



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 ion 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							



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	Repaso: Pasandolo mal Can I describe what's wrong when I'm not feeling well?	All: to be able to recall 10 body parts and use with me duele Most: to understand and use me dule / me duelen paradigm Some: to use these in conjunction with tengo and estoy illness expressions	Review me duele/me duelen; review vocabulary for parts of the body BBC Class Clips ¿Qué es esto? game - close -ups of various body parts - can you guess which one it is? http://www.bbc.co.uk/learningzone/clips/injuries-and-parts-of-the-body/2049.html	PPT based on Mira Rojo GCSE pp 144 Mira Active teach CD 4 tracks 19-21; Cuaderno Rojo, p. 77 Ext: Te toca a ti Student Book p. 196 ex. 4 Exam strategies Make connections to remember words	Listening: Identify correct pictures Note which part of the body hurts and for how long Speaking: In pairs: ask and answer questions about symptoms.		Reviewing and practising plural verbs: Me duele/me duelen
2	Repaso: Pasandolo mal Can I describe what's wrong when I'm not feeling well?	All: to be able to recall 10 body parts and use with me duele Most: to understand and use me dule / me duelen paradigm Some: to use these in conjunction with tengo and estoy illness expressions	Review me duele/me duelen; review vocabulary for parts of the body BBC Class Clips ¿Qué es esto? game - close -ups of various body parts - can you guess which one it is? http://www.bbc.co.uk/learningzone/clips/injuries-and-parts-of-the-body/2049.html	PPT based on Mira Rojo GCSE pp 145 Mira Active teach CD 4 tracks 19-21; Cuaderno Rojo, p. 77 Ext: Te toca a ti Student Book p. 196 ex. 4 Exam strategies Make connections to remember words	Listening: Note details about ailments and treatments. Speaking: In pairs: ask and answer questions about being ill and treatments. Writing: Prepare Role-Play using template	Strand 1 Vocabulary learning based on ExamPro reading Exam Practice	Practising tienes que, hay que, debes .



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

3	<p>Estar en forma</p> <p>Can I say what I eat and avoid eating to stay healthy? - LINK Q1 CA</p>	<p>All: can use frequency expressions with first person present tenses</p> <p>Most: can add a porque reason for some of their choices</p> <p>Some: can add an opinion - creo que /pienso que / en mi opinión ... estoy en forma porque</p>	<p>Review vocabulary for items of food and drink in the context of keeping fit</p>	<p>PPT based on Mira Rojo GCSE pp 148</p> <p>Mira Active teach</p> <p>CD 4 tracks 24-25; Cuaderno Rojo, p. 79</p> <p>Ext: Te toca a ti Student Book p. 196 ex. 1-3</p> <p>Exam strategies Distinguish different Spanish verbs used to talk about mealtimes Use the imperfect tense</p>	<p>Listening: Identify correct pictures</p> <p>Reading: Complete gap-fill questions</p>	<p>Strand 2</p> <p>Mira rojo Cuaderno</p>	<p>Reviewing and peer assessing produced work.</p>
4	<p>Estar en forma</p> <p>Can I say what sports I do to stay healthy? - LINK Q2 CA</p>	<p>All: can use frequency expressions with first person present tenses</p> <p>Most: can add a porque reason for some of their choices</p> <p>Some: can add an opinion - creo que /pienso que / en mi opinión ... estoy en forma Porque</p>	<p>Review language for talking, eating and drinking; review time expressions</p>	<p>PPT based on Mira Rojo GCSE pp 148</p> <p>Mira Active teach</p> <p>CD 4 tracks 24-25; Cuaderno Rojo, p. 79</p> <p>Ext: Te toca a ti Student Book p. 196 ex. 1-3</p> <p>Exam strategies Distinguish different Spanish verbs used to talk about mealtimes Use the imperfect tense</p>	<p>Listening: Answer comprehension questions</p> <p>Speaking: In pairs: ask and answer questions about each other's lifestyle</p>	<p>Strand 1</p> <p>Vocabulary learning based on ExamPro reading Exam Practice</p>	<p>Summarising and practising the present and imperfect tenses</p>



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

5	<p>Estar en forma</p> <p>Can I say what sports I do to stay healthy? - LINK Q2 CA</p>	<p>All: can use frequency expressions with first person present tenses</p> <p>Most: can add a porque reason for some of their choices</p> <p>Some: can add an opinion - creo que /pienso que / en mi opinión ... estoy en forma</p> <p>Porque</p>	<p>Exampro: Listening exam Practice</p>	<p>PPT based on Mira Rojo GCSE pp 149</p> <p>Mira Active teach</p> <p>CD 4 tracks 24-25; Cuaderno Rojo, p. 79</p> <p>Ext: Te toca a ti Student Book p. 196 ex. 1-3</p> <p>Exam strategies Distinguish different Spanish verbs used to talk about mealtimes Use the imperfect tense</p>	<p>Reading: Answer comprehension questions in English Speaking:</p> <p>Writing: Write a paragraph detailing what they do to stay fit</p>	<p>Strand 2 Mira rojo Cuaderno</p>	<p>Pupils writing example and PF</p>
6	<p>MIRA 3 ROJO (Year 9) Mis pecados</p> <p>Can I say what I am going to do to get fit? - LINK Q3 CA</p>	<p>All: can use simple voy a + infinitive expressions para estar en forma voy a ...</p> <p>Most: can vary future expressions with espero ... / estoy pensando en ... / tengo la intención de ... etc.</p> <p>Some: can use the above with porque reasons</p>	<p>Identify 3 tenses pattern: classify the tenses into the right category.</p>	<p>PPT based on Mira 3 Rojo pp 50</p> <p>Mira Active teach (listening)</p> <p>Cuaderno Rojo, p. 26 (mira 3)</p> <p>Ext: Te toca a ti Student Book p. 117 ex. 2-3</p> <p>Exam strategies Distinguish different Spanish verbs</p>	<p>Listening: Understand a listening text in which people describe an unhealthy lifestyle in the past and their resolutions for improvement in the future (preterite, present, near future)</p> <p>Reading: As exercise 1</p> <p>Speaking: In pairs: Ask and answer questions about an unhealthy lifestyle in the past and resolutions for improvement in the future.</p>	<p>Strand 1 Vocabulary learning based on ExamPro reading Exam Practice</p>	<p>Reviewing new vocabulary through exit questions. Teacher says a tense; pupils respond if it's past, present or future.</p>



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

7	<p>MIRA 3 ROJO (Year 9) Mis pecados</p> <p>Can I compare what I do, did, and most importantly will do to keep fit?</p>	<p>All: can select correct past / present / future expressions from source text to make a logical narrative Most: can adapt the above to suit own needs (ISA) Some: can add reasons and justifications</p>	<p>Exampro: Listening exam Practice</p>	<p>PPT based on Mira 3 Rojo pp 50</p> <p>Mira Active teach (listening)</p> <p>Cuaderno Rojo, p. 26 (mira 3)</p> <p>Ext: Te toca a ti Student Book p. 117 ex. 2-3</p>	<p>Reading: Complete a gap-fill text describing an unhealthy lifestyle in the past and resolutions for improvement in the future (preterite, present, near future)</p> <p>Writing: Write a blog about their lifestyle in the past, their current lifestyle and the improvements they are going to make (preterite, present, near future)</p>	<p>Strand 2 Mira rojo Cuaderno</p>	<p>Summarising how 3 tenses can be identify in listening and reading questions.</p>
8	<p>¿Llevas una vida sana?</p> <p>Can I analyse unhealthy lifestyles and give SHOULD advice?</p>	<p>All: can match (no) deberías solutions to the correct problem Most: can adapt (no) deberías solutions to new contexts Some: can add reasons and justifications</p>	<p>Review the infinitive</p>	<p>PPT based on Mira Verde GCSE pp 144</p> <p>Mira Active teach</p> <p>Cuaderno Verde, p. 84</p> <p>Ext: Te toca a ti Student Book p. 196 ex. 4</p> <p>Exam strategies Use the conditional of deber</p>	<p>Listening: Match problems and appropriate advice.</p> <p>Writing: Translate Spanish phrases in a text into English</p>	<p>Strand 1 Vocabulary learning based on ExamPro reading Exam Practice</p>	<p>Exit questions on conditional tenses: pupils to leave classroom and give a full sentence including DEBERIA.</p>
9	<p>¿Llevas una vida sana?</p> <p>Can I use a problem page in Spanish to give advice to one of my friends? - LINK Q5 CA</p>	<p>All: can scan HIGHER reading text for gist and with scaffolding identify precise meaning Most: can use ISA techniques to adapt deberías advice given to debería when talking about their own friend Some: can add reasons and justifications</p>	<p>Exampro: Listening exam Practice</p>	<p>PPT based on Mira Verde GCSE pp 144</p> <p>Mira Active teach</p> <p>Cuaderno Rojo, p. 77</p> <p>Ext: Te toca a ti Student Book p. 196 ex. 4</p> <p>Exam strategies Make connections to remember words</p>	<p>Listening: Identify speaker and the advice they give</p> <p>Speaking: In pairs: talk about lifestyle problems and give advice</p> <p>Writing: Write out pieces of advice they gave in exercise 4</p>	<p>Strand 2 Mira verde Cuaderno. Page 80</p>	<p>Hearing some student presentations from ex. 5 and responding to comprehension questions on these PF opportunity</p>



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

10	<p>¿Llevas una vida sana?</p> <p>Can I use a problem page in Spanish to give advice to one of my friends? - LINK Q5 CA</p>	<p>All: can scan HIGHER reading text for gist and with scaffolding identify precise meaning Most: can use ISA techniques to adapt deberías advice given to debería when talking about their own friend Some: can add reasons and justifications</p>	<p>Show pupils an example of writing with typical mistakes. Correct mistakes.</p>	<p>PPT based on Mira Rojo GCSE pp 144</p> <p>Mira Active teach</p> <p>Cuaderno verde, p. 80</p> <p>Ext: Te toca a ti Student Book p. 187, ex 3</p> <p>Exam strategies Make connections to remember words</p>	<p>Reading: Identify Spanish versions of English statements in a text Answer comprehension questions</p>	<p>Strand 1 Vocabulary learning based on ExamPro reading Exam Practice</p>	<p>Summarising and practising using the conditional tense</p>
11	<p>Los jovenes</p> <p>Can I describe issues facing young people in Stratford? - LINK Q6 CA</p>	<p>All: can identify, recall the 5 key problems presented and say how often they do them Most: can add an opinion Some: can add a justification</p>	<p>Exampro: Listening exam Practice</p>	<p>PPT based on Mira Rojo GCSE pp 146-147</p> <p>Mira Active teach</p> <p>Cuaderno Verde, p. 84 Translate texts into English.</p> <p>Ext: Te toca a ti Student Book p. 196 ex. 4</p> <p>Exam strategies Use a range of expressions to introduce a point of view</p>	<p>Reading: Match texts and pictures Identify Spanish versions of English sentences in texts</p>	<p>Strand 2 Mira rojo Cuaderno</p>	<p>Practising a range of opinions..</p>



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

12	<p>Los jóvenes</p> <p>Can I say which is the WORST problem and why? For lesson 2 you may prefer to use texts on p152 of Higher book</p>	<p>All: can use an opinion phrase + es el problema más serio/grave en Stratford Most: can give a porque reason Some: can give CONTEXT - see p152 of Higher book</p>	<p>Introduce language for talking about problems facing young people; to review expressions used to introduce an opinion</p>	<p>PPT based on Mira Rojo GCSE pp 146-147</p> <p>Mira Active teach</p> <p>Cuaderno Verde, p. 84 Translate texts into English.</p> <p>Ext: Te toca a ti Student Book p. 187 exs 2-4.</p> <p>Exam strategies Use a range of expressions to introduce a point of view</p>	<p>Listening: Identify speakers using text.</p> <p>Reading: Identify opinions as positive (P), negative (N) or a mixture of both (P+N)</p>	<p>Strand 1 Vocabulary learning based on ExamPro reading Exam Practice</p>	<p>Practising opinions.</p>
13	<p>Los jóvenes</p> <p>Can I say which is the WORST problem and why? For lesson 2 you may prefer to use texts on p152 of Higher book</p>	<p>All: can use an opinion phrase + es el problema más serio/grave en Stratford Most: can give a porque reason Some: can give CONTEXT - see p152 of Higher book</p>	<p>Exampro: Listening exam Practice</p>	<p>PPT based on Mira Rojo GCSE pp 144</p> <p>Mira Active teach</p> <p>CD 4 tracks 19-21; Cuaderno Rojo, p. 77</p> <p>Ext: Te toca a ti Student Book p. 196 ex. 4</p> <p>Exam strategies Make connections to remember words</p>	<p>Listening/reading Complete a gap-fill poem Reading:</p> <p>Writing: Write their opinions on a range of issues affecting young people</p>	<p>Strand 2 Mira verde Cuaderno</p>	<p>Summarising adjective position</p>



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

14	<p>El acoso escolar</p> <p>Can I describe what I find stressful at school? - LINK Q4 CA</p>	<p>All: can recognise and recall the 10 problems introduced</p> <p>Most: can quantify the problems by saying how often they occur</p> <p>Some: can give a response to the problems by saying what should and shouldn't be done</p>	<p>Introduce vocabulary for talking about problems at school; practise using reading strategies</p>	<p>PPT based on Mira 3 Rojo GCSE pp 56-57</p> <p>Mira 3 Active teach</p> <p>CD 2 track 13 Cuaderno Rojo, p. 29</p> <p>Ext: Te toca a ti Student Book p. 187 exs 5-7</p> <p>Exam strategies Listening strategy: anticipate key language which will come up</p>	<p>Listening: Identify correct pictures.</p> <p>Reading: Write opinions for pictures.</p> <p>Speaking: In pairs: ask and answer questions about problems at school</p>	<p>Strand 1 Vocabulary learning based on ExamPro reading Exam Practice</p>	<p>Summarising listening exam techniques</p>
15	<p>El acoso escolar</p> <p>Can I describe what I find stressful at home and what I do about it?</p>	<p>All: can recognise and recall the 10 problems introduced</p> <p>Most: can quantify the problems by saying how often they occur</p> <p>Some: can give a response to the problems by saying what should and shouldn't be done</p>	<p>Exampro: Listening exam Practice</p>	<p>PPT based on Mira 3 Rojo GCSE pp 56-57</p> <p>Mira 3 Active teach</p> <p>CD 2 track 13 Cuaderno Rojo, p. 29</p> <p>Ext: Te toca a ti Student Book p. 187 exs 5-7</p> <p>Exam strategies Listening strategy: anticipate key language which will come up</p>	<p>Reading: Identify correct pictures Answer comprehension questions in English.</p>	<p>Strand 2 Mira rojo Cuaderno p 29</p>	<p>Practising quantifiers: Muy..., un poco...</p>



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

16	El acoso escolar Can I write 50 words about bullying at Stratford?	All: can recognise and recall the 10 problems introduced Most: can quantify the problems by saying how often they occur Some: can give a response to the problems by saying what should and shouldn't be Done.	Review quantifiers	PPT based on Mira 3 Rojo GCSE pp 56-57 Mira 3 Active teach CD 2 track 13 Cuaderno Rojo, p. 29 Ext: Te toca a ti Student Book p. 187 exs 5-7 Exam strategies Listening strategy: anticipate key language which will come up	Reading: Translate expressions into English Writing & Translation Translate sentences into Spanish Write an email about the problems in their own school.	Strand 1 Vocabulary learning based on ExamPro reading Exam Practice	Exit questions on new vocabulary
17-19	Guided production of language using GCSE speaking skills and strategies	Pupils work through 5 questions CA Task: Keeping Healthy You are taking part in a phone survey on people's lifestyles. You must: 1. Say whether you think you eat and drink healthily with reasons for your opinions. 2. Say what other things you do to stay healthy. 3. Say what you think you could do to improve your lifestyle in the future 4. Say if you suffer from stress at home or at school and what you do to relieve stress.		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 Mira rojo Cuaderno	Developing and using a checklist when writing
20	Assessment	Write-up in exam conditions					
21	Assessment feedback	Feedback and improvement targets			Check individual targets auctioned during lesson		