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| **Unit Overview: Year 8 induction programme with curriculum vocabulary** | | | | | | | | | |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** | **28** |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| Everyday Vocabulary  Students will learn everyday vocabulary.  Greetings  Days of the week  Months  Numbers  Question words  Hobbies  Human body  Curriculum vocabulary  Lessons will be taught using curriculum context and vocabulary so that students are able to access the big ideas and key curriculum content in lessons.  The following areas of the curriculum will be covered:  English- Frankenstein  Geography- weather- fact file countries- Brazil  Science – Science apparatus/ safety in the class/solid- liquid-gas  Re- Community- different religions/ beliefs/ Love / Hope/ Trust  ICT- working effectively on Microsoft Teams/ Using Word/ Power Point/ hardware  DT- verbs- cooking/ kitchen equipment  Graphics- types of material and properties  History – countries/ continents  Language structures  The language focus will be on  the alphabet  articles  present tense  time expressions  there is/ there are  countable nouns.  I like/ don’t like  Adverbs of frequency  Simple adjectives  Past tense- was/ were  Direct Vocabulary instruction  Students will be learning the first 200 most common words.  Reading intervention  Cambridge readers are used in reading lessons. Emphasis is on pronunciation and reading for meaning  Alissa  Shooting stars  The shortcut  Phileas Fogg  Sinbad  What’s cooking  Hello France  Car Talk | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are they being closed?* | | | | | | | | | |
| Everyday vocabulary- students are taught survival vocabulary to help them to adjust to school life in the UK | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| Formative assessment:   * Do now tasks – at the start of the lesson Assessing content from previous lesson * Feedback and response time built into lesson   Summative assessment:   * 45minutes writing assessment * Weekly spelling   Homework   * Weekly TEAMS quizzes * Weekly spellings of 1-200 most common words * Weekly assignments on Languagenut | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
| Understanding school routines  Accessing online resources | | | 1-200 most common words  . | | | |  | | |
| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| **Access the curriculum by improving English** | | | As students join the school throughout the year -recap on everyday vocabulary is built into the scheme of work | | | | | | |