> - talk about likes and dislikes using <i>j'aime</i> and <i>je n'aime pas...</i> - understand the function of the negative adverb <i>ne...pas</i> - learn the plural indefinite article – <i>des</i> – and know that it cannot be omitted in French | <i>Tu aimes...?</i> <i>J'aime...</i> <i>des</i> | <i>Oui</i> <i>Non</i> <i>Il y a + noun</i> | <i>la Conciergerie</i> | <ul style="list-style-type: none"> - The plural form of the indefinite article  | |
| 24 | <ul style="list-style-type: none"> - conversations about which animals I like - ask and answer questions: how many things ? - use a numeral as a determiner - concept of elision in spoken language - understand how elision affects the spelling of words (apostrophe to replace missing letters) | <i>Tu aimes quels animaux ?</i> <i>Il y a combien de...?</i> | | <i>le Palais de Justice</i> | <ul style="list-style-type: none"> - Using a numeral as a determiner - Question words eg <i>combien</i> - Elision | Language Leapfrog |
| 25 | <ul style="list-style-type: none"> - learn how to use the adverbial pronoun <i>en</i> - practise talking about Paris, using a growing bank of words | <i>en</i> | | <i>la Sainte-Chapelle</i> | <ul style="list-style-type: none"> - Questions and answers - Adverbial pronoun |  <ul style="list-style-type: none"> - The grammar points in this Niveau Blanc module require a good understanding of parts of speech, which could be reinforced in English lessons |

| Year B: Summer 2 Niveau Bleu Module 6 | | MIXED AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and planning notes for Niveau Bleu Module 6 | | | Mixed-age planning notes | |
|--|---|---|---------------------|---|---|--|
| Leçon | Learning objectives NP: new pupils RP: returning pupils | Vocabulary | | Extra vocabulary | Pronunciation Grammar points Language Learning Skills Knowledge about France | |
| | | - new to NP - RP new/revise | Revision NP & RP | NP: to understand RP: begin to use | | |
| | <ul style="list-style-type: none"> - NP learn and revise new vocabulary - RP show increasing confidence and complexity when revisiting vocabulary e.g. <ul style="list-style-type: none"> o adding conjunctions, adverbs and adjectives where appropriate o taking a lead in asking as well as answering questions o paying attention to pronunciation and intonation o becoming more confident with the written form | | | <ul style="list-style-type: none"> - NP develop understanding of new vocabulary/ skills - RP can show understanding of revisited grammar points e.g. preparing in pairs and explaining to NP - RP begin to show confidence through more independent use of both revisited vocabulary and the more complex 'extra vocabulary' and skills | <ul style="list-style-type: none"> - This final Niveau Bleu module is a good level for NP - RP will need specific extra challenges | |
| | | | | | NP Expectations | |
| | | | | | <ul style="list-style-type: none"> - At the end of their first year of learning French, NP should be able to fulfil most of this model's objectives | |
| 26 | <ul style="list-style-type: none"> - find out about London landmarks and learn how to name them - be able to use a speaking frame to talk about what landmarks there are in London - acute accent on the letter 'é' and the different ways of writing the phoneme [e] | | 1-12 | | <ul style="list-style-type: none"> - The phoneme (e) and its graphemes - The acute accent - Spelling - Developing an oral description | RP Challenge Ideas |
| 27 | <ul style="list-style-type: none"> - be able to use a speaking frame to talk about what landmarks there are in Paris - find out about definite articles <i>le, la, l' and les</i> as in <i>le Louvre</i> or <i>la Tour Eiffel</i> | <i>le</i> <i>la</i> <i>l'</i> <i>les</i> | | | <ul style="list-style-type: none"> - The definite article | <ul style="list-style-type: none"> - This is the end of two years study for RP (Y4) - Teachers could use the speaking frame suggestions and extend these to writing frames as an RP challenge - Also see IT suggestions for further challenge opportunities |
| 28 | <ul style="list-style-type: none"> - be able to recall vocabulary by identifying images - develop language learning skills <ul style="list-style-type: none"> - listening and reading comprehension; - reading aloud; speaking from memory - be able to describe a place orally | | | | <ul style="list-style-type: none"> - Recalling vocabulary - Listening and reading aloud - Describe a place orally | |
| 29 | <ul style="list-style-type: none"> - further develop language learning skills <ul style="list-style-type: none"> - using context and other clues in reading comprehension - writing from memory - be able to describe a place in writing | <i>Je suis en vacances</i> | | | <ul style="list-style-type: none"> - Using context for clues - Writing from memory | Language Leapfrog |
| 30 | <ul style="list-style-type: none"> - further develop language learning skills <ul style="list-style-type: none"> - ask and answer questions - speak in sentences with a speaking frame - be able to describe a place orally | | | | <ul style="list-style-type: none"> - Ask/answer questions - Speak in sentences | <ul style="list-style-type: none"> - There is no obvious 'leapfrog' content in this unit |