

Overview of Unit 4: Family & Friends

This 'Family & Friends' unit will teach your class how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home. To support non-specialists, there are also sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary.

New language introduced in this unit

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| <ul style="list-style-type: none"> • Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl) [my], frère [brother], soeur [sister], mère [mother], père [father], parents [parents], grand-mère [grandmother], grand-père [grandfather], tante [aunt], oncle [uncle], cousin (m)/cousine (f) [cousin], nièce [niece], neveu [nephew], famille [family] • Chat (m) [cat], chien (m) [dog], lapin (m) [rabbit], souris (f) [mouse], oiseau (m) [bird], poisson (m) [fish], serpent (m) [snake], hamster (m) [hamster], tortue (f) [tortoise], cochon d'inde (m) [guinea pig], animal (m) [pet], Je n'ai pas d'animal [I haven't got a pet], As-tu...? [Have you got...?] | <ul style="list-style-type: none"> • Lettre (m) [letter], l'alphabet (m) [the alphabet], Maintenant je les connais: tous les lettres de l'alphabet. [Now I know them: all the letters of the alphabet.] • Elle [she], il [he], s'appelle [is called] • Comment [how], ça [it/that], s'écrit [is written], majuscule [capital letter], minuscule [lower case letter], double [double] • Maison (f) [house], appartement (m) [flat], jardin (m) [garden], entrée (f) [hall], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], garage (m) [garage], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom], grenier (m) [attic], sous-sol (m) [basement], bureau (m) [study] |
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Expectations at the end of this unit:

All children should be able to:	<ul style="list-style-type: none"> • Identify and introduce some of their relations. • Name some common pets. • Recognise some rooms in their home.
Most children will be able to:	<ul style="list-style-type: none"> • Consider whether nouns are masculine or feminine. • Make new sentences by substituting other vocabulary appropriately
Some children will be able to:	<ul style="list-style-type: none"> • Use masculine/feminine articles and possessive pronouns



Medium Term Plan

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
1 Meet my family!	Present ideas and information orally to a range of audiences; in the context of family.	<ul style="list-style-type: none"> I can present a picture of family members using possessive adjectives. 	<ul style="list-style-type: none"> Lesson Plan Pack Children and teacher need photos of their own families
2 Pets	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; conjugate high-frequency verbs; in the context of pets.	<ul style="list-style-type: none"> I can develop strategies for remembering new language. I can match subject and verb correctly when talking about pets. 	<ul style="list-style-type: none"> Lesson Plan Pack
3 Alphabet	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of the alphabet.	<ul style="list-style-type: none"> I can recognise and repeat sounds and words with increasing accuracy. I can use songs or rhymes to help me remember new language. 	<ul style="list-style-type: none"> Lesson Plan Pack
4 What's his name?	Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of introducing people.	<ul style="list-style-type: none"> I can make links between known and new structures. I can use a range of vocabulary to create different sentences. 	<ul style="list-style-type: none"> Lesson Plan Pack Family photo montages from lesson 1



<p>5 How do you spell...?</p>	<p>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; in the context of spelling familiar words and names.</p>	<ul style="list-style-type: none"> • I can use French pronunciation of the alphabet to spell words 	<ul style="list-style-type: none"> • Lesson Plan Pack • Vocabulary and picture flashcards from this and previous units
<p>6 My Home</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of rooms in the home.</p>	<ul style="list-style-type: none"> • I can make new sentences about homes by substituting different vocabulary 	<ul style="list-style-type: none"> • Lesson Plan Pack

