

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
------------------------	--	-----------------------------	--

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