



Scheme of Learning Spanish	Year 9 First and Second Language Term 2B (Holidays)
Learning outcomes	<p>This is the fourth unit of learning for Year 9 French, so students will be revisiting familiar language such as the simple future, 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.</p> <p>Ability to understand grammar, lexis and phonics. Students will be able to talk about future holiday and weather.</p>
Key Questions	<ul style="list-style-type: none"> <li>• How can I describe myself in the future tense?</li> <li>• How do I describe activities in the future?</li> <li>• How can I describe weather forecast?</li> </ul>
Knowledge	<p><b>Key Concepts:</b></p> <p>Context:</p> <ul style="list-style-type: none"> <li>• Getting by at the hotel</li> <li>• Booking a hotel room</li> <li>• Describing future weekend</li> <li>• Describing weather in the future</li> <li>• Talking about visit to theme parc</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Simple future (regular, irregular and reflexive verbs)</li> <li>• Negative sentences in the future</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>• Revising basic phonics and slowly introducing more challenging phonics.</li> </ul>
Ongoing Assessment	<ul style="list-style-type: none"> <li>• Choral repetition</li> <li>• Self-marked Do Now Activities</li> <li>• Use of mini whiteboards</li> <li>• Questioning (targeted) during lessons</li> <li>• Quizlet links/activities (to be marked by students and stuck in books)</li> </ul>



<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• Grammar tests</li> <li>• Vocabulary tests</li> <li>• Dictation tests</li> <li>• Translation tests</li> <li>• End of unit creative writing in class</li> </ul>
<b>Clear sequencing of content</b>	<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 unit will build on the simple future introduced in previous unit to apply it to the topic of holiday.</p>
<b>Links to Careers</b>	<p>Opportunity to revisit future careers and plans using the simple future instead of the immediate future.</p>
<b>Diversity and Inclusion</b>	<p>Inclusion and representation are integrated in the Schemes of Work (SOW) and lesson resources breaking cultural barriers by familiarising students with cultural, geographical, political, historical and vocational aspect of areas in which the target language is spoken.</p>
<b>Support</b>	<p>List of phonics at the back of vocabulary book and grammatical handout.</p>
<b>Challenge</b>	<p>Language gym activities to extend the listening, reading and writing skills. Opportunities to complete Foundation GCSE papers.</p>