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| Y2 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Say 12 colours in French * Join in with the repeated elements of a story | At the end of this section some pupils will not have made so much progress and will:   * say colours in French with some support * join in with some of a story | | | At the end of this section some pupils will have progressed further and will:   * have clear pronunciation * join in confidently with a story |
| Unit4 | **OBJECTIVES** | **Pupils should learn:**   * to say the 12 colours with correct pronunciation * to join in a story with appropriate actions to show the repeated elements | | OUTCOMES | Pupils:   * ask the question C’est de quelle couleur? * Respond to the question C’est de quelle couleur? * Join in with a story and perform the actions | |
| Quelle couleur? | CORE | C’est de quelle couleur?  rouge orange  bleu gris  jaune rose  vert violet  noir marron  blanc multicolore | | **PERIPHERAL** |  | |
| **ACTIVITIES** | **Possible activities include:**   * Kim’s game * Practise colours with flashcards * Identify flags by their colours * Watch colours appear on the board and call them out * Colour by numbers * Colour a minibook following the instructions * Online games * Colour telephone numbers using flashcards   **Stories, poems, songs and rhymes:**  - Toutes les couleurs  - Petit poisson blanc | | | | |
| RESOURCES | * flashcards | | | | |
| **SUMMATIVE TASK** | Performance of the story  Colouring activity | | | | |
| **“I CAN”** | I can:   * say 12 colours in French * understand 12 colours in French * take part in a story about colours | | | | |
| **PoS** | **Listening:**   * Listen attentively to spoken language and show understanding by joining in and responding * Appreciate stories and songs in the language * Understand facts   **Speaking:**   * Ask and answer questions * Engage in conversations * Communicate facts   **Reading:**   * Read carefully and show understanding of words * Appreciate stories and songs in the language * Understand facts in writing | | | | |

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