



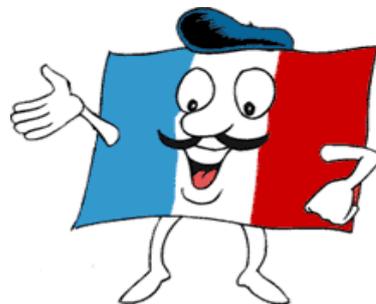
Term 3 2020 French Overview

Underlining Curriculum

Every term all classes will continue to put into practice an understanding of our school values, their rights and responsibilities and the classroom culture that is expected for all students to have a safe, positive and productive learning environment.

They will be discussing and roleplaying what healthy relationships look and sound like within the classroom. Working together collaboratively to promote mutual support, respect and trust between fellow classmates and teachers.

The French classroom is an environment that relies heavily on all students feeling comfortable to take risks in their learning, with the full knowledge that learning a second language is all about making mistakes and using those mistakes to strengthen their understanding of the task required. Persistence and resilience are two learning behaviours which are important and encouraged for effective language learning.



JUNIOR PRIMARY

Term 3 will be practical roleplaying of their learnt and familiar basic greetings, numbers, colours and the practice of listening to all classroom instructions given to them in French. Students will interact with teachers and each other through action-related talk and play.

The introduction of asking for certain objects in the singular form, for example, OÙ EST LE....and learning simple responses ICI.... J'AI...will reiterate classroom expectations both in English and French so that students come to expect and be familiar with the language and its meaning.

They will learn through mimicking French pronunciations, firstly identifying key words in spoken texts and moving towards simple and familiar sentences both in question and answer form.

They will learn to write simple texts such as lists, labels, captions and descriptions knowing that French uses the same alphabet when written and also be able to identify words that are written the same in both languages but pronounced differently.

Music, songs, games, role-play and repetitive chanting of words and phrases will feature regularly during lessons as methods to strengthen their learning.

MIDDLE AND UPPER PRIMARY

Middle and Upper primary students will be using age appropriate written and spoken French for classroom interactions and to exchange personal ideas, experiences and feelings. The introduction of POSSESSIVE ADJECTIVES and their application into their speech will extend their range of language as well continuing to become acquainted with the importance of using accurate pronunciations, intonation and role-play the use of non-verbal communication strategies. They identify differences between spoken and written forms of French, comparing them with English and other known languages. Students will learn to identify differences in commonly-used text types (for example, greetings, instructions and menus.

Students will continue to apply prior knowledge to newly acquired language to make sense of everyday scenarios that are relevant to their lives. This is a continuous cycle of creating, their own shared text, translating short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not.

As the year progresses and students gather a wider selection of appropriate language they will create bilingual texts and resources such as learning support materials, games, posters or simple children books featuring simple repetitive language. They will present their resources to their peers and other age appropriate classes.

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neuve*



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