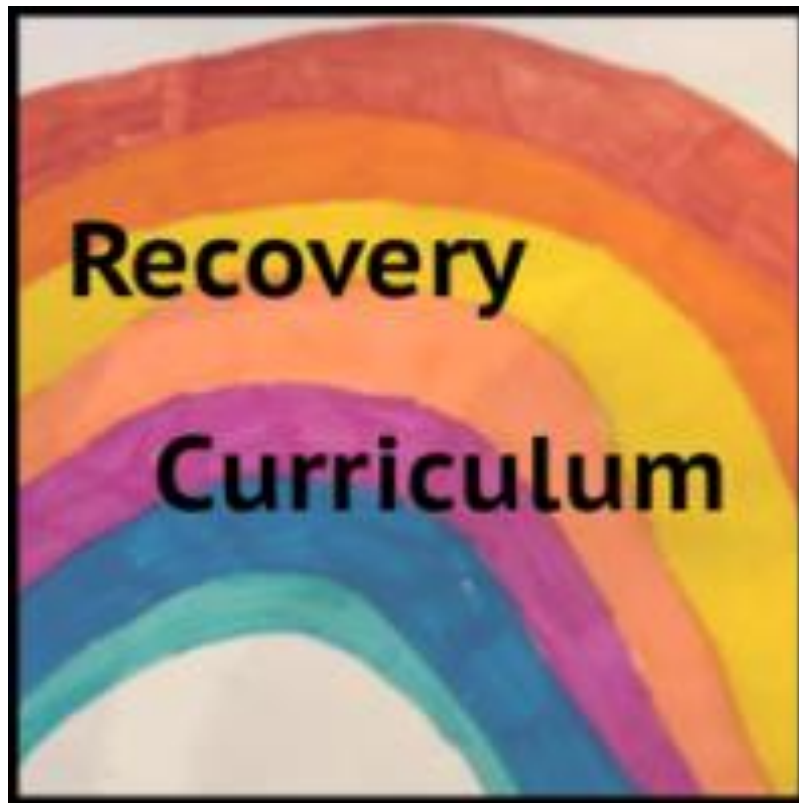# RECOVERY CURRICULUM

Subject: Spanish
Author: Natalie McAndrew
Created: 12.7.20
Updated:.

Subject:	Spanish	Teacher:	Natalie McAndrew
Year:	10	Class:	10A /10B
Unit title:	Describe la foto – describe a photo revision		
Duration:	Two weeks		

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

• understand grammar and apply it in different contexts. • communicate effectively in writing for a variety of purposes across a range of specified contexts. • manipulate the language using and adapting a variety of structures and vocabulary with increasing frequency • interact effectively in speech; initiate and develop conversations, ask and answer questions, respond to unexpected questions. • identify the overall message, key points, details and opinions in a variety of short and longer spoken or written passages. • deduce and infer meaning from a variety of spoken or written texts. • translate into and out of the target language.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

The Spanish PoS develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, they will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
Grammar, vocabulary and phonics	**Pupils will gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. They will reinforce this knowledge with extensive planned practice and use it in order to build the skills needed for communication.**

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

Our department's vision is to create enthusiastic, independent learners who enjoy listening, speaking and communicating in more than one language. Languages allow us to understand other countries and cultures so that we are more open and adaptable to new experiences. We are committed to developing strong, lifelong linguistic skills and to encourage students to become curious and interested in the world and community they live in. Ultimately, we want our students to have a love of languages and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people.

Implementation

GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	**Triage** – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
preempting common misconceptions **using continual questioning techniques**	**Grammar, vocabulary and phonics. These are the essential pillars of language knowledge all of equal importance.** **They will be filled via;** - **Knowledge Organisers** - **Self-quizzing** - **Low stakes testing** - **Choral response** - **Quizlet access linked to knowledge organiser**
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	**Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned?
- **Describe la foto "describing a photo"** - **Using the present continuous** - **Using speculation phrases** - **Extended opinions** - **Using a variety of tenses** - **Using WOW phrases & idioms**	- **Extensive planned practice of the skills needed to describe a photo, a requirement in both the Speaking and Writing papers at GCSE.**
WELLBEING	

Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
Students will be encouraged to speak openly about their experiences with acknowledgement that their feelings are valid	**By creating a safe, supportive, and equitable learning environment that promote all students' social and emotional development**
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
• **maintaining a lesson format that students are familiar with**	• **continue being passionate about languages and ensuring lessons are engaging. Asking students questions and using praise for responding in Spanish etc…**
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
• **Students will be required to describe a photo**	• **Peer assessing each other's work and giving feedback**

Delivery

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
1		Classroom (whole sequence completed)	X	• Cinco al dia (1) 5 a day (short review quiz high frequency verbs)	
		Blended (live and remote as independent study)	☐		

What	Describe a photo (1)
Why	To be able to discuss a photo in detail using speculation phrases and a variety of tenses.
How	You will be able to describe a photo on a variety of themes and respond to unexpected questions.

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
• At Bats photo description revision (1) • Recognising questions in different time frames	• Targeted questioning / show me	• WAGOLL discussion	

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation	- "culture of error" - Addressing common misconceptions - Light feedback	- Daily WCF review	

Number of lessons in cycle:

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1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
Classroom (whole sequence completed)	X	• Cinco al dia (2) 5 a day (short review quiz high frequency verbs)	**What** — Describe a photo (2)	Descri
Blended (live and remote as independent study)	☐		**Why** — To be able to discuss a photo in detail using speculation phrases and a variety of tenses.	To be using
			How — You will be able to describe a photo on a variety of themes and respond to unexpected questions.	You w variet unexp

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4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
• At Bats photo description revision (2) Recognising questions in different time frames	• Targeted questioning / show me	• WAGOLL discussion	

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation	- "culture of error" - Addressing common misconceptions	- Daily WCF review	

Number of lessons in cycle:

3	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	• Cinco al dia (3) - 5 a day (short review quiz high frequency time phrases	What	Describe a photo (3)	
		Blended (live and remote as independent study)	☐		Why	To be able to discuss a photo in detail using speculation phrases and a variety of tenses.	
					How	You will be able to describe a photo on a variety of themes and respond to unexpected questions.	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		• At Bats photo description revision (3) Recognising questions in different time frames		• Targeted questioning / show me	• WAGOLL discussion		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation		- "culture of error" Addressing common misconceptions	Daily WCF review		

4	Number of lessons in	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	• Cinco al dia (4) 5 a day (short review quiz high frequency time phrases)	What	Describe a photo (4)	
		Blended (live and remote as independent study)	☐		Why	To be able to discuss a photo in detail using speculation phrases and a variety of tenses.	
					How	You will be able to describe a photo on a variety of themes and respond to unexpected questions.	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		• At Bats photo description revision (4)		• Targeted questioning / show me	• WAGOLL discussion		

Recognising questions in different time frames			
7) Deliberate Practice (guided/ independent)	**8) Feedback** (light/deep)	**9) Review** (daily/monthly)	
• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation	- "culture of error" Addressing common misconceptions	Daily WCF review	

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	1) Lesson Type (classroom or blended for remote homework)		**2) DNA** (Do Now Activity/Reading)	**3) Learning Intentions** (what, why & how)		
5	Classroom (whole sequence completed)	**X**	• Cinco al dia (5) 5 a day (short review quiz high frequency adjectives & connecctives)	What	Describe a photo (5)	
	Blended (live and remote as independent study)	☐		Why	To be able to discuss a photo in detail using speculation phrases and a variety of tenses.	
				How	You will be able to describe a photo on a variety of themes and respond to unexpected questions.	

	4) New Material (previous learning/ new material)	**5) Check for Understanding** (questioning/checking)	**6) Prepare for Practice** (model/ scaffold)	
Number of lessons in cycle:	• At Bats photo description revision (5) Recognising questions in different time frames **and responding using a variety of tenses**	• Targeted questioning / show me	• WAGOLL discussion	
	7) Deliberate Practice (guided/ independent)	**8) Feedback** (light/deep)	**9) Review** (daily/monthly)	
	• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation	- "culture of error" Addressing common misconceptions	Daily WCF review	

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	1) Lesson Type (classroom or blended for remote homework)	**2) DNA** (Do Now Activity/Reading)	**3) Learning Intentions** (what, why & how)
6			

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Classroom (whole sequence completed)	X	• Cinco al dia (6) 5 a day (short review quiz high frequency adjectives & connectives)	What	Describe a photo (6)		To disc
					Why	To be able to discuss a photo in detail using speculation phrases and a variety of tenses.		To disc
		Blended (live and remote as independent study)	☐		How	You will be able to describe a photo on a variety of themes and respond to unexpected questions.		You w future
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)			Synchronous (live)
		• At Bats photo description revision (6) Recognising questions in different time frames **and responding using a variety of tenses**		• Targeted questioning / show me	• WAGOLL discussion			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)			Asynchronous (remote)
		• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation		- "culture of error" Addressing common misconceptions	Daily WCF review			

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
7		Classroom (whole sequence completed)	X	• Cinco al dia (7) 5 a day (short review quiz high frequency filler words)	What	Describe a photo (7)		
					Why	To be able to discuss a photo in detail using speculation phrases and a variety of tenses.		
		Blended (live and remote as independent study)	☐		How	You will be able to describe a photo on a variety of themes and respond to unexpected questions.		
	Number of lessons in	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)			Synchronous (live)
		• At Bats photo description revision (7)		• Targeted questioning / show me	• WAGOLL discussion			

		Recognising questions in different time frames **and responding using a variety of tenses from memory**			
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation	- "culture of error" Addressing common misconceptions	Daily WCF review	

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
8	Number of lessons in cycle:	Classroom (whole sequence completed)	X	• Cinco al dia (8) 5 a day (short review quiz WOW phrases & idioms)	What	Describe a photo (8)	
		Blended (live and remote as independent study)	☐		Why	To be able to discuss a photo in detail using speculation phrases and a variety of tenses.	
					How	You will be able to describe a photo on a variety of themes and respond to unexpected questions.	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		• At Bats photo description revision (8) Recognising questions in different time frames **and responding using a variety of tenses and WOW phrases**		• Targeted questioning / show me	• WAGOLL discussion		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation		- Deep "GCSE Past Paper"	Daily WCF review		

		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
9				

		Classroom (whole sequence completed) ☐	• Cinco al dia (9) 5 a day (short review quiz WOW phrases & idioms)	What	Describe a photo (9)
		Blended (live and remote as independent study) ☐		Why	To be able to discuss a photo in detail using speculation phrases and a variety of tenses.
				How	You will be able to describe a photo on a variety of themes and respond to unexpected questions.

		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
	Number of lessons in cycle:	• At Bats photo description revision (9) Recognising questions in different time frames **and responding using a variety of tenses and WOW phrases from memory**	• Targeted questioning / show me	• WAGOLL discussion	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation	Deep "exit Ticket review"	Daily WCF review	

10		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐	• Cinco al dia (10) 5 a day (short review quiz WOW phrases & idioms)	What	Describe a photo (10)
		Blended (live and remote as independent study) ☐		Why	To be able to discuss a photo in detail using speculation phrases and a variety of tenses.
				How	You will be able to describe a photo on a variety of themes and respond to unexpected questions.
	Number of lessons in	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		• At Bats photo description revision (10)	• Targeted questioning / show me	• WAGOLL discussion	

	Recognising questions in different time frames **and responding using a variety of tenses and WOW phrases from memory**			Asynchronous (remote)
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
	• Deliberate practice mini whiteboards "everybody writes" • Independent sentence translation	Deep GCSE Past Paper improvement task	Daily WCF review	