

**Units to Cover for each Year Group on Language Angels 2023**

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	<p>Key words: <b>Bonjour, Au Revouir, Ecoutez, Merci</b></p> <p>Key Nursery Rhyme: <b>Petite Etoile</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>-Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating</p>	<p>Key words: <b>Bonjour, Au Revouir, Ecoutez, Merci</b></p> <p>Key Nursery Rhyme: <b>Les Petits Poussins</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>-Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating</p>	<p>Key Words: <b>rouge, jaune, bleu, vert, rose</b></p> <p>Key Nursery Rhyme: <b>Le Vieux MacDonald</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>-Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating</p>	<p>Key Words: <b>rouge, jaune, bleu, vert, rose</b></p> <p>Key Nursery Rhyme: <b>Un Éléphant Se Balançait</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>-Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating</p>	<p>Key Words: <b>Un, deux, trois, quatre, cinq</b></p> <p>Key Nursery Rhyme: <b>L'araignée Gypsy</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>-Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating</p>	<p>Key word: <b>Un, deux, trois, quatre, cinq</b></p> <p>Key Nursery Rhyme: <b>Les Roues De L'autobus</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>-Learn to repeat and reproduce the language I hear: -Learns new words very rapidly and is able to use them in communicating</p>
Nursery	<p>Key words: <b>Bonjour, Au Revouir, Ecoutez, Merci</b></p> <p>Key Nursery Rhyme: <b>Petite Etoile</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>- will absorb and use language they hear around them in their community and culture</p> <p>-Learn to repeat and reproduce the language I hear: - Builds up vocabulary that</p>	<p>Key words: <b>Bonjour, Au Revouir, Ecoutez, Merci</b></p> <p>Key Nursery Rhyme: <b>Les Petits Poussins</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>- will absorb and use language they hear around them in their community and culture</p> <p>-Learn to repeat and reproduce the language I hear: - Builds up vocabulary that</p>	<p>Key Words: <b>rouge, jaune, bleu, vert, rose</b></p> <p>Key Nursery Rhyme: <b>Le Vieux MacDonald</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>- will absorb and use language they hear around them in their community and culture</p> <p>-Learn to repeat and reproduce the language I hear: - Builds up vocabulary that reflects the breadth of their</p>	<p>Key Words: <b>rouge, jaune, bleu, vert, rose</b></p> <p>Key Nursery Rhyme: <b>Un Éléphant Se Balançait</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>- will absorb and use language they hear around them in their community and culture</p> <p>-Learn to repeat and reproduce the language I hear: - Builds up vocabulary that</p>	<p>Key Words: <b>Un, deux, trois, quatre, cinq</b></p> <p>Key Nursery Rhyme: <b>L'araignée Gypsy</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>- will absorb and use language they hear around them in their community and culture</p> <p>-Learn to repeat and reproduce the language I hear: - Builds up vocabulary that reflects the breadth of their</p>	<p>Key word: <b>Un, deux, trois, quatre, cinq</b></p> <p>Key Nursery Rhyme: <b>Les Roues De L'autobus</b></p> <p>- Shows interest in play with sounds, songs and rhymes</p> <p>- will absorb and use language they hear around them in their community and culture</p> <p>-Learn to repeat and reproduce the language I hear: - Builds up vocabulary that</p>

	reflects the breadth of their experiences	around them in their community and culture -Learn to repeat and reproduce the language I hear: - Builds up vocabulary that reflects the breadth of their experiences	experiences - Knows and recognises information can be relayed through signs and symbols in various forms	vocabulary that reflects the breadth of their experiences - Knows and recognises information can be relayed through signs and symbols in various forms	experiences - Knows and recognises information can be relayed through signs and symbols in various forms	reflects the breadth of their experiences - Knows and recognises information can be relayed through signs and symbols in various forms
Reception	<b>Nursery Rhymes</b> - 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		<b>Les Salutations</b> - 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		<b>Colours and Numbers 1 - 10</b> - 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	<b>Les Salutations</b> - 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	<b>. In the Jungle</b> - Appreciate and actively participate in traditional short stories and fairy tales. - Learn to repeat and reproduce the language I hear with accurate	<b>Minibeasts</b> - 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.		<b>Shapes</b> - 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	

	foreign languages can have different structures to English.	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.				
Year 2	<p><b>Les Salutations</b></p> <ul style="list-style-type: none"> <li>-Start to understand some of the familiar words in what is heard.</li> <li>-Learn to articulate key words introduced in the lesson and understand their meaning.</li> <li>-Be able to identify the written version of a wider range of the words I hear.</li> <li>-write familiar words using a model or vocabulary list</li> </ul>	<p><b>Musical Instruments</b></p> <ul style="list-style-type: none"> <li>-Start to understand some of the familiar words in what is heard.</li> <li>-Learn to articulate key words introduced in the lesson and understand their meaning.</li> <li>-Be able to identify the written version of a wider range of the words I hear.</li> <li>-Appreciate short stories and fairy tales</li> </ul>	<p><b>I am able to...</b></p> <ul style="list-style-type: none"> <li>-Start to understand some of the familiar words in what is heard.</li> <li>-Learn to articulate key words introduced in the lesson and understand their meaning.</li> <li>-Be able to identify the written version of a wider range of the words I hear.</li> <li>-write familiar words using a model or vocabulary list</li> <li>- start to understand that foreign words have structures to English</li> </ul>	<p><b>Colours and Numbers</b></p> <ul style="list-style-type: none"> <li>-Start to understand some of the familiar words in what is heard.</li> <li>-Learn to articulate key words introduced in the lesson and understand their meaning.</li> <li>-Be able to identify the written version of a wider range of the words I hear.</li> <li>-write familiar words using a model or vocabulary list</li> <li>-Appreciate songs.</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>-Start to understand some of the familiar words in what is heard.</li> <li>-Appreciate songs.</li> <li>-Learn to articulate key words introduced in the lesson and understand their meaning.</li> <li>-Be able to identify the written version of a wider range of the words I hear.</li> <li>-Start to reproduce nouns and determiners/articles from a model.</li> </ul>	<p><b>Fruits</b></p> <ul style="list-style-type: none"> <li>-Start to understand some of the familiar words in what is heard.</li> <li>-Learn to articulate key words introduced in the lesson and understand their meaning.</li> <li>-Be able to identify the written version of a wider range of the words I hear.</li> <li>-write familiar words using a model or vocabulary list</li> <li>-Start to reproduce nouns and determiners/articles from a model.</li> </ul>

		and songs. - start to understand that foreign words have structures to English				
Year 3	<b>I am learning French</b> -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.	<b>Vegetables</b> -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.	<b>Little Red Riding Hood</b> -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.	<b>Ancient Britain</b> -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...	<b>Presenting Myself</b> -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'.	<b>At the tearoom</b> -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	<b>Presenting Myself</b> -Communicate with others with improved confidence and	<b>My Family</b> - Communicate with others with improved	<b>My home</b> -Communicate with others with improved confidence and accuracy based on an oral model.	<b>Romans</b> - recognise a range of familiar written phrases and vocabulary --Learn to listen	<b>Goldilocks</b> -Learn to listen to longer passages and understand more of what is heard by picking out key	<b>Do you have a pet?</b> -Communicate with others with improved confidence and

	<p>accuracy based on an oral model.</p> <ul style="list-style-type: none"> <li>-use common phrases from prior learning</li> <li>-perform short roleplays on a topic involving several verbal exchanges</li> <li>-Write simple words and some short phrases based on familiar topics</li> <li>- Begin to use connectives/conjunctions and the negative form where appropriate. E.g: My name, where I live and my age.</li> <li>-Write questions and answers.</li> </ul>	<p>confidence and accuracy based on an oral model.</p> <ul style="list-style-type: none"> <li>-perform short roleplays on a topic involving several verbal exchanges</li> <li>-Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language.</li> <li>-Recognise a range of familiar written phrases and vocabulary.</li> <li>-- Begin to use conjunctions and the negative form where appropriate. E.g: My name, where I live and my age.</li> </ul>	<ul style="list-style-type: none"> <li>-Write simple words and some short phrases based on familiar topics</li> <li>-Learn to ask and answer questions based on the language covered and incorporate a negative reply when required.</li> <li>- write questions and answers</li> <li>-Introduce simple adjectival agreement (E.g: adjectival agreement when describing nationality), the negative form and possessive adjectives e.g. 'In my pencil case I have...' or 'In my pencil case I do not have...'</li> </ul>	<p>to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous units.</p> <ul style="list-style-type: none"> <li>-Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language.</li> <li>-recognise a range of familiar written phrases and vocabulary</li> </ul>	<p>words and phrases covered in current and previous units.</p> <ul style="list-style-type: none"> <li>-Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language.</li> <li>-read aloud short pieces of text</li> <li>-recognise a range of familiar written phrases and vocabulary</li> </ul>	<p>accuracy based on an oral model.</p> <ul style="list-style-type: none"> <li>-Learn to ask and answer questions based on the language covered and incorporate a negative reply when required.</li> <li>-Write simple words and some short phrases based on familiar topics</li> <li>- Begin to use connectives/conjunctions and the negative form where appropriate. E.g: My name, where I live and my age.</li> <li>-Understand the concept of gender and which articles to use for meaning (E.g: 'the', 'a' or 'some').</li> </ul>
Year 5	<p><b>Presenting Myself</b></p> <ul style="list-style-type: none"> <li>-Remember and recall a range of vocabulary with increased knowledge,</li> </ul>	<p><b>What is the Weather?</b></p> <ul style="list-style-type: none"> <li>-identify the main points and key</li> </ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>-Understand more of what is heard, even when some of the language may be unfamiliar by using decoding skills</li> </ul>	<p><b>The Date</b></p> <ul style="list-style-type: none"> <li>-Speak with increasing grammatical accuracy.</li> <li>-identify the main points and key</li> </ul>	<p><b>The Olympics</b></p> <ul style="list-style-type: none"> <li>-Listen more attentively and for longer passages.</li> <li>-identify the main points and key vocabulary in a</li> </ul>	<p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>-Speak with increasing grammatical accuracy.</li> <li>-Write sentences on a range of</li> </ul>

	<p>confidence, and spontaneity.          -Practice and prepare conversations and express simple opinions          -Speak at greater length using set phrases and vocabulary.          -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>vocabulary in a short-spoken passage          -Speak with increasing grammatical accuracy.          -Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity .          -Write sentences on a range of topics using a model.          -Retrieve answers to questions from a short passage.</p>	<p>that have been developed.          -identify the main points and key vocabulary in a short-spoken passage          -Communicate on a wider range of topics and themes.          -Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.          -Revision of gender and nouns</p>	<p>vocabulary in a short-spoken passage          -Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity.          -Learn to manipulate the language and be able to substitute words for suitable alternatives.          -Practice and prepare conversations and express simple opinions</p>	<p>short-spoken passage          -Understand longer passages in the foreign language in different contexts, including stories.          -Start to decode meaning of unknown words using cognates and context.          -Retrieve answers to questions from a short passage.</p>	<p>topics using a model.          -Start to explore full verb conjugation (E.g: 'I wear...', 'he/she wears...' )          -Be able to describe clothes in terms of colour E.g: 'My blue coat'.          -Learn to use and recognise the terminology of articles (E.g: definite, indefinite and partitive).          -Understand the rules of adjectival agreement and possessive adjectives.          -Revision of gender and nouns</p>
Year 6	<p><b>What is the date?</b>          -Listen to longer text and more authentic foreign language material.          -Listen to and understand main points of a spoken story or song.          -Read and understand the main points and written detail in a short-written passage.          -Plan out and engage in scripted conversations.</p>	<p><b>At School</b>          -Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity .          -listen to and understand</p>	<p><b>The Planet</b>          -Learn to 'gist listen' even when hearing language that has not been taught or covered          -learn to pick out cognates e.g. animals and le animal          -take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.          -Be able to tackle unknown language</p>	<p><b>Healthy Lifestyle</b>          -Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.          -Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.          -Consolidate</p>	<p><b>The Weekend</b>          -Read and understand the main points and written detail in a short-written passage.          -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,</p>	<p><b>Me in the World</b>          -Learn to 'gist listen' even when hearing language that has not been taught or covered          -Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.          -Take part in simple conversations using their knowledge of vocabulary,</p>

	<p>-Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including awareness of accents, silent letters etc.          -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.</p>	<p>the main points of a spoken story or song          -Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate          .          - 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).          -start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive</p>	<p>with increased accuracy by applying knowledge learnt previous years, including awareness of accents, silent letters etc.          -decode unknown language using bilingual dictionaries          - read and understand the main points and written detail in a short-written passage</p>	<p>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).          -Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation-both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>	<p>time and opinions.          -Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.          -Become familiar with a wider range of conjunctions and more confident with full verb conjugation-both regular and irregular. EG: '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>grammar and sentence structures.          -Read and understand the main points and written detail in a short-written passage.          -Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including 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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		adjectives. E.g. A presentatio n or description of a typical day at school including subjects, time and opinions				
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