

# Scheme of Learning: Introducing Myself & Others

## Topic Sequence:

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

## 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 3<sup>rd</sup> 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 3<sup>rd</sup> person.

With regards to grammatical sequencing, the structures students will focus on include the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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:

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

## 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
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## Assessments: 4 '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 Units 1-4
<b>Pearson</b>	French: Accès Studio textbook Spanish: Viva 1 textbook