



Northway Infant & Carrant

Brook Junior Schools

#togetherweSHINE



KS2 MFL (French) Progression Grid

National Curriculum for KS2:

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Learning objectives in this document are ordered by skill (speaking, listening, reading, writing, phonics and grammar).

To build upon new language effectively, it is suggested that children practise speaking and listening first. This is a good opportunity to include explicit phonics teaching and build on prior learning. It may be appropriate to show children written words first in order to be language detectives and discuss **cognates** (words etymologically similar, and therefore recognisable, to those in English).

General Resources

Games:

- <https://www.french-games.net/frenchtopics>
- <https://www.bbc.co.uk/bitesize/topics/z74gcqt/articles/zyvnm39>
- <https://www.lightbulblanguages.co.uk/estrellas-french-index.htm#ff>
- <https://www.miltonpark.org.uk/online-french-games-to-play/>

Songs:

- <https://www.miltonpark.org.uk/french-songs/>
- <https://www.middlemarchschool.co.uk/singing-french/>
- SharePoint à Subjects à French à French Songs

Lesson plans/resources:

- <https://www.rachelhawkes.com/index.php>
- <https://www.bbc.co.uk/bitesize/subjects/z39d7ty>
- <https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-primary-teaching-resources-french>
- <https://www.bbc.co.uk/teach/class-clips-video/articles/zjby8xs>
- <https://www.bbc.co.uk/teach/school-radio/articles/z46ghbk>

Intercultural Understanding:

- <https://www.scilt.org.uk/portals/24/passeport2/educationscotland/passeportfrancophone/index-2.html>
- <https://www.culturetheque.com/fr/jeunesse>
- <https://www.bbc.co.uk/teach/class-clips-video/articles/z2r9kty>

There are additional resources on the French SharePoint folder, including Physical French Phonics, PowerPoints to support pronunciation of unfamiliar words and making connections between learned vocabulary and miscellaneous resources from previous teaching.

Year Group: 3	Autumn	Spring	Summer
Unit	Greetings, conversation, and basics <i>je m'appelle</i> , how are you? Numbers 1-10 and age	Colours French text: <i>Les couleurs d'Elmer</i>	Animals French text: <i>Ours Brun</i>
Skills	Speaking: - introduce yourself verbally - know how to ask 'how are you?' and respond - know how to give your age Listening: - listen and respond in a conversation Reading: - recognise written greetings Writing: - write the numbers 1-10 Phonics: - understand that different languages use different sounds Grammar: - use intonation within conversation	Speaking: - know 10 colours Listening: - use listening skills to identify cognates Reading: - translate sentences into English Writing: - write short sentences including colours Phonics: - identify phonemes within words Grammar: - express opinions, including the negative	Speaking: - know 6 animals Listening: - listen and appreciate stories in French Reading: - develop the ability to understand new words in familiar written material Writing: - describe nouns using adjectives Phonics: - know about silent final consonants Grammar: - form phrases using correct adjective placement
Phonics	On → bonjour, non En → comment An → fantastique i → merci, dix, six, huit	An/on → bonjour, non, fantastique , orange, marron, blanc i → merci, dix, six, huit gris, violet Silent final consonant (s, t, c)	En/an/on → orange, marron, blanc , serpent, éléphant, poisson Silent final consonant (s, t, c) Oi → poisson, oiseau, noir, trois, au revoir ien → chien, bien
Grammar/language features	Intonation for questions	Introduction to negative (j'aime and je n'aime pas) Cognates (words that are the same/ similar in English and French) Extend sentences through connectives (et and mais): J'aime bleu et rouge. J'aime bleu mais je n'aime pas gris.	J'ai/ je n'ai pas Cognates Adjective placement (colours) and adjective agreement (mas/fem)
Possible End of Unit Goal	Hold a conversation to introduce themselves	French colour collage Art inspired by <i>Les couleurs d'Elmer</i>	Class book inspired by ' <i>Ours Brun</i> '
Vocabulary	Bonjour, Salut , Au revoir, Comment t'appelles-tu ? , Je m'appelle..., Ça va?, Oui / non, Fantastique/super/très bien , Pas mal, Ça ne va pas , Merci , Quel âge as-tu ? , J'ai __ ans, Un , Deux, Trois, Quatre, Cinq, Six, Sept , Huit, Neuf, Dix	J'aime/ Je n'aime pas, Je préfère... , Quelle est ta couleur préférée ? Rouge, Jaune, Rose, Vert, Orange, Violet, Bleu, Noir, Blanc, Gris, Marron	J'ai/ je n'ai pas, C'est Un chat, Un chien, Un serpent, Un éléphant, Un poisson, Un lapin , Un oiseau, Une souris, Une tortue, Une girafe
Resources for Autumn	Rigolo 1 unit: 1, 2 <i>Salut, Ça va ?</i> song (SharePoint) - Blabber Beasts, Greetings: https://www.youtube.com/watch?v=lwmrMVuU3uU&ab_channel=BlabberBeasts - Blabber Beasts, Numbers 1-10: https://www.youtube.com/watch?v=WNOZLPK7-g8&t=94s&ab_channel=BlabberBeasts - Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php 'Les nombres de 1 à 20' song, Alain le Lait : https://www.youtube.com/watch?v=UsEz58BblMY&t=9s&ab_channel=tialela99 'Je me présente' video : https://www.youtube.com/watch?v=y8trQNgkVPk&ab_channel=Lesenfantsparlentfran%C3%A7ais%21%28Kidsspeakfrench%29 - SuperMovers : https://www.bbc.co.uk/teach/supermovers/articles/zwvtp4j		
Resources for Spring	Rigolo 1 unit: 2 <i>Léon le caméléon</i> song: https://www.youtube.com/watch?v=EQ3Erag0sNk&ab_channel=ApolloApollo		

	• <i>Les couleurs d’Elmer</i> book : https://www.youtube.com/watch?v=r8mVcikCVE0&ab_channel=LucileDahoui • Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php • Blabber Beasts, Colours: https://www.youtube.com/watch?v=pfkQ9e10sT0&t=21s&ab_channel=BlabberBeasts • ‘<i>De toutes les couleurs</i>’: https://www.youtube.com/watch?v=0KyZeKj39cw&ab_channel=Lesenfantsparlentfran%C3%A7ais%21%28Kidsspeakfrench%29
Resources for Summer	Rigolo 1 unit: 4 • <i>Ours Brun</i> book: https://www.youtube.com/watch?v=_XkeZ0PfL-E&t=65s&ab_channel=RobertDaigle • <i>Avec un gros nez</i> song : https://www.youtube.com/watch?v=Ub-V1n6zpQE&ab_channel=tialela99 • <i>Dans la ferme de Mathurin</i> song : https://www.youtube.com/watch?v=4elx1ZQ2RWY&ab_channel=Comptinesfran%C3%A7aises • Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php • Blabber Beasts, Pets: https://www.youtube.com/watch?v=yHWQ6O-NmbY&t=25s&ab_channel=BlabberBeasts • ‘<i>The Rainbow Fish</i>’: https://www.youtube.com/watch?v=d1D0wi_hHrM&ab_channel=HistoiresetContes

Year Group: 4	Autumn	Spring	Summer
Unit	Christmas Intercultural understanding (Christmas in Francophone countries) Using a dictionary French text: <i>Silence, Père Noel</i>	What's in my pencil case?	My family Pets
Skills	Speaking: • perform a song in French Listening: • explore the sounds of language through songs Reading: • use a bilingual dictionary Writing: • use adjectives to write sentences describing nouns Phonics: • use phonic knowledge to help read unfamiliar words Grammar: • form phrases using correct adjective placement and agreement	Speaking: • know 7 items in a pencil case Listening: • identify items described orally Reading: • show understanding of written sentences Writing: • write sentences using familiar sentence structure Phonics: • apply known phonemes to accurately pronounce vocabulary Grammar: • use sentences to describe possessions, including the negative	Speaking: • introduce family members verbally Listening: • listen and respond in conversations Reading: • translate sentences about families Writing: • describe your family Phonics: • recognise and use the phoneme 'è' accurately Grammar: • connect ideas using conjunctions (et and mais)
Phonics	in → pingouin, sapin, lapin, cinq é → fée, étoile, éléphant, préférée	En/an/on → serpent, éléphant, poisson, crayon, baton de colle Eau → ciseaux, cadeau, oiseau Ou → trousse, rouge, souris	è → mère, père, frère, règle, très, préfère
Grammar/language features	Forming sentences to describe nouns, including the number of items, recapping adjective (colour) placement and adjective agreement e.g. <i>il y a deux étoiles jaunes</i> Using a dictionary to find additional nouns and identifying correct article	Forming sentences to describe nouns, including the number of items, recapping adjective placement (colours) and adjective agreement (mas/fem/plural) Negatives <i>J'ai/ je n'ai pas</i> <i>Il y a/ il n'y a pas</i>	Extend sentences through connectives (et and mais): <i>J'ai un frère et une sœur.</i> <i>J'ai un frère mais je n'ai pas une sœur.</i> Using numbers before the noun (j'ai deux soeurs) Describe pets and their colours/names Cognates
Possible End of Unit Goal	Performance of a Christmas song (e.g. <i>Vive le vent</i>) Design, label, and write a Christmas card	Pencil case accordion book → draw what is in the pencil case and write sentences to describe it	Design a game of 'happy families' or similar. When playing, encourage children to speak using sentences (e.g. La mère s'appelle...)
Vocabulary	Qu'est-ce qu'il y a ?, Il y a ..., J'ai... Key nouns using indefinite article (un/une/des) e.g. : Père Noël, Un pingouin, Un renne, Un cadeau, Un elfe, Un bonhomme de neige, Un sapin de Noël, une cloche, Une fée, Une étoile	Qu'est-ce que tu as dans ta trousse? Dans ma trousse j'ai..., J'ai/ je n'ai pas, Il y a/ il n'y a pas, As tu un/une...? Oui, Non Une trousse, Un stylo, Un crayon, Un taille-crayon, Une baton de colle, une règle, Une gomme, Des feutres, Des ciseaux	Comment il s'appelle? / Comment elle s'appelle? J'ai un/une ____ qui s'appelle ____. Tu as..? ma mère, mon père, ma grand-mère, mon grand-père, ma sœur, mon frère, je suis fils unique/ je suis fille unique (animal vocabulary from year 3 + any extra relevant pets) , Un hamster, Un rat, Un lizzard
Resources for Autumn	- Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y4_French/Yr4French.php 'Vive le vent': https://www.youtube.com/watch?v=V-PD5iz7qdE&ab_channel=TheBestChristmasSongs - French text: <i>Silence, Père Noel</i> (text in school and on YouTube) https://www.youtube.com/watch?v=3vL8t5ZGMA4&ab_channel=MaitreTibo		

	• Christmas song: https://www.youtube.com/watch?v=i9TWQLl2zvQ&ab_channel=DevaJeunesse • ‘Histoire de Noel’ : https://www.youtube.com/watch?v=UY2u7Eha8go&ab_channel=STEVEANDMAGGIEFRAN%C3%87AIS • ‘Rudolph the Red Nosed Reindeer’: https://www.youtube.com/watch?v=7XKd-hqVb9c&ab_channel=DevaJeunesse
Resources for Spring	Rigolo 1 unit: 2 • Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php • Blabber Beasts, School Words: https://www.youtube.com/watch?v=4pzSmWY_ei8&ab_channel=BlabberBeasts • ‘À l’école’ video: https://www.youtube.com/watch?v=v56xKa38hac&ab_channel=Lesenfantsparlentfran%C3%A7ais%21%28Kidsspeakfrench%29 • Game/quiz : https://wordwall.net/resource/6708348/french/dans-ma-trousse
Resources for Summer	Rigolo 1 unit: 4, 5 • Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y4_French/Yr4French.php • ‘Ma famille’ song, Alain le Lait : https://www.youtube.com/watch?v=MFk9YmJv-jc&t=40s&ab_channel=tialela99 • ‘Bienvenue dans ma famille’ video : https://www.youtube.com/watch?v=V-EhBk89ceQ&ab_channel=Lesenfantsparlentfran%C3%A7ais%21%28Kidsspeakfrench%29

Year Group: 5	Autumn	Spring	Summer
Unit	Numbers 1-31 Recognising multiples of 10 (to 100)	Days and Months Birthdays	Food Intercultural understanding (differences in currency and cuisine in Francophone countries) Using a dictionary French text: <i>La chenille qui fait des trous</i>
Skills	Speaking: • know the numbers 1-31 Listening: • identify numbers orally Reading: • translate paragraphs describing a number of items Writing: • write sentences describing a number of items Phonics: • pronounce words containing ‘an’, ‘on’, ‘en’ and ‘in’ correctly Grammar: • recognise the difference between singular and plural nouns	Speaking: • know the days of the week • know the months of the year Listening: • listen and respond to questions Reading: • interpret information about events Writing: • form a written date Phonics: • pronounce words containing the phoneme ‘i’ Grammar: • recognise that French days and months do not begin with a capital letter	Speaking: • know 8 different foods • know how to order food Listening: • listen to and appreciate stories in French Reading: • interpret a French text Writing: • write sentences using ‘je voudrais’ Phonics: • accurately pronounce words containing silent letters Grammar: • use the article ‘des’ accurately
Phonics	In → vingt, quinze pingouin, sapin, lapin, cinq En/an/on → serpent, éléphant, poisson, crayon, baton de colle, quarante, cinquante, soixante, cent, onze	i → gris, violet, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	Eau → ciseaux, cadeau, oiseau, l’eau, gâteau Silent letters (h at beginning, s at end)
Grammar/language features	Patterns in language and differences in counting system (e.g. quatre-vingt = 80 because it is 4 x 20) Combining known nouns with number of items: Combien de ... y a-t-il? (e.g. il y a dix-neuf chiens, il y a quarante stylos) Recognising plural nouns	No capital letter for months or days Forming a date using numbers e.g. Mon anniversaire, c'est le vingt-sept juin Cognates Recognising sentence structure of ‘le <u>lundi</u> , ...’ to describe what happened on a day of the week	J’aime/je n’aime pas Je voudrais... Changing between articles for different purposes: Je voudrais un banane. Je voudrais des bananes. J’aime les bananes. (resources on Rachel Hawkes’ website, Yr 3, Spring Term, lesson 4) Article ‘des’ and ‘de l’ (some): Je voudrais des chips. Je voudrais de l’eau Extend sentences through connectives (et and mais): <i>Je voudrais un hamburger et de l’eau.</i> <i>J’aime les frites mais je n’aime pas les chips.</i> Cognates
Possible End of Unit Goal	Design a set of dominoes/ board game using French numbers	Adding key dates to a calendar (translation activity)	Roleplay: ordering at a French café Design a French menu

			Design their own version of 'A Very Hungry Caterpillar'
Vocabulary	Combien de ... y a-t-il? , Il y a ..., un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un Quarante, Cinquante, Soixante, Soixante-dix, Quatre-vingt, Quatre-vingt-dix , Cent	Quelle est la date aujourd'hui? Aujourd'hui c'est le ... Quelle est la date de ton anniversaire? 'Mon anniversaire, c'est le (vingt-sept juin)' (Previous numbers 1-31 learned), à (lundi)..., lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	J'aime/je n'aime pas, Merci, S'il vous plaît, ça coûte, euro, cents, Je voudrais..., Une poire, Une fraise, Un banane, Une pomme, Un orange, Une prune, Un hamburger, Un sandwich au fromage/jambon, Des frites, Des chips, Une glace, Une tarte, Un gâteau, De l'eau, Un jus d'orange, Un jus de pomme
Resources for Autumn	Rigolo 1 unit: 4, 6 - Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y4_French/Yr4French.php - Blabber Beasts, Numbers 11-20: https://youtu.be/hB5bT3xqhfU?si=Z2y5tmCa4MJv0OQq 'Les nombres' songs, Alain le Lait : https://www.youtube.com/watch?v=UsEz58BblMY&t=9s&ab_channel=tialela99 , https://www.youtube.com/watch?v=wLYqz2unHKc&t=1s&ab_channel=tialela99 , https://www.youtube.com/watch?v=olYvC7r05mU&ab_channel=tialela99		
Resources for Spring	Rigolo 1 unit: 3, 6 - Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php - Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y4_French/Yr4French.php - Blabber Beasts, Months of the Year: https://www.youtube.com/watch?v=znoulyZdGlw&ab_channel=BlabberBeasts - Blabber Beasts, Days of the Week: https://youtu.be/5r1DKvalC5o?si=9yMb7racHfdAWt_v		
Resources for Summer	Rigolo 1 unit: 11 Rigolo 2 unit: 3 - Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php (includes resources linked to The Very Hungry Caterpillar) - Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y5_French/Yr5French.php - Blabber Beasts, Food: https://www.youtube.com/watch?v=NLtn1FU87lQ&ab_channel=BlabberBeasts 'J'aime les fruits' song, Alain le Lait : https://www.youtube.com/watch?v=nJ03KjwiIVM&ab_channel=tialela99 - French text: <i>La chenille qui fait des trous</i> : https://www.youtube.com/watch?v=h_ynUF4CXwY&t=24s&ab_channel=LefabuleuxcarrouseldeFiona and animation : https://www.youtube.com/watch?v=Sjii1O2fGLg&t=39s&ab_channel=STUDIOPATAMM		

Year Group: 6	Autumn	Spring	Summer
Unit	Sports and Hobbies Using a dictionary (additional sports and hobbies)	Parts of the body French text: <i>Va t'en grand monstre vert</i>	Around town Intercultural Understanding French text: <i>Une histoire sombre, très sombre</i>
Skills	Speaking: • know 8 sports and hobbies • speak in sentences, using familiar vocabulary, phrases and language structures Listening: • listen to spoken language and show understanding by responding Reading: • translate paragraphs describing hobbies Writing: • adapt familiar vocabulary to create sentences about hobbies • broaden vocabulary through using a dictionary Phonics: • read aloud using accurate pronunciation Grammar: • form opinions using the infinitive form of verbs	Speaking: • know 8 body parts Listening: • listen to and appreciate stories in French Reading: • read and translate paragraphs giving physical descriptions Writing: • describe people using a range of adjectives Phonics: • pronounce words containing silent letters Grammar: • use 3rd person accurately • write sentences containing adjectives, using correct sentence structure	Speaking: • know 8 places around town • describe places orally Listening: • understand locational language within spoken instructions Reading: • develop the ability to understand a longer text containing familiar vocabulary Writing: • write comparative sentences using connectives Phonics: • understand how acute accents change the pronunciation of words Grammar: • use imperative verbs to give instructions
Phonics	Er → infinitive verbs (chanter, jouer, danser) Qu → gymnastique, l'équitation En/an/on → serpent, éléphant, poisson, crayon, baton de colle, chanter, danser, natation, l'équitation	Silent letters (s, t, x, z at end) Eu → cheveux, yeux, jeudi, deux, feutres, bleu	è → préfère, épaules, l'équitation, régarder, février, décembre, fée, étoile, éléphant, préférée, cinéma, musée, supermarché, café, théâtre, école
Grammar/language features	<i>J'aime/je n'aime pas</i> + infinitive (jouer/faire/other verbs) Je joue au/ je fais de Recapping days and family (comprehension) to form sentences about what people do on a certain day of the week: (e.g. À lundi, je joue au football./ Samedi, je fais du cyclisme avec mon père./ À dimanche, ma sœur fait de l'équitation. Extend sentences through connectives (<i>et</i> and <i>mais</i>). Cognates	Forming sentences to describe nouns, including the number of items, recapping adjective placement (colours) and adjective agreement (mas/fem/plural) Extend sentences through connectives (<i>et</i> and <i>mais</i>). Using petit/grand/long/gros before the noun (e.g. j'ai un grand nez, j'ai petites oreilles noires, j'ai les petits yeux bleus) Introducing <i>il/elle a</i> sentence structure to talk about other people	Il y a/ il n'y a pas Using connectives : <i>et, mais</i> , aussi Comparative sentences using connectives : À Tewkesbury, il y a... mais à ____, il n'y a pas... Giving directions using imperative cognates
Possible End of Unit Goal	Video about our hobbies (using iMovie and green screen)	Split pin people (labelled body parts) Design a monster (inspired by story ' <i>Va t'en grand monstre vert</i> ')	Map of a town/ junk model Year 7 transition postcard (name, age, describing appearance, family, birthday, where they live)
Vocabulary	Qu'est-ce que tu aimes faire comme loisirs? Quels sports fais-tu?, <i>Je joue au/ je fais de</i> (<i>je joue au rugby/ je fais de cyclisme</i>) Le rugby Le football	J'ai... Il a/ elle a les yeux, le nez, les cheveux, les dents, la bouche, les oreilles, la tête, les épaules, le bras, la main, le doigt, la jambe, le genou, le pied	Où habites-tu? J'habite à..., Dans ma ville, il y a.../, Il n'y a pas de, Pour aller (au parc/à la piscine), tournez/allez

	Le tennis Le cyclisme La natation La gymnastique L'équitation Tu aimes (chanter)? J'aime/ je n'aime pas, J'adore/ je déteste, Chanter, Danser, Dessiner, Régarder la télé, Lire		ici/ là-bas , allez/tournez à droite/ à gauche, allez tout droit un cinéma , un parc , un musée , un château , un restaurant , un centre sportif , un stade , un supermarché, un magasin , une piscine , un bibliothèque, un théâtre, un café, une boulangerie, un hôpital , une école
Resources for Autumn	Rigolo 2 unit: 7 • ‘Le football’ song → https://www.middlemarchschool.co.uk/le-football/ • Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y5_French/Yr5French.php • BBC Teach, Favourite Hobbies: https://www.youtube.com/watch?v=-9kKNB8MQcs&ab_channel=BBCTeach		
Resources for Spring	Rigolo 1 unit: 3 • ‘Mon monstre’ song → https://www.middlemarchschool.co.uk/mon-monstre/ • French text (in PPA room): <i>Va t'en grand monstre vert</i> : https://www.youtube.com/watch?v=BwGzcbsaPyA&t=3s and animation : https://www.youtube.com/watch?v=XGn00WHTn24&t=66s • Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y4_French/Yr4French.php • ‘Le corps humain’ video: https://www.youtube.com/watch?v=1Gk3zl31shl&ab_channel=Lesenfantsparlentfran%C3%A7ais%21%28Kidsspeakfrench%29 • ‘Ton visage’ video : https://www.youtube.com/watch?v=BCnZllcMVco&ab_channel=Lesenfantsparlentfran%C3%A7ais%21%28Kidsspeakfrench%29		
Resources for Summer	Rigolo 2 unit : 4 • Teachers TV ‘Voici mon école’ → https://vimeo.com/253942106 • Rachel Hawkes → study booklets, progress checker, powerpoints (including audio) : https://www.rachelhawkes.com/Resources/Y6_French/Yr6French.php • Blabber Beasts ‘En ville’: https://www.youtube.com/watch?v=JcMXxc-okXE&ab_channel=BlabberBeasts • BBC Bitesize : https://www.bbc.co.uk/bitesize/articles/z3kgn9q • BBC Teach videos (Marseilles): https://www.bbc.co.uk/teach/class-clips-video/articles/z2r9kty		