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|  | Prep Year to Year 2 band plan — Australian Curriculum: Languages  Overview for planning with the Australian Curriculum: Languages — French |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | |
| Australian Curriculum: Languages | | | Band: Prep Year–Year 2 | Languages subject: French |
| Identify curriculum[[1]](#footnote-1) | **Languages learning area** | The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.  The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.  In the Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity. | | |
| **Course organisation** | This band plan is for a second language learner pathway using the F(P)–Year 10 sequence of learning.  The *Australian Curriculum: Languages — French* is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).  The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.  The strands reflect three important aspects of language learning:   * communication * analysis of aspects of language and culture * reflection that involves * reflection on the experience of communicating * reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).   When developing teaching and learning programs teachers should consider:   * the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time * the level of complexity at which student learning can be pitched * integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities * drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context * developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support * opportunities for integration of learning between Languages and with other learning areas.   This band plan is organised to:   * align with the *Australian Curriculum: Languages — French*, which is organised in band levels for the achievement standard and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the *Australian Curriculum: Languages — French* content descriptions and achievement standards * provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway F(P)–Year 10 sequence. | | |
| **Band description** | The nature of the learners  Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of French language and culture.  French language learning and use  French is learnt in parallel with English language and literacy. Learning in the two areas progresses at very different levels but each supports and enriches the other. French is used in classroom interactions, routines and activities, supported by the use of visual and concrete materials, gestures and body language. At this stage, there is a focus on play and imaginative activities, games, music, movement and familiar routines, which provide scaffolding and context for language development. Oral language is developed through listening to the sounds, shapes and patterns of French through activities such as rhymes, songs, clapping and action games, and through imitating and repeating sounds modelled by the teacher and aural texts. Learners experiment with simple formulaic expressions and one- or two-word responses to prompts and cues. As they progress to using French for interactions such as greetings or asking and answering questions, they notice that language behaves differently in different situations and that French speakers communicate in some ways that are different to their own. Creative play provides opportunities for exploring these differences and for using French for purposeful interaction, for example, asking for help, sharing ideas, challenging each other or expressing surprise.  Contexts of interaction  Learners interact with each other and the teacher, with some access to wider school and community members. Information and communications technologies (ICT) resources provide additional access to French language and culture experience, connecting learners’ social worlds with those of French-speaking children in different contexts. Students may also encounter ideas about France and the French language outside the classroom, through travel, the media or popular culture.  Texts and resources  Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas and join in stories, songs, play and simple conversations. Written and digital texts include stories, wall charts and Big Books, and teacher-generated materials such as games, labels, captions and flashcards. Writing skills progress from tracing and copying high-frequency words to writing modelled words and sentences independently (for example, greeting cards, captions or labels) and co-creating shared resources such as word walls or storybooks.  Features of French language use  Students become familiar with the sound systems of the French language, including pronunciation, rhythm, pitch and stress. They learn to pronounce individual letters and letter combinations, including unfamiliar sounds such as -eau, -u, è, é, ou, r and g. They recognise and use the intonation patterns that distinguish between statements, questions and exclamations. They use simple basic sentence structure and learn to write single words and simple phrases, noticing the use of accents and how these change the sound of letters. They become familiar with the idea of grammatical gender and know how to use singular and plural forms. They notice similarities and differences between French and English and begin to develop curiosity around the idea of difference and culture.  Level of support  Rich language input characterises the first stages of learning. Learners are supported via the provision of experiences that are challenging but achievable, with high levels of scaffolding and support. This includes modelling, monitoring and moderating by the teacher, providing multiple and varied sources of input and stimulus, regular opportunities for revisiting, recycling and reviewing, and continuous cueing, feedback, response and encouragement.  The role of English  Learners are encouraged to use French whenever possible, with the teacher providing rich and supported language input. English is used as a medium of instruction and for explanation and discussion. This allows learners to talk about differences and similarities they notice between French and their first language(s) and culture(s), to ask questions about language and culture, and to consider how they feel when they hear or use French and about how they view different languages and the people who speak them. This introduction to the ‘meta’ dimension of intercultural learning develops the ability to consider different perspectives and ways of being. | | |
| **Phase curriculum focus** | Curriculum focus: Prep Year to Year 2  Students bring to school a wide range of experiences, abilities, needs and interests. They have a natural curiosity about their world. Their desire to make sense of the world provides a platform to plan and review their learning through interactions with others, experimentation, scaffolding, explicit teaching, practice and play in the classroom and beyond.  The Australian Curriculum builds on the key learning outcomes of the national [Early Years Learning Framework](http://docs.education.gov.au/node/2632).  In these early years, the development of sensory, cognitive and affective appreciation of the world is provided through exploratory, analytical and creative practices in The Arts and Technologies curricula, and through the opportunity to learn a language using the Languages curricula. | | |
| **Achievement standard** | By the end of Year 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as *Bonjour! Comment ça va? Très bien, merci* and [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to question cues with single words or set phrases such as *Qu’est-ce que c’est? Un éléphant. Tu veux un croissant? Non, merci.* They choose between options when responding to questions such as *Tu veux le rouge ou le bleu?* They make meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions. They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs.  Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) ways in which spoken French sounds different to English and know that it uses the same alphabet when written. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) words that are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They know that language is used differently in different situations and between different people. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) differences and similarities between their own and other’s languages and cultures. | | |

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| Teaching and learning | Unit overview  The Australian Curriculum assumes that all students will study one language in addition to English from Prep Year (Foundation) to the end of Year 8 and that the curriculum will provide for continued learning in different pathways through to the senior secondary years.  Schools decide which units of study to complete, and how and when. This band plan provides eight potential units.  The Australian Curriculum: Languages have been developed across bands spanning two years.  Units 1–4 have been written for the lower year,  Units 5–8 have been written for the middle year and Units 9–12 have been rewritten for the upper year. | Unit 1 — A package from France | Unit 2 — Who am I? | Unit 3 — My mascot | Unit 4 — Sending greetings to France |
| Children begin to engage with French language and culture. They explore similarities and differences in greeting others in a variety of familiar contexts.  They will:   * interact with each other to exchange greetings and share information about themselves * participate in guided group activities such as games and songs * identify key points of information in simple texts * recognise and reproduce the sounds and rhythms of spoken French * participate in intercultural experiences to notice how language is used in different cultural and social contexts. | Children reflect on similarities and differences in verbal and nonverbal ways of greeting, introducing and describing themselves in English and French.  They will:   * participate in guided group activities such as games and songs * convey factual information with simple statements about self and others * translate meaning and create bilingual texts * recognise and reproduce the sounds and rhythms of spoken French * participate in intercultural experiences to reflect on similarities and differences in ways of introducing and giving information about oneself. | Children engage with the concept of cultural representation through mascots.  They will:   * interact with others to exchange greetings and share information about themselves * convey factual information with simple statements to describe mascots * recognise and reproduce the sounds and rhythms of spoken French * participate in intercultural experiences noticing ways character is represented through symbols such as mascots and collectable figurines. | Children use language to greet, introduce and describe themselves to new French friends. Students use language and gestures to exchange gifts across cultures.  They will:   * interact with others to express preferences * express preference for and convey information about a particular item to be included in a package to France * recognise and reproduce the sounds and rhythms of spoken French * participate in intercultural experiences noticing perspectives on items of personal and national significance. |
| Unit 5 — Who’s in my family? | Unit 6 — Teddy bear’s picnic | Unit 7 — How do we celebrate special days? | Unit 8 — A day out with my family |
| Children use language to communicate information about their families.  They will:   * present information and respond to questions about their families * listen to information about French families * demonstrate and identify language used to describe relationships * recognise and reproduce the sounds and rhythms of spoken French * participate in intercultural experiences to notice similarities and differences in the concept of family, group belonging and respect. | Children use language to describe eating practices in Australia and France.  They will:   * inform others about the characteristics of and preferences for foods eaten for lunch * participate in shared reading * participate in a picnic, describing foods in French * recognise and reproduce the sounds and rhythms of spoken French * participate in intercultural experiences to identify similarities and differences relating to eating practices. | Children explore language and culture relating to special days and celebrations such as birthdays in French-speaking cultures and Australia.  They will:   * listen to and respond to simple instructions * interact with others using appropriate verbal and nonverbal language to participate in giving and receiving gifts * comprehend and compose greeting cards * recognise and reproduce the sounds and rhythms of spoken French * participate in intercultural experiences noticing similarities and differences relating to celebrating special days. | Children use language to describe routines and cultural practices relating to family outings such as Sunday lunch.  They will:   * present written information about a day out with their family * listen to information about French families’ activities and outings * communicate feelings and emotions associated with activities * recognise and reproduce the sounds and rhythms of spoken French * participate in intercultural experiences to notice similarities and differences in ways people spend time together as a family. |
| Unit 9 — Getting ready for school | Unit 10 — Cute and cool | Unit 11 — Stories and rhymes | Unit 12 — Our mascot’s adventure |
|  | Children use language to explain routines and preparations for school.  They will:   * listen to descriptions of stationery items in a school bag * demonstrate appropriate greetings in context * listen to and compose descriptions about routines and ways to get to school * recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols * participate in intercultural experiences to explore language associated with school preparations and routines. | Children explore the concept of fashion for French children through language used to describe clothing and accessories.  They will:   * present oral descriptions of clothing in a fashion parade * construct posters to convey differences between clothing worn in different seasons * participate in play-based games dressing mascots * recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols * participate in intercultural experiences to compare clothing worn in different seasons and choice of coordinated accessories. | Children use language to engage with simple traditional stories.  They will:   * listen to and view traditional stories and rhymes (comptines) * express preferences for scenes, storylines and/or styles * translate and interpret genre-specific texts * recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols * participate in intercultural experiences to notice and compare the language and culture relating to traditional stories. | Children use language to present a story using textual features of stories.  They will:   * present a written and illustrated story about a class mascot * demonstrate appropriate register in context * communicate feelings and emotions associated with stories * recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols * participate in intercultural experiences to notice and compare the language and culture relating to ways of presenting stories. |

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|  | **Content descriptions** | Communicating | | | | | | | | | | | | |
| Socialising | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Interact with each other and the teacher using simple [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family [Key concepts: self, family, home, friendship; Key processes: interacting, greeting, thanking, describing] [(ACLFRC001)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC001) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Participate in guided group activities using simple repetitive [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) in songs, rhymes, games and transactions [Key concepts: play, [performance](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Performance), action learning, exchange; Key processes: participating, performing, taking turns, requesting] [(ACLFRC002)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC002) | ✓ | ✓ |  |  |  |  | ✓ |  |  | ✓ |  |  |
| Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions [Key concepts: roles, routines, rules, interactions; Key processes: listening, observing, cooperating, responding] [(ACLFRC003)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC003) | ✓ |  |  |  | ✓ |  | ✓ |  | ✓ |  |  |  |
| Informing | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Identify key points of information in simple texts [Key concepts: [text](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Text), meaning, [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context); Key processes: decoding, guessing, making meaning] [(ACLFRC004)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC004) | ✓ |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |
| Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials [Key concepts: self, family, school; Key processes: naming, labelling, showing, describing] [(ACLFRC005)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC005) |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |
| Creating | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Engage with a range of imaginative texts through action, dance, drawing and other forms of expression [Key concepts: imagination, response, character, expression; Key processes: responding, acting, dancing, expressing] [(ACLFRC006)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC006) |  | ✓ |  |  |  |  | ✓ |  |  |  | ✓ |  |
| Participate in shared [performance](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Performance) and presentation of stories, songs or nursery rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression [Key concepts: rhythm, expression, [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation); Key processes: chanting, miming, drawing, dancing] [(ACLFRC007)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC007) |  | ✓ |  | ✓ |  |  | ✓ |  |  |  | ✓ | ✓ |
| Translating | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings in English or other known languages [Key concepts: [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), vocabulary, meaning; Key processes: demonstrating, explaining, comparing] [(ACLFRC008)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC008) |  | ✓ |  |  |  | ✓ |  |  |  |  | ✓ |  |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) simple print or [digital texts](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Digital+texts) that use both French and English, such as labels, word banks, wall charts or ID cards [Key concepts: vocabulary, [translation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Translation), meaning; Key processes: naming, comparing, copying] [(ACLFRC009)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC009) |  | ✓ |  |  |  | ✓ | ✓ |  |  | ✓ |  |  |

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|  |  | Reflecting | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Notice how using French feels and sounds different to using own [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language)(s) and involves behaviours as well as words [Key concepts: [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), difference; Key processes: noticing, considering, comparing] [(ACLFRC010)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC010) |  |  | ✓ |  |  |  | ✓ |  | ✓ |  | ✓ | ✓ |
| Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures [Key concepts: [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity), self, [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication); Key processes: describing, explaining, presenting] [(ACLFRC011)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC011) |  | ✓ |  |  | ✓ |  |  |  | ✓ |  |  |  |
| Understanding | | | | | | | | | | | | |
| Systems of language | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols  [Key concepts: pitch, [stress](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Stress), [intonation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Intonation), letters, [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation); Key processes: listening, distinguishing, reading, recognising] [(ACLFRU012)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU012) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand some first elements of French grammar, such as simple [verb](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Verb) and gender forms, definite articles, pronouns and prepositions [Key concepts: words, sentences, grammar, patterns, rules; Key processes: recognising, naming, selecting] [(ACLFRU013)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU013) |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand that [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) is organised as ‘texts’, which take different forms and use different structures and features to achieve their purposes [Key concepts: [genre](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Genre), [text](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Text), meaning; Key processes: noticing, applying] [(ACLFRU014)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU014) |  |  |  |  |  | ✓ |  |  | ✓ |  | ✓ | ✓ |
| Language variation and change | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Understand that French speakers use [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) differently in different situations, such as in playground games, at home with the family or in the classroom [Key concepts: [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) as social practice, [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) conventions; Key processes: noticing, comparing] [(ACLFRU015)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU015) | ✓ |  |  |  | ✓ |  | ✓ |  | ✓ |  | ✓ | ✓ |
| Understand that all languages continuously change through contact with each other and through changes in society [Key concepts: [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), change, [word borrowing](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Word+borrowing); Key processes: noticing, comparing, listing] [(ACLFRU016)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU016) |  |  | ✓ |  |  | ✓ |  |  | ✓ |  |  |  |
| Recognise that Australia is a multilingual society with speakers of many different languages, including French [Key concepts: multilingualism, [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), community; Key processes: discussing, observing, mapping] [(ACLFRU017)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU017) |  |  |  |  | ✓ |  | ✓ |  |  |  |  | ✓ |
| Role of language and culture | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Understand that people use [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) in ways that reflect their [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), such as where and how they live and what is important to them [Key concepts: [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), meaning; Key processes: noticing, asking questions, reflecting, explaining] [(ACLFRU018)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU018) |  |  |  | ✓ | ✓ |  |  | ✓ |  |  | ✓ |  |
| **General capabilities** | Literacy    Numeracy    ICT capability    Critical and creative thinking    Personal and social capability    Ethical understanding    Intercultural understanding | | | | | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia’s engagement with Asia   Description: Description: cc_sust Sustainability | | | | | | | | | | | | |

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| Develop assessment | **Assessment**  *The Years 3 to 6 Languages: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document available from:   * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/prep-year-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/prep-year-languages) * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-1-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-1-languages) * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-2-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-2-languages). | Unit 1 — A package from France | Unit 2 — Who am I? | Unit 3 — My mascot | Unit 4 — Sending greetings to France |
| No summative assessment for this unit. | **Composition**  Skills assessed: Speaking  This assessment will gather evidence of the student’s ability to:   * present information about themselves at word and simple sentence level, using formulaic and modelled language * mimic French pronunciation, intonation and rhythm. | **Composition**  Skills assessed: Speaking  This assessment will gather evidence of the student’s ability to:   * present information about favourite things at word level * describe people and objects using adjectives to indicate colour and size * mimic French pronunciation, intonation and rhythm. | No summative assessment for this unit. |
| Unit 5 — Who’s in my family? | Unit 6 — Teddy bear’s picnic | Unit 7 — How do we celebrate special days? | Unit 8 — A day out with my family |
| No summative assessment for this unit. | **Composition**  Skills assessed: Speaking, Reflecting  This assessment will gather evidence of the student’s ability to:   * present information about French food at word and simple sentence level, using formulaic and modelled language * use simple present tense forms of regular verbs * identify words that are written the same in both languages but pronounced differently. | No summative assessment for this unit. | **Composition**  Skills assessed: Writing  This assessment will gather evidence of the student’s ability to:   * present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language * describe people and objects using adjectives * indicate ownership * know that French uses the same alphabet as English when written. |
| Unit 9 — Getting ready for school | Unit 10 — Cute and cool | Unit 11 — Stories and rhymes | Unit 12 — Our mascot’s adventure |
| Comprehension  Skills assessed: Reading  This assessment will gather evidence of the student’s ability to:   * use visual, nonverbal and contextual support to make meaning of simple texts * identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling * respond to questions with single words and set phrases and by selecting images or objects. | Collection of work  Skills assessed: Speaking, Writing  This assessment will gather evidence of the student’s ability to:   * use formulaic expressions and appropriate gestures in everyday interactions * describe people and objects using adjectives to indicate colour, shape and size * indicate ownership * mimic French pronunciation, intonation and rhythm * translate and interpret examples of everyday French language use. | Collection of work  Skills assessed: Listening, Reflecting  This assessment will gather evidence of the student’s ability to:   * listen to simple repetitive spoken texts, identify key words such as names or numbers of objects or people, and demonstrate comprehension through actions, gestures, and formulaic phrases * use pronouns and titles to address different people * identify similarities and differences between French and their own languages and cultures. | Composition  Skills assessed: Writing  This assessment will gather evidence of the student’s ability to:   * describe people and objects using adjectives to indicate colour, shape and size * identify patterns in French words and phrases and make comparisons between French and English * provide examples of different ways of addressing friends, family and teachers or other adults. |
| All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the *Australian Curriculum: Languages — French Prep Year to Year 2 Achievement Standard*. | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Languages*: [www.australiancurriculum.edu.au/languages/introduction](http://www.australiancurriculum.edu.au/languages/introduction) [↑](#footnote-ref-1)