

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 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 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