KEVICC KS3 Curriculum:	Subject: Spanish	Key terms and vocabulary.
Year: 8 **Term: Summer**	**Topic: La Comida (Food)** **La Salud (Health)**	*Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?*

What is the essential knowledge from this unit? *What do students need to remember and understand?*

Skill focus is WRITING

Content: SUMMER 1

- Describing mealtimes
- Shopping for food
- Higher numbers
- Restaurant vocab
- Describing a past meal
- Opinions of foods
- *Describing a future meal*
- Describing a photo
- How to TAILOR your work
- **SUMMER 2**
- Saying what type of person you are
- How you earn and spend money
- What job you would like to do and why
- *Describing a past job*

Culture: Learning about Hispanic food

Grammar

Time expressions

Use of Tú/usted

Preterite (-er, -ir verbs)

Recap of present, past and future-using them together Key verbs in present tense

Adjectival agreement

Comparatives and superlatives

Vocabulary includes key verbs in present, preterite, near future and conditional tenses, higher numbers, foods, drinks, restaurant vocabulary, chores and jobs. 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.

What prior learning supports understanding of this content?	How does this content link to future learning?
Students learnt numbers 1-100 in Year 7 and practised describing photos in Autumn Term of Year 8. They have covered present, preterite and near future tenses and key verbs in conditional tense. They completed a Writing Assessment in Summer Term in Year 7 and regularly practise this skill.	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.

Reading: *Where in the unit are students supported to read complex academic text?*	Writing: *Independent writing tasks and how they are structured*
Reading activities from textbook and model texts provided by teachers to develop comprehension and literacy.	Students will complete a Writing assessment which includes a photo task, translation and a short essay in test conditions (with no support). They will prepare for this using scaffolds and model texts to support

Key assessments: *Writing assessment.*
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.
What will be seen in books? 'Can Do' statement purple sheet will be completed by students to assess their confidence and track their progress. Students will complete a Writing assessment at the end of the unit. Feedback will be given by teachers on the main Writing assessment (green feedback sheets used for this). Errors will be highlighted and students will be encouraged to use purple pen to correct these errors and improve the accuracy/content of their writing. Book checks will be regularly completed to ensure work is of high standard and students are achieving their potential.