**GCSE Spanish** - SOW planning - Autumn Term (Approx. 26 lessons)

Broad Theme 3: Current and future study and employment  
Module 2 : **Life at school / college**

Active Teach: <https://www.pearsonactivelearn.com/app/home>

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**Note to teacher**: the *Punto de partida* pages at the beginning of each chapter refer to different units within each module. These pages will be revisited throughout each module, rather than teaching the whole *Punto de partida* spread together at the beginning of the module.

\***CEIAG** (Careers Education, Information, Advice and Guidance) is designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

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| 1st Topic - Mi Vida en el insti (SCHOOL) | **Lessons**  Linked to folder | Sequence of Learning  Topic & Book page | Title **in bold** + L/O  Key concepts + Knowledge skills | HWK | Vocab. Recall | AP | CEIAG\* | Cultural Capital Enrichment |
| Start Lesson | Give book out – sitting plan  GCSE Spec. & expectations  (Give plastic wallet + small ex. Book for grammar) | Review of Spanish GCSE exam spec. + share plan for the year with students  You tube video  <https://www.youtube.com/watch?v=v7lU8mwb770> | Give KO out for pre learning |  |  | Reinforce importance of language  video | How languages + travelling open doors in the world market |
|  | Non negotiables – F + H  Work on worksheets to stick in books as future reference | Recap verb endings in present tense – formation of future tense and endings for preterite tense – adjectival agreements – comparatives |  |  |  |  |  |
| [Lesson 1](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\1.School\Lesson%201%20&%202%20Mi%20vida%20en%20el%20insti)  + [Lesson 2](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\1.School\Lesson%201%20&%202%20Mi%20vida%20en%20el%20insti) (La hora) | Pg 28 Ex. 1 + own Ppt | **Mi vida en el insti**  Days of the week + time + School subjects  -Recap days of the week - **‘Los’** + days of the week and **‘por’** + morning/afternoon  -Listening1 to complete table w subject  -Time recap + ex.4 ¿Qué día es?  - Listening 5  If time: Show senteces 1 by 1 ex. 5 Go over school system in Spain (key vocab down) |  |  |  | Future plans - careers |  |
| [Lesson 3](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\1.School\lesson%203%20subjects%20opinions) | Pg 28  Exercise 1-5 only  Punto de partida 2 p.31 ex 5 | **¿Qué asignaturas te gustan?**  -School subjects + opinions  -Adjectival agreement rule + subordinates ‘porque + ya que’ ‘es / son’ + negatives  -Using ‘gustar (a/an)’ + ‘preferir’ in present tense (wirte verbs in small ex.book)  Ex. 2 - translation  Adjectival agreement pg224 extension | Vocab. learning  (subjects + adjectives) | numbers |  |  | Comparing school systems around the world |
| [Lesson 4](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\1.School\lesson%204%20Que%20tal%20los%20estudios) | Page 32 | **¿Qué tal los estudios?**  Comparatives **adjective endings**: Masculine (M), feminine (F) and M/F plural forms.  **comparatives:** más… que  menos… que  mejor que…  peor que…  tan… como…  **superlatives:**  el/la más…  el/la menos…  el/la mejor…  el/la peor… |  |  |  |  |  |
| [Lesson 5](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\2.Los%20profesores%20lesson%205%20to%20do%20after%20AP1) | Page 33 | **¿Qué tal tus profes?**  **Teachers** : use comparatives & superlatives to compare different teachers  Using ‘Me chifla..’ | **Grammar & Translation work book** page 8 adjec +  page 14 Comp | personality |  |  |  |
| Lesson 6 | **WRITING ASSESSMENT (Subjects, school day, teachers)** | 1. ¿Qué asignaturas te gustan y no te gustan? ¿Qué prefieres? ¿Por qué? 2. 2- Tu día escolar 3. ¿Qué tal tus profes? |  |  | X |  |  |
| Lesson 7 | **IMPROVEMENT** | **Improve to at least EOY target Grade** |  |  | X |  |  |
| [Lesson 8](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\3.%20Como%20es%20el%20instituto%20lesson%208%20to%209)  (2 lessons on this) | Mod 2 pg  Punto de partida 1 p.29 ex 6,7,8 | **Las instalaciones**  **School facilities**  ‘hay’ ‘no hay’ ‘me gustaría tener’ | Vocab Learning |  |  |  |  |
| [Lesson 9](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\3.%20Como%20es%20el%20instituto%20lesson%208%20to%209) | **Unit 2 - ¡Mi nuevo insti!**  P.34-35 | **¡Mi nuevo insti!**  **Use of different negatives + comparing primary & Sec. schools**  no, nada, nunca, nadie, ni.. ni, tampoco  Ex. 1 Reading comprehension: read and put these Qs in correct order:  Cómo se llama tu insti  Cómo es  Qué instalaciones tiene  Dónde está  Hay comedor  Tienes amigos en tu insti  + Answer Qs Ex.1 in English  phrases with ‘lo’ **Lo bueno / malo es que…**  If time start with.. \*Ex.6 grid present / Imperfect fill in English  Listening Ex.5 |  |  |  |  |  |
| [Lesson 10](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\Mi%20nuevo%20instituto%20w%20negatives) | Page 35 | **¿Cómo era tu escuela primaria?**  **Comparing Primary with secondary school** - meaning and use of: **tenía, había, era, estaba \*** | **Grammar & Translation work book** page 74 adjec +  page 75 ex. 6 |  |  |  |  |
| [Lesson 11](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\5.%20El%20Uniforme) | **Módulo 2 Mi vida en el insti**  Punto de partida 2 p.30-1 ex 1-4 | **El uniforme escolar**  Revision of clothes and colours.  Revision of adjectival agreements  Intro to higher opinions on School uniform | Vocab Learning  Clothes + colours | colours |  |  |  |
| Lesson 12 | **WRITING ASSESSMENT (School facilities + Uniform)** | ¿Qué instalaciones tiene / no tiene tu insti? (Using different negatives)  ¿Qué te gustaría tener?  ¿Cómo era tu escuela primaria? + Compara con tu insti  Describe tu uniforme escolar + opiniones |  |  | X |  |  |
| Lesson 13 | **IMPROVEMENT** | **Improve to at least EOY target Grade** |  |  | X |  |  |
| [Lesson 14](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\4.%20Las%20normas%20del%20insti%20lesson%2010%20to%2011)  (2 lessons on this) | **Unit 3**  **¡Está prohibido!**  P.36-37 | **Las normas del insti**  School rules  Use of **modal verbs with infinitives** when describing school rules: *está prohibido*  *no se permite*  *no se debe*  *hay que*  *tenemos que* | Vocab learning  For vocab test |  |  |  |  |
| [Lesson 15](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\4.%20Las%20normas%20del%20insti%20lesson%2010%20to%2011) | **Unit 3**  **¡Está prohibido!**  P.36-37 **LSQ** | **La norma la más importante**  **Starter- LSQ** (check learning retention)  Using higher expressions to talk about school rules |  |  |  |  |  |
| [Lesson 16](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\7.%20Destino%20Saragoza) | **Unit 4 Destino Zaragoza**  p38-39 | **Destino Zaragoza**  Present tense of IR (write verb in small ex.book) Formation of the near future tense  Ir + infinitive (small ex. Book) |  |  |  |  |  |
| [Lesson 17](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\7.%20Destino%20Saragoza) | **Unit 4 Destino Zaragoza**  p38-39 | **Continuación**  Reinforcing previous learning with Reading + listening |  |  |  |  |  |
| [Lesson 18](file:///T:\MFL\MFL%20Lesson%20Resources%202020\Spanish%20GCSE\Mod.%202%20Mi%20insituto\6.Mis%20clubs) | **Unit 5 Mis clubs y mis éxitos**  p40 - 41 | **Mis clubs y mis éxitos**  Desde hace + present tense  Reading + listening | Vocab learning | hobbies |  |  | Broaden your mind with an extra- curricular activity |
| [Lesson 19](T:\\MFL\\MFL Lesson Resources 2020\\Spanish GCSE\\Mod. 2 Mi insituto\\6.Mis clubs) | **Pg 41** | **Las actividades extra escolares**  Pg 41 Direct object pronouns  ‘Lo / La / Los / Las’  translation | **Grammar & Translation work book** page 32 |  |  |  |  |
| Lesson 20 | **WRITING ASSESSMENT (School rules + after school clubs / trips)** | ¿Qué se puede / debe/ hacer in tu insti?  ¿Qué no se pude / debe / hacer? (Using different negatives)  ¿En tu opinión cual es la noma más importante del insti? (Higher opinions)  ¿Tomas parte en Extra curricular actividades?  ¿Qué planes tienes para este trimestre? |  |  | X |  |  |
| Lesson 21 | **IMPROVEMENT** | **Improve to at least EOY target Grade** |  |  | **X** |  |  |
| Lesson 22 | Leer Repaso + Escuchar Repaso  Pg 42 + 43 | Reading + translation Ex.1 + 3  Listening Ex.2 |  |  |  |  |  |
| Lesson 23 | Book **lap tops** to type all questions down in Preparation for Writing test and to keep in Spanish folder for GCSE reference | General conversation preparation  Mi instituto  -type all questions and asnwers down in Preparation for Writing test and to keep in Spanish folder for GCSE reference | Revision |  |  |  |  |
| Lesson 24 | **lap tops** | Continuation | Revision |  |  |  |  |
| Lesson 25 | AP1 | PRUEBA - End od Mod 4 Reading and Listening + Translation (change ending to be accessible for students) + Writing on Qs prepared in this Module following Eduqas’ exam format. |  |  | X |  |  |
|  | Lesson 26 | **IMPROVEMENT** |  |  |  |  |  |  |

Qs for GCSE general conversation and writing exam

**Module 2 Questions (From Theme 3) My studies and Life at school / college**  
1- ¿Qué asignaturas te gustan y no te gustan? ¿Por qué?

2- ¿Qué tal tus profes?

3- Describe un día escolar típico.

4- ¿Qué opinas del uniforme escolar?

5-¿Cómo es tu insti? ¿Qué instalaciones tiene / no tiene?

6-¿Qué te gustaría terner?

7- ¿Qué piensas de las normas de tu insti?

8-¿Cúal es la norma la más importante en tu opinión?  
9- ¿Qué actividades extraescolares haces?

10- ¿Qué planes tienes para este trimestre?  
11- ¿Qué es lo bueno / malo de tu insti?  
12-Compara tu escuela primaria con tu instituto.  
13 ¿Hay problemas en tu insti? ¿Cuál es el problema más serio?