

# CURRICULUM BILINGUE À PARITÉ / BILINGUAL CURRICULUM

## CE1B/3B

| Subject / Enseignements   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|---|---|--|---|---|---|--|
| Maths in English (black is shared)  | Numbers to 1000 (brief addition)<br>Subtraction (English method) Multiplication and division  |  | Further multiplication and division<br>Money (pounds)<br>Picture graphs/bar graphs<br>Time (to the nearest minute)<br>Volume (ml) |   | Fractions<br>Geometry<br>obtuse/acute angles<br>parallel lines<br><br>Perimeter   |  |
| Maths in French / Mathématiques (black is shared)                               | <b>Numbers</b><br>Numbers to 999<br>Addition<br>Subtraction (French method)   |  | <b>Measures</b><br>Length<br>Money (euro)<br>Time (to the nearest five minutes)<br>Volume (L)                                     |   | <b>Geometry</b><br>right angles<br>lines - segment/droite<br>perpendicular<br>Perimeter (begin) <span style="float: right;"><b>Problem solving</b></span> |  |
| English texts   | Something Else<br>Once upon an ordinary day<br>Fly Eagle, Fly! – narrative, poetry<br>Luna loves library day - persuasion   | The Labour of Hercules - narrative<br>The Wolves in the Walls – recount, narrative | Azi in between - letter   | Our Tower - narrative<br>Poetry study – Rachel Rooney | The Promise – diary, explanation, persuasion<br>letter  | The one and only Ivan – narrative, persuasion, information |
| French / Français   | <p><b>Grammar:</b> Text, paragraph, lines and sentences; dialogue punctuation. Nouns: feminine and masculine, single and plural; noun phrases; nouns and adjectives; the tenses in a text : past, verbs, present and future tense of first group and some frequent verbs (avoir, être, aller, faire, dire).past tense : passé composé; pronoun ; subject ; present tense of “être, avoir, aller ».</p> <p><b>Reading:</b> Reading aloud; Reading and understanding texts of different categories; Revising complex graphemes</p> <p><b>Spelling:</b> Rules for some complex letters or graphemes.; Memorising the spelling of frequent words.</p> <p><b>Writing:</b> Expand vocabulary; Writing with cursive; Writing different types of texts</p> <p><b>Poetry:</b> Memorising texts</p> |  |   |   |   |  |
| Science in English  | Forces & Magnets  |  | Rocks<br>Plant Life   |   | Light & Shadows   |  |
| Science in French / Questionner le monde du vivant, de la matière et des objets | <p>Air : materiality and compressibility<br/>Creating technical object<br/>Different sorts of teeth<br/>Electricity including dangers<br/>Teeth : hygiene and changes<br/>Food chain : <i>develop from Year 2</i><br/>&amp; to recognise that environments can change and that this can sometimes pose dangers to living things</p>   |  |   |   |   |  |

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|--|---|---|--|
| DT in English  | Cooking & Nutrition: Pizza  | Structure: Create a mini greenhouse                                 | Mechanism: Shaduf  |
| DT in French/<br>Design et technologie                                 | Design Technology is integrated within the other entries of the French curriculum   |   |  |
| History in English   | The Romans  | Ancient Egypt   | From Stone Age to Iron Age                                 |
| History in French /<br>Questionner le monde :<br>Le Temps              | <p><b>Comparing, estimating, measuring times</b><br/><i>Years, Month, season, hour, minute.</i></p> <p><b>Identifying periods of western world history. Dates and people.</b><br/>Positioning different events in relation to each other.<br/>Being aware that the time which passes is irreversible.<br/>The time of my parents and grandparents.</p>  |   |  |
| Geography in English   | Weather   | Should we only eat local?   | The Mediterranean  |
| Geography in French /<br>Questionner le monde :<br>L'espace            | <p>Using simple field work, position and orientate yourself in the school and outside in the playground.<br/>Create a simple plan of the school.<br/><i>Name and locate countries, continents, oceans. Use world maps, globe, maps atlases. (Europe)</i><br/>Studying physical similarities and differences in a European region and a non-European country <b>Egypt</b>.</p>   |   |  |
| REW in English   | Sacred Texts<br>Hinduism  |   |  |
| RE in French<br>/Education religieuse                                  | RE is not part of the French National Curriculum/Ne fait pas partie du programme français   |   |  |
| PSCHE in English   | Understanding feelings: how to help others cope with emotions; overcoming negative emotions   | Keeping Healthy & Safe:<br>Impacts of smoking and use of technology | A changing me in a changing world: recognising differences |
| PSCHE in French/<br>Enseignement moral et civique<br>(black is shared) | <p><b>Class, school and playground rules.</b><br/>Why are there school rules? Why is it important to be polite? How do we work in a team? What does it mean to be fair? What does it mean to have prejudices? Belief or knowledge? School Council elections? What is School Council for? How do we choose school councillors? What are the symbols of the French Republic? Being polite. Working as a team. Being fair. What are assumptions? Difference between faith and knowledge.</p> |   |  |

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|   |  |     |                              |       |                             |       |
|---|--|-----|------------------------------|-------|-----------------------------|-------|
| Online safety and Computing                     | Tools  |     | Coding                       |       | Computer literacy           |       |
| Computing in French                             | Computing is integrated within the several aspects of the French curriculum  |     |                              |       |                             |       |
| PE in English                                   | Gym  | Gym | Gym                          | Dance | Dance                       | Dance |
| PE in French/<br>Education physique et sportive | <p>Producing an optimal performance, measurable at a given end date.</p> <p>Adapting their journeys to varied environments.</p> <p>Expressing themselves before others through an artistic and/or acrobatic performance.</p> <p>Conducting and mastering a collective or interpersonal contest.</p>  |     |                              |       |                             |       |
| Music in English                                | The Vocal Project  |     | Glockenspiel: Japanese Music |       | West Africa Djembe Drumming |       |
| Music in French/<br>Education musicale          | <p>Experimenting with one's spoken and sung voice, exploring its parameters, using it to the benefit of expressive reproduction.</p> <p>Knowing and implementing the conditions for attentive and precise listening.</p> <p>Imagining simple organisations; creating sounds and mastering their succession.</p> <p>Expressing one's sensibility and exercising one's critical spirit all while respecting the tastes and points of view of everyone.</p> |     |                              |       |                             |       |
| Art in English                                  | Drawing & mark making  |     | Painting and colour theory   |       | Printing, collage & 3D form |       |
| Art in French/<br>Arts plastiques               | <p>Realising and showing, individually or collectively, visual productions of various natures.</p> <p>Proposing inventive responses in an individual or collective project.</p> <p>Cooperating in an artistic project.</p> <p>Expressing oneself regarding one's production, that of one's peers, regarding art.</p> <p>Comparing some works of art.</p>   |     |                              |       |                             |       |