



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 Spanish

Number of weeks (between 6&8)	Content of the unit Module 3 - Mis vacaciones		Assumed prior learning (tested at the beginning of the unit)
HT 3 6 weeks (coverage) + 1 week assessment (revision / test / feedback)	<b>Content:</b> <ol style="list-style-type: none"> <li>1. Saying where you went on holiday and who with</li> <li>2. Means of transport</li> <li>3. Leisure activities</li> <li>4. Expressing opinions in the past tense and more time expressions</li> <li>5. Practising present and past tense</li> <li>6. Consolidation - content revision</li> </ol>	<b>Skills:</b> <ol style="list-style-type: none"> <li>1. Past tense (1<sup>st</sup> person) FUI/FUE with opinions.</li> <li>2. Use of prepositions with transport and time expression (3)</li> <li>3. Using the preterite of -AR verbs (regular)</li> <li>4. Time expressions (for how long)</li> <li>5. Extended written/speaking presentation</li> </ol>	From Yr 7 <ol style="list-style-type: none"> <li>1. Countries</li> <li>2. Mean of transport</li> </ol> From Module 1/2 <ol style="list-style-type: none"> <li>1. Leisure activities</li> <li>2. Places in town</li> </ol>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)	
Vocabulary learning tests If score less than 15/20, pupils to attend Catch-Up session <ol style="list-style-type: none"> <li>1. Based on Mira 2 p58 - Section: adonde fuiste? - Lesson 4</li> <li>2. Based on Mira 2 p58 - Section: buen viaje - Lesson 7</li> <li>3. Based on Mira 2 p58 - Section: que hiciste? - Lesson 10</li> <li>4. Based on Mira 2 p59 - Section: que hiciste - Lesson13</li> <li>5. Based on Mira 2 p59 - Section: mis vacaciones - Lesson 16</li> <li>6. Summary vocabulary test - most problematic words Lesson 19</li> </ol>	Written homeworks (see schedule for more detail) <ol style="list-style-type: none"> <li>1. Homework 1 - what skill? What resource? What lesson?</li> <li>2. Homework 1 - what skill? What resource? What lesson?</li> <li>3. Homework 1 - what skill? What resource? What lesson?</li> <li>4. Homework 1 - what skill? What resource? What lesson?</li> <li>5. Grammar revision - Key points from Module - Mira 2 Workbook p</li> </ol>	PIXL plotting - subject competences See below  Test Based on Module 3 NC sub-levelled test Standardised for all AT skills - tests content and skills listed	



<b>KS3 MFL - AT1 Listening</b>		Band 2	Band 3	Band 4	Band 5
I can understand a few familiar spoken words and phrases with the help of repetition, mime or pictures					
I can understand a range of familiar spoken phrases and respond using words or actions					
I can identify the main points and simple opinions in a short spoken passage, but some things need to be repeated					
I can understand the main points and some of the detail from longer spoken passages, but some things may need to be repeated					
I can identify opinions and reasons					
I can work out the gist of a passage					
I can understand spoken passages referring to past, present and future events on several topics					
I can note some complex opinions					
I can note most complex opinions					
I can understand longer passages and recognise different peoples' points of view					

  

<b>KS3 MFL - AT2 Reading</b>		Band 2	Band 3	Band 4	Band 5
I can understand a range of familiar written phrases					
I can read aloud familiar words and phrases					
I can look up words in a glossary					
I can identify the main points and simple opinions in a short written text					
I am starting to use a dictionary to look up words					
I can understand the main points and some of the detail from a longer written text					
I can identify opinions and reasons					
I am beginning to work out the gist of written texts					
I can confidently use a dictionary to find new words					
I can understand main points in a text referring to present and past or future events on several topics					
I can note some complex opinions					
I can note a range of complex opinions					

  

<b>KS3 MFL - AT3 Speaking</b>		Band 2	Band 3	Band 4	Band 5
I can repeat a few simple words					
I can say/repeat a few words and simple phrases					
I have to repeat in order to achieve the correct pronunciation					
I can answer simple questions and give basic information using some full sentences					
I can use some familiar classroom language					
I can take part in a short conversation of 2/3 exchanges with prompts, from memory					
I can give simple opinions					
I can change single words in phrases to make new ones					
I can use a range of classroom language					
I can take part in a short conversation of 3/4 exchanges					
I can give opinions and reasons					
I am starting to use simple connectives					
I can ask for information					
I can take part in a conversation using present and past or future events					
I am starting to use complex opinions					

  

<b>KS3 MFL - AT4 Writing</b>		Band 2	Band 3	Band 4	Band 5
I can write one or two short sentences with support					
I am starting to spell simple words correctly from memory					
I can look up words in a glossary					
I can write 2/3 short sentences from memory and meaning is recognisable					
I can give simple opinions					
I can write 3/4 sentences on a familiar topic adapting language I have already learned					
I can give reasons and opinions					
I can use simple connectives					
I can use a dictionary more confidently to look up words and gender/plurals					
I can write a longer text					
I can refer to present and past or future events					
I am starting to use complex opinions					
I can write a longer text and refer to past/present/future events					



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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework) Strand 1 – Vocabulary Strand 2 – Language skills	Closure
1	Mi ciudad Talking about places in town. Can I say what there is to see and do in Barcelona using “Hay”?	All: can use hay in question and answer.  Most: can use hay and no hay in extended descriptions with connectives (también hay ...)  Some: as above and combine with a basic opinion me gusta Barcelona porque hay ...	Mind map- facts, places pupils know/heard about BCN	PPT based on Mira 2 pp96-97  Mira 2 Active teach	Introduction of places of interest in BCN and use of HAY/VOY. Contractions: a+el=al / a+ la=a la	Strand 1: Vocabulary learning	Pupils demonstration and PF
2	Mi ciudad Can I give and justify an opinion about Stratford as a tourist destination?	All: can compare Barcelona to Stratford using prefiero ... es más XXX que and menos que  Most: can give a justification with comparison porque hay ...  Some: can combine with opinion me gusta Barcelona porque es más xxx que Stratford y hay más ...	Match Spanish and English: thing to do in BCN (from Blue box)  <a href="http://www.youtube.com/watch?v=cH8Yrel2xJ8">http://www.youtube.com/watch?v=cH8Yrel2xJ8</a>	PPT based on Mira 2 pp96-97  Mira 2 Active Teach  <a href="http://w3.bcn.cat/turisme/0_4022,495525130_869899231_3,00.html">http://w3.bcn.cat/turisme/0_4022,495525130_869899231_3,00.html</a> Printable map of Barcelona attractions	Revision of Likes and dislikes followed by Infinitives. Comparatives	Strand 1: Vocabulary learning 6.1 based on Mira 2, p112 – Section: en la ciudad	Fruit Machine ( Names picker) pupils choose a number/colour and answer the question.
3	¿Adonde fuiste? Can I say where I went on holiday and what it was like?	All: can I identify and select country name and use with fui a ?  Most: can I give an opinion of how it was fue ..?  Some: can swap between fui and fue	Word search: los paises	PPT based on Mira 2 pp 42-43  CD 2 tracks 2–5	Introduction of past tenses of IR: FUI A / FUE, names of countries and adjectives to describe opinions.	Strand 2: Mira 2 Cuaderno, p 52	Exit password.



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 Spanish

4	¿Con quien fuiste? Talking about past holidays Can I say who did I go on holidays with?	All: can I say who did I go with?  Most: Can you use prepositions A and CON?  Some: can explain when to use A and CON	Match up: adjectives seen last lesson.	PPT based on Mira 2, pp 42-43.	Reinforcement of pronunciation: FUI vs FUE Use of prepositions: A, CON	Strand 1: Vocabulary learning	Colours/numbers Questions.
5	Buen viaje Talking about means of transport using the correct preposition with FUI + transport?	All: can identify means of transport using cognates skills and 1st person preterite tense FUI  Most: can use and recognise a variety of transport and 3 <sup>rd</sup> person Pret Tense FUE and use distinguish prepositions.  Some: can understand the use of 3 prepositions to use with IR.	Card sort: Match sentences with pictures using cognate skills. Slide on display	PPT based on Mira 2, p44-45  CD 2 tracks 6	Preterite tense: SER and IR and preposition EN+ transport.	Strand 1: Vocabulary Learning Based on Mira 2, p – 58 Section – adonde fuiste?	Peer assessment about writing
6	Buen viaje Talking about last holidays including a variety of persons in the past tense of SER/IR	All: can use a variety of topics to describe my past holidays  Most: Can use a variety of topics and past tenses (I and He/she) to describe someone else's holidays  Some: same as above and use the THEY form	Wordsearch: transport	PPT based on Mira 2, p44-45  CD 2 track 7	Introduction of preterite tense of SER and IR.	Strand 2: Mira 2 Cuaderno, p23 – Buen viaje	SF: WWW/EBI Shared feedback
7	¿Qué hiciste? Talking about what you did on holiday using 1 <sup>st</sup> person.  Can I say what I did?	All: can recognise and form the first person of ar verbs in the preterite tense with help Most: can form the preterite of common ar verbs w/o help (new verbs) Some: can recognise and form common variants of the first person ar preterite (jugué / saqué)	Match up the words seen in previous lesson.	PPT based on Mira 2, p46-47  CD 2 track 8	Introduction of full paradigm of regular preterit tenses.	Strand 1: Vocabulary learning	Memory game



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8	<p>¿Qué hiciste? Talking about what you did on holiday using a variety of regular and irregular preterite tenses of –AR</p> <p>Can I say what other people did on holiday?</p>	<p>All: can recognise and form the 1st-3rd person singular of regular ar preterite verbs Most: as above but for full paradigm Some: can recognise different endings and start to formulate why they might be different (trailling introduction of –er and –ir preterites in the next module).</p>	Break the code	<p>PPT based on Mira 2, p46-47 CD 2 track 9, 10</p>	Presentation of irregular stem preterits	<p>Strand 1: Vocabulary Learning Based on Mira 2, p 58 – Section: buen viaje &amp; que hiciste?</p>	<p>Mini test: I can:</p> <ul style="list-style-type: none"> <li>• Say where I went on holiday</li> <li>• Say what it was like</li> <li>• Say what I did on holiday.</li> </ul> <p>G use the preterite of SER and IR G Use the preterite of regular –AR verbs</p>
9	<p>¿Qué hiciste? Practising understanding of present and past tenses</p> <p>Can I identify present and past tenses in a longer written passage?</p>	<p>All: can identify the introduction of a long text (present tenses) Most: will be able to put a text in a logical order. Some: will be able to argue the logical order.</p>	<p>Match up parts of the Past tenses. Display first 3 letters of the past tense and ask pupils to match the ending.</p> <p>VIS      ITE</p>	PPT based on Mira 2, p46-47	Class revision and finding meaning of new words in text.	<p>Strand 2: Mira 2 Cuaderno, p 24 – Que hiciste?</p>	Questioning about strategies used to sort out the text.
10	<p>¿Qué hiciste? Using a template to produce a piece of writing including a variety of present and past tenses</p> <p>Can I write about my holidays?</p>	<p>All: will be able to adapt a written template. Most: will be able to use template from last lesson to adapt it. Some: will be able to add extra information extending their writing.</p>	Display questions and answers. Pupils to match them up.	PPT based on Mira 2, p46-47	Introduction of writing example (ex 4, p47)	<p>Strand 1: Vocabulary learning</p>	<p>Mini test: I can:</p> <ul style="list-style-type: none"> <li>• Say where I went</li> <li>• Say what it was like</li> <li>• Say what I did</li> <li>• Use preterite of ser and ir</li> <li>• Use the preterite of regular AR verbs.</li> </ul>



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11	<p>¿Qué tal lo pasaste? Giving more details about past holidays and</p> <p>Can I say if I had a good time and for how long?</p>	<p>All: will be able to give 2 basic opinions Most will add for how long. Some: will be able to identify vocab seen in past weeks (countries, when).</p>	<p>Work out meaning of today's KW Sentences and pictures on display</p>	<p>PPT based on Mira 2, p48-49 CD 2 tracks 12-14</p>	<p>Introduction of past opinions and time phrases</p>	<p>Strand 1: Vocabulary Learning Based on Mira 2, p 59 – Section: MIs vacaciones and palabras utiles</p>	<p>Rewrite a word snake as questions and answers</p>
12	<p>¿Qué tal lo pasaste? Making a dialogue about holidays in the past.</p> <p>Can I talk about my last holiday?</p>	<p>All: will be able to answer basic questions using FUI/FUE Most will be able to use a variety of past tenses in short sentences. Some: will be able to develop some answers using connectives and negatives.</p>	<p>Use prompts to produce a sentences about past holidays: Grecia, last summer, 2 weeks, fantastic.</p>	<p>PPT based on Mira 2, p48-49</p>	<p>Write a dialogue about a holiday in the past using a template.</p>	<p>Strand 2: Mira 2 Cuaderno, p 25 – Que tal lo pasate?</p>	<p>Random questions to sum the lesson (student pick a number, question is highlighted and student complete the sentence about his learning)</p>
13	<p>Un viaje estupendo</p> <p>Understanding texts about people's usual holidays/their holidays last year.</p> <p>Can I use 2 tenses to compare last years' holidays and my normal holiday?</p>	<p>All: will be able to identify known present tenses. Most: will be able to identify known present and past tenses. Some: will be able to work out new present and past tenses.</p>	<p>Text fill in gaps</p>	<p>PPT based on Mira 2, p 50-51</p>	<p>Understanding listening/reading texts with 2 tenses.</p>	<p>Strand 1: Vocabulary learning</p>	<p>Exit password</p>
14	<p>Un viaje estupendo</p> <p>Understanding texts about people's usual holidays/their holidays last year.</p> <p>Can I get details from a written text?</p>	<p>All: will be able to identify cognates. Most: will be able to answer ask and answer questions following an example. Some will be able to produce their own answers.</p>	<p>Identify past and preterite in a text.</p>	<p>PPT based on Mira 2, p 50-51</p>	<p>Using long text to help preparing an oral presentation.</p>	<p>Strand 1: Vocabulary Learning Based on class main mistakes from previous tests</p>	<p>Speaking: random pairs to do dialogues in front of the class.</p>



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15	<p>Un viaje estupendo</p> <p>Understanding texts about people's usual holidays/their holidays last year.</p> <p>Can I get details from a listening passage?</p>	<p>All to identify random cognates.</p> <p>Most to differentiate between present and preterite.</p> <p>Some to get extra details.</p>	<p>OXO game with vocabulary from previous lesson.</p>	<p>PPT based on Mira 2, p 50-51</p>	<p>Reading practice in pairs.</p>	<p>Strand 1: Vocabulary learning</p>	<p>Questioning: numbers/colours questioning PPT.</p>
16	<p>Un viaje estupendo</p> <p>Performing a speaking role play including a variety of tenses.</p> <p>Can I perform a Speaking Role-play?</p>	<p>All will be able to give short answers and single words.</p> <p>Most will be able to use longer answers</p> <p>Some will develop their answers further with extra details.</p>	<p>Writing: coloured sentences to translate in English for comprehension check.</p>	<p>PPT based on Mira 2, p 50-51</p>	<p>Presentation of success criteria for the role-play and examples.</p>	<p>Strand 2: Mira 2 Cuaderno, p 26 – un viaje estupendo</p>	<p>Speaking: random pairs to do dialogues in front of the class.</p>
17-18	<p>Revision and end of module assessment</p>					<p>Test revision Reading / writing using PiXL model What do they need to know for Module test?</p>	