

French Years 5-6 Course Overview – Year C 2022

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

Term 1	Term 2	Term 3	Term 4
Module 1: A SCHOOL BY ANY OTHER NAME	Module 2: FASHION FRENZY	Module 3: LET THE ROOSTER CROW	Module 4: LET'S CELEBRATE!
<p>KEY QUESTIONS: What makes a community of learners? What is in a name?</p> <p>KEY CONCEPTS: School routine, relationships, transport</p> <p>KEY PROCESSES: Discussing, planning, presenting, organising</p>	<p>KEY QUESTIONS: Does current fashion affect what I wear? How does what I wear make a statement?</p> <p>KEY CONCEPTS: Identity, imagination, collaboration</p> <p>KEY PROCESSES: Planning, organising, comparing selecting</p>	<p>KEY QUESTIONS: How do animals speak to us in different ways? How do we connect with others?</p> <p>KEY CONCEPTS: Environnement, identity, imagination</p> <p>KEY PROCESSES: Describing, comparing, classifying, expressing</p>	<p>KEY QUESTIONS: How do people celebrate? What affects how we celebrate?</p> <p>KEY CONCEPTS: Celebration, time, tradition</p> <p>KEY PROCESSES: Organising, comparing, researching, listening</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy</p> <p>INFORMING Gather and compare information from a range of sources relating to social and cultural worlds</p>	<p>SOCIALISING Participate in guided tasks such as organising displays, developing projects or budgeting for events</p> <p>INFORMING Gather and compare information from a range of sources relating to social and cultural worlds</p> <p>REFLECTING Reflect on aspects of own identity and language use, for example, by creating personal or group profiles</p>	<p>SOCIALISING Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy</p> <p>INFORMING Convey information and ideas in different formats to suit specific audiences and contexts</p>	<p>SOCIALISING Participate in guided tasks such as organising displays, developing projects or budgeting for events</p> <p>INFORMING Gather and compare information from a range of sources relating to social and cultural worlds</p> <p>TRANSLATING Translate simple texts from English and vice versa, noticing which words or phrases require</p>

<p>REFLECTING</p> <p>Compare ways of communicating in Australian and French speaking contexts and identify ways in which culture influences language use</p> <p>SYSTEMS OF LANGUAGE</p> <p>Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts</p> <p>TRANSLATING</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation</p>	<p>or portfolios</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world</p>	<p>CREATING</p> <p>Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings</p> <p>SYSTEMS OF LANGUAGE</p> <p>Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns</p> <p>Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts</p>	<p>interpretation or explanation</p> <p>SYSTEMS OF LANGUAGE</p> <p>Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others</p>
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Across the year 

Reading program: age-appropriate readers that support the language learning connected to each of the modules

French Years 5-6 Achievement Standard

By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, Est-ce que je peux ...? Tu peux.....?), using appropriate pronunciation, intonation and non-verbal communication strategies. They 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. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as et, mais, parce que, plus tard, maintenant), positive and negative statements (such as j'ai trois amis, je n'ai plus d'amis), and adverbs such as très, aussi, beaucoup, un peu and lentement. They recognise and use with support verb forms such as le futur proche (je vais + l'infinif) and le passé composé (j'ai + regular forms of past participle) as set phrases. They identify l'imparfait when reading (for example, c'était, il était). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as avant, après, devant, derrière).

Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words

(for example, préparer, préparation; le marché, le supermarché, l'hypermarché). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (for example, bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.

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