

PlanIt French

Mixed-Age Group Teaching Guidance: Year 3/4

This document provides an overview of the PlanIt French units from Year 3 and Year 4, 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 3 and Year 4 over a two-year rolling cycle. In the overview shown, we have suggested a specific teaching order of our units from both Year 3 and Year 4, which will offer a well-sequenced progression. We have also included the relevant content that will need to be pre-taught before specific units, when taught in this order.

PlanIt French Mixed-Age Group Teaching Guidance: Year 3/4

Year 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	 <p>Getting to Know You</p>	 <p>All About Me</p>	 <p>Food Glorious Food</p>	 <p>On the Move</p>	 <p>Where in the World?</p>	 <p>Holidays and Hobbies</p>
Cycle B	 <p>Family and Friends</p>	 <p>Our School</p>	 <p>Time</p>	 <p>All Around Town</p>	 <p>Going Shopping</p>	 <p>What's the Time?</p>

Cycle A

Autumn 1: Year 3: Unit 1 – Getting to Know You

Autumn 2: Year 3: Unit 2 – All About Me

Spring 1: Year 3: Unit 3 – Food, Glorious Food

Spring 2: Year 4: Unit 2 – On the Move

Summer 1: Year 4: Unit 4 – Where in the World?

Summer 2: Year 4: Unit 6 – Holidays and Hobbies

In Cycle A no prior knowledge is necessary for children to access the units of work in this order.

Cycle B

Before Family and Friends, children will need an understanding of basic greetings in French. Resources to support the teaching of this can be found [here](#).

Autumn 1: Year 3: Unit 4 – Family and Friends

Autumn 2: Year 3: Unit 5 – Our School

Before Time, children will need an understanding of the numbers from 0-10. Resources to support the teaching of this can be found [here](#).

Spring 1: Year 3: Unit 6 – Time

Spring 2: Year 4: Unit 1 – All Around Town

Before Going Shopping, children will need an understanding of the words for colours. Resources to support the teaching of this can be found [here](#).

Summer 1: Year 4: Unit 3 – Going Shopping

Summer 2: Year 4: Unit 5 – What's the Time?

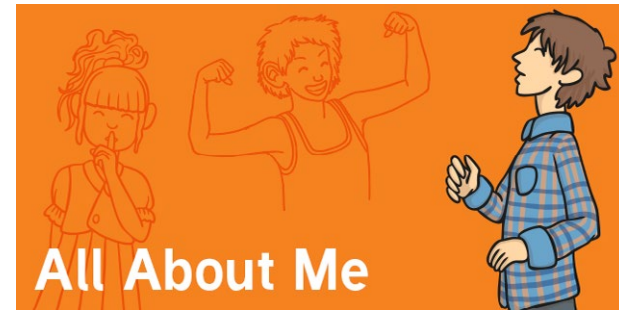
Cycle A

Autumn Term

Autumn 1



Autumn 2



Key Learning

Key learning includes:

- greetings;
- introducing yourself;
- saying how you feel;
- numbers 0-10;
- saying your age;
- using formal and informal language.

Key learning includes:

- classroom instructions;
- body parts;
- action words;
- colours;
- clothes;
- using 'un' and 'une' for masculine and feminine nouns;
- using 'et' to join words in a list.

National Curriculum Links

Pupils should be taught to:

- engage in conversations, ask and answer questions;
- 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;
- appreciate stories, songs, poems and rhymes in the language;
- speak in sentences, using familiar vocabulary, phrases and basic language structures.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- 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 using a dictionary;
- understand basic grammar of feminine and masculine nouns.

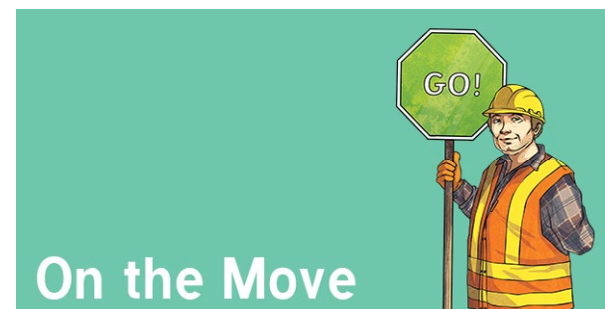
Cycle A

Spring Term

Spring 1



Spring 2



Key Learning

Key learning includes:

- food;
- asking for food, including 'please' and 'thank you';
- likes and dislikes;
- colours and sizes;
- using 'le/la/les' to mean 'the';
- using adjectives in the correct place in a sentence;
- spelling adjectives correctly according to number and gender of the nouns.

Key learning includes:

- types of transport/ways of travelling;
- asking and answering about how you get to school;
- asking for directions;
- following directions;
- matching subject pronouns with the correct form of the verb;
- reading and saying words containing the French spelling 'ch' pronounced /sh/;
- substituting vocabulary to vary sentences.

National Curriculum Links



Pupils should be taught to:

- appreciate stories, songs, poems and rhymes in the language;
- understand key features and patterns of basic grammar;
- 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.

Pupils should be taught to:

- present ideas and information orally to a range of audiences;
- understand basic grammar appropriate to the language being studied (conjugation of high-frequency verbs);
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- describe people, places, things and actions orally and in writing;
- engage in conversations; ask and answer questions.

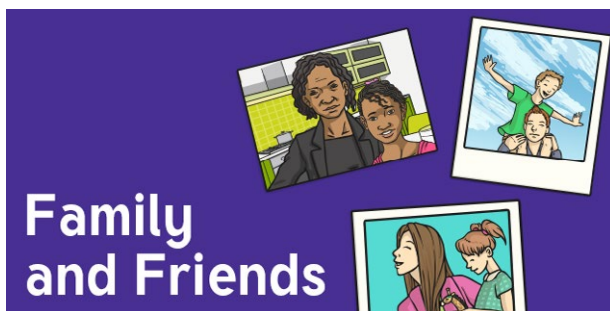
Cycle A

Cycle A	
Summer Term	<p>Summer 1</p>  <p>Where in the World?</p>
Key Learning	<p>Key learning includes:</p> <ul style="list-style-type: none"> • countries; • continents; • animals; • identifying whether nouns are masculine or feminine; • choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands); • using an English/French dictionary or online translator; • using the past tense to say 'J'ai vu...'; • using the pronouns 'il/elle' correctly.
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; • 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; • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
	<p>Summer 2</p>  <p>Holidays and Hobbies</p>
	<p>Key learning includes:</p> <ul style="list-style-type: none"> • seasons; • weather; • countries; • sports and hobbies; • likes and dislikes; • using the third person plural of 'être'; • choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands); • using possessive adjectives 'ma/mon/mes'.
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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; • speak in sentences, using familiar vocabulary, phrases and basic language structures; • present ideas and information orally to a range of audiences; • engage in conversations; ask and answer questions; express opinions and respond to those of others.

Cycle B

Autumn Term

Autumn 1



Key learning includes:

- introducing family members;
- pets;
- the alphabet;
- asking how words are spelt;
- rooms of the house;
- using possessive adjectives 'ma/mon/mes';
- using 'tu' to ask my partner questions;
- using 'il/elle'.

Key Learning

Pupils should be taught to:

- 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;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- speak in sentences, using familiar vocabulary, phrases and basic language structures.

National Curriculum Links

Autumn 2



Key learning includes:

- classroom objects;
- asking where things are;
- subjects;
- likes and dislikes;
- PE verbs and giving/following commands;
- places around school;
- school activities;
- using 'Il/Elle est là.' or 'Ils/Elles sont là.';
- converting 'le' and 'la' to 'un' and 'une'.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material;
- understand basic grammar appropriate to the language being studied.

Cycle B

Spring Term

Spring 1



Spring 2



Key Learning

Key learning includes:

- counting from 11-31;
- days;
- months;
- birthdays;
- dates and using a calendar;
- turning sentences into questions or statements by rearranging vocabulary order;
- changing questions or answers to talk about past or future tenses.

Key learning includes:

- ask and answer questions about where you live;
- French towns and cities;
- places in a town;
- counting in tens;
- maths vocabulary (+, -, x, ÷, =);
- counting to 100;
- saying your address;
- features of a town/countryside;
- using a bilingual dictionary;
- predicting new language based on patterns.

National Curriculum Links

Pupils should be taught to:

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- listen attentively to spoken language and show understanding by joining in and responding;
- read carefully and show understanding of words, phrases and simple writing;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- present ideas and information orally to a range of audiences;
- understand basic grammar rules associated with the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Pupils should be taught to:

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- listen attentively to spoken language and show understanding by joining in and responding;
- 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.

Cycle B

Summer Term

Summer 1



Going Shopping

Key Learning

Key learning includes:

- fruit and vegetables;
- likes and dislikes;
- clothes;
- adjectives of colour;
- shops and shopping;
- money – asking how much;
- numbers to 100;
- changing 'le/la/l'/les' (the) to 'du/de la/de l' and des' (some);
- using adjectives in the correct place in a sentence;
- spelling adjectives correctly according to number and gender of the nouns;
- using the appropriate form of 'at' ('au' or 'à la').

National Curriculum Links

Pupils should be taught to:

- engage in conversations, ask and answer questions; express opinions and respond to those of others;
- 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;
- speak in sentences, using familiar vocabulary, phrases and basic language structures.

Summer 2



What's the Time?

Key learning includes:

- o'clock and half past;
- daily routine;
- understanding a television schedule;
- quarter past and quarter to;
- the school day – times and subjects;
- counting in fives;
- starting a sentence with a time connective;
- choosing the correct word ('avant' or 'après') when comparing two subjects.

Pupils should be taught to:

- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- engage in conversations, ask and answer questions;
- read carefully and show understanding of words, phrases and simple writing;
- listen attentively to spoken language and show understanding by joining in and responding.