



Unit Objective: To speak and write about different habitats, plants and animals in Spanish

### By the end of this unit we will be able to:

- Say and write the key elements that animals and plants need to survive.
- Name the 5 most common types of habitats.
- Name an animal and a plant that live and grow in each type of habitat.

### Skills we will develop:

To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.

### Activities we will complete:

The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats. Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat. There is also the opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.

### Vocabulary we will learn & revisit:

Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the **Early Learning** units.
- Different strategies on how to decode unknown text from units such as 'Ricitos De Oro', 'La Casa Tudor' and/or 'Caperucita Roja'.

### Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**

- **GA** sound in **algas**
- **GI** sound in **rifugio**
- **GU** sound in **agua**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable in words like **tro-pi-cal** and **po-lar**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **de-sier-to**, **ar-bus-tos** and **plan-tas**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **ár-bo-les** and **há-bi-tats**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in **añaña**.



### Grammar we will learn & revisit:

**Verbs.** Exploring the 3rd person conjugation of the verb **CRECER** and **VIVIR**. Two regular -er and -ir Spanish verbs in the present tense.