



<p><b>Scheme of Learning</b></p>	<p><b>Year 8 Term 3b(Food and hobbies/housework)</b></p>
<p><b>Learning outcomes</b></p>	<p>Pupils will be covering the basics and by the end of the unit have knowledge of vocabulary, grammar and phonics relating to food/drinks and meals and hobbies/housework</p>
<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>• How can I talk about meals?</li> <li>• How can I express opinions on food and drinks?</li> <li>• How can I talk about my hobbies?</li> <li>• How can I talk about how I help at home?</li> </ul>
<p><b>Knowledge</b>                  What key concepts are covered?                  What key skills are developed?                  What key terminology is learned (i.e. glossary)?</p>	<p><b>Key Concepts:</b></p> <p>Context:</p> <ul style="list-style-type: none"> <li>• Talking about meals</li> <li>• Saying what you eat and drink</li> <li>• Talking about hobbies</li> <li>• Talking about housework</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Partitive articles</li> <li>• Negative sentences</li> <li>• The verb prendre</li> <li>• The verb faire</li> </ul> <p>Key Skills: Understanding and using phonics in listening and speaking                  Key terminology related to partitive articles, negative sentences, verbs prendre and faire in eat book.</p>
<p><b>Ongoing Assessment i.e. formative</b></p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>• Low stakes tests</li> <li>• Self-marked Do Now Activities</li> <li>• Use of mini whiteboards</li> <li>• Questioning (targeted) during lessons</li> </ul>



<b>Key Assessment</b>	Summative assessment: <ul style="list-style-type: none"> <li>• Creative writing completed in class</li> <li>• Regular vocabulary tests</li> <li>• Grammar tests</li> <li>• Dictations</li> </ul>
<b>Clear sequencing of content</b>	Introduce how to make a negative sentence so revision of the role of verbs in a sentence. Introduction of 2 new irregular verbs (prendre and faire). Students will have been taught how to use these verbs with the first singular pronoun but will be taught the full paradigm.
<b>Links to Careers</b>	Not applicable.
<b>Diversity and Inclusion</b>	Inclusion and representation are integrated in the Scheme of Work and lesson resources, breaking cultural barriers by familiarising students with cultural, geographical, political and historical aspects in French speaking countries. Opportunities to discuss the topic of food specialities.
<b>Intervention support</b>	Vocabulary and exercise books are their knowledge organisers. Use of language gym to consolidate lexis and grammar covered in class.
<b>Challenge</b>	Language gym for extension activities for the listening, reading and writing skills.