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| Y2 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Join in with descriptions from memory using actions * Write short phrases describing flags * Have a deeper understanding of the flags of the world’s countries, their colours and their shapes | 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 descriptions * Write simple descriptions with support | | | At the end of this section some pupils will have progressed further and will:   * Write and say phrases from memory * Produce extended descriptions * Explain why some groups of flags are similar |
| Unit5 | **OBJECTIVES** | **Pupils should learn:**   * To describe flags using correctly agreed adjectives and actions * To describe the shapes on flags | | OUTCOMES | Pupils:   * Describe flags correctly, using actions to assist understanding | |
| Je décris les drapeaux | CORE | est  a  et | | **PERIPHERAL** | rouge mon drapeau  bleu un blason  vert une étoile  jaune un cercle  blanc une croix  noir une bande (trois bandes)  (orange) | |
| **ACTIVITIES** | **Possible activities include:**  - Children join in with descriptions of the flags using actions, and gradually building up in complexity  - Use language from the unit to describe unseen flags  - Find out about the meanings of the colours in flags  - Design own flag and describe using the language from the unit (speaking and writing)  - make own flag with paper and describe using language from the unit  - use word cards to write sentences describing unknown flags  - use writing frame to put together sentences describing unknown flags  **Stories, poems, songs and rhymes:**  - | | | | |
| RESOURCES | * Ppt with flags | | | | |
| **SUMMATIVE TASK** | writing to describe unseen flags | | | | |
| **“I CAN”** | I can:   * Describe the colours on some flags, using actions to help me to remember * Describe the shapes on some flags, using actions to help me to remember * Write a description of some flags | | | | |
| **PoS** | **Listening:**  - Listen attentively to spoken language and show understanding by joining in and responding  **Speaking:**  - Describe things orally  - Speak in sentences using familiar vocabulary, phrases and basic language structures  - Present ideas orally to a range of audiences (class)  **Writing:**  - Write at varying length (sentences) using the variety of grammatical structures that they have learned  - Describe things in writing  **Grammar:**  - Conjugation of high frequency verbs (être/avoir)  - Key features and patterns of the language (description and plurals) | | | | |

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