

Languages Curriculum for Students at Milestone Academy

This policy is for pupils where it is appropriate for them to learn a second language and would be advantageous for them to do so. A second language will be introduced when the class teacher deems appropriate.

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Reasons why Milestone students learn French

Proximity and Cultural Significance: French is geographically close to England and is spoken in neighbouring countries such as France, Belgium, Switzerland, and Canada. This proximity can make French more relatable and culturally significant to students.

International Importance: French is one of the most widely spoken languages globally, with over 220 million speakers worldwide. It is an official language in numerous international organisations like the United Nations, the European Union, and the International Red Cross, making it valuable for future global interactions.

Historical Context: France has historically been a significant cultural, diplomatic, and economic partner to England. Learning French can foster an understanding of shared histories and promote cultural exchanges.

Linguistic Foundation: French is a Romance language, meaning it shares similarities with other Romance languages such as Spanish, Italian, and Portuguese. By learning French, students can acquire a solid foundation in grammar, vocabulary, and language structures that can facilitate future language learning.

Career Opportunities: Proficiency in French can open up employment opportunities in various fields, including business, tourism, diplomacy, translation, and international organisations. French language skills can enhance students' employability and broaden their career prospects.

Cultural Enrichment: Learning French introduces students to French literature, art, music, cuisine, and cinema, providing a rich cultural experience and promoting a global mindset.

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Transferable Language Skills: The cognitive benefits of learning a foreign language, such as improved memory, problem-solving abilities, and enhanced communication skills, apply to learning any language. So, even if students choose to learn other languages later, the language-learning skills acquired through studying French will still be valuable.

Multisensory approach to teaching languages

Multisensory approaches can be highly effective in engaging children's young minds and supporting their language development. This approach involves integrating multiple senses, such as sight, hearing, touch, and movement, to enhance language learning experiences. Here are some strategies and activities to consider:

- Visuals: Use visual aids such as flashcards, posters, and pictures to represent vocabulary words and concepts. Display labelled objects around the classroom to create an immersive language-rich environment.
- Songs and Rhymes: Teach songs, nursery rhymes, and chants that incorporate language patterns, vocabulary, and pronunciation. Encourage children to sing along, perform actions, and use rhythm to reinforce language learning.
- Tactile Activities: Provide hands-on activities that involve touching and manipulating objects related to language learning. For example, use textured materials for letter tracing, sand or playdough for forming letters or words, and tactile letter cards for word recognition.
- Movement and Gestures: Incorporate movement and gestures into language learning activities. Have children act out vocabulary words or use body movements to represent verbs and concepts. This kinesthetic approach helps reinforce understanding and memory.
- Sensory Play: Create sensory experiences that connect with language learning. For instance, use scented materials, sensory bins, or tactile play to explore vocabulary related to textures, colours, or objects.
- Storytelling and Dramatization: Engage children in storytelling and dramatic play to develop language skills. Encourage them to act out stories, use puppets or props, and retell narratives to enhance their language comprehension and expression.

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- Multimedia Resources: Utilise age-appropriate digital resources, such as interactive apps, videos, and educational games, that offer audio-visual components to support language learning.
- Games and Activities: Incorporate language learning games and activities that involve multiple senses. Examples include matching games, scavenger hunts, Simon Says, or "I Spy" activities that encourage children to listen, observe, and interact with language in a playful manner.
- Collaborative Learning: Encourage peer interaction and collaboration during language learning activities. Provide opportunities for children to work together, engage in conversations, and practice language skills with their classmates.
- Repetition and Reinforcement: Offer consistent opportunities for children to practise language skills through repetitive activities, songs, and games. Repetition helps reinforce vocabulary, sentence structures, and language patterns.

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Phase 1 - 10 minutes / weekly					
Year 1					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Greetings and Emotions</u></p> <ul style="list-style-type: none"> • Use visual cues, such as pictures or simple hand-drawn images, gestures, and Makaton signs to teach basic greetings, (e.g., bonjour, au revoir). • Incorporate sensory elements by associating different emotions (e.g., happy, sad) with tactile materials or sensory experiences (e.g., soft, rough, textured objects). • Use sensory materials, such as emotion cards with tactile elements, to help students associate emotions with corresponding facial expressions and body languages. 		<p><u>Colours and Shapes</u></p> <ul style="list-style-type: none"> • Introduce primary colours and basic shapes (e.g., red, blue, square, circle) using visual aids with clear, contrasting colours. • Provide sensory experiences with manipulative materials like playdough, textured cards, or objects with different shapes. 		<p><u>Numbers and Counting</u></p> <ul style="list-style-type: none"> • Teach numbers 1-5 using visual representations (e.g., large number cards) and tactile elements like counting objects with distinct textures or shapes. • Incorporate multisensory activities, such as finger painting or counting with colourful, textured materials. 	

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Phase 1 - 10 minutes / weekly					
Year 2					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Animals</u></p> <ul style="list-style-type: none"> • Introduce animal vocabulary using visual aids, such as picture cards or simple drawings, along with corresponding animal sounds or tactile representations (e.g., soft toy animals). • Engage children in sensory experiences, such as feeling different animal furs or feathers, or imitating animal movements and sounds, or use tactile objects related to specific animals.. 		<p><u>Food and Drinks</u></p> <ul style="list-style-type: none"> • Present basic food and drink vocabulary through visually appealing images and real-life examples, such as actual fruits or toy food items. • Incorporate sensory exploration by allowing children to touch and smell different foods or engage in pretend play with toy kitchen items. 		<p><u>Body Parts</u></p> <ul style="list-style-type: none"> • Use large visuals or interactive body part charts to introduce basic body parts vocabulary (e.g., head, hands, feet). • Encourage sensory exploration by guiding children to touch and point to different body parts on themselves or on tactile models, reinforcing understanding through sensory engagement. 	

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Phase 1 - 10 minutes / weekly					
Year 3					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Ma famille - Family Members</u></p> <ul style="list-style-type: none"> • Introduce family members' vocabulary using visual aids, such as family photos or simple illustrations, along with repetitive songs or chants. • Encourage sensory engagement through gentle touch or interaction with family-themed props like dolls or puppets. <p>https://www.youtube.com/watch?v=qjWMR76owOk - French Family Song https://www.youtube.com/watch?v=ZIF_QS2fOOE - Comptine de la famille / Song for kids/ présenter la petite famille/ my family</p>		<p><u>Les vêtements - Clothing</u></p> <ul style="list-style-type: none"> • Present clothing vocabulary using visuals with clear representations of different garments and their colours. • Incorporate sensory experiences by allowing children to touch and feel fabrics of different textures or try on soft, child-friendly dress-up items 		<p><u>Les vêtements et s'habiller - Clothing and Getting Dressed</u></p> <ul style="list-style-type: none"> • Teach vocabulary for clothing items (e.g., shirt, pants, shoes) using visual aids, tactile materials, and Makaton signs. • Encourage students to engage in sensory exploration by touching and feeling different fabrics and textures associated with clothing items. 	

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Language Angels - <https://www.languageangels.com/schools/>

Username: milestoneda3

Password: milestoneda3

Some things to keep in mind

Units may appear more than once on the 'No previous experience' and 'Some experience' unit planners in different phases. This is because pupils will need to complete particular units in a teaching type before moving on. When pupils use the Language Angels resources for the first time, they must complete a selection of Starting Off and Moving On units before progressing onto Moving Up units. These planners have been created specifically to ensure an adapted and accelerated programme to ensure all pupils will be given the maximum opportunity to progress. No pupils should encounter the same unit twice. The 'No previous experience' and 'Some experience' unit planners are intended to be used for one year only. These planners will need to be reviewed annually as pupils gradually move towards age-related expectations. As pupils work through our programme they will encounter different units that will facilitate recycling of previous knowledge.

Key (Language Angels) - River and Waterfall Pathways

SO	Starting Off
MO	Moving On
MU	Moving Up
E	Early Language
I	Intermediate
P	Progressive
X	Extra Teaching (Core Vocabulary, Phonics, Grammar, Traditions &

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Celebrations, School Language, Language Days & Assemblies)

Phase 2						
Year 1						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook Stream	<p><u>Rooms in the House</u></p> <ul style="list-style-type: none"> Teach vocabulary for different rooms in the house (e.g., bedroom, kitchen, bathroom) using visual supports like room posters or picture cards. Incorporate sensory elements by allowing students to touch and explore tactile materials representing items found in each room (e.g., soft bedsheet, textured kitchen utensils). 		<p><u>Furniture and Objects</u></p> <ul style="list-style-type: none"> Introduce vocabulary related to furniture and common objects found in the house (e.g., table, chair, book) using visual aids and tactile materials. Provide opportunities for students to engage in sensory exploration by allowing them to touch and feel objects associated with each vocabulary item. 		<p><u>Daily Routine Verbs</u></p> <ul style="list-style-type: none"> Teach basic verbs related to daily routine activities (e.g., eat, sleep, wash) using visual supports and Makaton signs. Incorporate sensory experiences by creating simple routines where students can act out the verbs (e.g., pretend to eat, sleep, or wash hands) using multisensory materials. 	
River	<p><u>Greetings (SO)</u></p> <p>Flashcards: https://www.languageangels.com/schools/public/uploads/documents/1/1/132/681/3/1688553461.pdf</p> <ul style="list-style-type: none"> To say hello in French. <p>Song: https://www.languageangels.com/schools/resource/1/1/132/681</p>		<p><u>Transport (SO)</u></p> <p>Flashcards: https://www.languageangels.com/schools/public/uploads/documents/1/1/93/454/3/1688563253.pdf</p> <ul style="list-style-type: none"> To learn two modes of transport in French. <p>Song: https://www.languageangels.com/schools/resource/1/1/93/453</p>		<p><u>In the Jungle (SO)</u></p> <p>Flashcards: https://www.languageangels.com/schools/public/uploads/documents/1/1/103/519/3/168856888.pdf</p> <ul style="list-style-type: none"> To learn two jungle animals in French: lion and elephant. <p>Song: https://www.languageangels.com/schools/resource/</p>	

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	<p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/132/681/3/1665144360.pdf - Bonjour</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/132/681/3/1665144427.pdf - Salut</p> <ul style="list-style-type: none"> To learn how to say 'hello' and 'my name is ..' Song: https://www.languageangels.com/schools/resource/1/1/132/682 To learn how to reply to the question 'ça va?' (How are you?) in French. Song: https://www.languageangels.com/schools/resource/1/1/132/684 To consolidate their knowledge of all the previously learnt language and learn how to say 'au revoir' (goodbye) in French. Song: https://www.languageangels.com/schools/resource/1/1/132/685 <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/132/685/3/1665146758.pdf</p> <ul style="list-style-type: none"> To consolidate their knowledge of all the previously learnt language and learn how to say 'à plus 	<p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/93/453/3/1664588632.pdf - La voiture</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/93/453/3/1664588716.pdf - L'avion</p> <ul style="list-style-type: none"> To introduce another mode of transport in French 'le bateau' (the boat). Song: https://www.languageangels.com/schools/resource/1/1/93/454 <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/93/454/3/1664886657.pdf - Le bateau</p> <ul style="list-style-type: none"> To introduce the fourth mode of transport, 'le bus' (the bus) Song: https://www.languageangels.com/schools/resource/1/1/93/455 <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/93/455/3/1664886852.pdf - Le bus</p> <ul style="list-style-type: none"> To introduce the fifth mode of transport 'la moto' (the motorcycle) Song: https://www.languageangels.com/schools/r 	<p>1/1/103/519 https://www.languageangels.com/schools/public/uploads/documents/1/1/103/519/3/1664887754.pdf - Lion</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/103/519/3/1664887974.pdf - Elephant</p> <ul style="list-style-type: none"> To learn another jungle animal in French: monkey Song: https://www.languageangels.com/schools/resource/1/1/103/520 <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/103/520/3/1664888636.pdf</p> <ul style="list-style-type: none"> To learn another jungle animal in French: leopard Song: https://www.languageangels.com/schools/resource/1/1/103/521 <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/103/521/3/1664890208.pdf</p> <ul style="list-style-type: none"> To learn another jungle animal in French: giraffe Song: https://www.languageangels.com/schools/resource/1/1/103/522
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	<p>tard' (see you soon) in French.</p> <p>Song: https://www.languageangels.com/schools/resource/1/1/132/686</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/132/685/3/1665146758.pdf</p>	<p>esource/1/1/93/456 Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/93/456/3/1664887014.pdf</p> <ul style="list-style-type: none"> • To introduce the children to the sixth mode of transport 'le train' (the train) • <p>Song: https://www.languageangels.com/schools/resource/1/1/93/457</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/93/457/3/1664887190.pdf</p> <ul style="list-style-type: none"> • To introduce the seventh mode of transport 'le camion' (the lorry) • <p>Song: https://www.languageangels.com/schools/resource/1/1/93/458</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/93/458/3/1664887371.pdf</p>	<p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/103/522/3/1664890412.pdf</p> <ul style="list-style-type: none"> • To learn another jungle animal in French:hippo <p>Song: https://www.languageangels.com/schools/resource/1/1/103/523</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/103/523/3/1664890687.pdf</p> <ul style="list-style-type: none"> • To learn another jungle animal in French: snake <p>Song: https://www.languageangels.com/schools/resource/1/1/103/524</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/103/524/3/1664890869.pdf</p>
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<p>Waterfall</p> <p>Language Angels KS1</p> <p>(1Language Angels lesson to be taught in 2 days).</p>	<p><u>Greetings (SO)</u></p> <p>https://www.languageangels.com/schools/teachUnit/35492 - Les Salutations - Lessons 1-6</p> <p>Description In this unit pupils will learn the vocabulary for basic greetings in the foreign language enabling the pupils to participate in a short oral conversation by the end of the unit.</p> <p>Unit Learning Objectives</p> <ul style="list-style-type: none"> ● I can say 'hello' informally when I hear these words first. ● I can say what I am called when I hear a model answer first. ● I can ask somebody how they are feeling and give a reply back when I am reminded of the language first. ● I can 'goodbye' 	<p><u>Transport (SO)</u></p> <p>https://www.languageangels.com/schools/teachUnit/35492 Les transports - Lessons 1-6</p> <p>Description In this unit pupils will learn 7 modes of transport (nouns and definite articles) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Unit Learning Objectives</p> <ul style="list-style-type: none"> ● I can name all seven modes of transport in French with the correct article/determiner when I hear and see the corresponding images to remind me first. ● I can attempt to say a short phrase on one 	<p><u>In the Jungle (SO)</u></p> <p>https://www.languageangels.com/schools/teachUnit/35492 - Dans la jungle - Lessons 1-6</p> <p>Description In this unit pupils will learn 7 jungle animals (nouns and definite articles) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Unit Learning Objectives</p> <ul style="list-style-type: none"> ● I can name all seven jungle animals in French with the correct article/determiner when I hear them first. ● I can attempt to say a short phrase on one jungle animal in French when I hear the model answer first. ● I am starting to develop better focus and listening skills. I understand some of what I am listening to and can actively participate in remembering some of the words and actions for all the verses in the jungle song. <p>Lesson 1</p> <p>In this lesson, pupils will be introduced to two different jungle animals in the foreign language and will start to explore the patterns and sounds of language through song.</p> <p>Lesson 2</p>
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	<p>and 'see you soon' when I hear it first.</p> <p>Lesson 1</p> <p>In this lesson pupils will be introduced to some very basic greetings in the foreign language to allow for a simple, short exchange by the end of the lesson.</p> <p>Lesson 2</p> <p>In this lesson pupils will consolidate the greetings taught in the previous lesson and progress to learning how to say 'my name is...' in the foreign language.</p> <p>Lesson 3</p> <p>In this lesson pupils will consolidate the vocabulary taught in the previous lessons and progress to learning how to ask the question 'how are you?' in the foreign language.</p>		<p>mode of transport in French when I hear the model answer first.</p> <ul style="list-style-type: none"> • I am starting to develop better focus and listening skills. I understand some of what I am listening to and can actively participate in remembering some of the words and actions for all the verses in the transport song. <p>Lesson 1</p> <p>In this lesson pupils will be introduced to two different methods of transport in the foreign language and will start to explore the patterns and sounds of language through song.</p> <p>Lesson 2</p> <p>In this lesson pupils will be introduced to another mode of transport in the</p>		<p>In this lesson, pupils will be introduced to another jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 3</p> <p>In this lesson, pupils will be introduced to another jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 4</p> <p>In this lesson, pupils will be introduced to another jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 5</p> <p>In this lesson, pupils will be introduced to another jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 6</p> <p>In this lesson, pupils will be introduced to a final jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p>
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	<p>Lesson 4</p> <p>In this lesson pupils will consolidate the vocabulary taught in the previous lessons and progress to learning three different responses to the question 'how are you?' in the foreign language.</p> <p>Lesson 5</p> <p>In this lesson pupils will consolidate the vocabulary taught in the previous lessons and progress to learning how to say 'goodbye' in the foreign language.</p> <p>Lesson 6</p> <p>In this lesson pupils will consolidate the vocabulary taught in the previous lessons and progress to learning how to say 'see you later' in the foreign language.</p>	<p>foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 3</p> <p>In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 4</p> <p>In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 5</p> <p>In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of language through</p>		
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			<p>song.</p> <p>Lesson 6</p> <p>In this lesson pupils will be introduced to a final mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p>		
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Phase 2						
Year 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook Stream	<p><u>Time and Sequencing</u></p> <ul style="list-style-type: none"> Introduce vocabulary related to time (e.g., morning, afternoon, night) and sequencing words (e.g., first, next, last) using visual supports and tactile cues. Use sensory materials, such as textured or tactile clocks, to help students associate different times of the day with specific activities. 		<p><u>Weather</u></p> <ul style="list-style-type: none"> Introduce basic weather vocabulary (e.g., sunny, rainy, windy) using visual supports and sensory experiences. Create sensory-based activities, such as feeling different materials to represent different weather conditions or using visual aids to depict various weather patterns. 		<p><u>Community Helpers</u></p> <ul style="list-style-type: none"> Introduce vocabulary for community helpers (e.g. doctor, firefighter, police officer) using visual supports and tactile materials. Engage students in sensory activities, such as dressing up in costumes or using props related to different community helper roles. 	
River	<p><u>Colours & Numbers</u></p> <p><u>Flashcards:</u></p>		<p><u>Nursery Rhymes (SO)</u></p> <p><u>Flashcards:</u></p>		<p><u>Nursery Rhymes (SO)</u></p> <p><u>Flashcards:</u></p>	

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<p>https://www.languageangels.com/schools/public/uploads/documents/1/1/100/495/3/1688550137.pdf</p> <ul style="list-style-type: none"> To learn how to name and remember the first five colours in French. <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/100/495/5/1665151304.pdf - Colours Song French Lyrics</p> <p>Song: https://www.languageangels.com/schools/resource/1/1/100/495</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/100/495/3/1665151578.pdf</p> <ul style="list-style-type: none"> To learn how to say five more colours in French. <p>Song: https://www.languageangels.com/schools/resource/1/1/100/496</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/100/496/3/1665152210.pdf</p> <ul style="list-style-type: none"> To consolidate all ten colours. <p>Song: https://www.languageangels.com/schools/resource/1/1/100/497</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/100/497/3/1665152539.pdf</p>	<p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/513/3/1688558245.pdf</p> <ul style="list-style-type: none"> To introduce the children to the familiar nursery rhyme and song Brille, brille petite étoile in French. <p>Twinkle Twinkle - English and French Lyrics https://www.languageangels.com/schools/public/uploads/documents/1/1/101/513/5/1665158094.pdf</p> <p>Song: https://www.languageangels.com/schools/resource/1/1/101/513</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/101/513/3/1665158131.pdf - Diamond</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/513/3/1665158166.pdf - Night</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/513/3/1665158197.pdf - Star</p> <ul style="list-style-type: none"> To introduce the children to the familiar song les petits poussins in French. <p>Three Little Chicks - English and French Lyrics https://www.languageangels.com/schools/public/uploads/documents/1/1/101/514/5/1665158568.pdf</p> <p>Song: https://www.languageangels.com/schools/resource/</p>	<p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/513/3/1688558245.pdf</p> <ul style="list-style-type: none"> To introduce the children to the familiar nursery rhyme Un éléphant se balançait in French. <p>Elephant Swing - English and French Lyrics https://www.languageangels.com/schools/public/uploads/documents/1/1/101/516/5/1665159038.pdf</p> <p>Song: https://www.languageangels.com/schools/resource/1/1/101/516</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/101/516/3/1665159070.pdf - Elephant</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/516/3/1665159105.pdf - Number 1-5</p> <ul style="list-style-type: none"> To explore the patterns and sounds of language through the familiar nursery rhyme and song L'araignée Gipsy in French. <p>Spider Song - English and French Lyrics https://www.languageangels.com/schools/public/uploads/documents/1/1/101/517/5/1665159266.pdf</p> <p>Song: https://www.languageangels.com/schools/resource/1/1/101/517</p> <p>Colouring In: https://www.languageangels.com/schools/public/</p>
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	<ul style="list-style-type: none"> To learn how to count from 1-5 in French. <p>Song: https://www.languageangels.com/schools/resource/1/1/100/498</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/100/498/3/1665152841.pdf</p> <ul style="list-style-type: none"> To consolidate their knowledge from the previous lesson and learn how to count to ten. <p>Song: https://www.languageangels.com/schools/resource/1/1/100/499</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/100/499/3/1665153187.pdf</p> <ul style="list-style-type: none"> To consolidate their knowledge from the previous lesson and learn how to count to ten. <p>Song: https://www.languageangels.com/schools/resource/1/1/100/500</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/100/500/3/1665153733.pdf</p>	<p>1/1/101/514 Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/101/514/3/1665158607.pdf - Chicks</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/514/3/1665158637.pdf - Mother Hen</p> <ul style="list-style-type: none"> To introduce the children to the familiar nursery rhyme and song Le vieux MacDonald in French. <p>Old MacDonald - English and French Lyrics https://www.languageangels.com/schools/public/uploads/documents/1/1/101/515/5/1665158851.pdf</p> <p>Song: https://www.languageangels.com/schools/resource/1/1/101/515</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/101/515/3/1672919019.pdf - Bull</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/515/3/1672919082.pdf - Cat</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/515/3/1672919168.pdf - Dog</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/515/3/1672919230.pdf -</p>	<p>oads/documents/1/1/101/517/3/1665159301.pdf - Rain</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/517/3/1665159329.pdf - Spider</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/517/3/1665159361.pdf - Sun</p> <ul style="list-style-type: none"> To introduce the children to the familiar nursery rhyme and song les roues de l'autobus in French. <p>Wheels of Bus Song - English and French Lyrics https://www.languageangels.com/schools/public/uploads/documents/1/1/101/518/5/1665159558.pdf</p> <p>Song: https://www.languageangels.com/schools/resource/1/1/101/518</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/101/518/3/1665159599.pdf - Baby</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/518/3/1665159627.pdf - Bus</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/518/3/1665159652.pdf - Doors</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/518/3/1665159683.pdf - Horn</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/518/3/1665159712.pdf -</p>
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		<p>Donkey</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/101/515/3/1672919337.pdf - Goat</p>	<p>Mothers https://www.languageangels.com/schools/public/uploads/documents/1/1/101/518/3/1665159741.pdf - Passengers https://www.languageangels.com/schools/public/uploads/documents/1/1/101/518/3/1665159766.pdf - Wheels https://www.languageangels.com/schools/public/uploads/documents/1/1/101/518/3/1665159799.pdf - Windscreen Wipers</p>
<p>Waterfall Language Angels KS1</p> <p>(1 Language Angels lesson to be taught in 2 days).</p>	<p><u>Under the Sea (SO)</u></p> <p>https://www.languageangels.com/schools/teachUnit/35492 - Under the Sea - Lessons 1-6</p> <p>Description In this unit pupils will learn 7 sea creatures (nouns and definite articles) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Unit Learning Objectives</p> <ul style="list-style-type: none"> ● I can name all seven sea creatures in French with the correct article/determiner when I hear them first. ● I can attempt to say a short phrase on one sea creature in French when I hear the model answer first. ● I am starting to develop better focus and listening skills. I understand some of what I am listening to and can actively participate in remembering some of the words and actions for all the verses in the under the 	<p><u>In My Town (MO)</u></p> <p>https://www.languageangels.com/schools/teachUnit/35492 - Lessons 1-6</p> <p>Description In this unit pupils will learn 7 modes of transport (nouns and definite articles) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Unit Learning Objectives</p> <ul style="list-style-type: none"> ● I can name all seven modes of transport in French with the correct article/determiner when I hear and see the corresponding images to remind me first. ● I can attempt to say a short phrase on one mode of transport in French when I hear the model answer first. ● I am starting to develop better focus and listening skills. I understand some of what I am listening to and can actively ● participate in remembering some of the 	<p><u>Super Heroes - Les super-héros (MO)</u></p> <p>https://www.languageangels.com/schools/teachUnit/35492 - lessons 1-6</p> <p>Description In this unit pupils will learn all about 6 superheroes in the foreign language via colourful and immersive lessons. Pupils will be introduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Unit Learning Objectives</p> <ul style="list-style-type: none"> ● I can recognise and recall at least three colours in French with accurate pronunciation when I hear them first. ● I can recognise and recall at least two high frequency verbs when I hear them first. ● I am starting to develop better focus and listening skills. I understand some of what I

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<p style="text-align: center;">sea song.</p> <p>Lesson 1 In this lesson pupils will be introduced to two different sea creatures in the foreign language and will start to explore the patterns and sounds of language through song.</p> <p>Lesson 2 In this lesson pupils will be introduced to another sea creature in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 3 In this lesson pupils will be introduced to another sea creature in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 4 In this lesson pupils will be introduced to another sea creature in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 5 In this lesson pupils will be introduced to another sea creature in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 6 In this lesson pupils will be introduced to the final sea creature from the unit in the foreign language and will continue to explore the patterns and sounds of language through song.</p>	<p style="text-align: center;">words and actions for all the verses in the transport song.</p> <p>Lesson 1 In this lesson pupils will be introduced to two different methods of transport in the foreign language and will start to explore the patterns and sounds of language through song.</p> <p>Lesson 2 In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 3 In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 4 In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 5 In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of</p>	<p style="text-align: center;">am listening to and can actively participate in the lesson remembering some of the words to present and describe myself as a superhero.</p> <p>Lesson 1 Lesson 1 In this lesson pupils will be introduced to the first superhero from the unit and will learn how to present themselves as a superhero in the foreign language.</p> <p>Lesson 2 In this lesson pupils will be introduced to the second superhero and will learn how to present themselves as a superhero in the foreign language.</p> <p>Lesson 3 In this lesson pupils will be introduced to the third superhero and will learn how to present themselves as a superhero in the foreign language.</p> <p>Lesson 4 In this lesson pupils will be introduced to the fourth superhero and will learn how to present themselves as a superhero in the foreign language.</p> <p>Lesson 5 In this lesson pupils will be introduced to the fifth superhero and will learn how to present themselves as a superhero in the foreign language.</p>
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	<p>language through song.</p> <p>Lesson 6</p> <p>In this lesson pupils will be introduced to a final mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p>	<p>Lesson 6</p> <p>In this lesson pupils will be introduced to the sixth superhero and will learn how to present themselves as a superhero in the foreign language.</p>
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Phase 2						
Year 3						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook Stream	<p><u>Places in the Community</u></p> <ul style="list-style-type: none"> Teach vocabulary for common places in the community (e.g., school, park, supermarket) using visual aids and tactile cues. Provide sensory experiences by incorporating relevant sensory materials related to each place (e.g., soft grass for the park, textured shopping items for the supermarket). 		<p><u>Transportation</u></p> <ul style="list-style-type: none"> Introduce vocabulary related to transportation (e.g., car, bus, train) using visual supports and multisensory activities. Incorporate sensory exploration by allowing students to touch and feel different toy vehicles or textured materials associated with each mode of transportation. 		<p><u>Landmarks and Monuments</u></p> <ul style="list-style-type: none"> Teach vocabulary for famous landmarks and monuments (e.g., Eiffel Tower, Statue of Liberty) using visual aids and tactile objects. Create sensory experiences by providing students with textured replicas or models of these landmarks for tactile exploration. 	
River	<p><u>Under the Sea</u> Flashcards https://www.languageangels.com/schools/public/u</p>		<p><u>Minibeasts (MO)</u> Flashcards:</p>		<p><u>In my Town (MO)</u> Flashcards: https://www.languageangels.com/schools/public/upl</p>	

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<p>ploads/documents/1/1/96/471/3/1688563987.pdf</p> <ul style="list-style-type: none"> To learn two sea creatures in French: fish and crab <p>Song: https://www.languageangels.com/schools/resource/1/1/96/471</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/96/471/3/1658404189.pdf - fish</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/96/471/3/1658404129.pdf - crab</p> <ul style="list-style-type: none"> To learn one sea creature in French: starfish <p>Song: https://www.languageangels.com/schools/resource/1/1/96/472</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/96/472/3/1658404515.pdf - starfish</p> <ul style="list-style-type: none"> To learn one sea creature in French: seahorse <p>Song: https://www.languageangels.com/schools/resource/1/1/96/473</p>	<p>https://www.languageangels.com/schools/public/uploads/documents/1/2/99/489/3/1688550427.pdf</p> <ul style="list-style-type: none"> To join two different minibeasts in some stretching exercises in French. <p>Song: https://www.languageangels.com/schools/resource/1/2/99/489</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/3/1/97/477/3/1658410440.pdf - frog</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/99/489/3/1658410470.pdf - hedgehog</p> <ul style="list-style-type: none"> To follow and understand instructions/orders in the foreign language. <p>Song: https://www.languageangels.com/schools/resource/1/2/99/490</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/99/490/3/1658413410.pdf - bee</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/99/490/3/1658413441.pdf - spider</p> <ul style="list-style-type: none"> To follow and understand instructions/orders in the foreign language. <p>Song: https://www.languageangels.com/schools/resource/</p>	<p>ploads/documents/1/2/228/1041/3/1688556607.pdf</p> <ul style="list-style-type: none"> To learn how to name two places from the town. <p>Song: https://www.languageangels.com/schools/resource/1/2/228/1041</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/2/228/1041/3/1673618487.pdf - stadium</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/2/228/1041/3/1673618563.pdf - bakery</p> <ul style="list-style-type: none"> To be introduced to a new place - school. <p>Song: https://www.languageangels.com/schools/resource/1/2/228/1042</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/2/228/1042/3/1673618864.pdf - school</p> <ul style="list-style-type: none"> To be introduced to a new place - ice rink. <p>Song: https://www.languageangels.com/schools/resource/1/2/228/1043</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/2/228/1043/3/1673619350.pdf - ice rink</p> <ul style="list-style-type: none"> To be introduced to a new place - cinema <p>Song:</p>
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<p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/96/473/3/1658404339.pdf - seahorse</p> <ul style="list-style-type: none"> To learn one sea creature in French: octopus <p>Song: https://www.languageangels.com/schools/resource/1/1/96/474</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/96/474/3/1658404151.pdf - octopus</p> <ul style="list-style-type: none"> To learn one sea creature in French: walrus <p>Song https://www.languageangels.com/schools/resource/1/1/96/475</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/96/475/3/1658403992.pdf - walrus</p> <ul style="list-style-type: none"> To learn one sea creature in French: dolphin <p>Song: https://www.languageangels.com/schools/resource/1/1/96/476</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/96/476/3/1658403608.pdf - dolphin</p>	<p>1/2/99/491</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/99/491/3/1658413775.pdf - ladybird</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/99/491/3/1658413804.pdf - caterpillar</p> <ul style="list-style-type: none"> To follow and understand instructions/orders in the foreign language. <p>Song: https://www.languageangels.com/schools/resource/1/2/99/492</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/99/492/3/1658413789.pdf - snail</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/99/492/3/1658413836.pdf - butterfly</p> <ul style="list-style-type: none"> To follow and understand instructions/orders in the foreign language. <p>Song: https://www.languageangels.com/schools/resource/1/2/99/493</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/1/99/493/3/1658413636.pdf - ant</p>	<p>https://www.languageangels.com/schools/resource/1/2/228/1044</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/2/228/1044/3/1673619381.pdf</p> <ul style="list-style-type: none"> To be introduced to a new place - park <p>Song: https://www.languageangels.com/schools/resource/1/2/228/1045</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/2/228/1045/3/1673619976.pdf</p> <ul style="list-style-type: none"> To be introduced to a new place - café <p>Song: https://www.languageangels.com/schools/resource/1/2/228/1046</p> <p>Colouring In: https://www.languageangels.com/schools/public/uploads/documents/1/2/228/1046/3/1673619913.pdf</p>
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	<p>Sea Creatures Masks:</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/96/471/3/1658403966.pdf - crab</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/96/471/3/1658404034.pdf - dolphin</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/96/471/3/1658404067.pdf - fish</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/96/471/3/1658404229.pdf - octopus</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/96/471/3/1658404264.pdf - seahorse</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/96/471/3/1658404354.pdf - starfish</p> <p>https://www.languageangels.com/schools/public/uploads/documents/1/1/96/471/3/1658404439.pdf - walrus</p>	<p>https://www.languageangels.com/schools/public/uploads/documents/1/1/99/493/3/1658413695.pdf - worm</p> <ul style="list-style-type: none"> To immerse the children in the foreign language through an animated storybook. <p>Song: https://www.languageangels.com/schools/resource/1/2/99/494</p> <p>Minibeasts Masks: https://www.languageangels.com/schools/resource/1/2/99/494</p>	
<p>Waterfall Language Angels KS1</p>	<p><u>Je peux... (MU)</u> https://www.languageangels.com/schools/teachUnit/35492 Description In this unit pupils will learn 10 familiar activities</p>	<p><u>Les Animaux (MU)</u> https://www.languageangels.com/schools/teachUnit/35492 Description In this unit pupils will learn 10 familiar animals and</p>	<p><u>Les fruits (MU)</u> https://www.languageangels.com/schools/teachUnit/35492 Description In this unit pupils will learn 10 fruits and be</p>

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<p>(1 Language Angels lesson to be taught in 2 days).</p>	<p>that they are or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p> <p>Je peux... (I Am Able...)</p> <p>Lesson 1 In this lesson, pupils will learn how to recognise and recall five different verbs in the foreign language. They will also have the opportunity to spell these verbs in the challenge section.</p> <p>Lesson 2 In this lesson, pupils will consolidate the five verbs from the last lesson and will learn how to recognise and recall a further five verbs in the foreign language. They will also have the opportunity to spell these verbs in the challenge section.</p> <p>Lesson 3 In this lesson pupils will consolidate all knowledge from the last two lessons and will progress to learning how to use the verb 'je peux' (I am able) with the ten infinitive verbs to start to form sentences in French.</p> <p>Lesson 4 In this lesson, pupils will consolidate all knowledge from the last three lessons and will progress to learning how to use the negative structure so they are able to say what they can do as well as what they cannot do in the foreign language.</p>	<p>be introduced to the 1st person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.</p> <p>Les animaux (Animals)</p> <p>Lesson 1 In this lesson, pupils will learn how to recognise and recall five different animals with their indefinite article/determiner in the foreign language. They will also have the opportunity to learn the spellings for these nouns in the challenge section.</p> <p>Lesson 2 In this lesson, pupils will learn how to recognise and recall a further five different animals with their indefinite article/determiner in the foreign language. They will also have the opportunity to learn the spellings for these nouns in the challenge section.</p> <p>Lesson 3 In this lesson, pupils will consolidate the pronunciation and will learn how to spell all ten animals in the foreign language.</p> <p>Lesson 4 In this lesson, pupils will further consolidate all ten animals in the foreign language with a particular focus on the indefinite article/determiner.</p>	<p>introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.</p> <p>Les fruits (Fruits)</p> <p>Lesson 1 In this lesson, pupils will learn how to recognise, recall and spell five different fruits with the singular indefinite article/determiner in the foreign language.</p> <p>Lesson 2 In this lesson, pupils will learn how to recognise, recall and spell a further five different fruits with the singular indefinite article/determiner in the foreign language.</p> <p>Lesson 3 In this lesson pupils will learn how to say the ten fruits introduced in the previous two lessons in plural form.</p> <p>Lesson 4 In this lesson pupils will learn how to formulate and express an opinion using the fruits they have learnt in this unit using the positive structure 'I like...'. </p> <p>Lesson 5 In this lesson pupils will continue to formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like...'. </p> <p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end</p>
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	<p>Lesson 5 In this lesson, pupils will be introduced to the conjunctions 'and' and 'but' in the foreign language so that they are able to form more interesting and complex sentences about what activities they can and cannot do.</p> <p>Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>Lesson 5 In this lesson, pupils will be introduced to the high-frequency irregular verb 'to be' in the first person singular, to be able to form a short sentence with the animal nouns.</p> <p>Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>of unit assessment.</p>
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Phase 3						
Year 1						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook Stream	<p><u>Shops and Stores</u></p> <ul style="list-style-type: none"> Introduce vocabulary for different shops and stores (e.g., bakery, toy store, clothing store) using visual supports and tactile cues. Encourage sensory engagement by incorporating relevant tactile materials or props related to each shop or store (e.g., textured bread for the bakery, toy objects for the toy store). 		<p><u>Places in School</u></p> <ul style="list-style-type: none"> Teach vocabulary for various places within the school (e.g., classroom, library, cafeteria) using visual aids and tactile materials. Provide sensory experiences by allowing students to touch and feel objects related to each place, such as textured books for the library or toy utensils for the cafeteria. 		<p><u>Seasons</u></p> <ul style="list-style-type: none"> Teach vocabulary for the four seasons (e.g., spring, summer, autumn, winter) using visual supports and tactile cues. Incorporate sensory experiences by providing materials that represent each season, such as textured leaves for autumn or fluffy cotton balls for snow in winter. 	

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<p>River Language Angels KS1</p> <p>(1 Language Angels lesson to be taught in 2 days).</p>	<p>Greetings (SO) https://www.languageangels.com/schools/teachUnit/35492</p> <p>Description In this unit pupils will learn the vocabulary for basic greetings in the foreign language enabling the pupils to participate in a short oral conversation by the end of the unit.</p> <p>Les salutations (Greetings)</p> <p>Lesson 1 In this lesson pupils will be introduced to some very basic greetings in the foreign language to allow for a simple, short exchange by the end of the lesson.</p> <p>Lesson 2 In this lesson pupils will consolidate the greetings taught in the previous lesson and progress to learning how to say 'my name is...' in the foreign language.</p> <p>Lesson 3 In this lesson pupils will consolidate the vocabulary taught in the previous lessons and progress to learning how to ask the question 'how are you?' in the foreign language.</p> <p>Lesson 4 In this lesson pupils will consolidate the vocabulary taught in the previous lessons and progress to learning three different responses to the question 'how are you?' in the foreign language.</p>	<p>In the Jungle (SO) https://www.languageangels.com/schools/teachUnit/35492</p> <p>Description In this unit pupils will learn 7 jungle animals (nouns and definite articles) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Dans la jungle (In the Jungle)</p> <p>Lesson 1 In this lesson, pupils will be introduced to two different jungle animals in the foreign language and will start to explore the patterns and sounds of language through song.</p> <p>Lesson 2 In this lesson, pupils will be introduced to another jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 3 In this lesson, pupils will be introduced to another jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 4 In this lesson, pupils will be introduced to</p>	<p>Transport (SO) https://www.languageangels.com/schools/teachUnit/35492</p> <p>Description In this unit pupils will learn 7 modes of transport (nouns and definite articles) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Les transports (Transport)</p> <p>Lesson 1 In this lesson pupils will be introduced to two different methods of transport in the foreign language and will start to explore the patterns and sounds of language through song.</p> <p>Lesson 2 In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 3 In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 4 In this lesson pupils will be introduced to another mode of transport in the foreign</p>
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	<p>Lesson 5 In this lesson pupils will consolidate the vocabulary taught in the previous lessons and progress to learning how to say 'goodbye' in the foreign language.</p> <p>Lesson 6 In this lesson pupils will consolidate the vocabulary taught in the previous lessons and progress to learning how to say 'see you later' in the foreign language.</p>		<p>another jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 5 In this lesson, pupils will be introduced to another jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 6 In this lesson, pupils will be introduced to a final jungle animal in the foreign language and will continue to explore the patterns and sounds of language through song.</p>		<p>language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 5 In this lesson pupils will be introduced to another mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 6 In this lesson pupils will be introduced to a final mode of transport in the foreign language and will continue to explore the patterns and sounds of language through song.</p>	
<p>Waterfall Language Angels KS2</p>	<p><u>Les Instruments (E)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Les Instruments- Lessons 1-6</p> <p>Description In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign</p>	<p><u>Les saisons (E)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Les saisons - Lessons 1-6</p> <p>Description In this unit pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the</p>	<p><u>Les légumes (E)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Les légumes - Lessons 1-6</p> <p>Description In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language</p>	<p><u>Les Glaces (E)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Les glaces - Lessons 1-6</p> <p>Description In this unit pupils will learn 10 flavours of ice-cream and the transactional language</p>	<p><u>En Classe (I)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>En Classe- Lessons 1-6</p> <p>Description By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in</p>	<p><u>Les Habitats (I)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Les Habitats - Lessons 1-6</p> <p>Description By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about</p>

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	<p>language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.</p> <p>Unit Learning Objectives Les instruments (Instruments)</p> <p>Lesson 1 In this lesson, pupils will learn how to recognise, recall and spell five different instruments with their definite article/determiner in the foreign language.</p> <p>Lesson 2 In this lesson, pupils</p>	<p>skills and knowledge to say which is their favourite season and why.</p> <p>Les saisons (Seasons)</p> <p>Lesson 1 In this lesson pupils will learn how to recognise, recall and spell the four different seasons in the foreign language.</p> <p>Lesson 2 In this lesson pupils will learn about what happens in winter and will also learn how to say and/or write a short sentence about this season in the foreign language.</p> <p>Lesson 3 In this lesson pupils will consolidate all knowledge from last lesson and will progress to learning about what happens in spring with the aim of saying and/or writing a short sentence about this</p>	<p>required to take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p> <p>Les légumes (Vegetables)</p> <p>Lesson 1 In this lesson, pupils will learn how to recognise, recall and spell five different vegetables with the plural definite article/determiner in the foreign language.</p> <p>Lesson 2 In this lesson, pupils will learn how to recognise, recall and spell a further five different vegetables with the plural definite article/determiner in the foreign language.</p> <p>Lesson 3 In this lesson, pupils will consolidate all ten vegetables in the foreign language and will progress to learning how to say 'a</p>	<p>required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p> <p>Les glaces (Ice-Creams)</p> <p>Lesson 1 In this lesson pupils will learn how to recognise, recall and spell five different ice-cream flavours in the foreign language.</p> <p>Lesson 2 In this lesson pupils will learn</p>	<p>their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p> <p>En classe (In the Classroom)</p> <p>Lesson 1 In this lesson, pupils will learn how to recognise, recall and spell seven different classroom items with their indefinite articles/determiners in the foreign language.</p> <p>Lesson 2 In this lesson, pupils will learn how to recognise, recall and spell a further five different classroom items with their indefinite articles/determiners in</p>	<p>various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.</p> <p>Les habitats (Habitats)</p> <p>Lesson 1 In this lesson pupils will learn how to express in the foreign language the essential elements that all plants and animals need to survive.</p> <p>Lesson 2 In this lesson pupils will learn how to decode longer and more complex texts in the foreign language that explore some of the key habitats in our</p>
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<p>will learn how to recognise, recall and spell a further five different instruments with their definite article/determiner in the foreign language.</p> <p>Lesson 3 In this lesson, pupils will consolidate the pronunciation and spelling of all ten instruments in the foreign language.</p> <p>Lesson 4 In this lesson, pupils will further consolidate all ten instruments in the foreign language with a particular focus on the definite article/determiner.</p> <p>Lesson 5 In this lesson, pupils will be introduced to the verb 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns in</p>	<p>season in the foreign language.</p> <p>Lesson 4 In this lesson pupils will consolidate all knowledge from last lesson and will progress to learning about what happens in summer with the aim of saying and/or writing a short sentence about this season in the foreign language. I</p> <p>Lesson 5 In this lesson pupils will consolidate all knowledge from the last lesson and will progress to learning about what happens in autumn with the aim of saying and/or writing a short sentence about this season in the foreign language. Pupils will also be given the tools to be able to ask and answer (with justification) the question 'what is your favourite season?' in the foreign language.</p>	<p>kilo of' plus a vegetable.</p> <p>Lesson 4 In this lesson, pupils will learn how to formulate a short phrase in the foreign language using the structure 'I would like' plus a quantity of various vegetables.</p> <p>Lesson 5 In this lesson, pupils will be introduced to the conjunction 'and' so that they can formulate longer and more interesting sentences in the foreign language. There will also be the opportunity to learn extra transactional language for a possible role-play activity where pupils can pretend to purchase vegetables at a market.</p> <p>Lesson 6 In this lesson, pupils will revise and consolidate all language covered in</p>	<p>how to recognise, recall and spell a further five different ice-cream flavours in the foreign language.</p> <p>Lesson 3 In this lesson pupils will apply their knowledge of the ten different ice-cream flavours in the foreign language to the structure 'I would like' along with the conjunction 'and' in preparation for a role-play at an ice-cream parlour.</p> <p>Lesson 4 In this lesson pupils will learn how to specify whether they would like their ice-cream in a</p>	<p>the foreign language.</p> <p>Lesson 3 In this lesson, pupils will learn how to ask and answer the question: 'what is in your pencil case?' in the foreign language.</p> <p>Lesson 4 In this lesson, pupils will revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit.</p> <p>Lesson 5 In this lesson, pupils will revisit negative structures in the foreign language, in order to say what they do not have in their pencil cases.</p> <p>Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit and complete</p>	<p>world.</p> <p>Lesson 3 In this lesson pupils will look at decoding longer and more complex texts in the foreign language that explore which plants grow in specific habitats.</p> <p>Lesson 4 In this lesson pupils will explore the different animals that live in the different habitats through listening and reading activities in the foreign language.</p> <p>Lesson 5 In this lesson pupils will consolidate all vocabulary taught so far in the unit by presenting in oral and written form which animals and which plants live in different habitats.</p> <p>Lesson 6 In this lesson pupils will revise and</p>
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	<p>the foreign language.</p> <p>Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>the unit and complete the end of unit assessment.</p>	<p>cone or a small pot/tub in the foreign language.</p> <p>Lesson 5 In this lesson pupils will consolidate all vocabulary taught so far in the unit and progress to learning how to specify how many scoops they would like as well as some transactional vocabulary in order to take part in a role-play at an ice-cream parlour in the foreign language.</p> <p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit</p>	<p>the end of unit assessment.</p>	<p>consolidate all language covered in the unit and complete the end of unit assessment.</p>
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Phase 3						
Year 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook Stream	<p><u>Weather Expressions</u></p> <ul style="list-style-type: none"> Introduce vocabulary for common weather expressions (e.g., sunny, rainy, cloudy) using visual aids and Makaton signs. Engage students in sensory activities, such as feeling different textured materials to represent weather conditions or using visual aids to depict various weather patterns. 		<p><u>Outdoor Activities</u></p> <ul style="list-style-type: none"> Teach vocabulary for outdoor activities (e.g., playing in the park, swimming, gardening) using visual supports and tactile materials. Provide sensory experiences by incorporating relevant props or tactile materials associated with each activity (e.g., soft grass for the park, textured gardening tools). 		<p><u>Clothes for Different Weather</u></p> <ul style="list-style-type: none"> Introduce vocabulary for clothing items suitable for different weather conditions (e.g., raincoat, hat, gloves) using visual aids and tactile cues. Encourage sensory engagement by allowing students to touch and feel different fabrics and textures associated with the clothing items. 	
River Language Angels KS1 (1 Language Angels lesson to be taught in 2 days).	<p><u>In my Town (MO)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Description In this unit pupils will learn the vocabulary for 7 key places in a town. Pupils will have</p>		<p><u>Minibeasts (MO)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Description In this unit pupils will follow the preparations of ten minibeast characters</p>		<p><u>Instruments (MU)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Description In this unit pupils will learn 10 familiar instruments and be introduced to the 1st</p>	

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<p>the opportunity to also learn a key phrase for each location in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Dans ma ville (In My Town)</p> <p>Lesson 1 In this lesson pupils will be introduced to two different places in town in the foreign language and will start to explore the patterns and sounds of language through song.</p> <p>Lesson 2 In this lesson pupils will be introduced to another place in town in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 3 In this lesson pupils will be introduced to another place in town in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 4 In this lesson pupils will be introduced to another place in town in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 5</p>	<p>as they prepare for their school sports day. Pupils will learn the names for ten minibeast creatures and how to understand and follow simple instructions in the foreign language. The unit ends with an animated story of the sports day race.</p> <p>Les petites bêtes (Minibeasts)</p> <p>Lesson 1 In this lesson pupils will be introduced to two different minibeasts and will start to follow and give instructions in the foreign language.</p> <p>Lesson 2 In this lesson pupils will be introduced to another two different minibeasts and will continue to follow and give instructions in the foreign language.</p> <p>Lesson 3 In this lesson pupils will be introduced to another two different minibeasts and will continue to follow and give instructions in the foreign language.</p> <p>Lesson 4 In this lesson pupils will be introduced to another two different minibeasts and will continue to follow and give instructions in the foreign language.</p> <p>Lesson 5 In this lesson pupils will be introduced to the final two minibeasts and will continue</p>	<p>person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.</p> <p>Les instruments (Instruments)</p> <p>Lesson 1 In this lesson, pupils will learn how to recognise and recall five different instruments with their definite article/determiner in the foreign language. They will also have the opportunity to learn the spellings for these nouns in the challenge section.</p> <p>Lesson 2 In this lesson, pupils will learn how to recognise and recall a further five different instruments with their definite article/determiner in the foreign language. They will also have the opportunity to learn the spellings for these nouns in the challenge section.</p> <p>Lesson 3 In this lesson, pupils will consolidate the pronunciation and will learn how to spell all ten instruments in the foreign language.</p>
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	<p>In this lesson pupils will be introduced to another place in town in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 6 In this lesson pupils will be introduced to a final place in town in the foreign language and will continue to explore the patterns and sounds of language through song.</p>		<p>to follow and give instructions in the foreign language.</p> <p>Lesson 6 In this lesson pupils will consolidate the language covered so far and will finish the unit by watching an animated story in the foreign language about the minibests.</p>	<p>Lesson 4 In this lesson, pupils will further consolidate all ten instruments in the foreign language with a particular focus on the definite article/determiner.</p> <p>Lesson 5 In this lesson, pupils will be introduced to the verb 'to play (an instrument)' in the first person singular, to be able to form a short sentence with the instrument nouns in the foreign language.</p> <p>Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>		
<p>Waterfall Language Angels KS2</p>	<p><u>La date (I)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>La date - Lessons 1- 6</p> <p>Description Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and</p>	<p><u>As-tu un animal? (I)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>As-tu un animal? - Lessons 1-6</p> <p>Description By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have</p>	<p><u>Quel temps fait-il? (I)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Quel temps fait-il? - Lessons 1-6</p> <p>Description By the end of this unit pupils will have the knowledge and skills to describe the weather and to</p>	<p><u>Chez moi (I)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Chez-moi - Lessons 1-6</p> <p>Description By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not</p>	<p><u>Les vêtements (I)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Les vêtements - Lessons 1-6</p> <p>Description By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of</p>	<p><u>Au salon de thé (I)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Au salon de thé - Lessons 1-6</p> <p>Description By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much</p>

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	<p>skills to say the date and when their birthday is in French.</p> <p>La date (The Date)</p> <p>Lesson 1 In this lesson, pupils will learn how to recognise, recall and spell the seven days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson.</p> <p>Lesson 2 In this lesson, pupils will consolidate the seven days of the week taught last lesson and will learn how to recognise, recall and spell the twelve months of the year in the foreign language.</p>	<p>in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p> <p>As-tu un animal ? (Do You Have a Pet?)</p> <p>Lesson 1 In this lesson pupils will learn how to recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language.</p> <p>Lesson 2 In this lesson pupils will consolidate the language taught last lesson and will progress to learning how to use the irregular high frequency verb 'I have', along with the conjunction</p>	<p>also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p> <p>Quel temps fait-il ? (What Is the Weather?)</p> <p>Lesson 1 In this lesson pupils will learn how to recognise and recall nine different phrases for describing weather in the foreign language.</p> <p>Lesson 2 In this lesson pupils</p>	<p>have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p> <p>Chez moi (My Home)</p> <p>Lesson 1 In this lesson pupils will learn how to say in the foreign language whether they live in a house or an apartment and where they live based on a choice of five different locations.</p> <p>Lesson 2 In this lesson pupils will consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five</p>	<p>the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.</p> <p>Les vêtements (Clothes)</p> <p>Lesson 1 In this lesson pupils will learn how to recognise, recall and spell ten different items of clothing with their indefinite articles/determiners in the foreign language.</p> <p>Lesson 2 In this lesson pupils will learn how to recognise, recall and spell a further</p>	<p>of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p> <p>Au salon de thé (At the Tea Room)</p> <p>Lesson 1 In this lesson, pupils will learn how to recognise, recall and spell the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room.</p> <p>Lesson 2 In this lesson, pupils will</p>
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	<p>Lesson 3 In this lesson, pupils will consolidate all language taught so far in the unit and will progress to learning how to recognise, recall and spell numbers 1-31 in the foreign language.</p> <p>Lesson 4 In this lesson, pupils will start to put all their new language into context by learning the structure necessary to say the date in the foreign language.</p> <p>Lesson 5 In this lesson, pupils will build on their knowledge of how to say the date by learning how to say when their birthday is in the foreign language.</p> <p>Lesson 6 In this lesson, pupils will revise and consolidate all</p>	<p>‘and’ in order to say which pets they have.</p> <p>Lesson 3 In this lesson pupils will be introduced to the structure ‘who is called’ in the foreign language, to allow them to introduce their pets.</p> <p>Lesson 4 In this lesson pupils will be introduced to negative structures in the foreign language, as they will be expected to say which animals they do not have as pets.</p> <p>Lesson 5 In this lesson pupils will consolidate all vocabulary taught so far in the unit and will be expected to use the conjunction ‘but’ to make their sentences more complex and interesting in the foreign language.</p>	<p>will further consolidate the nine different phrases introduced last lesson through a variety of consolidation activities.</p> <p>Lesson 3 In this lesson pupils will consolidate the nine key phrases for describing weather by completing an extended reading and listening task.</p> <p>Lesson 4 In this lesson pupils will learn how to read a weather map as they will describe the weather in different parts of the country in the foreign language.</p> <p>Lesson 5</p>	<p>different rooms in the house in the foreign language.</p> <p>Lesson 3 In this lesson pupils will learn how to recognise, recall and spell a further five different rooms in the house in the foreign language.</p> <p>Lesson 4 In this lesson pupils will revisit negative structures in the foreign language to allow them to say which rooms they do not have in their houses.</p> <p>Lesson 5 In this lesson pupils will be encouraged to put all their new language into context by integrating it with previously learnt language including personal details.</p> <p>Lesson 6 In this lesson pupils will revise and</p>	<p>eleven different items of clothing with their indefinite articles/determiners in the foreign language.</p> <p>Lesson 3 In this lesson pupils will be introduced to the structure ‘I wear’ in the foreign language to further their linguistic knowledge and bank of vocabulary.</p> <p>Lesson 4 In this lesson pupils will learn how to describe their different items of clothing as they look at the rules of adjectival agreement in more detail.</p> <p>Lesson 5 In this lesson pupils will integrate everything they have learnt so far about clothes, adjectival agreement, and possessive</p>	<p>consolidate the eleven masculine nouns taught last week and will progress to learning a further nine feminine nouns with the indefinite article/determiner for popular French food and drink you would typically be offered in a French salon de thé.</p> <p>Lesson 3 In this lesson, pupils will consolidate all language taught so far in the unit and will progress to learning some transactional language so that they can order what they would like to eat and drink in the salon de thé.</p> <p>Lesson 4 In this lesson, pupils will consolidate all previously learnt vocabulary from the unit and will</p>
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	<p>language covered in the unit and complete the end of unit assessment.</p>	<p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>In this lesson pupils will consolidate all vocabulary taught so far in the unit by pretending to be French weather presenters.</p> <p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>adjectives. They will be expected to apply this knowledge in an activity where they will be packing their suitcase for a holiday.</p> <p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>progress to learning how to ask for the bill and how to say 'goodbye' and 'thank you' in French.</p> <p>Lesson 5 In this lesson, pupils will be taught all about French currency and will consolidate their knowledge of numbers in the foreign language in order to calculate the bill in the French salon de thé.</p> <p>Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>
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Phase 3
Year 3

Languages Curriculum for Students at Milestone Academy

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook Stream	<p><u>Nature and Seasons</u></p> <ul style="list-style-type: none"> Teach vocabulary for natural elements related to seasons (e.g., flowers, leaves, snowflakes) using visual supports and tactile objects. Incorporate sensory exploration by providing students with textured materials or objects representing natural elements associated with each season. 		<p><u>Weather Forecast</u></p> <ul style="list-style-type: none"> Introduce vocabulary and phrases related to weather forecasting (e.g., temperature, cloudy with a chance of rain) using visual aids and Makaton signs. Engage students in multisensory activities, such as creating weather charts or using tactile elements to represent different weather conditions. 		<p><u>Food and Meals</u></p> <ul style="list-style-type: none"> Introduce vocabulary for different types of food and meals (e.g., fruits, vegetables, breakfast, lunch) using visual supports and tactile cues. Engage students in sensory experiences by providing samples of various textured food items or using toy food props for pretend play. 	
River Language Angels KS1 (1 Language Angels lesson to be taught in 2 days).	<p>Numbers and Colours (SO) https://www.languageangels.com/schools/teachUnit/35492</p> <p>Description In this unit pupils will learn to count to ten as well as learning ten popular colours in the foreign language.</p> <p>Les couleurs et les nombres (Colours & Numbers)</p> <p>Lesson 1 In this lesson pupils will learn how to recognise and recall five different colours in the foreign language.</p> <p>Lesson 2 In this lesson pupils will learn how to recognise and recall a further five different</p>		<p>Under the Sea (SO) https://www.languageangels.com/schools/teachUnit/35492</p> <p>Description In this unit pupils will learn 7 sea creatures (nouns and definite articles) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Sous l'océan (Under the Sea)</p> <p>Lesson 1 In this lesson pupils will be introduced to two different sea creatures in the foreign language and will start to explore the patterns and sounds of language through song.</p>		<p>Super Heroes (MO) https://www.languageangels.com/schools/teachUnit/35492</p> <p>Description In this unit pupils will learn all about 6 superheroes in the foreign language via colourful and immersive lessons. Pupils will be introduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Les super-héros (Superheroes)</p> <p>Lesson 1</p>	

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	<p>colours in the foreign language.</p> <p>Lesson 3 In this lesson pupils will consolidate all ten colours introduced in the unit so far through a variety of listening and speaking activities.</p> <p>Lesson 4 In this lesson pupils will learn how to recognise and recall numbers 1-5 in the foreign language.</p> <p>Lesson 5 In this lesson pupils will learn how to recognise numbers 6-10 in the foreign language.</p> <p>Lesson 6 In this lesson pupils will consolidate all numbers from 1-10 in the foreign language through a variety of listening and speaking activities.</p>	<p>Lesson 2 In this lesson pupils will be introduced to another sea creature in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 3 In this lesson pupils will be introduced to another sea creature in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 4 In this lesson pupils will be introduced to another sea creature in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 5 In this lesson pupils will be introduced to another sea creature in the foreign language and will continue to explore the patterns and sounds of language through song.</p> <p>Lesson 6 In this lesson pupils will be introduced to the final sea creature from the unit in the foreign language and will continue to explore the patterns and sounds of language through song.</p>	<p>In this lesson pupils will be introduced to the first superhero from the unit and will learn how to present themselves as a superhero in the foreign language.</p> <p>Lesson 2 In this lesson pupils will be introduced to the second superhero and will learn how to present themselves as a superhero in the foreign language.</p> <p>Lesson 3 In this lesson pupils will be introduced to the third superhero and will learn how to present themselves as a superhero in the foreign language.</p> <p>Lesson 4 In this lesson pupils will be introduced to the fourth superhero and will learn how to present themselves as a superhero in the foreign language.</p> <p>Lesson 5 In this lesson pupils will be introduced to the fifth superhero and will learn how to present themselves as a superhero in the foreign language.</p> <p>Lesson 6 In this lesson pupils will be introduced to the sixth superhero and will learn how to present themselves as a superhero in the foreign language.</p>
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<p>Waterfall</p> <p>Language Angels KS2</p>	<p><u>Les Jeux olympiques (I)</u> https://www.languageangels.com/schools/teachUnit/35492 Les Jeux olympiques - Lessons 1-6</p> <p>Description Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn ten Olympic sports and the adjectival changes required when describing athletes.</p> <p>Les Jeux olympiques (The Olympics)</p>	<p><u>Les planètes (P)</u> https://www.languageangels.com/schools/teachUnit/35492 <u>Les planètes -</u> <u>Lessons 1-6</u></p> <p>Description In this cross-curricular unit pupils will learn more about the planets and the solar system. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. Pupils will build towards performing a role-play task in pairs for a pretend interview between</p>	<p><u>À l'école (P)</u> https://www.languageangels.com/schools/teachUnit/35492 À l'école - Lessons 1-6</p> <p>Description In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in French. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised</p>	<p><u>Le week-end (P)</u> https://www.languageangels.com/schools/teachUnit/35492 Le week-end Lessons 1-6</p> <p>Description In this unit pupils will learn ten phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.</p> <p>Le week-end (The Weekend)</p> <p>Lesson 1 In this lesson pupils will consolidate</p>	<p><u>Manger et Bouger (P)</u> https://www.languageangels.com/schools/teachUnit/35492 Manger et Bouger - Lessons 1-6</p> <p>Description In this unit pupils will learn the nouns and determiners for ten 'healthy' and ten 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit pupils will be able to say what they eat and do not eat and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and</p>	<p><u>Moi dans le monde (P)</u> https://www.languageangels.com/schools/teachUnit/35492</p> <p>Moi dans le monde - Lessons 1-6</p> <p>Description In this unit pupils will learn about other countries around the globe that speak French. They will also learn about the currencies, flags, cultural celebrations and traditions of those countries. This is a great unit, bringing together all the language covered in the various teaching types.</p> <p>Moi dans le monde (Me in the World)</p> <p>Lesson 1 In this lesson pupils will improve their decoding and</p>
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<p>Lesson 1 In this lesson pupils will learn how to decode and breakdown longer texts in the foreign language, learning to use language learning strategies including story ordering and using cognates. They will consolidate their knowledge by completing a True or False activity.</p> <p>Lesson 2 In this lesson pupils will continue to decode texts in the foreign language and will further develop this skill by specifically looking out for verbs, adjectives and nouns.</p> <p>Lesson 3 In this lesson pupils will learn how to recognise, recall and spell ten different sports in the Olympic games</p>	<p>an astrophysicist and an astronaut preparing for a space expedition.</p> <p><u>Les planètes</u> (Planets)</p> <p>Lesson 1 In this lesson pupils will learn 10 key elements of the Solar System in the foreign language, along with their spellings and genders.</p> <p>Lesson 2 In this lesson pupils will consolidate all the Solar System elements in the foreign language and will progress to learning a set of 9 adjectives that will be used to describe each element in sentence form applying adjectival agreement rules.</p> <p>Lesson 3 In this lesson pupils will consolidate their knowledge of</p>	<p>responses by the end of the unit.</p> <p><u>À l'école</u> (At School)</p> <p>Lesson 1 In this lesson pupils will learn how to recognise, recall and spell ten different school subjects with the correct definite article/determiner in the foreign language. They will also learn how to conjugate the verb 'to study' in first person singular so they can say which subjects they study at school.</p> <p>Lesson 2 In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to give an opinion in both positive and negative form about each school subject</p>	<p>numbers in the foreign language and will progress to learning how to tell the time in increments of five.</p> <p>Lesson 2 In this lesson pupils will consolidate the vocabulary for time and will progress to learning new phrases to describe the activities that the children may do at the weekend.</p> <p>Lesson 3 In this lesson pupils will consolidate the vocabulary introduced last week through a variety of listening and reading activities.</p> <p>Lesson 4 In this lesson pupils will extend their sentences in the foreign language by integrating a time phrase and connectives with the phrases for</p>	<p>personalised responses by the end of this unit.</p> <p>Manger et Bouger (Healthy Lifestyles)</p> <p>Lesson 1 In this lesson pupils will learn how to recognise, recall and spell ten healthy foods with their partitive article/determiner in French.</p> <p>Lesson 2 In this lesson pupils will learn how to recognise, recall and spell nine unhealthy foods with their partitive article/determiner in French.</p> <p>Lesson 3 In this lesson pupils will consolidate all language covered so far in the unit and will progress to learning how to form more complex sentences about healthy and</p>	<p>comprehension skills in the foreign language through texts about four different fictional characters from the Francophone world.</p> <p>Lesson 2 In this lesson pupils will improve their decoding skills in the foreign language through longer and more complex texts about each character's favourite celebration in their home country.</p> <p>Lesson 3 In this lesson pupils will consolidate their cultural knowledge and understanding as two out of our four characters will talk to one of their mutual friends giving more detailed information on two different religious celebrations.</p>
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<p>with their definite articles/determiners in the foreign language.</p> <p>Lesson 4 In this lesson pupils will integrate the vocabulary for sports taught last lesson with the high frequency irregular verb 'I do' to be able to say which sports they practise in the foreign language. They will also have the opportunity to further expand on these sentences by revisiting negative structures in the foreign language.</p> <p>Lesson 5 In this lesson pupils will learn how to describe what sport different athletes do in the foreign language.</p> <p>Lesson 6 In this lesson pupils will revise and consolidate all</p>	<p>the Solar System elements and the adjectives in the foreign language and will progress to making more detailed and extended sentences using a conjunction and intensifiers.</p> <p>Lesson 4 In this lesson pupils will enter the LASA Control Room and will learn 6 key questions in the foreign language under the guise of an astrophysicist preparing for an interview with an astronaut.</p> <p>Lesson 5 In this lesson pupils will put all their knowledge into practice in order to answer the 6 questions and make a presentation in the foreign language as an astronaut preparing for a</p>	<p>in the foreign language.</p> <p>Lesson 3 In this lesson pupils will consolidate numbers 1-12 and will progress to learning how to say what the time is by the hour in the foreign language.</p> <p>Lesson 4 In this lesson pupils will extend their sentences in the foreign language by learning how to say at what time they study each subject.</p> <p>Lesson 5 In this lesson pupils will further extend their sentences in the foreign language by learning how to say at what time they study each subject and give their opinion on these subjects as well. By the end of the lesson, they will be expected to present</p>	<p>weekend activities.</p> <p>Lesson 5 In this lesson pupils will further extend their sentences in the foreign language by learning how to say at what time they do each activity on the weekend as well as give their opinions on these activities as well.</p> <p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>unhealthy foods in French.</p> <p>Lesson 4 In this lesson pupils will improve their range of vocabulary by learning key language for activities they do and do not do to keep fit. They will consolidate this new language using a survey to interview each other with.</p> <p>Lesson 5 In this lesson pupils will improve their reading and decoding skills in the foreign language by learning some instructions on how to follow a simple healthy recipe in French.</p> <p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and</p>	<p>Lesson 4 In this lesson pupils will further develop their cultural awareness in the foreign language by comparing where two of the fictional characters live.</p> <p>Lesson 5 In this lesson the four fictional characters from this unit will discuss in the foreign language how they are going to be more responsible global citizens by doing more to protect our planet.</p> <p>Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>
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	language covered in the unit and complete the end of unit assessment.	space expedition. Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.	a short piece of text in both written and oral form. Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.		complete the end of unit assessment.	
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Phase 4 - careers resources - Twinkl/ Widgit (create your own resources)						
Year 1						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook Stream	<p><u>Shops and Stores</u></p> <ul style="list-style-type: none"> Introduce vocabulary for different shops and stores (e.g., bakery, toy store, clothing store) using visual supports and tactile cues. Encourage sensory engagement by incorporating relevant tactile materials or props related to each shop or store (e.g., textured bread for the bakery, toy objects for the toy store). 		<p><u>Places in School</u></p> <ul style="list-style-type: none"> Teach vocabulary for various places within the school (e.g., classroom, library, cafeteria) using visual aids and tactile materials. Provide sensory experiences by allowing students to touch and feel objects related to each place, such as textured books for the library or toy utensils for the cafeteria. 		<p><u>Seasons</u></p> <ul style="list-style-type: none"> Teach vocabulary for the four seasons (e.g., spring, summer, autumn, winter) using visual supports and tactile cues. Incorporate sensory experiences by providing materials that represent each season, such as textured leaves for autumn or fluffy cotton balls for snow in winter. 	

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River	<p><u>Careers Exploration</u></p> <ul style="list-style-type: none"> • Introduce the concept of careers and job roles using visual support and simple French phrases (e.g., "Qu'est-ce que tu veux être ?" - "What do you want to be?"). • Use visual aids, pictures, and real-life props to showcase different careers and associated vocabulary (e.g., doctor, firefighter, teacher). 	<p><u>Interactive Career Display</u></p> <ul style="list-style-type: none"> • Set up an interactive career display in the classroom, showcasing various job roles using visuals, tactile materials, and Makaton signs. • Encourage students to explore the display, touch the tactile materials, and practice associated Makaton signs and French words. 	<p><u>Matching Job Skills</u></p> <ul style="list-style-type: none"> • Introduce vocabulary related to job skills (e.g., helping others, building, organising) using visual supports and Makaton signs. • Engage students in activities where they match job skills with appropriate career visuals, such as using Velcro boards or sorting activities.
Waterfall	<p><u>Introduction to Careers</u></p> <ul style="list-style-type: none"> • Introduce the concept of careers using visual aids and simplified language. Vocabulary: job, profession, career, workplace, skills. • Engage students through interactive activities like matching games and picture-based discussions. • Provide visual support and simplified instructions to support comprehension. 	<p><u>Exploring Different Careers</u></p> <ul style="list-style-type: none"> • Introduce a variety of careers through visuals, videos, and simplified descriptions. Vocabulary expansion: common job titles in French. • Use visual prompts to help students identify and express preferences for different careers. • Encourage students to engage in role-playing activities related to their chosen careers. 	<p><u>Job Skills and Abilities</u></p> <ul style="list-style-type: none"> • Discuss the importance of different skills and abilities in various careers. Simplify vocabulary: skills, abilities, strengths, weaknesses. • Provide hands-on activities that allow students to explore and practise basic job-related skills. • Use visual supports and simplified instructions to aid understanding.

Phase 4

Year 2

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook Stream	<p><u>Weather Expressions</u></p> <ul style="list-style-type: none"> Introduce vocabulary for common weather expressions (e.g., sunny, rainy, cloudy) using visual aids and Makaton signs. Engage students in sensory activities, such as feeling different textured materials to represent weather conditions or using visual aids to depict various weather patterns. 		<p><u>Outdoor Activities</u></p> <ul style="list-style-type: none"> Teach vocabulary for outdoor activities (e.g., playing in the park, swimming, gardening) using visual supports and tactile materials. Provide sensory experiences by incorporating relevant props or tactile materials associated with each activity (e.g., soft grass for the park, textured gardening tools). 		<p><u>Clothes for Different Weather</u></p> <ul style="list-style-type: none"> Introduce vocabulary for clothing items suitable for different weather conditions (e.g., raincoat, hat, gloves) using visual aids and tactile cues. Encourage sensory engagement by allowing students to touch and feel different fabrics and textures associated with the clothing items. 	
River	<p><u>Careers and Sensory Activities</u></p> <ul style="list-style-type: none"> Facilitate sensory activities where students can learn about different careers. Provide props and materials that represent different job roles (e.g., doctor's kit, construction tools) and encourage students to use associated Makaton signs and French words. 		<p><u>Personal Reflections</u></p> <ul style="list-style-type: none"> Provide opportunities for students to reflect on their own interests, talents, and aspirations for future careers. Use visual supports and sentence starters in French (e.g., "Je veux être...") to help students express their thoughts and preferences. 		<p><u>Presenting Future Careers</u></p> <ul style="list-style-type: none"> Support students in creating simple presentations about their future careers using visual support and spoken or signed language. Encourage students to use basic French vocabulary and Makaton signs to describe their chosen careers and share their aspirations with their peers. 	
Waterfall	<p><u>Job Responsibilities and Tasks</u></p> <ul style="list-style-type: none"> Introduce common job responsibilities and tasks through visual aids and simplified language. 		<p><u>Researching Careers</u></p> <ul style="list-style-type: none"> Teach students how to gather basic information about different careers using simplified resources. 		<p><u>Presenting Careers</u></p> <ul style="list-style-type: none"> Guide students on how to present information about a chosen career using visual aids and simplified language. 	

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	<ul style="list-style-type: none"> Engage students in interactive activities that involve matching responsibilities with job titles. Use visual schedules and step-by-step guides to simulate job tasks and routines. 	<ul style="list-style-type: none"> Provide visual support and simplified instructions for research activities. <p>Offer accessible materials and websites to explore careers in a simplified format. Encourage students to share their findings through visual presentations or short descriptions.</p>	<ul style="list-style-type: none"> Provide sentence starters and visual support to assist with presentations. Offer options for students to present orally, visually, or through interactive mediums. Encourage peer interaction and support during presentations.
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Phase 4						
Year 3						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook Stream	<p><u>Nature and Seasons</u></p> <ul style="list-style-type: none"> Teach vocabulary for natural elements related to seasons (e.g., flowers, leaves, snowflakes) using visual supports and tactile objects. Incorporate sensory exploration by providing students with textured materials or objects representing natural elements associated with each season. 		<p><u>Weather Forecast</u></p> <ul style="list-style-type: none"> Introduce vocabulary and phrases related to weather forecasting (e.g., temperature, cloudy with a chance of rain) using visual aids and Makaton signs. Engage students in multisensory activities, such as creating weather charts or using tactile elements to represent different weather conditions. 		<p><u>Food and Meals</u></p> <ul style="list-style-type: none"> Introduce vocabulary for different types of food and meals (e.g., fruits, vegetables, breakfast, lunch) using visual supports and tactile cues. Engage students in sensory experiences by providing samples of various textured food items or using toy food props for pretend play. 	
River	<u>Introduction to Community Helpers</u>		<u>Community Helper Collaborative Art</u>		<u>Community Helper Celebration</u>	

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	<ul style="list-style-type: none"> ● Introduce vocabulary for various community helper careers (e.g., police officer, firefighter, chef) using visual supports and tactile materials. ● Engage students in a sensory activity where they explore props or tactile objects related to different community helper careers. 	<ul style="list-style-type: none"> ● Engage students in a collaborative art project related to community helpers. ● Provide a large poster or canvas where students can contribute drawings, paintings, or collages representing different community helper careers. Use visual supports and Makaton signs to reinforce associated vocabulary. 	<ul style="list-style-type: none"> ● Organise a community helper celebration where students can showcase their learning and appreciation for different careers. ● Create a display of student work, including artwork, written reflections, and collaborative projects, for others to see. Encourage students to share their experiences using Makaton signs and simple French phrases.
Waterfall	<p><u>Reflection and Review</u></p> <ul style="list-style-type: none"> ● Reflect on the learning journey and discuss personal interests in careers. ● Review key vocabulary, concepts, and expressions related to careers. ● Use engaging review activities like games, quizzes, or interactive discussions. ● Allow students to express their favourite careers and reasons for their choices. 	<p><u>Workplace Communication</u></p> <ul style="list-style-type: none"> ● Introduce basic workplace communication vocabulary and phrases in French. Simplify language: greetings, common phrases, requests, and expressions used in a professional setting. ● Engage students in interactive role-playing activities to practise workplace communication scenarios. ● Provide visual support and simplified prompts to facilitate understanding and participation. 	<p><u>Job Interviews</u></p> <ul style="list-style-type: none"> ● Introduce the concept of job interviews using visual aids and simplified language. Vocabulary: interview, resume, qualifications, skills, and common interview questions. ● Conduct mock interviews in pairs or small groups, allowing students to take turns as interviewers and interviewees. ● Offer visual support, simplified question prompts, and additional processing time as needed.