

Overview of Unit 4: Portraits

In this unit children learn the names for main parts of the body and describe colours. They ask and answer questions about physical appearance. Children use newly learnt vocabulary to describe themselves and others. They consolidate their knowledge of sound and spelling links as well as question forms.

New language introduced in this unit	Links with other subjects
<ul style="list-style-type: none"> - Making simple statements (about appearance) - Giving a simple description (of a person) - Adjectives: agreement and position - avoir: j'ai, il/elle a - être: il/elle est 	<ul style="list-style-type: none"> - Primary framework for Literacy: Speak audibly and clearly; listen to others in class, ask relevant questions and follow instructions; actively include and respond to all members of the group; experiment with and build stores of words to communicate in different contexts; apply phonic knowledge and skills as a prime approach to reading and spelling; - Art and design: Record from experience and imagination as well as first-hand observation; explore a range of starting points, i.e. themselves - Music: Sing songs in unison; improvise

Expectations at the end of this unit:

<i>Most children will:</i>	Understand and respond to simple questions with some support; understand parts of the body with the support of visual clues; refer to visual clues when singing songs; label using single words or short phrases
<i>Some children will not have made so much progress and will:</i>	Understand simple questions with prompts or visual support; understand parts of the body with the support of visual clues; refer to text or visual clues when singing songs; copy using single words or short phrases
<i>Some children will have progressed further and will:</i>	Develop their understanding of the way sounds are represented in writing; copy in writing some key words from the unit; sing a song from memory; recognise and respond to instructions including parts of the body; describe the colour of facial features

