

Princetown Primary School
Knowledge and Skills Organiser

Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.
Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving. *These will vary depending on the needs of each class.*

French	Term		Term	Term	Term	
Year 3 Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture Romans	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	Listen attentively to spoken language and show understanding by joining in and responding	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Present ideas and information orally to a range of audiences*
Knowledge	Numbers to 10 Letter strings – oi, eu Yes and No Greetings	Classroom instructions Simple dialogue	Ask for and state age Ask for and give name	Colours Understanding other customs and traditions	Colours Verb – est (is) Connective – et (and) Names of fruit	Days of the week Months of the year
Skill Progression	L: Listen and respond to familiar spoken words and phrases Recognises letter strings – oi, eu Links between sounds and spellings Listen and responds to rhymes S: Pronounce very familiar language with good	L: Apply phonics knowledge to tongue twisters, phonics cards, pronunciation and spelling activities. Auditory discrimination between un and une Make simple sounds and copy intonation patterns	L: Enjoy listening to songs, poems and stories. Make links between sounds and spellings Understand a question S: Respond to a question R: Understand texts composed mainly of simple	L: Listens carefully and can identify familiar words in songs, poems and simple stories. S: Perform a French song with actions R: Read aloud, as a class or group, a chorus or refrain	L: Listen and responds to sound patterns Recognises colours Recognise letter string -on S: Able to use language to signal a problem to the teacher.	L: Understand passages containing some utterances of more than one clause, plus a wider range of vocabulary and structures drawn from several familiar topics. Imitate pronunciation of sounds

Princetown Primary School
Knowledge and Skills Organiser

	<p>pronunciation and intonation. Participate in short exchange</p> <p>R: Identify familiar words in a short text Recognise oi and eu.</p> <p>Understands new words that are introduced into familiar written material through the enjoyment of stories, rhymes, songs, videos with language beyond the level of active production.</p> <p>W: Write two or three sentences on a familiar topic using a writing frame and word bank.</p>	<p>Listen to and follow simple commands</p> <p>S: Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.</p> <p>Perform a simple communicative task</p> <p>R: Decode words in simple sentences.</p> <p>W: Begin to write a few familiar words from memory</p>	<p>sentences (e.g. one or two clauses), in which the vocabulary is generally limited to words of phrases which they have already encountered</p> <p>W/G: Can notice (where relevant) that the definite/indefinite article changes according to gender of noun</p> <p>Start to adapt phrases to create new sentences such as substitute and adapt adjectives in simple sentences and include some simple conjunctions.</p> <p>Learn adjectival positioning and adjectival agreement (active use of regular singular forms)</p> <p>Use simple conjunctions.</p>	<p>from a familiar text displayed on the board.</p> <p>Match sound to text with familiar words.</p> <p>W/G: Describe people, places, things and actions in writing e.g. the colour of animals.</p> <p>Can notice differences in word order.</p> <p>Form plural nouns.</p>	<p>R: Read familiar words with good pronunciation.</p> <p>W/G: Use and understand the verb 'est' (is).</p>	<p>S: Ask and answer questions on a limited range of topics such as age and the date of their birthday, which they have practised regularly.</p> <p>R: Read aloud and understand a simple conversation with a partner that uses familiar language.</p> <p>Match sound to the written word</p> <p>W/G: Can produce short (taught) sentences (Subject-Verb-Object) on a limited range of topics as appropriate to genre and contexts (e.g. short emails, postcards; text messages).</p>
<p>Meta Cognition</p>	<p>LKS2</p> <p>Pose questions pose questions to expand their</p>	<p>LKS2</p> <p>Organise and process information collect,</p>	<p>LKS2</p> <p>Consider alternatives explore situations using</p>	<p>LKS2</p> <p>Think about thinking (metacognition) reflect on,</p>	<p>LKS2</p> <p>Transfer knowledge into new contexts transfer and</p>	<p>LKS2</p> <p>Draw conclusions and design a course of action</p>

Princetown Primary School
Knowledge and Skills Organiser

	<p>knowledge about the world</p> <p>Identify and clarify information and ideas</p> <p>identify main ideas and select and clarify information from a range of sources</p>	<p>compare, and categorise facts and opinions found in a wide range of sources</p> <p>Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations</p>	<p>creative thinking strategies to propose a range of alternatives</p> <p>Seek solutions and put ideas into action experiment with a range of options when seeking solutions and putting ideas into action</p>	<p>explain and check the processes used to come to conclusions</p> <p>Reflect on processes</p> <p>identify pertinent information in an investigation and separate into smaller parts or ideas</p>	<p>apply information in one setting to enrich another</p> <p>Apply logic and reasoning</p> <p>identify and apply appropriate reasoning and thinking strategies for outcomes</p>	<p>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p>Evaluate procedures and outcomes explain and justify ideas and outcomes</p>
Year 4 Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	Read carefully and show understanding of words, phrases and simple writing	Appreciate stories, songs, poems and rhymes in the language	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Describe people, places, things and actions orally* and in writing	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Princetown Primary School
Knowledge and Skills Organiser

Knowledge	Revision colours Body parts Adjectives Asking for translation	Zoo animals Alphabet and vowels Verb être Winter phrases and vocabulary	Animals Family members	Pets and French stories	Dictionary skills Hobbies	Leisure Weather
Skill Progression	<p>L: Listen to and follow a short story</p> <p>Listen for specific words and phrases</p> <p>Respond to a range of classroom instructions.</p> <p>S: Join in speaking activities willingly and confidently.</p> <p>Pronounce some words accurately</p> <p>Ask how to say something in French</p> <p>Recite a nursery rhyme</p> <p>R: Identify adjectives in a text and recognise they can change spelling</p>	<p>L: Listen for sounds, rhyme and rhythm</p> <p>Recognise letters of the alphabet</p> <p>S: Say 6 vowel sounds in French</p> <p>Able to speak in sentences using sentence structures.</p> <p>Recite a few lines from a story, poem or song with good pronunciation.</p> <p>R: Recognise letters of the alphabet</p> <p>Read words aloud with accuracy</p> <p>W: Show willingness to have a go at writing new words using phonic knowledge</p>	<p>L: Continue to enjoy listening to songs, rhymes and stories.</p> <p>Hear the letter string -in</p> <p>S: Join in singing a French song</p> <p>Present a short role play</p> <p>Ask and answer questions</p> <p>Able to use language to ask for clarification and help and signal a problem.</p> <p>R: Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</p> <p>W/G: write a short role play</p>	<p>L: Listen to a short text using familiar vocabulary and answer simple questions in English</p> <p>Recognise rhyming words and understand the final consonant is rarely pronounced.</p> <p>S: Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes,</p> <p>Present a rhyme</p> <p>R: Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words.</p> <p>Use mental associations to help remember words</p>	<p>L: Identify specific phonemes, words and phrases.</p> <p>Listen for sounds</p> <p>S: Begin to use simple conjunctions e.g. I have brown eyes and black hair Able to give a short presentation in a small group or with a partner on a topic e.g. a brief weather report, presentation about themselves, families, and hobbies.</p> <p>R: Begin to use a bilingual dictionary to check the meaning of new words</p> <p>Read and understand a paragraph with familiar vocabulary and structures</p>	<p>L: Listen attentively and show understanding by asking and answering questions e.g. about birthdays, ages, dates, time</p> <p>Listen for a specific sound in a song</p> <p>S: Conduct a short interview</p> <p>Begin to use pronouns.</p> <p>R: Read aloud and understand a simple conversation with a partner that uses familiar language.</p> <p>W/G: Begin to use pronouns.</p> <p>Form the negative to give answers to simple questions about</p>

Princetown Primary School
Knowledge and Skills Organiser

	<p>W/G: Write phrases using word banks and writing frames for support.</p> <p>Understand that all nouns have a gender</p>	<p>Write simple words and phrases</p>		<p>Follow a French story and join in reading</p> <p>Recognise nouns and verbs in French</p> <p>W/G: Understand simple rules for converting singular to plural</p>	<p>W/G: Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</p> <p>Write some new words from memory</p> <p>Start to apply correct endings to some possessive articles</p> <p>Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.</p> <p>Begin to use Pronouns.</p>	<p>likes/dislikes e.g. I don't like with increasing accuracy.</p>
--	---	---------------------------------------	--	---	--	--

Princetown Primary School
Knowledge and Skills Organiser

Meta Cognition	<p>LKS2</p> <p>Pose questions pose questions to expand their knowledge about the world</p> <p>Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources</p>	<p>LKS2</p> <p>Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p>Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations</p>	<p>LKS2</p> <p>Consider alternatives explore situations using creative thinking strategies to propose a range of alternatives</p> <p>Seek solutions and put ideas into action experiment with a range of options when seeking solutions and putting ideas into action</p>	<p>LKS2</p> <p>Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions</p> <p>Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas</p>	<p>LKS2</p> <p>Transfer knowledge into new contexts transfer and apply information in one setting to enrich another</p> <p>Apply logic and reasoning identify and apply appropriate reasoning and thinking strategies for outcomes</p>	<p>LKS2</p> <p>Draw conclusions and design a course of action draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p>Evaluate procedures and outcomes explain and justify ideas and outcomes</p>
Year 5 Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	Listen attentively to spoken language and show understanding by joining in and responding Listen and respond to familiar spoken words and phrases	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Present ideas and information orally to a range of audiences*
Knowledge	Buildings Directions	Revision days of the week Time of day	Revision of hobbies Future tense Months of the year	Revision of numbers Comparisons Food and fruit	Breakfast and baking Revision of days of the week/months of the year	Where we live

Princetown Primary School
Knowledge and Skills Organiser

		Christmas			Weather	Similarities and differences between France and England
Skill Progression	<p>L: Identify numbers confidently to 50 and beginning to become familiar with numbers to 100.</p> <p>Understand and use negatives</p> <p>Understand key information from a short exchange</p> <p>S: Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.</p> <p>Take part in simple conversation, asking for and giving directions</p> <p>Know how to add expression</p> <p>R: Work well with a partner to work out a short text containing familiar and unfamiliar language.</p>	<p>L: Listen attentively and show understanding by joining in and responding e.g. respond to a specific range of classroom instructions /Understand essential likes / dislikes relating to food and sports / Understand and respond to movement instructions</p> <p>S: Pronounce and use the alphabet with increasing accuracy.</p> <p>R: Enjoy the challenge of working out the meaning of unfamiliar language.</p> <p>W/G: Attempt to write two or three sentences from memory using familiar language.</p>	<p>L: Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points</p> <p>Listen to a native speaker and understand more complex phrases and sentences</p> <p>S: Use simple conjunctions so that they can create more complex sentences.</p> <p>Understand and express simple opinions</p> <p>Imitate pronunciation of sounds</p> <p>R: Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.</p> <p>W/G: Write more interesting sentences by</p>	<p>L: Enjoy the challenge of meeting unfamiliar language.</p> <p>Understand more complex phrases including comparisons</p> <p>Listens to a native speaker expressing likes and dislikes</p> <p>S: Have the vocabulary to give the opinions they want to express.</p> <p>Take part in conversations expressing likes and dislikes</p> <p>R: Appreciate stories, songs, poems and rhymes in the language e.g. using film clips.</p> <p>Find words in a bilingual dictionary</p> <p>W/G: Adapt phrases to create new sentences. Personalise a text by changing one or two elements.</p>	<p>L: Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge.</p> <p>S: Begin to understand and use future tense in spoken language.</p> <p>Develop accuracy in spoken language</p> <p>R: Apply phonic knowledge when meeting new words.</p> <p>W/G: Adapt phrases to create new sentences. Personalise a text by changing one or two elements.</p>	<p>L: Identify specific sounds in familiar and unfamiliar words.</p> <p>S: Share a presentation on where you live and what the climate is like</p> <p>Describe people, places, things and actions orally (to a range of audiences) based on a known topic.</p> <p>R: Use a dictionary: Know the parts of the dictionary, confident with alphabetical order and can find the meanings of new words.</p> <p>W/G: Use a bilingual dictionary and word banks to check spelling.</p> <p>Describe people, places, things and actions based on a known topic.</p>

Princetown Primary School
Knowledge and Skills Organiser

	<p>W/G: Write two or three sentences on a familiar topic using a writing frame and word bank. Manipulate them by changing an element.</p> <p>Identify the position of an adjective in a sentence.</p> <p>Use a dictionary</p>	<p>Substitute quantifiers and adjectives in a sentence</p>	<p>adding one or two simple conjunctions</p>			
<p>Meta Cognition</p>	<p>UKS2</p> <p>Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p>Identify and clarify information and ideas identify and clarify relevant information and prioritise ideas</p>	<p>UKS2</p> <p>Organise and process information analyse, condense, and combine relevant information from multiple sources</p> <p>Imagine possibilities and connect ideas combine ideas in a variety of ways and from a range of sources to create new possibilities</p>	<p>UKS2</p> <p>Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p>Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action</p>	<p>UKS2</p> <p>Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p>Reflect on processes identify and justify the thinking behind choices they have made</p>	<p>UKS2</p> <p>Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p>Apply logic and reasoning assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p>UKS2</p> <p>Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p>Evaluate procedures and outcomes evaluate the effectiveness of ideas, products, performances, methods, and courses of</p>

Princetown Primary School
Knowledge and Skills Organiser

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	Read carefully and show understanding of words, phrases and simple writing	Appreciate stories, songs, poems and rhymes in the language	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Describe people, places, things and actions orally* and in writing	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Knowledge	Classroom routines Clothes Opinions	Recap of family members Adjectives Occupations	Homes Adjectives Locations Prepositions Requests	Travel and accommodation	Revision of days of the week/months of the year Weather	Recap of all prior knowledge to use in presentations
Skill Progression	L: Understand the main spoken points of a short text on a known topic that	L: Listen attentively and show understanding by joining in and responding to	L: Listen to spoken foreign language for details and gist. Identify key points and some detail.	L: Follow a wide range of classroom instructions.	L: Be confident and open to understanding very familiar language spoken	L: Understand that some sounds and letter combinations need to be

Princetown Primary School
Knowledge and Skills Organiser

<p>contains familiar and unfamiliar language.</p> <p>Understand the formation of a basic negative sentence</p> <p>S: Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy.</p> <p>Initiate and sustain conversation</p> <p>R: Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</p> <p>Match sounds to sentences and paragraphs</p> <p>W: Write words and phrases from memory using known vocabulary.</p>	<p>understand a range of spoken opinions heard in sentences and short texts</p> <p>Listen for clues to meaning</p> <p>S: Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.</p> <p>R: Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</p> <p>Understand a short written text</p> <p>W: Adapt phrases to create new sentences e.g. Write a short text about a topic.</p> <p>Understand that some nouns for occupations</p>	<p>S: Take part in a simple conversation, ask and answer questions and express opinions. Use a range of questions and statements spontaneously to seek clarification and help.</p> <p>Recognise and practise the French vowel sounds</p> <p>Ask for repetition or clarification</p> <p>R: Understand key points in short written texts in unfamiliar contexts.</p> <p>W/G: Describe people, places, things and actions in writing. Express opinions and give reasons (from memory) / Compare locations (from memory).</p> <p>Use conjunctions and qualifiers, adverbs of time, prepositions of place.</p>	<p>S: Use spoken language confidently to initiative and sustain a simple conversation.</p> <p>R: Identify different text types and read short, authentic texts for enjoyment or information.</p> <p>Appreciate stories, songs, poems and rhymes in the language: Explore traditional and classic literature.</p> <p>W/G: Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers and more complex answers in English.</p>	<p>by someone other than their teacher.</p> <p>S: Present simple information on a familiar topic to the class.</p> <p>R: Find the meaning of new words by using a bilingual dictionary.</p> <p>W/G: Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. Use high frequency adjectives with reasonable accuracy e.g. word order and endings</p>	<p>said and written differently from in English</p> <p>S: Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense .</p> <p>R: Use a dictionary: Know the parts of the dictionary, confident with alphabetical order and can find the meanings of new words.</p> <p>W/G: Adapt phrases to create new sentences e.g. Write a short text about a topic. Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary.</p> <p>Apply understanding of conjugation to two or three familiar verbs in the present tense.</p> <p>Show some understanding of past and</p>
---	--	---	--	--	---

Princetown Primary School
Knowledge and Skills Organiser

		change their spelling in relation to gender Recognise that word order may vary between languages				future tense in spoken and written work.
Metacognition	<p>UKS2</p> <p>Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p>Identify and clarify information and ideas identify and clarify relevant information and prioritise ideas</p>	<p>UKS2</p> <p>Organise and process information analyse, condense, and combine relevant information from multiple sources</p> <p>Imagine possibilities and connect ideas combine ideas in a variety of ways and from a range of sources to create new possibilities</p>	<p>UKS2</p> <p>Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p>Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action</p>	<p>UKS2</p> <p>Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p>Reflect on processes identify and justify the thinking behind choices they have made</p>	<p>UKS2</p> <p>Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p>Apply logic and reasoning assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p>UKS2</p> <p>Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p>Evaluate procedures and outcomes evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</p>