

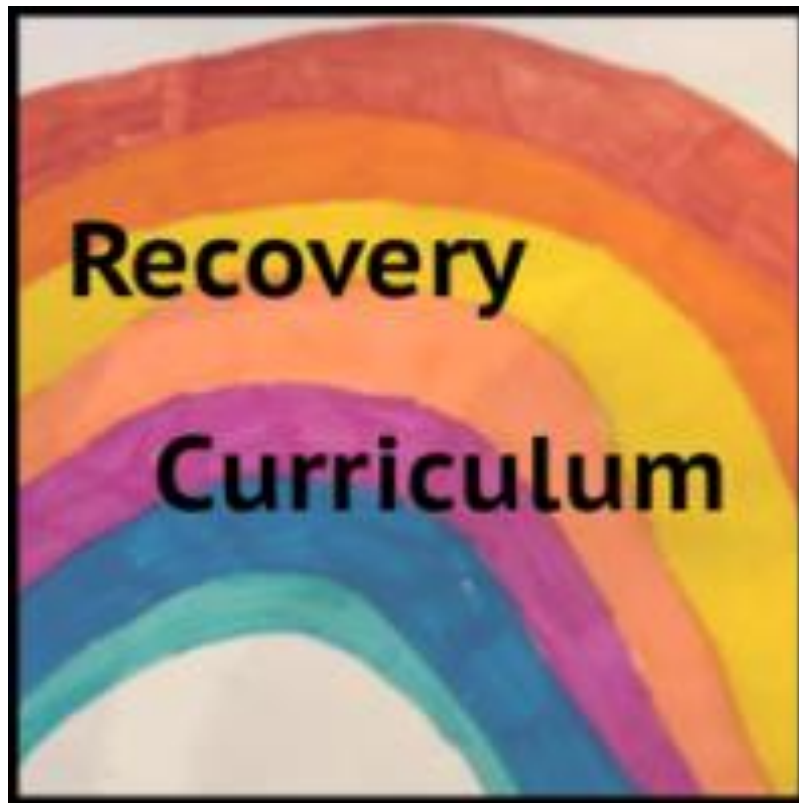
RECOVERY CURRICULUM

Subject: Spanish

Author: Natalie McAndrew

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Updated:.



Subject:	Spanish	Teacher:	Natalie McAndrew
Year:	Year 8	Class:	All classes in Year 8
Unit title:	Mi Vida & Mi tiempo libre– my life & free time activities		
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?

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.

Implementation

GAPS

Identification – how are you going to identify the gaps in knowledge/skills?

- **preempting common misconceptions**
- **using continual questioning techniques**

Triage – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?

- **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?

- **My life “Revision of who I am and free time activities”**
- **Phonics revision**
- **Present tense conjugation**
- **Future tense conjugation**

Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?

- **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.
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	Create safe, supportive, and equitable learning environments 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?
<ul style="list-style-type: none"> maintaining a lesson format that students are familiar with 	<ul style="list-style-type: none"> 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)?
<ul style="list-style-type: none"> Students will be encouraged to discuss themselves, their likes and what they do in their free time 	<ul style="list-style-type: none"> Creating a verb conjugation game / presentation of rules

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)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Short Review/Quiz (phonics challenge 1) 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">What</td> <td>Phonics revision (1)</td> </tr> <tr> <td>Why</td> <td>To revise how to say the letters of the Spanish alphabet</td> </tr> <tr> <td>How</td> <td>You will be able to spell a number of words in Spanish</td> </tr> </table>	What	Phonics revision (1)	Why	To revise how to say the letters of the Spanish alphabet	How	You will be able to spell a number of words in Spanish
	What	Phonics revision (1)								
Why	To revise how to say the letters of the Spanish alphabet									
How	You will be able to spell a number of words in Spanish									
–	Blended (live and remote as independent study)	<input type="checkbox"/>								

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"> At Bats alphabet revision (1) 		<ul style="list-style-type: none"> Targeted questioning / show me 	<ul style="list-style-type: none"> WAGOLL discussion 			
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)	
	<ul style="list-style-type: none"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 		<ul style="list-style-type: none"> "culture of error" Addressing common misconceptions Light feedback 	<ul style="list-style-type: none"> Daily WCF review 			
2	1	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)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Short Review/Quiz (phonics challenge (2)) 	What	Phonics revision (2)	Phonics
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To understand how to say the letters of the Spanish alphabet	To hold Spanish
	How				You will be able to spell a number of words in Spanish recognising challenging phonemes	You will be able to spell a number of words in Spanish recognising challenging phonemes	
	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"> At Bats alphabet revision (2) 		<ul style="list-style-type: none"> Targeted questioning / show me 	<ul style="list-style-type: none"> WAGOLL discussion 		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
<ul style="list-style-type: none"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 		<ul style="list-style-type: none"> "culture of error" Addressing common misconceptions 	<ul style="list-style-type: none"> Daily WCF review 				

3	1	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	- Short Review/Quiz phonics challenge (3)	What	Phonics revision (3)	Phonics	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To understand how to say the letters of the Spanish alphabet	To understand the Spanish	
			How		You will be able to spell a number of words in Spanish recognising challenging phonemes from memory	You will be able to spell words in Spanish		
	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"> At Bats alphabet revision (3) 		<ul style="list-style-type: none"> Targeted questioning / show me 		<ul style="list-style-type: none"> WAGOLL discussion 		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
<ul style="list-style-type: none"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 		<ul style="list-style-type: none"> "culture of error" Addressing common misconceptions 		Daily WCF review				
4	1	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	Short Review/Quiz questions challenge (1)	What	Understanding questions in Spanish	Phonics	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To hold an extended conversation in Spanish	To understand the Spanish	
			How		You will be able to respond to a variety of questions in Spanish from memory	You will be able to respond to a variety of words in Spanish		
	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"> At Bats questioning revision 		<ul style="list-style-type: none"> Targeted questioning / show me 		<ul style="list-style-type: none"> WAGOLL discussion 		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)

		<ul style="list-style-type: none"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 	<ul style="list-style-type: none"> "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	Number of lessons in cycle:	Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Short Review/Quiz present tense conjugation rockstars (1)	What	To discuss free time activities	Phonics
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To discuss current events	To understand the Spanish
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	Synchronous (live)	Asynchronous (remote)
	<ul style="list-style-type: none"> At Bats present tense revision 	<ul style="list-style-type: none"> Targeted questioning / show me 	<ul style="list-style-type: none"> WAGOLL discussion 				
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)			
		<ul style="list-style-type: none"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 	<ul style="list-style-type: none"> "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)			
6	Number of lessons in cycle:	Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Short Review/Quiz future tense conjugation rockstars (5)	What	To discuss free time activities	Understand
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To discuss future events	To hold Spanish
4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)	Asynchronous (remote)	

		<ul style="list-style-type: none"> At Bats future tense revision 	<ul style="list-style-type: none"> Targeted questioning / show me 	<ul style="list-style-type: none"> WAGOLL discussion 	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		<ul style="list-style-type: none"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 	<ul style="list-style-type: none"> - "culture of error" Addressing common misconceptions 	Daily WCF review	

7	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)	<input checked="" type="checkbox"/>	Short Review/Quiz present and future conjugation rockstars (1)	What	To discuss free time activities	Under		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To discuss current and future events	To hol		
					How	You will be able to discuss present and future plans	You w of que		
				4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		
				At Bats present and future tense revision	<ul style="list-style-type: none"> Targeted questioning / show me 	<ul style="list-style-type: none"> WAGOLL discussion 	Synchronous (live)		
				7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)		
		<ul style="list-style-type: none"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 	<ul style="list-style-type: none"> - "culture of error" Addressing common misconceptions 	Daily WCF review					

8	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)	<input checked="" type="checkbox"/>	Short Review/Quiz present and future conjugation rockstars (2)		What	To discuss free time activities	Under

		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To discuss current and future events	To hold
					How	You will be able to discuss present and future plans	Spanis You w of que
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 present and future tense revision			• Targeted questioning / show me	• WAGOLL discussion		
	7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	<ul style="list-style-type: none"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 			- Deep "exit Ticket review"	Daily WCF review		
9	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)		<input type="checkbox"/>		What		
	Blended (live and remote as independent 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)		Synchronous (live)
7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)	
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)	<input type="checkbox"/>		What	
	Blended (live and remote as independent 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)