



Unit Objective: To discuss a healthy lifestyle in Spanish

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

- Say and write what we eat and drink to stay healthy.
- Say and write what we do not eat and drink to stay healthy.
- Say and write the activities we do and do not do to stay in shape including a choice of physical activities.
- Follow a simple, healthy recipe in Spanish.

Activities we will complete:

The unit starts with ten foods that are considered healthy foods and ten foods that are considered to be less healthy. These nouns will then be quickly placed into sentences using the key verbs **como** (I eat) and **bebo** (I drink) expanding further by using **no como** (I don't eat) and **no bebo** (I don't drink). There will be a focus on activities that help and don't help a healthy lifestyle. There will be a number of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Final activities will include activities to describe healthy and unhealthy lifestyles.

Skills we will develop:

To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using conjunctions. Creating longer more interesting replies including an opinion.

Vocabulary we will learn & revisit:

Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and 2 activities that you should try not to do to stay healthy. All listed on Vocabulary Sheet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from a wide range of Early Learning and Intermediate units.
- Our personal details from memory (name, age and where we live) and how to tell the time as seen in 'En El Colegio' & 'El Fin De Semana'.

Grammar we will learn & revisit:

First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of **comer** in first person singular (**como**) and also **beber** (**bebo**) & in their negative form (**no como** & **no bebo**). Exploring verbs in their infinitive form to give instructions in Spanish. Different punctuation as seen with **¿** and **¡**.

Phonics & Pronunciation we will see:

Recommended phonics focus: **B V CC QU Z**

- **B** sound in **beber, bueno, blanco & bebo**
- **V** sound in **vegetales & veo**
- **Qu** sound in **que & mantequilla**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **sa-lud**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **pa-ta-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 **na-ta-ción**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in **añadir**.

