

PlanIt French

Mixed-Age Group Teaching Guidance: Year 5/6





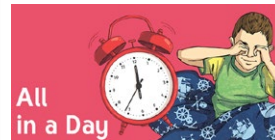







This document provides an overview of the PlanIt French units from Year 5 and Year 6, including their titles, key vocabulary and grammar taught in each unit and the links to the national curriculum for each area.

To look at the resources within each unit, simply click on the unit image in the tables on the following pages. This will direct you to the correct webpage to access everything you need to teach each unit, including: planning overview; knowledge organiser; 6 fully-resourced lessons with PowerPoints and activity sheets; display resources; home learning tasks; an assessment pack and a book cover. All of these resources can also be downloaded with one click by accessing the unit pack.

PlanIt French offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. It aims to foster children's curiosity and help deepen their understanding of the world. PlanIt French aims to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers. Through our PlanIt French scheme, we intend to inspire children to develop a love of languages and to expand their horizons to other countries, cultures and people. We want to help children grow into curious, confident and reflective language learners.

While PlanIt French has not been specifically designed with mixed-age group teaching in mind, it is possible to teach the units from Year 5 and Year 6 over a two-year rolling cycle. In the overview shown, we have suggested a specific teaching order of our units from both Year 5 and Year 6, which will offer a well-sequenced progression. We have also included the relevant content that may need to be pre-taught before specific units, when taught in this order.

PlanIt French Mixed-Age Group Teaching Guidance: Year 5/6

Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	 Pleased to Meet You	 That's Tasty	 School Life	 Let's Go Shopping	 All in a Day	 Our Precious Planet
Cycle B	 All About Ourselves	 Family and Friends	 Time Travelling	 Let's Visit a French Town	 This is France	 More to Explore

Cycle A

Autumn 1: Year 5: Unit 1 – Please to Meet You

Autumn 2: Year 5: Unit 3 – That's Tasty

Spring 1: Year 5: Unit 5 – School Life

Spring 2: Year 6: Unit 2 – Let's Go Shopping

Summer 1: Year 6: Unit 4 – All in a Day

Summer 2: Year 6: Unit 5 – Our Precious Planet

Cycle B

Autumn 1: Year 5: Unit 2 – All About Ourselves

Autumn 2: Year 5: Unit 4 – Family and Friends

Spring 1: Year 5: Unit 6 – Time Travelling

Spring 2: Year 6: Unit 1 – Let's Visit a French Town

Summer 1: Year 6: Unit 3 – This is France!






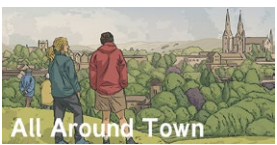

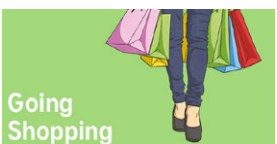
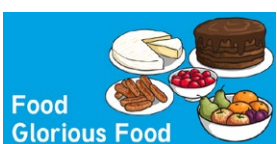
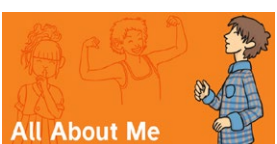
Summer 2: Year 6: Unit 6 – More to Explore

PlanIt French Teaching Guidance

If you have not used our PlanIt packs to teach French in Year 3 and 4, please read the information below which suggests the prior knowledge your children might need to access the Year 5 and 6 lessons and links to the corresponding PlanIt units where this is taught.

Cycle A

Before beginning cycle A, it would be helpful if children:

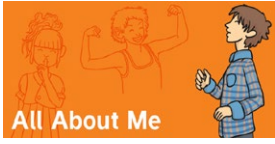

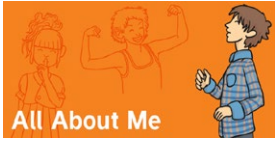
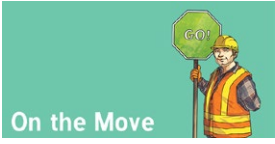


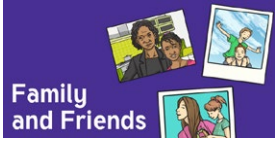
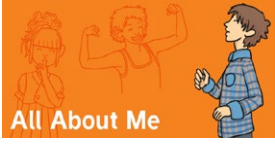
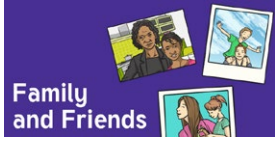

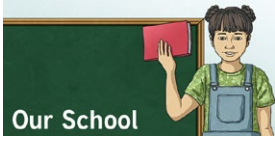

have had some experience of a range of French accents and how to pronounce the letters of the alphabet;	 Family and Friends	have used the phrases 'J'aime...' and 'Je n'aime pas...' to talk about what they like and dislike;	 Going Shopping
have been introduced to the concept of gender/number agreement between subject and adjective;	 Food Glorious Food	know some words for classroom objects, pencil case items and lessons in French;	 Our School
have an understanding of how to use the verb 'aller';	 Time	can count up to 100 in French;	 All Around Town
know the days of the week and can tell the time (o'clock and half past) in French;	 Time	know the names of some shops in French;	 Going Shopping
have used the phrases 'Qu'est-ce que vous désirez ?' and 'Je voudrais...'	 Food Glorious Food	to talk about what they would like;	 All About Me

PlanIt French Teaching Guidance

If you have not used our PlanIt packs to teach French in Year 3 and 4, please read the information below which suggests the prior knowledge your children might need to access the Year 5 and 6 lessons and links to the corresponding PlanIt units where this is taught.

Cycle B

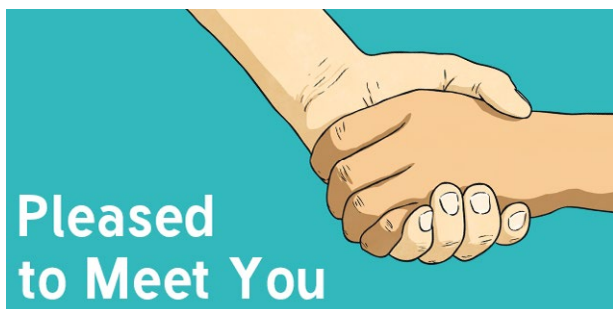
Before beginning cycle B, it would be helpful if children:

know the names of some body parts in French;	 All About Me	have already learnt the 1st and 2nd person singular forms of the verb 'habiter';	 All Around Town
know the names of some colours in French;	 All About Me	know the personal pronouns 'he', 'she', 'we', 'you (plural)' and 'they';	 On the Move
have been introduced to the concept of gender/number agreement between nouns and adjectives;	 Food Glorious Food	know the names of some places around town in French;	 All Around Town
know the names of some family members and rooms in French;	 Family and Friends	know some words for clothes in French;	 All About Me
know the names of some animals in French;	 Family and Friends	know the words for days and months in French;	 Time
have some understanding of how to conjugate the verb 'être';	 Our School	know the names for some countries in French.	 Where in the World?

Cycle A

Autumn Term

Autumn 1



Autumn 2



Key Learning

Key learning includes:

- careers, saying what I will be when I grow up;
- alphabet pronunciation, spelling in French;
- names and uses of accents in French;
- feelings and emotions;
- using a bilingual dictionary;
- using the simple future tense;
- spelling adjectives correctly according to the number and gender of nouns.

Key learning includes:

- food and drink;
- days and time – half past and o'clock;
- likes and dislikes;
- using 'Je voudrais...';
- using 'J'aime...' and 'Je n'aime pas...';
- spelling adjectives correctly according to the number and gender of nouns;
- using the correct form of 'some' (du/de/la/de l'/des).

National Curriculum Links

Pupils should be taught to:

- present ideas and information orally to a range of audiences;
- understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;
- listen attentively to spoken language and show understanding by joining in and responding;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary;
- appreciate stories, songs, poems and rhymes in the language;
- 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.

Pupils should be taught to:

- engage in conversations; ask and answer questions;
- read carefully and show understanding of words, phrases and simple writing;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Cycle A

Spring Term

Spring 1



Spring 2



Key Learning

Key learning includes:

- furniture;
- pencil case items;
- school subjects;
- numbers 0-40;
- shapes;
- using 'il' and 'elle';
- comparing two things and saying which I like best;
- using 'Excusez-moi, est-ce que je peux... ?' to ask 'Can I...?';
- using 'Où est ?' and 'Où sont ?' to ask where things are.

Key learning includes:

- greetings/basic phrases;
- shopping items;
- shops;
- clothes;
- colours;
- numbers 0-500;
- money;
- using positional language;
- using the correct form of 'à côté de' depending on the gender of the noun;
- spelling adjectives correctly according to the number and gender of nouns;
- using adjectives in the correct order.

National Curriculum Links



Pupils should be taught to:

- understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build new sentences; and how these differ from or are similar to English;
- read carefully and show understanding of words, phrases and simple writing;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- engage in conversations; ask and answer questions;
- present ideas and information orally to a range of audiences.

Pupils should be taught to:

- engage in conversations; ask and answer questions, express opinions and respond to those of others;
- understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build new sentences; and how these differ from or are similar to English;
- read carefully and show understanding of words, phrases and simple writing.

Cycle A

Summer Term	Summer 1	Summer 2
Key Learning	 <p>All in a Day</p> <p>Key learning includes:</p> <ul style="list-style-type: none"> time – o'clock, half past, quarter past, a.m. and p.m., quarter to, 5 minute intervals, 24 hour clock; reading and interpreting airport arrivals and departures boards; numbers 0-50; days; school subjects – reading and interpreting a timetable; conjugating regular verbs ending in '-ir', '-er' and '-re'; translating simple sentences by conjugating verbs in the present tense. 	 <p>Our Precious Planet</p> <p>Key learning includes:</p> <ul style="list-style-type: none"> identifying environmental challenges; identifying actions we could take to help the planet; using the correct form of the near future tense to match the subject of the sentence; using 'Je pense que...' and the near future to say what people might do; linking sentences with 'et', 'aussi', 'mais' and 'en plus'.
National Curriculum Links	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures; describe people, places, things and actions orally and in writing; understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; read carefully and show understanding of words, phrases and simple writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> broaden vocabulary and develop ability to understand new words; speak in sentences, using familiar vocabulary, phrases and basic language structures; listen attentively to spoken language and show understanding by joining in and responding; describe people, places, things and actions orally and in writing; write phrases from memory, and adapt these to create new sentences, to express ideas clearly; present ideas and information orally to a range of audiences.

Cycle B

Autumn Term

Autumn 1



Autumn 2



Key Learning

Key learning includes:

- body parts;
- describing ourselves;
- action verbs;
- clothes;
- feelings and emotions;
- using the verb 'avoir';
- using adjectives in the correct place in a sentence;
- spelling adjectives correctly according to the number and gender of nouns;
- asking 'Qu'est-ce que tu fais ?';
- using 'à la', 'au' or 'aux' correctly.

Key learning includes:

- rhyming and singing;
- animals;
- houses and furniture;
- recognising and using possessive adjectives;
- knowing the difference between 1st and 3rd person;
- using a bilingual dictionary;
- spelling adjectives correctly according to the number and gender of nouns;
- using co-ordinating conjunctions;
- recognising and pronouncing phonemes accurately.

National Curriculum Links

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied;
- understand basic grammar; key features and patterns of the language; how to apply these.

Pupils should be taught to:

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; understand basic grammar appropriate to the language;
- speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate songs, stories, poems and rhymes in the language;
- present ideas and information orally to a range of audiences;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- describe people, places, things and actions orally and in writing; engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Cycle B

Spring Term

Spring 1

Time Travelling



Spring 2



Let's Visit a French Town

Key Learning

Key learning includes:

- counting above 1,000;
- reading and understanding dates;
- saying when you were born;
- using 'avoir' correctly;
- matching subject and verb;
- using past tense – identifying past participle verbs;
- identifying and conjugating auxiliary verbs;
- changing the past participle to agree with gender and number of the noun.

Key learning includes:

- saying where you live;
- places in a town and saying what there is to do;
- maths and ordinal numbers;
- my house – rooms and furniture;
- songs;
- using the verb 'habiter' and choosing the correct form of the verb to match the subject;
- using a bilingual dictionary;
- using prepositional phrases.

National Curriculum Links

Pupils should be taught to:

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; speak in sentences using familiar vocabulary, phrases and basic language structures;
- understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;
- read carefully and show understanding of words, phrases and simple writing;
- listen attentively to spoken language and show understanding by joining in and responding.

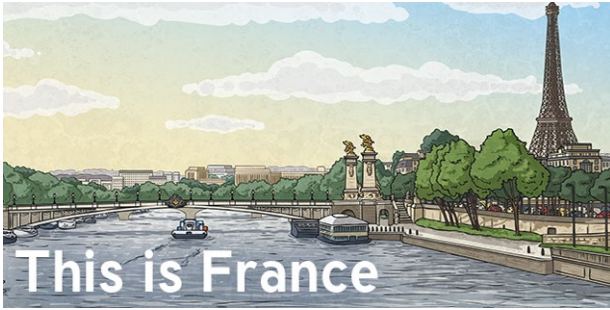
Pupils should be taught to:

- understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;
- appreciate stories, songs, poems and rhymes in the language;
- present ideas and information orally to a range of audiences;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- describe people, places, things and actions orally* and in writing;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- 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.

Cycle B

Summer Term

Summer 1



This is France

Summer 2



More to Explore

Key Learning

Key learning includes:

- countries;
- distances;
- directions and compass points;
- what to do in Paris;
- famous French people;
- using the correct form of 'de';
- using the correct form of 'être';
- using the correct form of adjectives.

Key learning includes:

- countries;
- learning vocabulary;
- pronunciation;
- culture;
- reading/writing/speaking/listening skills;
- using a bilingual dictionary;
- using nouns, adjectives and adverbs correctly;
- using high-frequency verbs in French;
- using different verb forms to refer to past, present and future.

National Curriculum Links

Pupils should be taught to:

- write phrases from memory, and adapt these to create new sentences to express ideas clearly;
- engage in conversations; ask and answer questions;
- broaden their vocabulary and develop their ability to understand new words;
- describe people, places, things and actions in writing;
- understand basic grammar rules appropriate to the language being studied.

Pupils should be taught to:

- develop accurate pronunciation and intonation so that others can understand;
- appreciate stories, songs, poems and rhymes;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- listen attentively to spoken language and show understanding by joining in and responding;
- read carefully and show understanding of words, phrases and simple writing;
- understand basic grammar appropriate to the language being studied.