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| Y2 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Reply to the question quel âge as-tu? * 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 the question quel âge as-tu? 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 * initiate conversations when working with partners * have clear pronunciation |
| Unit2B | **OBJECTIVES** | **Pupils should learn:**   * to ask someone how old they are * to say how old they are | | OUTCOMES | Pupils:   * ask the question quel âge as-tu? * Say how old they are using the structure j’ai … ans | |
| Quel âge as-tu? | CORE | trois six neuf douze  un quatre sept dix  deux cinq huit onze  Quel âge as-tu?  J’ai … ans | | **PERIPHERAL** |  | |
| **ACTIVITIES** | **Possible activities include:**   * Practise age sentences using number cards * Show pictures of children with blank speech bubbles. What are they saying about their age? * Sing song together to practise the questions and answers * Complete worksheet * Name and age Cluedo   **Stories, poems, songs and rhymes:**  - Bonjour, bonjour, quel âge as-tu? | | | | |
| RESOURCES | * Number cards * Song cards * worksheet | | | | |
| **SUMMATIVE TASK** | Saying your age worksheet – writing in complete sentences and writing the numbers as words. | | | | |
| **“I CAN”** | I can:   * Ask someone how old they are * Say how old I am | | | | |
| **PoS** | **Listening:**   * Listen attentively to spoken language and show understanding by joining in and responding * Understand facts * Understand familiar and routine language   **Speaking:**   * Ask and answer questions * Engage in conversations * Communicate facts   **Writing:**   * Write at varying length (short sentences) * Adapt phrases to create new sentences   **Language learning skills:**  Explore how the patterns, grammar and words are different from or similar to English (use of *avoir* in age sentences not *être )* | | | | |

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