



Student-teacher:	Esther Rogers		
AoLE or Subject:	i Communicate, Spanish	Class / Group:	Yr 7
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	International lang, Prog. step 4 • Reflecting on language use • express + justify my opinions • adapt + manipulate language to build sentences, using increasingly varied vocabulary.	Date (please note that this may be a continuous session):	20/10/23
Meaningful links across the curriculum <u>Links to other AOLES or the Cross-curricular skills frameworks</u>	World culture Art, using their creativity skills to draw pictures from Spanish descriptions. • Welsh comparing / literacy / different sent. structures.		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning) • Timing & Pace (not going to quickly) • Engagement / interactions w/ pupils throughout lesson / meeting pupils feel positive comfortable.			
Learning Intention This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., and Mcdaid, A. 2016 p. 196) • learn how to begin using 'Ser + adj's' & 'Tener + article + part of body + adj' & "Llevar + noun" • Confidently use descriptive phrases in Spanish. • Build and strengthen existing relationships with pupils and between peers relationships.			

Success Criteria

What the pupils need to demonstrate to successfully meet the Learning Intention.

- use describing sentences verbally
- understand how to build sentences / word order
- Have written some example sentences ~~and~~ with translations.

Planning for misconceptions:

Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.

- Mixing up 'ser' and 'tender'

SEQUENCE OF TEACHING & LEARNING
(Add or remove rows below as appropriate)

Timing: Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account	Role of the teacher & support staff: e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults. Choice of pedagogical model or of the 12 pedagogical principles	Pupils' learning and activities: What will the pupils be learning to do and what activities / resources will facilitate this? Please refer to Foundation Learning planning document for details of continuous provision.	Inclusive Strategies (including differentiation): Reasons for and details of scaffolding. Types of representation in tasks.	Check what pupils know, understand, and can do: Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AFL strategies, live marking opportunities, planned feedback.
2 mins	* retrieve prior knowledge * give opportunities to practice for 1 min in pairs last lessons material.	* retrieving + practising + reinforcing previous knowledge ready to be built on. * 'Entry ticket' - telling me what they remember from previous lesson then asked to take 1 min to use those sentences with a partner.	~~* appropriate~~ Questions to direct thinking	* peer work / practice * whole class repetition
~~5-8 mins~~	listening to Teacher explain and show structure of 'tense' + 'ser' sentences	* seeing how to structure + repeat verbally with me the structure on the board.	* all abilities will be able to follow along.	* Verbal repetition, cold calling / chorally, to check fluency, pronunciation.



~~Q&A~~ (continued from above)	practice in pairs	• improves their reading + recognition of the sentences. • cold calling ensures quick recall and memory retention. • quick repetition game helps them gain confidence, fluency and accuracy.		
5 mins	Reading out + modelling sentences on the slide.	2 mins to discuss slide + answers + in pairs 3 mins to write sentences into book.		
10 min	activity game + using board 'I went to the shop and bought two sausages' OR <u>Rock climbing game</u>	the board still has answers to refer to, slow by building their confidence. They then take the remaining 5 mins to write it all into their books and check with me for accuracy.	Key vocab displayed on the board with sentence builders to provide support for all levels to be able to relax and enjoy the game.	
5min	game 'police artist' pupils use description Sentences to each other for their peer to draw a character's face.			
~~Extra~~ 5-10 mins	work if finished early! Penalty shoot out game. I facilitate a game for final recap/recall the lesson.			
3 mins	Finish with 'Exit Ticket' and clear up	Pupils follow routine of returning resources, standing in silence behind tables.		