



Term 1 – Unit 1 *Bonjour*

| Lesson | Objective | Context | Skills | Worksheet & Planning |
|--------|--|--|--------------------------|---|
| 1 | Greet and say goodbye to someone | Greetings: <i>bonjour, salut, au revoir</i> | Saying hello & goodbye | Worksheets Teacher's notes |
| 2 | Ask someone's name and say your name | Greetings: <i>Comment t'appelles-tu? Je m'appelle</i> | Ask and answer questions | |
| 3 | Ask how someone is and respond to same question. | Asking and saying how you are: <i>Ca va? Oui, Ca va bein, Comme ci.</i> | Ask and answer questions | |
| 4 | Learn some basic nouns | Instruments: <i>un tambour, une guitare, un piano.</i> | Notions of gender | |
| 5 | Count numbers 1-10 | Numbers: <i>un, deux, trois, quatre, cinq...</i> | Counting | |
| Ext | Summarise Unit 1 | | | |

Term 2 – Unit 2 *En Classe*

| Lesson | Objective | Context | Skills | Worksheet & Planning |
|--------|---|---|--|---|
| 1 | Identify classroom objects. | Objects:: <i>une trousse, un stylo, une regle...</i> | Gender & ask and answer questions | Worksheets Teacher's notes |
| 2 | Identify colours, and describe object's colour. | Colours: <i>rouge, rose, bleu, jaune...</i> | Basic word order | |
| 3 | Say your age | Giving your age: <i>J'ai ...ans</i> | Using context to determine meaning & comparing languages | |
| 4 | Recognise and repeat classroom instructions | Classroom instructions: <i>écoutez, regardez, lisez...</i> | | |
| Ext | Assessment for Units 1-2 Spelling/sound activity for Units 1-2 | Summary of language and unit 1 | Recognise how sounds are represented in written form & Pronunciation | |

Rigolo certificate for Units 1 and 2 [here](#)

Term 3 – Unit 3 *Mon Corps*

| Lesson | Objective | Context | Skills | Worksheet & Planning |
|--------|-----------------------------------|---|--|---|
| 1 | Identify parts of the body | Parts of the body: <i>les yeux, le nez, la bouche...</i> | Gender & The definite article | Worksheets Teacher's notes |
| 2 | Describe eye and hair appearance | <i>J'ai les cheveux/les yeux + [adjective]...</i> | Simple word order, simple descriptions & comparing languages | |
| 3 | Recognise days of the week | Days of the week: <i>lundi, mardi, mercredi...</i> | | |
| 4 | Give basic character descriptions | Adjectives: <i>Je suis ... grand(e) petit(e), timide ...</i> | Basic notion of adjectival agreements | |
| Ext | Further practice for Unit 3 | | | |

Term 4 – Unit 4 *Les Animaux*

| Lesson | Objective | Context | Skills | Worksheet & Planning |
|--------|--|---|--|---|
| 1 | Identify animals and pets | <i>J'ai [animal] Je n'ai pas d'animal Un chien, un chat, une tortue</i> | Genders & recognise negative form | Worksheets Teacher's notes |
| 2 | Recognise and use numbers 11-20 | Numbers 11-20: <i>onze, douze, treize ...</i> | Counting numbers up to 20 | |
| 3 | Give someone's name | Il/Elle s'appelle ... (S/he's called...) | Giving names in the third person (he/she) | |
| 4 | Describe someone | Il/Elle est ... (S/he's...) Adjectives describing character – <i>grand(e), petit(e)</i> | Basic notion of adjectival agreements & description in the third person | |
| Ext | Further practice for Unit 4 Sound/spelling activity for units 3-4 Assessment for units 3-4 | Summary of above language, and unit 3 | Recognise how sounds are represented in the written form. Practise pronunciation | |

Rigolo certificate for Units 3 and 4 [here](#)

Term 5 – Unit 5 *Ma Famille*

| Lesson | Objective | Context | Skills | Worksheet & Planning |
|--------|--|---|---|---|
| 1 | Identify family members | Family members: <i>ma mère, mon père, mon frère...</i> | Genders | Worksheets Teacher's notes |
| 2 | Recognise and spell with letters of the alphabet | Letters of the alphabet a-z, plus some accented letters | Spell words using French alphabet | |
| 3 | List household items | Household objects: <i>le CD, le lecteur, l'ordinateur...</i> | | |
| 4 | Use basic prepositions <i>sur</i> and <i>dans</i> to describe position | Prepositions: <i>Le CD est dans le lecteur de CD</i> | Classifying words into different types & describe position using basic prepositions | |
| Ext | Further practice for Unit 5 and alphabet chart. | Summary of above language, | | |

Term 6 – Unit 6 *Bon Anniversaire!*

| Lesson | Objective | Context | Skills | Worksheet & Planning |
|--------|---|---|---|---|
| 1 | Recognise & ask for snacks | Foods: <i>une pomme, une banana, un jus d'orange</i> | Genders | Worksheets Teacher's notes |
| 2 | Give basic opinions about food | Simple opinions: <i>c'est délicieux, c'est bon ...</i> | Understand and reply to question on food wanted. | |
| 3 | Use numbers 21-31 | Numbers: 21-31 | Count numbers up to 31 | |
| 4 | Recognise and use the months | Months: <i>janvier, février, mars ...</i> | Use numbers up to 31 together with months to form dates | |
| 5 | Form dates | <i>C'est quand, ton anniversaire?</i> | Question forms | |
| Ext | Further practice for unit 6 and sound/spelling, assessment for unit 6 | Summary of the above language | Recognise how sounds are represented in written form & practice pronunciation | |

Rigolo certificate for Units 5 and 6 [here](#)