



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 7 Spanish

Number of weeks (between 6&8)	Content of the unit Module 3 - Au college & Module 4 (Unit 1)		Assumed prior learning (tested at the beginning of the unit)
HT 5/6 6 weeks (coverage) + 6 weeks 1 week assessment (revision / test / feedback)	Content: <ol style="list-style-type: none"> 1. Talking about school subjects and opinions 2. Asking and telling the time 3. Talking about your timetable and teachers 4. Talking about your day at school 5. Saying what you wear at school 	Skills: <ol style="list-style-type: none"> 1. Introduction to learning device - CORNETTO 2. es + adjective 3. es la/ son las... + time 4. hacer (singular forms) 5. possessives: mi/ mis, tu/su 6. Conjugation -ar verbs 	From Module 1 /2 <ol style="list-style-type: none"> 1. adjectival agreement 2. possessives
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"> 1. Lesson 3 2. Lesson 5 3. Lesson 7 4. Lesson 10 5. Lesson 12 6. Summary vocabulary test - most problematic words Lesson 14 	Written homeworks (see schedule for more detail) <ol style="list-style-type: none"> 1. Grammar revision - Key points from Module - Lesson 13 		PIXL plotting - subject competences See below Test Based on Module 3 & 4 NC sub-levelled test Standardised and testing content and skills listed



KS3 AT1 Listening	Band 1	Band 2	Band 3	Band 4
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				

KS3 AT2 Reading	Band 2	Band 3	Band 4
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			

KS3 AT3 Speaking	Band 2	Band 3	Band 4
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			

KS3 AT4 Writing	Band 2	Band 3	Band 4
I can sometimes copy a few simple words but there are some mistakes			
I can write or copy simple words or symbols correctly			
I can write one or two short sentences with support			
I am starting to spell simple words correctly from memory			
I can write 2/3 short sentences from memory and meaning is recognisable			
I can give simple opinions			
I am starting to look up words in a dictionary			
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 write a longer text			



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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	Do you know the vocabulary for school subjects?	All - learn words for at least 6 school subjects Most - learn and spell correctly Some - use a dictionary to find up to 5 new subjects	Identify the pictures	PowerPoint and metro electro presentation of the vocabulary for school subjects	Writing: Copy and write the correct meanings for the school subjects	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
2	Can you say which school subjects you like/don't like?	All - use me gusta/ no me gusta Most - plus odio/prefiero Some - plus mi asignatura favorita es...	Jumbled up words for school subjects	Present opinions Me gusta No me gusta Odio Prefiero	Listening and responding: Ecouer 2a Ecouer 3a Speaking activity in pairs Me gusta _____ y tu?	Strand 2 - Language skills- Workbook	Individual or WCRS relating to KQ – guide teaching of next lesson
3	Can you write about your school subjects?	All - use tengo + school subjects Most - add me gusta/ no me gusta Some - add favourite subjects	Name the symbols for opinions	Present and explain model sentences Connectives Review vocabulary for school subjects	Writing: Ecrire 4a Ecrire 5a Write a short text about your school subjects Peer marking and feedback	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
4	Can you tell the time in Spanish?	All - say exact hours Most - plus $\frac{1}{2}$ past/ quarter past/to some - plus minutes past and to	Write out the numbers in words (30 - 60)	Using a clock face or metro electro present the structure for telling the time <i>il est</i> + time <i>Les cours commencent à</i> Thinking questions for pupils	Listening and responding: Listen and note down the time you hear Identify the times on the clock faces/digital clocks Speaking in pairs - draw and say the time	Strand 2 - Language skills- Workbook	Individual or WCRS relating to KQ – guide teaching of next lesson
5	Can you listen and respond to an audio lesson times?	All - listen and choose the correct clockface Most - listen and note down the correct times Some - any extra details	Sequencing times, fastest finger first	Presentation key language structures The lesson starts at.../ ends at.../ lasts...	Listening and responding Identify times (hours and minutes) from simple statements using a 12-hour clock Ecouer 3a Ecouer 4a	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
6	Can you read and respond to an a text lesson times?	All - read and identify exact times Most - read and identify half past/to Some -read and identify any extra details	Clock dictation	Presentation key language structures The lesson starts at.../ ends at.../ lasts...	Reading and responding: Understand short statements about times and pick out times from a short text	Strand 2 - Language skills- Workbook	Individual or WCRS relating to KQ – guide teaching of next lesson
7	Can you talk about your timetable?	All - say which lessons you have for 1 day using tengo Most - on a + add the times Some -use tenemos + add the times	Unjumble the letters to form the correct day of the week. Can you translate them?	PowerPoint /Metro electro presentation of the verbs <i>tener/empezar/terminar</i>	Speaking: in pairs Ask and give information about your lessons What do you have on Mondays... ?	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson



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8	Can you understand information about someone else's timetable?	All- read and match 1 text to the correct day Most - read and match 3 texts to the correct day Some - read and match all the texts to the correct day	Identify the pictures for these school subjects	Presentation of a model timetable Pupil thinking and differentiated questioning by teacher	Reading and responding Read and Understand descriptions about subjects taught to identify days on timetable	Strand 2 - Language skills- Workbook	Individual or WCRS relating to KQ – guide teaching of next lesson
9	Can you write about a school day? Half Term	All- draw and label your timetable Most - plus write basic sentences to describe the timetable Some - plus add at least 5 connectives	Que hora es ? game	Presentation of the key words for school subjects Connectives opinions	Writing: Draw your time table and describe a school day	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
10	Can you describe a school day?	All- understand the meanings of the key verbs Most - adapt the key verbs in the 1st pers. Some - apply the key verbs in the 1st and 3rd pers.	Thinking question: What are verbs?	PowerPoint/metro electro presentation of : possessives: -ar verbs singular forms	Listening and responding: Match pictures with captions about school activities at school in pairs- listen 1a Speaking: in pairs Understand sentences describing activities at school - speak 1c	Strand 2 - Language skills- Workbook page -29	Individual or WCRS relating to KQ – guide teaching of next lesson
11	Can you read and respond to detailed text describing a school day?	All- read and understand the basic details Most - read and understand more complex details Some - Read and understand the context of the whole text	Sound spelling links - <i>ill</i>	Read the model text Pupils look up unfamiliar words using the vocabulary section or a dictionary	Reading and responding: Read the model text Respond to questions a-i	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
12	Can you write some phrases/up to 3 paragraphs about your school day?	All- write 3 short sentences Most - add 2 connectives Some - add opinions	Squashed-up sentences	PowerPoint Presentation What makes a good piece of writing	Writing: Copy sentences about a school day placing them in a logical order Adapt the model text to write a similar text about a school day	Strand 2 - Language skills- Workbook	Individual or WCRS relating to KQ – guide teaching of next lesson
13	Can you say what you wear to school?	All - learn and apply the words for at least 6 items of school uniform Most - apply and spell correctly Some - plus, use a dictionary to find up to 5 new school items	Put the verb "porter" in the right order and match to the correct English meanings	PowerPoint Presentation for the vocabulary for items of clothing /colours/adjectives	Speaking: In pairs ask and answer	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
14	Can you listen and identify the school uniform being described?	All- listen and choose the correct items of uniform Most - listen and note down the correct items and colours Some - any extra details - adjectives	Say the correct word game - revising items of clothing	presentations	Listening and responding: Listen and respond to the audio on other young people describing their school uniforms -	Strand 2 - Language skills- Workbook	Individual or WCRS relating to KQ – guide teaching of next lesson



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15	Can you write a description of your school uniform?	All- write 3 short sentences Most - add 2 connectives Some - add opinions	With your partner, find up to 5 previously learnt connectives	PowerPoint Presentation for the position of adjectives and adjectival agreement Review possessive pronouns	Writing: Adapt the model sentences /text to describe your school uniform	Strand 2 - Language skills- Workbook	Individual or WCRS relating to KQ – guide teaching of next lesson
16	Revision	All Pupils to participate in the revision activities	What do we need to do to achieve well in assessments	Presentation of the marking criteria for the 4 skills	Reading and responding:	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
17	End of Module Assessment - Listening and Speaking Skills	Assessment	Assessment	Assessment	Assessment	Strand 2 - Language skills- Revision	Individual or WCRS relating to KQ – guide teaching of next lesson
18	End of Module Assessment - Listening and Speaking Skills	Assessment	Assessment	Assessment	Assessment	N/A	Individual or WCRS relating to KQ – guide teaching of next lesson
19	Can you say which sports you do?	All- All - say at least 10 sports Most - Most - Add basic opinions Some - Some - use me gusta ____ pero prefiero _____	Word game with cognates for sports	PowerPoint Presentation for the sports Metro electro Basic opinions I prefer	Speaking: In pairs What sport is it? What sport do you prefer?	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
20	Can you listen and note down what sports other people do and like ?	All- Listen and choose the correct picture Most - Listen and write the correct words Some - Listen and add opinions	Jumbled up words for sports	presentations	Listening and Responding:	Strand 2 - Language skills- Workbook	Individual or WCRS relating to KQ – guide teaching of next lesson
21	Can you read and respond to texts about sports?	All- Read and identify the key words for sports Most - identify their opinions Some - identify any extra details	Squashed sentences	Read 1of the texts on page 57 as a model Pupils look up unfamiliar words using the vocabulary section or a dictionary	Reading and Responding;	Strand 2 - Language skills- Workbook	Individual or WCRS relating to KQ – guide teaching of next lesson



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22	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 or WCRS relating to KQ - guide teaching of next lesson
23	Assessment	Write-up in exam conditions					
24	Assessment feedback	Feedback and improvement targets			Check individual targets auctioned during lesson		