

PlanIt French Year 6

Teaching Guidance

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

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.

PlanIt French Teaching Guidance

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						

To look at the resources within each unit, simply click on the unit image in the table above or 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.

Year 6

Autumn Term

Autumn 1



1. Let's Visit a French Town

Key learning includes:

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

Key Learning

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.

National Curriculum Links

Autumn 2



2. Let's Go Shopping

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.

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.

Year 6

Spring Term

Spring 1



Spring 2



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:

- 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.

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:

- 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.

Year 6

Summer Term

Summer 1



5. Our Precious Planet

Key learning includes:

- 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'.

Key Learning

Pupils should be taught to:

- 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.

National Curriculum Links

Summer 2



6. More to Explore

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.

Pupils should be taught to:

- develop accurate pronunciation and intonation so that others can understand;
- 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;
- 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.