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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
 | BilingualFestivalAlphabetical | * The alphabet – see Lesson 2 HT1
* What a dictionary is used for
* 9 adjectives in English – see KO
 | MWBsReading tasksListening 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 tasksTranslations |
| **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 treeGeneration | * 17 family members in English – see KO
* Numbers (up to 10)
* *Tengo* = I have
 | Reading tasksSpeaking tasksWriting 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) | QualifierPersonalityCharacterUnique | * 12 adjectives in English – see KO
* Adjectival agreements
 | Writing tasksListening tasksMWBs |
| **Lesson 5** **Cómo eres (físicamente)** | * 14 adjectives to describe hair – see KO
* How to use word order (adjective after noun)
 | AppearanceDescription | * 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
 | RelationshipConnectionReflexive verb | * 3 qualifiers – see Lesson 4 HT2
* A range of adjectives – see Lesson 4 HT2
* Family members – see Lesson 3 HT2
 | Listening tasksReading tasksMWBs |
| **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 tasksWriting 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 tasksMWBs |
| **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)
 | TraditionProsperityProcessionFloatsFigurine | * Numbers (up to 31)
* Months of the year – see HT1
 | Listening tasksReading tasksMWBs |