

# CURRICULUM BILINGUE À PARITÉ / 50-50 BILINGUAL CURRICULUM

## MSB / RB - Reception

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths in English</b>	Number and pattern: matching and sorting; comparing and ordering; counting	Number & pattern counting; shape space & measure – time; number & pattern – composition of numbers to 5; 2D shapes, positional language	Counting and ordering; addition	Measuring lengths capacity and heights; 2D and 3D shapes	Counting on and back to 20; Solving problems with calculations- doubling and halving; Introduction to odd and even numbers	Mass, volume and capacity; Problem-solving
<b>Maths in French</b> <i>Acquérir les premiers outils mathématiques</i>	Problem solving; Pattern & colour; Shape 2D; Estimating; Numbers to 10; Ordering; Grouping and sharing; Abacus; Measuring length					
<b>English texts</b>	<i>Super Duper You; Something Else; The Big Book of Families; Owl Babies; All are Welcome</i>	<i>The story of Rama and Sita Lighting a Lamp What Do You Celebrate? Owl Babies Where the Wild Things Are Whatever Next Aliens Love Underpants</i>	<i>The Gingerbread Man Three Little Pigs Goldilocks &amp; the Three Bears</i>	Non-fiction- London Non-fiction- Past and present Non-fiction - Lifecycles Fiction- Tiny seed	Non-fiction texts about sea creatures; <i>Fidgety Fish; The Snail and the Whale; The Rainbow Fish; The Night Pirates; The Pirate Cruncher; Tiddler; Port-side pirates</i> Pirate poems & songs	<i>Snail Trail Strange Creature</i> Non-fiction animals  Non-fiction humans effect on environment <i>George Saves the World by Lunchtime Bob the Bottle</i> Transition: <i>King of the classroom Dear Teacher My Teacher is a Monster</i>
<b>Phonics</b>	s a t p, i n m d, g o c k,  is, it, in, and, at, the	e u r c k h b f f l l j v w x y z z z qu,  to, do, no, go, so, he, she	sh ch ng th nk oo igh ee-or  was, of, his, has, her, they, you, my, by, have, like	oa ai oi ow era ur air ear ure  have, like, said, all, are, we me, be	nk oo igh & recap  Some, come, were, where, there, when, one, what, little	ou/ow, er/ur, ie/igh & recap  Mr, Mrs

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<b>Communication &amp; Language in English</b>	Listen to others Listen to instructions Initiate conversation Ask questions	Maintains attention Follows instructions Listens and responds Asks questions	Begin to use past, present and future tenses Answer how and why questions	Sustained concentration Begin to follow multi-step instructions. Listen attentively in a large group	Recount experiences and imagine possibilities Listen and respond Use a range of vocabulary	Show awareness of the listener Use a range of vocabulary
<b>French Mobiliser le langage dans toutes ses dimensions</b>	<p>Having the confidence to enter into communication; Understanding and learning; Exchanging and reflecting with others; Beginning to reflect on language and to acquire phonological awareness</p> <p><b>Writing:</b> Listening to writing and understanding; Discovering the function of writing; Beginning to produce some writing and discovering the functioning thereof; Discovering the alphabetic principle; Beginning to write on one's own</p>					
<b>Understanding of the World in English</b>	Share own experiences Our local environment	Share own experiences Our local environment	Past and present events Similarities and differences	Similarities, differences, patterns and change Observations of plants and animals - observing change	Familiar with basic scientific concepts Past and present	Human impact on the environment Respecting different attitudes, customs and traditions
<b>Exploring the World in French - time, space, objects &amp; materials</b>	<p>Days; Months; Seasons</p> <p>Use directional and location language; Follow a path</p> <p>Body and body parts; plants; life cycles; animals</p>					
<b>Personal, Social and Emotional Development in English</b>	Forming positive relationships; Sharing and taking turns; Rules and expectations	Different people like different things; Adjust behaviour; Plays in a group	Problem solve and negotiate; Play cooperatively; Feelings and behaviours	Asking for help; Sensitivity towards others' feelings; Manage own feelings; Select own resources	Consider others' points of view; Talk about and adapt plans; Resolve disagreements	Talk about own abilities; Work as a group without adult help; Manage own feelings
<b>Physical Development in English</b>	Pencil grip; Forming letters; Negotiating space; Dressing and undressing	Pushing, patting, throwing, catching or kicking; Travelling with confidence; Handling equipment and tools effectively; Dressing and going to the toilet independently.	Healthy lifestyle; Move confidently in a range of ways; Controlling letter size and position	Handles tools with increasing control; Good coordination in large and small movements	Know the importance of good health; Dress and undress independently; Hop and skip in time	Make healthy choices; Dress and undress independently; Hop and skip in time

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<b>Sport in French</b> <i>Agir, s'exprimer, comprendre à travers l'activité physique</i>	Co-operate; engage/oppose; invasion games; dance - creative, physical activities; move through the environment; evaluate risk					
<b>Expressive Art and Design in English</b>	Role play; Choosing colours; Rhythm and song	Mixing and changing colours; Building a repertoire of songs and dances	Manipulating and combining materials; Constructing for a purpose Explore sound and texture	Play cooperatively as part of a group; Adapt work; Changing song, music or dance; Introduce storyline to play	Talk about ideas processes and features of their work; Selecting own resources	Talk about ideas processes and features of their work; Selecting own resources Make decisions about combining and changing media and materials
<b>Music &amp; Art in French</b> <i>Agir, s'exprimer, comprendre à travers les activités artistiques: univers sonores, productions plastiques et visuelles</i>	Memorise and sing a few songs in French and in other languages, in front of an audience Copy a simple rhythm with various instruments Observe, explore and copy some techniques using various materials					