

Spanish Year 10 Identity and Culture

Y10 Module 4	Title: <i>VIVA AQA Higher : Modulo 4 – Intereses e influencias (GCSE theme: Identity and culture)</i>	
Why are you teaching it?	<p>Continuing with the theme of ‘Identity and Culture’ and being able to extend the topic by talking about leisure activities.</p> <p>To revisit the themes of ‘Sports’ and ‘Music’ and the full conjugation of the verbs ‘Jugar’ and ‘Hacer’.</p> <p>Revisiting technology and film – familiar language with a range of cognates to assist understanding.</p> <p>Recognising the difference between the present and past tenses.</p> <p>To introduce the comparative when talking about leisure activities.</p> <p>Further practice of the imperfect tense.</p> <p>To introduce superlative adjectives when discussing familiar themes.</p>	<p><u>Misconceptions</u></p> <p>Remembering that the position of adjectives can come before or after the noun.</p> <p>The different ways of asking questions in Spanish.</p> <p>Soler + infinitive</p> <p>Use of indirect object</p> <p>Endings for the perfect and imperfect tenses</p> <p>Using words which have more than one meaning</p> <p>Talking about dates</p>
<p>Why are you teaching it now ?</p> <p>What prior learning do students have ?</p>	<p>To continue to extend the GCSE theme ‘Identity and Culture’. To revisit the perfect and imperfect tense, the verbs ‘Jugar’ and ‘Hacer’ and to increase the knowledge of useful adjectives (<i>algunos / ciertos / otros / muchos / demasiados / todos</i>) to show further range with their vocabulary. Cultural references to the Hispanic cultural celebrities.</p> <p>Year 7 Curriculum - Modules 1-5 plus cultural project work.</p> <p>Year 8 Curriculum – Modules 1-5 plus cultural project work.</p> <p>Year 9 : Curriculum – Module 1-3 (GCSE themes 1-3).</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>E/D Will be able to extend on the theme of ‘Identity and Culture’ by talking about leisure activities and show some understanding of one past tense to describe their hobbies and interests</p> <p>S Will be able to extend on the theme of ‘Identity and Culture’ by talking about leisure activities in a range of tenses and show understanding of past tenses (perfect and imperfect) to describe their hobbies and interests</p>	<p><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u></p> <p><i>Tengo muchos pasatiempos</i></p> <p><i>Después del insti...</i></p> <p><i>Los fines de semana...</i></p> <p><i>Cuando tengo tiempo...</i></p> <p><i>voy de compras</i></p> <p><i>¿Eres teleadicto/a?</i></p> <p><i>Sí, soy teleadicto/a</i></p> <p><i>No, no soy teleadicto/a</i></p> <p><i>Mi programa favorito es...</i></p>

	<p>M Will be able to extend on the theme of 'Identity and Culture' by talking about leisure activities in a range of tenses and being able to adapt a model dialogue to fit different situations and show understanding of past tenses (perfect and imperfect) to describe their hobbies and interests.</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>un concurso / un programa de deportes / un reality</i> <i>Tengo muchos pasatiempos.</i> <i>A la hora de comer...</i> <i>Cuando tengo tiempo...</i> <i>Después del insti...</i> <i>Los fines de semana...</i> <i>Los (lunes)...</i> <i>Por la mañana / tarde...</i> <i>Por la noche...</i> <i>cocino...</i> <i>Soy / Era...</i> <i>(bastante / muy) deportista</i> <i>miembro de un club / un equipo</i> <i>aficionado/a / hincha de...</i> <i>un(a) fanático/a de...</i> <i>Juego al...</i> <i>Jugué al...</i> <i>Jugaba al...</i> <i>¿Qué vamos a hacer...</i> <i>esta tarde / noche / mañana?</i> <i>el (viernes)?</i> <i>¿Tienes ganas de ir...</i> <i>al cine / al teatro / al circo?</i> <i>Admiro a... porque...</i> <i>Es...</i> <i>No es ni... ni...</i> <i>ambicioso/a / egoísta</i> <i>famoso/a / fuerte</i> <i>generoso/a / optimista</i> <i>rico/a / simpático/a</i> <i>trabajador(a) / valiente</i></p>
<p>Les As a result of assessment what % of</p>	<p>End of Module 4 exam Reading, Writing and Listening.</p>	<p>Assessments - End of module 2 – all four skills tested – Speaking focus- Photo description, Role-Play and Conversation. Reading to include a</p>

<p>students can achieve these focus skills.</p>	<p>Throughout this module there will be continual assessment and exam style questions. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>translation from Spanish to English. Writing Foundation 40 words, Higher 90 words.</p>
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