

Unit Overview: Y11 – Holidays FRENCH AND SPANISH								
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	12
<b>Key Focus for Unit:</b> <i>What is the key knowledge being delivered?</i> <i>What is the intent of this unit?</i>								
<ol style="list-style-type: none"> <li>1. Revision of KS3 content (opinions / reasons).</li> <li>2. Talking about countries and nationalities.</li> <li>3. Describing and giving opinions about holidays.</li> <li>4. Talking about past holidays.</li> <li>5. Talking about ideal holidays.</li> <li>6. Comparing my country with other countries.</li> </ol>								
<b>Key Knowledge and Big Ideas:</b> <i>What <b>Powerful Knowledge</b> and <b>Big Ideas</b> are explored in this Unit?</i> <i>How have these progressed from previous learning? What <b>gaps in knowledge</b> have you identified from <b>baselining</b> and how are they being closed?</i>								
<b>Big Idea and Powerful Knowledge:</b> <ol style="list-style-type: none"> <li>1. The Big Idea for Spring 2 is Holidays and the key focus is on describing different countries and nationalities using a range of prepositions.</li> <li>2. Holidays is a familiar topic revisited from Summer 2 of Y10</li> <li>3. Language and grammar points from this topic are also revisited, including giving opinions and justifications, using 1<sup>st</sup> and 3<sup>rd</sup> person to describe your favourite holiday destination and using examples of the Present, Past and Future tenses.</li> <li>4. Understanding of how to use three tenses in a variety of pronouns is built upon through consistent practice.</li> <li>5. Common misconceptions identified from KS3, such as adjectival agreement, word order and using irregular verbs, are addressed through consistent practice, hinge questions and low-stakes retrieval practice quizzing.</li> <li>6. Students revisit employing connectives, sequencers and time markers to extend their sentences.</li> <li>7. Pupils develop their knowledge of advanced and idiomatic language.</li> </ol>								
<b>Unit Assessment:</b> <i>How will this unit be assessed?</i> <i>What is the frequency of assessments – baselines etc?</i>								
<ol style="list-style-type: none"> <li>1. Formative assessment through: <ul style="list-style-type: none"> <li>- Retrieval practice quizzing (Do Now)</li> <li>- Questioning in lessons</li> <li>- MS Forms quizzes</li> <li>- Marking in books (extended writing tasks)</li> </ul> </li> <li>2. Summative (End of unit) assessment at the end of the half term <ul style="list-style-type: none"> <li>- <b>Reading exam paper</b> which assesses students on the topic of <b>School and school life</b> (subjects, rules, uniform, school activities) but also topics visited in Y9/Y10.</li> <li>- <b>20 Mark writing question</b> (80-90 words) on the topic of <b>School</b> (discussing school subjects, describing school rules, giving opinions on school uniform, talking about school activities).</li> </ul> </li> </ol>								
<b>Assessment Criteria:</b> <ul style="list-style-type: none"> <li>• Recall at least 10 countries</li> <li>• Recall at least 10 adjectives</li> </ul>								

- Use a range of modal verbs to discuss countries and nationalities
- Give justified opinions with reasons
- Use connectives consistently to link sentences
- Identify and use examples of present tense in a range of pronouns
- Identify and use examples of the past tense in a range of pronouns
- Identify and use examples of the near future tense in a range of pronouns
- Use examples of fancy phrases and idiomatic language

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<ul style="list-style-type: none"> <li>- Complete a piece of writing in the style of the exam (90 or 150 words) on favourite / disastrous holidays.</li> <li>- Foundation students should use the present and conditional mood. Higher students should use 4 tenses. How to translate into English and into TL</li> <li>- How to read and listen for gist</li> <li>- How to use cognates and context</li> <li>- How to describe a photo</li> <li>- How to form and answer questions</li> </ul>	<p>je me baigne/ nado  je me promène/voy de paseo  je me repose/y descanso  je bronze/tomo el sol  aller en France/ir a Francia  aller à l'étranger/ir al extranjero  aller à la plage/ir a la playa  faire du shopping/ir de compras  voyager en avion/viajar en avión  faire des sports nautiques/hacer deportes acuáticos  tester une nouvelle cuisine/probar comida de otros países</p> <p><b>TIER 2 :</b>  Quisiera / Je voudrais Lo pasé  fenomenal / Je me suis amusé Si  tengo tiempo / Si j'ai le temps  Si pudiera / Si je pouvais Si tuvier  mucho dinero / Si j'étais riche  Me hubiera gustado / J'aurais aimé</p>	<ol style="list-style-type: none"> <li>1. Revision of Holidays vocabulary learnt in Y10 Summer 2.</li> <li>2. Revision of key opinion phrases</li> <li>3. Revision of key opinion phrases</li> <li>4. Revision of adjectives</li> <li>5. Revision of using 1<sup>st</sup> and 3<sup>rd</sup> person</li> <li>6. Using three tenses</li> </ol>
<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next unit?</u>	
<ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Public speaking</li> <li>- Literacy skills</li> <li>- Translation</li> <li>- Cultural capital</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be prepared to continue to practise giving justified opinions and using accurate adjective agreement.</li> <li>2. Students will be able to use their knowledge of destinations, reasons and opinions to talk about their holidays.</li> <li>3. Students will also be able to use their knowledge of 1<sup>st</sup>/3<sup>rd</sup> person verbs to describe their favourite / disastrous holidays</li> <li>4. Their growing understanding of 3 tenses in this unit will prepare them to continue with this in the next.</li> </ol>	