

Units to Cover for each Year Group on Language Angels 2024

KS1 Early Language Teaching Early Language Teaching Units Intermediate Teaching Units Progressive Teaching Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Day care/ Nursery	<p>Key words: Bonjour, Au Revouir, Ecoutez, Merci Key Nursery Rhyme: Petite Etoile</p> <ul style="list-style-type: none"> - Shows interest in play with sounds, songs and rhymes -Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating 	<p>Key words: Bonjour, Au Revouir, Ecoutez, Merci Key Nursery Rhyme: Les Petits Poussins</p> <ul style="list-style-type: none"> - Shows interest in play with sounds, songs and rhymes -Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating 	<p>Key Words: rouge, jaune, bleu, vert, rose Key Nursery Rhyme: Le Vieux MacDonald</p> <ul style="list-style-type: none"> - Shows interest in play with sounds, songs and rhymes -Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating 	<p>Key Words: rouge, jaune, bleu, vert, rose Key Nursery Rhyme: Un Éléphant Se Balançait</p> <ul style="list-style-type: none"> - Shows interest in play with sounds, songs and rhymes -Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating 	<p>Key Words: Un, deux, trois, quatre, cinq Key Nursery Rhyme: L'araignée Gypsy</p> <ul style="list-style-type: none"> - Shows interest in play with sounds, songs and rhymes -Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating 	<p>Key word: Un, deux, trois, quatre, cinq Key Nursery Rhyme: Les Roues De L'autobus</p> <ul style="list-style-type: none"> - Shows interest in play with sounds, songs and rhymes -Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating
Reception	<p align="center">Nursery Rhymes</p> <ul style="list-style-type: none"> - will absorb and use language they hear around them in their community and culture -Appreciate traditional short stories and fairy tales. -Learn to repeat and reproduce the language I hear: -Be able to identify written versions of the words I hear. -Includes everyday literacy artefacts in play e.g. labels, signs 		<p align="center">Les Salutations</p> <ul style="list-style-type: none"> - will absorb and use language they hear around them in their community and culture -Learn to repeat and reproduce the language I hear: - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words -Be able to identify written versions of the words I hear. -Includes everyday literacy artefacts in play e.g. labels, signs 		<p align="center">Colours and Numbers 1 – 10</p> <ul style="list-style-type: none"> - will absorb and use language they hear around them in their community and culture -Learn to repeat and reproduce the language I hear: - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words -Be able to identify written versions of the words I hear. -Includes everyday literacy artefacts in play e.g. labels, signs 	
Year 1	<p align="center">Les Salutations</p> <ul style="list-style-type: none"> -Learn to repeat and reproduce the language I hear with accurate pronunciation. -Be able to identify written versions of the words I hear. -Consolidate letter formation skills by copying words in the foreign language from a model. -Start to understand that foreign languages can have different structures to English. 	<p align="center">. In the Jungle</p> <ul style="list-style-type: none"> -Appreciate and actively participate in traditional short stories and fairy tales. -Learn to repeat and reproduce the language I hear with accurate pronunciation. -Be able to identify written versions of the words I hear. -Consolidate letter formation skills by copying words in the foreign language from a model. 	<p align="center">Minibeasts</p> <ul style="list-style-type: none"> -Learn to repeat and reproduce the language I hear with accurate pronunciation. -Be able to identify written versions of the words I hear. -Consolidate letter formation skills by copying words in the foreign language from a model. -Start to understand that foreign languages can have different structures to English. 		<p align="center">Shapes</p> <ul style="list-style-type: none"> -Learn to repeat and reproduce the language I hear with accurate pronunciation. -Be able to identify written versions of the words I hear. -Consolidate letter formation skills by copying words in the foreign language from a model. -Start to understand that foreign languages can have different structures to English 	
Year 2	<p align="center">Les Salutations</p> <ul style="list-style-type: none"> -Start to understand some of the familiar words in what is heard. 	<p align="center">Musical Instruments</p> <ul style="list-style-type: none"> -Start to understand some of the familiar words in what is heard. 	<p align="center">I am able to...</p> <ul style="list-style-type: none"> -Start to understand some of the familiar words in what is heard. 	<p align="center">Colours and Numbers</p> <ul style="list-style-type: none"> -Start to understand some of the familiar words in what is heard. 	<p align="center">Animals</p> <ul style="list-style-type: none"> -Start to understand some of the familiar words in what is heard. 	<p align="center">Fruits</p> <ul style="list-style-type: none"> -Start to understand some of the familiar words in what is heard.

	<ul style="list-style-type: none"> -Learn to articulate key words introduced in the lesson and understand their meaning. -Be able to identify the written version of a wider range of the words I hear. -write familiar words using a model or vocabulary list 	<ul style="list-style-type: none"> -Learn to articulate key words introduced in the lesson and understand their meaning. -Be able to identify the written version of a wider range of the words I hear. -Appreciate short stories and fairy tales and songs. - start to understand that foreign words have structures to English 	<ul style="list-style-type: none"> -Learn to articulate key words introduced in the lesson and understand their meaning. -Be able to identify the written version of a wider range of the words I hear. -write familiar words using a model or vocabulary list - start to understand that foreign words have structures to English 	<ul style="list-style-type: none"> -Learn to articulate key words introduced in the lesson and understand their meaning. -Be able to identify the written version of a wider range of the words I hear. -write familiar words using a model or vocabulary list -Appreciate songs. 	<ul style="list-style-type: none"> -Appreciate songs. -Learn to articulate key words introduced in the lesson and understand their meaning. -Be able to identify the written version of a wider range of the words I hear. -Start to reproduce nouns and determiners/articles from a model. 	<ul style="list-style-type: none"> -Learn to articulate key words introduced in the lesson and understand their meaning. -Be able to identify the written version of a wider range of the words I hear. -write familiar words using a model or vocabulary list -Start to reproduce nouns and determiners/articles from a model.
Year 3	<p>I am learning French</p> <ul style="list-style-type: none"> -Recognise familiar words and short phrases covered in the units taught. -Communicate with others using simple words and short phrases covered. -Pronounce words accurately based on an oral model -Respond to familiar questions with a rehearsed response. -Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples' -Listen to and enjoy songs. 	<p>Vegetables</p> <ul style="list-style-type: none"> -Pronounce words accurately based on an oral model -Understand the meaning in English of short words I read in the foreign language. -Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples' -start to understand the concept of noun gender and the use of articles. 	<p>Little Red Riding Hood</p> <ul style="list-style-type: none"> -Listen to and enjoy short stories, nursery rhymes and songs. -Pronounce words accurately based on an oral model -Read and understand a simple story or song using known language. -Begin to write simple words and/or phrases from memory. -Understand the meaning in English of short words I read in the foreign language. 	<p>Ancient Britain</p> <ul style="list-style-type: none"> -Pronounce words accurately based on an oral model -Begin to write simple words and/or phrases from memory. -Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples'. -Begin to read and recognise familiar words and short phrases accurately -use the first person singular version of high frequency verbs e.g. I like... I live... I play... 	<p>Presenting Myself</p> <ul style="list-style-type: none"> -Recognise familiar words and short phrases covered in the units taught. -Pronounce words accurately based on an oral model -Communicate with others using simple words and short phrases covered. -Respond to familiar questions with a rehearsed response. -Begin to write simple words and/or phrases from memory. -Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples'. 	<p>At the tearoom</p> <ul style="list-style-type: none"> -Pronounce words accurately based on an oral model -Begin to write simple words and/or phrases from memory -Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples'. -Understand the meaning in English of short words I read in the foreign language.. -start to understand the concept of noun gender and the use of articles.
Year 4	<p>Presenting Myself</p> <ul style="list-style-type: none"> -Communicate with others with improved confidence and accuracy based on an oral model. -use common phrases from prior learning -perform short roleplays on a topic involving several verbal exchanges -Write simple words and some short phrases based on familiar topics - Begin to use connectives/conjunctions and the negative form where appropriate. E.g: 	<p>My Family</p> <ul style="list-style-type: none"> -Communicate with others with improved confidence and accuracy based on an oral model. -perform short roleplays on a topic involving several verbal exchanges -Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language. -Recognise a range of familiar written phrases and vocabulary. 	<p>My home</p> <ul style="list-style-type: none"> -Communicate with others with improved confidence and accuracy based on an oral model. -Write simple words and some short phrases based on familiar topics -Learn to ask and answer questions based on the language covered and incorporate a negative reply when required. - write questions and answers -Introduce simple adjectival agreement (E.g: adjectival agreement when describing 	<p>Romans</p> <ul style="list-style-type: none"> - recognise a range of familiar written phrases and vocabulary --Learn to listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous units. -Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language. -recognise a range of familiar written phrases and vocabulary 	<p>Goldilocks</p> <ul style="list-style-type: none"> -Learn to listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous units. -Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language. -read aloud short pieces of text -recognise a range of familiar written phrases and vocabulary 	<p>Do you have a pet?</p> <ul style="list-style-type: none"> -Communicate with others with improved confidence and accuracy based on an oral model. -Learn to ask and answer questions based on the language covered and incorporate a negative reply when required. -Write simple words and some short phrases based on familiar topics - Begin to use connectives/conjunctions and the negative form where appropriate. E.g: My

	<p>My name, where I live and my age.</p> <p>-Write questions and answers.</p>	<p>-- Begin to use conjunctions and the negative form where appropriate. E.g: My name, where I live and my age.</p>	<p>nationality), the negative form and possessive adjectives e.g. 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>			<p>name, where I live and my age.</p> <p>-Understand the concept of gender and which articles to use for meaning (E.g: 'the', 'a' or 'some').</p>
Year 5	<p>Presenting Myself</p> <p>-Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity.</p> <p>-Practice and prepare conversations and express simple opinions</p> <p>-Speak at greater length using set phrases and vocabulary.</p> <p>-Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>What is the Weather?</p> <p>-identify the main points and key vocabulary in a short-spoken passage</p> <p>-Speak with increasing grammatical accuracy.</p> <p>-Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity.</p> <p>-Write sentences on a range of topics using a model.</p> <p>-Retrieve answers to questions from a short passage.</p>	<p>Habitats</p> <p>-Understand more of what is heard, even when some of the language may be unfamiliar by using decoding skills that have been developed.</p> <p>-identify the main points and key vocabulary in a short-spoken passage</p> <p>-Communicate on a wider range of topics and themes.</p> <p>-Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>-Revision of gender and nouns</p>	<p>The Date</p> <p>-Speak with increasing grammatical accuracy.</p> <p>-identify the main points and key vocabulary in a short-spoken passage</p> <p>-Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity.</p> <p>-Learn to manipulate the language and be able to substitute words for suitable alternatives.</p> <p>-Practice and prepare conversations and express simple opinions</p>	<p>The Olympics</p> <p>-Listen more attentively and for longer passages.</p> <p>-identify the main points and key vocabulary in a short-spoken passage</p> <p>-Understand longer passages in the foreign language in different contexts, including stories.</p> <p>-Start to decode meaning of unknown words using cognates and context.</p> <p>-Retrieve answers to questions from a short passage.</p>	<p>Clothes</p> <p>-Speak with increasing grammatical accuracy.</p> <p>-Write sentences on a range of topics using a model.</p> <p>-Start to explore full verb conjugation (E.g: 'I wear...', 'he/she wears...')</p> <p>-Be able to describe clothes in terms of colour E.g: 'My blue coat'.</p> <p>-Learn to use and recognise the terminology of articles (E.g: definite, indefinite and partitive).</p> <p>-Understand the rules of adjectival agreement and possessive adjectives.</p> <p>-Revision of gender and nouns</p>
Year 6	<p>What is the date?</p> <p>-Listen to longer text and more authentic foreign language material.</p> <p>-Listen to and understand main points of a spoken story or song.</p> <p>-Read and understand the main points and written detail in a short-written passage.</p> <p>-Plan out and engage in scripted conversations.</p> <p>-Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including awareness of accents, silent letters etc.</p> <p>-Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.</p>	<p>At School</p> <p>-Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>-listen to and understand the main points of a spoken story or song</p> <p>-Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>-Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (E.g: which subjects I like at school and also which subjects I do not like).</p>	<p>The Planet</p> <p>-Learn to 'gist listen' even when hearing language that has not been taught or covered</p> <p>-learn to pick out cognates e.g. animals and le animal</p> <p>-take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.</p> <p>-Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including awareness of accents, silent letters etc.</p> <p>-decode unknown language using bilingual dictionaries</p> <p>- read and understand the main points and written detail in a short-written passage</p>	<p>Healthy Lifestyle</p> <p>-Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>-Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>-Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (E.g: which subjects I like at school and also which subjects I do not like).</p> <p>-Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular</p>	<p>The Weekend</p> <p>-Read and understand the main points and written detail in a short-written passage.</p> <p>-Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g. A presentation or description of a typical school day including subjects, time and opinions.</p> <p>-Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>-Become familiar with a wider range of conjunctions and more confident with full verb conjugation - both regular and irregular. EG:</p>	<p>Me in the World</p> <p>-Learn to 'gist listen' even when hearing language that has not been taught or covered</p> <p>-Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>-Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.</p> <p>-Read and understand the main points and written detail in a short-written passage.</p> <p>-Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including</p>

		<p>-start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives. E.g. A presentation or description of a typical day at school including subjects, time and opinions</p>		<p>and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>	<p>'to go', 'to do', 'to have' and 'to be'. -Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (E.g: which subjects I like at school and also which subjects I do not like).</p>	<p>awareness of accents, silent letters etc. -Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p>
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