

CURRICULUM BILINGUE À PARITÉ / 50-50 BILINGUAL CURRICULUM

| GSB / 1B | | | | | | |
|---|---|--------------------------------------|---|--------------------------------------|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Subject <i>Enseigne- ments</i> | Shared Theme <i>Thème partagé</i> | Shared Theme <i>Thème partagé</i> | Shared Theme <i>Thème partagé</i> | Shared Theme <i>Thème partagé</i> | Shared Theme <i>Thème partagé</i> | Shared Theme <i>Thème partagé</i> |
| | Senses <i>Les sens</i> | Materials <i>Les matériaux</i> | Toys <i>Les jouets</i> | Plants <i>Les plantes</i> | Dinosaurs <i>Les dinosaures</i> | Houses & homes <i>Maisons & habitations</i> |
| Maths in English (aquablue is shared) | Numbers to 20 Number bonds Addition within 10 Subtraction within 10 Position | | Addition and subtraction to 20 Numbers to 40 Addition and subtraction word problems Multiplication | | Money Division Fractions Numbers to 100 Time Volume and capacity Mass Space | |
| Maths in French <i>Acquérir les premiers outils mathématiques (aquablue is shared)</i> | Numbers Numbers to 10 Number bonds Addition within 10 Subtraction within 10 Number formation Revisit addition & subtraction | | Measures Position Length & height Comparison of length & height Mass Volume & capacity | | Geometry Shape & pattern Reproducing & drawing Flat shapes Reproducing & assembly Categorisation & grouping on the basis of a model (puzzles) Symmetry of figures / Pattern symmetry Space Experiencing space – map reading Visualisation / abstract understanding | |

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| English Texts | Welcome: <i>Once Upon an Ordinary School Day</i> <i>Something Else</i> - narrative <i>Tom’s Day Out</i> - recount <i>Traction Man</i> - narrative | Shared text: <i>The 3 Little Pigs</i> - recount, persuasive writing, instructions <i>Dogger</i> - narrative <i>The Tiger who came to Tea</i> - narrative | <i>Here We Are</i> - narrative <i>Dear greenpeace</i> - persuasion <i>Clean Up!</i> - information text | <i>Look Up!</i> - recount <i>The Way back Home</i> - narrative <i>Space Poems</i> by John Foster | <i>Dinosaurs and all that Rubbish</i> - narrative <i>Here Come The Aliens</i> - information <i>Beegi</i> - narrative | <i>Jack & the Beanstalk</i> - narrative <i>Thankful</i> -information |
| French <i>Mobiliser le langage dans toutes ses dimensions</i> | Speaking | Reading | Handwriting | Writing | | |
| | To tell about the class puppet (in turns all year long); To recount what happened in assemblies (all year long); To tell about a school trip Recounting a story Working on vocabulary and sentence building Poetry and rhymes | Splitting a word in syllables Counting the syllables Understanding what a letter is and its function to know the alphabet, to know and recognise and sort letters Recognising letters in 3 different fonts Blending syllables to form a word Locating & manipulating syllables Adding or taking away syllables Distinguishing between similar rhymes Starting to learn the French phonics | Practising fine motor skills Curbs & circles Bridges & loops Writing first names in cursive Writing words in cursive with a model | Knowing how to write their own first name Dictation to the adult Dictating a sentence to the adult Poetry Writing an invitation Non-fiction | | |

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| Science in English <i>(aquablue is shared)</i> | <p><i>All year long we work through shared topics to understand changes around us and over time</i></p> <p>We observe and discuss the annual cycle:</p> <ul style="list-style-type: none"> the changes across the seasons the weather associated with the seasons how day lengths vary why we need to dress appropriately <p>5 senses: what they are, how we use them</p> | <p>Where does our food come from?</p> | |
| Science in French <i>Explorer le monde du vivant, des objets et de la matière</i> | <p><i>All year long we work through shared topics to understand changes around us and over time</i></p> <p>5 senses: what they are, how we use them; Properties of materials; Toys (Focus on gears); Food & plants.</p> <p>We observe and discuss the annual cycle:</p> <ul style="list-style-type: none"> the changes across the seasons the weather associated with the seasons how day lengths vary why we need to dress appropriately | | |
| DT in English | <p>[Investigating the properties of material through making <i>Three Little Pig</i> houses]</p> | <p>[Creating toys using knowledge of suitable materials]</p> | |
| DT in French | <p>Design Technology is integrated within the other entries of the French curriculum</p> | | |
| History in English | <p>Use of materials over time</p> | <p>Toys over time</p> | <p>Dinosaurs How homes have changed over time</p> |
| History in French <i>Explorer le monde : Le Temps</i> | <p>Positioning oneself in time and measuring time: Days, weeks, months, year, using calendars Situating certain events over a long time period with a focus on clothing Historically significant individuals chosen by the teacher</p> | | |
| Geography in English | <p>Where material comes from</p> | <p>Different places, different toys</p> | <p>Different places, different homes</p> |
| Geography in French <i>Explorer le monde : L'espace</i> | <p>Producing representation of familiar spaces (nearby external spaces: the village, the district) and less familiar spaces (experienced during trips). Use simple fieldwork and observational skills to study the geography of school and its grounds: plan of the classroom. Position, direction and movement vocabulary.</p> | | |

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| RE in English | Belonging | | Christianity | | Being Thankful | |
| RE in French <i>Education religieuse</i> | RE is not part of the French National Curriculum/Ne fait pas partie du programme français | | | | | |
| PSHE | Understanding feelings: Describing and dealing with our feelings | | Keeping Safe: Dealing with worry; use of medicines | | Changing me in a changing world: Differences, money, hygiene, what is a citizen | |
| Moral & Civic Education in French <i>EMC</i> | Class, school and playground rules. How to express emotions. | | | | | |
| Computing & Online safety in English | What information should I keep to myself when I use the Internet? | | Why is it important to listen to your feelings when using technology? How can people make themselves look different on line? | | How can we use the Internet to communicate with other people? How can we save work to show it belongs to us? | |
| Computing in French | Computing is integrated within the several aspects of the French curriculum | | | | | |
| PE in English | Movement, using space & manipulating objects | Attacking and Defending | Attacking and Defending | Net Games | Athletics | Striking and Fielding Games |
| PE in French <i>Education physique et sportive</i> | Producing an optimal performance, measurable at a given end date Adapting their journeys to varied environments Expressing themselves before others through an artistic and/or acrobatic performance Conducting and mastering a collective or interpersonal contest | | | | | |
| Music in English | Pulse | Rhythm | Melody & Notation | Active Listening | Composing & Improving | Performing |
| Music in French <i>Education musicale</i> | Experimenting with one’s spoken and sung voice, exploring its parameters, using it to the benefit of expressive reproduction Knowing and implementing the conditions for attentive and precise listening Imagining simple organisations; creating sounds and mastering their succession Expressing one’s sensibility and exercising one’s critical spirit all while respecting the tastes and points of view of everyone | | | | | |
| Art in English | The seasons - printing and collage | | | Animal kingdom - responding | | |

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Art in French
Arts plastiques

Realising and showing, individually or collectively, visual productions of various natures

Proposing inventive responses in an individual or collective project

Cooperating in an artistic project

Expressing oneself regarding one's production, that of one's peers, regarding art

Comparing some works of art