



La Petite Ecole Française

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CURRICULUM POLICY

At La Petite Ecole Française (PEF) we follow the French National Curriculum. Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The Curriculum takes into account the ages, aptitudes and needs of all pupils and does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

About the school

La Petite Ecole Française is an independent French school that follows the French national education system and is secular. The school is part of the AEFÉ (Agence pour l'Enseignement Français à l'Étranger) and enables its students to progress to existing French speaking schools in London. PEF has been awarded French Education Nationale 'Homologation' status for all its levels from Petite Section to CM2. **The 'Homologation' confirms that the school is following the learning methods and objectives of the French National Curriculum.**

Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the French National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

At La Petite Ecole Française we strive to make learning enjoyable, fun, meaningful and as relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding

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between all members of our community. We aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims

At la PEF we aim to offer a balanced and broad-based curriculum which enables all pupils to:

- Enjoy learning.
- Feel successful in their learning and to promote high self-esteem.
- Become creative, independent learners.
- Be given significant time to learn new skills and have time to practise those skills.
- Know what their strengths are and which areas they need to develop.
- Become successful lifelong learners who are able to reach their full potential.
- Be able to evaluate and assess their own learning.
- Understand and value the importance of fairness, right and wrong.
- Nurture positive relationships promoting working co-operatively with one another.
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of Reading, Writing, Mathematics and Computing
- Make learning more meaningful by putting it into context.
- Challenge themselves.

The official French programme may be viewed online, at www.eduscol.education.fr, which is the website for the French Department for Education.

Maternelle curriculum

The French Education curriculum (which was last reviewed by the Ministry in September 2020) for the Maternelle does not specify the proportion of time to be devoted to each subject. Nevertheless, it does specify that work should be done daily on 5 main areas :

- Mobilising the language in all its dimensions (area of language).
- Acting, expressing oneself, and understanding through physical activity (area of physical activity).
- Acting, expressing oneself, and understanding through artistic activities (area of arts).
- Building the first tools to structure one's thinking (area of mathematics).
- Exploring the world (area of sciences).

PEF has an exemption from the Early Years Foundation Stage framework for the curriculum and pedagogic side. In line with the French National Curriculum, the formal teaching of reading and writing is delayed compared to the English National Curriculum. Pupils learn to read in French in CP (Year 2) and in English at the beginning of CE1 (Year 3).

Foreign and regional languages are now specified in the French curriculum for 'Maternelle' (EYFS and reception class). We devote a significant amount of time to the teaching of English. The Petite Section (PS) have 4 1/2 hours of English per week (2 hrs English lessons, 1/2hr English workshop, 1/2hr of Music, 1hr of PE session and 1/2 hr of dance).

The Moyenne (MS) and Grande Section (GS) children have 5 1/2 hours of English per week (3 hours of English lessons, 1/2 hour English workshop and 1/2hr of Music, 1hr of PE session and 1/2hr of dance).

As one would expect, the emphasis on subjects taught changes from the Petite Section to the Grande Section. In all the year groups, the children learn through play/games. However, in the Petite Section there is more emphasis on the oral/spoken language, development into pupils and on creativity and art. In the Grande Section there is relatively more focus on phonetics, writing (cursive), mathematics and discovery of the World/science. The hours of teaching also progressively increase from the Petite Section to the Grande Section.

The French curriculum requirement is that teachers should spend between 24 and 26 hours per week teaching (lunch is not included but recreation is). In terms of whether the curriculum is meeting the statutory requirements, our interpretation is that it is, because the majority of the pupils when they pass out of Maternelle attain the targets set by the French Education System.

The English programme for PS (Nursery), MS (Reception) and GS (Year 1) is an oral/aural-based programme, taking into consideration the relevant communication and language goals from the Early Years Foundation Stage and from the French National Curriculum. In addition, certain objectives have been included to cater for a bilingual French/English audience living in Britain.

Pupils joining PEF from English schools or who have learnt to read/write in English outside of school are encouraged to read aloud to the class on occasion or to write short sentences to accompany their work. Reading and writing are not formally taught in PS, MS, GS and in some cases in CP, however, an accelerated English programme is in place from CE1 to CM2 (Year 3 to Year 6) to allow learners to reach an excellent level in all areas of English by the end of their time in Primary.

Primaire Curriculum

The French Education curriculum (which was last reviewed by the Ministry in September 2020) for the Primaire (CP to the CM2) classes specifies the proportion of time that needs to be devoted to each subject.

The fundamental learning cycle: CP-CE1-CE2

Subject	Timing	
	Annually	Weekly
French lessons	360 h	10 h
Mathematics	180 h	5 h
Foreign language	54 h	1 h 30
Physical Education	108 h	3 h
Artistic study	72 h	2 h
Questioning the world Moral and civic education	90 h	2 h 30
Total	864 h	24 h*

The consolidation cycle: CM1 et CM2

Subject	Timing	
	Annually	weekly
French lessons	288 h	8 h
Mathematics	180 h	5 h
Foreign language	54 h	1 h 30
Physical Education	108 h	3 h
Sciences et technology	72 h	2 h
Artistic study	72 h	2 h
History and geography Moral and civic education	90 h	2 h 30
Total	864 h	24 h*

*Pupils at La PEF are given more hours of English lessons than the French curriculum requirement. As a result, the school week comprises of 26 hours as opposed to the recommended 24 hours within the French curriculum.

THE FUNDAMENTAL LEARNING CYCLE (CYCLE 2) / CP-CE1-CE2

Cycle 2 begins in Cours Préparatoire (CP : age 6-7) and finishes in Cours Élémentaire 2 (CE1 and CE2 : age 8-9). It gives students a solid foundation in subjects like reading, writing, problem-solving and the French language. Subjects covered in Cycle 2 include French, Modern Languages (foreign or regional), Art and Music, Physical Education, Civic and Moral Education, Investigating the world and Mathematics.

Language skills are the priority in this cycle, in particular French, the core subject. These three years, from CP to CE 2 offer an adequate, consistent length of time to give all students solid basic skills in reading and writing, adapted to each child's pace of learning.

French

Learning to read and write is crucial in Cycle 2, continuing on from nursery school, where students develop their oral expression, acquire vocabulary, discover the alphabet, practise the early stages of writing, listen to texts and learn how to understand them. French is fundamental as it helps students to communicate and socialise with one another, making it easier to access all the other subjects and the language they use; for this reason there are several daily French sessions throughout Cycle 2.

The curriculum is divided into the following subjects (translated from French):

Comprehension and oral expression

Students read aloud and recite various texts and complete activities that improve their understanding of the texts studied in class. Memorising texts (poems, extracts from plays that they act out, etc..) helps to enrich their vocabulary and sentence structure.

They learn to be attentive when listening to or talking with others for longer periods of time, expressing their lack of comprehension if necessary. Students also learn to play an active role in conversations and express themselves clearly, taking into account the conversation topic, making relevant contributions to a conversation (asking questions, answering a question, expressing agreement or disagreement, adding extra information, etc..).

They practise recounting, describing and explaining, and in particular must be capable of recounting a text studied in class on their own.

Reading

Students learn to read through systematic activities that help them to master the relationships between letters / groups of letters and sounds, and to memorise words. The objective is to be able to automatically identify common words, memorise their spelling and easily decode unknown words; writing activities help with acquiring these automatic habits and learning to read.

This work is always carried out in connection with working on the meaning and understanding of texts, the purpose of all reading. Students acquire initial independence in reading varied texts adapted to their age. They learn how to identify genres, series and authors. Independent reading is encouraged: students are encouraged to talk about their personal reading in class.

Reading out loud has an important role in Cycle 2, helping students to become familiar with the construction of written sentences. Practising reading fluency also helps to make the process of identifying words automatic; by the end of CE2, all students must be able, after preparation, to read a half-page text out loud fluently.

Writing

Students learned to write by hand in the last year of Maternelle levels; in Cycle 2, they complete their learning of handwriting, moving gradually towards automatically forming letters and increasing speed and assurance. They learn how to do simple word processing functions. They learn to copy or transcribe a text of a dozen lines without making mistakes, in legible handwriting with correct punctuation and spelling, as well as careful presentation.

Students also learn to write their own texts: a sentence in response to a question, asking a question, and gradually a portion of a text or a whole text of around half a page, in coherent, organised, well punctuated language. They gradually learn to reread their own texts to improve them and to check spelling.

Understanding of language (grammar, spelling, vocabulary)

The study of language in Cycle 2 is closely linked to learning to read and write, contributing to a better understanding of sentences, texts and correct spelling. At this stage of education, it is not necessary to have a complete knowledge of how the French language works as a system. It is more about observing language, manipulating it, classifying items in order to identify the main regularities, and then applying them orally and in writing. Irregularities or exceptions are learned and memorised if frequently used. Students learn to spell the most common words, and to use their reasoning to make agreements in the nominal group and between the verb and subject. They use their knowledge of language to improve their oral expression, understanding of words and texts, and improve the texts they write.

Modern languages (foreign or regional) – English and Spanish

For the English curriculum, please see our « English Curriculum at La PEF » document.

All students begin learning Spanish from Cycle 2, at age 6-7 (Cours Préparatoire). The main objective during the cycle is to develop the habits essential to learning a foreign language - curiosity, listening, paying attention, memory and self-confidence; students are encouraged to speak in another language without reticence or fear of making mistakes.

For CP, oral language is a priority, when students are beginning to learn to write French; the lessons focus on simple listening and comprehension tasks, reproduction and gradually, personal expression. Three language skills are therefore developed simultaneously: listening and understanding, reacting and conversing, speaking continuously. From CE1, they start to read and write in foreign languages.

Studying a language is inseparable from studying the culture of the language, i.e. developing students' awareness of differences and cultural diversity by observing things similar to their own everyday lives, based on what they are familiar with.

Artistic education

In Cycle 2, artistic education allows students to explore two areas: art and imagery, and music.

In Art, during Cycle 2, students seek personal, original responses to the situations proposed by the teacher, in varied artistic fields (drawing, painting, collage, modelling, sculpture, assembling, photography, video, digital creation, etc.) discovering new tools and materials and trying out new activities.

In Music, students take part in group performances or productions, using their voices and bodies. They learn to sing simple melodies, nursery rhymes, singing by imitation, with expression and the right intonation, respecting musical phrasing. They learn to compare sound elements and musical works by identifying resemblances and differences, expressing their emotions, feelings and preferences, and listening and respecting the work and opinions of others.

Physical education

The main objectives of physical education are the same throughout cycle 2 and cycle 3 of Primary school, with levels of learning that increase through the cycles:

- developing motor skills and learning to express yourself using your body;
- becoming familiar with working tools and methods by practising sport;
- sharing rules and taking on roles and responsibilities within a team;
- learning how to look after your health through regular physical activity;
- becoming familiar with a physical and artistic sport culture.

Civic and Moral Education

Civic and Moral Education has four main objectives during the three cycles of primary:

1. Emotional awareness education, to learn to identify feelings and emotions, put them into words, discuss them and understand other people's feelings and emotions (identifying emotions, expressing yourself to classmates using specific vocabulary, learning to pay attention to others, respecting adults and classmates, politeness, accepting differences).
2. Education in rules and law, to understand the meaning of rules in the classroom and to make students (future citizens) aware of the role and importance of law (respect for the rules of group living, understanding punishments, their levels of seriousness and educational value, understanding some of the values and founding principles of a democratic society);
3. Education in moral judgement, in order to understand and discuss the moral choices encountered in life, requiring students to put forward arguments, debate and justify their choices;
4. Experience of engagement, to encourage students to participate in the social life of the class and the school they belong to, acquire a spirit of cooperation and a sense of responsibility towards others (respect for commitments made to yourself and to others, taking on responsibility in the classroom and the school).

Investigating the world (*basic knowledge of Science, History and Geography topics in Cycle 3*)

In nursery school, students have explored and discovered the world around them in all its forms, discovering the living world, exploring materials, using, manipulating and making objects, and learning how to use digital tools. In Cycle 2, they go further, learning how to conduct an investigation and initial reasoning to describe and understand the world around them, by asking questions, observing, describing and doing experiments, and reasoning to draw conclusions. This subject is divided in three main parts :

1. Investigating the living world, materials and objects, to learn an initial scientific and technological approach.
2. Investigating space and time, to learn how to locate oneself in both space and time.
3. Exploring how the world is organised, to gradually comprehend that they are part of an organised society that develops through space and over time.

Mathematics

Following nursery school, where mathematics-related activities are based on observation and manipulation, Cycle 2 introduces students to the written dimension of mathematics: writing numbers, mathematical symbols, techniques for doing sums (addition, subtraction, multiplication), producing simple geometrical shapes. Problem-solving becomes central, developing students' ability to find out, reason and communicate their results. The Mathematics curriculum Cycle 2 covers three areas:

1. Numbers and calculation
2. Size and measurements
3. Space and geometry

THE CONSOLIDATION CYCLE (CYCLE 3) – CM1/CM2

Cycle 3 has two main objectives: reinforcing the base knowledge learned in Cycle 2 and helping with the transition from primary school to lower secondary school. Subjects covered in Cycle 3 include French, Modern Languages (foreign and regional), Art, Music, History of art, Physical Education, Civic and Moral Education, History and Geography, Science and Technology, and Mathematics.

French

Cycle 2 focused on the acquisition of reading and writing skills; in Cycle 3, the teaching of French helps to reinforce this knowledge, which is essential for all other subjects. The central objective is language proficiency, ensuring that all students can read and write independently. This proficiency is achieved through daily writing practice, as well as regular, numerous reading and oral activities, complemented by grammar, spelling and vocabulary activities that help them understand how the French language works and learn its rules.

During Cycle 3, the study of literary texts or artistic works takes on an increasingly important role; students gradually learn to identify subtext and go beyond the literal meaning to redevelop the work's figurative meaning and offer a simple interpretation.

Comprehension and oral expression

Students learn to use oral language to give explanations, information, or opinions in a clear, ordered way, interacting effectively and clearly with their classmates to compare reactions or points of view, refining their thoughts by identifying ideas or formulations to prepare a written piece or speech. They work on reading texts out loud, memorising them and reciting by heart. They practise making short oral presentations in front of the class, relying on notes, a slideshow or other digital tools.

Writing

Students continue to learn cursive handwriting so that their gestures are automatic and they can write effectively and quickly. They also learn to type on the keyboard. Students write every day, in varied situations. By the end of the cycle, they are capable of writing a text of one to two pages in response to a precise, organised and coherent objective, in legible handwriting and respecting the spelling rules studied in class.

Reading

The goal in Cycle 3 is to develop independent readers, both at school and at home, who can read out loud or in silence, fluently and quickly. Students read a wide variety of texts and documents (tables, graphs, charts, diagrams, images, etc.) so that they are capable of understanding and learning other subjects, and to enrich their vocabulary, feed their imagination, arouse their interest and develop their knowledge and culture.

Understanding of language (grammar, spelling, vocabulary)

In Cycle 3, the objective is to ensure solid grammatical knowledge of central concepts, highlight the main regularities of the French language in order to master its spelling, and begin studying the system of the language. Learning spelling (spelling of words and rules on agreement) and verb forms (conjugation) is central; the focus is on regular grammar and the most common cases; irregular or exceptional cases are memorised by students if frequently used.

Literary and artistic culture

From the main topics on the curriculum, teachers freely choose literary and artistic works to be studied and encourage personal reading; students therefore acquire basic knowledge of a common literary and artistic culture.

Modern languages (foreign or regional) – Spanish and English

For more details on our English curriculum, please see our « English curriculum at La Pef » document.

Teaching of modern languages chosen in the preparatory class has two main, closely linked objectives: to learn to communicate in another language (understand and express yourself orally and in writing, and have conversations with others) and to discover another culture.

Five language skills are developed simultaneously: listening and understanding, reading, reacting and conversing, speaking continuously, writing and responding to writing. The skills levels used in all European countries, on a scale from A1 (minimal skills, beginner level) to C2 (advanced skills) are used as a reference point for teachers: by the end of Cycle 3, all students should have reached at least level A1 in the five language activities, and may have reached level A2 (intermediate level) in one or more activities.

With regard to the cultural dimension of modern language learning, three areas are explored in Cycle 3:

- people and everyday life;
- geographical, historical and cultural landmarks;
- the imagination (children's literature, tales, myths and legends of the country or region, heroes/heroines and fictional characters, cartoons, TV series and films).

Art

There are three main topics on the curriculum, studied in each year of the cycle:

1. artistic representation and presentation methods;
2. artistic production and the relationship between the object and the space;
3. the material nature of art production and awareness of the elements included in the work.

Practices are varied: two-dimensional (drawing, painting, collage...), three-dimensional (modelling, sculpture, assembly, installation, etc.) or imagery (photography, video, digital creation).

Music

The teaching of music combines expressive and creative activities, usually in a group, with listening to and analysing a variety of musical works. Its main objectives are to develop students' imagination, creativity and capacity for expression, train their ear, learn how to cooperate, shape their artistic culture and improve their capacity for analysis.

History of art

Students begin learning this new subject in the first year of Cycle 3 at the same time as history. This subject is linked to other subjects, mainly Art and Music, French, History and Geography, and Modern Languages. Its main purpose is to structure students' artistic culture.

Physical education

The main objectives of physical education are the same throughout cycle 2 and Cycle 3 of Primary school, with levels of learning that increase through the cycles:

- Developing motor skills and learning to express yourself using your body;
- Becoming familiar with working tools and methods by practising sport;
- Sharing rules and taking on roles and responsibilities within a team;
- Learning how to look after your health through regular physical activity;
- Becoming familiar with a physical and artistic sport culture.

Civic and Moral Education

Civic and Moral Education has four main objectives during the three cycles of Primary and lower Secondary school:

- Emotional awareness education, to learn to identify feelings and emotions, put them into words, discuss them and understand other people's feelings and emotions;

- Education in rules and law, to understand the meaning of rules in the classroom, Primary or Secondary school and to make students (future citizens) aware of the role and importance of law;
- Education in moral judgement, in order to understand and discuss the moral choices encountered in life, requiring students to put forward arguments, debate, and justify their choices;
- Experiencing engagement, encouraging students to participate in the social life of their class and school, acquire a spirit of cooperation and a sense of responsibility towards others.

The curriculum in Cycle 3:

- Emotional awareness: expressing and sharing your emotions and feelings with others about literary or artistic works or during group discussions on classroom life; respect for and acceptance of others and their differences in language and attitude; understanding the meaning of the symbols of the French Republic. For example, students may take part in role plays, drama games, mimes, or take part in philosophical discussions supervised and led by the teacher on the topics of tolerance and mockery.
- Rules and law: understanding, accepting and applying the concepts of rights and duties, applying the principle of equality between girls and boys, understanding the principles and values of the French Republic and the European Union, understanding the founding characteristics of the French Republic (institutions, the basis of law, the concept of citizenship, etc.). For example, students may define and discuss the rules of debate, analyse gender stereotypes using examples from manuals, literature or films, or study the founding texts of institutions and their history.
- Moral judgement: learning to debate (speaking in front of others, listening to others, formulating and justifying a point of view), exercising critical judgement about information received from the media, differentiating between personal interest and collective interest. For example, students may exercise their critical judgement on events relating to life in the class, school or outside school to combat prejudices (racism, sexism, homophobia, etc.).
- Experience of engagement: learning to explain and justify choices, integration and personal involvement in a group, understanding the values of fraternity and solidarity, and so on. Students may, for example, play an active role in a group project within the class, school or town, connected to an association.

History and geography

Once students have acquired basic knowledge in Cycle 2 and an ability to situate themselves in time and space, they begin two separate subjects in Cycle 3, History and Geography, and so continue to construct their relationship to time and space. These two subjects are closely linked, dealing with common topics and concepts and sharing tools and methods.

- Topics covered in History:

CM1 : Before the Republic – The kings – The Revolution and the Empire

CM2 : The Republic – The industrial age of France – France : from the World Wars to the UE.

- Topics covered in Geography :

CM1 : Exploring the place(s) where I live - Living, working, educating and enjoying leisure time in France – The consumer society in France.

CM2 : Getting around – Communicating across the world via the Internet – Better living.

Science and Technology

During Cycle 2, students "explored" the natural world by observing, questioning and carrying out basic experiments. In Cycle 3, in "Science and Technology", they begin to make an initial rational, coherent representation of this world, by tackling genuine scientific concepts. They also acquire skills and knowledge linked to the world of technology.

In Cycle 3, students are introduced to scientific approaches with support and help from the teacher, in a practical manner: by formulating questions, exploring research areas, then offering explanatory hypotheses, testing them through experiments, observations or simulations, and communicating their results and conclusions. They develop their curiosity, manual skills, precision in using language and rigorous reasoning, and gradually learn to differentiate scientifically validated facts from opinions. In terms of technology, students explore the technical world, in particular through the history of the development of objects, designing and producing models or prototypes. They improve their skills in using digital tools. The Science and Technology curriculum covers four topics: Matter, movement, energy and information.

Mathematics

During Cycle 3, students reinforce the techniques they have previously studied, such as mental calculation and written calculation techniques, until these become automatic (addition, subtraction and multiplication), and they also learn new ones (division).

They discover new mathematical concepts: decimal numbers, proportionality, new measurements (area, volume, angles...). In geometry, they manipulate concrete objects and discover new ways to represent space (templates, perspectives, front, side and top views, etc.). For working on numbers, and in geometry, digital tools - in particular, software - are used in addition to "paper and pencil" activities. Finally, in Cycle 3, students begin a new form of mathematical exercise: problem solving. They discover that the mathematical skills and concepts they have learned are tools that will help them to solve mathematical problems. Examples of problems are taken from other subjects and from everyday life, and students are encouraged to find problems themselves.

The curriculum covers three major topics:

Numbers and calculations

Size and measurements

Space and geometry

Le Socle commun – The Common base

The common base of knowledge, skills and culture allows a pupil to continue his studies and build his/her personal and professional project. The school must provide each child with the means to acquire this base at the end of Cycle 2 and Cycle 3.

The common base comprises the following competences:

- 1) Languages for thinking and communicating
- 2) Methods and tools for learning
- 3) The training of the individual and the citizen
- 4) Natural systems and technical systems
- 5) Representations of the world and human activity

School Projects

The school is planned through projects throughout the year:

'**Projet d'école**' is a three year project for the school and it is linked to the 'Projet de zone', which all French schools in Northern Europe have to follow. Three main areas are developed into the 'Projet d'école':

-Plurilinguism and multiculturalism;

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- Oral based activities;
- Science and sustainable development.

It underpins a diversity of projects through the year targeting special skills around these 3 main areas. *Please see our "Projet d'école" document (in French) for more details.*

There are also short projects: 'theme weeks' such as World tour, Multicultural week, Press week, Nutrition week, Zero dechet (waste) week, Francophonie day, Garden day, Science day... Each teachers also run class projects which are linked to several subjects. For example, if we work on a theme such as the different versions of 'Little Red Riding Hood', we can link it to mathematics (creating a game with rules), to natural science (what animals live in the European forests) and writing (learning to write words that appear in the book).

English Lessons

Please see our 'English curriculum at la PEF' document.

As well as making sure that every child leaves the school at the age of 11 having achieved the requirement in the French curriculum to successfully start at a French secondary school - if they are able to, or encouraging them to achieve their best if they lack the maturity to complete the programme - we aim to teach every child English as a second language so that they can fulfil their potential in this country.

We send two or three children most years to English schools, they usually are given a test in these schools and up to now, all have succeeded and have been admitted. One of our strengths is our language programme as most children leave our school bilingual in French and English.

Pupils at La PEF are given more hours of English lessons than the French curriculum requirement. As a result, the school week comprises of 26 hours as opposed to the recommended 24 hours within the French curriculum. The hours of lessons taught in English increase progressively from the Petite section (PS) to the CM2. PS have 4.5 hours per week and by the time they are at the end of the primary school in CM2, a quarter of the school week is taught in English. Our English teachers are native speakers. They teach English grammar and literacy but also cultural aspects and topics within the French curriculum.

Maternelle section

Our English teacher for the Maternelle section, Marie, is a native English speaker and is employed full time at the school. Gabriel, our English assistant teacher, is also a native speaker.

Marie spends a full morning per week with each class. During these morning sessions the regular class assistant also speaks in English to the children.

The teachers (French and English) work together to put in place programs covering logic, art and science (discovery of the world). Marie also teaches ecology and sustainable development and takes part in all the school projects with the pupils with the collaboration of her French colleagues.

In the afternoons, Gabriel teaches English to groups of nine children at a time, once a week. He works with them on their spoken English, reads stories and teaches them songs. The aim of the English class is to promote participation and for each child to express themselves confidently. In order to do this, he

uses his knowledge of the English program. In addition to English lessons and workshops, the dance and the music classes are conducted in English by teachers who are also native speakers.

Primaire (CP to CM2)

Our English teacher Tavishi Patel – who works with the CE1 to CM2 classes – is a native English speaker and is also fluent in Gujarati. She works at the school three days a week. Tavishi has over 9 years of teaching experience working in English schools, has a Certificate in Therapeutic Play and has also taught English as an additional language to children in South East Asia.

Henrietta Hammond is our CP teacher. She is a native English speaker, currently working on her PhD in the Anthropology of Heritage. She has a lot of experience in teaching in non academic settings especially museums, and she shows amazing skills in creating a relaxed, creative environment to help pupils learn.

During their time at the school, they both works closely with the class teachers putting provisions in place to make sure all the topics are being covered. Furthermore, their lessons are differentiated so that every child is achieving their full potential.

During their lessons, they encourage the children to only speak English with them and their peers.

They use Phonics as a way to get the children to read and write. With Tavishi, the class watches Newsround regularly to generate topics for discussions. She also refers to the English National Curriculum to plan their lessons, thus making sure that all children are working at the correct level.

Tavishi works on both fiction and non-fiction writing and often links the topics with the French teacher. She uses a wide range of materials to interest the children; these include books, posters and videos.

ICT : Information and Communication Technologies

The French Ministry of Education is keen to develop ICT (Information and Communication Technology) skills at school. For primary schools, the aim is to use technology as a tool to aid learning and to help the pupils pass the B2i test.

La Petite Ecole Française has 20 iPads and a teacher who is dedicated to developing and implementing ICT projects on Tuesdays. The school also has 4 video-projectors, four apple TV, a Coding Robot and 10 BBC Micro Bits for coding sessions. This technology software and equipment allows each class to use ICT for learning projects.

La PEF pupils are currently – depending on the level of the class – working on a multitude of projects. These include: numerical books, video montage, coding, dynamic geometry sessions, fine motor skills activities, counting and phonics activities. The development and outcomes of all projects is regularly posted on the school blog.

The CE2, CM1 and CM2 pupils are also taught about E-Safety and how to use the Internet and digital technology in a safe way. *Please read our E-Safety policy for more information.*

Official text from the French curriculum :

- B2i : Arrêté du 24 juillet 2013 modifiant l'arrêté du 14 juin 2006 relatif aux référentiels de connaissances et capacités exigibles pour le brevet informatique et internet (B2i)
- Faire entrer l'école dans l'ère du numérique : Ecole numérique

Sport activities

Sport activities are an important part of the French curriculum and are also essential to help children develop their motor and social skills.

From Petite to Grande section, sport sessions are organized in the large gymnasium, next to the school with two sessions per week for each class. In addition, sports classes also take place in the school hall or in the playground on other days of the week. Teachers and assistants aim to develop motor skills using a motor-skills circuit with different equipment which the children can walk on, jump over, roll on etc. They organise games with the pupils which develop their co-operation skills. The Maternelle pupils have 30 minutes of dance per week where they learn ballet. Please refer to the 'Dance and Music' section for more information.

In Primaire (CP to CM2), pupils do a different activity each term; tennis, climbing and swimming. They enjoy climbing and playing tennis at the Westway Sports Centre and swimming at the Kensington Leisure Centre. All the activities are led by professional coaches based at the Sport Centres and taught in English.

Dance and Music

We believe that it is important for children to be able to express themselves artistically and creatively. The Maternelle classes (Petite, Moyenne and Grande Sections) have dance lessons and all the classes through to CM2 have music lessons once a week. These classes are taught in English. The school takes great pride in organising a Christmas concert and an end of year party show which showcases the wonderful talents of the pupils. Both these events are important for the school and are enjoyed by parents and the children who relish the opportunity to develop their confidence and perform to their families.

Outings

After two years without outing, we have resumed to organise outings from April 2022. Outings are related to projects that the class is working on and to develop cultural, artistic or scientific skills. Past trips have included London museums such as the Natural History Museum, the Science Museum, the Design Museum, the National Gallery, Wetland, Tower of London as well as cultural tours in London. All outings are conscientiously planned by the teacher with the help of the host organisations.

Directrice de l'école: Camie Steuer
Directrice Administrative: Sarah Silvestre
Reviewed: DM/SS/CS 04/02/25

In December, each class enjoys a festive Christmas outing to see a theatre show. We look forward to get back to this outing in December 2022.

Parents are invited to join in the fun, though they have to confirm their interest in advance to the teacher as the number of places is limited.

School trip

A school field trip is organised annually for the CM2 class. In May 2022, CM2 pupils were lucky to visit Edinburgh after two years without any school trip due the pandemic.

We believe school trips and educational visits are positive learning experiences that can help enhance pupils' social, personal and emotional development. Mental and emotional stimulation in new environments is beneficial to all pupils and can help teach life skills, build on social skills, improve independence and self- confidence.

In the last two field trips, pupils have visited Edinburgh to experience its historical venues. During the trip, subjects within the Curriculum, such as art, science, history and geography are taught through fun activities and interesting workshops – each carefully chosen by the teacher.