

# 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. <b>CHECKPOINT 1.</b>
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. <b>CHECKPOINT 2.</b>
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. <b>CHECKPOINT 3.</b>
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:

<b>Knowledge Maps:</b>	One sentence builder on each question listed above	<b>Any other Resources:</b>	Quizlet- fortnightly homework based on knowledge map vocab
------------------------	--	-----------------------------	--

## Assessments: 3 'checkpoints'

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

## Supportive Reading:

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