



Scheme of Learning	<p>Term 2b (Physical description and parts of the body)</p> <p>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 clothes, physical description and parts of the body.</p> <p>Ability to understand grammar, lexis and phonics.</p>
Learning outcomes	<ul style="list-style-type: none"> • How can I describe myself and other people? • How can I say where it hurts? • How can I describe what I wear?
Key Questions	<ul style="list-style-type: none"> • Describing people physically • Describing people personality • Saying what clothes I am wearing using colours • Saying where it hurts
<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"> • Clothes • Parts of the body • Description <p>Grammar:</p> <ul style="list-style-type: none"> • Adjective agreements with more exceptions • Using Avoir mal <p>Key Skills: Understanding and using phonics in listening and speaking</p>



	Key grammatical terminology about adjective agreements and their exceptions written in exercise books.
Ongoing Assessment	<ul style="list-style-type: none"> • Low stakes tests • Self-marked Do Now Activities • Use of mini whiteboards • Questioning (targeted) during lessons • Choral repetition
Key Assessment	<ul style="list-style-type: none"> • Creative writing in class marked out of 20 • 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.</p> <p>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	Not applicable in this unit.
Diversity and Inclusion	<ul style="list-style-type: none"> • Use pictures of people of different cultures when learning how to describe people physically. • Description of different personalities and do not use stereotypes when describing clothes.
Support	Use language gym to consolidate grammar and lexis covered in class. Exercise and vocabulary books are used as knowledge organisers.



Challenge

Use language gym and BBC bitesize for extension work for the listening, reading and writing skills.