



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 - 9 of 9		Assumed prior learning (tested at the beginning of the unit)
HT 6 weeks (coverage) / 1 week module assessment, Exampro reading and listening questions. Learning targets	Content: Describing sports and events Talking about extreme sports Making arrangements to go out Talking about new technology	Skills: Definite/undefined article Conjugated verbs and infinitives Referring to the past and future Wide use of adjectives and opinions Present continuous Superlatives	KS3 Sports, basic opinions, adjective rules, verbs regular patterns Yr 10 Conjugated regular and irregular patterns
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 Rojo p 124 Section - la tele y el cine - Lesson 3 2 - Based on Mira Rojo p124 Section - la paga - Lesson 5 3 - Based on Mira Rojo p124 Section - el campeonato - Lesson 7 4 - Based on Mira Rojo p124 Section - los deportes de riesgo - Lesson 9 5 - Summary vocabulary test - most problematic words Lesson 11	Written homeworks (see schedule for more detail) 1 - ¿Qué opines de los programas de TV? - Lesson 2 2 - ¿Cómo gastas tu dinero de bolsillo? - lesson 4 3 - ¿Qué deporte de riesgo te llama la atención? - lesson 6 4 - ¿Por qué no quieres venir al cine? - Lesson 8 5 - ¿Qué opines de la película? - lesson 10	PIXL plotting - subject competences - main foci GCSE Reading / Listening See below Selection of Exampro Reading and Listening Foundation and Higher questions on the topic. See T/MFL/GCSE / Exampro / Spanish Yr 11 Min 3 to be used as extended starters	



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							



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

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 tele y el cine Revising TV programmes and opinions. Can I give opinions on different types of movies and TV programmes?	All: to identify cognates and basic opinions. Most to recognise all types of movies, and a variety of opinions. Some: to vary opinion expressions.	<i>Review vocabulary for talking about films and TV programmes</i>	PPT based on Mira Rojo GCSE pp 104 Active teach Mira rojo, pp 104 Module 6, Repaso 1.	Listening: Identify types of movies and programmes and the time. Identify false statements. Prepare and give a presentation using a framework.		Identify wrong agreements from the sentences given (me gusta/me gustan and adjective agreements)
2	La tele y el cine Revising adjective agreements. Can I explain the adjectives agreement rules in Spanish?	All: to understand there are 2 rules for adjectives in Spanish Most: to apply these rules. Some: to include more sophisticated vocab	Review adjective agreement: display phrases with agreement mistakes and ask pupils to identify them.	PPT based on Mira Rojo GCSE pp 105 Active teach Mira rojo, pp 105 Module 6, Repaso 1.	Listening: Note details about TV programmes/films. Note details of trip to cinema. Speaking: In pairs: complete and do gap-fill dialogue on TV/film preferences	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
3	La paga Can I describe my hobbies?	All: can use me gusta + infinitive when describing free-time activities Most: can use other opinion + infinitive constructions (me encanta / me interesa / prefiero) Some: can switch between infinitive constructions and 1st person conjugated verbs (me gusta hacer esquí - hago esquí)	Practise verb forms and structures; review sports vocabulary	PPT based on Mira Rojo GCSE pp 106 Active teach Mira rojo, pp 106 Module 6, Repaso 2.	Listening: Identify correct pictures. Note down expressions consisting of a verb + the infinitive Speaking: In pairs: ask and answer about the sports they do	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson



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

4	La paga Can I say what I do on a typical weekend?	All: can understand and complete the gap fill to structure an answer for ex6 Most: can use the blue box in ex 3 to add details Some: can progress to draft an answer to Q1 (with proviso that it can be	Practise listening for numbers	PPT based on Mira Rojo GCSE pp 107 Active teach Mira rojo, pp 107 Module 6, Repaso 2.	<u>Listening:</u> Note details about pocket money <u>Reading:</u> Identify statements as true, false or containing information not mentioned in the text.	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
5	La paga Can I extend my writing, including a variety of grammatical features?	All: to use the writing phrase maker to create basic sentences. Most: To include at least one imperfect tense "antes tenia". Some: to include future ideas.	¿Cómo se dice? (vocabulary practice game)	PPT based on Mira Rojo GCSE pp 107 Active teach Mira rojo, pp 107 Module 6, Repaso 2.	Writing: Write a blog about hobbies and pocket money	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
6	El Campeonato Can I identify two different past tenses?	All: to identify preterite and imperfect tenses. Most: to understand regular patterns for "I". Some: to understand whole past paradigm	Practise associating expressions of time with specific tenses	PPT based on Mira Rojo GCSE pp 108 Grammar: imperfect vs preterite (PPT) Active teach Mira rojo, pp 108 Module 6, El campeonato.	Listening: Note details of sports in present and past. Writing: Write out sentences with correct verb forms (preterite/imperfect)	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
7	El Campeonato Can I describe sports and sporting events?	All: to get basic information from a longer written passage using cognates skills. Most: to work out meaning of new words by context. Some: To include new words using a dictionary.	Review the preterite and the imperfect tense	PPT based on Mira Rojo GCSE pp 108-109 Active teach Mira rojo, pp 108-109 Module 6, el campeonato.	Reading: Translate words into English, using text; note details of sports/favourite player Speaking: In pairs: ask and answer questions about the sports they do	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
8	El campeonato Can I include features seen this unit in a piece of extended writing?	All: To use simple sentences to adapt their writing. Most: to write in paragraphs including a variety of connectives. Some: to use a dictionary to include new words.	Match up perfect and imperfect tenses (English and Spanish)	PPT based on Mira Rojo GCSE pp 109 Active teach Mira rojo, pp 109 Module 6, el campeonato.	Writing: Write out sentences with correct verb forms (preterite/imperfect)	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson



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

9	Los deportes de riesgo. Can I decode texts?	All: to use a dictionary to find meaning of new words. Most: to use cognates to work out the meaning of long texts. Some: to work out meaning of long texts by context.	Review sports vocabulary	PPT based on Mira Rojo GCSE pp 110 Active teach Mira rojo, pp 110 Module 6, los deportes de riesgo.	Listening: Match descriptions with correct pictures + captions. Reading: Do a questionnaire on extreme sports	Strand 1 vocabulary Strand 2 Mira workbook Research extreme sports on the Internet	AFL Random name selector - you are the teacher, tell your group something new from this lesson
10	Los deportes de riesgo. Can I talk about extreme sports?	All: understand basic vocabulary in a listening task. Most: work out the main message. Some: get extra details.	Review expressions for giving opinions and reasons	PPT based on Mira Rojo GCSE pp 111 Active teach Mira rojo, pp 111 Module 6, los deportes de riesgo.	Listening: Identify speakers Speaking: In pairs: ask and answer questions about extreme sports	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
11	Los deportes de riesgo. Can I use a range of adjectives and opinion phrases?	All: to give basic opinions about extreme sports. Most: to add adjectives to justify their opinions. Some: to give any further information about an extreme sport.	In groups, write down all the key words that you already know associated with extreme sports. Feedback to the rest of the class	PPT based on Mira Rojo GCSE pp 111 Active teach Mira rojo, pp 111 Module 6, los deportes de riesgo.	Writing: Write a magazine article on extreme sports Ext: Te toca a ti Student Book p. 193 ex. 1	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
12	¿Quedamos? Can I understand and present continuous?	All: will be able to use "Estoy + present participle in -AR". Most: will be able to understand and use all persons and -ER, -IR participles. Some: will include irregular participles	Review the present tense of estar	PPT based on Mira Rojo GCSE pp 112 Active teach Mira rojo, pp 112 Module 6, Quedamos. Ext: Write sentences for every person of the present continuous	Listening: Note details left when people phone Present continuous practice worksheet.	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson



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

13	¿Quedamos? Can I use the present continuous?	All: can use a template to write a short paragraph including present continuous. Most: can add extra details and understand stem-changing verbs. Some: can adapt and extend their answers.	Practise the present continuous	PPT based on Mira Rojo GCSE pp 112-113 Active teach Mira rojo, pp 112-113. Module 6, Quedamos. Gramática 200, 226	Reading: Complete a gap-fill dialogue with the correct form of the appropriate stem-changing verb. Writing: Write a paragraph on what they are doing at the moment, using the present continuous tense.	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
14	¿Quedamos? Can I prepare a role-play?	All: Can use a template to create a role-play including given KWs. Most: Can extend their role-play talking about someone else. Some: can include exclamations in their speaking.	Exampro question listening	PPT based on Mira Rojo GCSE pp 106 Active teach Mira rojo, pp 106 Module 6, Quedamos	Writing: In pairs: have conversations in which they make arrangements to go out.	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
15	Una critica Can I give opinions about a movie?	All: can use adjectives to describe a movie including : me parece... Most: can identify new words in a text and work out their meaning. Some: can understand an extended piece of writing.	Show video clip from El laberinto del fauno (YouTube) Pupils to say what they think about it using "it seems...to me"	PPT based on Mira Rojo GCSE pp 114 Active teach Mira rojo, pp 114 Module 6, una critica. Ext: Write sentences using different persons of acabar de	Listening & Reading: Match English and Spanish expressions. Writing: Write sentences to describe a film still	Strand 1 Exampro reading practice Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
16	Una critica Can I use the superlative?	All: to understand superlative pattern. Most: to apply superlative pattern to a variety of adjectives. Some: to include comparisons aswell.	Exampro question listening practice	PPT based on Mira Rojo GCSE pp 115 Active teach Mira rojo, pp 115 Module 6, Una critica. Ext: Te toca a ti Student Book p. 192 exs 1-3	Reading: Identify correct sentences about a text Speaking: In pairs: ask and give their opinion on artists, authors, actors and/or musicians	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson



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

17	Una critica Can I write a review of a film?	All: to use a template to write a review of a film. Most to extend their writing adding opinions, and superlatives seen in previous lesson. Some: to be accurate with superlative rules and include a extended variety of adjectives.	Review vocabulary for discussing a film in detail	PPT based on Mira Rojo GCSE pp 115 Active teach Mira rojo, pp 115 Module 6, Una critica.	Writing: Write a review of a film	Strand 1 Exampro reading practice Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
18	La tecnología Can I understand what people use the new technology for?	All: can understand simple statements about what people do on the Internet. Most: can also understand comparatives and opinions. Some: can also understand a variety of comparisons	Page 116, exercise 1: Fill in gaps. Diff: Provide words to low ability students.	PPT based on Mira Rojo GCSE pp 116 Review the comparative (regular forms) Active teach Mira rojo, pp 116 Module 6	Listening: Use recording to check answers to gap-fill text task Reading: Find the Spanish for English expressions, in a text.	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
19	La tecnología Can I talk about what you do with your electronic devices?	All: can understand simple comparisons reusing previously seen vocabulary. Most: can also use simple comparisons and statements to explain their use of new technology. Some: can also create more comparisons and use intensifiers	Review the comparative (irregular forms); review giving	PPT based on Mira Rojo GCSE pp 116-117 Active teach Mira rojo, pp 116-117 Module 6	Listening: Note details of comparisons Reading: Find the Spanish for English expressions, in a text	Strand 1 Exampro reading practice Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson
20	La tecnología Can I write about what you do with you electronic devices?	All: can write simple statements and simple opinions to describe their use of electronic devices. Most: can also add intensifiers and comparisons. Some: can also add opinions and justify them.	Exampro Listening exam practice	PPT based on Mira Rojo GCSE pp 117 Active teach Mira rojo, pp 117 Module 6 Ext: Identify key language in a text	Reading: Identify who is described Writing: Write a text on their own use of and attitude towards the Internet	Strand 1 vocabulary Strand 2 Mira workbook	AFL Random name selector - you are the teacher, tell your group something new from this lesson