



Scheme of Learning	Year 8 second language Term 2b (Weather and weekend activities)
Learning outcomes	<p>Pupils will be covering the basics and by the end of the unit have knowledge and understanding of vocabulary, grammar and phonics relating to the weather, basic weekend activities and where you live.</p> <p>Ability to understand grammar, vocabulary and phonics.</p>
Key Questions	<ul style="list-style-type: none"> • How can I describe the weather? • How can I talk about the season? • How can I describe my weekend activities? • How can I describe my town? • How can I say where I go?
<p>Knowledge</p> <p>What key concepts are covered?</p> <p>What key skills are developed?</p> <p>What key terminology is learned (i.e. glossary)?</p>	<p>Key Concepts:</p> <p>Context:</p> <ul style="list-style-type: none"> • Describing the weather • Describing weekend activities • Describe your town <p>Grammar:</p> <ul style="list-style-type: none"> • ER verbs in the present tense • The verb to go • To Say to/at/in <p>Key Skills: Understanding and using phonics in listening and speaking.</p> <p>Key grammatical terminology related to conjugation of regular verbs written in exercise books.</p>
Ongoing Assessment	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Low stakes tests • Self-marked Do Now Activities • Use of mini whiteboards • Questioning (targeted) during lessons



Key Assessment	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Regular vocabulary tests • Grammar test • Dictations • Creative writing in class • Translation both ways
Clear sequencing of content	Phonics are revisited using the same vocabulary when being introduced. Pupils consolidate their prior learning of ER verbs and are introduced to a third irregular essential verb. The latter will enable them to form the immediate future in their second year of French.
Links to Careers	Not applicable in this unit.
Diversity and Inclusion	Inclusion and representation are integrated into the Scheme of Work (sow) and lesson resources, breaking cultural barriers by familiarising students with cultural, geographical, political, historical and vocational aspects of areas in which the target is spoken.
Intervention support	Vocabulary and exercise books are their knowledge organisers. Language gym to consolidate knowledge covered in class.
Challenge	Language gym activities to challenge their listening, reading and writing skills.