 Scope and sequence – Stage 4 French

This scope and sequence is an example only. Teachers modify according to student needs and school context.

All outcomes referred to in this scope and sequence come from the [French K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

| Term | Unit | Themes, vocabulary and grammar | Focus outcomes |
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| Term 1 Week 1-5 | Welcome to the French classroomLearning goal – interact in the French-speaking classroom by understanding basic classroom commands and asking for classroom objects.Final task – create a poster in French outlining classroom rules and objects for display in the classroom. | * My classroom
* Classroom expectations
* *La francophonie* – the French-speaking world
* Imperative
* Gender of nouns
 | LFR4-2C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U,  |
| Term 1 Week 6-10 | Introducing meLearning goal – understand and exchange introductions. Final task – you have received a letter from a French exchange student. Create a profile of this student in English for the school newsletter. | * Introductions
* Personal identity
* My world
* Nationality and culture
* Age
 | LFR4-1C, LFR4-2C, LFR4-3C, LFR4-8U |
| Term 2 Week 1-10 | **Who’s important in my life?** (This unit is available on the [French Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/french).)Learning goal – describe physical appearance, personalities of people and animals.Final task – create a photobook to take with you on exchange, introducing 4 important people and/or animals in your life. For each photo, include captions with name, age, appearance and personality in French (with a classmate, share your photobooks and practise asking and answering questions about what you see). Note: This assessment task, with marking guidelines, is available on the [French Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/french). | * Family and friends
* Animals and pets
* Describing people
* *Avoir* and *être*
* Adjectival agreement and placement
 | LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U |
| Term 3 Week 1-10 | Let’s eat!Learning goal – express preferences about food and drink, and order food and drink in a French café setting.Final task – design a French café menu. Using the class-designed menus, perform a role-play with you as the customer and your teacher as the waiter. | * Food and drink
* Regular *-er* verbs (*aimer, adorer, détester, manger*)
* Ordering food
 | LFR4-1C, LFR4-2C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U |
| Term 4 Week 1-5 | What I like to doLearning goal – describe what you like to do in your free time.Final task – design and implement a class survey (to be given orally) on the most popular sports and hobbies amongst your classmates. Summarise your results in graph form. Use this information to create a video, with captions, for an educational YouTube channel promoting international understanding about sports and hobbies that are popular in Australia. | * Sports
* Hobbies
* Musical instruments
* Expressing preferences
 | LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U |
| Term 4Weeks 6-10  | Welcome to AustraliaLearning goal – describe an aspect of Australian life. Final task – create a picture book suitable for a French 6 year old teaching vocabulary and phrases about an aspect of Australian life. For example, Australian summer, famous places, our animals or celebrations. | * Months of the year
* Seasons
* Australian animals
* Famous places
 | LFR4-4C, LFR4-6U, LFR4-7U, LFR4-8U |