

KEVICC KS3 Curriculum:	Subject: French	Key terms and vocabulary.
Year: 8 Term: Spring	Topic: La nourriture et la santé (Health and food)	<b>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</b>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p><b>Skill focus is READING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>Saying what you eat for meals</li> <li>What you like and dislike eating and why</li> <li>Describing a past meal</li> <li>Talking about healthy eating</li> <li>Parts of body</li> <li>Illnesses</li> <li>Healthy living</li> <li>Saying what you are going to do in the future to be more healthy</li> <li>Saying what sport you would like to try</li> </ul> <p><b>Content</b></p> <p><b>Grammar</b></p> <p>Key verbs in present, perfect and near future tenses</p> <p>Partitive article</p> <p>Using 'il faut'</p> <p>Giving and justifying opinions</p> <p>Recap of Near future tense and perfect tense</p> <p>Use of Adjectives, linking words, intensifiers, tenses (TAILORED)</p>		<p>Vocabulary includes foods and drinks, body parts, illnesses, key verbs in present, perfect, near future and conditional tenses in French.</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><b>What prior learning supports understanding of this content?</b></p> <p>They have covered present, perfect and near future tenses and key verbs in conditional tense. They completed a Reading and Listening assessment in Spring Term in Year 7 and regularly practise these skills.</p>	<p><b>How does this content link to future learning?</b></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><b>Reading:</b> <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><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Students will write sentences/short paragraphs/essays to describe their selves and their interests. They will do this using scaffolds and model texts to support and will also be encouraged to sometimes write with less support to develop independent writing skills.</p>	
<p><b>Key assessments: Reading and Listening Assessments</b></p> <p><b>How will feedback be received?</b></p> <p>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><b>What will be seen in books?</b> 'Can Do' statement purple sheet will be completed by students to assess their confidence and track their progress. Students will complete a Reading assessment (which includes translation and comprehension exercises) and a Listening assessment at the end of the unit based on this unit. Feedback will be given by teachers on the main assessments (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>		