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| Y2 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Understand and use numbers 0-12 * begin to recognise and pronounce the sounds of French * sing a song from memory | At the end of this section some pupils will not have made so much progress and will:   * recognise numbers 0-12 * discriminate sounds and identify meaning when items are repeated several times * refer to text or visual clues when singing songs | | | At the end of this section some pupils will have progressed further and will:   * say and write numbers 0-12 from memory * have clear pronunciation * perform simple arithmetic in French using the numbers 0-12 and the terms plus and moins |
| Unit2A | **OBJECTIVES** | **Pupils should learn:**   * to use the numbers 0 to 12 in French with correct pronunciation | | OUTCOMES | Pupils:   * count from 0 to 12 confidently * begin to use the numbers out of sequence | |
| Quel âge as-tu? | CORE | Numbers 0-12:  zéro trois six neuf douze  un quatre sept dix  deux cinq huit onze  Plus / moins | | **PERIPHERAL** |  | |
| **ACTIVITIES** | **Possible activities include:**   * repeat and practise the numbers * count together in different voices * count around the tables * number tennis * watch numbers appearing on the board and call them out * Kim’s game * Kim’s game prediction, teacher vs class * Simple arithmetic using plus and moins * Play Which card with number flashcards * Play Higher Lower (using Plus/Moins) * Line children up with number cards – who has huit?   **Stories, poems, songs and rhymes:**  - Numbers 1-12 from *Singing French* | | | | |
| RESOURCES | * Tennis racket * Song * Flashcards / number cards | | | | |
| **SUMMATIVE TASK** |  | | | | |
| **“I CAN”** | I can:   * Count from 0-12 * Use the numbers 0-12 out of sequence * Do simple calculations in French | | | | |
| **PoS** | **Listening:**   * Listen attentively to spoken language and show understanding by joining in and responding * Appreciate songs and rhymes in the language   **Speaking:**   * Ask and answer questions * Engage in conversations * Communicate facts | | | | |

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