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| Y2 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Remember a sequence of spoken words * Join in with parts of a story from memory | At the end of this section some pupils will not have made so much progress and will:   * Refer to visual clues when joining in with parts of a story | | | At the end of this section some pupils will have progressed further and will: |
| Unit3 | **OBJECTIVES** | **Pupils should learn:**   * To retell the story of Le navet énorme with correct pronunciation and intonation and using actions to emphasise the repetitive nature of the story | | OUTCOMES | Pupils:   * Can retell independently the story of Le navet énorme using actions and correct pronunciation and intonation | |
| Le Navet Enorme | CORE | Mais  ne … pas | | **PERIPHERAL** | le fermier la fermière  le fils la fille  le chien le chat la souris  tire  appelle  ne bouge pas | |
| **ACTIVITIES** | **Possible activities include:**   * Suggest other traditional tales which have repeated elements * Repeat and practise the names of the characters and learn the actions for each * Notice the difference between the masculine and feminine words (le vs la)   **Stories, poems, songs and rhymes:**  - Le Navet Enorme | | | | |
| RESOURCES | * Story ppt * Story script | | | | |
| **SUMMATIVE TASK** | Performance of the story with actions | | | | |
| **“I CAN”** | I can:   * Take part in a story about family, using actions to help me remember the repeated elements of the story | | | | |
| **PoS** | **Listening:**   * Listen attentively to spoken language and show understanding by joining in and responding * Appreciate stories in the language   **Speaking:**   * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Speak with increasing confidence and fluency | | | | |

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