

Abstract from the French Language Syllabus for 2nd Year of Primary School



**ABSTRACT FROM THE FRENCH LANGUAGE SYLLABUS
FOR 2nd YEAR OF PRIMARY SCHOOL.**

1.- Sequencing of the assessment criteria of the specific competences and associated knowledge.

FIRST QUARTER

Learning situation	Basic knowledge
<p>The world of feelings: "Tatou et les sentiments (la joie, la tristesse, la jalousie, la peur, l'amitié)". From 7 September to 20 October 2023.</p>	<p>A.) <u>Communication</u>: - Greetings. Formulating questions: What time? What day? What day? What do you think? Who is...? Why? what is...? how? where is (first name)?</p> <p>B) <u>Plurilingualism</u>: - Las cifras del 21 al 50. Los colores: bleu clair/foncé... Los días de la semana. Los meses del año. Léxico relativo a los sentimientos: la joie, la tristesse, la jalousie, la peur, l'amitié. Vocabulario relativo a las actividades en clase. Expressions idiomáticas: être vert de jalousie, voir tout en noir,...</p>

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	C) <u>Interculturalism</u> : - I'm making my pop-up card. I'm making my braided heart.
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Learning situation	Basic knowledge
Mysteries of the forest: "Blanche-Neige". From 30 October to 20 December 2023.	<p>A.) <u>Communication</u>: How old are you? I'mI'd like to....Exclamation. Expression of time (past/present opposition). I listen to the stories told by Tatou.</p> <p>B) <u>Plurilingualism</u>: Vocabulary referring to the parts of the human body . -Vocabulary referring to the forest and the countryside. - Vocabulary referring to nocturnal animals. -The seasons of the year. L'alphabet. Vocabulary relating to the history of Blanche-Neige.-Les passe-temps</p> <p>C) <u>Interculturalism</u>: -It's Halloween. -It's Christmas time.-I'm making a greetings card for Snow White. - I'm making two puppets and a mirror.</p>

SECOND QUARTER

Learning situation	Basic knowledge
A world of magic: "Tatou et la magie". From 8 January to 9 February 2024.	A.) <u>Communication</u> : :-Quel jour sommes-nous aujourd'hui ? -En quoi aimerais-tu te déguiser? En fée/en magicien/en sorcière/en fantôme.

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	<p>B) <u>Plurilingualism</u>: - Vocabulary referring to magic. -Food vocabulary: nourishment, fruits and vegetables.</p> <p>C) <u>Interculturalism</u>: -Je crée ´une recette. -Je fabrique mon chapeau magique.</p>
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Learning situation	Basic knowledge
<p>Life in the countryside: “Souris des Champs Souris des Villes”. From 19 February to 28 March 2024.</p>	<p>A.) <u>Communication</u>: -The weather: What's the weather like today? It's fine. It's bad. It is raining. It is snowing. It's stormy. It's cloudy. Phrases in the imperative. -Comparisons: colour + like + noun. -Formulating questions: Who...? Where, is it...?</p> <p>B) <u>Plurilingualism</u>: -La météo - Vocabulary referring to the countryside. -Vocabulary relating to farm animals. -Vocabulary referring to domestic animals - Vocabulary referring to the city.</p> <p>C) <u>Interculturalism</u>: - Learn to draw some farm and domestic animals. -I'm drawing my ideal farm. -I'm drawing a town.</p>

THIRD QUARTER

Learning situation	Basic knowledge
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<p>A witty cat at the royal court: "Le Chatte Botté". From 15 April to 24 May 2024.</p>	<p>A.) <u>Communication</u>: -Pourquoi? Quel? Comment? -J'adore... -Arrivez chez...-Excusez-moi. -Pour + grupo verbal.-Avoir besoin de... -Formulation de questions: Qui...? Que...? qu'est-ce que...?, est-ce que...?.</p> <p>B) <u>Plurilingualism</u>: - Negative sentences. -Intonation, rhythm and stress -Vocabulary relating to the story of Puss in Boots.</p> <p>C) <u>Interculturalism</u>: - I invent my story. -I write an invitation.</p>
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Learning situation	Basic knowledge
<p>We celebrate a party: We review and consolidate what we have already learnt: "La Belle au Bois Dormant". From 3 June to 2 July 2024.</p>	<p>A.) <u>Communication</u>: - For+ infinitive.-The most powerful character.-C'est + noun.</p> <p>B) <u>Plurilingualism</u>: - -Vocabulary referring to the story of "La Belle au Bois Dormant". - Vocabulary referring to the beach - Vocabulary referring to hobbies and interests.</p> <p>C) <u>Interculturalism</u>: -We discover the landscape and places to visit in France: Disneyland Paris - I create my favourite place using modelling paper - I make greetings cards.</p>

2.- Methodological and didactic principles.

The methodological principles that will guide teaching practice are set out in Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teaching standards for Primary Education, according to which the area should be approached in an experiential way, giving special relevance to

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communicative competence, especially in the early levels, and progressively promoting the continuous use of digital resources, proposing learning situations to pupils that encourage expression, understanding and communication.

Similarly, it is recommended to combine different teaching methodologies that favour a better acquisition of the different aspects of competence.

Active methodologies are particularly appropriate in a competency-based approach, as they allow for the acquisition and enrichment of the teaching-learning process of the Foreign Language (French). Learning situations facilitate interdisciplinarity and encourage reflection, communication and expression, mainly orally.

After having evaluated the situation of the students and having observed their degree of heterogeneity, the following guidelines and objectives have been established in relation to the way of working and managing the group-classes.

- ★ Use a methodology that allows for the integration of students in their diversity in order to achieve effective group dynamics.
- ★ Use a methodology that encourages communication, activities and participation in the classroom.
- ★ Organise and renew, when necessary and whenever possible, the teaching resources and materials available.
- ★ Give priority to the French language as a vehicle for communication in the classroom.
- ★ To distribute in a balanced way the time available for the development of the four blocks of learning: 1) Listening, speaking and conversing. 2) Reading and writing. 3) Knowledge of the language. 4) Socio-cultural aspects.
- ★ Reading in French texts appropriate to the age and level of the students.
- ★ To contrast the French language with the Spanish and English languages.
- ★ To encourage pupils, as they grow and define their objectives, to be aware of using sources of information and knowledge in the French language as an instrument or tool for their intellectual and/or professional work.

3.- Cross-curricular content. British values and protected characteristics.

In the area of Foreign Language (French), the development and acquisition of British Values will be encouraged, coinciding with the Principles and aims set out in our regulations. In general, the following aspects will be taken into consideration:

- ❖ *Democracy: conducting democratic voting, for collective decision-making.*

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- ❖ *The Rule of Law: creation in class of posters showing "The Rule of Law".*
- ❖ *Individual Liberty: Individual decision-making will be encouraged in class and the capacity for free expression will be strengthened in the writing of texts and in oral participation in debates, get-togethers, or discussion in small groups and sharing of agreements.*
- ❖ *Mutual Respect for The Tolerances of Those With Different Faiths and Beliefs and For Those Without Faith: Work will be done in class to show respect at all times for cultural differences and social manifestations of different beliefs or the absence of them. Tolerant attitudes towards the opinions and expressions of others will be encouraged with respect to the different levels of development, skills and abilities of each student.*
- ❖ *Protected Characteristics: Sex, Race, Religion or Belief, Disability, Gender Reassignment, Pregnancy and Maternity and Disability: Attitudes of respect for all people and non-discrimination on the basis of sex, race, religion or belief will be encouraged in class.*

4.- Evaluation.

4.1. Evaluation procedures and tools.

The assessment of the area of Foreign Language (French) takes into account all the participants in the teaching and learning process. The evaluation will be conducted by means of three procedures: 1) Written procedure. 2) Oral procedure. 3) Attitudinal procedure.

Within each procedure we will find the following evaluation instruments:

WRITTEN WRITINGS	ORALS	ATTITUDINAL
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<p>Various tasks of the pupil carried out in the daily activity of the class. Various student assessment activities (book, photocopiable worksheets, written test, spelling words, etc.). ICT activities: interactive. Notebook.</p>	<p>Individual and collective questions. Dialogue. Oral expression and pronunciation by the students. Reading</p>	<p>Observation and assessment of the degree of participation of each pupil and the quality of their interventions. Order, cleanliness, quality. Compliance with the rules. Attitude in class.</p>
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The assessment tools described in the previous section (tasks, activities, assignments, projects, notebooks...) will allow us to generate an assessment rubric reflected in the teacher's notebook, which will show the learning achieved by the student on a qualitative or quantitative gradient from 1 to 10.

4.2. Qualifying criteria.

The final result of each procedure will be adapted to the following grading criteria:

2ND LEVEL OF PRIMARY SCHOOL:

ASSESSMENT TOOLS	PERCENTAGE IN THE RATING
Written procedure	10%
Oral procedure	50%

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Attitudinal procedure	30%
Reading	10%
Overall rating	100%