

Abstract from the French Language Syllabus for 3rd Year of Primary School



**ABSTRACT FROM THE FRENCH LANGUAGE SYLLABUS
FOR 3rd YEAR OF PRIMARY SCHOOL.**

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

FIRST QUARTER

Learning situation	Basic knowledge
Welcome aboard. We are preparing to go on a boat trip for the Primary 3 class. From 7 September to 20 October 2023.	A.) <u>Communication</u> : -All about me: Here I am. -What's your name? My name is... - Greetings

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	<p>B) <u>Plurilingualism</u>: -L'alphabet - Les couleurs. - Les jours de la semaine. -Les mois de l'année Les saisons. Les chiffres de 1 à 20.</p> <p>C) <u>Interculturalism</u>: -We know La France, its most important cities, its rivers, its mountains and its flag.</p>
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Learning situation	Basic knowledge
<p>“Bonjour! Bonjour!” Ready to set sail: Welcome to the 3rd Primary French course! From 30 October to 20 December 2023.</p>	<p>A.) <u>Communication</u>: -I listen and repeat. I ask a friend:-What's his name? What's his name? What's her name? Her name is...</p> <p>B) <u>Plurilingualism</u>: -Animals- Present tense of the verb s'appeller- The sound /a/- The article un/une.</p> <p>C) <u>Interculturalism</u>: -I make my class emblem. I choose an animal. I draw my favourite pet.</p>

SECOND QUARTER

Learning situation	Basic knowledge
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<p>We celebrate a family birthday party: "C'est la fête". From 8 January to 9 February 2024.</p>	<p>A.) <u>Communication</u>: -I listen and repeat. I ask a friend: "How old are you? I'm eight. How old are you? I'm nine, I like... No, I don't.</p> <p>B) <u>Plurilingualism</u>: - The family. Gifts. Toys - The sound /an/- The present tense of the verb "to have" and the verb "to like".</p> <p>C) <u>Interculturalism</u>: - I create a recipe.</p>
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Learning situation	Basic knowledge
<p>The world of school." À l'école". On our journey we stop to see what our school is like. From 19 February to 28 March 2024.</p>	<p>A.) <u>Communication</u>: - I listen and repeat. I ask a friend:Where's your pencil case? It's on the table. -I show them the things in my schoolbag.</p> <p>B) <u>Plurilingualism</u>: -Classroom objects. School subjects. The days of the week -Il y a / Il n'y a pas - Negation: Tu n'aimes pas -The present tense of the verbs to be, to love, to adore, to hate -Mon, ton, son, ma, ta, sa, mes, tes, ses -The prepositions: dans, sur, sous, devant, derrière -The sounds /y/ and /u/</p> <p>C) <u>Interculturalism</u>: -- I'm making a pencil cup with the flag of a country in the world.</p>

THIRD QUARTER

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Learning situation	Basic knowledge
<p>"Soirée Pyjama!" We celebrate a party and invite friends to an evening party at home. From 15 April to 24 May 2024.</p>	<p>A.) <u>Communication</u>: - I listen and repeat. I ask a friend: What are you doing? Watching TV.</p> <p>B) <u>Plurilingualism</u>: - The rooms in the house. -The present tense of the verbs to want, to play, to make, to look at, to dance, to listen -The feminine of adjectives. -The sound in the word "chemise" and the sound in the word "pyjama".</p> <p>C) <u>Interculturalism</u>: - -Discovering animals and their environment.</p>

Learning situation	Basic knowledge
<p>We arrive in port: We review what we have learnt and prepare for the summer holidays. From 3 June to 2 July 2024.</p>	<p>A.) <u>Communication</u>: - I listen and repeat. I ask a friend:-Where do you live? I live in France - Do you like the beach/mountains/countryside? Yes, I do... No, I don't. I like, I love, I hate - I express my tastes. -I give a simple description.</p> <p>B) <u>Plurilingualism</u>: -Holiday destinations. -Why? Because...</p> <p>C) <u>Interculturalism</u>: - I'm finding out about different places to go on holiday. I'm making a beach landscape.</p>

2.- Methodological and didactic principles.

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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 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.

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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.*
- ❖ *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:

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WRITTEN WRITINGS	ORALS	ATTITUDINAL
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.	Individual and collective questions. Dialogue. Oral expression and pronunciation by the students. Reading	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.

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:

3RD LEVEL OF PRIMARY SCHOOL:

ASSESSMENT TOOLS	PERCENTAGE IN THE RATING
Written procedure	30%

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Oral procedure	30%
Attitudinal procedure	30%
Reading	10%
Overall rating	100%