

REMOTE LEARNING MODULE

Subject: Spanish

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Updated:



Subject:	Spanish	Teacher (if applicable):	NEM / RMB / CSP		
Year:	9	Ability/Class (if applicable):			
Module title:	Skills consolidation Unit – Los trabajos / dieta sana (jobs/healthy living)				
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?

- To say what jobs people do and their opinion
- Saying where people work
- Conjugate the verb trabajar in all three tenses
- Comparing people's appearance and personality
- Talking about food giving opinions and reasons
- Discussing likes, dislikes and mealtimes

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.

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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 people, expressing opinions and indicating location
- Describing food and expressing opinion
- Describing routine behaviour in the present, indicating time and expressing opinions

Implementation

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the next academic year, or key stage?
<ul style="list-style-type: none"> • Describing what jobs people do • Giving opinions and reasons • Saying where people work • Using three tenses • Comparing people • Talking about food and mealtimes <p>Write a thank-you letter</p>	<ul style="list-style-type: none"> • Students will be able to successfully discuss different types of job, use comparisons and discuss mealtimes. 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.

LEARNING

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

ENGAGEMENT

Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – 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"> There is an independent learning knowledge organiser booklet which compliments this module (hard copy) 	<ul style="list-style-type: none"> Schedule face to face Make contact with parents, which generally encourages students to engage. If no response, go through the academy process and refer to line manager 	
FEEDBACK		
End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
Quizlet Vocabulary drills (listening, speaking, reading, writing, translation) <ul style="list-style-type: none"> Present tense conjugation Past tense conjugation Future tense conjugation Comparisons Adjective agreement 	2 Weeks	Quizlet & All-in-MFL languages gym
	4 Weeks	Teams assignment
	6 Weeks	Quizlet & All-in-MFL languages gym
	8 Weeks	Teams assignment
	Other	

Delivery (please note - a two week remote learning module may only take one lesson cycle)							
		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		1	4	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Short Review/Quiz (ser conjugation) 	What
Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	To be able to say what jobs people do		
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 numbers & grammar revision (ser) (1) 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"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 	Light feedback <ul style="list-style-type: none"> Clinic – work support Addressing common misconceptions Improve answers Vocab review 	Quizlet knowledge retrieval end of unit review	
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		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) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Short Review/Quiz (physical description) 	What	Comparison revision		
		Blended (live in classroom and remote as study) <input type="checkbox"/>		Why	To be able to give comparisons		
	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 adjectives and grammar revision (mas/menos que) (1) 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"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 		Light feedback <ul style="list-style-type: none"> Clinic – work support Addressing common misconceptions Improve answers 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)		
3	4	Remote (live on MS Teams and remote as study) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Short Review/Quiz (food) 	What	Revision of tood (1)	
		Blended (live in classroom and remote as study) <input type="checkbox"/>		Why	To be able to give opinions about food	
	≥ 3	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"> At Bats adjectives and grammar revision (comer) (1) 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"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 	Light feedback <ul style="list-style-type: none"> Clinic – work support Addressing common misconceptions Improve answers Vocab review	Quizlet knowledge retrieval end of unit review	

4	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"> Short Review/Quiz (noun to adjective agreement) 	What	Revision of tood (2)	Revisio	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to give opinions about mealtimes using different tenses	To be	
					How	You will be able to conjugate a variety of mealtime verbs (regular&irregular)	You w with y	
		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"> At Bats adjectives and grammar revision (cenar/almorzar/desayunar) Reading, Writing and Translation	Targeted questioning / show me / plan for error	WAGOLL discussion / Break it down		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 	Light feedback <ul style="list-style-type: none"> Clinic – work support Addressing common misconceptions Improve answers Vocab review	Quizlet knowledge retrieval end of unit review			

5	4	1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
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		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Short Review/Quiz adjectives (3) 	What	Revision of tood (3)	Revisio	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to give opinions about mealtimes using different tenses	To be person	
				How	You will be able to conjugate a variety of mealtime verbs (regular&irregular)	You w tener		
	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 adjectives (3) and grammar revision "boot verbs" 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"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 		Light feedback <ul style="list-style-type: none"> Clinic – work support Addressing common misconceptions Improve answers 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"> Short Review/Quiz adjective agreement 	What	Revision of tood (4)	Revisio	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to discuss whether you lead a heathy lifestyle	To be family	
				How	You will be able to give opinions about thee type of food you eat using different time frames	You w giving		
	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 adjectival agreement translation revision 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"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 	Light feedback <ul style="list-style-type: none"> Clinic – work support Addressing common misconceptions Improve answers Vocab review	Quizlet knowledge retrieval end of unit review	
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		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)	<ul style="list-style-type: none"> Short Review/phrases to describe a photo (1) 	What	Describe the photo (1)	
		Blended (live in classroom and remote as study)		Why	You will be able to describe a photo	
		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"> At Bats photo description revision (1) 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"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 	Light feedback <ul style="list-style-type: none"> Clinic – work support Addressing common misconceptions Improve answers Vocab review	Quizlet knowledge retrieval end of unit review			
				Synchronous (live)		
				Asynchronous (remote)		

		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)	<ul style="list-style-type: none"> Short Review/phrases to describe a photo (2) 	What	Describe the photo (2)	
		Blended (live in classroom and remote as study)		Why	You will be able to describe a photo	
				How	You will be able to use speculation phrases and answer unexpected questions in a variety of tenses	

	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 photo description revision (2) 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"> Deliberate practice mini whiteboards "everybody writes" Independent sentence translation 		Light feedback <ul style="list-style-type: none"> Clinic – work support Addressing common misconceptions Improve answers 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)