

FRENCH. 2ND PRIMARY. 2020-2021 ACADEMIC YEAR

TATOU LE MATOU 2

1.CONTENTENTS

1ST TERM

Table of contents:

We will start with the contents of the third quarter of the 2019-2020 school year of the 1st year of primary education of the "Tatou le Matou 1" method.

Units 1 and 2:

Tatou et les sentiments
Blanche-Neige. L'histoire.
Skoldo (1-20)

Language content:

Vocabulaire relatif aux activités en classe et aux sentiments.
Formulation de questions: À quelle heure? Quel jour? Quand? À votre avis? Qui...?
Pourquoi?, qu'est-ce que...?, comment?.
Où est – (prénom)? Quel âge...?
Je voudrais...
Formulation de l'exclamation. L'intonation.
Expression de la temporalité (opposition passé/présent)
Expressions idiomatiques: être vert de jalousie, voir tout en noir,...
Vocabulaire relatif à l'histoire de Blanche-Neige.
Les passe-temps.

We will use as complementary and reinforcing activities:

Traditional children's stories and songs.
Storytelling.
Basic conversational French and vocabulary: vocabulary about feelings, body parts, animals and health.
Games and role-playing.

2ND TERM

Table of contents:

Units 2 and 3:

Tatou et la magie.
Blanche-Neige. L'histoire.
Skoldo (21-40)

Language content:

La carte de félicitations.
Phrases à l'impératif.
Les comparaisons: couleur + comme + nom.
Formulation de questions: Qui...? Que...? qu'est-ce que...?, comment?.
Où?, est-ce que...?.
L'alphabet.
Phrases negatives.
L'intonation.
Vocabulaire relatif à l'histoire de Blanche-Neige. Le film.
Vocabulaire relatif au monde de la magie.
Comptines: L'arc-en-ciel des sentiments. Poème mimé.

We will use as complementary and reinforcing activities:

Traditional children's stories and songs.
Storytelling.
Basic conversational French and vocabulary: vocabulary of animals, rooms in a house and the family.
Basic conversational French and vocabulary: vocabulary about magic, clothes, class objects and parts of a house.
Games.

3RD TERM

Table of contents:

Units 3 and 4:

Tatou et la magie.
Le Chat Botté. L'histoire.
Skoldo (41-60...)

Language content:

Avoir besoin de...

Formulation de questions: Qui...? Que...? qu'est-ce que...?, est-ce que...?.

Phrases negatives.

L'intonation, le rythme et l'accentuation.

Vocabulaire relatif à l'histoire de Chat Botté.

Vocabulaire relatif au monde de la magie.

Comptines: L'arc-en-ciel des sentiments. Poème mimé.

J'ai soif.

We will use as complementary and reinforcing activities:

Traditional children's stories and songs.

Storytelling.

Basic conversational French and vocabulary: vocabulary about magic, clothes, class objects and parts of a house.

Word games.

2. EVALUATION INSTRUMENTS

Within each procedure we will find the following evaluation instruments.

WRITING	ORAL	ATTITUDINAL
<ul style="list-style-type: none">-Diverse tasks of the student carried out in the daily activity of the class.-Various activities to evaluate the student (book, photocopiable cards, written test...).-Group work.-ICT activities: interactive.- Notebook.	<ul style="list-style-type: none">- Individual and group questions.- Dialogue.- Oral presentation.- Individual oral test.	<ul style="list-style-type: none">- Observation and assessment of the degree of participation of each student and the quality of their interventions.- Order, cleanliness, quality.- Compliance with the rules.- Attitude in class.

3. QUALIFICATION CRITERIA

ASSESSMENT TOOLS	PERCENTAGE IN THE RATING
Writing procedure.	10 %
Oral procedure.	50%
Attitudinal procedure	40 %
Total score	100,00%

4. METHODOLOGICAL DECISIONS

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 groups-classes:

- To use a methodology which allows students to be integrated into their diversity in order to achieve an effective group dynamic.
- To use a methodology which is prone to communication, to carry out activities and to participate in the classroom.
- To favour the communicative interaction between students, looking for the right contexts.
- To organise and renew, when necessary and whenever possible, the resources and teaching materials available.
- Follow the guidelines set by the Common European Framework of Reference.
- 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:

-Listening, speaking and talking.

-Reading and writing.

-Knowledge of the language and reflection on learning.

-Socio-cultural aspects and intercultural awareness

- Working in depth on French phonetics. Correct pronunciation, articulation of sounds and their intonation are fundamental for the subsequent progression in the knowledge and improvement of the language.
- Read in French texts appropriate to the age and level of the students.
- Contrast the French language with the Spanish and English languages.
- Occasionally translate texts previously worked on in class, from French to Spanish; from French to English; from Spanish to French; from English to French.
- To encourage students, 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.

5. ACTIVITIES RELATED TO THE READING PLAN

It will be especially relevant in the school context to consider pre-reading as a basic skill for extending linguistic communication and learning competence. Thus, it will be the main access to all areas, so the contact with a diversity of texts will be essential to access the original sources of knowledge. Reading books will be provided with a language adapted to your level. They will start with books with simple phrases and dialogues related to their family and school environment. Reading and use of everyday phrases to express wishes, tastes, orders and opinions will be reinforced. Every day 10 minutes will be dedicated to reading in class. The reading will count for 10% of the final mark of the evaluation.

To do this, texts have been selected according to the different levels in such a way that

In 2nd year we will work on the traditional stories: Blanche-Neige, le Chat-Botté...We will make special emphasis on:

- ✓ The title.
- ✓ The general theme of the story.
- ✓ Known and unknown vocabulary.
- ✓ New technologies will be used to view and understand the vocabulary

6. ACTIVITIES RELATED TO THE ICT PLAN

With the use of ICT, we aim to achieve other objectives such as the search for information, the preparation of works, the expansion of vocabulary, the reinforcement and extension of the content worked on, and access to the real French language. The development of digital competence facilitates the development of learning to learn competence in students, encourages autonomous learning, gives access to cultural elements outside their environment.

For all these reasons, the French department will ensure that students have access to learning through information and communication technologies not only in their daily work in the classroom, but also through work in the computer room at least once every three weeks.