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| Y2 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * greet others in French with confidence * understand the differences in social conventions when people greet each other * reply to the question Comment ça va? * Begin to recognise and pronounce the sounds of French | At the end of this section some pupils will not have made so much progress and will:   * respond to questions with support from a spoken model or visual clue * discriminate sounds and identify meaning when items are repeated several times | | | At the end of this section some pupils will have progressed further and will:   * say and write short phrases from memory * have clear pronunciation * initiate conversations when working with partners * take part in speaking tasks of two or three exchanges * show understanding of a short written text containing familiar language |
| Unit1B | **OBJECTIVES** | **Pupils should learn:**   * to say how they feel when asked * to ask someone else how they feel * to greet others in different and more varied ways (formal vs informal) | | OUTCOMES | Pupils:   * respond to the question Comment ça va? * Ask the question comment ça va? * Greet peers in different ways | |
| Salut! | CORE | Salut comment ça va?  Bonjour ça va très bien merci  Bonsoir comme ci, comme ça  Bonne nuit ça va mal  Au revoir  À tout à l’heure | | **PERIPHERAL** |  | |
| **ACTIVITIES** | **Possible activities include:**   * Practise the new greetings with actions * Perform the rap with rhythm instruments * Read *Bonjour* together   **Stories, poems, songs and rhymes:**  - Bonjour bonsoir bonne nuit rap  - *Bonjour* by Nathalie Dieterlé | | | | |
| RESOURCES | * Rhythm instruments | | | | |
| **SUMMATIVE TASK** |  | | | | |
| **“I CAN”** | I can:   * greet people in different ways * ask people how they are feeling * say how I am feeling | | | | |
| **PoS** | **Listening:**   * Listen attentively to spoken language and show understanding by joining in and responding * Appreciate stories in the language * Understand familiar and routine language * Understand feelings   **Speaking:**   * Ask and answer questions * Engage in conversations * Communicate feelings | | | | |

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