

French Term 4

My ideal playground

This term students will complete our work on 'My ideal playground'.

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

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

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

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

Shopping for clothing

Through playing games, drama activities, singing songs and literacy activities, students will learn the vocabulary and grammar structures required to perform the role play 'At the clothing shop'.

Key questions – Where do people shop for clothes? How are clothing and shoe sizes measured in France compared to Australia?

Vocabulary and grammatical knowledge – greetings when shopping, clothing items, clothing sizes in France, the indefinite article, colours and adjective agreement, numbers, saying if clothing is too big, too small or perfect.

Cultures of Thinking - What is similar and what is different about shopping for clothes in France compared to Australia? Whilst writing our role-play to shop for clothes we will discuss 'How is this word like English?' and 'How is this word different to English?' We will incorporate other thinking routines into our work.

Achievement Standard

By the end of Year 2, students:

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

Understandings

By the end of Year 2, students:

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

Achievement Standard – Working towards

Skills

By the end of Year 4, students:

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

Understandings

By the end of Year 4, students:

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