

Abstract from the French Language Syllabus for 4th Year of Primary School



**ABSTRACT FROM THE FRENCH LANGUAGE SYLLABUS
FOR 4th YEAR OF PRIMARY SCHOOL.**

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

FIRST QUARTER

Learning situation	Basic knowledge
Welcome to school. We are preparing to make friends in Primary 4 class. From 7 September to 20 October 2023.	A.) <u>Communication</u> : -Introduce yourself:-What's your name? My name is... he/she is called- 'When is your birthday? My birthday is on September. -Greeting:: Hello! Hello! Good evening! Good night! Bye for now! See you soon! How are you? How are you? I am fine. It's

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	<p>going well, it's going badly, it's going this way and that. -Identifying someone: Who is it? It's + first name.</p> <p>B) <u>Plurilingualism</u>: - Les salutations. -Les article indéfinis:un/une. -Les adjectifs de couleur masculins et féminins. -Les pronoms personnels sujets: je/tu /il/elle/. -La vie à l'école.-Le son [a].</p> <p>C) <u>Interculturalism</u>: - I'm making my class emblem. -I'm making a memory game</p>
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Learning situation	Basic knowledge
<p>We replenish our energy: "À la cantine". From 30 October to 20 December 2023.</p>	<p>A.) <u>Communication</u>: - Donner et comprendre un ordre. -Demander quelque chose: Qu'est-ce que tu veux? -Exprimer des besoins:De quoi est-ce que tu as besoin?/ De quoi as-tu besoin? J'ai besoin du/de la /de l' / des...-Exprimer des goûts: Quelle est ton aliment préféré.? Mon aliment préféré c'est... Qu'est-ce que tu aimes? J'aime le/la/les</p> <p>B) <u>Plurilingualism</u>: -Food:-Healthy food. (fruits,vegetables, drinkings, desserts). -The components of a menu. -Cutlery. -Being hungry/being thirsty. -The imperative of some verbs. -The verb to want: I want/you want/he wants/she wants + noun. -Partitives: du/de la/de l'/des + noun. -The sounds [o] and [ö].</p> <p>C) <u>Interculturalism</u>: - Food and the way people eat in other countries. -I'm creating a recipe. -I make delicious sandwiches.</p>

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SECOND QUARTER

Learning situation	Basic knowledge
<p>We took a break from school: "En colonie de vacances". From 8 January to 9 February 2024.</p>	<p>A.) <u>Communication</u>: - Describing someone physically: He/she is tall. Expressing feelings - Saying and asking about activities after school: What do you do on Mondays/Tuesdays/Wednesdays I go to the library/I go swimming and judo/I go to the cinema.</p> <p>B) <u>Plurilingualism</u>: - Les parties du corps. -Les activités extrascolaires.-Avoir mal/Avoir chaud. -Les adjectifs qualificatifs.-Du/ de la / de l' / des + nom. -Au/ à la / à l' + nom. -Les verbes aller et faire au present. -Les sons [b] et [v].</p> <p>C) <u>Interculturalism</u>: - Sports activities in other countries - I'm making wings for my trainers.</p>

Learning situation	Basic knowledge
<p>We went shopping at the supermarket: "Au supermarché". From 19 February to 28 March 2024.</p>	<p>A.) <u>Communication</u>: -Describing an object - Asking for and expressing a preference: What do you prefer? You prefer this tracksuit or these shorts? I prefer them. -Asking and saying the date: What's today's date? Today is Tuesday, 28 February 2024. -Identifying the months and seasons. -Presenting your timetable. -Counting to 60.</p>

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	<p>B) <u>Plurilingualism</u>: - Classroom objects and supplies. School subjects. -Days of the week. - The date. -The seasons. -Numbers up to number 60. -Demonstrative adjectives. -Agreement of adjectives in the feminine and plural. -The sounds [e] and [E].</p> <p>C) <u>Interculturalism</u>: -Back to school in other countries - The school makes a perpetual calendar. -I'm designing my school.</p>
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THIRD QUARTER

Learning situation	Basic knowledge
<p>I have fun after school: "Après l'école. From 15 April to 24 May 2024.</p>	<p>A.) <u>Communication</u>: Ask and tell the time: What time is it? It's half past two. It's half past two. What time do you...? At...o'clock, I...-Talk about your daily activities: I wake up at seven in the morning. I have breakfast at quarter past seven. I wash at half past seven. I get dressed at a quarter to eight. I go to school at eight o'clock. I'm home by four. I do my homework at five o'clock. I go to bed at nine o'clock. -Talking about means of transport: he/she goes to school by car/on foot/by bike/bus/underground. -Inviting someone. -Accepting/refusing an invitation.</p> <p>B) <u>Plurilingualism</u>: - Les sports. -Les loisirs. -L'heure. -Les actions quotidiennes se réveiller, se lever, se laver, s'habiller, prendre le petit déjeuner, aller à l'école, faire ses devoirs, se coucher. -Les moyens de transport. -Quelque verbes pronominaux: se reveiller, se laver ,s'habiller, se coucher.. Je me réveille. Tu te laves. Il s'habille. Elle se couche. -Les verbes pouvoir, vouloir, devoir. Je peux, tu peux, il/elle peut. Je veux, tu veux, il/elle veut. Je dois, tu dois, il/elle doit. -Les sons [s] et [z].</p>

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	<p>C) <u>Interculturalism</u>: -Means of transport in other countries. -Modern, traditional and international means of transport. -I'm making a sports quiz.</p>
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Learning situation	Basic knowledge
<p>Last days at school: Reviewing what we have learnt and preparing for the summer break. From 3 June to 2 July 2024.</p>	<p>A.) <u>Communication</u>: - I watch, listen and tick the right picture. -I watch, listen and write the number of the dialogue corresponding to the drawing. -I listen and answer the questions. -I choose a picture and describe it. -I look at the drawings and write down the information - I write the words that correspond to the drawings. -I ask a friend: What's your favourite country? My favourite country is France/Spain. -I ask a friend: 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>: - Oral comprehension. -Reading comprehension. -Oral production. - Written production. -Song</p> <p>C) <u>Interculturalism</u>: - I' m finding out about different places to go on holiday. I'm making a beach/mountain/countryside landscape. -I'm playing the snake game with my friends.</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:

4TH 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%