



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 - 7 of 9		Assumed prior learning (tested at the beginning of the unit)
HT3/4 6 weeks 4 weeks topic coverage / 2 weeks drafting, AfL feedback, editing and assessments. Feedback and personalised learning targets	Content: Different types of houses Advanced opinions (H) on accommodation Talking about your neighbourhood Comparing what your neighbourhood used to be like and how it is now Talking about how you would change your city Developing a checklist to improve accuracy	Skills: Prepositions 3 part opinions (PEE) Combining tenses (present / imperfect) Tan / tanto a1 and b1 only - apply conditional tense a2 and b2 only - apply set phrases using the conditional	KS3 Names of furniture Prepositions
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 - Section - Hogar, dulce hogar - Lesson 2 2 - Based on Mira Rojo - Section - ¿Cómo es tu casa? - Lesson 4 3 - Based on Mira Rojo - Section - Mi barrio - Lesson 6 4 - Based on Mira Rojo - Section - Mi ciudad - Lesson 9 5 - Summary vocabulary test - most problematic words - Lesson 12 Students to do either a speaking or a writing assessment dependent on internal moderation of scores to date in 4 done already. Possible task speaking: Stratford - the Olympic effect You could include / answer the following questions: 1. Brief intro -where do you live? What is your house like? 2. What was Stratford like before the Olympics? 3. What is it like now? 4. Are there still any problems in Stratford? 5. What changes would you recommend? 6. Where are you going to live in the future any why? Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate.	Written homeworks (see schedule for more detail) 1 - Practising prepositions - worksheet on T drive - Lesson 1 2 - Guided writing - Ex 7 p129 Mira Rojo - Lesson 3 3 - Guided writing - tense switching - ex 7 p131 - Lesson 5 4 - Using the conditional - Revision Guide workbookp98 - Lesson 7 Lesson 7 onwards drafting / editing answers	PIXL plotting - subject competences - main foci GCSE Speaking / Writing See below Selection of Exampro Reading and Listening Foundation and Higher questions on the topic. See T/MFL/GCSE / Exampro / Spanish Yr 11 Min 5 to be used as starters	



GCSE MFL - AT4 Writing	Band 3/F	Band 4/E	Band 5/D	Band 6/C	Band 7/B	Band 8/A	Band 9/A*
Content							
I can draft work using help sheets and dictionary to look up words and gender/plurals							
I can use grammar to build my own phrases in new contexts							
I use my prior learning regularly in my work							
I can edit work using help sheets and dictionary to look up words and gender/plurals							
I can memorise work using strategies developed in class							
I can write one or two short sentences with support							
I can write 3/4 sentences adapting language I have already learned							
I can write 3/4 paragraphs adapting language I have already learned							
I can write 2/3 short sentences from memory and meaning is recognisable							
I can write 3/4 sentences on a familiar topic adapting language I have already learned							
I can 3/4 paragraphs on a familiar topic adapting language							
I can give simple opinions							
I can give simple opinions with a reason							
I use complex opinions							
I can evaluate using opinions							
I can show to sequence my ideas using time expressions							
Range of language							
I can use the 1st and 3rd person singular of the present with reasonable accuracy							
I can use other forms of the present with reasonable accuracy							
I can use 2 tenses - the present and past or immediate / simple future							
I can use 3 tenses - the present, past and immediate / simple future							
I can use alternative tenses where appropriate (e.g. conditional, pluperfect)							
I can use the subjunctive mood where appropriate							
I can use simple connectives							
I can use a range of complex connectives							
I can use subordinate clauses to link ideas							
I can basic adjectives and descriptions							
I can advanced adjectives and descriptions							



GCSE MFL - AT3 Speaking	Band 3/F	Band 4/E	Band 5/D	Band 6/C	Band 7/B	Band 8/A	Band 9/A*
Communication							
I can give basic opinions and reasons within the context of a longer idea							
I can produce a sequence of 2-3 sentences on the same idea							
I can produce a sequence of 4-5 sentences on the same idea							
I can produce and sometimes justify extended sequences with a wide variety of relevant information, ideas and points of view							
I can confidently produce and justify extended sequences of spoken language with a wide variety of relevant information, ideas and points of view							
I can narrate my spoken language providing context							
Range and accuracy of language							
I can use a variety of connectives							
I can deploy subordinate clauses to extend my sentences							
I deploy a limited array of topic vocabulary with reasonable accuracy							
I deploy a wide array of topic vocabulary with reasonable accuracy							
I deploy a wide array of accurate topic vocabulary							
I can use one tense with reasonable accuracy							
I can use basic past and present or immediate future with reasonable accuracy							
I can use basic past, present and immediate future with reasonable accuracy							
I can use past, present and simple and immediate future with reasonable accuracy							
Pronunciation and intonation							
My pronunciation is generally understandable							
My pronunciation is generally good including although some challenging phonemes not successful (e.g. oi/ou/au/eu in French; ce/ci/je/ll/rr in Spanish)							
My pronunciation is consistently good including with more challenging phonemes							
Interaction and fluency							
I respond to unexpected questions and interjections with simple but accurate answers							
I respond to unexpected questions and interjections with extended answers							
I can cope with requests for clarification and further detail without hesitation							



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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	Hogar, dulce hogar Can I describe the type of house I live in and what's in it?	All: to recognise and use vivo en + type of house Most: to name all the rooms and floors in a house Some: to be able to describe a plan of their house using este es or esta es	IKEA video http://www.youtube.com/watch?v=AGkyEX7XAXU 5 mins of music-backed dancing staff - what furniture can you see? Use a checklist	PPT based on Mira verde GCSE pp 126 Mira Active teach (tracks) Cuaderno Verde, p. 70 Te toca a ti Student's Book p. 184 ex. 1 Exam strategies: Recognise relative clauses (using donde)	Listening: Identify correct pictures Reading: Note the names of rooms being described Speaking: In pairs: describe a picture of rooms in a house	ExamPro reading Exam practice	Reviewing and practising gender of KWs
2	Mi casa Can I describe my room and say what's in it?	All: to recognise and use hay + furniture + preposition Most: to be able to manipulate contractions (de + el) with sentence above Some: to be able to imagine what is in their ideal bedroom (independent research)	ExamPro Listening Exam practice	PPT based on Mira verde GCSE pp 126 Mira Active teach (tracks) Cuaderno Verde, p. 70 Te toca a ti Student's Book p. 184 ex. 1	Listening: Note items missing from a list. Note items being described from their location in a picture Reading: Complete multiple choice sentences. Writing: Write a description of their bedroom	Vocabulary learning tests	Practising prepositions.



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3	<p>¿Cómo es tu casa?</p> <p>Can I say what my house is like?</p>	<p>All: Can use and recognise common adjectives used for describing a house</p> <p>Most: Can combine these adjectives with quantifiers and vary by gender (una casa / un apartamento)</p> <p>Some: can use independent research to add their own descriptions.</p>	<p>BBC Class Clips - 2031 (basic)</p> <p>Key questions ¿Dónde vives? Vivo en un ... ¿Cómo es tu casa? Mi casa es ... ¿Cuántas habitaciones tiene? Tiene X habitaciones, la ...</p> <p>http://www.bbc.co.uk/learningzone/clips/talking-about-your-house/2031.html</p> <p>BBC Class Clips - 8528 (more advanced)</p> <p>http://www.bbc.co.uk/learningzone/clips/dnde-vives/8528.html</p>	<p>PPT based on Mira verde GCSE pp 124</p> <p>Mira Active teach (tracks) Cuaderno Verde, p. 71</p> <p>Te toca a ti Student's Book p. 184 ex. 2</p>	<p>Listening: Identify correct pictures Note items missing from a list</p>	<p>ExamPro reading Exam practice</p>	<p>Reviewing and peer assessing produced work.</p>
4	<p>¿Cómo es tu casa?</p> <p>Can I describe the plus points and negatives about my house?</p>	<p>All: can use basic lo bueno + hay or tenemos construction</p> <p>Most: as above and be able to recognise and use more advanced opinions (pienso / creo / en mi opinión)</p> <p>Some: can justify opinions using porque ...</p>	<p>ExamPro Listening Exam practice</p>	<p>PPT based on Mira verde GCSE pp 126</p> <p>Mira Active teach (tracks) Cuaderno Verde, p. 70</p> <p>Ext: Te toca a ti Student's Book p. 184 ex. 1</p> <p>Exam strategies: Recognise the importance of learning adjectives and adjective endings well</p>	<p>Listening: Identify opinions as positive, negative or a mixture of both; note facilities in a house.</p> <p>Speaking: In pairs: ask and answer questions about houses.</p>	<p>Vocabulary learning tests</p>	<p>Summarising and practising the adjectives endings</p>



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5	<p>¿Cómo es tu casa?</p> <p>Can I describe the plus points and negatives about my house?</p>	<p>All: can use basic lo bueno + hay or tenemos construction</p> <p>Most: as above and be able to recognise and use more advanced opinions (pienso / creo / en mi opinión)</p> <p>Some: can justify opinions using porque ...</p>	Correct Adjectives agreements mistakes	<p>PPT based on Mira verde GCSE pp 125</p> <p>Mira Active teach (tracks) Cuaderno Verde, p. 71</p> <p>Ext: Te toca a ti Student's Book p. 184 ex. 2, 3</p> <p>Exam strategies Include a variety of opinion phrases when speaking or writing</p>	<p>Reading: Note opinions and reasons.</p> <p>Writing: Write a text about their own house.</p>	ExamPro reading Exam practice	Summarising opinions and adjectives
6	<p>Mi barrio</p> <p>Can I describe what there is and isn't in my neighbourhood?</p>	<p>All: to use hay and no hay when describing neighbourhood facilities</p> <p>Most: to use lo bueno and lo malo to differentiate between positive and negative aspects of where they live (adjectives)</p> <p>Some: to be able to add additional details such as type of town or location and exemplify town problems (hay mucho desempleo/ me da miedo la delincuencia etc.)</p>	ExamPro Listening Exam practice	<p>PPT based on Mira verde GCSE pp 126</p> <p>Mira Active teach (tracks) Cuaderno Verde, p. 72</p> <p>Ext: Te toca a ti Student's Book p. 184 ex. 1</p> <p>Exam Strategies: Recognise positive/negative/mixed opinions</p>	<p>Listening: Identify opinions as positive, negative or a mixture of both</p> <p>Writing: Write some positive and negative opinions about where they live.</p>	Vocabulary learning tests	Reviewing new vocabulary through exit questions.
7	<p>Mi barrio</p> <p>Can I say where I am going to live in the future and why?</p>	<p>All: to recognise and use 3 future plan expressions referred to on p127</p> <p>Most: to justify plans by adding further detail or using porque ...</p> <p>Some: to vary future plan expressions</p>	Ex 1, p 126 Match pictures and sentences	<p>PPT based on Mira verde GCSE pp 126</p> <p>Mira Active teach (tracks)</p> <p>Reinforcement: Cuaderno Verde, p. 72</p> <p>Ext: Te toca a ti Student's Book p. 185 exs 1-2</p> <p>Exam Strategies: Use verb + infinitive structures to talk about the future</p>	<p>Listening: Note details of where someone lives and would like to live.</p> <p>Speaking: In pairs: talk about two places pictured.</p>	ExamPro reading Exam practice	Review and practise verb + infinitive structures used to talk about the future



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8	<p>Mi barrio</p> <p>Can I describe where I live and where I am going to live in the future and why?</p>	<p>All: to use 3 future plan expressions referred to on p127</p> <p>Most: to justify plans by adding further detail or using porque ...</p> <p>Some: to vary future plan expressions.</p>	ExamPro Listening Exam practice	<p>PPT based on Mira verde GCSE pp 127</p> <p>Mira Active teach (tracks)</p> <p>Reinforcement: Cuaderno Verde, p. 72</p> <p>Ext: Te toca a ti Student's Book p. 185 exs 1-2</p>	<p>Reading: Answer comprehension questions</p> <p>Writing: Write a text on where they live and where they would like to live</p>	Vocabulary learning tests	Review and practise verb + infinitive structures used to talk about the future
9	<p>Mi ciudad hoy y mañana</p> <p>Can I describe what I would to improve Stratford?</p>	<p>All: can recognise and use 1st person conditional tense phrases as set phrases</p> <p>Most: can understand formation of conditional to recognise it with other verbs</p> <p>Some: to use conditional with other verbs</p>	Review agreement	<p>PPT based on Mira Rojo GCSE pp 132</p> <p>Mira Active teach (tracks) Cuaderno Rojo, p. 70</p> <p>Ext: Te toca a ti Student Book p. 195 exs 2-3</p>	<p>Listening: Note details about a local area</p> <p>Reading: Match pictures and phrases</p>	ExamPro reading Exam practice	Practising Vocabulary: spelling mistakes, wrong gender
10	<p>Mi ciudad hoy y mañana</p> <p>Can I say what should or ought to be done to Stratford?</p>	<p>All: can recognise and use se deberia plus infinitive for one ought to</p> <p>Most: to use construction with suggested outcomes</p> <p>Some: to use construction with own ideas</p>	ExamPro Listening Exam practice	<p>PPT based on Mira Rojo GCSE pp 132</p> <p>Mira Active teach (tracks) Cuaderno Rojo, p. 70</p> <p>Ext: Te toca a ti Student Book p. 195 exs 2-3</p>	<p>Listening: Answer comprehension questions in English.</p> <p>Reading: Find the Spanish versions of English phrases.</p>	Vocabulary learning tests	Summarising and practising using the Conditional tense
11	<p>Mi ciudad hoy y mañana</p> <p>Can I prepare a writing about my town?</p>	<p>All: can use a template including present HAY and conditional tenses.</p> <p>Most: can extend their writing and be accurate using the conditional tense.</p> <p>Some: can include MUCHO accurately.</p>	<p>Tutorial video what would you do if your town was taken over by Zombies?</p> <p>http://www.youtube.com/watch?v=9ctJ6I-4NJ8&feature=fvsr</p> <p>Review language for talking about the local environment</p>	<p>PPT based on Mira Rojo GCSE pp 133</p> <p>Mira Active teach (tracks) Cuaderno Rojo, p. 72</p> <p>Ext: Te toca a ti Student Book p. 195 exs 2-3</p> <p>Exam Strategies: Check written work</p>	<p>Speaking: In pairs: ask and answer questions about their own town</p> <p>Writing: Write a text on their own town</p>	ExamPro reading Exam practice	Pupils example of writing. Class feedback.



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12-17	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	Developing and using a checklist when writing
18	Assessment	Write-up in exam conditions					
19	Assessment feedback	Feedback and improvement targets			Check individual targets auctioned during lesson		