

## Spanish - Year 10 - Medium Term Plan

Y10 Module 3	Title: <b>VIVA AQA Higher : Módulo 3 – Mi gente (GCSE theme: Identity and culture)</b>	
Why are you teaching it?	<p>Continuing with the theme of 'Identity and culture' and being able to extend the topic by talking about their family and friendships.</p> <p>To revisit the themes of 'Technology' and 'arrangements'.</p> <p>Recognising the difference between the present and past tenses.</p> <p>To introduce the present continuous tense when making arrangements</p> <p>Further practice of the present tense.</p> <p>To practice the difference between "ser" and "estar"</p>	<p><u>Misconceptions</u></p> <p>Remembering that in Spanish the adjectives have to agree with the noun not with the person that is talking.</p> <p>The use of the definite article in Spanish compared to English eg: Tengo <b>los</b> ojos marrones.</p> <p>Remembering that the position of adjectives come after the noun.</p> <p>The use of the full conjugation of Estar for the continuous tense</p> <p>Different endings for the English -ing (-ando / -iendo)</p> <p>Use of estar and ser (verb to be)</p>
Why are you teaching it now ? What prior learning do students have ?	<p>To continue to extend the GCSE theme 'Identity and culture'. To revisit the present tense, the verb 'usar' followed by "para" to increase the knowledge of useful connectives to show further range with their vocabulary. Cultural references to the Hispanic cultural world.</p> <p><b>Year 7</b> Curriculum - Modules 1-5 plus cultural project work.</p> <p><b>Year 8</b> Curriculum – Modules 1-5 plus cultural project work.</p>	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p><b>LPA</b> Will be able to extend on the theme of 'Identity and culture' by talking about technology and family relationships and show some understanding of the present tense to describe their what they do with their phone and their family relationships</p> <p><b>MPA</b> Will be able to extend on the theme of 'Identity and culture' by talking about technology and family relationships and show some understanding of the present tense and the present continuous to describe their what they do with their phone and their family relationships</p> <p><b>HPA</b> Will be able to give more detailed descriptions on the theme of 'Identity and culture' by talking about technology and family relationships and show understanding of the present tense and the present continuous to describe their what they do with their phone and refer to the present and past tenses to talk about their family relationships.</p>	<p><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></p> <p><i>juego con mi móvil</i></p> <p><i>veo películas</i></p> <p><i>comparto vídeos</i></p> <p><i>siempre, nunca</i></p> <p><i>una vez a la semana</i></p> <p><i>todos los días</i></p> <p><i>a menudo</i></p> <p><i>¿Cómo es?</i></p> <p><i>Tiene los ojos...</i></p> <p><i>azules / verdes / marrones grandes / pequeños</i></p> <p><i>Tiene el pelo...</i></p> <p><i>moreno / castaño / rubio / rojo</i></p> <p><i>corto / largo / rizado / liso / ondulado</i></p> <p><i>Tiene pecas.</i></p> <p><i>Lleva...</i></p> <p><i>gafas / barba / bigote</i></p> <p><i>Es...</i></p> <p><i>alto/a / bajo/a / delgado/a / gordito/a / gordo/a</i></p> <p><i>gracioso/a / generoso/a / fiel</i></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>¿Qué aplicaciones usas?</i>  <i>Usa... para...</i>  <i>subir y ver vídeos</i>  <i>compartir fotos</i>  <i>pasar el tiempo</i>  <i>aprender idiomas</i>  <i>controlar mi actividad física</i>  <i>publicar mensajes</i>  <i>Es / No es...</i>  <i>cómodo/a / divertido/a / peligroso/a / práctico/a / rápido/a</i>  <i>mi red social preferida</i>  <i>Estoy enganchado/a a...</i>  <i>Estoy... tocando la guitarra / hablando por teléfono</i>  <i>¿Quieres salir conmigo?</i>  <i>No puedo porque...</i>  <i>está lloviendo / tengo que...</i>  <i>¡Qué pena!</i>  <i>¿A qué hora quedamos?</i>  <i>¿Dónde quedamos?</i>  <i>¿Qué te gusta leer?</i>  <i>los tebeos / los comics</i>  <i>los periódicos / las revistas</i>  <i>Los e-books...</i>  <i>son más...</i>  <i>transportables / ecológicos</i>  <i>¿Cómo es?</i>  <i>Tiene los ojos...</i>  <i>azules / verdes / marrones / grises</i>  <i>grandes / pequeños / brillantes</i>  <i>Tiene el pelo...</i>  <i>moreno / rubio / castaño / rojo</i>  <i>corto / largo</i>  <i>rizado / liso / ondulado</i>  <i>fino / de punta</i>  <i>Tiene...</i>  <i>la piel blanca / morena</i></p>
<p>Les As a result of assessment what % of students can achieve these focus skills.</p>	<p><b>LPA 50%</b>  <b>MPA 70%</b>  <b>HPA 90%</b></p>	<p>Assessments - End of module 3 – 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>

