

# REMOTE LEARNING MODULE

Subject: Spanish

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Updated:



Subject:	Spanish	Teacher (if applicable):	NEM / RMB		
Year:	11	Ability/Class (if applicable):			
Module title:	GCSE Skills consolidation Unit				
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/>	8 weeks <input type="checkbox"/>	Other: 16 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 module?

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.

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

- Recognise synonyms and antonyms
- Coping strategies to deal with distractors
- Use inference as a reading and listening strategy
- Recognise higher level language Tra
- Use coping skills when dealing with authentic texts

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

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**  
**Listening / Speaking / Reading / Writing / Translation**

**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 module? 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?

- Reading literary texts
- Tackling listening and reading tasks which include distractors
- To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.

## Implementation

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the next academic year, or key stage?
<ul style="list-style-type: none"> <li>• Reading literary texts</li> <li>• Describing a photo</li> <li>• Translation skills covering all themes</li> <li>• Using prediction when listening</li> <li>• Revision of high frequency language</li> <li>• Using idioms &amp; WOW phrases</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students will be able to successfully introduce themselves, discuss their likes and dislikes and talk about other people’s likes and dislikes. This topic will enable students to retrieve this knowledge in year 8 as elements of the module are recycled in various listening, speaking, reading and writing activities.</b></li> </ul>

### LEARNING

<b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?	<b>Asynchronous</b> – what are the asynchronous aspects of the module, including deliberate practice?
<b>Review</b> <ul style="list-style-type: none"> <li>• <b>Online</b></li> <li>• <b>Teams chat</b></li> </ul>	<b>Teams assignment – build stamina</b> <b>Video share of work – front the writing</b>

### ENGAGEMENT

<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?	<b>Disengagement</b> – how are you going to ensure students who are not engaging with this module are identified and supported?
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<ul style="list-style-type: none"> <li>There is an independent learning knowledge organiser booklet which compliments this module (hard copy)</li> </ul>	<ul style="list-style-type: none"> <li>Schedule face to face</li> <li>Make contact with parents, which generally encourages students to engage.</li> <li>If no response, go through the academy process and refer to line manager</li> </ul>	
<b>FEEDBACK</b>		
<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
<b>Quizlet Vocabulary drills (listening, speaking, reading, writing, translation)</b> <ul style="list-style-type: none"> <li>Past GCSE papers in reading, writing, speaking &amp; listening.</li> </ul>	<b>2 Weeks</b>	<b>Quizlet &amp; active learn</b>
	<b>4 Weeks</b>	<b>Teams assignment</b>
	<b>6 Weeks</b>	<b>Quizlet &amp; active learn</b>
	<b>8 Weeks</b>	<b>Teams assignment</b>
	<b>Other</b>	

Delivery (please note - a two week remote learning module may only take one lesson cycle)							
1	4	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz (adjectives)</li> </ul>	What	Revision of high frequency adjectives	
Blended (live in classroom and remote as study)	<input type="checkbox"/>	Why	To identify key information				
		How	You will be able to understand a variety of adjectives synonyms/antonyms				
1	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)
		<ul style="list-style-type: none"> <li>At Bats adjectives and revision of ser in all 3 tenses Reading, Writing, listening and Translation</li> </ul>		Targeted questioning / show me / plan for error	WAGOLL discussion / Break it down		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> </ul>		Light feedback - Clinic – work support	Quizlet knowledge retrieval end of unit review GCSE Past paper				

		<ul style="list-style-type: none"> <li>Independent sentence translation</li> </ul>	<ul style="list-style-type: none"> <li>Addressing common misconceptions</li> <li>Improve answers</li> <li>Vocab review</li> </ul>				
2	4	1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Remote (live on MS Teams and remote as study) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz (future tense)</li> </ul>	What	Revision of the future tense	Revisio	
		Blended (live in classroom and remote as study) <input type="checkbox"/>		Why	To identify different time frames	To be	
			How	You will be able to distinguish between present and future events	You w descri		
	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)
			<ul style="list-style-type: none"> <li>At Bats simple future &amp; immediate future revision</li> </ul> Reading, Writing, listening and Translation	Targeted questioning / show me / plan for error	WAGOLL discussion / Break it down		
			7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> <li>Independent sentence translation</li> </ul>	Light feedback <ul style="list-style-type: none"> <li>Clinic – work support</li> <li>Addressing common misconceptions</li> <li>Improve answers</li> <li>Vocab review</li> </ul>	Quizlet knowledge retrieval end of unit review  GCSE Past paper				
3	4	1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Remote (live on MS Teams and remote as study) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz (extended connectives)</li> </ul>	What	Revision of using a variety of tenses		
		Blended (live in classroom and remote as study) <input type="checkbox"/>		Why	To identify different time frames		
			How	You will be able to distinguish between present, past and future events			
		N	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Sync hron

		<ul style="list-style-type: none"> <li>At Bats simple future, immediate &amp; past tense revision</li> </ul> Reading, Writing, listening and Translation	Targeted questioning / show me / plan for error	WAGOLL discussion / Break it down	Asynchronous (remote)	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		
		<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> <li>Independent sentence translation</li> </ul>	Light feedback <ul style="list-style-type: none"> <li>Clinic – work support</li> <li>Addressing common misconceptions</li> <li>Improve answers</li> </ul> Vocab review	Quizlet knowledge retrieval end of unit review  GCSE Past paper		
4	Number of lessons in cycle:	1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz (free time activities)</li> </ul>	What	Revision of free time	
		Blended (live in classroom and remote as study) <input type="checkbox"/>		Why	To be able to give opinions of your hobbies	
				How	You will be able to discuss the topic of free time spontaneously using a variety of tenses	
			4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
			<ul style="list-style-type: none"> <li>At Bats tangled translation "free time"</li> </ul> Reading, Writing, listening and Translation	Targeted questioning / show me / plan for error	WAGOLL discussion / Break it down	
			7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
			<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> <li>Independent sentence translation</li> </ul>	Light feedback <ul style="list-style-type: none"> <li>Clinic – work support</li> <li>Addressing common misconceptions</li> <li>Improve answers</li> </ul> Vocab review	Quizlet knowledge retrieval end of unit review  GCSE Past paper	
	5	4	1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	

		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz arguments for and against</li> </ul>	What	Revision of technology		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to argue for or against different types of technology		
	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)
		<ul style="list-style-type: none"> <li>At Bats tangled translation "technology"</li> </ul> Reading, Writing, listening and Translation		Targeted questioning / show me / plan for error		WAGOLL discussion / Break it down		
6	4	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> <li>Independent sentence translation</li> </ul>		Light feedback <ul style="list-style-type: none"> <li>Clinic – work support</li> <li>Addressing common misconceptions</li> <li>Improve answers</li> </ul> Vocab review		Quizlet knowledge retrieval end of unit review  GCSE Past paper		
		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/holiday accommodation</li> </ul>		What	Revision of holidays	
	Blended (live in classroom and remote as study)	<input type="checkbox"/>	Why			To be able to discuss the benefits of holidaying abroad		
	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)
<ul style="list-style-type: none"> <li>At Bats tangled translation "holidays"</li> </ul> Reading, Writing, listening and Translation		Targeted questioning / show me / plan for error		WAGOLL discussion / Break it down				
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asyn chro

		<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> <li>Independent sentence translation</li> </ul>	Light feedback <ul style="list-style-type: none"> <li>Clinic – work support</li> <li>Addressing common misconceptions</li> <li>Improve answers</li> </ul> Vocab review	Quizlet knowledge retrieval end of unit review  GCSE Past paper	
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		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
7	4	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz time phrases / connectives</li> </ul>	What	Revision of daily routine	Revisio	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to discuss your own and a family members daily routine	You w have	
			4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
			<ul style="list-style-type: none"> <li>At Bats grammar review reflexive verbs conjugation rockstars</li> </ul> Reading, Writing, listening and Translation	Targeted questioning / show me / plan for error	WAGOLL discussion / Break it down			
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)		
		<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> <li>Independent sentence translation</li> </ul>	Light feedback <ul style="list-style-type: none"> <li>Clinic – work support</li> <li>Addressing common misconceptions</li> <li>Improve answers</li> </ul> Vocab review	Quizlet knowledge retrieval end of unit review  GCSE Past paper				

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
8	4	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz synonyms &amp; antonyms (1)</li> </ul>	What	Revision of "PASSED" reading strategies		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To understand literary texts		
					How	You will be able to cope with unfamiliar language		

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)	
	<ul style="list-style-type: none"> <li>At Bats grammar consolidation literary texts 1-4</li> </ul> Reading, Writing and Translation		Targeted questioning / show me / plan for error	WAGOLL discussion / Break it down		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> <li>Independent sentence translation</li> </ul>		Light feedback <ul style="list-style-type: none"> <li>Clinic – work support</li> <li>Addressing common misconceptions</li> <li>Improve answers</li> </ul> Vocab review	Quizlet knowledge retrieval end of module review  GCSE Past paper		

9	4	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz synonyms &amp; antonyms (2)</li> </ul>	What	Revision of "PASSED" reading strategies		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To understand literary texts		
			How		You will be able to cope with unfamiliar language			
	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)	
		<ul style="list-style-type: none"> <li>At Bats grammar consolidation literary texts 5-8</li> </ul> Reading, Writing and Translation		Targeted questioning / show me / plan for error	WAGOLL discussion / Break it down			
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)			
<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> <li>Independent sentence translation</li> </ul>		Light feedback <ul style="list-style-type: none"> <li>Clinic – work support</li> <li>Addressing common misconceptions</li> <li>Improve answers</li> </ul> Vocab review	Quizlet knowledge retrieval end of unit review  GCSE Past paper					

10	4	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz WOW phrases</li> </ul>	What	GCSE Paper 2 Revision		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To practise the skills required to be successful in the GCSE Speaking paper		
					How	You will be able to use ambitious language structures when speaking		
	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)
		<ul style="list-style-type: none"> <li>At Bats tangled translation "idioms"</li> </ul> Reading, Writing, listening and Translation		Targeted questioning / show me / plan for error		WAGOLL discussion / Break it down		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	<ul style="list-style-type: none"> <li>Deliberate practice mini whiteboards "everybody writes"</li> <li>Independent sentence translation</li> </ul>		Light feedback <ul style="list-style-type: none"> <li>Clinic – work support</li> <li>Addressing common misconceptions</li> <li>Improve answers</li> </ul> Vocab review		Quizlet knowledge retrieval end of unit review  GCSE Past paper			