



Scheme of Learning	Term 2a (School and daily routine) Students will be revisiting familiar language, as well as extending their knowledge, structures and learning new language. By the end of the unit they will have knowledge and understanding of vocabulary, grammar and phonics. Students will have a deeper understanding of school and daily routine. Ability to understand grammar, lexis and phonics.
Learning outcomes	<ul style="list-style-type: none"> • How can I describe my school? • How can I express opinions about school subjects? • How can I talk about my daily routine?
Key Questions	<ul style="list-style-type: none"> • Describing your daily routine • Describing my school • Describing my school day using the time • Saying what I want to do
Knowledge	Key Concepts: Context: <ul style="list-style-type: none"> • School • Daily routine Grammar: <ul style="list-style-type: none"> • Reflexive verbs in present tense • Revision of ER verbs • Using the verb to want Key Skills: Understanding and using phonics in listening and speaking Key grammatical terminology related to reflexive verbs is written in exercise book.
Ongoing Assessment	Formative assessment: <ul style="list-style-type: none"> • Low stakes tests • Self-marked Do Now Activities • Use of mini whiteboards



	<ul style="list-style-type: none"> • Questioning (targeted) during lessons • Choral repetition
Key Assessment	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Creative writing in class • Grammar tests • Vocabulary tests • Listening test • Translation
Clear sequencing of content	<p>The Scheme of Learning shows how language knowledge and practice can be sequenced and re-visited to support progression in the early stages of language development. The vocabulary introduced is targeted at the highest frequency words and this is systematically revisited and build up over the following weeks/months. The Scheme of learning aims to avoid introducing too much language too fast. Introducing no more than one new main grammatical function every 2 weeks is likely to set sufficient amount of “desirable difficulty”. This considers the other content and practice requirements: vocabulary, phonics and the revision of prior knowledge.</p>
Links to Careers	<p>No direct link to careers but when expressing opinions on school subjects, students might mention careers they wish to pursue and why.</p>
Diversity and Inclusion	<p>Opportunity to talk about daily routine in African French speaking countries. Mention secularism in state French schools.</p>
Support	<p>Vocabulary and exercise books are students’ knowledge organisers.</p>
Challenge	<p>Language gym and BBC bitesize for further extension of the listening, reading and writing skills.</p>