Scheme of Learning: Let's celebrate

Topic Sequence:

1	2	3	4	5
Let's celebrate	Around the world in 80 days	"The world is your oyster"	What does the future hold?	Bringing the world together

Topic Overview:

The first topic of Year 10 builds on students' cultural knowledge and understanding gained in Years 7-9, based on festivals and celebrations in the Spanish/French-speaking world and technology . As well as regular retrieval, we introduce how to describe and give opinions on festivals and celebrations and talk about technology and how it is used in today's world. We also look at the practical situation of discussing these with people and how to make arrangements to attend events and questions about technology.

Our main communicative goal is to ensure students are able to describe these festivals in more detail in line with the GCSE specification. They also need to be able to form and answer questions as this is a big part of the 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 and reacting to noteable events, providing a balanced argument and making suggestions 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 the festivals and celebrations are::

- Retrieval : Year 7,8 and 9 questions (describing people and events)
- Which festival would you like to go to?
- What is your opinion of it?
- What is your opinion of social media?
- What do you do on the internet?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. _Question formation (focus you verb forms)_
2. _Present tense (retrieval) of regular and irregular verbs_
3. _Opinion verbs_
4. _Using infinitives_
5. _Using the simple future_
6. _Using the preterite/past tense_

Sequence of Lessons:

1	RETRIEVAL: Describing people and free-time activities
2	RETRIEVAL: Describing people and free-time activities
3	Festivals and celebrations
4	Festivals and celebrations: Modelling & awareness raising
5	Festivals and celebrations: Receptive processing
6	Festivals and celebrations: Structured production
7	Festivals and celebrations: Expansion. **CHECKPOINT 1**
8	Making suggestions and invitations: Structured production
9	Making suggestions and invitations: Expansion
10	Making suggestions and invitations: Automatisation / routinisation
11	Technology: Modelling and awareness raising
12	Technology: Receptive processing
13	Technology: Structured production
14	Technology: Modelling & awareness raising
15	Narrating events: Receptive processing
16	Narrating events: Modelling & processing
17	Narrating events: Structured production
18	Technology and narrating events: Expansion. **CHECKPOINT 2.**
19	Bringing it all together: Routinisation and automatization
20	Bringing it all together: Spontaneity

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab

Assessments: 2 (+ weekly, smaller '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. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Technology, free time
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)