

## French Years Rec/1 Semester 2

### Bastille Day

Students will construct an *Arc de Triomphe* and label it in French.

**Key questions** -What special days do I celebrate? How can I create a model to show Bastille day celebrations?

**Vocabulary and grammatical knowledge**- l'Arc de Triomphe, voici

**Cultures of Thinking**-Students will use the 'Cultures of Thinking' protocol ' See, Think, Connect' whilst viewing images of children celebrating Bastille day in France. They will label the images in French.

### Tour de France

Students will develop their knowledge of the *Tour de France* and label the colours of the jerseys worn by the riders.

**Key questions** -What is *Le Tour de France*? Why do the riders wear different coloured jerseys?

**Vocabulary and grammatical knowledge**- colours and the definite article

### Minibeasts and The Hungry Caterpillar

Students will sing songs, play word games, participate in drama activities and do word work to learn the vocabulary required to tell and perform appropriate actions to the story of '*La chenille qui fait des trous*' ('The Very Hungry Caterpillar').

**Key questions** -Can minibeasts be pets? Are all minibeasts harmful? How can minibeasts be useful? What is healthy food? How can we perform a play that captivates the audience?

**Vocabulary and grammatical knowledge** - mini beasts, food, numbers, colours, days of the week, feelings, lifecycle of a butterfly, I like/I don't like, the definite article (le, la, l', les) and the indefinite article (un,une), plural of nouns

**Cultures of Thinking**-Students will use the 'Cultures of Thinking' protocol ' See, Think, Connect' whilst viewing images of children with minibeasts in France. We will investigate how children interact with mini beasts in France and how this is similar or different to what we do in Australia. We will incorporate other thinking routines into our work.

## Achievement Standard - Working towards

By the end of Year 2, students:

- **interact** with teachers and each other through action-related talk and play
- **make** meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions
- **mimic** French pronunciation, approximating vowel sounds and consonant combinations with some accuracy
- **identify** key words in spoken texts, such as names of people, places or objects
- **write** simple texts such as lists, labels, captions and descriptions

## Understandings

By the end of Year 2, students:

- **identify** differences and similarities between their own and other's languages and cultures.

## French Years 2/3 Semester 2

### Bastille Day

Students will create a Bastille Day artwork and label it in French using modelled simple sentences.

**Key questions-** What special days do I celebrate? Why do I celebrate special days? What makes a great painting? How can we replicate how the Eiffel tower would look on Bastille day?

**Vocabulary and grammatical knowledge** - colours, agreement of colours with masculine plural nouns

**Cultures of Thinking-**Students will use the 'Cultures of Thinking' protocol ' See, Think, Connect' whilst viewing images of children celebrating Bastille day in France. They will write phrases and simple sentences with teacher support about the images.

### My ideal playground

Through playing games, drama activities, singing songs and literacy activities , students will learn the vocabulary and grammar structures required to design and describe their ideal playground on an island. They will also describe the ocean animals and other items surrounding the island.

**Key questions** - What makes a great playground? What do playgrounds look like in France? What is in a French school playground compared to our school? How can playgrounds be improved? How can we design our ideal playground?

**Vocabulary and grammatical knowledge** - play ground items, ocean animals, adjectives, numbers, definite and indefinite article, prepositions (sur, dans), Il y a, il n'y a pas, plural of nouns, adjective agreement, present tense

**Cultures of Thinking** - What is similar and what is different about playgrounds in France compared to Australia? How is this word like English? How is this word different to English? We will incorporate other thinking routines into our work.

### Achievement Standard

By the end of Year 2, students:

- **interact** with teachers and each other through action-related talk and play
- **mimic** French pronunciation, approximating vowel sounds and consonant combinations with some accuracy
- **identify** key words in spoken texts, such as names of people, places or objects
- **write** simple texts such as lists, labels, captions and descriptions
- **use** some pronouns, prepositions and simple present tense forms of regular verbs.

## Understandings

By the end of Year 2, students:

- **identify** differences and similarities between their own and other's languages and cultures.

## Achievement Standard - Working towards

### Skills

By the end of Year 4, students:

- **interact** with teachers and each other through action-related talk and play
- **interpret** visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning
- **approximate** the sounds, rhythms and pitch of spoken French
- **use** modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions and prepositions
- **use** vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions.

## Understandings

By the end of Year 4, students:

- **use** terms such as verb, adjective and gender for talking about language and learning

## French Year 4/5 Semester 2

### Bastille Day

Students will create an artwork and a description of the Eiffel Tower on Bastille day.

**Key questions** - What festivals do I celebrate? What is a national day? How do French children celebrate Bastille day? What makes a good design?

**Vocabulary and grammatical knowledge** -numbers, months, colours, agreement of colour adjectives, the connective (*et*)

**Cultures of Thinking**-Students will use the 'Cultures of Thinking' protocol ' See, Think, Connect' whilst viewing images of children celebrating Bastille day in France. They will write simple sentences about the images using modelled language.

### Transport in France and the French artist, Léger

Students will learn vocabulary and grammar structures required to describe their transport collage in the style of the French artist Fernand Léger.

**Key questions** - How can you travel in France? How has Covid affected transportation in France? What is being done to reduce pollution?  
How can we create an artwork that reflects the style of a famous artist? How do we describe artwork in French?

**Vocabulary and grammatical knowledge** - transportation, numbers, shapes, colours, continents and countries, the definite and indefinite article, *Je vais en/au/aux* (country), *Je vais en/à* (transport), agreement of adjectives to describe colour and number of shapes, *il y a..*, connective (*et*)

**Cultures of Thinking** - What is similar and what is different about transportation in France? How is this grammar rule like English? How is this grammar rule different to English? We will incorporate other thinking routines into our work.

### Achievement Standard

#### Skills

By the end of Year 4, students:

- **comprehend** simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features
- **use** modelled sentence structures to compose short original texts such as descriptions or captions using conjunctions and prepositions
- **use** vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions.

## Understandings

By the end of Year 4, students:

- **use** terms such as verb, adjective and gender for talking about language and learning

## Achievement Standard - Working towards

### Skills

By the end of Year 6, students:

- **identify** key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices
- **create** connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting
- **convey** information in different formats to suit specific audiences and contexts
- **use** present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs.
- **use** adjectives with modelling and support, and prepositions to mark place.

## Understandings

By the end of Year 6, students:

- **identify** differences in commonly-used text types, commenting on differences in language features and text structures

## French 6/7 Semester 2

### Bastille Day

Students will translate a text on The French Revolution and respond to the text in simple connected sentences.

**Key questions** - What is a national day? Who has power? What can we learn from history?

**Vocabulary and grammatical knowledge** -identifying and using nouns, verbs, adjectives and conjunctions in simple connected sentences.

**Cultures of Thinking**-Students will use the 'Cultures of Thinking' protocol ' See, Think, Connect' whilst viewing images of children celebrating Bastille day in France. They will write connected sentences about the images using modelled language. We will incorporate other thinking routines into our work.

### Olympic sports and giving an opinion on sports

Students will learn names of sports, how to say sports they play and do not play on days of the week and express their point of view about why they play or do not play particular sports.

**Key questions** -Who is the father of the modern Olympics? Which languages are used at the Olympics? What sports do children play in France? What influences which sports we play? How do we express our opinion about sports?

**Vocabulary and grammatical knowledge** - sports, days of the week, adjectives to express opinion , Je joue au (+ sport) or Je fais du/ de la/ de l' (+ sport) , using *tu* or *vous*, present tense, the imperative, conjugating the verbs *faire* and *jouer* in the present tense

**Cultures of Thinking** - How is this sentence like English? How is this sentence different to English? We will incorporate other thinking routines into our work.

### Directions

Students will use vocabulary and grammatical structures learnt through word work, songs, drama and games to write a conversation about giving directions to lost person.

**Key questions** - What makes a great conversation? How do we demonstrate politeness in a conversation? How do we give directions?

**Vocabulary and grammatical knowledge** - directions, cardinal and ordinal numbers, road signs, greetings, places, the present tense and the imperative, prepositions, when to use forms of address *vous* or *tu*, *aller* + (*à la, au, aux*)

**Cultures of Thinking** - How is this sentence like English? How is this sentence different to English? We will incorporate other thinking routines into our work.

## Achievement Standard

### Skills

By the end of Year 6, students:

- **use** written and spoken French to exchange personal ideas, experiences and feelings
- **ask** and answer questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies
- **use** appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved
- **identify** key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices
- **create** connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting
- **convey** information in different formats to suit specific audiences and contexts
- **use** present tense verb forms, conjunctions and positive and negative statements

### Understandings

By the end of Year 6, students:

- **make** comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life