

**Year 4
Ma Famille**

- **PoS Attainment**
- 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
- 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

Key Vocabulary-

All from Presenting Myself

Feminine nouns

La Mère- the mum

La sœur- the sister

La grand-mère- the grandmother

La tante- the aunt

La belle-mère- the stepmother

La demi-sœur- the stepsister/half sister

La cousine- the cousin (female)

Ma- my for singular feminine nouns

Je suis fille unique- I am an only child (girl)

Elle s'appelle- she calls herself

Masculine nouns

Le père- the dad

Le frère- the brother

Le grand-père- the grandfather

L'oncle- the uncle

Le beau-père- the stepfather

Le demi-frère- the stepbrother

Le cousin- the cousin (male)

Mon- my for singular masculine nouns

Je suis fils unique- I am an only child (boy)

Il s'appelle- he calls himself

Plural nouns

Les parents- the parents

Les grands-parents- the grandparents

Mes sœurs- my sisters

Mes frères- my bothers (or siblings)

Mes cousins- my cousins

Mes- my for plural nouns

Ils/elles s'appellent- they call themselves (only elles if all women)

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Key Knowledge: Children will know how to say at least 5 family members.</p> <p>Song</p> <p>Recap- slides 1-7</p> <p>Speaking- no specific task</p> <p>Listening- slides 10, 49</p> <p>Whiteboards</p> <p>Reading- slide 50</p> <p>Comprehension task sheet</p> <p>Writing- Not on slides</p> <p>Sheet- writing task (differentiated)</p> <p>Phonics challenge</p> <p>Grammar challenge</p>	<p>Key Knowledge: To know how to say 'my' for 5 different family members</p> <p>This lesson is heavily focused on grammar (mon/ma/mes).</p> <p>Song</p> <p>Speaking- no specific task- repetition</p> <p>Listening- no specific task</p> <p>Reading- Not on slides</p> <p>Sheet- reading task 1 (differentiated)</p> <p>Writing- Not on slides</p> <p>Sheet- writing task (differentiated)</p>	<p>Key knowledge: To know how to answer the question "do you have siblings?"</p> <p>This lesson has reading opportunities in between speaking/listening-</p> <p>Song</p> <p>Recap- slides 2-7</p> <p>Speaking- no specific task</p> <p>Listening- 26</p> <p>Whiteboards</p> <p>Reading- slides 29</p> <p>Writing- slide 46</p> <p>Sheet (differentiated)</p>	<p>Key knowledge: To know how to introduce family members using 3rd person singular.</p> <p>Song</p> <p>Recap- slides 2-13</p> <p>Speaking- slide 11-13</p> <p>Listening- slide 33</p> <p>Translation- 24-29</p> <p>Whiteboards</p> <p>Reading- not on slides</p> <p>Translation sheet (differentiated)</p> <p>Writing- no task</p>
Lesson 5	Lesson 6	<p>All lessons start with listening and speaking which will be choral repetition.</p> <p>Tasks can be done on whiteboards/paper/pair work/sheets. Not all sheets need printing if it can be done as a discussion from the board.</p> <p>Lesson can be done over more than one session each week. Use the first session to focus on speaking/listening and the second session to focus on reading/writing unless otherwise specified. Some lessons don't have a specific speaking/listening task and it is just built into the slides.</p> <p>If you only get a reading task done one week, make sure a writing task is done the week after.</p> <p>Please start R/W sessions with a quick S/L recap.</p> <p>Feel free to spend longer on a skill if you feel you need to.</p>	
<p>Key Knowledge:</p> <p>5a- Children will know how to say numbers 1-70.</p> <p>5b- Children will be able to say how old family members are.</p> <p>There are two powerpoints for this lesson. This may take you 4 weeks if you need to spend 2 weeks on the first powerpoint and 2 on the second.</p>	<p>Assessment</p> <p>There are self-assessment sheets for pupils and an end of unit assessment which covers all 4 skills.</p>		

