

KEVICC KS3 Curriculum:	Subject: Spanish	Key terms and vocabulary.
Year: 7 Term: Summer	Topic: Dónde yo vivo (Where I live) El Tiempo Libre (Free time)	<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 WRITING</p> <p>Content: SUMMER 1</p> <ul style="list-style-type: none"> • Describing where you live • Rooms in the house • Furniture • Describing your Bedroom • Opinions of your house and room • Free time activities that you do at home • <i>Saying where you would like to live. What would your ideal house be like conditional tense intro (Quisiera, me gustaría and sería)</i> • How to TAILOR your work • SUMMER 2 • Sports and free time activities • Frequency expressions <p>Culture: Learning about famous Spanish sportspeople</p> <p>Grammar</p> <p>Adjectives-position and agreement</p> <p>Recap of key Present tense verbs and how to conjugate</p> <p>Present tense of <i>Vivir</i> and <i>Estar</i></p> <p>Prepositions</p> <p>Stem-changing verbs (eg) <i>Querer</i></p> <p>Extending sentences using <i>pero</i> and <i>porque</i></p> <p>Hay + noun</p> <p>Cuando as a linking word</p> <p>Use of Adjectives, linking words, intensifiers, tenses (TAILORED)</p> <p>Recap key conditional tense verbs eg. <i>me gustaría, sería, tendría</i></p>		<p>Vocabulary includes key verbs in present tense, countries, rooms, furniture, free time activities you do at home, opinions verbs, adjectives to describe your house/room, places in the town, sports, intensifiers, linking words in Spanish.</p> <p>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.</p>
<p>What prior learning supports understanding of this content?</p> <p>Students have already learn key verbs in the present tense and have practised giving opinions and reasons. They should also recognise basic key verbs in the conditional tense</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>Students will complete a piece of extended writing to describe where they live in test conditions (with no support). They will prepare for this using scaffolds and model texts to support.</p>	
<p>Key assessments:</p> <p>How will feedback be received? Writing assessment.</p> <p>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.</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</p> <p>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.</p>		