

Spanish - Year 11 - Medium Term Plan

Y11 Module 8	Title: VIVA AQA Higher : Módulo 8 – Hacia un mundo mejor (GCSE theme: Local, national, international and global areas of interest)	
Why are you teaching it?	Continuing with the theme of 'Local, national, international and global areas of interest' and being able to extend the topic by talking about world problems and environment. To revisit the themes of "food" and "lifestyles" Recognising the use of the present subjunctive and its use in commands To introduce the pluperfect tense Further practice of the imperfect tense. To introduce imperfect continuous tense	<u>Misconceptions</u> The use of the impersonal <i>Se debería</i> as a conditional tense Partitives must agree in gender and number with the noun (mucho-a-os-as, poco-a-os-as, demasiado-a-os-as) The verb after the expression with <i>cuando</i> in Spanish must be in the subjunctive tense opposed to the present tense in English The use of the subjunctive for negative commands, while we use the present indicative for positive commands The use of the different persons in the present perfect with the verb <i>Haber</i>
Why are you teaching it now ? What prior learning do students have ?	To continue to extend the GCSE theme 'Local, national, international and global areas of interest'. To revisit the present subjunctive and the use of different tenses at the same time. The use of modal verbs and to increase the knowledge of useful descriptive adjectives to show further range with their vocabulary. Cultural references to the Hispanic cultural world. Year 7 Curriculum - Modules 1-5 plus cultural project work. Year 8 Curriculum – Modules 1-5 plus cultural project work. Year 9 Curriculum – Modules 1-4 Year 10 Curriculum – Modules 5-7	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	LPA Will be able to extend on the theme of 'Local, national, international and global areas of interest' by talking about social and environmental issues and show some understanding of the present, one past tense and one future tense to describe world and environmental issues MPA Will be able to extend on the theme of 'Local, national, international and global areas of interest' by talking about social and environmental issues and show understanding of the present subjunctive, one past tense and one	<u>Vocabulary and literacy focus (Tier 2/Tier 3)</u> <i>¿Cómo es tu casa?</i> <i>Vivo en... un piso / apartamento una granja</i> <i>Está en... el centro de la ciudad un barrio en las afueras</i> <i>Ahorramos agua.</i> <i>Separamos... / Reciclamos... la basura, el papel, el plástico el vidrio</i> <i>Suelo / Intento</i> <i>(No) Se debe</i> <i>Es importante / Es necesario Es esencial</i> <i>Me preocupa(n)...</i> <i>el paro / desempleo el hambre / la pobreza la deforestación</i> <i>la diferencia entre ricos y pobres la drogadicción / la salud / la</i> <i>obesidad / la crisis económica los problemas del medio ambiente</i> <i>los sin hogar / techo los animales en peligro de extinción</i>

	<p>future tense to describe world and environmental issues</p> <p>HPA Will be able to extend on the theme of 'Local, national, international and global areas of interest' by talking about social and environmental issues and show understanding of the present subjunctive, past tenses and future tense to describe world and environmental issues</p> <p>Oracy - Group work, classroom discussions, meaningful conversations, formal debates, GCSE role-plays, presentations, photo descriptions.</p> <p>Literacy - all detailed in the Scheme of Work.</p> <p>SEND - Use of LA Provision - templates provided for activities. Chrome Book provided if required. Visual prompts. Reinforcement of oral instructions. Constantly revise and reinforce learning. Provide good role modules by making use of the other students and staff. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	<p><i>Es necesario / esencial que... cuidemos el planeta hagamos proyectos de conservación compremos / usemos productos verdes Hay demasiada basura.</i></p> <p><i>El aire está contaminado.</i></p> <p><i>Para... limpiar las calles proteger el medio ambiente / los ríos y mares reducir la contaminación luchar contra el calentamiento global</i></p> <p><i>No se debería tirar basura</i></p> <p><i>Se debería plantar más árboles</i></p> <p><i>Beber alcohol Fumar cigarrillos / porros Tomar drogas blandas / duras</i></p> <p><i>¿Para qué sirven...</i></p> <p><i>los eventos deportivos internacionales? los grandes acontecimientos deportivos? los Juegos Paralímpicos / Olímpicos? la Copa Mundial de Fútbol?</i></p> <p><i>Sirven para...</i></p> <p><i>promover la participación en el deporte promover el espíritu de solidaridad</i></p> <p><i>¿Qué estabas haciendo? Estaba / Estábamos / Estaban...</i></p> <p><i>ensayando, entrando en casa durmiendo conduciendo por la ciudad Decidí apuntarme recaudar fondos / solicitar donativos organizamos algunos eventos un concierto / una carrera de bici apadrinada</i></p>
<p>Les As a result of assessment what % of students can achieve these focus skills.</p>	<p>LPA 50%</p> <p>MPA 70%</p> <p>HPA 90%</p>	<p>Assessments - End of module 8 – all four skills tested – Speaking focus- Photo description, Role-Play and Conversation. Reading to include a translation from Spanish to English. Writing Foundation 40 words, Higher 90 words.</p>