

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception | By the end of the year the children will know specific vocabulary through a range of songs and activities Most children should be able to name nouns in specific areas | | | | | |
| | Who am I? Children will know to say Ani, Atah, At, Naim Meod Chalav Udevash Book Aleph Units 1,2,3,4 and 8 | Family Children will know Ima, Aba, saba safta yeled yalda ze and zot. Chalav Udevash Book Aleph Units 10,12,14,24,25,26 | Birthdays and number Children will know nouns to do with birthdays Chalav Udevash Book Aleph Units 19, 20, 21 | Where I live Countries House Chalav Udevash Book Aleph Unit | Food Nouns in food Using verb rotze rotza Chalav Udevash Book Aleph Units 11 and 18 Book Bet Units 3,5,6,8,9,10 | Body and Animals Nouns of the body and names of animals Chalav Udevash Book Bet Units 23,24 and 25 |
| Year 1 | By the end of the year the children will know specific vocabulary through a range of songs and activities Most children should be able to name nouns in specific areas | | | | | |
| | Colours Chalav Udevash Book Gimmel Units 11,14 Book Deled Units 11,16,19,20 | Family Dod Doda, Chalav Udevash Book Gimmel Unit 16 | Verbs Chalav Udevash Book Gimmel Units 2 3 4 5 8 17 20 | Clothing Chalav Udevash Book Daled Units 21 22 23 24 25 17 | Food Chalav Udevash Book Gimmel Unit 27 Book Daled Units 6 7 8 12 17 | Body and Animals Chalav Udevash Book Gimmel Unit 13, 30 31 Book Daled Unit 2 |
| Year 2 | By the end of the year ,within specific vocabulary areas; Most pupils should be able to answer simple questions and give basic information. Pupils should understand a range of familiar spoken words and phrases. Pupils should understand a range of familiar written words and phrases. They should be able to fill in missing words or write one or two short sentences to a model | | | | | |
| | The unit: Who am I. | The unit: my family. | The units: numbers + my birthday. | The unit: where I live. | The unit: food and drinks. | The unit: what I learn at school. |

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| <p>Year 3</p> | <p>By the end of the year, within specific vocabulary areas: Most pupils should be able to ask and answer simple questions and give basic information including very simple descriptions and some likes and dislikes. Pupils should understand a range of familiar spoken phrases, sentences and very short spoken passages made up of language which is almost always familiar. Most pupils should understand written sentences and very short texts made up of familiar language. They should be able to write a few phrases and short sentences with support or to a model, using familiar language and expressions.</p> | | | | |
| | <p>The unit: in the classroom.</p> | <p>The unit: going for a picnic.</p> | <p>The unit: weather</p> | <p>The unit: getting ready (clothes)</p> | <p>The unit: My bedroom.</p> |
| <p>Year 4</p> | <p>By the end of the year, within specific vocabulary areas: Most pupils should be able to ask and answer simple questions and talk about their interests. Pupils should understand the main points from short spoken passages made up of familiar language. Most pupils should understand the main points and personal responses in short written texts. . They should be able to write a few short sentences with support using familiar language and expressions.</p> | | | | |
| | <p>The unit: My bedroom.</p> | <p>The unit: Appearance. .</p> | <p>The unit: animals.</p> | <p>The unit: Daily routine.</p> | <p>The unit: shopping.</p> |
| <p>Year 5</p> | <p>By the end of the year, within specific vocabulary areas: Most pupils should be able to ask and answer simple questions and talk about their interests. Pupils should understand the main points from short spoken passages made up of familiar language. Most pupils should understand the main points and personal responses in short written texts. . They should be able to write a few short sentences with support using familiar language and expressions.</p> | | | | |
| | <p>The unit: My bedroom.</p> | <p>The unit: Appearance. .</p> | <p>The unit: animals.</p> | <p>The unit: Daily routine.</p> | <p>The unit: shopping.</p> |

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| <p>Year 6</p> | <p>By the end of the year, within specific vocabulary areas: Pupils starting to take part in simple conversations supported by visual or other cues and express their opinions. . Pupils should understand the main points and may be able to pick out some detail from spoken passages made up of language which is mainly familiar. Pupils should understand the main points and some of the detail from short written texts made up of mainly familiar language. They should be able to write short texts with a few compound sentences, using familiar language</p> | | | | |
| | <p>The unit: when where you born?.</p> | <p>The unit: what I did yesterday</p> | <p>The unit: End of year party.</p> | <p>The unit: Feeling.</p> | <p>The unit: Moving to a new place.</p> |