SAMPLE TEACHING AND LEARNING OUTLINE

FRENCH: SECOND LANGUAGE

YEAR 3

The sample teaching and learning outline provides a sequential series of content areas through which the French: Second Language syllabus within the *Western Australian Curriculum: Languages* can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

The sample teaching and learning outline includes an array of focus areas through which students can apply their acquisition of knowledge, understanding and skills. These key focus areas are suggested as mediums for teaching and learning.

Time allocation on which the outline is based
Two hours of teaching per week, over one year

Prior knowledge
In Year 2 French: Second Language, students interacted with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participated in guided group activities, taking turns, exchanging and negotiating, or responded to teacher talk and instruction in French. Students identified specific points of information from familiar types of simple texts to complete guided tasks and convey factual information about their personal worlds. They engaged with a range of imaginative texts, created stories and performed imaginative scenarios.

Students became familiar with the systems of the French language, reproducing the sounds and rhythms of spoken French, experimenting with the pronunciation of vowel combinations and explaining similarities and differences to English. They recognised and began to write high-frequency words and expressions in familiar contexts. Students noticed and used context-related vocabulary and understood some first elements of grammar, to generate language for a range of purposeful interactions.

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Sequence of teaching and learning

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–2	**Bonjour mes amis !** Students share personal information with others. **Learning objectives:** • greet peers and teacher in French, using the appropriate greeting • introduce themselves by name and ask someone their name • be introduced to routines in the French class and join in by repeating the modelled words and phrases • pronounce clearly the sound *ou* • identify stationery items needed for French class with a gesture (*content from Year 1 syllabus*).	Introduce and share information about themselves, for example, *Comment t'appelles-tu ? Tu as quel âge ?* (*content from the Pre-primary syllabus*) Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !* Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Salut, Nicole, ça va ? Pas mal, et toi ? Bonjour, Madame Patou, comment allez-vous ?; Bonjour Messieurs !; A demain, Mademoiselle !; A bientôt !; Bon courage !* Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts	Experiment with the pronunciation of common vowel sounds, for example, *ou* (*vous, jour*), *oi* (*toi, voiture*), *on* (*bonbon, mon*), *ai* (*aimer, j'ai*), *ain* (*train, demain*) and *eau* (*château, beau*), letter combinations and intonation patterns Recognise and write high-frequency words and expressions in familiar contexts Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle* + present tense of verbs associated with familiar actions and environments, for example, *Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe* Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use	1. Teach students the lyrics to the welcome song *Salut Bonjour - Salut Bonjour Comment ça va ? Très très bien ? Merci, et toi ?*, to the melody of *Frère Jacques*, and ask students to repeat the lyrics and sing along. 2. Teach students the appropriate **greetings for classroom** use, for example, *Bonjour mes amis; Bonjour Madame; Bonjour la classe.* 3. Read the **class roll of student names**, eliciting the response *Ici !* **L'appel !** may be varied with *Où est Nathalie ?* or *Comment tu t'appelles ? Je m'appelle…* 4. Introduce a **class puppet**, for example, *Oh la la - un toucan ! Comment tu t'appelles ? Je m'appelle Titou, et toi ? Je m'appelle Madame X. Salut Titou. Bonjour Madame !* Titou asks students *Comment tu t'appelles ?* and students respond. 5. Play the audio visual clip of the song **Comment tu t'appelles - Ratounet**, pausing the song midway and encouraging students to join in with singing their names. 6. Introduce a routine procedure for when the lesson finishes and students exit the class. Have an **exit code** for each lesson, asking students to remember the exit code word or phrase. A clue is displayed on the classroom wall. Alternate the code word to reinforce the learning of the day, for example *Je m'appelle…* 7. Play with students the game **Où est Hatchi Patchi ?** As one student stands in the doorway of the classroom facing away from the class, another student is chosen as Hatchi Patchi. The student with their back to the group turns around and asks a question, for example, *Comment tu t'appelles ?* Students respond with their name, except for Hatchi, who responds, *Je m'appelle Hatchi Patchi !* If after three guesses Hatch Patchi is not identified, the student who is attempting to identify Hatch Patchi covers their ears and the student who is Hatchi Patchi calls out *Je m'appelle Hatchi Patchi !* 8. Teach the nonsense French rhyme **AmStramGram** that serves as a means of practicing French pronunciation and rhythm. 9. Teach the game **Où est… ?**, a variation of *Hide and seek*, where a student is selected to stand in the doorway of the classroom facing away from the class while the class puppet is hidden in a classroom location. The student who is facing away from the group, then returns to the group and begins to search for the object, guided by the students who quietly chant a sentence, for example, *Ou est Titou ?* when the student is far from the puppet, and then chant louder as the student gets closer to the puppet. 10. Model the game **Couples fameux** by providing each student with a card containing a name and picture of a fictional character. The students walk around the class, asking each other *Comment tu t'appelles ?* and answer *Je m'appelle… .* Model the short conversation with the class puppet and include the greetings *salut, bonjour, au revoir,* as optional extras for students. Once the student has found their matching card they return to their seat. 11. Show the audio visual clip **La rentrée**, the comic clip of two cats talking. Before viewing it a second time ask the students to note what stationery items the little cat, *le petit chat,* needs to take to school. 12. Model the activity **Qu'est-ce qu'il y a dans la boîte ?**, where a stationery item is hidden in a box. Ask *Qu'est-ce qu'il y a dans la boîte ?,* and the student answers with *Il y a un stylo ?, Il y a une colle ?* Respond with either *Oui, il y a…,* or *Non il n'y a pas.* 13. Discuss expectations for students when participating in **mat sessions**, providing simple instructions in French, for example, *Jambes croisées, bras croisés,*	Song **Salut Bonjour**, sung to the melody of *Frère Jacques* Audio visual clip **Ratounet** https://www.youtube.com/watch?v=ce_aFZR3xQA Song **Ratounet**, your French tutor, sings **Comment tu t'appelles ?** in French, lyrics at http://frenchspanishonline.com/beginn… Game **Où est Hatchi Patchi ?** French rhyme **AmStramGram** lyrics available at https://www.youtube.com/watch?v=u2HjDt9gugg Game **Couples fameux** Make card set with the pictures and names of famous couples, for example Tintin et Milou, Harry Potter et Ron Weasley, Belle et Sébastien, Tarzan et Jane, Joseph et Marie, Lucky Luke et Jolly Jumper, Astérix et Obélix, etc. Audio visual clip **La Rentrée Parole de chat** https://www.youtube.com/watch?v=cJDVkD36oeY

				écoutez et regardez ! Hold up each stationery item and ask students to repeat the sound of each item, for example, *crayon, stylo, dossier, papier, cisaux, colle, gomme, règle*. Practise drilling the words. In a second round model the gesture and ask students to repeat the gesture.
				14. Teach students the rules for **Kim's Game**. Have students observe a number of items placed in a tray. Hide the stationery items under a cloth cover, before removing one item at a time, and ask students to guess what is missing, *Qu'est-ce qui manqué ?* Students guess by either using the French word *La colle !* or *Les ciseaux !* or a gesture. Play the game again with students in smaller groups.
				15. Organise students to develop a checklist **Dessine !** with a drawing of the items needed for the French class**.** Read the items required, allowing time for students to draw the items. Ask students to place the checklist in their *dossier*. The word list can be extended at a later stage with the addition of captions.
				
				Assessment
				• Anecdotal assessment using checklist and notes, indicating how students:
				  ▪ use the greeting *Bonjour Madame* and *Salut* or *Bonjour* for friends
				  ▪ answer the question *Comment tu t'appelles ?* with a full sentence, or simply stating their name
				  ▪ identify the correct stationery item upon hearing it in a sentence, for example, *Où est le stylo ? Passe-moi la colle, s'il te plait*
				  ▪ clearly make the sound *ou*, which is common and always pronounced the same way.
					Activity **Qu'est-ce qu'il y a dans la boîte ?**
					
					Game **Kim's game** This game is commonly played with young children as it promotes the development of memory and observation skills and can be used for learning new groups of objects, such as shapes or fruits.
					
					Workbook **Dossier**, to store student checklists, activities, etc.

3–7	**La famille de Léon** Students view and listen to a song about a chameleon that changes colours and use the vocabulary learned to create a new text about the chameleon's family. **Learning objectives:** • continue to use appropriate greetings, introduce themselves, ask after someone, and add new vocabulary to the repertoire • participate in and respond to the song *Léon le caméléon*, acting out the changing of the colours, identifying and comparing favourite	Introduce and share information about themselves, for example, *Comment t'appelles-tu ? Tu as quel âge ?* (*content from the Pre-primary syllabus*) Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !* Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Salut, Nicole, ça va ? Pas mal, et toi ?; Bonjour, Madame Patou, comment allez-vous?; Bonjour Messieurs; A demain, Mademoiselle !; A bientôt !; Bon courage !* Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple	Experiment with the pronunciation of common vowel sounds, for example, *ou* (*vous, jour*), *oi* (*toi, voiture*), *on* (*bonbon, mon*), *ai* (*aimer, j'ai*), *ain* (*train, demain*) and *eau* (*château, beau*), letter combinations and intonation patterns Recognise and write high-frequency words and expressions in familiar contexts Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • developing number knowledge for numbers 0-10 (*content from the Pre-primary syllabus*)	1. Sing the welcome song **Salut Bonjour** and call **L'appel !** of student names eliciting the response *Ici !* Introduce *Présent !* and *Présente !* as an optional alternative to *Ici !* 2. Teach students the rules for the game **Où est Léon… ?** In this variation of *Hide and seek* a student is selected to stand in the doorway of the classroom facing away from the class, while a picture of Léon gets hidden by the class. When the student returns he needs to search for the object and is guided by the students who chant the question *Où est Léon ?* quietly when the student is far and then chant louder as the student gets closer to the picture of Léon. 3. Play the song **Léon le caméléon 1** and ask students to remember three words from the song. After playing the song, gather, on the whiteboard or on a word wall, the words recalled. Students make suggestions on how the words can be ordered in categories. Possible categories could include colours, names, objects, words with *on*, or other *(couleurs, noms, objets, mots on, autre)*. Display the words in the categories and keep them on display in the classroom. 4. Model the game **Trouve un objét**. Call out adjectives of colour and ask students to look for an object in class matching that colour, for example, *Trouve un objet bleu !* Students look around the classroom and return to the mat with an object of the correct colour. 5. Play **Lotto des couleurs** using adjectives of colour. Introduce the game with the whole class and teach students to play in smaller groups. 6. Use kinaesthetic methods to support students to memorise the numbers 1-10 and play **La classe compte !** Each number refers to a body part: 1. is the left foot, 2. right foot, 3. left knee, 4. right knee, 5. left hip, 6. right hip, 7. left shoulder, 8. right shoulder, 9. left ear, 10. right ear. Start with counting up in order, then count backwards, all the while asking students to point to the correct body part. Once the students are familiar with the positions call out random numbers. Pass the lead to a student. 7. Teach student the lyrics and melody to the song **Chanson ! 1-10.** Ask students to listen and sing along to the song about numbers 1-10.	Craft Chatterbox design **Réaliser une cocotte en papier** - Faire un jeu en origami https://www.youtube.com/watch?v=k4hnvqRpWug Game **Où est Léon… ?** a variation of *Hide and seek* Song **Léon le caméléon 1** https://www.youtube.com/watch?v=YHII3ydsL8U Game **Trouve un objét** Game **Lotto des couleurs**, using colours in the place of numbers Game **La classe compte !** Song Compter de 1 à 10 - **Les Chiffres et les Nombres en Chanson** – Learn French https://www.youtube.com/watch?v=3D-2fTVbukU

elements and making simple statements about Léon and other elements in the song. • create and perform short imaginative texts about Léon that use familiar expressions and modelled language as well as drawings • count from 1-10 and say the numbers quickly when not in order • experiment with the sound of *on*.	statements about characters or themes Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports		8. Provide students with *Coloriage numéroté*, a colour-by-numbers activity to complete. 9. Play the song clip *Léon le caméléon 2-Chasse au trésor, trouve le on !* while students view and listen to the song. Ask that they write three words that contain the sound *on*. Gather all words on the word wall and read them with the students, using the instructions *Écoutez !* and *Répétez !* 10. Read the rhyme *1, 2, 3 Nous irons au bois* to students during **mat time**, asking them to listen to and repeat the words of the rhyme. 11. Have students exit the classroom using the **exit code** by saying their favourite new adjective for the lesson, for example, *petit*, with a gesture. 12. Role play the game *Tu as quel âge ? Lance le dé* with the whole class, by first rolling the dice and asking the question *Tu as quel âge ?* Students listen first, then one student rolls the dice and answers with the number that appears on the dice, for example, *J'ai trois ans*. Students then play again in a smaller group. 13. Play an instruction clip for students on how to fold *La cocotte*, a chatterbox, and assist them through the process. On the first layer they write a number between 1 and 10, the second layer has spots coloured in different colours. Inside the chatterbox students write descriptive phrases such as *Tu es gentil/gentile*, *Tu es joli/joie*, *Tu es méchant*, etc. Students play the game in pairs and store the chatterboxes in their *dossier*. 14. Make available to students access to **Languages Online Chapters 1-8**. Students can set their own pace while discovering the Languages Online website. They keep track of their learning by ticking off the tasks completed on a checklist. 15. Provide students with an image of either a colour or an object. They watch the song clip *Léon le caméléon* **3** and stand up every time their colour or object is mentioned in the song. Words that are not already on the word wall are added. 16. Assign students to groups for **Language Practice 1 - Group Rotations**, to practise the vocabulary that was presented in this unit so far: A Group splits into pairs and plays with the chatterbox. B Group splits into pairs and plays games with the dice, for example, *Tu as quel âge ?* C Group works individually to complete Languages Online Chapters 1-8. D Group splits into pairs and uses puppets to interact in social play. They model a dialog where two characters meet each other for the first time and then they have a conversation, for example, *Salut, Bonjour, Comment tu t'appelles ? Je m'appelle….* Assist this group. 17. Introduce the new theme *La famille !*, and related vocabulary first asking a question to elicit the name of Léon's brother, *le frère*. Students view the clip *Léon le caméléon* and locate the required information. Introduce the vocabulary for the immediate family and display the words, including their definite article, on the whiteboard, for example, *le caméléon, le frère, la soeur, la mère, le père, le grand-père, la grand-mère*. 18. Play the game *Qui manqué ?* first showing students an image of a family and asking them to name the members of that family, for example, *le père, la mère*, etc. Hide the image of one member and ask *Qui manqué ?* Students guess and the drill continues with the image of another member being hidden. 19. Show an image of Gaston and Léon to the class and describe what they look like. In *Décris Léon et Gaston !* model the words and gestures for *grand, petit, gentil, méchant, jolie, marrant, sympa.* The class completes a portrait of Léon and Gaston by labelling them with adjectives and nouns. 20. Introduce the game *Téléphone arabe*. In this variation of *Chinese whispers*, the teacher selects one student to choose an adjective and whisper it to the next student, who then whispers it to the next, and so on. The last student to hear the whisper reveals the word, for example, *Léon est bleu, Gaston est gentil*.	Colour-by-numbers *Coloriage numéroté* http://www.teteamodeler.com/jeu/coloriage-numeros/jeu-coloriage-animal-2.asp Rhyme *1,2, 3 Nous irons au bois* https://www.youtube.com/watch?v=sWCf7N6PH3Y Game *Tu as quel âge ? Lance le de* Languages practice **Languages Online Chapters 1-8** http://www.education.vic.gov.au/LANGUAGESONLINE/french/french.htm Game *Qui manqué ?* Portrait **image** of Gaston and Léon Game *Téléphone arabe* a variation of *Chinese whispers*

				Variation: Split students in two or more groups with groups playing against each other.	
				21. Provide students with the worksheet *La famille de Léon* and some examples of how to draw and label the members. Students then select their own colours and complete their sheets individually.	Activity work sheet *La famille de Léon*
				22. Ask students to draw a chameleon, *Didou, Dessine-moi un caméléon* and list for them the colours used. As well as their drawing, students label the chameleon with the correct words for the colours. To choose a name for the chameleon, display the top 20 most popular French names, read the names and let students read them back to you with the correct pronunciation, before asking students to choose a name for the chameleon.	Audio visual clip *Didou, dessine-moi un caméleon* https://www.youtube.com/watch?v= QMXuLoNx3mg
				23. Ask students to create a drawing of *La famille de Léon*, naming them with popular French names. They colour and label in French the chameleons, choosing a colour, size and age for each one to complete the drawing, for example, *La sœur s'appelle Liliane. Liliane est jaune et bleu*.	Assessment task *La famille de Léon*
				24. Assign students to groups for **Language Practice 2 - Group Rotations**, in order to practise the vocabulary that was presented in this unit so far: A Group splits into pairs and plays *Lotto des couleurs*, led by a student. B Group splits into pairs and plays with *La cocotte*. C Group students work individually to complete Languages Online Chapters 1-8. D Group presents their chameleon-family to their group and the teacher. Use notes for informal assessment.	
				25. Support students through **language practice** to sort the words for family members into two categories using the definite articles *le* and *la*.	
				26. Introduce the concept **English language bubble**; a place where students 'enter' when a new concept needs to be explained. To announce the start of the bubble, a code word can be called out, for example, *poisson*, and students respond by making bubble-noises.	
				27. Encourage students through **English language bubble** to think of an explanation for when the definite article *le* or *la* is used. Referring to the word walls and stationery vocabulary learned earlier, explain that in French every noun has a gender and is either masculine or feminine. Acknowledge that this is a difficult concept for English speakers, but point out that many languages (Italian, Spanish) have two genders and some even three (German).	Classroom procedure **English language bubble**
				28. Support students in **language practice** to sort nouns into *le* and *la* categories and discuss ways to memorise the articles.	
				29. Display in the classroom *La famille de Léon*, the different chameleon families, at the end of the unit.	
				30. Promote in the school community the Alliance Française AF Film Festival and Poem reciting competition events, as **opportunities to connect with the francophone community outside the classroom**, and organise an excursion to the Film Festival, or organise students to submit a recording of the recital of the year's selected poem.	Alliance Française Perth for details of French film festival and poetry competition https://www.afperth.com.au/
				Assessment • Anecdotal assessment using checklist and notes, indicating how students: ▪ use adjectives to describe something or someone ▪ use family-related vocabulary ▪ comprehend and use family-related vocabulary as well as the correct definite articles *le* and *la* ▪ create a fictional family by drawing chameleons and labelling the pictures in French	

				▪ present their created fictional chameleon family to a small group
				▪ use a range of adjectives to describe the chameleons
				▪ use the definite articles *le* and *la* accurately when referring to family members
				▪ count from 0-12
				▪ respond to the questions *Tu as quel âge ?* with a number or whole sentence in French
				▪ pronounce correctly the sound *on*.
				
				• Formal assessment using the following activity:
				  ▪ *La famille de Léon:*
				  Part A – labelling images and displays in classroom
				  Part B – presenting, orally, a description of their chameleon family
				  Part C – listening to a description of different chameleons and match them with the corresponding image.	

8–10	**Poisson d'avril !** Students learn about the cultural practice of *Le 1er avril* and how this is celebrated by French children. The students are also introduced to the French calendar. **Learning objectives:** • recognise the difference between French, Australian and other cultures when celebrating *Le 1er avril* • explain the meaning of *Poisson d'Avril* and notice that some expressions are difficult to translate • listen to a French YouTuber talking about the customs associated with *Poisson d'Avril* and reflect on what sounds and feels familiar and different	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !* Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Salut, Nicole, ça va ? Pas mal, et toi ? Bonjour, Madame Patou, comment allez-vous ?; Bonjour Messieurs !; A demain, Mademoiselle !; A bientôt !; Bon courage !* Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts Notice what looks or feels similar or different to their own language and culture when interacting in French	Experiment with the pronunciation of common vowel sounds, for example, *ou* (*vous, jour*), *oi* (*toi, voiture*), *on* (*bonbon, mon*), *ai* (*aimer, j'ai*), *ain* (*train, demain*) and *eau* (*château, beau*), letter combinations and intonation patterns Recognise and write high-frequency words and expressions in familiar contexts Notice differences between French, Australian and other cultures' practices and how these are reflected in language Experiment with the pronunciation of common vowel sounds Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • developing number knowledge for numbers 0-31 (**content from the Year 1 syllabus*)	1. Sing the welcome song **Salut Bonjour** and call **L'appel !** of student names eliciting the response *Ici !* Review *Présent !/ Présente !* as an optional alternative to *Ici !* 2. Play the clip of the song **Les poissons** and ask students to recall the names of three animals featured in the song. 3. Model, during **mat time**, the new nouns through the game **Oiseau vole !**, for example, *poisson, oiseau, lapin* and the verbs, *nager, manger, sauter, danser, voler*. 4. Play the game **Jacques à dit…**, a French version of *Simon says*, calling on students to take turns playing the role of Simon. Students follow, but only if *Jacques à dit*, for example, *Jacques à dit saute !, Danse !, Jacques a dit nage !, Vole !, Tourne !, Jacques à dit tombe !, Mange !* 5. Play the game **Oiseau vole !,** calling out an action, and ask that students repeat it only if the action makes sense, for example, *poisson vole !,* and students stay still. *Lapin mange !* and students gesture a rabbit eating. 6. Make students aware, during **English language bubble**, of the April Fool's Day celebration. Play the video **Poisson d'avril ! Comme un Française** by Géraldine, a Parisian, who explains this popular celebration. Discuss with students the custom, have them compare it to their own experiences of April Fool's Day, *Le 1er avril,* and how it is celebrated in the students' own families. Make available to students phrases and vocabulary related to *Le 1er avril*, for example, *faire une blague, faire une farce, un canular, un poisson d'avril, accrocher un poisson dans le dos.* Have students explain the meaning of *Poisson d'Avril !* in their own words and identify that some expressions are difficult to translate. 7. Provide instructions in French to assist students **design a paper fish**. They draw, label and colour a paper fish to be used at school or at home, to play a joke on someone on *Le 1er avril.* 8. Teach students the game **Où est le poisson ?**, where one students stands in the doorway of the classroom facing away from the class. A picture of a fish gets hidden by the class. When the student turns around he needs to search for the object and is guided by the students who chant the question *Où est le poisson ?* quietly when student is far from the picture and louder when he gets closer. 9. Play the song **Les mois de l'année** and ask students to reflect on which of the months sound familiar and are easy to remember, and which ones are different to those in their first language. 10. Assign students to groups to play the game **Les mois**. Each group receives a set of cards with the 12 months, one month written on each card. The group needs to sort the months in order. The first group to finish wins.	Song **Les poissons**, by Alain le Lait https://www.youtube.com/watch?v=OdVLlFaf1ac Game **Oiseau vole !** Game **Jacques à dit…**, a French version of *Simon says* Audio visual clip What happens on Le 1er Avril in France, from **Comme une Française** https://www.youtube.com/watch?v=HL7ItVWO-BA Game **Où est le poisson ?** Song **Les mois de l'année** de Juli Powers https://www.youtube.com/watch?v=KUqVhf9oUqQ Game **Les mois**, using flashcards with the months of the year

compared to their first language
• respond to teacher talk and instruction, for example, *Lève-toi ! Ecoutez !*
• count from 0-31 and say the numbers quickly when not in order
• consolidate the vocabulary and interactions learned during the term
• respond to the imperative, showing the correct action/gesture.
	Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret		11. Introduce the *Le calendrier* and display it in the classroom. Update the calendar daily.
			12. Review with students numbers 0-10 and introduce **numbers from 11-31** using **kinesthetic counting**.
			13. Introduce *Le train des nombres*, asking students to listen carefully to the numbers 1-31 and arrange them in the correct order to form a train.
			14. Arrange students in a circle to play the game *Pamplemousse !* Ask student on your left to begin the game of counting in French: first student says *un,* the next student says *deux*, and so one until it is the fifth student's turn. Instead of saying *cinq,* the student calls out *pamplemousse !* All numbers that can be divided by 5 become *pamplemousse !*
			15. Allocate students to pairs to play the game *Jeux de 21*. Students take turns to roll the dice and add up the numbers as shown on the dice. First person who rolls a number over 20 (21 and over) loses their turn.
			16. Play *Lotto des nombres*, asking students to write on their page five numbers between 1 and 31.
			17. Introduce students to the rules of the game *Tappette à mooches*. Write numbers 11-31 on the whiteboard. Two students are provided with a fly swatter and step up to the board to verse one another. Call out a number in French and ask the students to hit the number matching the one they hear.
			18. Introduce the question *C'est quand ton anniversaire ?* and ask students to call out their birthday month. Replay the song *Les mois de l'année* and ask students to stand up every time they hear their birthday month mentioned.
			19. Place the students in a circle to play the game *C'est quand ton anniversaire ?* Ask the first student the question *C'est quand ton anniversiare ?* and throw a ball to the student. The student responds, for example, *le 24 mai*, and throws the ball to the next student, asking the question *C'est quand ton anniversaire ? Continue until each student has had a turn.*
			20. Teach student the lyrics and melody to the song *Joyeux anniversaire* and sing it each time a student in class celebrates their birthday.
			21. Make available resources to support students writing a **birthday card** to a friend or family member.
			22. Give one student an instruction, for the **exit code**, for example, *saute !* The student carries out the action and gives an instruction to the next student. Students exit after carrying out the instruction and giving a new instruction.
			
			Assessment
			• Anecdotal assessment using checklist and notes, indicating how students:
			  ▪ respond to imperative verbs with the correct actions; some students are able to give instructions
			  ▪ explain the French custom surrounding April Fool's Day to a staff member and can translate the expression *Poisson d'avril* to a non-French speaker
			  ▪ pronounce the sound *on* correctly.
				Template *Le calendrier*
				http://resources.sparkleplus.co.uk/sb88french.pdf
				
				Language practice **Scootle Number train 1-20**
				http://www.scootle.edu.au/ec/viewing/L9872/index.html
				
				Game *Pamplemousse !*
				
				Game *Jeux de 21*
				
				Game *Lotto des nombres*
				
				Game *Tappette à mooches*, using a set of flyswatters
				
				Game *C'est quand ton anniversaire ?*
				
				Song *Joyeux anniversaire*
				https://www.youtube.com/watch?v=pDn0lzevy6k

Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–7	**Qui est-ce ?** Students are exposed to a variety of texts related to describing family members. **Learning objectives:** • locate specific information from a range of texts relating to family members • acquire vocabulary to describe family members • use a range of adjectives to describe family members • use the pronouns *Il est* and *elle est* and the articles *le* and *la* correctly in the context of family members • count from 0-100 • learn the French alphabet.	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !* Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts	Experiment with the pronunciation of common vowel sounds, for example, *ou* (*vous, jour*), *oi* (*toi, voiture*), *on* (*bonbon, mon*), *ai* (*aimer, j'ai*), *ain* (*train, demain*) and *eau* (*château, beau*), letter combinations and intonation patterns Recognise and write high-frequency words and expressions in familiar contexts Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle* + present tense of verbs associated with familiar actions and environments, for example, *Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe* • understanding the difference between definite and indefinite articles and how to refer to a specific or unspecific person, place or object, for example, *J'aime la musique; Le chien est brun; J'ai un frère; Il a une amie* • using an increasing range of adjectives, for example, *bizarre, magnifique, formidable*, including additional gender forms, for example, *blanc/blanche, gros/grosse* • developing number knowledge for numbers 0–100	1. Sing the welcome song ***Bonjour Bonjour*** and review greetings and call ***L'appel !*** of student names eliciting the response *Ici !/Présent !/Présente !* Introduce *Je suis ici !* as an optional alternative. 2. Select a student each lesson to update ***Le calendrier*** with the day and date. 3. Continue to prompt the students to follow the instructions for active participation on the **mat session**. Introduce the phrase *Desolé, je ne sais pas !* 4. Revise vocabulary related to family through **language practice** activities. Play the song ***Ma famille*** and ask students to create a family tree on a word wall that remains on display in the classroom for future reference. 5. Revise vocabulary related to family through **language practice** activities. Show a picture of a family, for example, a famous or celebrity family, their own, or a fictional one, and play game ***Qui est-ce ?***, a variation of *Who is it? Guess it!* asking questions, such as *C'est la mère ?, Qui est la mère ?, Qui est-ce ?* and students respond. Review the use of personal pronouns in the singular form, for example, *je, tu, il, elle*, and the verbs *être* and *avoir* in the singular form. 6. Introduce and play the game ***Sept familles***, similar to *Go Fish* where students take turns asking each other for cards with family members to assist them complete their family of six. Introduce students to instructional language, for example, *Donne-moi…, Bonne pioche !, Tiens ! Je ne l'ai pas, Pioche !, Voilà !, J'ai gagné !* 7. Assign students to groups for **Language Practice 1 - Group Rotations** to practise working in groups, the vocabulary that was presented in this unit so far: A Group splits into pairs and plays *Sept familles*, led by a student. B Group splits into pairs and plays *Lotto des couleurs*. C Group students works individually to complete a *Mots cachés* with vocabulary related to family and colours. D Group works with the teacher to complete a *Qui est-ce ?* activity. 8. Play a clip of the song ***L'alphabet en français***, and ask that students listen to the pronunciation of the letters. Discuss what is similar and different to the letters in the English alphabet. Ask students how they would to pronounce a series of words in French. Also, ask students how they would spell their name in French, for example, *Je m'appelle Jack. Comment on écrit ton nom ? J-A-C-K.* 9. Introduce the **grammatical elements** adjectives and nouns to describe appearance Play game ***Qui est-ce ?*** with students electronically on the whiteboard. Also display some portraits of people on the whiteboard to play ***Le portrait de…***, asking students to share the words they can remember from the game. Label the parts as the students call them out, for example, *les cheveux longs et blonds*, *les lunettes rouges*, etc. 10. Support students in **Language practice 2** by providing them with a text describing a person and asking that they complete a drawing from the description they read, for example, *J'ai les yeux bleus, les cheveux bruns et raides, elle a les yeux verts, les cheveux noirs et bouclés, les lunettes rouges, une barbe noire, ile est chauve, les cheveux roux et courts, les yeux noisette, il a les cheveux blonds, j'ai un chapeau brun.* 11. Support students in **Language practice 3** by enabling students to practise individually vocabulary and sentences related to appearances. Provide web access to Chapter 19 of Languages Online for students to complete the interactive tasks.	Song ***Bonjour Bonjour**, by* Alain le Lait https://www.youtube.com/watch?v=atNkI6QFZ50&index=8&list=RDoIYvC7r05mU Song ***Ma famille***, by Alain le Lait https://www.youtube.com/watch?v=MFk9YmJv-jc Game ***Qui est-ce ?***, a variation of *Who is it? Guess it!* Application French version https://itunes.apple.com/au/app/who-is-it-guess-it-classic/id543846989?mt=8 Game ***Sept familles*** https://www.abcteach.com/free/s/sept_familles_k5_instructions.pdf Puzzle ***Mots cachés*** with vocabulary related to family and colours Song ***L'alphabet en français***, by Alain le Lait https://www.youtube.com/watch?v=LYy3P2okyw Game ***Le portrait de…*** Language practice 2 **Description** Language practice 3 Languages Online Chapter 19 https://www.education.vic.gov.au/languagesonline/french/sect19/index.htm

					12. Support students in **Language practice 4** by introducing students to numbers 31-100. Ask students to predict patterns they have seen from 0-31, and ask what the numbers for 40, 50, 60, 70, 80 and 90 might be. Confirm their predictions and ask students to then predict how numbers 31-39 might be formed and compare this to English. Play *Tappette à mooches* and use **kinesthetic counting** to practise the new numbers.	Language practice 4
					13. Revise descriptions of people by playing game *Le coupable* with students. This variation of *Guess Who?* involves 8 numbered images of faces (mugshots) displayed on the board. Read a description of people each image and ask students to guess who the "guilty person" is.	Game *Le coupable*, a variation of *Guess Who?*
					Read a description of a person and ask students to participate in the **Drawing game** by illustrating what they hear. The game can be played as whole class, in groups or in pairs.	Game *Drawing*
					14. Assign students to groups for **Language Practice - Group Rotations** to practise the vocabulary that was presented in this unit so far: A Group plays the drawing game, led by a student. B Group plays the game *Qui est-ce ?* C Group splits into pairs, matching words and pictures to play the memory game. D Group works with the teacher on *Le portrait de…,* exchanging information about a range of pictures. Use results as anecdotal evidence for assessment.	
					15. Retrieve the *La cocotte* from *dossier* and play to revise vocabulary from Term 1**.**	
					16. Reinforce asking questions related to describing others through the game *Qui est-ce ?* Select a number of students to form a line-up. Provide some students with a prop, for example, hat, sunglasses, moustache, beard. Ask another student to write the name of one student in the line-up on a small whiteboard and hide it. The aim is for the other students to ask questions of the student and elicit whose name they have on their whiteboard, for example, *Il a des lunettes ?* The student holding the whiteboard replies with *Oui !* or *Non !* If the answer is *Oui !,* then all students without glasses sit down. Students continue to ask questions until the class guesses the identity of the person whose name has been written on the whiteboard.	
					17. Assign **writing practice** through the completion of a cloze text that describes a character from the *Qui est-ce ?* game and ask that they complete the text with the missing vocabulary, nouns and adjectives.	Cloze activity *Qui est-ce ?*
					18. Play the game *Le pendu*, a variation of the *Hangman* game, where students try to guess a phrase or sentence by asking whether a particular letter is present. Arrange students in groups to play this game where they guess a word or sentence by asking for letters.	Game *Le pendu*, a variation of the *Hangman* game
					19. Ask students to **draw a self-portrait** and write a description below the portrait using a series of modelled sentences. Students display their edited posters in class.	Assessment task Self portrait *Le portrait de…,* using a range of images
					20. Play the game *Téléphone arabe*. Students whisper a sentence that describes a person, real or fictional	
					21. Provide students with a **writing activity** based on *La famille de Colette* and ask that they complete the parts individually.	Assessment task *La famille de Colette* accessible on the School Curriculum and Standards Authority website
					22. Give one student an instruction for the **exit code** such as to describe a student in the class, for example, *Il a les cheveux blonds* or *elle a des lunettes noirs*. The student being described then describes another student. The student exits after guessing the description is about them and giving a new description.	

				Assessment	

				• Anecdotal assessment using checklist and notes, indicating how students:
				  ▪ draw a family member from the information they hear or read about the person
				  ▪ ask simple questions to determine the identity of a person for example, *il a les cheveux noirs ?*
				  ▪ ask questions and take turns to play the game *Qui est-ce ?* in French
				  ▪ count from 0-100 in French
				  ▪ spell out the letters of their name in French.
				
				• Formal assessment using the following activities:
				  ▪ *La famille de Colette* – writing activity
				  ▪ *Self portrait* design.	

8–10	**Bonne fête, papa !** Students design a greeting card for their father or other significant person. **Learning objectives:** • locate specific information from a range of texts relating to family members • recognise and use vocabulary to describe family members • recognise and use a range of adjectives to describe family members • use the pronouns *Il est* and *elle est* and the articles *le and la* correctly in the context of family members.	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !* Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Salut, Nicole, ça va ? Pas mal, et toi ?; Bonjour, Madame Patou, comment allez-vous ?; Bonne nuit, Papa !; Bonjour Messieurs; A demain, Mademoiselle; A bientôt !; Bon courage !* Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret	Experiment with the pronunciation of common vowel sounds, for example, *ou* (*vous, jour*), *oi* (*toi, voiture*), *on* (*bonbon, mon*), *ai* (*aimer, j'ai*), *ain* (*train, demain*) and *eau* (*château, beau*), letter combinations and intonation patterns Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal French texts Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use	1. Sing the welcome song **Bonjour Bonjour**, review greetings and call **L'appel !** of student names eliciting the response *Ici !/Présent !/Présente !* or *Je suis ici !* as an optional alternative. 2. Select a student each lesson to update **Le calendrier** with the day and date. 3. Continue to prompt the students to follow the instructions for active participation on the **mat session**. Review the phrase *Desolé, je ne sais pas !* 4. Show the **advertisement Lactel Eveil – Dis Papa** and discuss *Qui est dans la publicité ?* and *Qu'est-ce qui ce passe ?* Elicit from students a description of the characters in the advertisement; the dad, the baby and the mum. Include new vocabulary to describe characteristics, for example, *drôle, marrant, sportive, intelligent*, etc. 5. Have students design a Father's Day greeting card **Le meilleur père !** Ask them to bring a picture of their father and include it in the design on the front of the greeting card. Students add the caption, *Le meilleur père*, and write a description of him, including his appearance and characteristics, such as *marrant, drôle.* 6. Have students practise reading out the greeting they have written in their Father's Day card**,** and record it. Notify parents of access to the greeting via a QR code on Father's day. 7. Give one student an instruction for the **exit code** such as to describe a student in the class, for example, *Il a les cheveux blonds* or *elle a des lunettes noirs*. The student being described then describes another student. The student exits after guessing the description is about them and giving a new description. 8. Promote the TOFA Concours Autocollants competition in the school community as an **opportunity to connect with the francophone community outside the classroom**, and have students create a sticker design based on the year's design.	Advertisment **Lactel Eveil - Dis Papa** https://www.youtube.com/watch?v=hcF_88HLOYk Resource QR Code Generator http://www.qr-code-generator.com Platform to store videos https://web.seesaw.me/ TOFA Sticker competition http://tofawa.asn.au/sticker-competition-pre/

Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	**Je vous présente ma famille !** Students present their family as superheros with special powers. **Learning objectives:** • locate specific information from a range of texts relating to family members • extend vocabulary to describe family members • introduce themselves and a sidekick (friend) as *supérheros* and describe their special power • use a range of adjectives relating to appearance, characteristics and superpowers to describe family members • draw a family tree and label the pictures • write a description of each family member and create a photo album or poster about their superhero family	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !* Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Salut, Nicole, ça va ? Pas mal, et toi ?; Bonjour, Madame Patou, comment allez-vous ?; Bonne fête, Papa ! Bonjour Messieurs; A demain, Mademoiselle; A bientôt !; Bon courage !* Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret	Recognise and write high-frequency words and expressions in familiar contexts Understand and demonstrate how language use varies according to the participants' age gender and relationship and the context of use Experiment with the pronunciation of common vowel sounds, for example, *ou* (*vous, jour*), *oi* (*toi, voiture*), *on* (*bonbon, mon*), *ai* (*aimer, j'ai*), *ain* (*train, demain*) and *eau* (*château, beau*), letter combinations and intonation patterns Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle* + present tense of verbs associated with familiar actions and environments, for example, *Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe* • understanding the difference between definite and indefinite articles and how to refer to a specific or unspecific person, place or object, for example, *J'aime la musique; Le chien est brun; J'ai un frère; Il a une amie* • using an increasing range of adjectives, for example, *bizarre, magnifique, formidable*, including additional gender forms, for example, *blanc/blanche, gros/grosse* Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English	1. Sing the welcome song **Bonjour, comment ça va ?** and review greetings and call **L'appel !** of student names eliciting the response *Ici !/Présent !/Présente !/ Je suis ici !* or with how they are feeling, *Je suis contente !* 2. Select a student each lesson to update the *le calendrier* with the date and the "feeling barometer". 3. Introduce **La famille de Madame/Monsieur** presenting your own family, providing some details about each family member such as how they are related, their name, characteristics age and hobbies. 4. Through the **English language bubble** routine, provide students with the opportunity to ask questions about **La famille de Madame/Monsieur** task and set their goals. 5. Arrange students in pairs to play the game **Pamplemousse !** and practise the numbers from 0 to 100. 6. Play the song **Bonjour, comment ça va ?** and ask students to identify the family members mentioned. Elicit from them how the members are described in the song. 7. Make available to students an image of a house with different coloured windows. Read the text which describes the likes and dislikes of individual family members. Ask students to **listen for information in the text** to help them place the family members over the correct coloured window, for example, *Ma mère aime mon père et elle aime le bleu; Mon petit frère n'aime ni le jaune ni l'orange, mais il aime le vert; J'aime ma grand-mère et le rouge.* 8. Introduce students to the Incredibles family by playing the film trailer of **Une famille super-ordinaire: Les indestructibles !** Ask students to identify the characters and complete an activity with the information in the trailer. 9. Introduce students to the **grammatical elements** adjectives and characteristics by providing them with a puzzle to complete that reveals *les pouvoirs* (super powers) of the Incredibles family. 10. Assign a variety of **Language practice** activity worksheets based on **Les indestructibles !** *for students* to practise the key vocabulary required for the task such as a cloze, word search, unjumble the sentence activity. 11. For the game **Couples fameux** provide each student with a card containing a name and picture of a range of famous superhero couples. Ask students to imagine themselves as the character on their card. Instruct students to walk around the class, asking each other *Comment tu t'appelles ?* and listening for the answer *Je m'appelle… .* Once the student has found their match they return to their seat. Model the short conversation with the class puppet and include greetings *Salut, Bonjour, Au revoir*, as optional extras for students. 12. Prepare students to complete the informal assessment activity **Moi et mon acolyte, une super équipe !** Ask students to draw a picture/use an edited photo and write a description of their superhero selves and their sidekick, including their name, age, appearance and special power, using the correct personal pronoun *je* and *il/elle*. 13. Provide students with a cloze activity based on **Voilà ma famille !**, in which they fill in information about their family members. 14. Assign a variety of **Language practice** activities through accessing the Kahoot! online program. These activities will enable students to review key vocabulary, sentences and structures through quizzes.	Song **Bonjour comment ça va ?**, by Juli Powers https://www.youtube.com/watch?v=nhEHGcWa1dk Photographs of the teacher's own family members Power Languages CD 2 **Ma famille** accessible at Powerlanguages.com Listening activity use worksheet with **image of house**, with different coloured windows Film trailer **Les indestructibles !** https://www.youtube.com/watch?v=wZ8l1AavXWM Activity **Moi et mon acolyte, une super équipe !** Cloze activity based on **Voilà ma famille !** Language practice **Kahoot!** online program at Kahoot.com

• present their families to the class.			Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal French texts	15. Assign students to groups for **Language Practice - Group Rotations** to practise the vocabulary that was presented in this unit so far:
				A Group splits into pairs and plays the game ***Bataille navale***, a variation of *Battle ship*, where students play in pairs, taking turns rolling the dice and adding up the numbers of the dice. The first person who rolls a number over 20 (21 and over) loses their turn.
				B Group splits into pairs and plays the game *Sept familles*.
				C Group students work individually to complete Languages Online Chapters 1-8.
				D Group students work individually to respond to questions related to their family *Voilà ma famille !* Assist this group.
				16. Ask that students collect images that portray their family members, either photographs, drawings or images from other sources for their **Family album**. They write captions in French about individual members and display the images and captions in their album.
				17. Show the short film clip ***Court-métrage: Rhapsodie pour un pot-au-feu*** and ask students to describe the roles of the different family members illustrated.
				18. Promote the MLTWA Languages Week and the various competitions open to primary aged students as **opportunities to connect with the francophone community outside the classroom**.
				
				Assessment
				• Anecdotal assessment using checklist and notes, indicating how students perform in the following activity
				 ▪ *Moi et mon acolyte, une super équipe !:*
				   o describe themselves and members of their family with a range of adjective
				   o use the pronouns *Il* and *Elle* accurately
				   o include titles, pictures and captions to produce a photo album/poster
				   o present their family and answer simple questions about their family.
				
				• Formal assessment using the following activity:
				 ▪ *En famille:*
				   Part A – listening for information from a spoken text
				   Part B – reading for information from a written text
				   Part C – presenting a short introduction and participate in an interview.
					Game ***Bataille navale***, a variation of *Battle ships*
					
					Short film clip ***Court-métrage: Rhapsodie pour un pot-au-feu***
					https://www.youtube.com/watch?v=41JpCEeOdhA
					
					Assessment task ***En famille***, accessible on the School Curriculum and Standards Authority website

Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–6	**Le petit chat cherche une famille** Students read a story about a cat in search of a family and food. They recount the story in a play about the cat and create their own version of the story to perform. Students also learn vocabulary to express emotions and to convey their feelings. **Learning objectives:** • act out a story • make statements about the characters in a story • memorise and recite high-frequency sentences • express emotions and convey feelings in French • create their own versions of the stories, using the structures of the original text.	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !* Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Salut, Nicole, ça va ? Ca va mal ! Je suis desolé ! Au revoir* Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission, for example, je peux avoir un crayon, s'il vous plait ? Est-ce que je peux aller aux toilettes, s.v.p ?, Excusez-moi, J'ai besoin d'aide !* Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret	Experiment with the pronunciation of common vowel sounds, for example, *ou* (*vous, jour*), *oi* (*toi, voiture*), *on* (*bonbon, mon*), *ai* (*aimer, j'ai*), *ain* (*train, demain*) and *eau* (*château, beau*), letter combinations and intonation patterns Recognise and write high-frequency words and expressions in familiar contexts Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle* + present tense of verbs associated with familiar actions and environments, for example, *Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe* • understanding the difference between definite and indefinite articles and how to refer to a specific or unspecific person, place or object, for example, *J'aime la musique; Le chien est brun; J'ai un frère; Il a une amie* • using an increasing range of adjectives, for example, *bizarre, magnifique, formidable*, including additional gender forms, for example, *blanc/blanche, gros/grosse* Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use	1. Sing the welcome song **Bonjour Bonjour**, by Alain le Lait at the start of the lesson, ask selected students *Comment ça va ?* and encourage such answers as, for example, *J'ai faim* or *Je suis content*. 2. Call **L'appel !** of student names eliciting the response *Ici !/Présent !/Présente !/ Je suis ici !* or with how they are feeling: *Je suis contente !* Encourage students to say 'Hello' in their first language or a language other than French and English. 3. Select a student each lesson to update the **le calendrier** with the date and the "feeling barometer". 4. Revise vocabulary items for animals and pets by playing the game **J'aime/Je n'aime pas**. Organise a bag with flashcards/pictures of animals/pets to be passed over by students sitting in a circle. Students say aloud the rhyme **Am Stram Gram**. The student who receives the bag on *Pic* draws a card out of the bag and says *J'aime les lapins !* or *Je n'aime pas les lapins !* The students then passes on the bag. 5. Introduce the story **Le petit chat cherche une famille**. Read the story and encourage students to join in with saying *Bonjour, Au revoir* and other repetitive lines from the story. Introduce them to gestures that complement the key vocabulary in the story, for example, *Le petit chat; le chien brun; un petit lapin; un hamster brun; un petit garçon; une famille; une maison; Il aime; il marche; je veux; je peux; il entre; je veux manger; je suis tout seul; le chat est triste; content; il voit*. 6. Introduce key vocabulary **C'est qui ?** and **C'est quoi ?** with puppets or pictures. 7. Assist students to practise nouns related to animals using the game **Pictionary**. Divide the class into two groups. Select a student from each group and give them an animal card to draw. The rest of the class attempts to guess the French name for the animal. The game could be varied and played in small groups or pairs, with actions instead of drawings. 8. Introduce the song **Avec un grand nez** and use a word wall to collect the names students identify in the song. 9. Make available to students the activity sheet **Egaler les phrases** where they match a statement from the story with a picture. 10. Provide students with the activity sheet **Choisi le bon mot** where they retell the story by completing sentences with missing words. 11. Make available to students the activity sheet **Mets en ordre** requiring them to put jumbled sentences in the correct order. 12. Support students in maintaining a **visual dictionary** with drawings and keywords in French from the story. 13. Ask a range of questions, *questions totale* and *questions partielles*, to ensure student understanding of new vocabulary and sentences structures. 14. Introduce students to **Lire les phrases**, where they read sentences that contain the same key vocabulary as in the story **Le petit chat cherche une famille**, but use alternative nouns or verbs from those in the story, for example, *Le chat danse avec le hamster*. 15. Through the **English language bubble** routine, discuss with students the different emotions the cat displays in the story **Le petit chat cherche une famille**. Collate the emotion words onto a list and match them up with a list of French words. Discuss which words are similar/ different to the first language. Add the list to the word wall.	Song **Bonjour Bonjour** by Alain le Lait https://www.youtube.com/watch?v=atNkI6QFZ50 Game **J'aime/Je n'aime pas**, to revise vocabulary items for animals and pets Story **Le petit Chat cherche une famille** by Wendy Maxwell Game **Pictionary** Provide cards from which students select one (cards contain words/phrases related to the the vocabulary currently being taught). They then draw the image, while their team members attempt to guess the answer, responding in French. Song **Avec un gros nez** by Alain le Lait https://www.youtube.com/watch?v=fVRGuyZJaGo Activity sheet **Egaler les phrases** Activity sheet **Choisi le bon mot** Activity sheet **Mets en ordre**

				16. Support students in labelling the chart **Comment ça va ?** with the French words that correspond with the emoji displayed. Students copy a few sentences from the word wall, for example, *je suis faché*. **17.** Play the audio visual clip of the song **Les Emotions** and as students watch, ask them to identify the emotions mentioned in the song. New words are added to the word wall. **18.** Assist students to create **Le grand hamster cherche une famille**, their own written version of the play. **19.** Place students in a group to discuss which play will be performed. Provide students with opportunities to practise their version in groups. Once they are ready, ask students to perform the play in front of an audience. **Assessment** • Anecdotal assessment using checklist and notes, indicating how students: ▪ identify nouns and adjectives in a text and can exchange those nouns and adjectives to create a different story ▪ answer the questions *Comment ça va ?* with an increased range of vocabulary, for example, *je suis fatigue* ▪ play their part in the performance and pronounce the words correctly. • Formal assessment using the following activity: ▪ *Le grand hamster cherche une famille:* Part A – creating an alternative version of *Le petit chat cherche une famille* Part B – performing a play.	Chart **Comment ça va ?** Song: **Les Emotions** by Alain le Lait https://www.youtube.com/watch?v=jvB6ZAlorug Assessment task **Le grand hamster cherche une famille**
7–10	**Le calendrier d'avent !** Students gather information about celebrations and Christmas traditions and special days such as *Saint Nicolas 6 Decembre* – and Christmas eve in France. **Learning objectives:** • read different information about celebrations and present them in a display • learn a French Christmas carol.	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !* Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Salut, Nicole, ça va ? Pas mal, et toi ?; Bonjour, Madame Patou, comment allez-vous ?; Bonne nuit, Papa !; Bonjour Messieurs; A demain, Mademoiselle; A bientôt !; Bon courage !* Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission	Experiment with the pronunciation of common vowel sounds, for example, *ou* (*vous, jour*), *oi* (*toi, voiture*), *on* (*bonbon, mon*), *ai* (*aimer, j'ai*), *ain* (*train, demain*) and *eau* (*château, beau*), letter combinations and intonation patterns Recognise and write high-frequency words and expressions in familiar contexts Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle* + present tense of verbs associated with familiar actions and environments, for example, *Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe* • understanding the difference between definite and indefinite articles and how to refer to a	**1.** Sing the welcome song **Ma petite lumière** at the start of the lesson. Select various students and ask them *Comment ça va ?* Encourage such answers as, for example, *J'ai faim* or *Je suis content*. **2.** Call **L'appel !** of student names eliciting the response *Ici !/Présent !/Présente !/Je suis ici !* or with how they are feeling: *Je suis contente !* Encourage students to say 'Hello' in their first language or a language other than French and English. **3.** Select a student each lesson to choose a number on **Le calendrier d'avent** and open up a window. Behind each window is an activity, a song, craft activity, clip or poem for the class to take part in or perform. The following activities, 4 to 13, outline what is listed behind the Advent calendar doors: **4.** Show students an audio visual clip of **Noël en France** from *Comme une Française*, and discuss Christmas traditions in France. Compare with Christmas traditions in student's own home. **5.** Teach students the lyrics song **Trotte trotte renne rosse**, and have them sing along to the clip. **6.** Provide students with the words of the rhyme **Il fait froid**. Ask them to recite the rhyme, using actions. **7.** Practise with students how to describe the weather, using internet sites such as Weather in the Alps **Webcam Les Diablerets**. Practise the sounds *au* as in *chaud*, *oi* as in *froid*, showing the students the clip of the song **Le robot dans ma chateau** and asking them to sing along. **8.** Show students the audio visual clip from Rick Steves' European Christmas: France, and through the **English language bubble** procedure, discuss how the feast day is celebrated all over France. **9.** Show students the audio visual clip **Floçons de Neige bricolage**, illustrating three ways to make a snowflake. Revise vocabulary *decouper*, *sciseaux* and *crayon*. Use instructional language in French, for example, *Prends les sciseaux !; Pliez et coupez le papier !* to support students to design their own snowflakes as	Song **Ma petite lumière** https://www.youtube.com/watch?v=AEuj7HXhjqQ Activity **Tête à modeler** http://www.teteamodeler.com/search?q=Noel Audio visual clip **Noël en France** from **Comme une Française** https://www.commeunefrancaise.com/blog/christmas-in-france-traditions-and-religion Song **Trotte trotte renne rosse** https://www.youtube.com/watch?v=TPQIGHbIrBA Rhyme **Il fait froid** by Daniel Marie Audio visual clip Weather in the Alps **Webcam Les Diablerets** https://www.webcam-4insiders.com/en/Les%20Diablerets/10913-Les%20Diablerets.php Song **Le robot dans mon château** https://www.youtube.com/watch?v=mEBi4yooJUI

| | | Notice what looks or feels similar or different to their own language and culture when interacting in French, for example, gestures such as *la bise* or pronunciation of some sounds | specific or unspecific person, place or object, for example, *J'aime la musique; Le chien est brun; J'ai un frère; Il a une amie*

Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English

Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use

Notice differences between French, Australian and other cultures' practices and how they are reflected in language | decorations for the classroom. Play French Christmas music for students to listen to while completing the activity, for example, ***Les anges dans nos campagnes***, ***Vive le vent*** and ***Il est né le divin enfant***.
10. Make available to students instructions in French on how to make a Christmas ornament, or a ***Joyeux Noël*** Christmas card.
11. Assign a variety of **language practice** activities to students through access to the Kahoot! online program. These activities will enable them to review key vocabulary, sentences and structures through quizzes on the theme of ***Noël en France***.
12. Give one student an instruction for the **exit code**, for example, say *Joyeux Noël…!* to the student on their left. They wait for a response, and then exit the classroom.
13. Promote the activities in your class in preparation for Christmas, for example, perform a French Christmas carol at an assembly, or write a French Christmas card as **opportunities to connect with the francophone community outside the classroom**. | Audio visual clip from Rick Steves' **European Christmas: France** https://www.youtube.com/watch?v=KwAnG8k1bC4

Noël en France in ***Kahoot!*** online program at Kahoot.com

Craft activity instructions ***Flocons de neige*** https://www.youtube.com/watch?v=vENIxzZuxU4

Song ***Les anges dans nos campagnes*** https://www.youtube.com/watch?v=q_GYlgFGF6k

Song ***Vive le vent*** *https://www.youtube.com/watch?v=V-PD5iz7qdE*

Song ***Il est né le divin enfant*** *https://www.youtube.com/watch?v=dXUN7Yo98Iw* |