

Broomfield School: KS3 EAL Language Development Programme

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
<p>English 1.1</p> <p>Focus:</p> <p>1. Survival phrases for the new learner of EAL, meeting immediate needs</p> <p>2. Giving and responding to greetings and introductions.</p> <p>3. Describing myself and my family</p> <p>4. Describing one's home, where it is and contents of its rooms.</p> <p>5. School and classroom subject objects.</p> <p>6. School timetable and telling the time.</p> <p>7. Write about their own living room – short sentences – Describing colours.</p> <p>Assessed outcome:</p> <p>1. Expression of immediate needs.</p> <p>2. Brief description of oneself, family, school,</p>	<p>Adjectives</p> <p>Focus</p> <p>The 3 forms of Comparative adjectives</p> <p>Assessed</p> <p>The use of short adjective + er; more and the most for long adjectives</p> <p>Y ending short adjectives changing Y to i + er</p> <p>Building Transitive sentences</p> <p>Focus</p> <p>1 2 3 4 5 6 transitive sentence elements</p> <p>Assessed</p> <p>The order of transitive statements</p> <p>English 2.1</p> <p>Focus:</p> <p>Description of a town /country, population and location; description of services and amenities in a town; asking about and stating where a place is; using map service of a city</p>	<p>English 3.1</p> <p>Focus:</p> <p>1. Identifying parts of the body</p> <p>2. Expressing physical feelings/senses</p> <p>3. Expressing moods or feelings</p> <p>4. Expressing opinions (adjectives of opinion)</p> <p>Assessed outcome:</p> <p>1. Knowing and naming body parts</p> <p>2. Ability of express mood, feelings and opinion</p> <p>PE</p> <p>Focus:</p> <p>To identify and name major muscle groups.</p> <p>To understand and describe the effect of exercise on the body.</p>	<p>English 4.1</p> <p>Focus:</p> <p>1. Introduction of different genres in books and films.</p> <p>2. Expressing likes/dislikes and preferences.</p> <p>3. Expressing agreement and disagreement</p> <p>Assessed outcome:</p> <p>1. Ability to discuss and classify different books into genres: comedy, horror, autobiography, history, science fiction, documentary...etc</p> <p>2. Ability to express likes/dislikes and agreement or disagreement.</p> <p>Drama</p> <p>Focus:</p> <p>1. Exploring the different movement skills used in Drama.</p> <p>2. Recognising the different speaking skills used in Drama.</p>	<p>English 5.1</p> <p>Focus:</p> <p>1. Understanding and explaining the functions of adjectives.</p> <p>2. Categorising adjectives into: character, age, colour, height, size, feelings etc.</p> <p>3. Identifying emotive words in a text and understanding the emotions/feelings they describe.</p> <p>4. Using adjectives to write a descriptive paragraph.</p> <p>Assessed outcome</p> <p>1. Pupils to identify adjectives in a text and classify them into different categories and functions.</p> <p>2. Students to write descriptive paragraphs independently</p>	<p>6.1 Geography</p> <p>Focus:</p> <p>Understanding and using atlas and its conventions.</p> <p>Using 4 and 6 figure grid references to locate information on an OS map.</p> <p>Assessed Outcomes:</p> <p>1. Map reading skills</p> <p>2. Compass symbols on the map.</p> <p>3. Vocab + adjectives of comparison</p> <p>Maths</p> <p>Focus:</p> <p>1. Different ways of expressing the 4 mathematical operations (2)</p> <p>2. Plotting/ordering whole and negative numbers on number</p>

<p>daily routines and telling tim</p> <p>3. Brief written description of home/own room including colours.</p> <p>Tenses</p> <p>Focus: Be able to use key : Verb to be; present simple; present simple negatives; present simple questions Plural forms, s, es, ies affixes</p> <p>Assessed outcomes: 1. Correct use of subject verb agreement; correct present simple verb conjugations 2. Correct sentence structure for both present simple negatives and questions</p> <p>Pas simple</p> <p>Focus: Past simple verb conjugations Past simple negatives Past simple questions</p>	<p>– underground, A-Z.. etc; asking for and giving simple directions.</p> <p>Assessed outcome: 1. Descriptions of places in terms of their location, size and services. 2. Description of a town in terms of character and activities. 3. Knowledge of adjectives of size, opinion, age and character and their order.</p> <p>English 2.2</p> <p>Passive Voice</p> <p>Focus Present continuous and past continuous passive voice Present simple and past past simple passive Passive with auxiliary verbs, has/have/had, mixed verbs</p> <p>Assessed The use of is/are/am + participle main verb;</p>	<p>Assessed outcome: 1. Demonstrating knowledge of different muscle groups, both voluntary and involuntary ones. 2. being able to categorise, sort and describe the long term and short term effects of exercise on the body. 3. Instructional language of PE lessons.</p> <p>Science</p> <p>Focus: 1.To know the difference between solids, liquids and gases, and be able to describe the particle arrangement in them. 2. Understand the functions of the 4 main organ systems. To name and recognise the main organs of the body and know where they are found.</p> <p>Assessed Outcomes: 1. Knowledge of the main elements of the matter and their vocab. 2. The ability to be able to name and describe the</p>	<p>Assessed outcome: Understanding and application of key Drama vocabulary and concepts.</p> <p>English 4.2</p> <p>1. Basic English Sentence structures and using present and past tenses correctly. 2. Joining up pieces of text by using suitable connectives</p> <p>Assessed outcome: The ability to structure simple English sentences correctly using the present and past tenses.</p>	<p>following a model paragraph.</p> <p>English 5.2</p> <p>Focus: Media 1.Using key media terms 2. Sounds and Images 3. Plotting the story and predicting the outcome</p> <p>Assessed outcome: 1. Ability to identify a film's <i>setting</i>, main <i>characters</i> and <i>genre</i> 2. Writing a timeline of a story using a writing frame.</p> <p>English 2.3</p> <p>Focus: Recounting</p> <p>1) Setting the scene: orienting the reader. 2) Recounting events as they happened. 3) Using a closing statement telling what happened in the end.</p>	<p>a line (including co-ordinates) (2) 3.Fraction expressions (1)</p> <p>Assessed outcome: 1.Solving mathematical word problems numerical operations 2. To be able apply the number line concept in real life areas, .i.e. storing food, comparing weather/temperature s. 3.Different ways of expressing fractions and percentages.</p> <p>English 6.2</p> <p>Focus: 1. Counting numbers, understanding place value & number line. 2. Asking about numbers: how many/much; what's the number? etc. 3. Names of basic mathematical symbols.</p> <p>Assessed outcome:</p>
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<p>4 irregular group verb conjugations</p> <p>Assessed outcome: 1. Correct past simple verb conjugations including irregular verbs U using “did + present verb in the past simple negatives and questions 2. Using the correct sentence structures for both negatives and quesitons 3. irregular group verb conjugations</p> <p>English 1.2 Non Fiction –Autobiography. Write down 5 things about yourself; you can use basic sentences; discussing the function of the words: ‘What’ ‘How” and ‘Where’ – writing about origin, age, likes and dislikes...etc</p>	<p>The use of is/are/am/was/were +being + participle main verb for the continuous passive; The use of auxiliary verb + be +participle verb The use of “ have/has/had been” participle main verb</p> <p>2.3 Ed and Ing adjectives Focus Ed adjectives express feeling vs Ing adjectives describe people or things</p> <p>2.4 Complex sentence structures: Focus -Subordinate first; -Main clause first; -appositive -Ing complex sentence starter -Ed complex sentence</p>	<p>main organ functions of the body.</p> <p>English 3.2</p> <p>Focus: Instruction</p> <p>goal – statement of what is to be achieved A list of ingredients, materials or equipment Sequenced steps to achieve the goal Diagrams and illustrations to clarify instructions Imperative verbs Chronological order Numbers, alphabet or bullet points to signal order Generalised humans rather than named individuals</p>		<p>Assessed outcomes</p> <p>Use of the past tense, chronological order using connectives and the use of ‘I & we’. Also, the use of when? Who? What? and why?</p>	<p>Knowledge of counting numbers in English, place value, number line and the 4 main mathematical symbols.</p>
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