

## Waverley Abbey Linguist

*All things are possible for one who believes – Mark 9:23.*

At Waverley Abbey we are passionate about encouraging our pupils to become empathetic global citizens by embracing other languages and cultures, preparing them for their future roles in our international community. In learning French with the support of a specialist teacher, all children are encouraged to creatively experiment with the language, aspiring to deepen their curiosity regarding its complexities and challenge themselves to develop their linguistic confidence and understanding. In addition, pupils are given opportunities to celebrate the diverse languages and cultures in our school community, providing greater intercultural understanding, respect for others and an appreciation of similarities and differences.

Our intent is to provide pupils with an opportunity to build linguistic confidence and understanding and to experiment with and be curious about learning French. It is our intention to nurture a joy for language learning and to equip pupils with the language knowledge, skills and understanding to allow them to successfully continue future language study as independent learners.

The French curriculum is designed to deliver the requirements of the programme of study for foreign languages and focuses on the successful teaching of the three pillars of language progression- vocabulary, phonics and grammar. Content is selected to motivate and interest pupils and is relevant for their age group. Where possible, topics are cross-curricular. Vocabulary is introduced in small quantities and revisited regularly over the four years of Key Stage 2, ensuring pupils have frequent exposure to the four key concepts of listening, speaking, reading and writing. More simple phonics are taught explicitly in Year 3 and subsequently revisited and taught in more complexity as the years progress. They are the key to understanding how to read, write and pronounce independently. Grammar is taught discretely to all year groups, increasing in complexity throughout the key stage. Language is regularly revisited, and prior learning is frequently reintroduced alongside new learning. Children are also provided with ample opportunities to further their intercultural understanding through use of a wide range of resources.

### **Pupils should be taught to:**

- listen attentively to spoken language and show understanding by joining in and responding
  - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
  - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
  - speak in sentences, using familiar vocabulary, phrases and basic language structures
  - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
  - present ideas and information orally to a range of audiences
  - read carefully and show understanding of words, phrases and simple writing
  - appreciate stories, songs, poems and rhymes in the language
  - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
  - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
  - describe people, places, things and actions orally and in writing
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- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

**Curriculum enrichment – French café, French theatre visit**

		Year 3	Year 4	Year 5	Year 6
Topics studied	Aut 1	<p><b>Autumn – Moi Vocabulary</b> Basic greetings and introductory language (name, feelings, age) Numbers up to 20 Je, tu</p> <p><b>Grammar</b> Avoir plus age Accents</p> <p><b>Phonics</b> A – quatre Â – âge En- comment Q – cinq Qu- quatre/ e in 1 syllable- je Ei - treize Ai - j'ai Eu- deux É -zéro I- di In- vingt O not at end of word - comment Ou - bonjour Oi - trois On - bonjour Ç - Ça va C- merci U- tu J- bonjour R- merci Un – un</p> <p><b>Sticky Knowledge</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• bonjour, salut, au revoir, merci, madame, ça va, ça va bien, comme ci comme ça, ça ne va pas, comment t'appelles-tu, je m'appelle, numbers up to 20, quel âge as-tu, j'ai ...ans</li> </ul>	<p><b>Autumn –Le Goûter Vocabulary</b> Le pain au chocolat Le sirop Le palmier Le petit beurre Le gaufre La baguette La brioche La barquette J'aime Je n'aime pas Je préfère Et Mais Voilà Monsieur Madame Je voudrais Euro Vous désirez?</p> <p><b>Grammar</b> First person singular-er verbs Extending sentences using <b>et</b> and <b>mais</b> Vous form Conditional – je voudrais</p> <p><b>Phonics</b> Gu+e – baguette</p> <p><b>Sticky Knowledge</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• j'aime</li> <li>• je n'aime pas</li> <li>• j'adore</li> <li>• je préfère</li> <li>• je déteste</li> <li>• mais,</li> <li>• et</li> <li>• bonjour, merci, au revoir</li> <li>• s'il vous plaît</li> </ul>	<p><b>Autumn – les Planètes Vocabulary</b> Words for planets Le soleil La lune Les étoiles Colours Size- petit, grand, enorme, miniscule Tres, assez Chaud, froid, loin de, pres de</p> <p><b>Grammar</b> Feminine agreement for adjectives Position of adjectives Sentence building using <b>etre</b></p> <p><b>Phonics</b></p> <p><b>Sticky Knowledge</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• colours</li> <li>• grand/petit</li> <li>• intensifiers</li> <li>• 3<sup>rd</sup> person singular of <b>etre</b></li> <li>• Position of adjectives</li> <li>• Froid / chaud</li> <li>• Le soleil</li> <li>• Et</li> <li>• Très/assez</li> </ul>	<p><b>Autumn- Les Vêtements Vocabulary</b> Clothing items – masculine, feminine and plural forms Colours "Porter" – er verbs</p> <p><b>Grammar</b> Indefinite article – masculine, feminine and plural Adjectival position and agreement for feminine and plural The verb "porter" (er verbs) and 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular Focus on pronunciation and intonation</p> <p><b>Phonics</b> Il after vowel - voilà</p> <p><b>Sticky Knowledge:</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Position of adjectives</li> <li>• Adjectival agreement</li> <li>• Conjugation of -er verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular</li> <li>• Je/tu/il/elle</li> </ul>

			<ul style="list-style-type: none"> <li>voilà</li> <li>monsieur</li> <li>je voudrais</li> <li>vous désirez?</li> <li>madame</li> </ul>		
Spring	<p><b>Spring – Le Monstre qui a faim</b></p> <p><b>Vocabulary</b></p> <p>Numbers up to 39</p> <p>Days</p> <p><b>Grammar</b></p> <p>Lower case for days</p> <p>How to write the date and how it differs from English</p> <p><b>Phonics</b></p> <p>An -dimanche</p> <p>Em- novembre</p> <p>e+1 consonant - mercredi</p> <p>Er - mercredi</p> <p>J- jeudi</p> <p>Où - août</p> <p>Û-août</p> <p>Un- lundi</p> <p><b>Sticky Knowledge</b></p> <p>Pupil should know:</p> <ul style="list-style-type: none"> <li>Numbers up to 39</li> <li>Days of the week</li> <li>That some letters sound different</li> </ul>	<p><b>Spring - Les Portraits</b></p> <p><b>Vocabulary</b></p> <p>Facial descriptions –les yeux, les cheveux, un nez, une bouche, les oreilles</p> <p>Body descriptions – la tête, le bras, la main, la jambe, le pied</p> <p><b>Grammar</b></p> <p>Avoir – 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular, Position of adjectives of colour</p> <p>Position of adjectives of size</p> <p><b>Phonics</b></p> <p>Ez – nez</p> <p>Un -un</p> <p>Il after i- oreille</p> <p>ill after vowel – oreille</p> <p><b>Sticky Knowledge</b></p> <p>Pupil should know:</p> <ul style="list-style-type: none"> <li>avoir 1<sup>st</sup> and il/elle a</li> <li>colours</li> <li>grand / petit</li> <li>et</li> </ul>	<p><b>Spring – Vive le Sport</b></p> <p><b>Vocabulary</b></p> <p>Words for sports</p> <p>J’aime, je n’aime pas, je deteste, j’adore, Je prefere</p> <p>Mais, et, aussi, cependant</p> <p>Parce que</p> <p>Amusant, passionnant, ennuyeux, facile, difficile</p> <p><b>Grammar</b></p> <p>Basic question forms</p> <p>Use of longer sentences with more complex conjunctions</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular of regular –er verbs</p> <p>Definite article – masculine and feminine</p> <p><b>Phonics</b></p> <p>S before vowel - passionnant</p> <p>Aim- j’aime</p> <p>Ym – gymnastique</p> <p>È- préfère</p> <p><b>Sticky Knowledge</b></p> <p>Pupil should know:</p> <ul style="list-style-type: none"> <li>Opinions (j’aime, je n’aime pas, j’adore, je préfère, je déteste)</li> <li>Conjunctions (et, mais, aussi), parce que</li> </ul>	<p><b>Spring – Au café</b></p> <p><b>Vocabulary</b></p> <p>Café food and drink items, plus some words from year 5</p> <p>Café role play vocabulary - je voudrais, vous désirez, voilà, l’addition, une table, la carte, monsieur/madame, s’il vous plait, merci</p> <p><b>Grammar</b></p> <p>Use of “vous”</p> <p>Forming questions</p> <p>Focus on pronunciation and intonation</p> <p><b>Phonics</b></p> <p>Th - thé</p> <p>Um – legumes</p> <p><b>Sticky Knowledge</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>When to use “vous” and “tu”</li> <li>Je voudrais</li> <li>Voilà</li> <li>vous désirez</li> <li>la carte</li> <li>bonjour/merci/au revoir</li> <li>s’il vous plaît</li> <li>monsieur</li> <li>madame</li> </ul>	
Sum	<p><b>Summer – Toutes les Couleurs</b></p> <p><b>Vocabulary</b></p> <p>Colours</p> <p>Use of “et”</p> <p>J’aime</p> <p>Je n’aime pas</p> <p><b>Grammar</b></p> <p>Using a bi-lingual dictionary to find</p>	<p><b>Les Animaux</b></p> <p><b>Vocabulary: Animals vocabulary; Colours</b></p> <p>Sizes - Avoir- je, tu, il, elle; Basic questions using avoir; Use of et, mais, aussi</p> <p><b>Grammar</b></p> <p>Question formation; Use of colour adjectives – position and basic feminine agreement; Use of size adjectives – position and feminine agreement;</p>	<p><b>Summer – Les Saisons</b></p> <p><b>Vocabulary</b></p> <p>Birthdays</p> <p>Weather phrases</p> <p>Conjunctions – et, mais, quelquefois, cependant, d’abord, ensuite, après ça, aussi</p> <p>Months and dates</p> <p><b>Grammar</b></p> <p>Il plus weather phrase</p>	<p><b>Summer – La Poésie et le Dessin</b></p> <p><b>Vocabulary</b></p> <p>Varied vocabulary from the dictionary</p> <p>Colours</p> <p><b>Grammar</b></p> <p>1st person singular of etre</p> <p><b>Sticky Knowledge</b></p> <p>Pupils should know:</p>	

		<p>nouns.  <b>Phonics</b>  es -les  eu – bleu  g –gris  g+e – rouge  j- jaune  au – jaune  on – marron  o- violet  oi- noir  m– marron  r– rouge  rr- marron  S between vowels- rose</p>	<p>Indefinite article – masculine, feminine and plural  <b>Phonics:</b> Gn – araignée  len- chien</p> <p><b>Sticky Knowledge</b>  Pupils should know:</p> <ul style="list-style-type: none"> <li>• Avoir in first, second and third person singular</li> <li>• Colours</li> <li>• Grand /petit</li> <li>• et</li> <li>• Position of adjectives</li> </ul>	<p>Lower case letters for months  <b>Phonics</b></p> <p><b>Sticky Knowledge</b>  Pupils should know:</p> <ul style="list-style-type: none"> <li>• Months</li> <li>• Il fait</li> <li>• Froid/chaud/le soleil</li> <li>• Conjunctions (mais, et, cependant, d’abord, ensuite, enfin, aussi, quelquefois, apres ca)</li> <li>• Etre, third person singular</li> <li>• Mon anniversaire</li> <li>• Numbers 0-39</li> <li>• Très / assez</li> </ul>	<ul style="list-style-type: none"> <li>• Colours</li> <li>• How to use a bi-lingual dictionary to look up nouns, adjectives and verbs</li> <li>• 1<sup>st</sup> person singular of etre</li> </ul>
	Sum	<p><b>Sticky Knowledge</b>  Pupils should know:</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Et</li> <li>• How to use a bi-lingual dictionary to find nouns</li> <li>• J’aime</li> <li>• Je n’aime pas</li> </ul>			
	Year 3	Year 4	Year 5	Year 6	
Key skills to progress – Listening	<p><b>Autumn -</b></p> <ul style="list-style-type: none"> <li>• Listen to basic new words (greetings etc) and phrases and give a physical response to show understanding.</li> </ul>	<p><b>Autumn –</b></p> <ul style="list-style-type: none"> <li>• Use a physical response to show understanding of bakery and teatime vocabulary.</li> <li>• Listen for words in a story about teatime.</li> <li>• Understand a range of opinions on teatime.</li> </ul>	<p><b>Autumn –</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language about planets and show understanding by joining in and responding.</li> </ul>	<p><b>Autumn –</b></p> <ul style="list-style-type: none"> <li>• Recognise and understand familiar spoken words and phrases to understand information about clothing.</li> <li>• Recognise grammar features of the language – listen for changes in colour adjectival endings.</li> </ul>	

	<p><b>Spring –</b></p> <ul style="list-style-type: none"> <li>• Hear and understand familiar words to do with days of the week and phrases using repetition and visual clues.</li> </ul>	<p><b>Spring –</b></p> <ul style="list-style-type: none"> <li>• Use a physical response to show understanding of body vocabulary.</li> <li>• Listen for words in a song about the body.</li> <li>• Understand a range of spoken words and phrases about body descriptions.</li> <li>• Listen for specific words and phrases about body descriptions</li> </ul>	<p><b>Spring –</b></p> <ul style="list-style-type: none"> <li>• Identify personal responses and understand likes and dislikes about some sports.</li> <li>• Understand unfamiliar language about sports by using cognates.</li> <li>• Listen for specific words and phrases to do with sports.</li> <li>• Understand main points from longer spoken passages of some familiar and unfamiliar language.</li> <li>• Figure out the meaning of unfamiliar language through context.</li> </ul>	<p><b>Spring –</b></p> <ul style="list-style-type: none"> <li>• Listen out for and understand specific details about food and drinks from longer texts.</li> </ul>
	<p><b>Summer –</b></p> <ul style="list-style-type: none"> <li>• Listen out for familiar words or phrases in a text or song about colours.</li> <li>• Explore patterns and sounds of language through songs and rhymes.</li> <li>• Use a physical response to show understanding of familiar words and phrases.</li> <li>• Know some letters which sound different.</li> <li>• Follow a text about colours listening and reading at the same time.</li> <li>• Know some letters which sound different to English</li> </ul>	<p><b>Summer –</b></p> <ul style="list-style-type: none"> <li>• Understand a few familiar spoken phrases and questions about animals.</li> <li>• Understand basic animal colour and size descriptions.</li> <li>• Listen attentively for specific words and phrases associated with animals.</li> <li>• Understand some unfamiliar language by using cognates.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	<p><b>Summer –</b></p> <ul style="list-style-type: none"> <li>• Identify the general meaning from longer passages I hear about the weather and birthdays.</li> <li>• Listen attentively for specific words and phrases about the weather and birthdays.</li> <li>• Listen to songs and short descriptions to pick out the main points about weather and birthdays.</li> </ul>	<p><b>Summer –</b></p> <ul style="list-style-type: none"> <li>• Listen to poems and show understanding of vocabulary.</li> </ul>

	sounds.			
Key skills to progress - speaking	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Repeat words and phrases.</li> <li>Copy pronunciation.</li> <li>Engage in basic conversations from memory.</li> </ul>	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Give basic opinions on teatime items.</li> <li>Take part I short roleplay in a bakery situation from memory.</li> </ul>	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Speak in sentences about planets using familiar vocabulary, phrases and basic language structures.</li> <li>Describe planets orally.</li> <li>Present ideas and information about planets orally to the class.</li> </ul>	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Repeat and recall new language for clothing items.</li> <li>Take part in a fashion show and perform to an audience from memory.</li> <li>Say complex sentences about what someone is wearing with correct adjectival endings and positions.</li> <li>Describe what someone is wearing orally.</li> <li>Extend sentences by adding adjectives of size and colour.</li> </ul>
	<b>Spring –</b> <ul style="list-style-type: none"> <li>Remember numbers and days and say basic information using words and set phrases.</li> <li>Join in with a simple song /rhyme.</li> </ul>	<b>Spring –</b> <ul style="list-style-type: none"> <li>Recall basic words, phrases and questions to present facial and body descriptions.</li> <li>Repeat new body words accurately.</li> <li>Pronounce accurately.</li> <li>Use a model to develop my own short answers.</li> </ul>	<b>Spring –</b> <ul style="list-style-type: none"> <li>Give personal responses to questions about foods and give opinions with conjunctions.</li> <li>Justify opinions using basic conjunctions.</li> <li>Focus on pronunciation and intonation when reading aloud.</li> </ul>	<b>Spring –</b> <ul style="list-style-type: none"> <li>Engage in conversations in a café situation.</li> <li>Present a role play about cafes to an audience from memory.</li> </ul>
	<b>Summer –</b> <ul style="list-style-type: none"> <li>Recall familiar words and phrases about colours from memory.</li> <li>Give simple opinions on colours.</li> </ul>	<b>Summer –</b> <ul style="list-style-type: none"> <li>Recall basic words, phrases and questions to have a conversation about animals.</li> <li>Repeat new animal words accurately.</li> <li>Answer familiar questions about animals.</li> <li>Speak in sentences about animals.</li> <li>Engage in conversations; ask and answer questions.</li> </ul>	<b>Summer –</b> <ul style="list-style-type: none"> <li>Say a few sentences about the weather and give my birthday.</li> <li>Deliver a weather report to the class. Video for feedback to focus on pronunciation and intonation.</li> <li>Join in with songs about the weather and birthdays</li> </ul>	<b>Summer –</b> <ul style="list-style-type: none"> <li>Read a poem aloud.</li> </ul>

Key skills to progress – reading	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Read and understand familiar words in a short sentence.</li> </ul>	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Read a story about teatime and pick out the main words and ideas.</li> <li>Read about opinions and show understanding.</li> </ul>	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Read carefully and show understanding of words, phrases and simple writing about the solar system.</li> </ul>	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Use a bi-lingual dictionary to help understand unfamiliar words.</li> <li>Read and understand sentences about clothing.</li> </ul>
	<b>Spring –</b> <ul style="list-style-type: none"> <li>Read and understand familiar words</li> <li>Read words aloud with good pronunciation.</li> </ul>	<b>Spring –</b> <ul style="list-style-type: none"> <li>Read and understand simple words and phrases which may be contained in longer phrases or paragraphs (body reading activity).</li> <li>Use a bi-lingual dictionary to lookup nouns.</li> <li>Read words and phrases to do with descriptions aloud accurately.</li> </ul>	<b>Spring –</b> <ul style="list-style-type: none"> <li>Read and identify the main details in a reading activity about food.</li> <li>Read short texts aloud and generally pronounce accurately.</li> <li>Follow short texts and stories listening and reading at the same time.</li> <li>Use cognates to work out meanings of words and phrases.</li> </ul>	<b>Spring –</b> <ul style="list-style-type: none"> <li>Use knowledge of familiar words and phrases to understand more details about menus.</li> <li>Read familiar food and drink words aloud with accuracy.</li> <li>Read and understand main details from a menu with unfamiliar language using a range of strategies – cognates, prior language learnt, pictures.</li> <li>Use a bi-lingual dictionary.</li> </ul>
	<b>Summer –</b> <ul style="list-style-type: none"> <li>Follow a text about colours, listening and reading at the same time.</li> <li>Spot similarities and differences between English and French words and sentences.</li> </ul>	<b>Summer –</b> <ul style="list-style-type: none"> <li>Read and understand simple words and phrases which may be contained in longer phrases or paragraphs (animals reading activity).</li> <li>Read and understand sentences about animals and recognise the change in verb conjugation.</li> </ul>	<b>Summer –</b> <ul style="list-style-type: none"> <li>Read and understand the main ideas in short passages about the weather.</li> <li>Use a dictionary to look up meanings of words about the weather.</li> </ul>	<b>Summer –</b> <ul style="list-style-type: none"> <li>Read poems about colours and understand a range of adjectives.</li> </ul>
Key skills to progress – writing	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Copy simple words.</li> </ul>	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Write my own opinions on different teatime snacks using a model to help me.</li> </ul>	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Describe planets in writing.</li> <li>Write a planets poem using adjectives.</li> </ul>	<b>Autumn –</b> <ul style="list-style-type: none"> <li>Describe clothing in writing, some from memory.</li> <li>Extend sentences about clothing by adding adjectives of colour and size.</li> <li>Use adjectival positioning and agreement.</li> <li>Understand how to conjugate “porter”.</li> <li>Give opinions on clothing.</li> </ul>
	<b>Spring –</b> <ul style="list-style-type: none"> <li>Copy words and label items.</li> </ul>	<b>Spring –</b> <ul style="list-style-type: none"> <li>Spell some familiar body words from memory.</li> <li>Include simple adjectives in the right order – colours and sizes.</li> </ul>	<b>Spring –</b> <ul style="list-style-type: none"> <li>Use familiar words or phrases in a short paragraph about foods, writing from a model and substituting my own words.</li> </ul>	<b>Spring –</b> <ul style="list-style-type: none"> <li>Create a more complex, extended piece of writing for a role play by selecting and adapting a range of previous work. (eg from the ice</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a model to write very basic sentences about the body.</li> <li>• Write some descriptions words and phrases from memory.</li> </ul>		cream/bakery role play or by using a modelled piece of writing from class).
	<p><b>Summer -</b></p> <ul style="list-style-type: none"> <li>• Write a colour poem (using a model if necessary).</li> </ul>	<p><b>Summer –</b></p> <ul style="list-style-type: none"> <li>• Spell some familiar animal words from memory.</li> <li>• Include simple adjectives in the right order – colours and sizes.</li> <li>• Use a model to write very basic sentences about animals.</li> </ul>	<p><b>Summer –</b></p> <ul style="list-style-type: none"> <li>• Use simple conjunctions in a weather report.</li> <li>• Write sentences and a short paragraph about the weather based on a model.</li> <li>• Write new words accurately using a dictionary.</li> </ul>	<p><b>Summer –</b></p> <ul style="list-style-type: none"> <li>• Write my own poem about colours using a dictionary to help me.</li> </ul>
Links to school values	<p><b>Growth</b> - All pupils have access to differentiated tasks and are actively encouraged to work towards challenging themselves each lesson.</p> <p><b>Compassion</b> - Planning allows students opportunities to be exposed to cultural similarities and differences.</p> <p><b>Honesty – Oral</b> tasks allow pupils to have honest discussions about their successes and opportunities to improve.</p> <p><b>Courage</b> – Pupils are encouraged to ask questions about the subject matter and about how they can learn to improve their learning. They are given ample opportunity to experiment with the language both independently and collaboratively.</p> <p><b>Hope – By</b> persevering with challenging tasks, pupils can aspire to produce their best work.</p> <p><b>Love</b> - Planning allows students opportunities to be exposed to cultural similarities and differences.</p>			