

Y 9 Module 1	Title: <i>Somos así</i> (GCSE theme: Identity and culture)	
Why are you teaching it?	To develop language to talk about the different types of hobbies, daily routine and special events To improve use of the present tense (regular/irregular) in Spanish of –er –re and –ir verbs. To develop the use of the preterite tense when talking about special events <i>To reinforce the use of the near future tense</i>	<u>Misconceptions</u> The conjugation of <i>Ser</i> into the preterite in Spanish The use of same endings for different groups of verbs The same ending for the first person in the plural for the present tense and the preterite The use of the definite/indefinite article. Stem changing verbs depending on the time frame
Why are you teaching it now ? What prior learning do students have ?	To reinforce the use of opinions, connectives and present, past and future tense verbs when talking about activities they like doing in their free time, interests and personal views. This topic uses a lot of cognates and near-cognates to support learning. Modules 1-5 plus cultural project work. Year 7 and 8 Curriculum. (GCSE themes: Identity and culture, Current and future study and employment, Identity and culture)	
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 <i>To be able to describe what they do in their free time throughout the week and special events with the use of connectives and basic opinions and to be able to include one example of the present, past and future tense with limited vocabulary and grammar.</i> MPA <i>To be able to describe what they do in their free time throughout the week and special events with the use of higher level connectives, time phrases and opinions phrases and be able to understand the present,</i>	<u>Vocabulary and literacy focus (Tier 2/Tier 3)</u> Definite article with opinions Present tense of <i>ir, hacer, ser</i> (full paradigm) – pronunciation of <i>c</i> ¿Qué cosas no te gustan nada? el deporte, las artes marciales el dibujo, los animales, el cine Me chifla(n)... / Me encanta(n)... present tense of regular -ar, -er and -ir verbs (full paradigm) ¿Cómo organizas tu semana? los fines de semana veo un partido de fútbol, saco fotos, toco el teclado, leo libros near future tense una película de animación, una película de acción, una comedia

	<i>preterite and future tenses and give a couple of clear examples.</i> HPA <i>To be able to give an extended description of what they do in their free time throughout the week and special events with a range of present, past and future tense verbs and with accurate spelling and grammar.</i> <i>Oracy - Group work, classroom discussions, meaningful conversations, formal debates, GCSE role-plays, presentations, photo descriptions.</i> <i>Literacy - all detailed in the Scheme of Work.</i> <i>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.</i>	una película de ciencia ficción, una película de superhéroes, una película de terror the preterite (full paradigm) ¿Cómo fue tu cumpleaños? ¿Qué hiciste? fui/fuimos... un centro de laser tag, al parque de atracciones, Invité a mis amigas a pasar la noche en casa recognising tenses preterite of hacer (full paradigm) ¿Por qué eres famoso/a? ¿Cómo empezó todo? Soy... Con diez años, recibí una máquina
Les As a result of assessment what % of students can achieve these focus skills.	LPA 50% MPA 70%	Based on end of module assessment on 4 skills – Listening, Reading, Speaking and Writing – including a role-play in the speaking assessment and a translation.

	HPA 90%	
SEND	 <i>Introducing SENDsational 6</i>	
What amendments are you going to make following evaluation of this module?		