

Big Ideas		
	Language Acquisition	Language Angels is built on a clear progression model that develops pupils' listening, speaking, reading, and writing skills over time. Children start with simple words and phrases and gradually build their linguistic repertoire through structured lessons that revisit and extend prior learning. This approach ensures that pupils steadily gain confidence and competence in using the target language across a range of contexts, aligned with age-appropriate grammatical understanding.
	Intercultural Understanding	A key aim of Language Angels is to foster pupils' awareness and appreciation of other cultures. Lessons often include cultural references, festivals, food, traditions, and everyday life in countries where the target language is spoken. This not only broadens pupils' global perspective but also encourages respect, curiosity, and open-mindedness — vital skills in our increasingly interconnected world.
	Communication for Purpose	Language learning in the Language Angels scheme is centred around purposeful communication, where pupils use the target language to express real thoughts, needs, and opinions. Rather than learning words in isolation, children engage in meaningful dialogue through role-play, questions and answers, and conversational tasks that mirror real-life situations. This purposeful use of language is further enriched through cross-curricular links, where MFL is embedded into topics such as geography, history, art, and even maths. For example, pupils may learn to describe weather in geography, count in maths, or talk about colours and shapes in art — all in the target language. These connections not only deepen engagement and understanding but also help children see the relevance of language learning beyond the classroom, enhancing both subject knowledge and linguistic confidence.

Substantive and disciplinary knowledge, categorised as early, intermediate, and progressive:

Progression	Substantive Knowledge (the 'what')	Disciplinary Knowledge (the 'how')
Early	Phonics: ch, j, ñ, rr, ll. Vocabulary: Simple Greetings, Numbers 1-10, 10 Key Colours. Grammar: None	Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively. How to answer the question and say how you are feeling in Spanish (e.g., ¿Cómo estás?). How to ask somebody their name in Spanish (e.g., ¿Cómo te llamas?). How to answer and say your name in Spanish (e.g., Me llamo...). In preparation for future units (to express their age and birthday and the date/describing clothes). None as this is an introductory unit.
Intermediate	Phonics: ga, stress placements, accents. Vocabulary: 8 common pets & indefinite articles, 1st person high frequency verb tengo, structure que se llama, conjunction y. Grammar: Gender differences, indefinite articles, use of negative.	Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively. Recognise, remember & recall 8 pets in the foreign language with their correct determiner (e.g., un conejo). Working on improving metacognition memory skills and encouraging the use of a dictionary for extra pet nouns. Using this verb to say/write what pet you have (e.g., Tengo un conejo). Using the structure to be able to say what your pet is called (e.g., Tengo un conejo que se llama Ojitos). Using the conjunction to make longer, more interesting, and complex sentences (e.g., Tengo un conejo que se llama Ojitos pero no tengo ratón). Understand better that nouns in Spanish have gender and this will impact the choice of article/determiner. Using the negative to say what pet you do not have (e.g., No tengo ratón).

Progressive	<p>Phonics: b, qu, accents, ñ tilde, Stress placements.</p> <p>Vocabulary: 10 school subjects with their definite articles, 1st person high frequency verb estudio, range of opinions with justifications, time.</p> <p>Grammar: Gender differences, definite articles, whole verb conjugation.</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively. Recognise, remember & recall 10 school subjects in the foreign language with their correct determiner (e.g., la historia). Working on improving metacognition memory skills and encouraging the use of a dictionary for extra school subjects. Using this verb to say/write what subject or subjects are studied at school (e.g., Estudio historia). Using opinions and justifications to extend sentences and create more personalised responses (e.g., Estudio historia. Me encanta la historia porque es divertida). Using knowledge of time to say/write which subject is studied at what time and on which day (e.g., Estudio historia a las nueve el lunes). Understand better that nouns in Spanish have gender and this will impact the choice of article/determiner. Understanding that verbs change much more in Spanish than in English.</p>
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	Y3	Y4	Y5	Y6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and

				opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Units overview					
Year	Term 1	Term 2	Term 3	Term 4	Term 5/6
3	Phonetics 1 (X) & I Am Learning Fr/Sp/It (E)	Animals (E)	Instruments (E)	Ice-Creams	Fruits
	Las Foneticas L1 Aprendo Espanol L1 Aprendo Espanol L2 Aprendo Espanol L3 Aprendo Espanol L4 Aprendo Espanol L5	Los animales L1 Los animales L2 Los animales L3 Los animales L4 Los animales L5 Los animales review and assess	Instrumentos musicales L1 Instrumentos musicales L2 Instrumentos musicales L3 Instrumentos musicales L4 Instrumentos musicales L5 Instrumentos musicales review and assess	Los helados L1 Los helados L2 Los helados L3 Los helados L4 Los helados L5 Los helados review and assess	Las frutas L1 Las frutas L2 Las frutas L3 Las frutas L4 Las frutas L5 Las frutas review and assess
4	Phonetics 2 (X) & Presenting Myself (I)	My Family (I)	At the Café (Sp)	In the Classroom (I)	What is the Weather? (I)
	Las Foneticas L2 Me Presento L1 Me Presento L2 Me Presento L3 Me presento L4 Me presento review and assess	Mi familia L1 Mi familia L2 Mi familia L3 Mi familia L4 Mi familia L5 Mi familia review and assess	En la cafe L1 En la cafe L2 En la cafe L3 En la cafe L4 En la cafe L5 En la cafe review and assess	En la clase L1 En la clase L2 En la clase L3 En la clase L4 En la clase L5 En la clase review and assess	¿Cómo está el clima? L1 ¿Cómo está el clima? L2 ¿Cómo está el clima? L3 ¿Cómo está el clima? L4 ¿Cómo está el clima? L5 ¿Cómo está el clima? review and assess
5	Phonetics 3 (X) & The Date (I)	Do You Have a Pet? (I)	My Home (I)	The Olympics (I)	Clothes (I)
	Las foneticas L3 La fecha L1 La fecha L1	¿Tienes mascota? L1 ¿Tienes mascota? L1	Mi casa L1 Mi casa L1 Mi casa L1	Los deportes L1 Los deportes L1 Los deportes L1	La ropa L1 La ropa L1 La ropa L1

	La fecha L1 La fecha L1 La fecha review and assess	¿Tienes mascota? L1 ¿Tienes mascota? L1 ¿Tienes mascota? L1 ¿Tienes mascota? review and assess	Mi casa L1 Mi casa L1 Mi casa review and assess	Los deportes L1 Los deportes L1 Los deportes review and assess	La ropa L1 La ropa L1 La ropa review and assess
6	Phonetics 4 (X) & At School (P)	Planets (P)	At the Weekend (P)	Healthy Lifestyle (P)	Me in the World (P)
	Las foneticas L4 La escuela L1 La escuela L2 La escuela L3 La escuela L4 La escuela review and assess	Las planetas L1 Las planetas L1 Las planetas L1 Las planetas L1 Las planetas L1 Las planetas Review and assess	La fin de semana L1 La fin de semana L1 La fin de semana L1 La fin de semana L1 La fin de semana L1 La fin de semana review and assess	Estilo de vida saludable L1 Estilo de vida saludable L1 Estilo de vida saludable L1 Estilo de vida saludable L1 Estilo de vida saludable L1 Estilo de vida saludable review and assess	Yo en mi mundo L1 Yo en mi mundo L1 Yo en mi mundo L1 Yo en mi mundo L1 Yo en mi mundo L1 Yo en mi mundo review and assess

Key		
	E	Early Language
	I	Intermediate
	P	Progressive
	X	Extra Teaching

