



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: *En famille*

YEAR GROUP: 4

TERM: Autumn

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>As-tu un frère?</b> = Do you have a brother? <b>Oui j'ai un frère</b> = Yes I have a brother/ <b>Oui j'ai deux frères</b> = Yes I have two brothers</li> <li>• <b>As-tu une sœur?</b> = Do you have a sister? <b>Oui j'ai une sœur</b> = Yes I have a sister/ <b>Oui j'ai deux sœurs</b> = Yes I have two sisters</li> <li>• <b>Non je suis fils unique</b> = No I am an only son <b>Non je suis fille unique</b> = No I am an only daughter</li> </ul>	<p><b>Skills/Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Say the nouns in French for members of their family</li> <li>• Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary</li> <li>• Continue to count, reaching 100, to enable students to say the age of various family members</li> <li>• Listen, understand and respond to wider range of songs</li> <li>• Use appropriate intonation when speaking e.g. when asking questions</li> <li>• Use familiar structures and words to create short utterances</li> <li>• Decode simple sentences and pick out key information</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li>• Numbers 1-20</li> <li>• Basic personal details</li> <li>• <b>le/la/les</b></li> </ul> <p><b>Other/Cross Curricular Links with English/Maths</b></p> <ul style="list-style-type: none"> <li>• English – verb conjugations. Includes, 'avoir/to have'</li> </ul> <p><b>Cultural links</b></p> <ul style="list-style-type: none"> <li>• Family demographics applicable</li> </ul>
<p><b>Illustration</b></p>	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Role play</li> <li>• Simple writing/matching activities – crosswords, listening exercises, reading exercises</li> </ul>	<p><b>Grammar/Phonics/Pronunciation/Spelling</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of <b>mon, ma</b> and <b>mes</b> in French</li> <li>• Avoiding the need for negative verbs at this stage by stating only son/daughter rather than no siblings</li> <li>• the <b>accent grave</b> à, è, ù as in: <b>la mère, la grand-mère, le grand-père, le père, le frère</b></li> <li>• The final consonant ('s') is not pronounced <b>in appelles, ans, sœurs, mes grandparents, les</b> or <b>parents</b></li> <li>• Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is to aid pronunciation.</li> <li>• IN sound in cinq &amp; cinquante</li> <li>• I sound in famille, Lisa, Jacqueline, petite &amp; fille</li> <li>• ILLE sound in famille &amp; fille</li> <li>• IQUE sound in unique</li> </ul>
<p><b>Adaptation for SEND</b></p> <ul style="list-style-type: none"> <li>• Flashcards on display centrally in the classroom for children to access throughout any lesson</li> <li>• Each lesson has differentiated activities with more/less scaffolded support</li> <li>• Children should work in mixed attaining partners sometimes</li> <li>• Teacher/teaching assistant can take a guided group to focus learning</li> </ul>		