



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 Spanish

Number of weeks (between 6&8)	Content of the unit Module 4 - La comida		Assumed prior learning (tested at the beginning of the unit)
HT 4 6 weeks (coverage) + 1 week assessment (revision / test / feedback)	<b>Content:</b> 1. ¿que desayunas?: Talking about mealtimes 2. En el Mercado: Shopping for food 3. En el restaurant: Eating at a restaurant 4. Una cena especial: Talking about a past meal 5. ¿que te gusta comer?: Talking about likes and dislikes	<b>Skills:</b> 1. Frequency words. Meal time verbs 2. Numeracy: High numbers, weight, currency 3. Difference between TU and USTED 4. Preterite of -ER, -IR verbs 5. Past, present and future tenses together	From Yr 7 1. Food at school 2. Numbers from 1-31  From Module 1 / 2 / 3 1. Regular present tenses 2. Preterite of -AR verbs 3. Near future tenses 4. Likes/dislikes 5. Opinions (present and past)
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 1. Based on Mira 2 p76 - Section: las comidas - Lesson 4 2. Based on Mira 2 p76 - Section: los numeros and en el Mercado - Lesson 7 3. Based on Mira 2 77 - Section: en el restaurante - Lesson 10 4. Based on Mira 2 p77 - Section: una cena especial - Lesson 13 5. 1Based on Mira 2 p77 - Section: ¿Que te gusta comer? - Lesson 16 6. Summary vocabulary test - most problematic words Lesson 19	Written homeworks (see schedule for more detail)  1. Homework 1 - Meal time verbs (I) - Cuaderno A, p32 - Lesson 2 2. Homework 2 - high numbers /weight - Cuaderno A, p 33 - lesson 5 3. Homework 3 - Ordering food - KS3 Workbook, p28 - Lesson 8 4. Homework 4 - preterite (I, He/she) - Cuaderno A, p35 - lesson 11 5. Homework 5 - likes and dislikes - KS3 Workbook, p27 - Lesson 14 6. Grammar revision - Key points from Module 4 - Workbook p64	PIXL plotting - subject competences See below  Test Based on Module 4 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	¿Que desaynas? Key question: Do you the vocabulary for food items?	All: Identify food items Most: Understand food items and times. Some: Recognise frequency expressions.	Starter 1 Reviewing time expressions	PPT based on ¿Que desaynas? Mira 2 Module 4 Unit 1 Active teach For Listening and reading activities	Listening and talking: Page 60 & 61 Escuchar 1,3,4, Hablar 2	Strand 1 - Vocabulary	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
2	¿Que desaynas? Key question: Can I use a variety of present tenses to talk about meals?	All: can identify 9 food words using cognates and put them into a simple sentence. Most: can include connectives, negatives and likes and dislikes. Some: can give reasons why.	Starter 2 Using reading strategies to work out new language	PPT based on ¿Que desaynas? Mira 2 Module 4 Unit 1 Active teach For Listening and reading activities	Reading: Page 61 Leer 3	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
3	¿Que desaynas? Key question: Can I say at what time I have different meals and how often?	All: can use o'clock time and use 2 time expressions (normalmente, nunca) Most: can use and understand time based on quarters and use a variety of frequency words Some: can a variety of time expressions.	Starter 3 Peer marking of set homework	PPT based on ¿Que desaynas? Mira 2 Module 4 Unit 1 Active teach For Listening and reading activities	Writing: Page 61 Escribir 6	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
4	En el mercado Key question: can you understand key transactional phrases in a market?	All: understand new phrases Most: listen and note down new phrases Some: use knowledge to work out meaning of some new phrases	Starter 1 Reviewing the numbers (10, 20, etc.).	PPT based on En el mercado Mira 2 Module 4 Unit 2 Active teach For Listening and reading activities	Listening and talking: Page 62 & 63 Escuchar 1,3,4,& 6 Hablar 2 5	Strand 2 - Language skills- Cuaderno de deberes	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
5	En el mercado Key question: Can I understand and use quantities and high numbers?	All: will be able to recognise high numbers with patterns Most: will be able to identify numbers that don't follow patterns Some: will be able to manipulate high numbers.	Starter 2 Introducing higher numbers (100, 200, etc.);	PPT based on En el mercado Mira 2 Module 4 Unit 2 Active teach For Listening and reading activities	Reading: Pupils will read Page Leer - Reading and translation activities	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
6	En el mercado Key question: Can I Make up dialogues in a food shop, selling and buying food?	All: can prepare a role play giving short answers Most: can extend their answers further using connectives and negatives with prompts. Some: can memorise and perform a role-play without prompts.	Starter 3 Peer marking of set homework	PPT based on En el mercado Mira 2 Module 4 Unit 2 Active teach For Listening and reading activities	Writing and speaking  Escribir: Create a price list for a supermarket Hablar 2 & 6	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson



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7	En el restaurant Key question: Can I understand the difference between TU and USTED?	All: will be able to understand tu and usted Most: will be able to swap tu and usted in a role play at the restaurant. Some: as above and will be able to create a role play extending their answers further	Starter 1 Revising food vocabulary	PPT based on En el restaurant Mira 2 Module 4 Unit 3 Active teach For Listening and reading activities	Listening and talking: Page 64 & 65 Escuchar : 1,3,4,& 7 Hablar 2 & 5	Strand 1 - Vocabulary on places	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
8	En el restaurant Key question: Can I order food at a restaurant?	All: will be able to understand and order food at the restaurant. Most: and ... can use different courses (primer / Segundo plato) Some:and ... can use sentences from previous unit (Algo mas?) and say Tengo hambre/sed	Starter 2 Revising vocabulary for restaurant food	PPT based on En el restaurant Mira 2 Module 4 Unit 3 Active teach For Listening and reading activities	Reading: Leer: Reading and translation activities	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
9	En el restaurant Key question: Can you create a present a role-play in a restaurant	All: create and present using support and prompts Most: present with key words as prompt Some: present from memory	Starter 3 Peer marking of set homework	PPT based on En el restaurant Mira 2 Module 4 Unit 3 Active teach For Listening and reading activities	Writing: Page 65 Escribir 6	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
10	Una cena especial Key question: Can I talk about a past meal?	All: use a variety of past tenses in the first person to say what they ate. Most: can use a variety of past tenses and understand a longer written passage. They understand patterns and talk about someone else. Some: can explain past tenses patterns and develop their speaking and writing answers further connectives	Starter 1 Revising the preterite	PPT based on Una cena especial restaurant Mira 2 Module 4 Unit 4 Active teach For Listening and reading activities	Listening and talking: Page 66 & 67 Escuchar 1 & 4 Hablar 5	Strand 2 - Language skills- Cuaderno de deberes	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
11	Una cena especial Key question: Can I talk about a past event?	All: use a variety of past tenses in the first person to say what they ate. Most: can use a variety of past tenses and understand a longer written passage. They understand patterns and talk about someone else. Some: can explain past tenses patterns and develop their speaking and writing answers further connectives	Starter 2 Practising recognising verbs in the preterite tense	PPT based on Una cena especial Mira 2 Module 4 Unit 4 Active teach For Listening and reading activities	Reading: Page 66 & 67 Leer 2 & 3	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson



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12	Una cena especial Key question: Can you describe a recent special meal or event?	All: adapt the model text Most: add 3 new ideas Some: write creatively	Starter 3 Peer marking of set homework	PPT based on Una cena especial Mira 2 Module 4 Unit 4 Active teach For Listening and reading activities	Writing: Page 67 Escribir 6	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
13	¿Que te gusta comer ? Key question: Can I use a variety of likes and dislikes?	All: Will be able to identify and use Me gusta and no me gusta. Most: same and use frequency words. Some: same as Most and will be able to extend vocabulary, using a dictionary.	Starter 1 Matching activity to revise the vocabulary for more food	PPT based on ¿Que te gusta comer ?Mira 2 Module 4 Unit 5 Active teach For Listening and reading activities	Listening and talking: Page 68 & 69 Escuchar 1 & 3 Hablar 2	Strand 1 - Vocabulary on places	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
14	¿Que te gusta comer ? Key question: Can I identify and use past, present and future together?	All: will identify present tenses Most: will identify and use present and past tenses. <b>Some: will identify and use 3 tenses</b>	Starter 2 Practising using the present, preterite and near future tenses appropriately	PPT based on ¿Que te gusta comer ?Mira 2 Module 4 Unit 5 Active teach For Listening and reading activities	Reading: Page 69 Leer 4 & 5	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
15	¿Que te gusta comer ? Key question: Can you write a text using the verb "gustar"	All: apply 1 <sup>st</sup> pers. sing. form of the verb gustar Most: apply 1 <sup>st</sup> & 3 <sup>rd</sup> pers. sing. form of the verb gustar Some: apply as above and include 1 <sup>st</sup> pers. plural form of the verb gustar	Starter 3 Peer marking of set homework	PPT based on ¿Que te gusta comer ?Mira 2 Module 4 Unit 5 Active teach For Listening and reading activities	Writing: Page 69 Escribir 6	Strand 1: Vocabulary learning	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
16	Revision	Revision	Revision	Revision	Revision	Revision	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
17-18	Guided production of language using GCSE writing skills and strategies	Pupils work through 5 questions		PPT on T drive Suggested sequence Identify language in model answer - HoD to provide Memorise key parts via gap-fill. Running dictations / comprehension exercise Guided adaptation	As each question completed, provide written feedback and improvement targets	Strand 2 Set at least 2 of the questions as draft or edit style tasks	Individual /peer AFL activities or WCRS relating to KQ - guide teaching of next lesson
19	Assessment	Write-up in exam conditions					
20	Assessment feedback	Feedback and improvement targets			Check individual targets auctioned during lesson		