LESSON 1: **Frères et soeurs** (Brothers and sisters)

Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
• To prepare and practise a simple conversation – focus on pronunciation using tone and gesture to convey meaning (O.5.1) • To manipulate language by changing a single element in a sentence (KAL) • To use a physical response (LLS)	*Starters:* *Revise* **Comment tu t'appelles?** • *Play Catch with a teddy. The pupil who catches answers and asks the question.* • *Play Guess Me: one pupil sits with their back to the class and asks* **Comment tu t'appelles?** *Silently point to another pupil who disguises their voice and says the wrong name. The first pupil says* **C'est …?** *(Is it …?) The class respond with* **oui/non, je m'appelle …** • Use pictures of The Simpsons (Simpsons 1st PPt): point to one family member and say **Bonjour, je m'appelle …** (Hello, I am called …) Encourage the class to add the character's name by hesitating or by the tone of your voice. Pupils can say the phrase for each picture. • Use Frères ou Soeurs PowerPoint to introduce **un frère/une sœur.** • Play clip 14 from Early Start DVD. Pupils watch and repeat. *Plenary:* • *Play What have You Got?: Teacher says* **J'ai une soeur** *and all pupils with 1 sister stand up.* *Note:* **Je suis fils unique** = *I am an only son ;* **Je suis fille unique** = *I am an only daughter.*	• Pronounce **frère** and **soeur** accurately and know their meaning	• Simpson 1st PowerPoint • *Frères ou Sœurs* PowerPoint • Clip 14 from Early Start DVD **J'ai une soeur** = I have a sister **J'ai un frère** = I have a brother **Je suis fils unique** = I am an only son. **Je suis fille unique** = I am an only daughter. **un demi-frère** = half/step brother **une demi-soeur** = half/step sister	Accept physical responses from pupils who are not ready to respond verbally. Reinforce accurate pronunciation of **un/une**. Point out that **soeur** sounds like "sir" in English and that **frère** rhymes with **anniversaire**. Note there is no **un/une** in **Je suis fils/fille unique**.

WEB LINKS: Staffs material QCA French   Primary Resources: Modern Foreign Languages
FOLLOW UP IDEAS: Throughout the week, pupils can answer the register saying how many brothers and sisters they have. See also Simpson Family (Flashcards) PowerPoint.

NOTES: More resources e.g. dialogues are available in the additional resources file.
Pronunciation help - copy and paste any text into http://www.text-to-speech.imtranslator.net/, select 'French', click on 'Say it' and listen.

Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
• To make simple sentences (L5.2) • To apply grammatical knowledge to make sentences (LLS) • To prepare and practise a simple conversation, including asking and answering questions (O.5.1) • To use repair strategies to keep a conversation going (KAL)	*Starter:* • *Boardworks Unit 10 - **Voir et Lire** (screen 2) **Revoir et Apprendre** (screen 2), numbers of siblings. Teacher models writing plurals e.g. **3 frère<u>s</u>; j'ai 2 soeur<u>s</u> et trois frère<u>s</u>.* • In pairs, pupils ask each other: ***Tu as des frères et des sœurs?*** Use number dice/pocket dice with picture of girl/boy to practise asking and answering the question. • Introduce : ***Je n'ai pas de…*** • Using Early Start activity sheet and typed sheet: match the pictures with the correct phrase. Use to play Snap/Pelmanism. • Use *Frères ou Soeurs* PowerPoint to reinforce ***il s'appelle/elle s'appelle …*** **Grammar focus** – *il/elle* he/she • Record in books a simple sentence about their siblings using the PowerPoint as a model. *Plenary:* • *Choose a suitable plenary activity from Purposeful Plenaries on the SoL CD.*	• Be able to talk about siblings they have/not got and write a simple sentence about them	• Boardworks Unit 10 • Dice, pocket dice with pictures of girl/boy (or coloured dice – pink and blue) • Early Start 1 Unit 14 activity sheet + word cards • [*Frères ou Sœurs* PowerPoint](#) ***Tu as des frères et des sœurs?*** = Do you have brothers and sisters ***Je n'ai pas de…*** = I don't have a … ***il s'appelle/elle s'appelle*** = he/she is called ***J'ai une soeur*** = I have one sister ***J'ai un frère*** = I have one brother ***Je suis fils unique*** = I am an only son ***Je suis fille unique*** = I am an only daughter ***un demi-frère*** = half/step brother ***une demi-soeur*** = half/step sister	In *Je n'ai pas de sœur/frère.* There is no *un/une.* Add 's' for plurals *2 soeurs* *4 frères.*

WEB LINKS: [Prescott primary French brothers and sisters interactive game](#)

FOLLOW UP IDEAS: Throughout the week, pupils can use Boardworks Unit 10 *Parler* game.

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LESSON 3: La famille Simpson (The Simpson family)

Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
• Listen attentively and understand more complex phrases and structures (O5.3) • To pick out key words when listening (LLS) • To recognise different types of language (KAL) • Prepare and practise a simple conversation (O5.1)	*Starter:* • *Singing French song 17: clap every time they hear the sound ère.* • Use Boardworks Unit 10 - *Voir/Lire* (screen 1) to introduce *Voici/qui s'appelle.* Explain *mon* is used for masculine and *ma* for feminine. Work on *il/elle s'appelle* by asking: *Il s'appelle comment?* or *Comment s'appelle-t-il?* • Go round the class asking *Il s'appelle comment?* or *Comment s'appelle-t-il?* • Boardworks Unit 10 - *Jouer* (screen 1 only) Also reinforce *il s'appelle/elle s'appelle* … • Give each group/pair a member of Simpsons family. They have to say a sentence about it e.g. *Voici ma mère. Elle s'appelle Marge.* *Voici ma mère <u>qui</u> s'appelle Marge.* (Sentence cards available as prompts or for matching) *Plenary:* • *Learn Singing French song 17*	• Be able to introduce other members of the family	• Boardworks Unit 10 • [Simpson PowerPoint](#) (*voici* only) • [Simpson PowerPoint](#) (with names) • [Simpson family pictures](#) • [Simpson sentence cards](#) ***Il s'appelle comment?*** ***Comment s'appelle-t-il?*** = What is his name? ***Voici mon/ma*** + noun = Here is my… ***mon père*** = my father ***ma mère*** = my mother ***mon grand-père*** = my grandfather ***ma grand-mère*** = my grandmother ***qui*** = who	Explain *mon* is used for masculine and *ma* for feminine. It is important that pupils get used to variants of the same questions asking: ***Il s'appelle comment?*** <u>or</u> ***Comment s'appelle-t-il?***

WEB LINKS: [Staffs material QCA French](#)   [Primary Resources: Modern Foreign Languages](#)

FOLLOW UP IDEAS: Throughout the week, pupils can sing the song from Singing French.

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LESSON 4: Ma famille (My family)

Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
• Use actions and rhymes to help memorisation (LLS) • Write words, phrases and short sentences using a reference (L5.3) • Apply phonic and whole word knowledge of the new language in order to locate words in a reference source (KAL)	*Starters:* • *Boardworks Unit 10 -* **Revoir/Apprendre** *– look at family tree to reinforce vocabulary/ phrases.* • *Boardworks Unit 10 -* **Chanter/Réciter** *– use as a springboard for activities.* *Differentiated activities:* • Game: Match Simpsons pictures to labels. • Draw and label own family portrait – use *il/elle s'appelle* accurately • Match phrases to make Simpsons mind map. Use this as a model for own **Ma famille** mind map. • Make **Ma famille** mini book – each page for member of your family. Use taught language structure e.g. **Voici mon père qui s'appelle Bob.** *Plenary:* • *Choose a suitable plenary activity from Purposeful Plenaries on the SoL CD.*	• Be able to write phrases about my family using a model	• Boardworks • Mini Simpson pictures • Simpson family labels • Simpson mind map + sentence matching • Example of *ma famille* mini-book	Remind them about **mon/ma** and the sound *ère.*

WEB LINKS: Staffs material QCA French   Primary Resources: Modern Foreign Languages
FOLLOW UP IDEAS: Throughout the week, pupils can practise taught language by sharing their family portraits or mini books.

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Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
• Read fiction and nonfiction texts (L5.1) • Look and listen for visual and aural clues (LLS) • Choose words, phrases and sentences and write them in a gapped text (L5.3) • Apply previous knowledge and language clues to help understanding (LLS)	*Starters:* • *Using the Family Tree Notebook, discuss the names of each of the Simpson family members in French. Revising **Il/elle s'appelle**.* • *Discuss the layout of the family tree (see page 4)* • ***La famille de Julien** - read the text about Julien's family. Encourage pupils to infer meaning – age will be covered in Unit 14.* *Annotate with pen/highlighter what they know about Julien and his family.* • Use the information to fill in the names of the members of Julien's family on the family tree (page 5). *Plenary:* • *Singing French song 17.*	• Be able to complete a family tree using information from text • Be able to read and understand text about a family in French	• Family tree Notebook • *La Famille de Julien* – writing • Julien Family tree sheet (from Smart Nbk print landscape full screen) **Voici mon/ma…** + noun = Here is my… **mon beau-père** = my step dad **ma belle-mère** = step mum **mon demi-frère** = step/half brother **ma demi-soeur** = step/half sister	Explain **mon** is used for masculine and **ma** for feminine. It is important that pupils get used to variants of the same questions asking: ***Il s'appelle comment?*** <u>or</u> ***Comment s'appelle-t-il?***

WEB LINKS: BBC schools primary French 2 – *ma famille* (flash animated version),   BBC - Schools - Primary French (non-animated version). Also search in Google Images under *'arbre généalogique'* for different styles of family tree.

FOLLOW UP IDEAS: Throughout the week, pupils can practise the song from Singing French. Create Julien's family tree in their own style or role play Julien's family.

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LESSON 6: Ma famille bizarre (My strange family)

Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
• Plan, prepare and analyse what needs to be done to carry out a task (LLS) • Make short texts (L5.2) • Manipulate language by changing an element in a sentence (KAL) • Prepare a short presentation on a familiar topic (O5.4)	• Use the family tree template to make their own imaginary family tree. Use pictures of famous people or fictional characters. Revise **Il/elle s'appelle**. • Read the family tree text again. Encourage pupils to reflect on the language they could recycle in their own presentation. • Pupils glue and label pictures, and produce a written paragraph about their imaginary family. (Alternatively pictures can be downloaded from Google images to create the family tree) *Plenary:* • *Pupils present their imaginary family to the rest of the class in French. They must learn the text.*	• Be able to use a model to write a text about an imaginary family and fill in a family tree • Be able to prepare and present a short presentation about an imaginary family	• Family tree – Simpsons, Julien + blank template • Julien's Family tree text *Voici mon/ma* + noun = Here is my… *mon beau-père* = my step dad *ma belle-mère* = step mum *mon demi-frère* = step/half brother *ma demi-soeur* = step/half sister *Il/elle s'appelle…* = He/she is called … *Il/elle a … ans.* = He/she is … years old.	Remember hyphens and *è* when copy writing members of the family e.g. *grand-père.* Remind pupils when talking about age in French they say literally "He <u>has</u> … years."

WEB LINKS: *Arbre généalogique simple - Tête à modeler* – simple tree to make.

FOLLOW UP IDEAS: Throughout the week, pupils can present their imaginary family tree to the class.

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