

## Unit Overview: Y7 Spanish – Food and Drinks

Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	12
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### Key Focus for Unit:

*What is the key knowledge being delivered?*

*What is the intent of this unit?*

1. Introduce different types of food and drink
2. Use up to 8 high level adjectives to describe food and drink
3. Describing my favourite foods
4. Describing my daily routine
5. Giving advice for how to lead healthy lifestyles
6. Describing a school menu
7. Describing different meals for celebrations around the world

### Key Knowledge and Big Ideas:

*What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?*

*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are they being closed?*

1. The Big Idea for Spring 2 is Identity and Culture, and the key focus is on describing different types of food and drink and offering positive and negative opinions on healthy lifestyles. This will include how to give and justify opinions, how to use the present tense in the 1<sup>st</sup> and 3<sup>rd</sup> person, understanding adjective agreement and using reflexive verbs to describe daily routine.
2. Year 7 have previously revised giving opinions in Autumn 2 and Spring 1 and therefore adjective agreements will be revisited.
3. Language and grammar points from this topic are also revisited, including giving opinions and justifications, using 1<sup>st</sup> and 3<sup>rd</sup> person to describe what people eat and drink, and using examples of the Present tense and modal verbs to give advice and suggestions to other people.
4. Common misconceptions identified from Spring 1, such as adjectival agreements and verb conjugation are addressed through consistent practice, hinge questions and low-stakes retrieval practice quizzing.

### Unit Assessment:

*How will this unit be assessed?*

*What is the frequency of assessments – baselines etc?*

1. Formative assessment:
  - Retrieval practice quizzing (Do Now)
  - Questioning in lesson
  - MS Forms quizzes (Homework)
  - Marking in books (extended writing tasks)
2. Summative (End of unit) assessment at the end of the half term
  - **Multiple choice quiz**
    - (a) Students will be assessed on vocabulary on the topic of **Food and Drink (meals of the day, opinion phrases, adjectives, healthy routines)**
    - (b) They will also be assessed on key Grammar concepts (adjective agreement, word order, singular/plural, giving opinions, present tense)
  - **Extended Writing** task on the topic of **food and drink** (describing your favourite meals, giving opinions about different food and drinks and offering advice on healthy lifestyles)

**Assessment Criteria:**

- Recall at least 8 food and drink items
- Recall at least 4 opinion phrases
- Recall at least 8 adjectives
- Use key modal verbs (you must, you can) to describe how to lead a healthy lifestyle
- Give justified opinions with reasons
- Use connectives such as but, also and however to link sentences
- Identify and use examples of present tense in 1<sup>st</sup> and 3<sup>rd</sup> person

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<ul style="list-style-type: none"> <li>- How to write 50-60 words describing food and drink, using a variety of opinion phrases and adjectives.</li> <li>- Using 2 tenses</li> <li>- How to translate into English and into TL</li> <li>- How to read and listen for gist.</li> <li>- How to use cognates and context to develop literacy skills.</li> <li>- How to form and answer questions to develop oracy skills.</li> </ul>	<p><b>Tier 1:</b>  Me gusta  Me encanta  Prefiero  No me gusta  Odio  Se debe  No se debe  También  (no) Como  (no) bebo  Delicioso  Rico  dulce  Para el desayuno  Para el almuerzo  Para la cena</p> <p><b>Tier 2 :</b>  Pienso que  Me parece  A mi parecer  Si era posible, me gustaría  Diría que  Además  Sin embargo  Por un lado  Por otro lado  Asqueroso  Fatal  Llena de vitaminas  Bueno para la salud  Malo para la salud</p>	<ol style="list-style-type: none"> <li>1. Revision of adjective agreements learnt in Y7 Autumn 2 and Spring 1</li> <li>2. Revision of key opinion phrases learnt in Spring 1</li> <li>3. Revision of adjectives learnt in Y7 Autumn 2 and Spring 1</li> </ol>
<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next unit?</u>	
<ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Public speaking</li> <li>- Literacy skills</li> <li>- Translation</li> <li>- Oracy skills</li> <li>- Cultural capital</li> </ul>	<ol style="list-style-type: none"> <li>1. In Summer 1 and Summer 2, students will revise opinion phrases and adjective agreements in the units of Free time and Holidays.</li> <li>2. Students will be prepared to continue to practise giving justified opinions and using accurate adjective agreement in Summer term.</li> <li>3. Students will also be able to use their knowledge of 1<sup>st</sup>/3<sup>rd</sup> person verbs to what activities they do in Summer 1.</li> </ol>	

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|  | <p>4. Their growing understanding of giving opinions will enable them to give a wide range of extended opinions, using a variety of adjectives to develop their written skills.</p> |
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