



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 11 Spanish GCSE

AQA GCSE context: **Health** / Relationships & Choices / Free time & the media / Holidays / Home and Local Area / Environment / School, college & future plans / Current & future jobs

Number of weeks (between 6&8)	Content of the unit : see AQA context - 8 of 9		Assumed prior learning (tested at the beginning of the unit)
<p>HT3/4 5 weeks (coverage) 4 weeks topic coverage / 1 week module assessment, Exampro reading and listening questions. Learning targets</p> <p>OR for C/D borderliners ONLY - replacement writing assessment</p> <p>Probable task What is your view on the environment? Where do you live? What environmental problems are there in your area? What have you done to help the environment? How environmentally-friendly are you at home? What could you do? What will you do in the future?</p>	<p>Content:</p> <p>Environmental problems The 3 Rs - reduce, re-use, re-cycle Local solutions and global problems Citizenship and volunteering Homelessness and other social problems</p>	<p>Skills:</p> <p>Se debe + infinitive Para + infinitive Revision of Simple future tense (a1 and b1 only) / use with si + conditionality HIGHER reading - identification of tense variation in extended texts (a1 and b1 only)</p>	<p>KS3 Present tense form of 3Rs expressions (reciclo; reutilizo etc.</p> <p>Yr 10 Use of deber with school rules and regulations</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)	
<p>Vocabulary learning tests If score less than 15/20, pupils to attend Catch-Up session 1 - Based on Mira Verde - Section Cambios medioambientales p 170 - Lesson 2 2 - Based on Mira Verde - Section - Piensa globalmente p 170 - Lesson 4 3 - Based on Mira Verde - Section - Voluntarios p171 - Lesson 6 4 - Based on Mira Verde - Section - Sin techo, sin derecho p171 Lesson 8 5 - Summary vocabulary test - most problematic words Lesson 10</p>	<p>Written homeworks (see schedule for more detail)</p> <p>1 - Revision Guide p63 - The environment - copy vocab and worked example - Lesson 3 2 - Exampro Foundation or Higher topic questions (Reading) - 30 min time limit - Lesson 5 3 - As above but downloaded listening - Lesson 7</p>	<p>PIXL plotting - subject competences - main foci GCSE Reading / Listening See below</p> <p>Selection of Exampro Reading and Listening Foundation and Higher questions on the topic. See T/MFL/GCSE / Exampro / Spanish Yr 11</p> <p>Min 3 to be done as extended starters</p>	



GCSE MFL Listening	Band 3/F	Band 4/E	Band 5/D	Band 6/C	Band 7/B	Band 8/A	9/A*
I can identify opinions and reasons in simple passages							
I can work out the gist of a simple passage							
I can note some complex opinions							
I can note most complex opinions							
I can extract some details from simple passages							
I am starting to identify and understand more difficult structures							
I can understand a range of different spoken passages							
I am moderately successful at identifying and understanding more difficult structures							
I can identify past, present and future							
I can understand passages including some unfamiliar material from which I can recognise main points							
I can understand passages incl. unfamiliar material from which I can recognise main points & details							
I can understand passages incl. unfamiliar material from which I can recognise main points, details, attitudes and emotions							
I can listen to a variety of spoken registers and understand main points in complex passages							
I can listen to a variety of spoken registers and understand main points and details							
I can listen to a variety of spoken registers and understand main points, details and points of view							

GCSE MFL Reading	Band 3/F	Band 4/E	Band 5/D	Band 6/C	Band 7/B	Band 8/A	Band 9/A*
I can identify the main points and simple opinions in a single short written text							
I can identify opinions and reasons in a single text							
I can note some complex opinions							
I can note a range of complex opinions							
I am starting to work out the meaning of unfamiliar words in simple passages							
I am starting to identify and understand more difficult structures							
I can understand a range of different written material and extract main points							
I can understand a range of different written material and extract main points and details							
I can understand a range of different written material and extract main points, details and points of view							
I can understand passages referring to past, present and future events on several topics							
I can identify and understand more difficult structures							
I can cope with extended texts with complex language and recognise main points							
I can cope with extended texts and recognise details and points of view							
I can cope with extended texts and recognise attitudes and emotions							
I can infer meaning in complex passages and deal with ambiguity							



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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	<p>Repaso: Cambios medioambientales.</p> <p>KQ: Can I talk about the environment?</p>	<p>All: will be able to recognise understand the key phrases</p> <p>Most: will be able to apply the key words, phrases and the present tense to talk about one world issue</p> <p>Some : will be able to use the conditional tense of modal verbs to talk about world issues</p>	Review modal verbs + infinitive	<p>PPT based on Mira Rojo GCSE pp 162</p> <p>Mira Active teach</p> <p>CD 4 tracks: 28-29 Cuaderno Rojo, p. 85</p> <p>Ext: Te toca a ti Student Book p.198, ex 1</p> <p>Gramatica: p210</p> <p>Exam strategies: Use gastar/malgastar</p>	<p>Listening: Match speakers and recommendations.</p> <p>Reading: Match sentence halves; match sentences to pictures.</p>	Strand 2 - Reading Skills, based on Exampro exam practice	Reviewing and practising gastar/malgastar
2	<p>Repaso: Cambios medioambientales.</p> <p>KQ: Can I use the conditional of DEBER accurately?</p>	<p>All: listen and note down key points</p> <p>Most: and any extra information</p> <p>Some: pick out key words to justify their answers</p>	ExamPro Listening Exam Practice	<p>PPT based on Mira Rojo GCSE pp 162</p> <p>Mira Active teach</p> <p>CD 4 tracks: 28-29 Cuaderno Rojo, p. 85</p> <p>Ext: Te toca a ti Student Book p.198, ex 1</p> <p>Gramatica: p210</p> <p>Exam strategies: Use gastar/malgastar</p>	<p>Listening: Note details of environmental problems and proposed solutions.</p> <p>Reading: Find in a text the Spanish version of the English sentences.</p> <p>Speaking: In pairs: discuss environmental problems in their areas.</p>	<p>Strand 1 - Vocabulary Practice.</p> <p>Mira Cuaderno Rojo, p. 85</p>	Practising environmental KWs.



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3	<p>Repaso: Cambios medioambientales.</p> <p>KQ: Can I use a variety of expressions to give my point of view?</p>	<p>All: Write an article about environment using sentences and vocab seen in lesson.</p> <p>Most: include basic opinions and extend texts using a dictionary</p> <p>Some: include a wider variety of opinions and environmental issues to more complex texts</p>	<p>Review basic expressions used to introduce opinions</p>	<p>PPT based on Mira Rojo GCSE pp</p> <p>Mira Active teach</p> <p>CD 4 tracks ; Cuaderno Rojo, p.</p> <p>Ext: Te toca a ti Student Book p.</p> <p>Exam strategies Adapt model answers and use a variety of expressions to introduce opinions</p>	<p>Speaking: In pairs: ask and answer questions to identify the correct picture .</p> <p>Writing: Write an article on the environment, including proposed solutions to problems</p>	<p>Strand 2 - Reading Skills, based on Exampro exam practice</p>	<p>Reviewing and peer assessing produced work.</p>
4	<p>El mundo hoy en dia</p> <p>Can I talk about global issues?</p>	<p>All: Write basic sentences about the environment</p> <p>Most: Write some complex sentences about the environment</p> <p>Some: Write a paragraph with opinions</p>	<p>ExamPro Listening Exam Practice</p>	<p>PPT based on Mira Rojo GCSE pp 164-165</p> <p>Mira Active teach</p> <p>CD 4 tracks: 30-31 Cuaderno Rojo, pp. 86-87 Gramatica p230</p> <p>Exam strategies Use me preocupa(n) and... es/son preocupante(s) to express concern/worries</p>	<p>Listening: Match speech bubbles to the correct pictures.</p> <p>Reading: Translate expressions in a text into English.</p>	<p>Strand 1 - Vocabulary Practice.</p> <p>Mira Cuaderno Rojo, p. 86-87.</p> <p>Vocabulary test</p>	<p>Use me preocupa(n) and... es/son preocupante(s) to express concern/worries</p>
5	<p>El mundo hoy en dia</p> <p>Can I use the present subjunctive?</p>	<p>All: will be able to recognise understand the key phrases</p> <p>Most: will be able to apply the key words, phrases</p> <p>Some : will be able to use present subjunctive</p>	<p>Vocabulary test: Match up sentences and words</p>	<p>PPT based on Mira Rojo GCSE pp 164-165</p> <p>Mira Active teach</p> <p>CD 4 tracks: 30-31 Cuaderno Rojo, pp. 86-87 Gramatica p230</p>	<p>Reading: Summarise a text in English.</p> <p>Speaking: In pairs: discuss global issues.</p>	<p>Strand 2 - Reading Skills, based on Exampro exam practice</p>	<p>Recognise the importance of noting, learning and reviewing vocabulary on an ongoing basis</p>



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6	<p>El mundo hoy en dia</p> <p>Can I listen for higher numbers?</p>	<p>All: listen and note down key points Most: and any extra information Some: pick out key words to justify their answers</p>	ExamPro Listening Exam Practice	<p>PPT based on Mira Rojo GCSE pp 164-165</p> <p>Mira Active teach</p> <p>CD 4 tracks: 30-31 Cuaderno Rojo, pp. 86-87 Gramatica p230</p>	<p>Listening: Note statistics.</p> <p>Reading: Identify subjunctives in a text</p> <p>Writing: Translate statements</p>	<p>Strand 1 - Vocabulary Practice.</p> <p>Mira Cuaderno Rojo, p. 86-87.</p> <p>Vocabulary test</p>	Listen for complex numbers and percentages.
7	<p>Cuida tu planeta</p> <p>Can I understand negative commands?</p>	<p>All: understand basic commands Most: understand some complex negative commands. Some: understand a variety of positives and negative commands.</p>	Use cognates and context to work out unknown words	<p>PPT based on Mira Rojo GCSE pp 166-167</p> <p>Mira Active teach</p> <p>CD 4 tracks 32-34 Cuaderno Rojo, p. 88-89</p> <p>Ext: Te toca a ti Student Book p. 198, ex 3 Gramatica: 230</p> <p>Exam strategies: Use cognates and context to work out unknown words</p>	<p>Reading: Match English and Spanish phrases; identify the Spanish phrases in the recording. Match speakers to English summaries.</p> <p>Speaking: In pairs: match statements</p>	Strand 2 - Reading Skills, based on Exampro exam practice	Summarising negative commands.
8	<p>Cuida tu planeta</p> <p>Can I use cognates and context to understand a text?</p>	<p>All: Read and understand basic texts using cognates Most: Read and understand longer texts using a dictionary Some: read and respond to more complex texts</p>	ExamPro Listening Exam Practice	<p>PPT based on Mira Rojo GCSE pp 166-167</p> <p>Mira Active teach</p> <p>CD 4 tracks 32-34 Cuaderno Rojo, p. 88-89</p> <p>Ext: Te toca a ti Student Book p. 198, ex 3 Gramatica: 230</p>	<p>Listening: Match titles and articles.</p> <p>Reading: Identify cognates in texts. Find in a text the Spanish version of the English sentences</p>	<p>Strand 1 - Vocabulary Practice.</p> <p>Mira Cuaderno Rojo, p. 88-89.</p> <p>Vocabulary test</p>	Exit questions on commands



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9	<p>Cuida tu planeta</p> <p>Can I consider problems facing the planet?</p>	<p>All: use commands and cognates in a piece of writing. Most: include negative commands. Some: try more sophisticated words to extend their writing,</p>	<p>Practise distinguishing verb forms</p>	<p>PPT based on Mira Rojo GCSE pp 166-167</p> <p>Mira Active teach</p> <p>CD 4 tracks 32-34 Cuaderno Rojo, p. 88-89</p> <p>Ext: Te toca a ti Student Book p. 198, ex 3 Gramatica: 230</p>	<p>Reading: Complete gap-fill sentences in English.</p> <p>Writing: Design a poster on environmental issues.</p> <p>ICT Opportunities: Use a word-processing or DTP package to produce the poster in ex. 8</p>	<p>Strand 2 - Reading Skills, based on Exampro exam practice</p>	<p>Hearing some student presentations from ex. 8 and responding to comprehension questions on these</p>
10	<p>Piensa globalmente</p> <p>Can I gain thinking time when speaking?</p>	<p>All: use a template to answer/write sentences giving advice and use one expression to play for time when speaking (a ver...) Most: develop their answers further with extra words and use more gaining time expressions (un momento..., espera...) Some: include personal opinions and more gaining time expressions (pues... no lo sé)</p>	<p>ExamPro Listening Exam Practice</p>	<p>PPT based on Mira Rojo GCSE pp 168-169</p> <p>Mira Active teach</p> <p>CD 4 tracks: 35-36 Cuaderno Rojo, p. 90</p> <p>Ext: Te toca a ti Student Book p. 198, ex 2</p> <p>Exam Strategies: Use thinking time expressions to play for time when speaking</p>	<p>Reading: Write out answers to multiple-choice environment quiz.</p> <p>Speaking: In pairs: memorise and test each other on quiz facts.</p>	<p>Strand 1 - Vocabulary Practice.</p> <p>Mira Cuaderno Rojo, p. 90</p> <p>Vocabulary test</p>	<p>Practice gastar or malgastar</p>
11	<p>Piensa globalmente</p> <p>Can I look at local solutions to global problems?</p>	<p>All: can understand simple sentences recognising cognates about environment. Most: can identify and understand 2 tenses in a spoken passage. Some identify time frames in a spoken passage.</p>	<p>Review the imperfect.</p>	<p>PPT based on Mira Rojo GCSE pp 168-169</p> <p>Mira Active teach</p> <p>CD 4 tracks: 35-36 Cuaderno Rojo, p. 90</p> <p>Ext: Te toca a ti Student Book p. 198, ex 2</p> <p>Exam Strategies: Use thinking time expressions to play for time when speaking</p>	<p>Listening: Answer comprehension questions.</p> <p>Writing: Write about the lifestyle of a celebrity as it affects the environment.</p>	<p>Strand 2 - Reading Skills, based on Exampro exam practice</p>	<p>Practising the imperfect tense.</p>



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12	<p>Voluntarios</p> <p>Can I use si + present + future?</p>	<p>All: will include given sentences in their writing.</p> <p>Most: will include structures in their writing: si + present, + future.</p> <p>Some: will include more complex structures in their writing: si + present, + future and Es + adjective + que + subjunctive</p>	<p>ExamPro Listening Exam Practice</p> <p>Review present, + future tenses.</p> <p>Classify tenses.</p>	<p>PPT based on Mira Rojo GCSE pp 170-171</p> <p>Mira Active teach</p> <p>CD 4 tracks: 37-38 Cuaderno Rojo, p. 91</p> <p>Ext: Te toca a ti Student Book p. 199, ex:1-4</p>	<p>Listening: Match sentence openings and endings.</p> <p>Reading: Identify verbs in a text and translate them into English.</p> <p>Speaking: In pairs: take part in interview for voluntary work.</p>	<p>Strand 1 - Vocabulary Practice.</p> <p>Mira Cuaderno Rojo, p. 91 Vocabulary test</p>	<p>Summarise tenses' patterns.</p> <p>Identify and classify tenses..</p>
13	<p>Voluntarios</p> <p>Can I talk about global citizenship?</p>	<p>All: will identify key words and cognates.</p> <p>Most: will be able to swap texts to find answers.</p> <p>Some: will be able to translate most of the sentences accurately.</p>	<p>Review language for talking about global issues; use context to work out grammar.</p>	<p>PPT based on Mira Rojo GCSE pp 170-171</p> <p>Mira Active teach</p> <p>CD 4 tracks: 37-38 Cuaderno Rojo, p. 91</p> <p>Ext: Te toca a ti Student Book p. 199, ex:1-4</p>	<p>Reading: Answer comprehension questions Find in a text the Spanish version of the English sentences.</p>	<p>Strand 2 - Reading Skills, based on Exampro exam practice</p>	<p>Best reading technique?</p> <p>Pupils to summarise a variety of techniques.</p>
14	<p>Voluntarios</p> <p>Can I write a paragraph about doing volunteering work?</p>	<p>All: will include given sentences in their writing.</p> <p>Most: will include structures in their writing: si + present, + future.</p> <p>Some: will include more complex structures in their writing: si + present, + future and Es + adjective + que + subjunctive</p>	<p>ExamPro Listening Exam Practice</p>	<p>PPT based on Mira Rojo GCSE pp 170-171</p> <p>Mira Active teach</p> <p>CD 4 tracks: 37-38 Cuaderno Rojo, p. 91</p> <p>Ext: Te toca a ti Student Book p. 199, ex:1-4</p>	<p>Listening: Answer comprehension questions.</p> <p>Writing: Write a paragraph about doing voluntary work as though they were another character.</p>	<p>Strand 1 - Vocabulary Practice.</p> <p>Mira Cuaderno Rojo, p. 91.</p> <p>Vocabulary test</p>	<p>PF/verbal feedback: Pupils to model example.</p>



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15	Sin techo, sin derecho. Can I recognise different time frames?	All: can identify KW in a extended piece of writing. Most will work out the meaning of new words by context. Some: will use a dictionary to find more sophisticated words.	Review big numbers	PPT based on Mira Rojo GCSE pp Mira Active teach CD 4 tracks ; Cuaderno Verde, p. 92 Ext: Te toca a ti Student Book p.188, ex.3	Listening: Match pictures to sections of a text. Reading: Complete gap-fill sentences about a text. Answer comprehension questions.	Strand 2 - Reading Skills, based on Exampro exam practice	Practising tenses patterns. Teacher call a tense pupils give the present past or future.
16	Sin techo, sin derecho Can I talk about homelessness?	All: can include KW in an extended piece of writing. Most will include new words in a piece of writing. Some: will use a dictionary to include more sophisticated words.	ExamPro Listening Exam Practice	PPT based on Mira Rojo GCSE pp Mira Active teach CD 4 tracks ; Cuaderno Verde, p. 92 Ext: Te toca a ti Student Book p.188, ex.3 Exam strategies: How to answer questions in a reading	Listening: Reading: Match Spanish and English infinitives. Identify verbs in a text by tense and translate them into English. Speaking and writing: make up an interview with a homeless person	Strand 1 - Vocabulary Practice. Mira Cuaderno Rojo, p. Vocabulary test	Pupils demonstration and class Verbal Feedback.
17-18	Guided production of language using GCSE writing skills and strategies	All: do the foundation questions Most: do the foundation questions Some: do the higher 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 competed, provide written feedback and improvement targets	Strand 2 Set at least 2 of the questions as draft or edit style tasks	Developing and using a checklist when writing
19	Assessment	All: do the foundation questions Most: do the foundation questions Some: do the higher questions				Strand 1 - Vocabulary Practice. Vocabulary test	Translating sentences into Spanish to recap on whole module



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20	Assessment feedback	All: do the foundation questions Most: do the foundation questions Some: do the higher questions			Check individual targets auctioned during lesson		
		All: do the foundation questions Most: do the foundation questions Some: do the higher questions					