

| KEVICC KS3 Curriculum: | Subject: Spanish | Key terms and vocabulary. |
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| Year: 9 Term: Autumn | Topic: La Tecnología y los Medios de Comunicación (Technology and Media) La Ropa (Clothes) | <i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i> |
| <p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p>Skill focus is SPEAKING</p> <p>Content: AUTUMN 1</p> <ul style="list-style-type: none"> • Key questions to introduce yourself • Use of computers • TV programmes • Films • Music • Describing a concert • Describing a photo • Plans for this weekend and what you did last weekend • How to TAILOR your work • AUTUMN 2 • Clothes and colours • Saying what you wear • Giving opinions of outfits • Culture: Learning about Spanish shops and fashion designers • Grammar <p>Present tense with frequency expressions Opinions with adjectives (reasons) Comparatives Near future tense, Present tense, Preterite tense Adjectival agreement</p> | | <p><i>Vocabulary includes key verbs in present, preterite, near future and conditional tenses, activities linked to computers, TV programme, film and music types, clothes, colours, adverbs of frequency and adjectives.</i></p> <p><i>Teachers will give students Vocabulary lists/Knowledge Organisers and Sentence builders at the start of each unit. Students should use these to help with their work and build their knowledge.</i></p> |
| <p>What prior learning supports understanding of this content?</p> <p>Students practised describing photos in Autumn and Summer Terms of Year 8. They have covered present, preterite and near future tenses and key verbs in conditional tense. They completed a Speaking Assessment in Autumn Term in Year 7 and 8 and regularly practise this skill.</p> | <p>How does this content link to future learning?</p> <p>Key questions, grammar and vocabulary that will be revisited and built upon in future learning. Key Verbs and concept of how to TAILOR your work embedded across whole of KS3.</p> | |
| <p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading activities from textbook and model texts provided by teachers to develop comprehension and literacy.</p> | <p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Writing photo descriptions and answers to key speaking questions in preparation for the Speaking assessment. Checking for accuracy. How to TAILOR your work</p> | |
| <p>Key assessments: Speaking assessment.</p> <p>How will feedback be received? WWW/Next Steps feedback sheets will be completed after the assessments and the students' current pathway will be identified using the MFL Personalised Learning Checklist.</p> <p>What will be seen in books? 'Can Do' statement purple sheet will be completed by students to assess their confidence and track their progress. Feedback will be given by teachers on the main Speaking assessment (green feedback sheets used for this). Book checks will be regularly completed to ensure work is of high standard and students are achieving their potential..</p> | | |