

# 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. <b>CHECKPOINT 1</b>
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. <b>CHECKPOINT 2.</b>
19	Bringing it all together: Routinisation and automatization
20	Bringing it all together: Spontaneity

## Topic Resources:

<b>Knowledge Maps:</b>	One sentence builder on each question listed above	<b>Any other Resources:</b>	Quizlet- weekly homework based on knowledge map vocab
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## Assessments: 2 (+ weekly, smaller '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. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

## Supportive Reading:

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