

KS3 Spanish Curriculum Unit & Lesson Map (MTP)



Year 7 Unit 1: Mi vida An Inclusive, Responsive and Progressive Approach

<p>Responsive teaching through identifying fragile learning and plugging gaps. Inclusive teaching through establishing high expectations for all and identifying and removing barriers to the learning, by way of appropriate scaffolding to promote equity. Progressive teaching through embedding students' knowledge and providing the opportunity for deliberate practice, for students to individually apply their learning.</p>	
<p>In this unit students will develop grammatical knowledge surrounding the present tense and consolidate knowledge of adjectival agreement. Students will learn vocabulary surrounding the topic school.</p>	
<p>Prior learning & Misconceptions (Threshold Concepts to be explored)</p>	
<p>Prior learning will be assessed by the classroom teacher using book looks and targeted questioning. Students coming from differing levels of education regarding MFL</p>	
<p>Key questions: (Questions the unit will unpick)</p>	<p>Threshold concepts covered:</p>
<p>¿Conoces a las fonéticas? ¿Como te llamas? ¿Qué tipo de persona eres? ¿Cuántos años tienes? ¿Tienes hermanos? ¿Cuándo es tu cumpleaños? ¿Tienes mascotas?</p>	<p>Threshold knowledge is a term in the study of higher education used to describe core concepts — or threshold concepts — which, once understood, transform perception of a given subject, phenomenon, or experience</p> <ul style="list-style-type: none"> • Cognates • Masculine/Feminine • Word categories • (noun, verbs, adjectives, adverbs...) • Infinitives (3 groups) • Verbs endings in present tense

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	<ul style="list-style-type: none"> • Word order • (Adjective after noun)
<p>Key powerful knowledge covered:</p>	<p>Key vocabulary:</p>
<p>Lesson 1 - ¿Conoces a las fonéticas?</p> <p>LO: To know the fundamental Spanish pronunciation rules</p> <p>To include:</p> <p>An introduction into the sounds and pronunciation rules of the spanish language</p> <p>Phonetics:</p> <ul style="list-style-type: none"> • Vowels (Vocales) A E I O U • Silent H • LL – “Yuh” • V – “B” • J – “H” • CE/CI – “th” • GO – “GOH” • CA – “CAH” • Z – “TH” <p>Grammar:</p> <ul style="list-style-type: none"> • Definite articles - El, la, los, las • Masculine, feminine and plural explanation • What a noun is <p>Vocabulary:</p> <ul style="list-style-type: none"> • Panda 	<p>‘Big picture’ vocabulary: Throughout this course students will be able to understand, use and spell correctly the following words which are first introduced in this unit:</p> <p>Cognate Verb Noun adjective Adjectival agreement Gender Singular Plural Verb table Grammar rule</p> <p>Unit specific vocabulary: Through the activities in this unit students will be able to understand, use and spell correctly the following words:</p> <p>SEE VOCAB LISTS IN LESSONS</p>

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- Elefante
- Tigre
- Oso
- Búfalo
- Cebra
- Camello
- Gorila
- Hipopótamo
- Jirafa
- Vaca
- Zorro
- El
- La
- Los
- Las

RESOURCES

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NCELP Phonics resources

<https://resources.ncelp.org/concern/resources/02870w50h?locale=en>

YOUTUBE

Tier 2 vocabulary: Through the activities in this unit students will be able to understand, use and spell correctly the following words:

Agreement, adjectival, noun, verb, conjugate, present tense, third person, negative, extend, combine

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https://www.youtube.com/watch?v=n6_SSEJHadQ

Lesson 2 - ¿Cómo te llamas?

LO: • To be able to introduce myself and to be able to ask people's names

To be able to ask people how they are and give a response

To include:

Being able to tell people your name, and how you are and to be able to ask others

Phonetics:

- LL – yuh
- QUE – K

Grammar:

- Me, te, se reflexive pronouns

Vocabulary:

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- ¿Cómo te llamas?
- Me llamo
- Te llamas
- Se llama
- ¿Qué tal?
- ¿Cómo estás?
- Estoy
- Fenomenal
- Genial
- Bien
- Regular
- Mal
- Fatal
- ¿Y tú?
- Vivo en
- ¿Dónde vives?

RESOURCES

Pg 9 Viva 1

Lesson 3 - ¿Qué tipo de persona eres?

LO: to be able to say what personality you have

To be able to ask and describe the personality of others

To include:

Talking about what type of person you are using the correct gender adjective and soy

Phonetics:

- GE – Heh
- Qui – key

Grammar:

- Feminine and masculine adjectival agreement

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Vocabulary:

- Sincero
- Tímido
- Generoso
- Serio
- Listo
- Tonto
- Simpático
- Tranquilo
- Divertido

Lesson 4 - ¿Qué tipo de persona es?

LO: to be able to say what personality you have

To be able to ask and describe the personality of others

To include:

Talking about what type of personality those around us have using the correct gender adjective and the paradigm of SER

Phonetics:

- LL – yuh
- Y (and) - ee

Grammar:

- Feminine and masculine adjectival agreement

RESOURCES

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- SER (SOY ERES ES SOMOS SOIS SON)

Vocabulary:

- Sincero * soy, eres, es, somos, sois, son
- Tímido
- Generoso
- Serio
- Listo
- Tonto
- Simpático
- Tranquilo
- Divertido

Lesson 5 - ¿Cuántos años tienes?

LO: to know numbers upto 31

To be able to say my age

To include:

A revision of numbers to 31 and asking and telling age

Phonetics:

- Ñ - nyuh
- Ce - th
- Cua - qwa

Grammar:

RESOURCES

Pg 11 Viva 1

SONG for SER

<https://www.youtube.com/watch?v=jqjCLeP8W2g>

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- Tengo – Spanish people have age and we are age
- TENER paradigm awareness of especially tengo, tienes, tiene

Vocabulary:

- Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, doce, trece, quince, **dieciséis**, diecisiete, dieciocho, diecinueve, veinte, **veintiuno**, **veintidós**, **veintitrés**, veinticuatro, veinticinco, **veintiséis**, veintisiete, veintiocho, veintinueve, treinta, **treinta y uno** *these have spelling changes or unexpected accents
- Tengo, tienes, tiene, tenemos, tenéis, tienen
- Años
- Cuántos

Lesson 6 - ¿Tienes hermanos?

LO: to be able to talk about siblings

To know indefinite articles

To include:

Learning new vocabulary for sibling family members, including only child and half/step siblings

Phonetics:

- H – not pronounced
- J – h (hijo)
- U – vowel sound oo

Grammar:

- Tengo – means I have
- TENER paradigm awareness of especially tengo, tienes, tiene
- Un/una unos/unas – indefinite articles

RESOURCES

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<https://www.youtube.com/watch?v=oUvyhStbFy8>

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Vocabulary:

- Hermano, hermana, **hermanos**, hermanastro, hermanastra, soy hijo único, soy hija única, se llama, tiene...años
- Tengo, tienes, tiene, tenemos, tenéis, tienen
- una, un, unas, unos

***hermanos can mean brothers and siblings (masculine gender is used for groups of mixed genders)**

Lesson 7 - ¿Cuándo es tu cumpleaños?

LO: to know months and possessive adjectives

To be able to say my birthday

To include:

A revision of numbers to 31 and asking and telling age

Phonetics:

- Ñ - nyuh
- Ce - th
- J - h

Grammar:

- 1st is primero in Spanish
- Mi, tu, su – possessive adjectives

RESOURCES

Pg 13 Viva 1

<https://www.youtube.com/watch?v=oUvyhStbFy8>

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Vocabulary:

- Enero, febrero, marzo, abril, mayo, julio, junio, agosto, septiembre, octubre, noviembre, diciembre
- es
- cumpleaños
- mi
- su
- tu
- de
- el

Lesson 8 - ¿Cómo se escribe?

LO: to know the alphabet and to ask for spelling

To include:

Learning of alphabet, asking how to spell something. Cultural knowledge of Spanish surnames (how they differ by having two)

Phonetics:

- See alphabet

Grammar:

- o Impersonal "Se" (se escribe)

RESOURCES

Pg 14 Viva 1

<https://www.youtube.com/watch?v=oUvyhStbFy8>

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Vocabulary:

- Mi nombre
- Mi apellido
- Se escribe
- Alphabet
- Cómo
- Tu

Lesson 9 ¿Tienes mascotas?

LO: to talk about what pets I have and to be able to match nouns with adjectives

To include: new animal vocabulary and colours/descriptions alongside adjectival agreement

Phonetics:

- Rr
- J – h
- Ll – yuh

RESOURCES

Pg 15 Viva 1

<https://www.youtube.com/watch?v=Z7R-QkOXgcU&t=72s>

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Grammar:

- Colour agreement rules

Vocabulary:

- | | |
|---------------------------|------------|
| - Un perro | - Blanco |
| - Un gato | - Amarillo |
| - Un conejo | - Negro |
| - Un caballo | - Rojo |
| - Un pez (peces) | - Verde |
| - Un ratón | - Gris |
| - Una serpiente | - Marrón |
| - Una cobaya | - Azul |
| - Unas mascotas | - Rosa |
| | - Naranja |

Resources:

<https://www.youtube.com/watch?v=TwkADbTrNrQ>

Viva 1 Pg16

Lesson 10 ¿Cómo son

mascotas?

LO: to talk about what my pets are like

To include: new animal vocabulary and colours/descriptions alongside adjectival agreement

Old mcdonald in Spanish

Phonetics:

- Rr
- J – h
- Ll – yuh

Grammar:

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- adjectival agreement rules

Vocabulary:

- | | |
|--------------|------------|
| - Peludo | - con púas |
| - Enano | - escamoso |
| - Pequeño | - baboso |
| - Grande | - mono |
| - Gordo | - Adorable |
| - Chico | - |
| - Chica | |
| - Rayado | |
| - Atigrado | |
| - Con plumas | |

Resources:

<https://www.youtube.com/watch?v=TwkADbTrNrQ>

Viva 1 Pg17

Lesson 11 - ¿Quién eres?

LO: to summarise our learning and write about ourselves

To include: a summary of all the grammar points and vocabulary used, a writing frame to help students form answers about themselves.

Grammar & Vocab – See previous lessons in unit

Lesson 12 – Assessment

See assessment file

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<p><u>Lesson 13: Cultural lesson</u></p> <p><u>Day of the dead</u></p> <p><u>LO: to learn about the cultural celebrations of the Hispanic world</u></p> <p><u>To include: information around what happens during day of the dead, a chance for students to write about what they have learned</u></p> <p><u>Suggested videos & resources:</u></p> <p><u>COCO</u></p> <p>https://www.youtube.com/watch?v=sSawpU81cI</p> <p>https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead</p>	
Key aspects of student achievement (Outcomes):	Schema building:
<p>Students will be able to understand authentic texts</p> <p>Students will be able to read, listen, write and speak about their own selves</p> <p>Students will consolidate knowledge of basic pronunciation rules and grammar rules in Spanish e.g. gender agreement</p>	<p>The skills, knowledge and understanding from this unit will be further developed in future KS3 units:</p> <p>Cultural capital</p> <p>Connectives</p> <p>Negation</p> <p>Opinions</p> <p>Present tense</p> <p>Third person</p>
	Responsive teaching is:

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- Reviewing learning
- Preparation for learning
- Instructional core
- Stages of Practice
- Questioning and embedded formative assessment
- Planned for cumulative Assessment in mind
- Anticipates misconceptions (Threshold Knowledge)