

Unit 4 : La famille	Unit context: pupils are becoming more confident and familiar in their language learning and now begin to look at more detailed topic areas.	
In this unit pupils learn how to say and write the the members of the family and are introduced to the idea of masculine and feminine, they understand and name certain pets as well as say if they have a pet and ask others which animals they have, introduction to the negative forms.	New language content: family and pets vocab, masculine and feminine.	New contexts: talking about their family and pets.
By the end of this unit pupils:		
most pupils will: understand and use most of the basic family words correctly, be able to say which pets they have as well as ask others about thier family and pets, be aware of the negative form to say they don't have pets, understand the basic concept of masculine and feminine.	some pupils will not have made so much progress and will: understand the basic family words, especially mum and dad, understand and say some of the pets, in particular the cognates, be able to say with prompting or visual clues something about their family and thie own pets, may be able to ask a simple question to someone else.	some pupils will have progressed further and will: understand and use all of the family words learned and be willing to try to expand their knowledge independently, say which pets they have, again using independent means to research more vocab if they need it, be able to use the negative form confidently, have a competent understanding of the masculine and feminine forms for both family and pets vocabulary.
Prior learning: use of j'ai with ages		
Resources required include: family and animal flashcards, worksheets, cd with songs, Equipe Nouvelle 1 resources		
Out of School Learning: practise vocabulary learned.	Future Learning: pupils will reuse the language learned in this unit in ther contexts, being able to ask questions and understand what is asked of them, they will constantly come across the idea of masculine and feminine constantly.	
Teaching & Learning Activities: flash card games; guessing games, strategies for memorising vocabulary, spellings and genders; bingo games with alphabet and words; hotter and colder games; chanting, colour activities, countdown, against the clock games; speed challenges; small whiteboard and pens to practise, learn and revise vocab; using worksheets to practise vocabulary and become familiar with the written word in French; listening activities from the cd, singing songs; speaking activities with teacher, partner and group.		

Assessment Opportunites: Summative assessment - marking of worksheets, self marking of tasks and peer marking of work completed. Teacher observation during lessons and monitoring of progress made throughout class time. Mini tests on vocabulary studied for recall, understanding and spelling. Mini tests on recall and comprehension of family and animal vocab. Ongoing assessment of listening and reading skills though use of cd and text tasks.

Assessment for Learning: success criteria decided upon and shared with the class; clear objectives set for each lesson; pupils to recall any prior learning which could support their learning in each lesson; target setting clear to pupils - pupil set own targets + teacher targets where appropriate for individuals, groups, whole class; effective questioning by teacher and pupils; peer/self assessment and feedback; pupils setting tasks/testsfor each other.

Special Educational Needs: Cloze activities rather than written sentences, close support on speaking and listening tasks, use of small whiteboards to reinforce vocabulary, and understanding.

Gifted and Talented: Extended writing tasks; use of dictionaries to promote independent thinking and learning; extra vocab work to practise and learn using the new language in different contexts.

Interventions: Additional supported reading tasks to become more familiar with vocabulary. Aided writing to support progress. Specific worksheets tailored to improve comprehension.

Thinking Skills: Thinking maps activities, sequencing, questioning, diamond ranking.

Literacy Skills: Speaking and listening to basic questions and answers; writing and spelling family members and pets; underrstanding the concept of masculine and feminine and using reading skills to identify the difference.