

Scheme of Learning: My health

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 spans a variety of sub-topics with the overarching theme of leading a healthy lifestyle. Our main communicative goal is to ensure students are able to describe routine behaviour (eating and drinking habits, sporting/leisure activities) but also to give impersonal suggestions and advice for leading a healthy lifestyle. This means that a large focus of this topic is looking at the present 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 describing aches/pains and illnesses.

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 8. 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 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 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:

- What do you eat/drink? (What do you have for breakfast/lunch/dinner/snack?) Why?
- What do you like eating/drinking?
- What do you do to keep fit? (What do you do to relax? How often? Why?)
- What's wrong?
- What should you do to keep healthy?

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

1. To eat, to drink (I, you, we)
2. Spanish: I have breakfast/lunch/dinner
3. French: Partitive article
4. Expressions of frequency: sometimes/every day/rarely
5. Comparatives: more, less
6. Infinitive phrases to express the future: I have to, I'm going to, I have the intention of
7. Modal verbs: One must, one should, one can, I should, I must
8. It hurts me vs they hurt me
9. Spanish: soy vs estoy

Sequence of Lessons:

1	Eating and drinking habits: Modelling & awareness raising
2	Eating and drinking habits: Receptive processing
3	Eating and drinking habits: Structured production
4	Eating and drinking habits: Likes and dislikes: Expansion. CHECKPOINT 1.
5	Eating and drinking habits: Likes and dislikes: Routinisation
6	Keeping fit: Modelling and awareness raising.
7	Keeping fit: Receptive processing
8	Keeping fit: Structured production
9	Keeping fit: Expansion. CHECKPOINT 2.
10	What's wrong: Modelling & awareness raising
11	What's wrong: Receptive processing
12	What's wrong: Structured production
13	What's wrong: Expansion. CHECKPOINT 3.
14	Healthy advice: Modelling & awareness raising.
15	Healthy advice: Receptive processing
16	Healthy advice: Structured production
17	Healthy advice: Expansion. CHECKPOINT 4.

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