

| KEVICC KS3 Curriculum: | Subject: Spanish | Key terms and vocabulary. |
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| Year: 8 Term: Autumn | Topic: Mi Vida (My Life) | Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked? Vocabulary includes key verbs in present, near future and conditional tenses, adjectives to describe people, free time activities, intensifiers, linking words in Spanish. 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 is the essential knowledge from this unit? What do students need to remember and understand? <u>Skill focus is SPEAKING</u> <u>Content</u> <ul style="list-style-type: none">• Key questions to introduce yourself• Introductions• Likes and dislikes• Describing people• Free time activities• Telling the time• Saying what you are going to do tomorrow/this weekend• Describing a photo in Spanish• How to TAILOR your work <u>Culture:</u> Learning about the Day of the Dead (Coco) <u>Grammar</u> Present tense key verbs and how to conjugate, including irregular verbs Me gusta/me gustan Adjectival agreement and position Comparatives (más/menos... que) Sequencing words Use of Adjectives, linking words, intensifiers, tenses (TAILORED) Recap key conditional tense verbs eg. me gustaría, quisiera, sería, tendría Introduction of Near Future tense | | |
| What prior learning supports understanding of this content? Students have already practised introducing themselves, describing people and giving likes/dislikes and reasons for these plus basic free time activities. They have covered present tense and key verbs in conditional tense in Year 7. They completed a speaking assessment in Autumn Year 7 and regularly practise this skill in class. | | |
| Reading: Where in the unit are students supported to read complex academic text? Reading activities from textbook and model texts provided by teachers to develop comprehension and literacy. | | |
| How does this content link to future learning? 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. | | |
| Writing: Independent writing tasks and how they are structured Writing photo descriptions and answers to key speaking questions in preparation for the Speaking assessment. Checking for accuracy. How to TAILOR your work. | | |
| Key assessments: How will feedback be received? Speaking assessment. WWW/Next Steps feedback sheets will be completed after the assessment 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. 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.. | | |