

Toynbee Curriculum

KS3 Topic Summaries

MFL: FRENCH

Personal Best

Toynbee School



Scheme of Learning: Introducing Myself & Others

Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

This is the first topic of the MFL KS3 course and focuses on students' ability to provide personal information about themselves, both in written and spoken form. The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below. Students will also gain familiarity with using the 3rd person to describe someone else. By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

Developing students' phonic awareness in the foreign language will also be a key focus for this unit and students will be introduced to a variety of SSCs (sound-symbol correspondences) throughout the unit through the use of sentence builders (the knowledge organisers we use in MFL).

It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic.

Lesson Sequence:

This topic is formed of five different elements of introducing yourself and another person in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe themselves are:

- What's your name?
- How are you?
- Where do you live?
- How old are you?
- When is your birthday?
- What colour are your hair/eyes?
- What is your personality like?

As mentioned, students will also need to answer these questions about someone else (a family member, a friend, even a pet!) in order to practise use of the 3rd person.

With regards to grammatical sequencing, the structures students will focus on include the 1st, 2nd and 3rd person singular forms of some key irregular verbs, including:

1. *I am called, you are called, he/she is called*
2. *I am, you are, he/she is*
3. *I live, you live, he/she lives in*
4. *I have, you have, he/she has*

They will also look at some further grammatical structures listed below:

1. *intensifiers*: very, quite, a little
2. *negatives*
3. *adjectival agreement*: describing people using adjectives

Sequence of Lessons:

1	Name, how you are feeling, where you live: Modelling & awareness raising
2	Name, how you are feeling, where you live: Receptive processing
3	Name, how you are feeling, where you live: Structured production
4	Name, how you are feeling, where you live: Expansion
5	Age: Modelling & awareness raising
6	Age: Receptive processing. CHECKPOINT 1
7	Age: Structured production
8	Age: Expansion
9	Birthday: Modelling & awareness raising
10	Birthday: Receptive processing
11	Birthday: Structured production
12	Birthday: Expansion. CHECKPOINT 2.
13	Hair and eyes: Modelling & awareness raising
14	Hair and eyes: Receptive processing
15	Hair and eyes: Structured production
16	Hair and eyes: Expansion. CHECKPOINT 3.
17	Personality: Modelling & awareness raising
18	Personality: Receptive processing
19	Personality: Structured production
20	Personality: Expansion. CHECKPOINT 4.

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- fortnightly homework based on knowledge map vocab
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Assessments: 4 'checkpoints'

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation.

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Beginner to Pre-Intermediate Units 1-4
Pearson	French: Accès Studio textbook Spanish: Viva 1 textbook

Scheme of Learning: Life at school

Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

This is the second topic of the MFL KS3 course and focuses on students' ability to describe both places and things and learn how to give opinions and justify them. The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below. =By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

Developing students' phonic awareness in the foreign language will also be a key focus for this unit and students will be introduced to a variety of SSCs (sound-symbol correspondences) throughout the unit through the use of sentence builders (the knowledge organisers we use in MFL).

It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic.

Lesson Sequence:

This topic is formed of four different elements of describing a school in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson.

Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe life at school are:

- What do you have in your bag?
- What is there in your school?
- What subjects do you study? What subjects do you like/dislike? Why?
- What time is it?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. I have, you have, he/she/it has (consolidated), we have (introduced)
2. There is/isn't
3. I need
4. I study/ you study/we study/to study
5. Connectives: but, however, and, because
6. On + day of the week
7. Definite articles
8. Adjectival agreement: school subjects and adjectives

Sequence of Lessons:

1	Items you have / don't have: Modelling & awareness raising
2	Items you have / don't have: Receptive processing
3	Items you have / don't have: Structured production
4	Items you have / don't have: Expansion. CHECKPOINT 1.
5	Facilities in your school + opinion: Modelling & awareness raising
6	Facilities in your school + opinion: Receptive processing
7	Facilities in your school + opinion: Structured production
8	Facilities in your school + opinion: Expansion. CHECKPOINT 2.
9	What you study: Modelling & awareness raising.
10	What you study: Receptive processing.
11	Opinions and justifications: Modelling & awareness raising
12	Opinions and justifications: Receptive processing
13	What you study, your opinion: Structured production
14	What you study, your opinion: Expansion. CHECKPOINT 3.
15	What's the time?
16	What's the time?
17	What's the time? Subjects + opinions: Automaticity, routinisation.

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- fortnightly homework based on knowledge map vocab
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Assessments: 3 'checkpoints'

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation.

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Beginner to Pre-Intermediate
Pearson	French: Accès Studio textbook, Dynamo 1 textbook Spanish: Viva 1 textbook

Scheme of Learning: My family and hobbies

Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

This is the third topic of the MFL KS3 course and focuses on students' ability to describe and identify people and discuss their relationship with them. They also describe normal free time activities. The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below. By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

Developing students' phonic awareness in the foreign language will also be a key focus for this unit and students will be introduced to a variety of SSCs (sound-symbol correspondences) throughout the unit through the use of sentence builders (the knowledge organisers we use in MFL).

It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic.

Lesson Sequence:

This topic is formed of four different elements of describing family members, relationships and free time activities in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe life at school are:

- Who is in your family?
- Do you get on well with your family?
- What do you do in your free time?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. I have, you have, he/she/it has (consolidated), they have (introduced)
2. There is/isn't (consolidated)
3. He/she is called (consolidated), they are called (introduced)
4. Variety of reflexive verbs to say how you get on with others
5. Connectives: but, however, and, because
6. Adjectival agreement (consolidated)
7. Difference between the use of 'play' and 'do' with sports and activities
8. Present tense endings (I, you, we)
9. Opinions plus infinitives

Sequence of Lessons:

1	Who is in your family, names and ages: Modelling & awareness raising
2	Who is in your family, names and ages: Receptive processing
3	Who is in your family, names and ages: Structured production
4	Who is in your family, names and ages: Expansion. CHECKPOINT 1.
5	Revisiting describing hair and eyes of other people
6	Relationships with family and why: Modelling & awareness raising
7	Relationships with family and why: Receptive processing
8	Relationships with family and why: Structured production
9	Relationships with family and why: Expansion. CHECKPOINT 2.
10	Activities in free time: Modelling & awareness raising.
11	Activities in free time: Receptive processing.
12	Activities in free time: Structured production
13	Activities in free time: Expansion. CHECKPOINT 3.
14	Opinions + infinitives and justifications: Modelling & awareness raising
15	Opinions + infinitives and justifications: Receptive processing
16	Opinions + infinitives and justifications: Structured production
17	Opinions + infinitives and justifications: CREATIVE PRODUCTION TASK

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- fortnightly homework based on knowledge map vocab
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Assessments: 3 'checkpoints'

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation.

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Beginner to Pre-Intermediate
Pearson	French: Accès Studio textbook, Dynamo 1 textbook Spanish: Viva 1 textbook

Scheme of Learning: My holidays

Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

As students enter Year 8, we want to develop their ability to accurately narrate events in the past, using effective sequences and giving opinions along the way. This means that a large focus of this topic is looking at the perfect/preterite tense (French/Spanish respectively). The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below. We also want them to develop their ability to give as much detail as possible in their written and spoken answers, when asked a simple question such as 'where did you go on holiday last year?'

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

At this stage, students' should have a good phonic awareness and this will continue to be developed as a key focus throughout Year 8. Students will regularly read texts aloud and practise their transcription skills.

It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above.

Lesson Sequence:

This topic is formed of five different elements of narrating a past holiday in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe a past holiday are:

- Where did you go on holiday? (When? Where? Who with? How did you travel there?)
- How was it?
- What did you do?
- Where did you stay? (What was it like?)
- What was the weather like?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. I went / we went/ you went
2. I stayed, we stayed, you stayed
3. Perfect/preterite tense of regular verbs: To travel, to visit, to eat, to buy, to swim (I, we, you focus)
4. To + name of a place
5. It was / there was
6. Irregular verbs in the perfect/preterite tenses
7. Weather phrases
8. Time markers in the past: ... ago, last year
9. Sequencers: firstly, then, after

Sequence of Lessons:

1	Countries, people and transport: Modelling & awareness raising
2	Countries, people and transport : Receptive processing
3	Countries, people and transport: Structured production
4	Countries, people and transport: Expansion. CHECKPOINT 1.
5	Giving opinions in the past
6	Giving opinions in the past
7	Past holiday activities: Modelling & awareness raising
8	Past holiday activities: Receptive processing
9	Past holiday activities: Structured production
10	Past holiday activities: Expansion. CHECKPOINT 2.
11	Accommodation: Modelling & awareness raising
12	Accommodation: Receptive processing
13	Accommodation: Structured production
14	Accommodation: Expansion. CHECKPOINT 3.
15	Describing a past holiday: Automatisation and routinisation
16	Describing a past holiday: Automatisation and routinisation
17	Describing a past holiday: Spontaneity
18	Weather: Modelling & awareness raising
19	Weather: Receptive processing
20	Weather: Structured production

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- fortnightly homework based on knowledge map vocab
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Assessments: 3 'checkpoints'

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation.

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Beginner to Pre-Intermediate
Pearson	French: Dynamo 2 textbook Spanish: Viva 2 textbook

Scheme of Learning: My health

Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

This topic spans a variety of sub-topics with the overarching theme of leading a healthy lifestyle. Our main communicative goal is to ensure students are able to describe routine behaviour (eating and drinking habits, sporting/leisure activities) but also to give impersonal suggestions and advice for leading a healthy lifestyle. This means that a large focus of this topic is looking at the present tense in French/Spanish with a focus on I/you/we verb forms.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

We also wanted to include some practical, real-life use of the language by including a unit on describing aches/pains and illnesses.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

At this stage, students' should have a good phonic awareness and this will continue to be developed as a key focus throughout Year 8. Students will regularly read texts aloud and practise their transcription skills.

It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above.

Lesson Sequence:

This topic is formed of five different elements of narrating a past holiday in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson.

Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe their health are:

- What do you eat/drink? (What do you have for breakfast/lunch/dinner/snack?) Why?
- What do you like eating/drinking?
- What do you do to keep fit? (What do you do to relax? How often? Why?)
- What's wrong?
- What should you do to keep healthy?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. To eat, to drink (I, you, we)
2. Spanish: I have breakfast/lunch/dinner
3. French: Partitive article
4. Expressions of frequency: sometimes/every day/rarely
5. Comparatives: more, less
6. Infinitive phrases to express the future: I have to, I'm going to, I have the intention of
7. Modal verbs: One must, one should, one can, I should, I must
8. It hurts me vs they hurt me
9. Spanish: soy vs estoy

Sequence of Lessons:

1	Eating and drinking habits: Modelling & awareness raising
2	Eating and drinking habits: Receptive processing
3	Eating and drinking habits: Structured production
4	Eating and drinking habits: Likes and dislikes: Expansion. CHECKPOINT 1.
5	Eating and drinking habits: Likes and dislikes: Routinisation
6	Keeping fit: Modelling and awareness raising.
7	Keeping fit: Receptive processing
8	Keeping fit: Structured production
9	Keeping fit: Expansion. CHECKPOINT 2.
10	What's wrong: Modelling & awareness raising
11	What's wrong: Receptive processing
12	What's wrong: Structured production
13	What's wrong: Expansion. CHECKPOINT 3.
14	Healthy advice: Modelling & awareness raising.
15	Healthy advice: Receptive processing
16	Healthy advice: Structured production
17	Healthy advice: Expansion. CHECKPOINT 4.

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- fortnightly homework based on knowledge map vocab
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Assessments: 4 'checkpoints'

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation.

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Beginner to Pre-Intermediate
Pearson	French: Dynamo 2 textbook Spanish: Viva 2 textbook

Scheme of Learning: My rights and responsibilities

Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

This topic is formed of two sub-topics leading to a responsible life with its rights and duties. Our main communicative goal is to ensure students are able to say what their rights and duties are about different topics (environment and school) but also to give impersonal suggestions and advice for protecting the environment and how to be an eco-friendly school. This means that a large focus of this topic is looking at the present and conditional tense in French/Spanish with a focus on I/you/we verb forms.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

We also wanted to include some practical, real-life use of the language by including a unit on being able to agree and disagree describing school rules.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

At this stage, students should have a good phonic awareness and this will continue to be developed as a key focus throughout Year 9. Students will regularly read texts aloud and practise their transcription skills.

It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topics listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above

Lesson Sequence:

This topic is formed of three different elements of giving impersonal suggestions on how to protect the environment in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe their health are:

- how can we help the planet ?
- What can/should we do to protect the planet/the environment?
- What can we do to be an eco-friendly school?
- What are the rules at school?
- do you agree/disagree with...?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. Modal verbs : must, should, can (I, you, we)
2. Opinions : I believe, I think, in my opinion
3. Expressions of frequency: always/never/sometimes/every day/often/from time to time/whenever you can/rarely
4. Comparatives: more, less
5. Infinitive phrases to express the future: I am going to, I have to, I have the intention of
6. Infinitive phrases with modal verbs

Sequence of Lessons:

1	Protecting the planet: Modelling & awareness raising
2	Protecting the planet: Receptive processing
3	Protecting the planet: Structured production
4	Protecting the planet: Expansion. CHECKPOINT 1.
5	Protecting the planet: Routinisation
6	School rules: Modelling and awareness raising.
7	School rules: Receptive processing
8	School rules: Structured production
9	school rules: Expansion.
10	School rules: routinisation CHECKPOINT 2.
11	Agreeing and disagreeing: Modelling and awareness raising
12	Agreeing and disagreeing: Structured production
13	What are the plans for the holidays: Modelling & awareness raising.
14	what are your plans for the holidays: Receptive processing
15	What are your plans for the holidays: Structured production
16	what are your plans for the holidays: Expansion. CHECKPOINT 4.
17	what are your plans for the holidays: Routinisation.

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- fortnightly homework based on knowledge map vocab
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Assessments: 4 'checkpoints'

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation.

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Beginner to Pre-Intermediate
Pearson	French: Dynamo 2 textbook Spanish: Viva 2 textbook

Scheme of Learning: Socialising with family and friends

Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

The first topic of Year 9 build on students' understanding from Year 7 Term 1 (describing myself and others). As well as regular retrieval of this topic, we introduce how to describe our relationships with others. We also look at the practical situation of making arrangements with people and how to accept/refuse invitations.

Our main communicative goal is to ensure students are able to describe themselves and other people in more detail than at KS3. They also need to be able to make suggestions, so forming questions is a big part of this topic.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

We continue to develop students' accurate implementation of SSCs (sound-symbol correspondence) and this is regularly tested at KS4 through weekly 'checkpoints'. These are not formal assessments but rather an opportunity for students' to practise their receptive skills. Students have a list of 12 words per week to practise outside of lessons. They have 3 sentences to transcribe, 3 to listen and translate and 3 to read and translate.

It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above.

Lesson Sequence:

This topic is formed of five different elements of narrating a past holiday in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the keyphonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe their family/friends and making social arrangements are:

- Retrieval : Year 7 questions (name, age, personality, how you are feeling, where you live, birthday, siblings and family members, likes/dislikes, favourite school subject)
- Do you get on well with your family? Why?
- Would you like to... / do you want to... / do you feel like...?
- What do you do in your free time?
- What makes a good friend?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. Present tense of regular verbs (I, we, you, he/she)
2. Question formation (focus you verb forms)
3. Present tense of irregular verbs (to have, to be)- (I, we, you, he/she)
4. Opinion verbs (Spanish- me gusta vs me gustan)
5. What is an infinitive?
6. Reflexive verb: I get on with, you get on with, he/she gets on with, we get on with
7. Comparatives: more, less than

Sequence of Lessons:

1	RETRIEVAL: Describing myself and others
2	RETRIEVAL: Describing myself and others
3	My personality
4	Relationships with family/friends: Modelling & awareness raising
5	Relationships with family/friends: Receptive processing
6	Relationships with family/friends: Structured production
7	Relationships with family/friends: Expansion. CHECKPOINT 1
8	Free time: Structured production
9	Free time: Expansion
10	Relationships with family/friends: Automatisation / routinisation
11	Comparatives: Modelling and awareness raising
12	Comparatives: Receptive processing
13	Comparatives: Structured production
14	Making suggestions: Modelling & awareness raising
15	Making suggestions: Receptive processing
16	Making suggestions and excuses: Modelling & processing
17	Making suggestions and excuses: Structured production
18	Making suggestions and excuses: Expansion. CHECKPOINT 2.
19	Bringing it all together: Routinisation and automatization
20	Bringing it all together: Spontaneity

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab
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Assessments: 2 (+ weekly, smaller 'checkpoints')

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Self, family, friends and leisure
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)

Scheme of Learning: Out and about abroad

Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

The second topic of Year 9 build on students' learning from Year 8 Term 1 and Term 2 (describing a past holiday, discussing diet). As well as regular retrieval of this topic, we introduce practical situations to do with holidays; room booking, complaints, ordering and complaining in a restaurant, asking for tourist information, etc. . We also look at describing the weather.

Our main communicative goal is to make sure students can explain problems and ask questions relating to this, understanding potential solutions. We will also look at narrating events.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

We continue to develop students' accurate implementation of SSCs (sound-symbol correspondence) and this is regularly tested at KS4 through weekly 'checkpoints'. These are not formal assessments but rather an opportunity for students' to practise their receptive skills. Students have a list of 12 words per week to practise outside of lessons. They have 3 sentences to transcribe, 3 to listen and translate and 3 to read and translate.

It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from the topics listed above.

Lesson Sequence:

This topic is formed of five different holiday situations in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit.

Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to talk about holiday situations are:

- Retrieval : Year 8 questions (past holiday and holiday activities, diet/foods and drinks)
- What sort of room would you like? (with follow up questions)
- What would you like to eat/drink? (with follow up questions)
- Where is the ... ?
- What can you do here?
- What is the weather like?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. Infinitive structures (I want + infinitive, etc)
2. Question formation (focus question words)
3. Spanish: Ser vs Estar
4. Use of a past tense and present tense to contrast holidays normally and in the past
5. Use of formal 'you'
6. Impersonal verbs 'one can'
7. French: 'boire' focus on irregular present tense endings

Sequence of Lessons:

1	RETRIEVAL: Describing a past holiday
2	RETRIEVAL: Holiday activities
3	Accommodation
4	Booking a room: Modelling & awareness raising
5	Booking a room: Receptive processing
6	Booking a room: Structured production
7	Booking a room: Expansion. CHECKPOINT 1
8	Complaints: Structured production
9	Complaints: Expansion
10	Restaurants: Modelling and awareness raising
11	Restaurants: Receptive processing
12	Restaurants: Structured production
13	Asking for directions: Modelling & awareness raising
14	Asking for directions: Receptive processing
15	Asking for directions and shops: Modelling & processing
16	Asking for directions and shops: Structured production
17	Asking for directions and shops: Expansion. CHECKPOINT 2.
18	Discussing tourist activities: Modelling & processing
19	Discussing tourist activities: Structured production
20	Bringing it all together: Spontaneity

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab
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Assessments: 2 (+ weekly, smaller 'checkpoints')

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Pre-intermediate to Intermediate (Units 11-15)
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)

Scheme of Learning: Education around the world

Topic Sequence:

1	2	3	4	5	6	7	8	9
Introducing myself and others	Life at school	My family and hobbies	My holidays	My health	My rights and responsibilities	Socialising with family and friends	Out and about abroad	Education around the world

Topic Overview:

The third topic of Year 9 builds on students' learning from Year 7 Term 2 and Year 8 Term 3 (describing buildings and locations, using impersonal structures). As well as regular retrieval of the topic of school, we compare subjects, facilities and education systems in Spanish-speaking countries. We also recap the Year 9 Term 1 topic of relationships to describe teachers. Finally, we look at giving a balanced argument by discussing the pros and cons of school uniform.

Our main communicative goal is to make sure students can compare and contrast and describe routine behaviour in the present.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

We continue to develop students' accurate implementation of SSCs (sound-symbol correspondence) and this is regularly tested at KS4 through weekly 'checkpoints'. These are not formal assessments but rather an opportunity for students' to practise their receptive skills. Students have a list of 12 words per week to practise outside of lessons. They have 3 sentences to transcribe, 3 to listen and translate and 3 to read and translate. **It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from the topics listed above.**

Lesson Sequence:

This topic is formed of five different key parts of describing school life. Each element spans approximately four lessons. Some of these elements are retrieved from previous years and discussed with more depth and grammatical complexity. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to talk about holiday situations are:

- What is your school like? (retrieval)
- Do you get on well with your teachers?
- What do you study? (retrieval)
- What are the rules in your school? (retrieval)
- What do you think of the uniform?
- What are the causes of stress at school?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. The verb TO STUDY: Present, preterite/perfect and near future focus (I/we forms)
2. Direct object pronoun- it/them
3. The best/worst/good/bad thing is/are...
4. It is vs they are
5. Past/present/future of regular verbs

Sequence of Lessons:

1	RETRIEVAL: School subjects and school – related vocabulary
2	RETRIEVAL: School subjects and school – related vocabulary
3	Facilities- what is in your school?
4	School facilities: Modelling & awareness raising
5	School facilities: Receptive processing
6	School facilities: Structured production
7	School facilities: Expansion. CHECKPOINT 1
8	School subjects and opinions: Structured production
9	School subjects and opinions: Expansion
10	Do you get on well with teachers?: Structured production
11	Do you get on well with teachers: Expansion
12	School rules: Structured production
13	School rules: Expansion. CHECKPOINT 2.
14	Uniform: Modelling & processing
15	Uniform: Receptive processing
16	Uniform: Structured production
17	Uniform: Expansion CHECKPOINT 3
18	Stress at school: Modelling & awareness raising
19	Stress at school: Structured production
20	Bringing it all together: Spontaneity

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab
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Assessments: 2 (+ weekly, smaller 'checkpoints')

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Pre-intermediate to Intermediate (Units 11-15)
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)