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**Knowledge Rich Curriculum Plan**

Y7 Unit 2

Información Personal

Focus Skill: Listening



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know…* | **Assessment** |
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| **Lesson 1**  **Dictionary skills**  **Colours and El día de los Muertos** | * How to use a bilingual dictionary to look up Spanish/English words * When the Day of the Dead festival is celebrated * How the Day of the Dead festival is celebrated * The origins of the festival are in Mexico * Mexico is in Central America * 11 colours – see KO + light and dark * Adjectival agreements | Bilingual  Festival  Alphabetical | * The alphabet – see Lesson 2 HT1 * What a dictionary is used for * 9 adjectives in English – see KO | MWBs  Reading tasks  Listening tasks |
| **Lesson 2**  **Animales** | * 9 animals – see KO * How to make a sentence negative in Spanish by adding *no* before the verb * How to say what they would like using the conditional tense | Conditional tense | * 9 animals in English – see KO * Conjugation of the verb *tener* * Adjectival agreements | Listening tasks  Translations |
| **Lesson 3**  **Mi familia** | * 18 family members – see KO * How to use *tengo* and *hay* to describe their family * The difference between *mi* (singular for ‘my’) and *mis* (plural for ‘my’) | Family tree  Generation | * 17 family members in English – see KO * Numbers (up to 10) * *Tengo* = I have | Reading tasks  Speaking tasks  Writing tasks |
| **Lesson 4**  **Cómo eres (personalidad)** | * 15 adjectives to describe personality – see KO * How to conjugate the verb *ser* (to be) * How to use 5 qualifiers – *muy* (very), *bastante* (quite), *un poco* (a bit) *tan* (so)   *demasiado* (too) | Qualifier  Personality  Character  Unique | * 12 adjectives in English – see KO * Adjectival agreements | Writing tasks  Listening tasks  MWBs |
| **Lesson 5**  **Cómo eres (físicamente)** | * 14 adjectives to describe hair – see KO * How to use word order (adjective after noun) | Appearance  Description | * How to conjugate the verb *ser* * How to conjugate the verb *tener* * Colours (brown, blue, green, grey, black, white) * Adjectival agreements | Whole Class Feedback –  Students listen to a paragraph of information and have to answer questions in English.  Paragraph to include information based on:  Animals  Description of family members including personality and physical appearance. |
| **Lesson 6**  **Parar y pensar** | * TBC |  | TBC |  |
| **Lesson 7**  **Descripciones de otros** | * How to use the 3rd person of *ser* and *tener* confidently |  | * How to conjugate the verb *ser* * How to conjugate the verb *tener* * Colours (brown, blue, green, grey, black, white) * Adjectival agreements | Speaking tasks |
| **Lesson 8**  **Llevarse** | * How to conjugate the reflexive verb *llevarse* (to get on) * 5 structures using *llevarse* – see KO | Relationship  Connection  Reflexive verb | * 3 qualifiers – see Lesson 4 HT2 * A range of adjectives – see Lesson 4 HT2 * Family members – see Lesson 3 HT2 | Listening tasks  Reading tasks  MWBs |
| **Lesson 9**  **Llevarse 2** | * How to use the reflexive verb *llevarse* confidently * 4 higher level structures using *llevarse* – see KO * 6 time phrases – see KO * 5 opinion phrases – see KO |  | * How to conjugate the reflexive verb *llevarse* (to get on) * 3 qualifiers – see Lesson 4 HT2 * A range of adjectives – see Lesson 4 HT2 * Family members – see Lesson 3 HT2 | Reading tasks  Writing tasks |
| **Lesson 10**  **Parar y pensar** | * TBC |  | TBC |  |
| **Lesson 11**  **El imperfecto** | * When to use the imperfect tense * How to conjugate the imperfect tense (3 steps) * 3 different verb endings in Spanish (-ar, -er, -ir) * How to conjugate 3 irregular verbs in the imperfect tense in the 1st and 3rd person – *ser* (to be), *ir* (to go), *ver* (to watch) * 3 time phrases used to indicate the imperfect tense – *cuando era joven* (when I was younger), *cuando era pequeño/a* (when I was little), *en mi escuela primaria* (in my primary school) | Conjugate | * The verb *ser* means to be | Listening tasks  MWBs |
| **Lesson 12**  **Me llevaba** | * How to conjugate 5 verbs in the imperfect tense – *llevarse* (to get on), *pelear* (to argue/fight), *divertir* ( to have fun), *apoyar* (to support), *aceptar* (to accept) * How to respond to a structured writing task |  | * When to use the imperfect tense * How to conjugate the imperfect tense (3 steps) * 3 different verb endings in Spanish (-ar, -er, -ir) * 3 time phrases used to indicate the imperfect tense – *cuando era joven* (when I was younger), *cuando era pequeño/a* (when I was little), *en mi escuela primaria* (in my primary school) * Adjectives and agreements | Whole Class Feedback –  Students listen to a paragraph of information talking about past relationships.  Paragraph to include information based on:  Animals  Description of family members including personality and physical appearance. |
| **Lesson 13**  **La Navidad** | * Spanish Christmas holiday traditions (Christmas lottery, Christmas Eve, New Years Eve, April Fools, Day of the Kings) | Tradition  Prosperity  Procession  Floats  Figurine | * Numbers (up to 31) * Months of the year – see HT1 | Listening tasks  Reading tasks  MWBs |