



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 Spanish

Number of weeks (between 6&8)	Content of the unit Module 5 - De moda & Module 6 La ciudad		Assumed prior learning (tested at the beginning of the unit)
HT 5/6 10 weeks (coverage) + 2 week assessment (revision / test / feedback)	<b>Content:</b> <ol style="list-style-type: none"> <li>1. Talking about clothes</li> <li>2. Talking about school uniform</li> <li>3. Choosing an item of clothing</li> <li>4. Talking about a trip to Argentina</li> <li>5. Describing a past fancy dress ball.</li> <li>6. Talking about what to see and do in Barcelona</li> <li>7. Learning about Spanish culture</li> <li>8. Asking and giving directions</li> </ol>	<b>Skills:</b> <ol style="list-style-type: none"> <li>1. Adjective agreements (colours)</li> <li>2. Adjective agreements</li> <li>3. Superlative adjectives</li> <li>4. Near future (clothes), use of complex sentences: cuando...</li> <li>5. Present, past and future tenses together</li> <li>6. Using se puede</li> </ol>	<b>From Yr 7</b> <ol style="list-style-type: none"> <li>1. Colour</li> <li>2. Present tenses (regular)</li> <li>3. Basic likes and dislikes</li> </ol> <b>From Module 1-4</b> <ol style="list-style-type: none"> <li>1. Present tenses (irregular)</li> <li>2. Past tenses</li> <li>3. Near future</li> <li>4. Comparisons</li> <li>5. Adjective agreements</li> <li>6. Complex likes and dislikes</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 p94 - Section: La ropa y los colores - Lesson 4</li> <li>2. Based on Mira 2 p94 - Section: el uniforme escolar - Lesson 7</li> <li>3. Based on Mira 2 p94-95 - Section: que prefieres? - Lesson 10</li> <li>4. Based on Mira 2 p95 - Section: cuando estoy de vacaciones - Lesson 13</li> <li>5. 1Based on Mira 2 p95 - Section: un baile de disfraces - 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 - adjective agreements- Cuaderno A, p 42 - lesson 2 (optional for a higher group: KS3 Workbook, p 30)</li> <li>2. Homework 2 - Adjective agreements - Cuadrno A, p 43 - lesson 5</li> <li>3. Homework 3 - superlatives - Cuaderno A, p 44 - lesson 8</li> <li>4. Homework 4 - near future - Cuaderno A, p45 - lesson 11</li> <li>5. Homework 5 - 3 tenses - Cuaderno A, p 46 - lesson 13</li> <li>6. Grammar revision - Key points from Module - Mira 2 Workbook p 29, 62</li> </ol>		PIXL plotting - subject competences See below  Test Based on Module 5 NC sub-levelled test Standardised for all AT skills - tests content and skills listed



KS3 MFL - AT1 Listening	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				

KS3 MFL - AT2 Reading	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				

KS3 MFL - AT3 Speaking	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				

KS3 MFL - AT4 Writing	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	La ropa.  Revising masc/fem and sing/plr agreements. Using Frequency word.  Can I say how often I wear some clothes?	All - Can learn words for at least 6 clothes items Most- Can learn and spell correctly and include some frequency words. Some - Can use a dictionary to find up to 6 new clothes and include frequency words.	Dictionary treasure hunt.	Powerpoints based on Mira 2 pp 78-79  Mira 2 Active Teach  CD 3, track 2-5 Cuaderno A, p 42 R&A Pack, Gramatica p21	Introduction of vocabulary and repetition. Revision of UN, UNA, UNOS, UNAS. Revision of frequency words.	Strand 1 - Vocabulary	Pupils example and class feedback
2	La ropa  Revising adjective agreements including colours.  Can I make the colours agree?	All- Can understand agreements and position of adjectives in Spanish. Most - Can use adjectives with the right agreement. Some - can explain the adjective rules in Spanish.	Fill the gaps with un, una, unos, unas  Work out the right ending.	Powerpoints based on Mira 2 pp 78-79  Mira 2 Active Teach  CD 3, track 2-5 Cuaderno A, p 42 R&A Pack, Gramatica p21	Revision of adjective agreements.	Strand 2 - Language skills- Cuaderno A, p42	Spot the mistakes
3	El uniforme escolar  Revising adjectives to describe clothes and intro of this/these.  Can I describe my uniform?	All- can use este/esta correctly and put the adjective in the correct position. Most - can understand the difference between sing/plural and make the adjective agree. Some - can create an extended piece of writing.	Crack the code (clothes items and frequency words)	Powerpoints based on Mira 2 pp 80-81  Mira 2 Active Teach  CD 3, track 6-7 Cuaderno A, p 43	Introduction of demonstrative adjectives. ESTE, ESTA, ESTOS, ESTAS Practice on p. 129, ex 3  Revision of adjectives to describe clothes.	Strand 1 - Vocabulary	Match up the opposites. Barato-caro Anticuadao - guay Feo-bonito Incomodo - comodo
4	El uniforme escolar  Using adjectives to describe clothes.  Can I understand positives and negatives opinions about school uniform?	All- Can understand a positive and negative description. Most- can correct mistakes and make changes. Some- Can use o dictionary.	Crack the code (clothes items and frequency words)	Powerpoints based on Mira 2 pp 80-81  Mira 2 Active Teach  CD 3, track 6-7 Cuaderno A, p 43	Reading activities: dictionary treasure hunt and comprehension questions about text on page 81, ex 4	Strand 2 - Language skills- Cuaderno A, p43	Names picker: plenary: questioning by numbers and colours



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5	<p>El uniforme escolar</p> <p>Introducing comparatives in Spanish.</p> <p>Can I compare clothes items?</p>	<p>All- Can understand positive and negative description in longer written passages.</p> <p>Most - can understand basic comparisons in Spanish: más...que, menos...que</p> <p>Some - Can correct mistakes from a longer written passage.-</p>	<p>Display sentences comparing clothes.</p> <p>Pupils to work in pairs and translate them</p>	<p>Powerpoints based on Mira 2 pp 80-81</p> <p>Mira 2 Active Teach</p> <p>CD 3, track 6-7</p> <p>Cuaderno A, p 43</p>	<p>Introduction of comparisons</p> <p>Writing: recap clothes vocab, colours, adjectives and comparisons to produce a piece of extended writing.</p>	<p>Strand 1 - Vocabulary</p>	<p>Pupils translations on board.</p>
6	<p>¿Qué prefieres?</p> <p>Introducing superlatives</p> <p>Can I choose an item of clothing?</p>	<p>All- use demonstrative adjectives accurately.</p> <p>Most - understand how the superlative is formed.</p> <p>Some - can summarise how the superlative is formed</p>	<p>Match up sentences</p>	<p>Powerpoints based on Mira 2 pp 82-83</p> <p>Mira 2 Active Teach</p> <p>CD 3, track 8-11</p> <p>Cuaderno A, p 44</p> <p>R&amp;A Pack, Gramatica p 22</p>	<p>Introduction of superlatives.</p> <p>Reading task based on ex 1 and 2, p 82.</p>	<p>Strand 2 - Language skills- Workbook A page 43, ex 1</p>	<p>Exit password</p>
7	<p>¿Qué prefieres?</p> <p>Practising superlatives agreements and formation.</p> <p>Can I use superlative adjectives?</p>	<p>All- understand how the superlative is formed.</p> <p>Most -c an also use a variety of superlatives with the correct agreement.</p> <p>Some - Can mix comparatives and superlatives.</p>	<p>Unjumble sentences with superlatives.</p> <p>2 columns:</p> <p>Este vestido rojo es... <i>más el practico</i></p>	<p>Powerpoints based on Mira 2 pp 82-83</p> <p>Mira 2 Active Teach</p> <p>CD 3, track 8-11</p> <p>R&amp;A Pack, Gramatica p 22</p>	<p>Use a catalogue to produce short sentences including superlatives.</p> <p>Use these sentences in a speaking exercise.</p>	<p>Strand 1 - Vocabulary</p>	<p>Spot the mistakes</p>
8	<p>¿Qué prefieres?</p> <p>Practising superlatives agreements and formation.</p> <p>Can I understand positive and negative superlatives?</p>	<p>All- can say which item of clothing is the most expensive, cheapest,...</p> <p>Most - Can compare superlatives in Spanish and English.</p> <p>Some - Can explain positive and negative superlatives.</p>	<p>Match up sentences.</p> <p>Ext: translate them</p>	<p>Powerpoints based on Mira 2 pp 82-83</p> <p>Mira 2 Active Teach</p> <p>CD 3, track 8-11</p> <p>Cuaderno A, p 44</p> <p>R&amp;A Pack, Gramatica p 22</p>	<p>Understanding superlatives from a listening passage.</p>	<p>Strand 2 - Language skills- Cuaderno A, p44, ex 2</p> <p>Research about Argentina:</p>	<p>Names picker: plenary: questioning by numbers and colours</p>
9	<p>Vamos a visitar Argentina.</p> <p>Talking about a trip to Argentina.</p> <p>Can I work out the meaning of words in a extended piece of writing?</p>	<p>All- Can identify KW in a longer written passage.</p> <p>Most - Can work out the meaning of new words by context.</p> <p>Some - Can understand 2 tenses in the same text.</p>	<p>In pairs, pupils to produce a mind map about facts they know about Argentina (location, history, geography, sports, ...)</p>	<p>Powerpoint based on Mira 2, pp 84-85</p> <p>Mira 2 Active Teach</p> <p>CD 3, tracks 12-13</p>	<p>Extending a text by using future tenses.</p> <p>Revision of near future formation.</p>	<p>Strand 1 - Vocabulary</p>	<p>Exit password</p>



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10	<p>Vamos a visitar Argentina.</p> <p>Understanding present and near future tenses.</p> <p>Can I identify present and future tenses?</p>	<p>All- can identify cognates in reading and listening activity.</p> <p>Most - Can work out the meaning of new words by context.</p> <p>Some - Can understand extra details.</p>	<p>In pairs, pupils to discuss the difference between "llevo" and "voy a llevar"</p>	<p>Powerpoint based on Mira 2, pp 84-85</p> <p>Mira 2 Active Teach CD 3, tracks 12-13</p> <p>Gramatica p 23 (ser/estar)</p>	<p>Understand a conversation about clothes including present and future tenses.</p> <p>Ask and answer question about clothes including 2 tenses.</p>	<p>Strand 2 - Language skills- Cuaderno A, p 45</p>	<p>Spot the mistakes</p>
11	<p>Vamos a visitar Argentina.</p> <p>Using 2 tenses.</p> <p>Can I produce a written passage including 2 tenses?</p>	<p>All- Can produce short simple sentences using prompts.</p> <p>Most - Can include a variety of connectives in their writing.</p> <p>Some - Can extend their writing using their imagination and own ideas.</p>	<p>Match up. English prompts with Spanish sentences.</p> <p>Play football - usually = llevo una camiseta, unos pantalones cortos y unas zapatillas deportivas.</p> <p>Go to the beach - tomorrow =</p>	<p>Powerpoint based on Mira 2, pp 84-85</p> <p>Mira 2 Active Teach CD 3, tracks 12-13</p> <p>R&amp;A Pack, writing Skills p. 23</p>	<p>Write a presentation about what they usually wear and in special situations.</p>	<p>Strand 1 - Vocabulary</p>	<p>Pupils example of writing.</p> <p>PF</p> <p>Verbal Feedback</p>
12	<p>Un baile de disfraces.</p> <p>Identifying three tenses patterns.</p> <p>Can I say what I wore to a fancy dress ball?</p>	<p>All- Can identify the three tenses patterns in a written passage.</p> <p>Most - Can understand three tenses patterns.</p> <p>Some - Can explain and make up three tenses using patterns.</p>	<p>Tenses option: write a text and highlight the options in bold. pupils to underline the correct one.</p> <p>El fin de semana pasado <b>jugué/juego</b>....</p>	<p>Powerpoint based on Mira 2, pp 86-87</p> <p>Mira 2 Active Teach CD 3, tracks 14</p> <p>Cuaderno A, p 45</p>	<p>Identify tense patterns and discuss how they are formed.</p>	<p>Strand 2 - Language skills- Cuaderno A, p 46, ex 1</p>	<p>Names picker: plenary: questioning by numbers and colours</p>
13	<p>Un baile de disfraces.</p> <p>Identifying three tenses patterns.</p> <p>Can I include the third person in my fancy dress description?</p>	<p>All- Can refer to 3 tenses in the first person.</p> <p>Most - Can refer to 3 tenses in the first and third person.</p> <p>Some - Can understand 3 tenses paradigm.</p>	<p>Match up sentences.</p>	<p>Powerpoint based on Mira 2, pp 86-87</p> <p>Mira 2 Active Teach CD 3, tracks 15</p> <p>Cuaderno A, p 45</p>	<p>Translation of short sentences including three tenses.</p> <p>Understand a variety of tenses in a listening task.</p>	<p>Strand 1 - Vocabulary</p>	<p>Spot the mistakes</p>



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14	Un baile de disfraces Using 3 tenses together.  Can I prepare a presentation including 3 tenses?	All- Can use regular tenses in the first person. Most - Can also include someone else. Some - can also use irregular tenses.	Treasure hunt: Dictionary skills.  Bruja Vampire Vaquero Policia	Powerpoint based on Mira 2, pp 86-87  Mira 2 Active Teach  Cuaderno A, p 45	Choosing the correct form of tense from the 2 options given.  Write a presentation about clothes using 3 tenses.	Strand 2 - Language skills- Cuaderno A, p 45, ex 2	Pupils demonstration. AFL: PF and corrections
15	Preparate.  Can I revise vocabulary and grammar in this module?	All- To identify/use Basic KW. Most - to identify most of KW and grammatical structures. Some - Can get extra details, new words.	Wordsearch Clothes	Mira 2 Active Teach, p 89.	Revising KW and grammatical structures in a listening, reading and writing task.	Strand 1 - Vocabulary	
16	Assessment	n/a				Strand 2 - Language skills- Cuaderno A, p 45, ex 2	Mini whiteboard - error correction on most common mistakes of module
17	Assessment feedback	Feedback and improvement targets			Check individual targets auctioned during lesson		
18	La ciudad Key question: Can you say what there is to see and do in Barcelona?	All: apply voy a + places in Barcelona Most: add the verb "ver" Some: talk about someone else	<i>Starter 1</i> Revising a with the definite article	PPT based on La ciudad Mira 2 Module 6 Unit 1 Active teach For Listening and reading activities	Listening and talking: Page 96 b& 97 Escuchar 1, 2 & 4 Hablar	Strand 1 - Vocabulary	Pupils' demonstration. AFL: PF and corrections
19	La ciudad Key question: Can you give your opinions of a place?	All: apply me gusta Most: apply me gusta and no me gusta Some: justify opinions	<i>Starter 2</i> Revising language for expressing opinion	PPT based on De compras en Barcelona Mira 2 Module 6 Unit 1 Active teach For Listening and reading activities	Reading& writing Page 97 Leer 5 Escribir 6	Strand 1 - Vocabulary	Mini whiteboard - Spelling bee
20	De compras en Barcelona Key question: Can you talk about different types of shops?	All: recognise the vocabulary for all the shops Most: spell correctly Some: use a dictionary to look up more shops	<i>Starter 1:</i> Using reading strategies to work out new vocabulary	PPT based on De compras en Barcelona Mira 2 Module 6 Unit 2 Active teach For Listening and reading activities	Listening and talking: Page 98 & 99 Escuchar 1,2,& 5 Hablar 3	Strand 2 - Language skills- Cuaderno A, p 47,	Spot the mistakes
21	De compras en Barcelona Key question: Can you use <b>se puede(n)</b> to say what can be bought there	All: apply the verb se puede + comprar of verbs(singular) Most: : apply the verb se puede + infinitive of verbs(plural ) Some: apply se puede + other verbs	<i>Starter 2:</i> Practising using <b>se puede/se pueden</b>	PPT based on De compras en Barcelona Mira 2 Module 6 Unit 2 Active teach For Listening and reading activities	Reading & writing Page 99 Leer 4 Escribir 6	Strand 1 - Vocabulary	Names picker: plenary: questioning by numbers and colours



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22	¿Dónde está? Key question: Can you ask for and give directions?	All: understand key phrases for asking and giving directions Most: listen and identify directions in an audio clip Some: note other forms of directions not given	<i>Starter 1:</i> Revising places in Barcelona	PPT based on Donde esta Mira 2 Module 6 Unit 3 Active teach For Listening and reading activities	Listening and talking: Page 100 & 101 Escuchar 1,2,3,& 6 Hablar 4	Strand 1 - Vocabulary	Exit password
23	¿Dónde está? Key question: Can you use <b>estar</b> to describe where something is?	All: understand the structure of the verb estar Most: know when to use the verbs ser and estar Some: explain the difference between the two verbs	<i>Starter 2:</i> Practising using <b>ser/estar</b> as appropriate	PPT based on Donde esta Mira 2 Module 6 Unit 3 Active teach For Listening and reading activities	Writing Page 101 Escribir 5	Strand 1 - Vocabulary	Pupils translations on board.
24	Soy turista en Barcelona Key question: Can you describe a holiday in Barcelona?	All: listen and understand basic information about a holiday Most: listen and note down information and opinions Some: listen and note down different tenses	<i>Starter 1:</i> Reviewing the preterite, present and near future tenses	PPT based on Soy turista en Barcelona Mira 2 Module 6 Unit 4 Active teach For Listening and reading activities	Listening and talking: Page 102 & 103 Escuchar 1 & 4 Hablar 3 & 6	Strand 2 - Language skills- Cuaderno A, p 48,	Pupils example and class feedback
25	Soy turista en Barcelona Key question: Can you combine the past, present and future tenses?	All: apply at least 2 tenses in their work Most: apply all 3 tenses in their work Some: include some complex linking words	<i>Starter 2:</i> Revising time expressions	PPT based on Soy turista en Barcelona Mira 2 Module 6 Unit 4 Active teach For Listening and reading activities	Reading and writing Page 102 & 103 Leer 5 Escribir 2	Strand 1 - Vocabulary	Pupils demonstration. AfL: PF and corrections
26	Preparate.  Can I revise vocabulary and grammar in this module?	All- To identify/use Basic KW. Most - to identify most of KW and grammatical structures. Some - Can get extra details, new words.	Revision activities	Mira 2 Active Teach page 107	Revising KW and grammatical structures in a listening, reading and writing task.	Strand 1 - Vocabulary	What do I need to well in my assessment?
27	Assessment						
28	Assessment feedback	Feedback and improvement targets			Check individual targets auctioned during lesson		