

Core French Knowledge Overview

Below is an overview of all of the core French knowledge gained during the Foundation Stage, Key Stage One and Two as St Thomas'.
For more detailed knowledge, please refer to the Knowledge Organisers for each class.

Year Group	Core Knowledge (Learning objectives from each lesson) Substantive Concepts: Listening, Speaking, Reading, Writing (Grammar) (Diversity)	Assessment Outcome
Reception	Core Units: Salutations (Spring A) Say hello, good-bye, and respond to a question about how they are feeling Numbers 1-5 (Summer B) Pronounce in chorus and recognise aurally the words for 1-5 in French	To know basic French greetings and numbers to 5.
Year One	Core units: Colours (Spring B) Pronounce six colours in French unaided Begin to read the written word for six colours in French Numbers 1-10 (Summer A) Pronounce and recognise aurally the words for 1-10 in French Days of the week (Summer B) Pronounce and recognise aurally the days of the week in French Begin to read the written word for the days of the week in French	To know how to pronounce colours, numbers to 10 and days of the week in French.
Year Two	I'm learning French (Spring B) DIVERSITY: culture in France Pinpoint France on a map of the world Highlight other famous French cities Talk about other countries where French is spoken Say their name and how they are feeling in French Count to ten in French independently Write ten colours in French	To locate France and some French speaking countries. To pronounce basic French vocabulary.
	Core units: (Summer A) The French alphabet (under phonetics) Learn how to pronounce the letters of the alphabet in French Months of the year	To pronounce the months of the year and the alphabet in French.
	Animals (Summer B) Be introduced to ten animals in French.	To pronounce and spell 5 animals in French.

	Match all the new French words to the appropriate picture. Remember the words for at least five animals in French unaided. Attempt to spell at least three animals correctly in French. Pronounce all the numbers 1-10 in French, in any order.	
Year Three	Instruments (Spring B) DIVERSITY: instruments from different cultures e.g. djembe drum (Africa) Name ten instruments in French. Match all the new French words to the appropriate picture. Remember the words for at least five instruments and their correct gender in French, unaided. To say that they play an instrument of their choice correctly in French	To apply growing French knowledge to a story. To pronounce and spell 3 body parts in French.
	Little Red Riding Hood (Summer A) *DIVERSITY- gender stereotypes (Male woodcutter, helpless female) Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in French as seen in the story.	To say a sentence in French involving an instrument.
	I Can... (Summer B) DIVERSITY: Gender stereotypes- male dancers Recognise some common French verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux...	To say French verbs in sentences.
Year Four	Do you have a pet? (Autumn A) Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").	To communicate in pairs about pets.
	Clothes (Autumn B) DIVERSITY: Gender stereotypes- boys wearing skirts Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Describe what they and other people are wearing in French. Use the verb PORTER in French. Say what they would wear in different weather in French.	To describe clothing choices accurately in French.
	Romans (Spring A) DIVERSITY: different religious views & DIVERSITY: inequality- poor versus rich Tell somebody in French the key facts and key people involved in the history of the Roman Empire. Say the days of the week in French and learn how these are related to the Roman gods and goddesses. Tell somebody in French what the most famous Roman inventions were. Learn what life was like for a rich and a poor child in Roman times. Introduce the children to the concept of the negative form in French.	To express knowledge about the Romans in French.

Year Five	Family (Spring B) DIVERSITY: Different families, same sex parents, single parent Say the nouns in French for members of their family. Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to say the age of various family members. Understand the concept of mon, ma and mes in French.	To accurately communicate details about family members in French.
	Habitats (Summer A) DIVERSITY: fairness of destroying habitats Tell somebody in French the key elements animals and plants need to survive in their habitat. Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. Tell somebody in French which animals live in these different habitats. Tell somebody in French which plants live in these different habitats.	To accurately communicate details about animals and their habitats in French.
	Planets (Summer B) Name and recognise the planets in French on a solar system map. Spell at least five of the planets in French. Say an interesting fact about at least four of the planets in French. Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.	To accurately communicate details about planets in French.
Year Six	At school (Autumn A) DIVERSITY: respecting differences in opinion Repeat and recognise the vocabulary for school subjects in French. Say what subjects they like and dislike at school in French. Tell the time in French. Create a French timetable for school. Use the verb aller in French to say what time they go to school.	To accurately communicate details about school life in French.
	Healthy Lifestyles (Autumn B) Name and recognise ten foods and drinks that are considered good for your health in French. Name and recognise ten foods and drinks that are considered bad for your health in French. Say what activities they do to keep in shape during the week in French. Say in general what they do to keep a healthy life-style in French. Learn to make a healthy recipe in French.	To accurately communicate details about healthy lifestyles in French.
	WW2 (Spring A and Spring B?) DIVERSITY: War- justice and fairness Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2 in French. Say what the differences were in city and country life during the war in French. Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside.	To accurately communicate in writing details about WWII in French.