



## Danbury Park Community Primary School French Topics 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Jay</b>	Children listen and respond to well-known songs. They learn numbers and colours and play familiar games.		Children listen and respond to well-known songs. They learn to greet each other and introduce themselves		Children listen and respond to well-known songs. They begin to respond and ask a question about their name and age.	
<b>Hummingbird</b>	<p><b>Unit 2 – Jeux at chanson</b> Children listen and respond to well-known songs. They extend their knowledge of numbers, learn to describe colours and play familiar playground games. They follow simple instructions. They begin to write some familiar words.</p> <p><b>Language</b> Numbers 11-20 Simple classroom instructions Colours Singular and plural nouns</p>		<p><b>Unit 5 Les Quatre Amis</b> The children will listen and respond to the story called 'les quatre amis' (the four friends). They will give a description of an animal, making statements about movement. They will develop language and vocabulary from a simple story.</p> <p><b>Language</b> Giving a simple description Making simple statements Regular _er verbs: il/elle Courir (irregular): il/elle court Pronouns: il/elle Negatives: ne...pas</p>		<p><b>Unit 6 – ça pousse!</b> The children learn the names of some vegetables grown in a garden and how to say what they like and dislike. They learn how to describe the cycle of a plant and work on the story of <i>Jack and the Beanstalk</i>.</p> <p><b>Language</b> Expressing likes and dislikes Saying what you would like Questions: without inversions Regular _er verbs, tu and vous</p>	
<b>Goldfinch</b>	<p><b>Unit 2 – Jeux at chanson</b> Children listen and respond to well-known songs. They extend their knowledge of numbers, learn to describe colours and play familiar playground games. They follow simple instructions. They begin to write some familiar words.</p> <p><b>Language</b> Numbers 11-20 Simple classroom instructions Colours Singular and plural nouns</p>		<p><b>Unit 5 Les Quatre Amis</b> The children will listen and respond to the story called 'les quatre amis' (the four friends). They will give a description of an animal, making statements about movement. They will develop language and vocabulary from a simple story.</p> <p><b>Language</b> Giving a simple description Making simple statements Regular _er verbs: il/elle Courir (irregular): il/elle court Pronouns: il/elle Negatives: ne...pas</p>		<p><b>Unit 6 – ça pousse!</b> The children learn the names of some vegetables grown in a garden and how to say what they like and dislike. They learn how to describe the cycle of a plant and work on the story of <i>Jack and the Beanstalk</i>.</p> <p><b>Language</b> Expressing likes and dislikes Saying what you would like Questions: without inversions Regular _er verbs, tu and vous</p>	



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<b>Flamingo</b>	<p><b>Unit 9 – Raconte-moi une histoire</b> In this unit children will work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and revise how to make simple feminine agreements. The unit is based on a simplified version of the story of Sleeping Beauty.</p> <p><b>Language</b> Instructions Numbers in multiples of 10 up to 100 Imperative form: vous Adjectives: masculine and feminine singular agreement Phonic focus: r, an</p>	<p><b>Unit 10 – Vive le sport</b> Children will learn the names for some sports. They learn the names of some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days.</p> <p><b>Language:</b> Make simple statements Questions: Qu'est-ce que? Faire: je fais, tu fais Jouer au (+sport) Faire du/de la/de l' (+sport)</p>	<p><b>Unit 11 – La Carnaval des Animaux</b> Children will learn about animals, how to describe them and characterised them by music, talk about their habitats. They will learn to tell the time, asking and answering questions and adjectives agreement.</p> <p><b>Language</b> Giving a simple description (of animals and habitats) Telling the time on the hour Asking and answering simple questions Adverbs: formation with -ment Use of l' before a vowel Phonic focus: revision of ou.</p>	<p><b>Unit 12 – Quel temps fait-il?</b> Children will learn phrases about the weather and how to say the temperature. Aesop's fable Le Vent et le Soleil is used as a text. Children learn the names of some common clothing and relate these to the weather. They learn to say the date.</p> <p><b>Language</b> Describing the weather Revision of numbers up to 40 Saying the temperature (plus and minus) Saying the date Complex sentences starting with a clause using Quand ... Phonic focus: revision of common phonemes, especially an/en.</p>	<p><b>Unit 13 – En route pour l'école</b> Children say the alphabet in French and continue to gain confidence in using numbers. They learn how to understand and use the names for places in the local area. They follow and give directions and they describe their route to school. They learn some simple strategies for keeping the conversation going.</p> <p><b>Language</b> Describe a journey Simple direction Using strategies to keep a conversation going The alphabet Adverbial time phrases Il y a</p>	<p><b>Unit 14 – Notre école</b> In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and quarter past.</p> <p><b>Language</b> Making statements using the present tense Making statements with reference to the past Half-past, quarter past, 24 hour notation</p>
<b>Eider</b>	<p><b>Unit 9 – Raconte-moi une histoire</b> In this unit children will work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and revise how to make simple feminine agreements. The unit is based on a simplified version of the story of</p>	<p><b>Unit 10 – Vive le sport</b> Children will learn the names for some sports. They learn the names of some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days.</p> <p><b>Language:</b> Make simple statements</p>	<p><b>Unit 11 – La Carnaval des Animaux</b> Children will learn about animals, how to describe them and characterised them by music, talk about their habitats. They will learn to tell the time, asking and answering questions and adjectives agreement.</p> <p><b>Language</b></p>	<p><b>Unit 18 - Au parc d'attractions</b> Children will ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers to 100. They create a short text to describe a visit to a theme park and say what they thought about the rides.</p>	<p><b>Unit 19 – Les quatre Saisons</b> The children learn to describe seasons using a poem Le retour du printemps and the music from Vivaldi's Four Seasons. They learn to talk about what the weather was like.</p> <p><b>Language</b> Making simple statements</p>	<p><b>Unit 20 – Les Planètes</b> The children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. They present their knowledge in an information booklet.</p>



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	<p>Sleeping Beauty.</p> <p><b>Language</b> Instructions Numbers in multiples of 10 up to 100 Imperative form: vous Adjectives: masculine and feminine singular agreement Phonic focus: r, an</p>	<p>Questions: Qu'est-ce que? Faire: je fais, tu fais Jouer au (+sport) Faire du/de la/de l' (+sport)</p>	<p>Giving a simple description (of animals and habitats) Telling the time on the hour Asking and answering simple questions Adverbs: formation with -ment Use of l' before a vowel Phonic focus: revision of ou.</p>	<p><b>Language</b> Making statements with reference to the past Expressing an opinion with an explanation</p>	<p>Describing the weather with reference to the past and present Using adjectives as antonyms Prepositions: en, au Imperfect tense: il faisait beau/chaud Adjectives: agreement and position Phonics: Phoneme-grapheme correspondence to aid writing</p>	
<b>Dove</b>	<p><b>Unit 15 – Bon appétit</b> In this unit children will learn to ask for drinks, and food. They extend their knowledge of the perfect tense by saying what others are eating or drinking. They will use the imperative form to place orders.</p> <p><b>Language</b> Following and writing instructions for a recipe Perfect tense: manger, boire The use of du, de la, de l', des Compound sentences using et and mais Imperative: vous of some regular and irregular verbs Phonic revision: an/en au/eau</p>	<p><b>Unit 16 – Monter un café</b> Children will learn to recognise and respond to sound patterns and words in French. They will learn more about food and drink and how to order these in a café.</p> <p><b>Language</b> Quantities Transactional language for a café Seeking clarification Perfect tense: il/elle a mangé, il/elle a bu Prepositions: au à la Phonics: Using phoneme-grapheme correspondence to work out the pronunciation of new words, revision of ill-</p>	<p><b>Unit 17 – Scène de plage</b> Children will use both new and familiar language to describe a painting, Scène de plage by Degas. They use their knowledge to write and perform their own poetry inspired by the painting.</p> <p><b>Language</b> Simple description Adjectives to add detail and interest Writing instructions Regular _er verbs Dormir: il/elle dort Imperatives: tu form of some regular and irregular verbs C'ect, ce n'est pas+ noun Phonics: revision of au/eau, il and elle</p>	<p><b>Unit 18 - Au parc d'attractions</b> Children will ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers to 100. They create a short text to describe a visit to a theme park and say what they thought about the rides.</p> <p><b>Language</b> Making statements with reference to the past Expressing an opinion with an explanation</p>	<p><b>Unit 19 – Les quatre Saisons</b> The children learn to describe seasons using a poem Le retour du printemps and the music from Vivaldi's Four Seasons. They learn to talk about what the weather was like.</p> <p><b>Language</b> Making simple statements Describing the weather with reference to the past and present Using adjectives as antonyms Prepositions: en, au Imperfect tense: il faisait beau/chaud Adjectives: agreement and position Phonics: Phoneme-grapheme correspondence to aid writing</p>	<p><b>Unit 20 – Les Planètes</b> The children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. They present their knowledge in an information booklet.</p>



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<b>Cuckoo</b>	<p><b>Unit 15 – Bon appétit</b> In this unit children will learn to ask for drinks, and food. They extend their knowledge of the perfect tense by saying what others are eating or drinking. They will use the imperative form to place orders.</p> <p><b>Language</b> Following and writing instructions for a recipe Perfect tense: manger, boire The use of du, de la, de l', des Compound sentences using et and mais Imperative: vous of some regular and irregular verbs Phonic revision: an/en au/eau</p>	<p><b>Unit 16 – Monter un café</b> Children will learn to recognise and respond to sound patterns and words in French. They will learn more about food and drink and how to order these in a café.</p> <p><b>Language</b> Quantities Transactional language for a café Seeking clarification Perfect tense: il/elle a mangé, il/elle a bu Prepositions: au à la Phonics: Using phoneme-grapheme correspondence to work out the pronunciation of new words, revision of ill-</p>	<p><b>Unit 17 – Scène de plage</b> Children will use both new and familiar language to describe a painting, Scène de plage by Degas. They use their knowledge to write and perform their own poetry inspired by the painting.</p> <p><b>Language</b> Simple description Adjectives to add detail and interest Writing instructions Regular _er verbs Dormir: il/elle dort Imperatives: tu form of some regular and irregular verbs C'ect, ce n'est pas+ noun Phonics: revision of au/eau, il and elle</p>	<p><b>Unit 18 - Au parc d'attractions</b> Children will ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers to 100. They create a short text to describe a visit to a theme park and say what they thought about the rides.</p> <p><b>Language</b> Making statements with reference to the past Expressing an opinion with an explanation.</p>	<p><b>Unit 19 – Les quatre Saisons</b> The children learn to describe seasons using a poem Le retour du printemps and the music from Vivaldi's Four Seasons. They learn to talk about what the weather was like.</p> <p><b>Language</b> Making simple statements Describing the weather with reference to the past and present Using adjectives as antonyms Prepositions: en, au Imperfect tense: il faisait beau/chaud Adjectives: agreement and position Phonics: Phoneme-grapheme correspondence to aid writing.</p>	<p><b>Unit 20 – Les Planètes</b> The children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. They present their knowledge in an information booklet.</p>
<b>Budgerigar</b>	<p><b>Unit 20 – Les Planètes</b> The children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. They present their knowledge in an information booklet.</p>	<p><b>Unit 21 – Notre Monde</b> In this unit children find out about some French-speaking countries in Africa. They compare and contrast these with France. There is an opportunity to exchange information on their local area with a school abroad.</p> <p><b>Language</b> Making statements Plural indefinite article</p>	<p><b>Unit 22 – Je suis le musicien</b> In this unit children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song 'I am the Music Man'. Children explore rhythm and use this as a strategy for remembering and practising new language.</p>	<p><b>Unit 23 – Le Passé et le Présent</b> The children will learn to describe places in town and compare modern day settlements with those in the late 1940s. They will revise and learn adjectives and new places in town. They will apply this knowledge to help them to understand texts about towns in France giving descriptions, saying the year, asking questions</p>	<p><b>Unit 24 – Qui de neuf?</b> The children look at French newspapers and talk about their favourite columns and articles. They work together to produce texts for a class newspaper. They consolidate their learning from KS2.</p> <p><b>Language</b> Making statements Expressing and qualifying opinions (car)</p>	<p><b>Unit 25 – Ma Maison</b> The children will describe their house using the key vocabulary about rooms and the mains parts. They will talk with each other and then write about their "dream" home.</p> <p><b>Language</b> Revision of colour and gender Definite and indefinite articles Possessive adjectives</p>



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		(des) Adverbial phrases for time of day Phonics: -gne	They work in groups to create a rap or song for a performance and explain what musical instrument they are going to play.  <b>Language</b> Expressing and qualifying preferences Expressing future intentions Jouer +du, de la Immediate future aller + infinitive (je vais jouer)	etc.  <b>Language</b> Making statements Asking questions Giving a description Saying the year Antonyms Imperfect tense of avoir (avait) and être (était) Beaucoup de... Peu de...	Possessive adjective, son Responding to pourquoi? Phonics: Consolidation of phoneme-grapheme correspondence	Express opinions and make comparisons Revision of mais and je préfère to make complex sentences Present tense
<b>Avocet</b>	<b>Unit 20 – Les Planètes</b> The children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. They present their knowledge in an information booklet.	<b>Unit 21 – Notre Monde</b> In this unit children find out about some French-speaking countries in Africa. They compare and contrast these with France. There is an opportunity to exchange information on their local area with a school abroad.  <b>Language</b> Making statements Plural indefinite article (des) Adverbial phrases for time of day Phonics: -gne	<b>Unit 22 – Je suis le musicien</b> In this unit children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song ‘I am the Music Man’. Children explore rhythm and use this as a strategy for remembering and practising new language. They work in groups to create a rap or song for a performance and explain what musical instrument they are going to play.  <b>Language</b> Expressing and qualifying preferences Expressing future	<b>Unit 23 – Le Passé et le Présent</b> The children will learn to describe places in town and compare modern day settlements with those in the late 1940s. They will revise and learn adjectives and new places in town. They will apply this knowledge to help them to understand texts about towns in France giving descriptions, saying the year, asking questions etc.  <b>Language</b> Making statements Asking questions Giving a description Saying the year Antonyms Imperfect tense of avoir (avait) and être (était) Beaucoup de... Peu de...	<b>Unit 24 – Qui de neuf?</b> The children look at French newspapers and talk about their favourite columns and articles. They work together to produce texts for a class newspaper. They consolidate their learning from KS2.  <b>Language</b> Making statements Expressing and qualifying opinions (car) Possessive adjective, son Responding to pourquoi? Phonics: Consolidation of phoneme-grapheme correspondence	<b>Unit 25 – Ma Maison</b> The children will describe their house using the key vocabulary about rooms and the mains parts. They will talk with each other and then write about their “dream” home.  <b>Language</b> Revision of colour and gender Definite and indefinite articles Possessive adjectives Express opinions and make comparisons Revision of mais and je préfère to make complex sentences Present tense



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			intentions Jouer +du, de la Immediate future aller + infinitive (je vais jouer)			