**UNIT OVERVIEW:** Mi Gente – Family, People & Technology

**ENQUIRY:** ¿Quiénes son más importantes en la vida, los amigos o la familia? *Who are most important in life, family or friends ?*

**Y9 SPANISH**

**TERM 5 + 6**

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| **Unit intention:** To talk about relationships with family and friends and advantages and disadvantages of technology. |
| **Success criteria** | ✓ | X |
| * I can name and recognise family members using the correct gender, article, and singular/ plural form.
* I can give opinions about how I get on with my family and friends.
* I can describe my physical appearance using the correct verbs and form of the adjectives,
* I can describe someone else’s physical appearance using the third person.
* I can describe my personality using adjectives and intensifiers.
* I can talk about someone else’s personality in details using the third person and the correct form of the adjectives.
* I can use the past tense to talk about activities with my family
* I can use and apply the future/ conditional tense to talk about my future family projects (marriage/ children)
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| **Unit summative and formative assessment details:**Spelling tests (English into French and French into English).Reading, listening and writing end of term exam.Speaking routines. |
| **Home Learning** Vocabulary knowledge organiser, worksheets, posters and independent research |
| **Topic Sequence*** Family members.
* Relationships.
* My appearance
* Physical description of another person
* My personality.
* Personality of someone else.
* Past activities

Future family projects. | **Independent Learning****Family and friends**<https://www.bbc.co.uk/bitesize/guides/z4wf92p/revision/1>**Relationships**<https://www.bbc.co.uk/bitesize/guides/zfftbdm/revision/1>**Adjectives**<https://www.bbc.co.uk/bitesize/guides/zr742sg/revision/1> |

**End of Unit EVALUATION**

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| **Success criteria** – Have you met them? Show your evidence in the boxes below. |
| **1.** |
| **2.** |
| **3.** |
| **4.** |
| **5.** |
| **6.** |
| **How will you improve your work?** |