

British International School of Ljubljana



an Orbital Education School

Curriculum Plans - Year 6 - French - Academic Year 2023/24

Please find below a detailed outline of the curriculum in French covered in Year 6 in Key Stage 2.

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Topic	Block 1 Getting to know you • introduce yourself • hobbies • sports Students will revise how to introduce themselves and to talk about their hobbies.	Block 2 Shopping • shops • shopping lists • role play Students will experience shopping through role plays.	Block 3 France and Paris • Francophoni e • monuments • activities • presentation s Students will	Block 4 Calendar and celebrations • numbers 0- 40 • days and months revision • French celebrations Students will learn to discover	Block 5 Eating out • food • drinks • menus • ice cream • role play Students will perform role plays in restaurants.	Block 6 School and timetable • classroom • school subjects • preferences • timetable Students will learn how to talk about school.	Block 7 Holidays • destinations • suitcase • postcards Students will learn how to talk about holidays in details.
			discover and make presentation s about Paris.	French celebrations using the calendar.			
	Planning for	The world	Better	The working	Opportunitie	Keep it	Healthy
	tomorrow	around us	together Studving	world Exploring the	s for everyone	green, keep it clean.	body, healthy mind
Academic themes	The themes of "getting to know you" and "planning for tomorrow" in language learning intertwine as they encourage learners to understand cultural context and interpersonal skills while simultaneously equipping them with linguistic tools for meaningful future-oriented conversations, fostering a comprehensive language acquisition experience.	In language learning, exploring "shopping" enables students to engage with practical, everyday language use, connecting them to the "world around us" by fostering skills for navigating real-life situations and understanding the broader cultural context.	Studying Paris culture and society in "Paris studies" promotes the idea of being "better together" by encouraging collaborative language learning and cross- cultural understandin g, bridging linguistic and social divides in the educational experience.	Exploring the calendar and cultural celebrations connects language learners with the world of work by helping them understand cultural norms and communicatio n skills necessary for effective cross-cultural interactions in professional settings.	Exploring the theme of "eating out" in language learning opens doors to the "opportunities for everyone" by fostering communicatio n skills and cultural awareness, facilitating inclusive and engaging language education experiences.	Incorporating "school and timetable" topics into language learning encourages students to engage with "keep it green, keep it clean" by promoting environment ally conscious practices within the educational environment, thus weaving language skills with eco- awareness.	Exploring the topic of "holidays" in language learning can be seamlessly connected with the importance of a "healthy body and mind" by encouraging students to prioritize well- being and mindful relaxation during their breaks, forming a holistic approach to language acquisition that includes self-care.