

Reception – Time

Communication

- Interact with each other and the teacher using simple language for exchange of greetings, farewells, thanks, introductions
- Participate in guided group activities using simple repetitive language in songs, rhymes and games
- Counting to 12
- Asking the time
- Explaining the time on the hour

Understanding

- Recognize and reproduce the sounds and rhythms of spoken French noticing how they are represented in words and symbols

2022 Term 2 Learning Overview



**Port Noarlunga
Primary School**

Year 1, 2 & 2/3 Classes – Time

Communication

- Interact with each other and the teacher using simple language for exchange of greetings, farewells, thanks, introductions
- Participate in guided group activities using simple repetitive language in songs, rhymes and games
- Notice how French words may have similar or different meanings in English
- Asking the time
- Explaining the time on the hour and half past the hour

Understanding

- Recognize and reproduce the sounds and rhythms of spoken French noticing how they are represented in words and symbols
- Understand some first elements of French grammar, such as gender forms and definite articles

Languages - French

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language
- Understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators.

Teacher

Karen Thorburn

Year 3/4 Classes – Time

Communication

- Follow the teacher's instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention
- Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds
- Asking the time
- Explaining the time on the hour, half past the hour, quarter to and past the hour
- Notice how French words may have similar or different meanings in English

Understanding

- Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns
- Recognize and write high-frequency words and expressions in familiar contexts

Year 4/5 Class – Time

Communication

- Follow the teacher's instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention
- Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds
- Asking the time
- Explaining the time on the hour, half past the hour, quarter to and past the hour
- Use the 24 hour clock
- Compare analog and digital time
- Locate specific points of information in different types of texts

Understanding

- Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns
- Recognize and write high-frequency words and expressions in familiar contexts

Year 5/6 Classes – Time

Communication

- Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning
- Locate specific points of information in different types of texts
- Notice what looks or feels similar or different to own language
- Asking the time
- Explaining the time on the hour, half past the hour, quarter to and past the hour
- Use the 24 hour clock
- Compare analog and digital time
- Describe some daily activities and the time they take place

Understanding

- Recognize and write high-frequency words and expressions in familiar contexts
- Recognize and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts