

# The Australian Curriculum

<b>Subjects</b>	French
<b>Year levels</b>	Foundation Year

# Foundation to Year 2 Content Descriptions

## Communicating

### Socialising

Interact with each other and the teacher using simple [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 - Scootle](#))



#### Elaborations

introducing themselves and responding to greetings, for example, *Comment t'appelles-tu? Je m'appelle...; Ça va, Emilie? Ça va bien, merci*

using simple descriptive or expressive statements to describe themselves and to express likes, preferences or feelings, for example, *moi, j'ai cinq ans; je suis australien; j'aime le sport; moi, je préfère la danse; je suis très content*

recognising and responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures, for example, *Qui est-ce? C'est Maman. Qu'est-ce que c'est? C'est la chaise. Où est...? Il est...C'est un chien? Mais non...C'est un chat!*

using formulaic French phrases for everyday interactions such as thanking, apologising, and offering wishes or congratulations, for example, *Merci!...oh, pardon; bon appétit; bonne fête! bravo!*

Participate in guided group activities using simple repetitive [language](#) in songs, rhymes, games and transactions

[Key concepts: play, [performance](#), action learning, exchange; Key processes: participating, performing, taking turns, requesting]

([ACLFRC002 - Scootle](#))



#### Elaborations

singing and adapting rhymes, action songs and raps (*Tourne, tourne petit moulin*), lullabies (*Fais do-do*) and counting songs (*Un éléphant se balançait*)

creating class activities or projects that involve naming, labelling and illustrating, such as a garden, a pet rock collection or favourite-photos wall

participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses, for

example, *Tu as un 7? Oui, voilà. Et toi, tu as un 10? Non, j'ai un 6*

taking turns in games and action songs that involve choice and negotiation, for example, choosing or exchanging matching cards or playing memory games such as *Au marché (donne-moi deux pommes, s'il te plaît; donne-moi deux pommes et trois carottes...)*

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 - Scootle [↗](#))



#### Elaborations

using French for everyday routines such as roll call or naming the day of the week (for example, *aujourd'hui c'est lundi*), opening and closing lessons (for example, singing: *Bonjour, mes amis/Au revoir, mes amis*), or transition activities, for example, *on fait un grand cercle...*

responding to instructions or directions through actions, gestures or verbal responses, for example, *Lève-toi, regardez-moi, écoutez, doucement!*

asking for information or for a turn, for example, *Madame ... Qu'est-ce que c'est? Et moi?*

interacting with each other during learning activities, for example, *Donne-moi le crayon. Voilà/voici... merci*

### Informing

Identify key points of information in simple texts

[Key concepts: text, meaning, context; Key processes: decoding, guessing, making meaning]

(ACLFRC004 - Scootle [↗](#))



#### Elaborations

recognising symbols, words and phrases of written French, for example, labels, titles and captions

listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding

shared reading of texts such as Big Book stories about familiar events or contexts (for example, *Les amis de la ferme* or *Raconte et Chante*), using pictures, intonation and contextual clues to predict meaning and identify key characters and events

making connections between information in written texts and images, for example, naming toys and games in toy catalogues such as *Jouets pour les tout petits*, selecting and listing items and prices

identifying key points in a range of spoken, written or digital texts by actions such as miming and drawing, or onscreen pointing, clicking or dragging (for interactive programs such as *Petit Pont*)

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 - Scootle](#))



#### Elaborations

labelling or naming classroom items and resources or personal possessions, for example, *la table, la chaise, l'ordinateur, la carte*

contributing to a class photo story, for example, writing and reading aloud captions to own photos (*Je suis triste/content/fâché*) and points of personal information (*J'aime le chocolat; je suis petite; j'ai un chat noir*)

using simple sentence structures, familiar vocabulary, concrete materials and supporting gestures to talk about self and the immediate environment, for example, *Je suis à l'école; j'ai les yeux verts; voici ma chaise et voilà mon sac; j'ai un tracteur rouge*

drawing aspects of daily routines (for example, *le petit déjeuner, la récréation, le sport*), and writing captions or attaching word bubbles

#### Creating

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 - Scootle](#))



#### Elaborations

listening to or viewing French versions of familiar stories such as *Le Navet Géant* or *Boucle d'Or et les Trois Ours*, comparing French expressions at key points in the story with English language versions, and re-enacting with puppets, props and actions

performing poems, rhymes or simple stories that include repeated phrases and rhythms to emphasise key points, for example, chanting '*Au Loup!*' in *Au Loup*, or '*Ça va pas, non!*' in *Je veux pas aller à l'école*

making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, *Il est magnifique! J'adore Minou! Elle est sympa!*

re-creating stories, rhymes and songs through mime, dance, or drawings with simple written captions

Participate in shared [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](#); Key processes: chanting, miming, drawing, dancing]

([ACLFRC007 - Scootle](#) )



#### Elaborations

performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning

creating and presenting own Big Books, storyboards or digital texts based on imaginary scenarios in familiar contexts (for example, *Petit Ours Brun fait un tour à notre classe*), building on key words and phrases, and using punctuation to guide intonation and drawings to support written text

creating rhythms for difficult or complicated phrases or intonation patterns, such as *Comment t'appelles-tu? Qu'est-ce que tu manges pour le petit déjeuner? Le chocolat chaud*

#### Translating

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](#), vocabulary, meaning; Key processes: demonstrating, explaining, comparing]

([ACLFRC008 - Scootle](#) )



#### Elaborations

recognising that every language has its own words, sounds and gestures to make meaning, and using French and/or English to name familiar objects and conduct simple conversations, translating when necessary to help others understand

sharing and interpreting simple expressions and songs with friends and family, for example, showing them how to sing *Joyeux anniversaire* or explaining how to use appropriate greetings for different times or occasions, such as *Salut, Bonsoir* or *Bonne fête*

demonstrating and explaining hand gestures, intonation patterns or facial expressions that accompany language or stand alone, for example, shrugs or exclamations such as *Bof! Mais non! Ouf! Oh là là!*

[Create](#) simple print or [digital texts](#) that use both French and English, such as labels, word banks, wall charts or ID cards

[Key concepts: vocabulary, [translation](#), meaning; Key processes: naming, comparing, copying]

([ACLFRC009 - Scootle](#) )



### Elaborations

collecting French and English words that are similar or identical and have the same meaning but are pronounced differently, for example, *la police, la table, la routine, six*

designing and using bilingual *fiches personnelles* with identifying details supplied in both languages, for example, *nom, prénom(s), âge, mes amis sont..., j'habite..., j'aime...*

writing captions in French and in English for a photographic display to record a class event or experience such as sports day, school camp or pets day

making own bilingual picture dictionaries with captions, stickers and simple descriptions to explain culture-specific terms such as *la bise, le goûter* or *la rentrée*

### Reflecting

Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words

[Key concepts: language, culture, difference; Key processes: noticing, considering, comparing]

([ACLFRC010 - Scootle](#))



### Elaborations

noticing French ways of talking and behaving that appear different to own ways, finding examples in children's stories such as *Marie de Paris* or *Je veux pas aller à l'école* or in recordings of French-speaking children in different contexts

comparing aspects of Australian and French children's lifestyles, such as ways of playing games, buying and eating food or interacting with family members, for example, school *cantine* meals, daily greetings in the family

using French versions of spontaneous exclamations or interactions, for example, *Aïe!* instead of *ouch!*, or *ça va!* plus hand gestures or facial expressions when responding to a greeting

including some French words and expressions in English conversation when it feels appropriate (for example, *bon...voilà, pardon, merci, attention!*), noticing changes in behaviour, voice or body language when speaking French

Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures

[Key concepts: identity, self, communication; Key processes: describing, explaining, presenting]

([ACLFRC011 - Scootle](#))



## Elaborations

making simple statements about themselves, including where they come from, their age and appearance, for example, *je suis australien et italien, j'habite à Darwin, je suis fils unique, je suis petit et mince*

identifying languages they speak or are familiar with, for example, *je parle vietnamien, anglais et français*, comparing ways of interacting in familiar situations in different languages

noticing their own use of words, expressions or behaviours that make them who they are, such as using words from different languages, ways of celebrating or talking that may not be familiar to other people

## Understanding

### Systems of language

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, intonation, letters, pronunciation; Key processes: listening, distinguishing, reading, recognising]

(ACLF012 - Scootle [↗](#))



## Elaborations

building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and initially difficult such as *u (tu)*, *r (très rapide)* and *-ion (attention!)*

listening closely to distinguish between sounds such as *bon, bien* and *beau* or *chien, chat* and *champ*

understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations (*Tu as six ans. Tu as six ans? Tu as six ans!*)

developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context

becoming familiar with the French alphabet, noticing similarities and differences to English, for example, *double-v, i-grec*, and the possible confusion between *g* and *j*

Understand some first elements of French grammar, such as simple verb and gender forms, definite articles, pronouns and prepositions

[Key concepts: words, sentences, grammar, patterns, rules; Key processes: recognising, naming, selecting]

(ACLF013 - Scootle [↗](#))



## Elaborations

understanding the French subject-verb-object structure (*je mange la pomme; tu as le cahier*) and the different patterns of adjective-noun order, with some adjectives coming before and some coming after the noun (*le beau manteau, la grande école, le papillon rose*)

noticing and using definite and indefinite articles in singular or plural forms (for example, *la fille, le concert, les croissants; un chapeau, une chaise, des amis*), including the *l'* form for nouns beginning with a vowel or letter *h*, for example, *l'hiver, l'école*

becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives, for example, *le chien, la maison, le petit garçon, la petite fille, le copain, la copine*

using appropriate pronouns to identify people, for example, *Je m'appelle Adam, et toi, tu t'appelles comment? C'est lui?*

recognising and using some prepositions in simple sentence structures, for example, *elle est devant la maison, je suis sous la chaise*

developing number knowledge for numbers 0–20 and ordinals (*premier, deuxième*)

responding to and using simple imperative verb forms, for example, *viens ici! écoutez bien!*

using singular forms of common verbs in the present tense (for example, *je suis chinois, tu as trois frères, il aime le football, Papa est grand*) and some forms of irregular verbs such as *aller, venir* and *faire*

using simple questions and statements, for example, *Qu'est-ce que c'est? Qui est-ce? Tu t'appelles comment? C'est un poisson. Je préfère les fraises*

Understand that [language](#) is organised as 'texts', which take different forms and use different structures and features to achieve their purposes

[Key concepts: [genre](#), [text](#), meaning; Key processes: noticing, applying]

([ACLF014 - Scootle](#))



## Elaborations

understanding that texts can be spoken, written, digital, visual or multimodal and that they can be very short (*Stop!* or a hand gesture to signify *Arrête!*) or much longer (*Il était une fois...*)

recognising that different types of text have different features (for example, rhythm and repetition in action songs and rhymes) and use different language, for example, formal or informal forms of address (*Bonjour, Monsieur; Merci beaucoup, Madame; Salut, Annie!*)



comparing similar texts in French and English such as counting games or street signs, identifying elements in the French texts which look or sound different

developing a language to talk about language and texts (metalinguage), and naming familiar types of text (story, poem, recipe, list) and talking about how they work, for example, using the story-starter *Il était une fois...*; rhyming and repeating words in songs such as *Trois p'tits chats...*

### Language variation and change

Understand that French speakers use [language](#) differently in different situations, such as in playground games, at home with the family or in the classroom

[Key concepts: [language](#) as social practice, [language](#) conventions; Key processes: noticing, comparing]

(ACLF015 - Scootle [↗](#))



#### Elaborations

noticing that different kinds of language are used in different situations and with different people, for example, exchanges between children and parents (*Un bisou, Papa! Je t'aime, ma puce!*) and exchanges between children and unfamiliar adults (*Bonjour, Madame, comment ça va?*)

understanding that language varies according to context and situation, for example, language used for play with friends (*vas-y! bravo! cours! à moi!*) is less formal than language used with teachers (*Pardon, Monsieur Falcon; je suis désolé; je m'excuse...*)

understanding that language forms such as greetings vary according to the time of day or the occasion, for example, *bonjour, bonsoir, bonne nuit, bonne année, bon anniversaire*

understanding that language associated with particular interactions can vary in different cultural contexts, for example, the use of first names in Australian or American English compared to the use of titles and family names in French or Japanese

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Understand that all languages continuously change through contact with each other and through changes in society

[Key concepts: [language](#), change, [word borrowing](#); Key processes: noticing, comparing, listing]

(ACLF016 - Scootle [↗](#))



#### Elaborations

understanding that languages and cultures change in response to new ideas and social and cultural developments (globalisation)

recognising that languages borrow from each other, that many French words are used in English (for example, 'croissant', 'menu', 'chauffeur', 'chef', 'ballet') and many English words are used in French,

for example, *le week-end*, *le parking*, *le cowboy*

understanding that some languages are continuously growing while others, such as many Indigenous languages throughout the world, are endangered or being revived

Recognise that Australia is a multilingual society with speakers of many different languages, including French

[Key concepts: multilingualism, [culture](#), community; Key processes: discussing, observing, mapping]

([ACLF RU017 - Scootle](#))



Elaborations

understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language

exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



exploring the different languages used by peers in their class, for example, by creating a language map with greetings in each language represented in the class

recognising that French is an important world language, spoken in many countries in the world apart from France, including Australia

### Role of language and culture

Understand that people use [language](#) in ways that reflect their [culture](#), such as where and how they live and what is important to them

[Key concepts: [language](#), [culture](#), meaning; Key processes: noticing, asking questions, reflecting, explaining]

([ACLF RU018 - Scootle](#))



Elaborations

exploring the meaning of 'culture', how it involves visible elements (such as ways of eating or symbols such as flags) and invisible elements, such as how people live, what they value, and how they think about themselves and others

understanding that learning French involves ways of using language that may be unfamiliar (for example, using *merci* when refusing an offer), and also some ways of behaving and thinking that may be unfamiliar, for example, the importance of food in some family and regional traditions, or ways of expressing or describing feelings or relationships

noticing features of French language interactions in some texts and contexts (for example, photos, storybooks or video clips) that may be similar or different to own ways of communicating

identifying ways of communicating and behaving associated with Australian contexts, for example, Nippers, rip spotting, body boarding; multicultural days in primary schools