

# French

## Subject Overview

Welcome to PlanIt French! Learning another language develops children's cultural awareness and understanding of the world around them. It extends their knowledge of how language works and helps them to develop communication skills. The twelve aims as set out in the Key Stage 2 National Curriculum for Languages are revisited throughout the four-year scheme across engaging units of work that are based on familiar themes.

| Year Group  | Year 3  |              |                    |                    |             |             |
|---|---|--------------|--------------------|--------------------|-------------|-------------|
|   | Getting to Know You   | All About Me | Food Glorious Food | Family and Friends | Our School  | Time        |
| <b>Aims</b><br>These aims are taken directly from the 2014 National Curriculum.   | listen attentively to spoken language and show understanding by joining in and responding   |              |                    |                    |             |             |
|   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
|   | explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words                  |              |                    |                    |             |             |
|   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
|   | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help         |              |                    |                    |             |             |
|   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
|   | speak in sentences, using familiar vocabulary, phrases and basic language structures  |              |                    |                    |             |             |
|   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
|   | develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases |              |                    |                    |             |             |
|   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
|   | present ideas and information orally to a range of audiences  |              |                    |                    |             |             |
|   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| read carefully and show understanding of words, phrases and simple writing  |   |              |                    |                    |             |             |
| 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 |             |
| appreciate stories, songs, poems and rhymes in the language   |   |              |                    |                    |             |             |
| 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 |             |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary |   |              |                    |                    |             |             |
| 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 |             |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly  |   |              |                    |                    |             |             |
| 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6  | 1 2 3 4 5 6        | 1 2 3 4 5 6        | 1 2 3 4 5 6 |             |

**PlanIt Units**  
 Each subject area has been split into different units for coverage of the 2014 National Curriculum throughout the school year. These units contain an overview, lessons packs, an assessment pack, additional resources and corresponding home learning packs.

**Lesson Numbers**  
 These numbers identify which lessons in the unit build upon the National Curriculum aim.

Year 3



Getting to Know You



All About Me



Food Glorious Food



Family and Friends



Our School



Time

listen attentively to spoken language and show understanding by joining in and responding

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

speak in sentences, using familiar vocabulary, phrases and basic language structures

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

present ideas and information orally to a range of audiences

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

read carefully and show understanding of words, phrases and simple writing

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

appreciate stories, songs, poems and rhymes in the language

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

write phrases from memory, and adapt these to create new sentences, to express ideas clearly

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Year 3



Getting to Know You



All About Me



Food Glorious Food



Family and Friends



Our School



Time

describe people, places, things and actions orally and in writing

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

understand basic grammar appropriate to the language being studied, including (where relevant): 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

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

Year 4



All Around Town



On the Move



Going Shopping



Where in the World



What's the Time?



Holidays and Hobbies

listen attentively to spoken language and show understanding by joining in and responding

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

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speak in sentences, using familiar vocabulary, phrases and basic language structures

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develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

present ideas and information orally to a range of audiences

1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

read carefully and show understanding of words, phrases and simple writing

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appreciate stories, songs, poems and rhymes in the language

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broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

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1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6

Year 4



All Around Town



On the Move



Gone Shopping



Where in the World



What's the Time?



Holidays and Hobbies

describe people, places, things and actions orally and in writing

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1 2 3 4 5 6

1 2 3 4 5 6

Year 5



Getting to Know You



All About Ourselves



That's Tasty



Family and Friends



School Life



Time Travelling

listen attentively to spoken language and show understanding by joining in and responding

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

speak in sentences, using familiar vocabulary, phrases and basic language structures

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
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develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

present ideas and information orally to a range of audiences

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

read carefully and show understanding of words, phrases and simple writing

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

appreciate stories, songs, poems and rhymes in the language

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
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broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
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write phrases from memory, and adapt these to create new sentences, to express ideas clearly

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Year 5



Getting to Know You



All About Ourselves



That's Tasty



Family and Friends



School Life



Time Travelling

describe people, places, things and actions orally and in writing

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understand basic grammar appropriate to the language being studied, including (where relevant): 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

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Year 6



Let's Visit a French Town



Let's Go Shopping



This is France



All in a Day

listen attentively to spoken language and show understanding by joining in and responding

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explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

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engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

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develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

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present ideas and information orally to a range of audiences

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read carefully and show understanding of words, phrases and simple writing

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