



Long and Medium Term Planning

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



and



Creating a two-year rolling programme using Niveau Rouge and Niveau Tricolore

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 (Niveau Rouge: Y5 / Niveau Tricolore: Y6) have been carefully written to provide small progressive steps forward in vocabulary, grammar and language learning skills, with opportunities to revisit and revise.
- Niveau Rouge and Niveau Tricolore modules have been 'mixed and matched' to create a two-year rolling programme: YC/D for Y5/6 mixed-age classes.
- This follows on from the YA/B rolling programme for Y3/4 using Niveau Bleu and Niveau Blanc.
- Medium term planning pages are provided for each module (pages 4-17) to give detailed mixed-age planning guidance.

	Year C	Year D
Autumn 1	Niveau Rouge 1	Niveau Tricolore 1
Autumn 2	Niveau Rouge 2	Niveau Tricolore 2
Spring 1	Niveau Tricolore 3	Niveau Rouge 3
Spring 2	Niveau Tricolore 4	Niveau Rouge 4
Summer 1	Niveau Rouge 5	Niveau Tricolore 5
Summer 2	Niveau Tricolore 6	Niveau Rouge 6

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

- Returning Pupils (**RP**) will be in their fourth year of French language learning but are returning to share a classroom with the younger year group (**NP**) who will be in their third year of learning French.
- The terms new pupils (**NP**) and returning pupils (**RP**) are used more than Y5/6 as this mixed-age planning can be adapted for more complex mixed-age cohorts, e.g Y4/5/6 or Y3/4/5/6, where teachers may need to adapt their planning incorporating the Niveau Bleu or Niveau Blanc resources.

Creating challenges for RP, when using Niveau Rouge:

Niveau Rouge has been written for the 3rd year of French, at a Y5 level:

- Returning pupils (**RP**) will sometimes revisit content covered in the previous year; this is excellent language teaching practice.
- Teachers can plan for **RP** differentiation and extension, when using Niveau Rouge 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 Tricolore

Niveau Tricolore has been written for the 4th year of French, at a Y6 level:

- When learning from Niveau Tricolore modules, **NP** will be faced with some high (Y6) challenges.
- Teachers will need to use their judgement to simplify some of the suggested activities or content for **NP**.
- See suggestions in the medium term plans e.g. miss out some lessons or new vocabulary and spend longer embedding previously learned vocabulary.

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 Rouge followed by Niveau Tricolore, may have been ‘jumped over’.
- This ‘jumped over’ content will need to be taught independently by teachers supported by alternative online 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.

Language Leapfrog example:



- Days of the week are actively taught in the rolling programme in Niveau Rouge 5/Year C.
- However, in Tricolore1/Year D, new pupils (**NP**) are asked to revise days of the week (when they haven’t yet learnt them).
- A suggestion is given for teachers to teach days of the week in Year D using: www.bbc.co.uk/schools/primary/languages/french/my_calendar/days/

Using the Primary French Project’s I.T. and ‘using the internet’ suggestions


- I.T. and web-based activities for Niveau Rouge and Niveau Tricolore will prove particularly useful to challenge and stretch **RPs**’ growing language skills.
- See suggestions for IT and ‘using the internet’ in the planning notes for each module.
- **RP** (who, being older, should also have stronger I.T. and internet research 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 Rouge (Y5) module, teachers might increase the complexity of the assessment for **RP**.
 - After a Niveau Tricolore (Y6) module, teachers will need to reduce the complexity of the assessment for **NP**.



Mixed-Age Rolling Programme: Year C



Year C	Using the resources and lesson plans for:
Autumn 1	Niveau Rouge 1
Autumn 2	Niveau Rouge 2
Spring 1	Niveau Tricolore 3
Spring 2	Niveau Tricolore 4
Summer 1	Niveau Rouge 5
Summer 2	Niveau Tricolore 6


YEAR C: Autumn 1 Niveau Rouge Module 1		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Rouge 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 first Niveau Rouge module is at a good level for NP and there's plenty of new material to challenge 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 new vocabulary, mainly working at a phrase and short sentence level • RP show increasing confidence & complexity when learning/ revisiting vocabulary eg. <ul style="list-style-type: none"> ○ adding conjunctions, adverbs and adjectives, linking and extending sentences ○ taking a lead in asking as well as answering questions ○ paying attention to pronunciation and intonation ○ showing increased confidence with the written form 			<ul style="list-style-type: none"> ○ NP develop understanding of new vocabulary & skills ○ RP can show understanding of any revisited grammar points eg preparing in pairs and explaining to NP ○ RP begin to show confidence through more independent use of revisited vocabulary and skills 		NP Expectations
1	<ul style="list-style-type: none"> - revise numbers 1-12 - learn how to ask what time it is - learn how to say the time on the hour 	<i>Quelle heure est-il ? il est une heure / deux heures etc il est midi / minuit</i>	1-12		<ul style="list-style-type: none"> - adverb: o'clock - agreements: clock times - <i>midi & minuit</i> - liaison 	<ul style="list-style-type: none"> - Both NP and RP will need plenty of revision practice after the summer break - NP should be able to fulfil most of the learning objectives
2	<ul style="list-style-type: none"> - revise names for parts of the UK - focus on spelling the numbers 1-12 - practise sorting words in alphabetical order - be introduced to the names of 5 places found in a town - be introduced to key features and terminology of a bilingual dictionary 	<i>un cinéma, un magasin, un parc un restaurant, un supermarché</i>	UK countries & capitals <i>Qu'est-ce que c'est?</i>		<ul style="list-style-type: none"> - bilingual dictionary - translation - cognate - false friend 	<ul style="list-style-type: none"> - There is plenty of new material in this first Niveau Rouge module to challenge RP learners especially if they learn and use complete question forms and complex sentences - See IT suggestions for Lesson 1: 'Educreations' using <i>Quelle heure est-il ?</i>
3	<ul style="list-style-type: none"> - practise using spoken questions and answers about names and what time it is - be introduced to a complex sentence in French - learn about the main clause and subordinate clauses - learn that there is a time difference between France and the UK 		<i>Comment tu t'appelles?</i> <i>Je m'appelle + name</i>	<i>Quand il est 7 heures à Paris, il est 6 heures à Londres.</i>	<ul style="list-style-type: none"> - a clause - subordinate / main 	
4	<ul style="list-style-type: none"> - revise how to say your age - learn a new question for 'What time is it?' - learn that questions can be formed using tone of voice, or inversion - practise writing some complex sentences - the time in Paris and London is the same throughout France/UK 	<i>Tu as quel âge ? Il est quelle heure ?</i>		<i>Dans la ville où j'habite, il y a un parc et un supermarché, mais il n'y a pas de cinéma.</i>	<ul style="list-style-type: none"> - question formation using inversion 	Language Leapfrog
5	<ul style="list-style-type: none"> - be introduced to the numbers 13-21 - learn some words for units of time (e.g. <i>une seconde, une minute</i>) 	<i>treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un</i>		<i>une seconde, une minute, une heure, un jour, une journée, une semaine, un mois, une année</i>	<ul style="list-style-type: none"> - the letters 'qu' 	 <ul style="list-style-type: none"> - As this is the first of the Niveau Rouge modules there are no 'language leaps'.

Year A: Autumn 2 Niveau Rouge Module 2		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Rouge 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 new vocabulary, mainly working at a phrase and short sentence level RP show increasing confidence & complexity when learning/revisiting vocabulary e.g. <ul style="list-style-type: none"> adding conjunctions, adverbs and adjectives, linking and extending sentences taking a lead in asking as well as answering questions paying attention to pronunciation and intonation becoming more confident with the written form 					<ul style="list-style-type: none"> The second Niveau Rouge module is at a good level for NP RP may need extra challenges
					<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 independent use of revisited vocabulary and skills 	NP Expectations <ul style="list-style-type: none"> This is a good follow-on module from Autumn 1 NP should be able to access all new learning
6	<ul style="list-style-type: none"> revise numbers 1- 21 learn to understand and tell the time on the half hour understand agreement of adjective and nouns in time phrases 	<i>et demie, et demi</i>	1-21		<ul style="list-style-type: none"> agreement of adjective <i>demi</i> with nouns <i>heure, midi</i> and <i>minuit.</i> <i>demi</i> and <i>demie</i> sound the same 	RP Challenges <ul style="list-style-type: none"> Challenge RP to use question as well as answer forms using adjectives in the correct position to the noun See IT suggestions for Christmas linked activities eg 'Vive le vent' RP could undertake independent research on French Christmas traditions
7	<ul style="list-style-type: none"> revise clock times on the hour and half hour learn two adjectives of size – <i>petit</i> and <i>grand</i> learn that some adjectives precede the noun create simple spoken sentences using the new adjectives 	<i>petit grand</i>			<ul style="list-style-type: none"> adjectives that precede the noun 	
8	<ul style="list-style-type: none"> be introduced to numbers 22 to 39 be introduced to five more places in a town learn about compound words learn to look at patterns in words to help with memorisation revise circumflex accent and the phoneme [ɛ̃] 	22-39 <i>trente</i>		<i>un café, un hôpital, un château, un théâtre, un hôtel.</i>	<ul style="list-style-type: none"> using patterns in words to aid memorisation compound numbers compound words the phoneme [ɛ̃] the circumflex accent 	
9	<ul style="list-style-type: none"> revise the spoken question and answer <i>Que vois-tu ? Je vois...</i> tell the time on quarter past the hour learn how clock times are written using numbers, and compare this with English 	<i>Que vois-tu ? Je vois... et quart</i>			<ul style="list-style-type: none"> position of adjectives <i>et quart</i> – invariable clock times using numbers 	Language Leapfrog
10	<ul style="list-style-type: none"> revise numbers 20-39 consolidate prior learning by creating spoken sentences incorporating a main and a subordinate clause, adjectives of size, and a negative adverb create some written sentences 			<i>A Jolieville, il y a un petit parc et un grand cinéma, mais il n'y a pas d'hôpital.</i>	<ul style="list-style-type: none"> compound sentence negative adverb elision 	 <ul style="list-style-type: none"> There are no 'language leaps'

Year A: Spring 1		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Tricolore 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 Tricolore (Y6) module is very challenging for both NP and 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 new vocabulary, mainly working at a phrase and short sentence level RP show increasing confidence and complexity when learning/revisiting vocab. e.g. <ul style="list-style-type: none"> adding conjunctions, adverbs and adjectives, linking and extending sentences taking a lead in asking as well as answering questions paying attention to pronunciation and intonation 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 independent use of revisited vocabulary and skills 		NP Expectations
1	<ul style="list-style-type: none"> learn to say how I come to school learn to say at what time I arrive at school revise the infinitive form of a verb look at a verb paradigm to see how to conjugate a regular <i>-er</i> verb (<i>arriver</i>) and an irregular verb (<i>venir</i>) in the present tense learn about the dates of 1 January, <i>le Jour de l'An</i>, and 6 January, <i>le Jour des Rois</i>, and how they are celebrated 	<i>Tu viens comment à l'école ? Je viens...à vélo, à pied. à trottinette, en taxi, en autobus, en voiture à l'école à 8 h 30.</i>	<ul style="list-style-type: none"> <i>le 1 janvier</i> <i>le 6 janvier</i> 	<ul style="list-style-type: none"> revision - infinitive revision - conjugated verb forms (regular and irregular) revision - pronoun 	<ul style="list-style-type: none"> There is a lot of new content in this module NP have only learnt to tell the time on the hour and half hour (RP may remember ¼ past, 5 past etc) Teachers may choose to simplify this module by omitting lessons 14 or 15 in order to spend more time embedding the content from earlier lessons 	
12	<ul style="list-style-type: none"> learn how to talk about routine events and times during the school day learn how to conjugate the irregular verb <i>aller</i> in the present tense be introduced to some information about primary schools in France 	<i>Tu prends le petit déjeuner à quelle heure ? Je prends le petit déjeuner... Les cours commencent à quelle heure ? La récréation Le déjeuner, c'est à quelle heure ? L'école finit à quelle heure ?</i>		<ul style="list-style-type: none"> Reflecting on how we make progress, and how we can apply prior learning <i>aller</i> – verb paradigm 	RP Challenges	
13	<ul style="list-style-type: none"> learn to ask and answer the question <i>Qu'est-ce que tu fais?</i> learn to describe what I do during break time at school gain further experience of the question tag <i>et toi ?</i> learn to use the response phrase <i>Moi aussi</i>. gain further insight in how to conjugate regular <i>-er</i> verbs in the present tense: <i>manger, jouer, parler</i> be introduced to <i>le goûter</i> (a break-time snack) 	<i>Qu'est-ce que tu fais pendant la récréation ? Et toi ? moi aussi</i>		<ul style="list-style-type: none"> using memorisation techniques verb paradigms showing conjugated forms of <i>parler, jouer</i> and <i>manger</i> 	Language Leapfrog	
14	<ul style="list-style-type: none"> revise numbers 1-40 talk about my favourite school subjects revise the definite articles <i>le, la, l', les</i> 	<i>Quelle est ta matière préférée ? l'allemand, l'anglais, le dessin, l'éducation physique, l'espagnol, le français, la géographie, l'histoire, l'informatique, les maths, la musique, les sciences.</i>		<ul style="list-style-type: none"> revision of the definite articles <i>le, la, l', les</i> the definite article is used with school subjects 	<ul style="list-style-type: none"> NP have only learnt numbers to 39 Numbers to 50 are not taught until module 5 this year To teach numbers to 50, teachers could use: <ul style="list-style-type: none"> www.bbc.co.uk/schools/primarylanguages/french/numbers/numbers_30_100/ NP have not previously come across the infinitive form 	
15	<ul style="list-style-type: none"> revise numbers 41 to 50 talk about what I like doing in French lessons read, understand key points in letter : school life speak and write at length about my school life be introduced to the present tense conjugated forms of <i>écrire, lire</i> and <i>faire</i> 	<i>Qu'est-ce que tu aimes faire dans la classe de français ? j'aime ... parler français, chanter, lire des phrases, écrire des phrases, écouter des histoires, regarder des films, apprendre des comptines, en savoir plus sur Paris, lire des livres, jouer à des jeux, bricoler</i>		<ul style="list-style-type: none"> conjugation of 3 verbs: <i>écrire, lire</i> and <i>faire</i> 		




Year C: Spring 2 Niveau Tricolore Module 4		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using resources and lesson plans for Niveau Tricolore 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
		• new to NP • RP new/revise	Revision NP & RP	NP: to understand RP: begin to use	
	<ul style="list-style-type: none"> • NP learn new vocabulary, mainly working at a phrase and short sentence level • RP show increasing confidence and complexity when learning/revisiting vocab. e.g. <ul style="list-style-type: none"> ○ adding conjunctions, adverbs and adjectives, linking and extending sentences ○ taking a lead in asking as well as answering questions ○ paying attention to pronunciation and intonation ○ 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 independent use of revisited vocabulary and skills 	
16	<ul style="list-style-type: none"> - be able to count up to 60 - learn to introduce members of my family - understand the function of the possessive adjective (<i>mon, ma, mes</i>) - learn about the ligature œ (oe stuck together) in written French and English - learn about the date of 1 April, <i>le Poisson d'avril</i>, and how it is celebrated 	<i>le Poisson d'avril; soixante; voici, mon père, mon frère, ma mère, ma sœur, mes parents, mes frères, mes sœurs</i> 51-60		<ul style="list-style-type: none"> - possessive adjectives - revision – the ligature œ - <i>Poisson d'avril</i> 	<p>NP Expectations</p> <ul style="list-style-type: none"> - There is a lot of new content for NP in this unit - Teachers of mixed age classes might choose to omit lesson 17 so as to concentrate more on the other four lessons
17	<ul style="list-style-type: none"> - practise using questions and answers about special dates - revise descriptive sentences about a typical town (Jolieville) - learn how to talk about where my parents work - learn how to conjugate the present tense of a regular –er verb: <i>travailler</i> 	<i>travailler, Est-ce que tes parents travaillent ? Oui, mes parents travaillent, Mon père/ma mère travaille, à la maison/en ville</i>		<ul style="list-style-type: none"> - <i>travailler</i> – verb paradigm 	<p>RP Challenges</p> <ul style="list-style-type: none"> - This is a Y6 / Tricolore module and contains plenty of new vocabulary and skills - RP can be challenged to use both questions and answers.
18	<ul style="list-style-type: none"> - revise numbers 41-60 - learn the names of 12 typical pets - revision of pronunciation point: when the final letter in a French word is a consonant, the consonant is almost always silent, e.g. <i>chat, souris, furet</i> 	<i>un chat, un chien, un cochon d'Inde, un furet, un hamster, un lapin, un phasme, un poisson, une perruche, une poule, une souris, une tortue</i>		<ul style="list-style-type: none"> - silent final consonant 	<p>Language Leapfrog</p>
19	<ul style="list-style-type: none"> - revise numbers 1-12 - use spoken questions and answers to talk about pets that I have - revise the negative adverb <i>ne...pas</i> - revise the subject pronouns <i>il</i> and <i>elle</i>, and understand how they must match the gender of the noun they replace - learn about the pet passport and the risk of rabies 	<i>As-tu un animal ? Oui, j'ai un/une... Non, je n'ai pas de/d' Il/elle</i>		<ul style="list-style-type: none"> - revision – negative adverb - revision – pronouns <i>il</i> & <i>elle</i> 	 <ul style="list-style-type: none"> - The subject pronouns '<i>il, elle</i>' are taught in Rouge 6 in YD of this rolling programme, so will not have been taught to NP - To teach <i>il/elle</i>, teachers could use: www.bbc.co.uk/schools/primarylanguages/french/families/describing_people/
20	<ul style="list-style-type: none"> - learn to ask and answer questions about whether I have any brothers or sisters - understand statements about brothers and sisters, and their names - learn about the relative pronoun <i>qui</i> - create some written compound sentences using the relative pronoun <i>qui</i> 	<i>As-tu des frères ou des sœurs ? je suis fille unique, je suis fils unique, qui</i>		<ul style="list-style-type: none"> - relative pronoun <i>qui</i> 	



Year C: Summer 1 Niveau Rouge Module 5		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Rouge 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	- NP will be developing more confidence. - RP (towards the end of their 4th year of French) 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 new vocabulary, mainly working at a phrase and short sentence level RP show increasing confidence and complexity when learning/revisiting vocab. e.g. <ul style="list-style-type: none"> adding conjunctions, adverbs and adjectives, linking and extending sentences taking a lead in asking as well as answering questions paying attention to pronunciation and intonation 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 independent use of revisited vocabulary and skills 		NP Expectations - This module is written at a good level for NP with some useful verb constructions
21	<ul style="list-style-type: none"> learn number 50; practise using numbers 1-50 learn how to ask where someone is going, and how to say where you are going use preposition <i>à</i> with definite article <i>la</i> : <i>à la</i> revise functions of: preposition, pronoun, verb 	<i>Cinquante</i> <i>Où vas-tu ?</i> <i>Je vais à la...</i>		<i>les arrondissements de Paris</i>	<ul style="list-style-type: none"> preposition pronoun verb 	RP Challenges - Challenge RP to use question as well as answer forms - Challenge RP to create complex sentences See IT suggestions: - Perform /film <i>Alouette</i> using masks and props - Lesson 21: use apps to create speech bubbles linked to <i>Où vas-tu ?</i> - <i>Je vais au...</i>
22	<ul style="list-style-type: none"> learn the number 50, and practise using numbers 1-50 learn how to ask where someone is going, and how to say where you are going use preposition <i>à</i> with definite article <i>la</i> : <i>à la</i> revise functions of: preposition, pronoun, verb 	<i>Où vas-tu ?</i> <i>Je vais au...</i>			<ul style="list-style-type: none"> the preposition <i>à</i> 	
23	<ul style="list-style-type: none"> use preposition <i>à</i> with the definite article <i>l'</i> : <i>à l'</i> practise speaking about the 2nd and 4th arrondissements revise the use of the definite article and the concept of elision 		<i>Où vas-tu ?</i> <i>Je vais à la.../au...</i>		<ul style="list-style-type: none"> elision the definite article the preposition <i>à</i> followed by the definite article 	
24	<ul style="list-style-type: none"> be introduced to the days of the week use the preposition <i>à</i> with a clock time, to form an adverbial phrase of time learn about the etymology of days of the week 	<i>les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, à quelle heure...?</i>			<ul style="list-style-type: none"> etymology of days of the week adverbial phrase of time or place 	Language Leapfrog 
25	<ul style="list-style-type: none"> create complex spoken sentences on world clocks using the subordinating conjunction <i>quand</i> learn that the time in Sydney is 10 hours ahead of the time in Paris practise using the preposition <i>à</i> to create adverbial phrases of time and place in sentences create some written sentences if time 	<i>Quand à</i>			<ul style="list-style-type: none"> Using the preposition <i>à</i> to create adverbial phrases of time and place in sentences. adverbs of time and place 	<ul style="list-style-type: none"> This module teaches the number 50, but, in the rolling programme, this knowledge has already been required earlier this year (Yr C) when studying Tricolore modules



Year C: Summer 2 Niveau Tricolore Module 6		MIXED AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using resources and lesson plans for Niveau Tricolore 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	- This final Tricolore module is very challenging for NP. - It will be the last module for RP (Y6) = Assessment?
		• new to NP • RP new/revise	Revision NP & RP	NP: to understand RP: begin to use		
	<ul style="list-style-type: none"> • NP learn new vocabulary, mainly working at a phrase and short sentence level • RP show increasing confidence and complexity when learning/revisiting vocab e.g. <ul style="list-style-type: none"> ○ adding conjunctions, adverbs and adjectives, linking and extending sentences ○ taking a lead in asking as well as answering questions ○ paying attention to pronunciation and intonation ○ 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 independent use of revisited vocabulary and skills 		NP Expectations
26	<ul style="list-style-type: none"> - recall the names of Paris monuments, and be able to speak about them - learn how to ask and say where someone is - revise the function of a preposition and a pronoun - learn about the subject pronoun - learn about France's national day 'la Fête nationale': 'le quatorze juillet' and how it is celebrated 	<i>Où est ... ? à, sur, dans</i>	<i>A Paris, il y a Il y a aussi il & elle</i>	<i>la Fête nationale' le 14 juillet national motto</i>	<ul style="list-style-type: none"> - revision of pronoun - role of subject pronoun - revision of preposition - preposition in adverbial 	<ul style="list-style-type: none"> - This is mainly a final revision module with little new vocabulary - For lesson 27: not all the 'special dates' will have been met by NP...but will be good revision for RP - With Q and A constructions, challenge RP to ask questions and NP to give a range of answers - Other lesson plans may need simplification for NP
27	<ul style="list-style-type: none"> - be able to ask and answer questions about a wide range of special dates - revise how to say where I live in the UK and be able to say something about Edinburgh - learn to use a vocabulary sheet, to describe activities that people do in their leisure time - learn about the popular French game of boules, and in particular, <i>pétanque</i> 		<i>la Fête nationale' le 14 juillet la Fête du muguet</i>	<i>Pétanque les boules</i>		RP Challenges
28	<ul style="list-style-type: none"> - revise questions and answers about special dates - revise how to say where I live in the UK and be able to say something about Cardiff - revise : what I like doing using <i>aimer</i> + infinitive - learn to use a vocabulary sheet, to describe activities that I like doing in my leisure time - memorise conjugated forms <i>aimer</i>: present tense 		<i>aimer + infinitive</i>		<ul style="list-style-type: none"> - Verb paradigm <i>aimer</i> (present tense) 	<ul style="list-style-type: none"> - This is a challenging revision module - Challenge high- achieving RP to create longer phrases and utterances and to be able to ask complete questions
29	<ul style="list-style-type: none"> - revise how to say where I live in the UK and be able to say something about Belfast - revise : what I am going to do using <i>aller</i> + infinitive - learn to use a vocabulary sheet, to describe activities that I am going to do in my leisure time - memorise conjugated forms of <i>aller</i>: present tense 		<i>aller + infinitive</i>		<ul style="list-style-type: none"> - Verb paradigm <i>aller</i> (present tense) 	Language Leapfrog
30	<ul style="list-style-type: none"> - revise how to say where I live in the UK and be able to say something about London - consolidate prior learning by means of listening and reading comprehension, speaking and writing - UK parliament and the French Assemblée Nationale 	REVISION UNIT				 <ul style="list-style-type: none"> - 'aimer & aller' : these have been met once each by NP but the verb forms may not be embedded. - RP should be more familiar with these verbs



Mixed-Age Rolling Programme: Year D


Year D	Using the resources and lesson plans from:
Autumn 1	Niveau Tricolore 1
Autumn 2	Niveau Tricolore 2
Spring 1	Niveau Rouge 3
Spring 2	Niveau Rouge 4
Summer 1	Niveau Tricolore 5
Summer 2	Niveau Rouge 6


Year D: Autumn 1 Niveau Tricolore Module 1		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using resources and lesson plans for Niveau Tricolore 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 is a good revision module for both NP and 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 new vocabulary, mainly working at a phrase and short sentence level • RP show increasing confidence and complexity when learning/revisiting vocab e.g. <ul style="list-style-type: none"> ○ adding conjunctions, adverbs and adjectives, linking and extending sentences ○ taking a lead in asking as well as answering questions ○ paying attention to pronunciation and intonation ○ 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 independent use of revisited vocabulary and skills 		NP Expectations
1	<ul style="list-style-type: none"> - revise classroom language - learn to use the informal greeting <i>Salut !</i> - learn how to ask someone how they are, and how to respond (informal language) - be introduced to <i>et toi ?</i> as a device for asking a question - learn about the cedilla & how it affects pronunciation 	<i>Salut ! Ça va ? Comment ça va ? Comment vas-tu ? Ça va, et toi ? Ça va, Oui, ça va, Ça va bien, merci.</i>			<ul style="list-style-type: none"> - informal speech - <i>et toi ?</i> question form - the cedilla 	<ul style="list-style-type: none"> - NP have not learnt numbers above 12 nor days of the week: see Language Leapfrog - Even though this is a Tricolore module, it should not prove too difficult for NP
2	<ul style="list-style-type: none"> - revise numbers 1-31 - learn the months of the year - learn about upper and lower case letters with months in English and French - practise spelling strategies - use rhymes to help remember the number of days in each month 	<i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</i>	1-31 		<ul style="list-style-type: none"> - lower case letters: months - etymology of months - know the number of days in each month - rhymes to aid memorisation 	RP Challenges
3	<ul style="list-style-type: none"> - practise using the question <i>et toi ?</i> to ask a question based on a statement - practise using ordinal numbers to identify months of the year - revise how the circumflex accent is used 		Ordinal numbers 1-12 <i>Et toi ?</i>		<ul style="list-style-type: none"> - <i>et toi ?</i> question tag - the circumflex accent 	Language Leapfrog
4	<ul style="list-style-type: none"> - revise how to say your age, including using <i>et toi ?</i> - learn how to write and say the date in English and French - learn how to ask the date of someone's birthday, and how to say the date of your birthday 	<i>Quelle est la date de ton anniversaire ? Mon anniversaire, c'est le 25 février</i>	<i>Tu as quel âge ?</i>	<i>Le Jour du souvenir</i>	<ul style="list-style-type: none"> - saying the date in English - writing the date in English - saying the date in French - writing the date in French 	 <ul style="list-style-type: none"> - The numbers 13-31 are taught in Rouge 1 & 2 in Yr C of this rolling programme - Teachers can teach 13-31 independently to NP: www.bbc.co.uk/schools/prima/ylanguages/french/numbers/
5	<ul style="list-style-type: none"> - revise the days of the week - practise writing the date - learn how to write the date in numerical form - learn about the origin of upper and lower case letters 		Days of the week 		<ul style="list-style-type: none"> - capital letters - origin of terminology <i>upper case</i> and <i>lower case</i> 	<ul style="list-style-type: none"> - Days of the week are taught in Rouge 5 in Yr C of this rolling programme. - Teachers can teach days of the week to NP using: www.bbc.co.uk/schools/prima/ylanguages/french/my_calendar/days/

Year D: Autumn 2 Niveau Tricolore Module 2		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using resources and lesson plans for Niveau Tricolore 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	- This Tricolore (Y6) module has a lot of new vocabulary and grammar - It will be challenging for all pupils, particularly 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 new vocabulary, mainly working at a phrase and short sentence level RP show increasing confidence and complexity when learning/revisiting vocab e.g. <ul style="list-style-type: none"> adding conjunctions, adverbs and adjectives, linking and extending sentences taking a lead in asking as well as answering questions paying attention to pronunciation and intonation 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 independent use of revisited vocabulary and skills 		NP expectations
6	<ul style="list-style-type: none"> learn to name some typical classroom objects (masculine nouns) ask and answer questions about classroom objects practise dictionary skills: alphabetical order hear the letters of the French alphabet learn that alphabetical knowledge is important for many types of reference materials 	<i>Dans la salle de classe un cahier, un crayon, un dictionnaire un feutre, un pinceau un stylo</i>		À bientôt	- Dictionary skills 	- Expect NP to master answers before questions - Expect NP to remember up to 5 classroom objects and RP to remember 10 - Lesson 10 is particularly challenging and could be omitted
7	<ul style="list-style-type: none"> be introduced to <i>la Fête de Saint Nicolas</i> learn how to ask for, and give, something politely revise position of adjectives of colour (follow noun) learn about formal and informal language, <i>s'il vous plaît, s'il te plaît</i> learn about St. Nicholas's Day: date & celebration 	<i>la Fête de Saint Nicolas Tu peux me donner xx, s'il te plaît ? voilà ! merci je t'en prie</i>			- Position of adjectives - Formal and informal language - <i>La Fête de Saint Nicolas</i>	RP Challenges - Challenge RP to use questions as well as answers and create longer spoken and written sentences - RP could do independent research on French Christmas traditions
8	<ul style="list-style-type: none"> learn about Christmas Eve: date & celebration create long spoken sentences about the classroom, using nouns and adjectives learn to name some more typical classroom objects (feminine and plural nouns) 	<i>une gomme une règle une trousse des ciseaux</i>			- <i>la veille de Noël</i>	Language Leapfrog 
9	<ul style="list-style-type: none"> learn about Christmas Day: date & celebration revise how nouns form their plural by adding 's' learn that nouns ending in <i>-eau</i> form plural + 'x' some English nouns have irregular plural forms create spoken and written sentences about the classroom, using a variety of nouns and adjectives 	<i>le jour de Noël / Noël</i>			- Plural forms of nouns - Normal agreement of adjectives by gender and number - Invariable adjectives	- NP may not have used a bilingual dictionary before: this is actively taught in Yr C / Rouge 1 in this rolling programme
10	<ul style="list-style-type: none"> learn how to spell my name, and other familiar words, using French alphabet letters learn how to say what my nationality is learn how to say which languages are spoken in the UK, and if I can speak other languages learn how to say a postal address be introduced to the personal pronoun <i>on</i> 	<i>Tu peux épeler ton nom ? Tu es de quelle nationalité ? Je suis britannique</i>		<i>Je suis français(e), anglais(e), britannique, écossais(e) gallois(e) On parle quelles langues au Royaume-Uni ?; On parle l'anglais, le gallois, le gaélique écossaise et le cornique</i>	- Adjectival agreement - The pronoun <i>on</i>	- Note: Dictionary skills could also be practised in English lessons

Year D:Spring 1 Niveau Rouge Module 3		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Rouge 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	- NP will be developing more confidence however RP may 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 new vocabulary, mainly working at a phrase and short sentence level RP show increasing confidence and complexity when learning/ revisiting vocab e.g. <ul style="list-style-type: none"> adding conjunctions, adverbs and adjectives, linking and extending sentences taking a lead in asking as well as answering questions paying attention to pronunciation and intonation 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 independent use of revisited vocabulary and skills 		NP Expectations
11	<ul style="list-style-type: none"> be introduced to five more places found in a town (feminine nouns) revise the concept of the grammatical gender of nouns discover what an <i>arrondissement</i> is 	<i>une banque</i> <i>une gare</i> <i>une mairie</i> <i>une piscine</i> <i>une poste</i>	<i>Bonne Année !</i> <i>Il y a combien de ... ?</i>		<ul style="list-style-type: none"> Paris arrondissements the grammatical gender of nouns 	RP Challenges
12	<ul style="list-style-type: none"> learn to tell the time on quarter past the hour practise understanding a range of clock times by listening or reading learn about <i>La Poste</i> and <i>la SNCF</i> 	<i>moins le quart</i> 	<i>C'est une banque ou une mairie ?</i>	<i>La Poste</i> <i>la SNCF</i>		<ul style="list-style-type: none"> RP should be challenged to produce good compound sentences RP could use real books to find more feminine nouns (and adjectival agreements) See IT suggestions: RP could work in pairs on films of <i>Meunier tu dors</i>
13	<ul style="list-style-type: none"> learn how to pronounce the names of some world cities: <i>Moscou, New York, Sydney, Tokyo</i> learn that the time in Moscow is 2 hours ahead of Paris revise the agreement of an adjective with a feminine noun practise using compound sentences with a coordinating conjunction 	<i>Moscou, New York, Sydney, Tokyo</i>				Language Leapfrog
14	<ul style="list-style-type: none"> practise listening, speaking, writing clock times practise using adjectives with feminine nouns in spoken sentences learn some mainline railway stations in Paris 			<i>Montrez-moi !</i> <i>Austerlitz,</i> <i>Saint-Lazare,</i> <i>Lyon and Nord</i> <i>Paris Métro.</i>	<ul style="list-style-type: none"> Paris stations the adjective must agree with the noun an adjective describing a feminine noun adds an 'e' 	 NP have not learnt to tell the time (hour & half hour) - This is taught in Yr C / Rouge1 & 2 in this rolling programme. - Teachers may choose to teach time independently - www.bbc.co.uk/schools/prima/ylanguages/french/school_day/times/
15	<ul style="list-style-type: none"> create some written compound sentences learn about ordinal numbers learn about the 1^{er} <i>arrondissement</i> 	<i>premier / 1er</i>	<i>Paris & Moscou</i>	<i>le 1er arrondissement</i> <i>la première</i>	<ul style="list-style-type: none"> <i>le 1er arrondissement</i> ordinal numbers 	

Year D: Spring 2 Niveau Rouge Module 4		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Rouge 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	- NP will be developing more confidence, however - RP may 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 new vocabulary, mainly working at a phrase and short sentence level • RP show increasing confidence and complexity when learning/revisiting vocab e.g. <ul style="list-style-type: none"> ○ adding conjunctions, adverbs and adjectives, linking and extending sentences ○ taking a lead in asking as well as answering questions ○ paying attention to pronunciation and intonation ○ 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 independent use of revisited vocabulary and skills 		NP Expectations <ul style="list-style-type: none"> - This is a good follow-on from the last module - NP have not yet learnt numbers 31-40: see Language Leapfrog
16	<ul style="list-style-type: none"> - revise information about where I live - learn the number 40 - learn 5 more feminine nouns: places in town - use strategies to look for patterns in words and to help memorise numbers 	<i>quarante</i> <i>une bibliothèque</i> <i>une école</i> <i>une église</i> <i>une patinoire</i> <i>une piscine</i>	 1-40		<ul style="list-style-type: none"> - <i>une pharmacie</i> - numbers in 10s 	RP Challenges <ul style="list-style-type: none"> - See IT suggestion for Lesson 16: What isn't in your town? Children in pairs use the free app Educreations to create a presentation practising the new fem nouns for places and the negative <i>ne...pas</i> - RP could be challenged to produce strong sentences with coordinating conjunctions
17	<ul style="list-style-type: none"> - learn about time difference: Paris and Tokyo - revise the negative adverb <i>ne...pas</i>, and its elision before a vowel: <i>pas...d'</i> - learn about function: subordinating conjunction - create spoken sentences consisting of a main clause, and a subordinate clause introduced by a subordinating conjunction, e.g. <i>Quand il est trois heures à Paris, il est onze heures à Tokyo.</i> 		<i>Quand il est six heures à Paris, ...», - «...il est huit heures à Moscou.»</i> <i>pas...de</i> <i>pas...d'</i>	<i>les arrondissements</i>	<ul style="list-style-type: none"> - <i>les arrondissements</i> - elision - subordinating conjunction 	
18	<ul style="list-style-type: none"> - learn to tell the time to five minutes - practise time to five minutes, in number form - learn about ordinal and cardinal numbers 	Times to 5 minutes		<i>le 2ème arrondissement</i>	<ul style="list-style-type: none"> - times to 5 minutes - formation of ordinal numbers 1-20 	
19	<ul style="list-style-type: none"> - revise the question <i>Tu as quel âge ?</i> and the answer <i>J'ai xx ans.</i> - create spoken sentences consisting of two main (independent) clauses + co-ordinating conjunction, e.g. <i>À Jolieville, il y a un grand parc et mais il n'y a pas de château.</i> - understand function: co-ordinating conjunction. 		<i>Quel âge as-tu ?/Tu as quel âge ?</i> <i>J'ai ... ans</i>		<ul style="list-style-type: none"> - compound sentence - coordinating conjunction - main/independent clause - postcodes in Paris and London 	
20	<ul style="list-style-type: none"> - use what I have learnt in order to speak /write about the town or village where I live. - words and phrases to include in a written letter. 		<i>Dans la ville /le village, où j'habite</i>	<i>Chère amie,</i> <i>Chère</i> <i>Cher ami</i>	<ul style="list-style-type: none"> - letter salutations 	 <ul style="list-style-type: none"> - The numbers 13-39 are taught in Yr C / Rouge1 & 2 in this rolling programme - 13-31 may have been 'independently' taught this year (Yr D) in Autumn 1 - To teach 32-39, see: www.bbc.co.uk/schools/prima/rylanguages/french/numbers/

Year D: Summer 1 Tricolore Module 5		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Tricolore 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 Tricolore module will be very challenging for both NP and RP - The module has a lot of new vocabulary 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 new vocabulary, mainly working at a phrase and short sentence level RP show increasing confidence and complexity when learning/revisiting vocab e.g. <ul style="list-style-type: none"> adding conjunctions, adverbs and adjectives, linking and extending sentences taking a lead in asking as well as answering questions paying attention to pronunciation and intonation 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 independent use of revisited vocabulary and skills 		NP Expectations
21	<ul style="list-style-type: none"> practise using questions and answers about special dates learn how to describe myself (height, eye and hair colour) using spoken French learn about May Day, <i>la Fête du Muguet</i>, and how it is celebrated 	<i>la Fête du muguet</i> <i>grand(e) de taille moyenne; petit(e)</i> <i>j'ai les cheveux blonds/bruns/roux/noirs</i> <i>j'ai les yeux bleus/marron/verts/gris</i> <i>Je porte des lunettes</i> <i>Je ne porte pas de lunettes</i> <i>Je suis grand, et toi ?</i>		<i>la Fête du muguet</i>	<ul style="list-style-type: none"> adjectives <i>brun & marron</i> <i>la Fête du muguet</i> <i>le 1 mai</i> 	<ul style="list-style-type: none"> In Year D NP have now learnt to count to 40 but not to 70 : See Language Leapfrog There is a lot of new vocabulary for NP in this Tricolore module Reduce the expectation for NP: eg to learn answers, not question forms Teachers of mixed age classes may decide to spend longer on lessons 21 and 23 and miss out either lesson 24 or 25
22	<ul style="list-style-type: none"> be able to count up to 70 write sentences about my physical description understand that an adjective must agree with the noun by gender and number, and this can mean changes in spelling and pronunciation know that there are slight differences in number systems of France, Belgium Switzerland 	<i>soixante-dix (70)</i> 	<i>la Fête du muguet</i>		<ul style="list-style-type: none"> role of an adjective adjectival agreement – changes in spelling and pronunciation 	RP Challenges
23	<ul style="list-style-type: none"> revise how to say where I am going in the town learn how to say what I like wearing learn how to name basic items of clothing in English, the indefinite article can often be omitted in the plural, but it cannot be omitted in French. 	<i>Tu aimes t'habiller comment ? j'aime porter... un t-shirt, un pull, une robe, une veste, un jean, un pantalon, un short, une jupe, des chaussures, des bottes, des baskets, une casquette, après l'école, le week-end</i>			<ul style="list-style-type: none"> definite article - revision 	<ul style="list-style-type: none"> This is already a very challenging module Challenge high- achieving RP to create longer phrases and utterances and to be able to ask full questions
24	<ul style="list-style-type: none"> revise birthdays learn how to describe the weather learn that <i>Météo-France</i> is the French national meteorological service 	<i>Quel temps fait-il ?</i> <i>il fait chaud</i> <i>il fait froid</i> <i>il pleut</i> <i>il y a du soleil il neige il y a du vent</i>	Birthdays		<ul style="list-style-type: none"> <i>Météo-France</i> 	Language Leapfrog
25	<ul style="list-style-type: none"> revise question and answers about how we come to school learn how to make a complex sentence with a main clause saying what I like to wear, and a subordinate clause describing the weather learn about the fashion industry in France, and be introduced to some of the leading names 	<i>un manteau</i> <i>une écharpe</i> <i>des gants,</i> <i>un bonnet</i> <i>des sandales</i> <i>des lunettes de soleil</i> <i>un maillot de bain</i>	<i>Tu viens comment à l'école ?</i> <i>Quel temps fait-il ?</i>	<i>Quand il neige...</i> <i>Quand il y a du soleil</i>	<ul style="list-style-type: none"> complex sentence adverbial clause of time French fashion houses 	<ul style="list-style-type: none"> To teach 41-70 to NP see: www.bbc.co.uk/schools/primarylanguages/french/numbers/numbers_30_100/

Year D: Summer 2 Niveau Rouge Module 6		MIXED-AGE ROLLING PROGRAMME : MEDIUM TERM PLANNING using the resources and lesson plans for Niveau Rouge 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 new vocabulary, mainly working at a phrase and short sentence level • RP show increasing confidence and complexity when learning/revisiting vocab e.g. <ul style="list-style-type: none"> ○ adding conjunctions, adverbs and adjectives, linking and extending sentences ○ taking a lead in asking as well as answering questions ○ paying attention to pronunciation and intonation ○ 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 independent use of revisited vocabulary and skills 		<ul style="list-style-type: none"> - This is quite complex module with challenges for both NP and RP - It will be the last module for RP (Y6) = Assessment?
						NP Expectations
						<ul style="list-style-type: none"> - The new phrases in Lesson 26 are quite long and complex - Expect NP to choose a few relevant phrases and RP to choose more phrases
26	<ul style="list-style-type: none"> - verb phrases that describe leisure activities - learn about the infinitive form of the verb - learn to create “purpose clauses” to express what I am going to do. - use the structure <i>pour</i> + infinitive - be introduced to the 5th <i>arrondissement</i> and its monuments 	<i>faire du skate, jouer au football, faire du vélo, jouer au tennis, faire un pique-nique, nager, emprunter un livre, patiner, faire des courses, boire une limonade, voir un film, voir une pièce</i>		<i>le 5^{ème} arrondissement la Fontaine Saint-Michel le Jardin des Plantes Sorbonne Le Musée national du Moyen</i>	<ul style="list-style-type: none"> - infinitive - purpose clause - Paris monuments 	RP Challenges
27	<ul style="list-style-type: none"> - use the pronouns <i>il</i> and <i>elle</i> to create sentences about Julien and Nora - use conjugated verb forms to create sentences about Julien and Nora - use an adverbial phrase of time as a sentence opener, e.g. <i>à neuf heures</i>. - the 7th <i>arrondissement</i> and its monuments 	<i>Que fait Nora à deux heures ? Elle va à la...</i>		<i>les arrondissements de Paris le 7^{ème} arrondissement Rodin, le Musée de Rodin</i>	<ul style="list-style-type: none"> - revision of the pronoun - conjugated verb 	<ul style="list-style-type: none"> - This is the end of four years’ study for RP (Y6) - Teachers may wish to undertake a formal assessment for Y6 and could look at the Niveau Tricolore revision module 6 (Yr C of the rolling programme) for more assessment ideas - Also see IT suggestions: Lesson 29 ‘<i>ma fiche de renseignements</i>’ to create a folder of personal information: to take to Y7?
28	<ul style="list-style-type: none"> - practise creating spoken sentences to say where I am going, and for what purpose - to use a diary template, to create sentences about Nora and Julien, to say where they are going and for what purpose - learn what a <i>boulevard</i> is 	<i>Je vais à la.../au.../à l’.....Et toi? Que fait Julien à neuf heures et demie ? À neuf heures et demie, il va au parc pour jouer au football...</i>	<i>mon animal préféré</i>	<i>les Champs-Élysées un boulevard la Gare Saint Lazare</i>	<ul style="list-style-type: none"> - Paris arrondissements 	
29	<ul style="list-style-type: none"> - revise my favourite colour - create spoken and written sentences that include time, place and purpose - the 16th <i>arrondissement</i> and its monuments - learn what <i>un immeuble</i> is 		<i>ma couleur préférée</i>	<i>immeuble(s) le Trocadéro la Place de l’Étoile Charles de Gaulle</i>	<ul style="list-style-type: none"> - Paris arrondissements 	Language Leapfrog
30	<ul style="list-style-type: none"> - revise how to talk about what is in the garden - practise simple conversations to exchange personal information - fill out a simple form giving personal information 	<i>ton prénom, ton âge la ville où tu habites, ton animal préféré, ta couleur préférée</i>	<i>Dans mon jardin, il y a...</i>	<i>la Statue de la Liberté</i>		 <p>There are no ‘Language Leaps’ in this module</p>