

## French Reception – Year 2 Course Overview – Year C 2019

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b> <b>J'ADORE L'ÉCOLE!</b>	<b>Module 2:</b> <b>DRESS-UPS</b>	<b>Module 3:</b> <b>PAWS AND CLAWS</b>	<b>Module 4:</b> <b>HAPPY HOLIDAYS!</b>
<p><b>KEY QUESTION:</b> What is in my school bag?</p> <p><b>KEY CONCEPTS:</b> School, routine</p> <p><b>KEY PROCESSES:</b> Noticing, comparing, participating, miming</p>	<p><b>KEY QUESTION:</b> What do I wear?</p> <p><b>KEY CONCEPTS:</b> Identity, imagination</p> <p><b>KEY PROCESSES:</b> Informing, describing, performing, buying, role-playing</p>	<p><b>KEY QUESTIONS:</b> Do you have any pets? What makes a pet?</p> <p><b>KEY CONCEPTS:</b> Friendship, describing</p> <p><b>KEY PROCESSES:</b> Describing and comparing, drawing, labelling, miming</p>	<p><b>KEY QUESTION:</b> What is it like to celebrate Christmas in another country?</p> <p><b>KEY CONCEPTS:</b> Celebration, memory, sharing</p> <p><b>KEY PROCESSES:</b> Informing, participating, creating, drawing, describing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p><b>INFORMING</b> Convey factual information about self and possessions, using simple statements, gestures and support materials</p> <p><b>SOCIALISING</b> Participate in guided group activities using simple repetitive language songs, rhymes and games</p>	<p><b>SOCIALISING</b> Students will learn how to participate in shared action with peers and teachers, contributing ideas through key words, images, movement and song</p> <p><b>INFORMING</b> Students will learn how to locate specific items of information in texts using early literacy skills</p>	<p><b>SOCIALISING</b> Students learn how to participate in guided group activities using simple repetitive language on Animals songs and games</p> <p><b>INFORMING</b> Identify key points of information in simple texts</p> <p><b>CREATING</b> Engage with a range of imaginative</p>	<p><b>SOCIALISING</b> Interact with peers and the teacher in guided group activities</p> <p><b>CREATING</b> Create and perform simple imaginative texts such as Christmas songs and stories, using familiar language and non-verbal forms of expression</p>

<p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice and reflect in English on different cultural practices and specific ways of using language in different cultures</p>	<p><b>CREATING</b> Students will learn to create stories and perform imaginary experiences</p> <p><b>TRANSLATING</b> Create simple print or digital texts that use both French and English, such as labels</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Students will learn to understand that French is one of many community languages spoken in Australia</p>	<p>texts through action dance, drawing and other forms of expression</p> <p><b>TRANSLATING</b> Translate simple French words phrases and gestures noticing how they may have similar or different meanings in English</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand that language is organised as “texts”, which take different forms and use different structures and features to achieve their purposes</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that all languages continuously change through contact with each other and through changes in society</p>	<p><b>TRANSLATING</b> Translate and interpret Christmas French words, phrases and expressions</p> <p><b>SYSTEMS OF LANGUAGE</b> Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them</p>
--	---	---	---

**Across the year** 

**Reading program:** age appropriate readers which support the language learning connected to each of the modules

**French Reception – Year 2 Achievement Standard**

By the end of Year 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as *Bonjour madame! Comment ça va? Très bien, merci* and respond to question cues with single words or set phrases such *Qu’est-ce que c’est? C’est un stylo. Tu veux un crayon? Non merci.*

They choose between options when responding to questions such as *Tu veux un cahier rouge ou bleu?* They make meaning using visual, non-verbal and



contextual cues such as intonation, gestures and facial expressions. They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They identify key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs. They are also familiar with *j'ai* and *je suis*.

Students identify ways in which spoken French sounds different to English and know that it uses the same alphabet when written. They identify words that are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They know that language is used differently in different situations and between people. They identify differences and similarities between their own and others' languages and cultures.

***Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.***

Updated 19/12/2018