**GCSE Spanish** – Yr10 SOW planning Spring Term (25 lessons)

Broad Theme 1: Identity and culture
Module 3 : **Mi gente**

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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| **MI GENTE\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mod 3** | **Lessons**Linked to folder | Sequence of LearningTopic & Book page | **Title in bold** + L/OKey concepts + Knowledge skills | HWK | Vocab. Recall | AP | CIEAG\* | Cultural, capitalenrichment |
| [**Lesson 1**](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CMod.%203%20Mi%20gente%5C1%20Punto%20de%20partida%20Unidad%201%5CLesson%201_2_3%20Que%20haceis%20con%20vuestro%20movil) | Módulo 3 Mi gentePunto de partida 1p.50 ex.1, 2 (3, 4)  | **¿Qué hacéis con vuestro móvil, tableta e ordenador?**Technology in everyday life• Social media • Mobile technology -Recap close Family members + Possessive adjectives (mi/tu.su.nuestro/vuestro/su)- intro different acitivities in infinitiveAll persons **regular****-AR verbs:** hablar, sacar, mandar, chatear, descargar, jugar,**-ER verbs:** ver, leer, **-IR verbs:** compartir, subir**Ex. 2** with family members instead of personal pronouns | Vocab Learning non cognates +**Grammar & Translation work book** page 10 | Tine phrases |  |  | New technologies in the world |
| [**Lesson 2**](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C1%20Punto%20de%20partida%20Unidad%201%5CLesson%201_2_3%20Que%20haceis%20con%20vuestro%20movil) | Mis aplicaciones favoritas page 54 | **Mis aplicaciones favoritas**Social networking¿Para qué usas esa aplicación?La uso para.. Use of ‘para + infinitive¿Desde cuando la tienes?¿Por qué te gusta?* Recap adjectival agreement

¿Qué usa tu madre / padre etc..?LSQ ‘ Las aplicaciones’ |  |  |  |  |  |
| [**Lesson 3**](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C1%20Punto%20de%20partida%20Unidad%201%5CLesson%201_2_3%20Que%20haceis%20con%20vuestro%20movil) |  **Mis aplicaciones favoritas**p. 55 | **Lo bueno y lo malo de las rede sociales**Understand higher expressions related to Appsp55 Ex4 comprehension questions + find the spanishLo Bueno es que.. (positives)Lo malo es que.. (negatives)¿Qué usa tu madre / padre etc..?Use: Antes tenía.. Dice que.. etc.. | Revision Vocab from KO | Negatives includingTampoco |  |  |  |
| **Lesson 4** | Writing assessment | **Mod 3 Qs (From Theme 1) Identity and culture: Technology**1- ¿Desde cuando tienes un móvil?2-¿Cómo utilizas tú móvil normalmente?3- ¿Cuál es tu aplicación favorita? ¿Por qué?4- ¿Crees que los jóvenes están obsesionados con sus móviles? ¿Por qué (no)?5 ¿Qué aplicaciones usas para estar en contacto con tus amigos y con tu familia? (¿Qué utilizaste ayer?)6 ¿Qué piensas de las redes sociales? (ventajas y desventajas)7 ¿Cómo vas a usar la tecnología en el instituto la semana que viene?8- ¿Cómo usa tu madre / padre etc su móvil? |  |  | X |  |  |
| **Lesson 5** | IMPROVEMENT**Punto de Partida** 1 p.51 ex. 5-6 | **Improve to at least EOY target Grade****Stem-change verbs:** poder,querer(Write in small ex.books) | **Grammar & Translation work book** page 48 |  | X |  |  |
| [**Lesson 6**](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C2%20Making%20invitations%5CLesson%207_8%20Una%20invitacion) | Unit 2 page 56 | **Una invitación**Making arrangements – Using present continuous tenseReading comprehension:-Recognising words within words- Recognising verbs + pattern usedEx. 1 Matching-Intro to Present continuous (especially useful to describe a picture in Speak. Exam)PALM – describe action on different picturesListening Ex. 2 | **Grammar & Translation work book** page 66(Present continuous tense) |  |  |  |  |
| [**Lesson 7**](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C2%20Making%20invitations%5CLesson%207_8%20Una%20invitacion) | Finish Unit 2 – Pg 57 | **¿Quieres salir conmigo?**Making & Declining an invitation using modal verbs and present continuous tense to make excuses using modal verbs and the present continuous tense¿Dónde quedamos? -Revise Prepositions (delante de../ al lado de..) |  | Activities  |  |  |  |
| [**Lesson 8**](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C3%20Leer%20es%20un%20placer) | Unit 3 - Leer es un placer pg 58 | **Leer es un placer**Talking about Reading preferences-Tipos de libros¿Con qué frecuencia lees? (Frequency terms)-Reading / comprehension¿Qué te gusta leer? | Vocab learning – non cognates | Types of films  |  | Reading to widen knowledge and experiences | Read authentic texts in Spanish+ famous Spanish authors (Cervantes) |
| [Lesson 9](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C3%20Leer%20es%20un%20placer) | Unit 3 page 59 | **¿Cuál es el mejor?**-Recap-Types of reading material +-Frequency expressions E-book or paper book – which is best-Maybe - Writing on preferred Reading format |  |  |  |  |  |
| Lesson 10 | Writing assessment | **Mod 3 Qs (From Theme 1) Identity and culture:**Qs on Reading books (paper) or digital reading1¿Qué te gusta o no te gusta leer (types of book)?2 ¿Prefieres los libros en papel o leer digital? 3 Ventajas y desventajas de los tipos de lectura4 ¿Qué piensa tu amigo / madre / amigo? |  |  | X |  |   |
| Lesson 11 | IMPROVEMENT | **Improve to at least EOY target Grade** |  |  | X |  |  |
| [Lesson 12](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C4%20Mi%20gente) | **Punto de partida 2** p.52 | **Mi gente**Describing a third person-Starter activity: page 51 – match up + definition of extended family-Page52 Physical description intro + PPt- Translation Ex. 2 |  | Family members  |  |  |  |
| [Lesson 13](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C4%20Mi%20gente) | **Punto de partida** Page 53 | **¿Cómo es de personalidad?**Describe personality traitsAdjectival agreementUnderstanding different descriptionsUsing expression such as: es verdad, no estoy de acuerdo . ¡Qué va! When speaking of characterDescribe a una persona de tu familia |  | Eyes & hair & body |  |  |  |
| [Lesson 14](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C4%20Mi%20gente) | **Unit 4 - Retratos**p.60 | **Mi mejor amigo/a**Describing peopleUsing **ser** and **estar** (Mnemonic: DOCTOR + PLACE) -Reinforce with grammar sheets-Negative**s: nunca, tampoco, no… ni…ni…**Describe a picture using **‘estar’** | p227**Comparatives****Adjectival agreement** |  |  |  |  |
| [**Lesson 15**](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C5%20Relaciones) | **Unit 4 page 61** | **¡Qué diferentes somos!**Spanish sayings used when describing peopleUsing comparative to compare to siblings.¿Cómo es tu personalidad?Compárate a ti y a tu hermano/a o amigo/a |  |  |  |  |  |
| [**Lesson 16**](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C5%20Relaciones) | **Unit 5 – Relaciones**p.62 | **Relaciones**Talking about Friends and familyUsing a range of relationships verbs-Intro reflexive verbs (**llevarse, pelearse, divertirse, conocerse, apoyarse**)- Using the personal ‘a’ **conocer a, buscar a**¿Te llevas bien con tu familia? | **Te toca a ti****Reading compreh. Extension****Marriage**:**p202**  |  |  |  |  |
| [**Lesson 17**](file:///T%3A%5CMFL%5CMFL%20Lesson%20Resources%202020%5CSpanish%20GCSE%5CMod.%203%20Mi%20gente%5C5%20Relaciones) | **Unit 5 – Relaciones**p.63 | **¿Te llevas bien con tu familia?**Describing what a good friend should be likeWriting:¿Cómo es un buen amigo? | Vocab learningNon cognates |  |  |  |  |
| **Lesson 18** | **Writing assessment Relationships** | **Mod 3 Qs (From Theme 1) Identity and culture: Relationships**12¿Te llevas bien con tu familia?(Add who you get on best and / or worse)3 Describe a una persona en tu familia.4- Porque es importante pasar tiempo con la familia?5 ¿Cuáles son las características de un buen amigo?6 ¿Describe un(a) buen(a) amigo/a tuyo/a?7 ¿Qué planes tienes con tus amigos o familia para este fin de semana? |  |  | X | The importance of good character in a person’s life |  |
| **Lesson 19** | **IMPROVEMENT** | **Improve to at least EOY target Grade** |  |  | X |  |  |
| **Lesson 20** | Lap top lesson | **Mi Gente - Relationships**Type QS in preparation for GCSE Speaking and Writing Exam in Yr11 | Learn writing for speaking and writing exam |  |  |  |  |
| **Lesson 21** | Lap top lesson | Complete typing questions and save in Spanish folder for Yr 11 Exam |  |  |  |  |  |
| **Lesson 22** | Listening practice – pg 65 ex 1 + 2 | HWK – Reading pg 64 + 64 1 + 2 + 3 |  |  |  |  |  |
| **Lesson 23** | AP1 | End of year 9 Reading & Listening paper from Text bookWriting on all covered on Mod 3 + previous  |  |  | X |  |  |
| **Lesson 24** | **IMPROVEMENT** | **Improve to at least EOY target Grade** |  |  | X |  |  |
|  | **Lesson 25** | **Further reinforcement of topic 3 - pages 66 to 71** | If time allows **Revise whole topic + do role play & photo card on topic 3**  |  |  |  |  |  |

**Module 3 Questions (From Theme 1) Identity and culture**
1 Describe a un buen amigo tuyo / una buena amiga tuya.

2 ¿Quiénes son más importantes, tus amigos o tus padres? ¿Por qué?

3 ¿Crees que los jóvenes están obsesionados con sus móviles? ¿Por qué (no)?

4 ¿Qué aplicaciones usas para estar en contacto con tus amigos y con tu familia?

5 ¿Qué piensas de las redes sociales?

6 ¿Qué te gusta leer? ¿Por qué?

7 ¿Prefieres leer en formato digital o en papel? ¿Por qué?

8 ¿Te llevas bien con tu familia? ¿Por qué (no)?

9 Describe a una persona de tu familia.

10 ¿Por qué es importante pasar tiempo en familia?

11 ¿Cómo es un buen amigo / una buena amiga?

12 ¿Qué planes tienes con tus amigos o con tu familia este fin de semana?