

Scheme of Learning: "The world is your oyster"

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 third topic of Year 10 (The world is your oyster) builds on students' knowledge and understanding gained in Years 7-9, based on creating descriptions of the local area, discussing places to visit, making plans for the future and thinking ahead to higher education in Spanish and French. As well as regular retrieval, we introduce how to give more detailed opinions on places and future plans and how to discuss the pros and cons of higher education. We also look at the practical situation of discussing these with people and how to structure a conversation on these themes.

Our main communicative goal is to ensure students are able to discuss these topics 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 situations, describing the local area, expressing preferences of places to visit, discussing future plans in more detail, and the pros and cons of higher education in French and 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::

- What do you like to do in your town/area where you live?
- What would you like to do in the future?
- What is your opinion on going to university?
- How would you spend a gap year?
- Do you think is important to learn other languages?

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

1. Question formation (focus you verb forms)
2. Using the conditional tense
3. Using pre-infinitive phrases
4. Using the future tense
5. Using higher level opinion phrases

Sequence of Lessons:

17	Discussing the pros and cons of higher education: Structured production
18	Future plans and higher education: Expansion. CHECKPOINT 2.
19	Bringing it all together: Routinisation and automatization
20	Bringing it all together: Spontaneity

Sequence of Lessons:

1	Creating descriptions of the local area: Modelling & awareness raising
2	Creating descriptions of the local area: Receptive processing
3	Creating descriptions of the local area: Structured production
4	Discussing places to visit: Modelling & awareness raising
5	Discussing places to visit: Receptive processing
6	Discussing places to visit: Structured production
7	Descriptions of local area and places to visit: Expansion. CHECKPOINT 1
8	Making plans for the future: Structured production
9	Making plans for the future: Expansion
10	Making plans for the future: Automatisation / routinisation
11	Making plans for the future: Modelling and awareness raising
12	Making plans for the future: Receptive processing
13	Giving detailed descriptions and opinions: Structured production
14	Discussing the pros and cons of higher education: Modelling & awareness raising
15	Discussing the pros and cons of higher education: Receptive processing
16	Discussing the pros and cons of higher education: Modelling & processing

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab
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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: local area and visiting places, making future plans, the pros and cons of university
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)