



The Sutton Academy

Knowledge Rich Curriculum Plan

Y7 Unit 1

Introduction to MFL – The toolkit

Focus Skill: Speaking

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know...</i>	Assessment
Lesson 1 Introduction to Spanish	<ul style="list-style-type: none"> Key cities in Spain – Madrid – capital – Barcelona – Valencia Places on the coast students may have visited – Benidorm Canary and Balearic islands 	Balearic Island	<ul style="list-style-type: none"> FT – Basic phrases 	
Lesson 2 Introduction to Spanish around the world.	<ul style="list-style-type: none"> Where in the world is Spanish spoken Latin America Key countries in Central and South America – Mexico 	Latin America Country/ countries Phonetics	<ul style="list-style-type: none"> NN – Phonics from Lesson 1 FT – key vocabulary from Lesson 1 	
Lesson 3 El alfabeto	<ul style="list-style-type: none"> How to pronounce the letters of the alphabet in Spanish Students will be able to correctly spell words by listening to letters aloud How the accent on 'ñ' affects the pronunciation of this letter. Phonics – 10 key important sounds in Spanish 	Alphabet	<ul style="list-style-type: none"> NN – Phonics from Lesson 1 FT – key vocabulary from Lesson 1 	
Lesson 4 Basic greetings	<ul style="list-style-type: none"> ¿Cómo te llamas? = What is your name? How to create a response to the question <i>¿Cómo te llamas? – Me llamo – my name is</i> ¿Qué tal / Cómo estas? = How are you? How to create a response the question <i>¿Qué tal / Cómo estás?</i> Adjectives to describe how you are feeling Greetings for different times of the day – morning, afternoon, evening 	Greeting Dictation	<ul style="list-style-type: none"> NN – Prior knowledge from lessons 1,2 FT – Cities/Countries where Spanish is spoken 	
Lesson 5 Numbers	<ul style="list-style-type: none"> Numbers 1- 100 1 thousand 	Mathematics Subtraction Multiply	<ul style="list-style-type: none"> NN – Phonics – focusing on key sounds FT – Recap of key vocab from lesson 4 	

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Lesson 6 Numbers and age	<ul style="list-style-type: none"> ¿Cuántos años tienes? = How old are you? In Spain, we use 'Tengo' to say how old you are i.e. 'tengo once años' Cultural Capital: 'San Fermín' and will use a song to practise numbers 	Age	<ul style="list-style-type: none"> NN – Phonics from lesson 1 FT – Numbers from lesson 4 	
Lesson 7 Days and months	<ul style="list-style-type: none"> 7 days of the week 12 months of the year ¿Cuál es la fecha de hoy? = What is the date today? How to create a response the question ¿Cuál es la fecha de hoy? – lunes el dos de marzo Seasons 	Seasons	<ul style="list-style-type: none"> NN – Phonics from lesson 1 FT – Numbers from lesson 4 	In Class Mini Assessment 1
Lesson 8 Parar y pensar	<i>Students will use this lesson as an opportunity to review prior learning and close any gaps in knowledge.</i>			
Lesson 9 Birthday	<ul style="list-style-type: none"> ¿Cuándo es tu cumpleaños? = When is your birthday? How to create a response the question ¿Cuándo es tu cumpleaños? – <i>Mi cumpleaños es el ... de</i> Students will talk with fluency and accuracy. Cultural Capital: La Quinceañera 	Adulthood Transition	<ul style="list-style-type: none"> NN – based on Mini Assessment 1 FT – Numbers up to 31 	
Lesson 10 Speaking skills Role play	<ul style="list-style-type: none"> Students work in pairs to create a role play based on transaction vocab covered so far in this unit. Students will perform the role plays to the rest of the class. 	role	<ul style="list-style-type: none"> NN – based on Mini Assessment 1 FT – Phonics 	
Lesson 11	Spanish Revision Revolution Launch In this lesson, students will be given tracking 1 revision lists and details of what the tracking 1 assessment will entail. Students will have the opportunity to create revision resources including flashcards and mind maps.			

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Lesson 12 Parar y pensar	<i>Students will use this lesson as an opportunity to review prior learning and close any gaps in knowledge.</i>			
Lesson 13 Vivir	<ul style="list-style-type: none"> ¿Dónde vives? = Where do you live? How to create a response the question <i>¿Dónde vives?</i> – <i>Vivo en...</i> There are 3 different verb endings in Spanish 'AR/ER/IR' The verb 'Vivir' means 'To live' The verb 'Vivir' is an 'IR' verb To conjugate the verb 'Vivir' Town, city, on the coast, in the centre 	conjugate	<ul style="list-style-type: none"> NN – based on Mini Assessment 1 FT – Countries 	
Lesson 14 Introduction to Spanish festivals	<ul style="list-style-type: none"> Día de los Muertos When and how it is celebrated The origins of the festival <p>**Dictations and gap fill activities**</p>	Hispanic offerings	<ul style="list-style-type: none"> NN – based on Mini Assessment 1 FT - 	In Class Mini Assessment 2
Lesson 15	<p>Warm up lesson prior to assessment for Tracking 1</p> <p>Staff to use guided practice, modelling and alternation techniques to ensure students are fully prepared for assessment.</p> <p>*Staff to start speaking assessments during this lesson*</p>			
Lesson 16	Tracking 1 assessment will take place – Speaking and Listening Assessment.			