

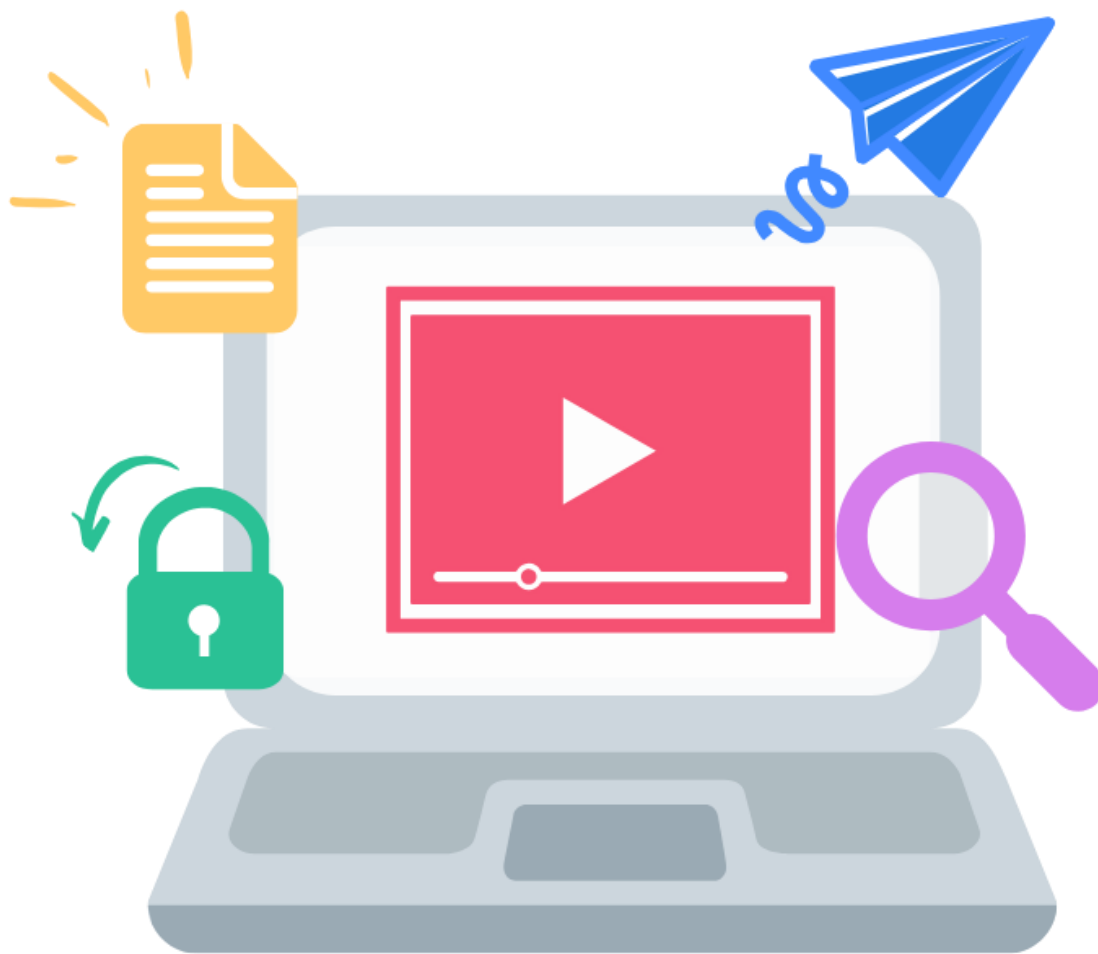
# REMOTE LEARNING MODULE

Subject: Spanish

Author: Natalie McAndrew

Created: 13.7.20

Updated:



Subject:	Spanish	Teacher (if applicable):	NEM / RMB / CSP		
Year:	7	Ability/Class (if applicable):			
Module title:	Skills consolidation Unit – Mi Vida				
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?

Students are encouraged from an early stage to initiate and develop conversations, which enables them to use coping strategies to deal with unfamiliar language and unexpected responses. In addition, students read literary texts in Spanish [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. Phonics are embedded throughout the PoS and are crucial in developing student confidence when pronouncing from written text, writing down spoken language and speaking in the target language. This curriculum aims to build students confidence in Spanish and interest in Hispanic culture to encourage them to continue learning Spanish post-KS3 and to prepare them for KS4/GCSE-level study.

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

- Talking about my age
- Saying when my birthday is
- Describing hair and eyes
- Saying where I live and am from
- Talking about my family members, saying their age and how well I get along with them.
- Counting to 100

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?

- Describing yourself and other people
- Indicating location
- Describing people and relationships

## 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>• How to say your name age and someone else's</li> <li>• Counting to 100</li> <li>• Where you live and are from</li> <li>• To describe what a person's hair and eyes are like</li> <li>• Talking about family members and how you get along with them</li> <li>• Describing myself and another family member</li> </ul> <p>Write a thank-you letter</p>	<ul style="list-style-type: none"> <li>• <b>Students will be able to successfully introduce themselves, discuss their likes and dislikes and discuss family relationships. This topic will enable students to retrieve this knowledge in subsequent years as elements of the module are recycled in various listening, speaking, reading and writing activities at all levels.</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?
--	---

<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>Counting to 100</li> <li>Talking about my family</li> <li>Dates and birthdays</li> <li>Hair and eyes</li> <li>Ser &amp; tener</li> </ul>	<b>2 Weeks</b>	<b>Quizlet &amp; All-in-MFL languages gym</b>
	<b>4 Weeks</b>	<b>Teams assignment</b>
	<b>6 Weeks</b>	<b>Quizlet &amp; All-in-MFL languages gym</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 (age)</li> </ul>	What
Blended (live in classroom and remote as study)	<input type="checkbox"/>	Why	To be able to give your age and birthday			
		How	You will be able to say when your birthday is and other people's birthdays			
Number of lessons in cycle:		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		<ul style="list-style-type: none"> <li>At Bats numbers &amp; grammar revision (ser) (1)</li> <li>Reading, Writing 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)	
					Asyn Synchronous (live) chro	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> <li>Vocab review</li> </ul>	Quizlet knowledge retrieval end of unit review	
--	--	---	---	--	--

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
2	4	Remote (live on MS Teams and remote as study)	<ul style="list-style-type: none"> <li>Short Review/Quiz (physical description)</li> </ul>	What	Revision of hair and eyes		
		Blended (live in classroom and remote as study)		Why	To be able to describe hair and eyes		
	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 colours and grammar revision (tener) (1)</li> </ul> Reading, Writing and Translation		Targeted questioning / show me / plan for error	WAGOLL discussion / Break it down		
Number of lessons in cycle:	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 -			

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
3	4	Remote (live on MS Teams and remote as study)	<ul style="list-style-type: none"> <li>Short Review/Quiz (town and area)</li> </ul>	What	Revision of town and area	
		Blended (live in classroom and remote as study)		Why	To be able to describe where you live	
	≥ 3	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	How	You will be able to conjugate the verb vivir	
				6) Prepare for Practice (model/ scaffold)		Sync hron

		<ul style="list-style-type: none"> <li>At Bats adjectives and grammar revision (vivir) (1)</li> </ul> Reading, Writing 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	

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
4	4	Remote (live on MS Teams and remote as study) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz (family members)</li> </ul>	What	Revision of family members	Asynchronous (remote)
		Blended (live in classroom and remote as study) <input type="checkbox"/>		Why	To be able to describe your family	
		How		You will be able to discuss relationships with your family		
			4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		<ul style="list-style-type: none"> <li>At Bats dates and grammar revision (llevarse) (1)</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)		
		<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		Asynchronous (remote)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
5	4				

		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz adjectives (2)</li> </ul>	What	Revision of describing myself and others	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to describe physical and personality traits	
					How	You will be able to conjugate ser and tener to describe family members	
		Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
	<ul style="list-style-type: none"> <li>At Bats adjectives (2) and grammar revision (ser &amp; tener) (1)</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			
6	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 (3)</li> </ul>	What	Revision of giving reasons why	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to say why you like/dislike family members	
						How	You will be able to discuss relationships giving personal opinions
	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 dates and grammar revision (llevarse) (1)</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)		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	
--	--	---	--	--	--

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
7	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz connectives (3)</li> </ul>	What	Revision of pets	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	You will be able to discuss which pets you have or would like to 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 revision the conditional tense</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			

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
8	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Short Review/Quiz age, description, pets</li> </ul>	What	Revision of key questions	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To match questions and answers	
							How



	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 ser / tener / question forms</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			
9		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"/>			What			
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why			
	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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			Asynchronous (remote)
10		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"/>			What			

Number of lessons in cycle:	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	
				How	
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)
					Synchronous (live)
					Asynchronous (remote)