



# FRENCH CURRICULUM KINDERGARTEN & PRIMARY SCHOOL

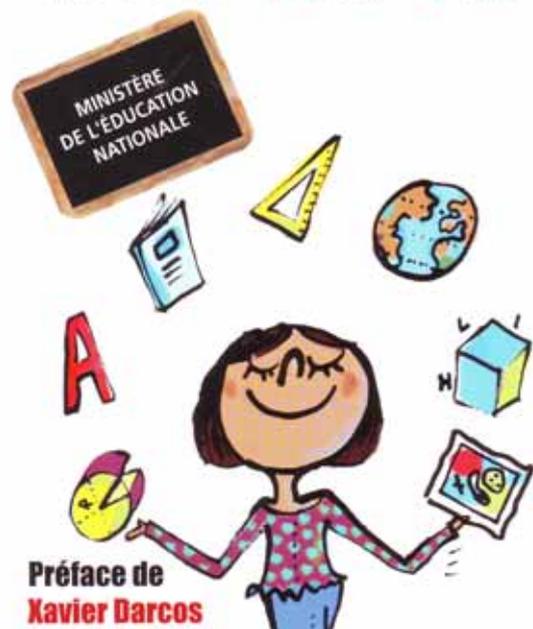
*Translated from*

QU'APPREND-ON  
À L'ÉCOLE **MATERNELLE** ?



**LES NOUVEAUX  
PROGRAMMES**  
2008-2009

QU'APPREND-ON  
À L'ÉCOLE **ÉLÉMENTAIRE** ?



**LES NOUVEAUX  
PROGRAMMES**  
2008-2009

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## **PREAMBLE**

The fundamental requirement of the French Republic and the main objective of the primary school is to give children the keys to knowledge and teach them how to integrate with the society in which they are growing up.

With the standardization and extension of a child's school career, the profile of the primary school has become less distinct. It has ceased to represent an ideal in itself. But its role has only become more decisive in the students' success both up to the end of compulsory schooling and beyond. Primary school is not just one single stage of schooling: it is the key to success in all other stages. It lays the foundations of training which will lead each student to a qualification, and which will continue throughout their lives.

It is in the light of this statement that it is fitting to mark out new horizons for the primary school while remaining faithful to the inspiration behind the Republican ideal of schooling: offering to all children an equal chance to succeed and to prepare, for all, for the successful integration into society. Primary schools must transmit and allow each child to acquire the essential knowledge and skills which they will need for the continuation of education in secondary school and, beyond that, in the path of learning chosen by the student. In this regard, the Common Base of Knowledge and Skills set out by the Guidance and Planning Law for the Future of Schools of 23 April 2005 (*Loi d'orientation et de programme pour l'avenir de l'école de 23 avril 2005*) is the central point of reference around which all teaching of this first level of compulsory schooling will be organized.

The primary school must have high expectations in order to develop memory and creativity, reasoning and imagination, diligence and autonomy, respect for rules and the spirit of initiative.

It is by offering students a structured and clearly defined teaching programme, oriented towards the acquisition of core knowledge, and by offering them systematic training in reading, writing, in the mastery of the French language and Mathematics, as well as solid cultural references, that we prepare them for success. Mastering a field of knowledge and its successful application bring self-esteem: the students' true instrument of motivation. That is why students in difficulty should have the benefit of individualized and specialized help as soon as the first difficulties appear and before they become firmly ingrained.

It is also essential that all students be encouraged to reflect on texts and documents, to interpret, to construct an argument, not only in French but in all subjects, that they be trained to use their knowledge and skills in increasingly complex situations, to question, research and reason by themselves. They must be able to decipher the sense of words and express themselves orally as well as in writing so as to be able to communicate with a wider circle. The assimilation into community living also means that the school plays an important role in the arts, which give common references and stimulate sensitivity and imagination. The daily practice of a sport is also necessary for the development of each student. The primary school aims finally to develop respect and tolerance which are the basis of human rights and which are exemplified daily by respect for the rules of civility and courtesy.

The national programmes for the primary school define for each field of education the knowledge and skills to be attained within each cycle; they indicate annual benchmarks to organize progressions in French and in Mathematics around. They do, however, leave the choice of methods and approaches free: a sign of the confidence placed in teachers to adapt programmes to their students' needs.

Pedagogical freedom implies responsibility: its practice assumes the ability to reflect upon teaching practices and their consequences. It also signifies, for teachers, an obligation to provide and to account regularly for the educational achievement of the students.



The primary school programmes specify the content of core knowledge which all students must acquire. National evaluations in *CE1* and *CM2* allow a regular assessment of the knowledge acquired by students and their level; they will contribute to the validation of the intermediary stages of the mastery of the Common Base of Knowledge and Skills.

The new aims of the primary school are presented through shorter, clearer and more ambitious programmes: such is the objective of the programmes presented below.



## PRESENTATION

The primary school programmes are made up of two distinct yet inseparable parts: the programmes themselves and the annual progressions, which run, in French, from the *Petite Section* in the kindergarten to *CM2* and, in Mathematics, from *CP* to *CM2*.

The organization of primary schooling is presented in three cycles: the Early Learning Cycle (*Cycle des Apprentissages Premiers*), the Basic Learning Cycle (*Cycle des Apprentissages Fondamentaux*) and the Consolidation Cycle (*Cycle des Approfondissements*).

The *Grande Section* is the last year of kindergarten but it also belongs to the Basic Learning Cycle. Its objectives are to reflect the final outcomes of the kindergarten: preparing all children to master, from *CP* onwards, the Basic Learning Cycle. So as to preserve the specificity of its approach and methods, the objectives and the progressions of the *Grande Section* are presented with those of the kindergarten.

The primary school programmes form a coherent and continuous entity with those of lower secondary school within the framework of the Common Base of Knowledge and Skills as defined by the Decree of 11 July 2006. Generally, they are centred on the content (knowledge and skills) that the teachers teach the students and which must be mastered by them. In the section "Programmes", the skills required to be mastered at the end of the primary school cycle for each subject or group of subjects are described in detail in seven main domains of skills. For the kindergarten, the required skills to be mastered are set out in domains of activities. The section "Progressions", in French and in Mathematics, aims to give to teachers precise, annual objectives common to all schools.

The presentation of the programmes by subject does not prevent organizing interdisciplinary or cross-curricular activities. For example, activities in oral expression, reading or writing texts in French naturally feature in Science, History and Geography, in the History of Art and also play a role in Mathematics. However, as students are expressing themselves and reading and writing in French, it is also important to set aside specific time in the timetable for the detailed and structured teaching of vocabulary, grammar and spelling.

The timetable framework for the primary school contains an important new feature. It proposes an overall annual number of hours for all subjects or groups of subjects but it remains organized around a weekly number of hours in French and Mathematics so as to maintain daily teaching of these two subjects. This new flexibility will allow teachers and school teams to organize their teaching in a comprehensive and eventually cross-curricular manner, taking into account simultaneous or successive projects and to arrange it around adapted and adjustable weekly or monthly blocks in the timetable.

These programmes are precise and detailed regarding the objectives and content to be taught, while being open in terms of method so as to respect meticulously the principle of pedagogic freedom set down in the Guidance and Planning Law for the Future of Schools. It is up to teachers and school teams to take advantage of this new liberty. The role of teachers is in effect to help their students to progress in the mastery of the objectives of the national programmes and progressions: it is up to them to choose the methods best adapted to the individual characteristics and specific needs of their students. School teachers are more simple administrators: using the national objectives, they must create and implement pedagogic conditions which will allow their students to succeed in the best way possible.

The programmes which follow are not so much concerned today with the imposition one method of learning over another than agreeing on the importance of combining structured learning of



automatic reflexes and functional knowledge with exploration, discovery, or reflection on problems to resolve. The search for meaning and the acquisition of automatic reflexes are not paradoxical: it is up to the teachers to vary their approaches and methods to link these two components of all learning. What these programmes completely exclude, is the assertion that one single pedagogic model should be favoured in all circumstances and in very different classes. They invite teachers to reflect freely on the best ways of attaining success in the fixed national objectives in their school.

If teachers are in the first place masters of the choice of method they use, they are nonetheless at the service of their students' progress in respect of the objectives of the programmes. That is why teachers' pedagogic freedom goes hand in hand with the new methods of inspection of teachers which are focused more on the evaluation of knowledge acquired by their students. A new concept of the teaching profession is being established: teachers who are fully responsible for their methods, knowing exactly what they have to teach their students and ready to implement, within their school, the best strategies to help them learn.



**Article 1** – subject to the measures provided for in article 3, the teaching hours in primary school are set out by subject domain as follows:

**HOURS IN THE PRIMARY SCHOOL**

Basic Learning Cycle (CP-CE1)

<b>Subject domains</b>	<b>Annual teaching hours</b>	<b>Weekly teaching hours</b>
French	360 hours	10 hours
Mathematics	180 hours	5 hours
Physical Education and Sport	108 hours	9 hours*
Modern Languages	54 hours	
Art and History of Art	81 hours	
Discovery of the World	81 hours	
<b>TOTAL</b>	<b>864 hours</b>	<b>24 hours</b>

\* These weekly teaching hours may be modified according to the teachers' pedagogic projects but the fixed annual volume for each of the subject domains must be observed.

Consolidation Cycle (CE2 - CM1 - CM2)

<b>Subject domains</b>	<b>Annual teaching hours</b>	<b>Weekly teaching hours</b>
French	288 hours	8 hours
Mathematics	180 hours	5 hours
Physical Education and Sport	108 hours	11 hours*
Modern Languages	54 hours	
Experimental Science & Technology	78 hours	
Humanities - Art and History of Art** - History-Geography-Civic and Moral Education	78 hours 78 hours	
<b>TOTAL</b>	<b>864 hours</b>	<b>24 hours</b>

\* These weekly teaching hours may be modified according to the teachers' pedagogic projects but the fixed annual volume for each of the subject domains must be observed.

\*\* 20 teaching hours are assigned annually to the History of Art and are relevant to all subject domains.



## **KINDERGARTEN PROGRAMME – PETITE SECTION, MOYENNE SECTION, GRANDE SECTION**

The kindergarten's ultimate aim is to help each child become independent, in accordance with defined procedures, and to allow them to acquire the knowledge and skills necessary to succeed in mastering the basic learning skills in *CP*.

The highest priority of the kindergarten is for the children to acquire rich, well-structured oral language, which can be clearly understood by others. In the kindergarten, the child establishes relationships with other children and with adults. They exercise their motor, sensory, emotional, and intellectual skills, they learn to form relationships; they develop into students. They discover the universe of the written word.

The kindergarten encourages the development of all the young children they receive by responding to their individual needs. It widens their sphere of relationships and allows them to discover games, to investigate, to create things freely or with guidance, to participate in a rich and varied range of exercises which will contribute to forming their personality and to their cultural awakening.

It allows each child the time to settle in, observe, imitate, carry out tasks, investigate; ensuring all the while their interest doesn't flag and they don't tire. It stimulates their desire to learn and increases the opportunity of widening their experience and enriching their understanding. Kindergarten revolves around the children's need to be active, their delight in games, their curiosity and natural propensity to model themselves on adults and others, the satisfaction in being able to overcome difficulties and succeed.

The activities proposed in kindergarten must offer multiple opportunities for sensorial and motor skill experiences in total safety. The organization of time in the kindergarten respects the needs and biological rhythms of the children while offering carefully planned and well-implemented activities; while it is more flexible with the youngest children, time management becomes more rigorous as they get older. The *projet d'école* (school's development plan) guarantees continuity between the kindergarten and the primary school of which the *Grande Section*, which is both a kindergarten class and also the first year of the Basic Learning Cycle, is the pivotal point. The plan is designed and put into place in liaison with the primary school and can be the same for both sections. The support and participation of parents in the school's development plan and more broadly in school life, is desirable.

The programme of the kindergarten, without hourly curricular requirements, presents major domains of activity to be covered over the three years which precede the start of compulsory schooling; it fixes the objectives to be attained and the skills to acquire before the passage into primary school. In implementing the programme, the developmental stages and rhythm of the child must be taken into account.

The kindergarten has an essential role in identifying and preventing problems or difficulties, a role that it must fully assume, especially in regards to specific language difficulties.



## **ACQUIRING LANGUAGE**

Oral language is the pivot of all learning in the kindergarten. The children express themselves and make themselves understood through language. They learn to listen carefully to the messages addressed to them, to understand them and respond to them. In exchanges with the teacher and their friends, in all activities and, later, in specific teaching sessions, they acquire new words daily, they are given precise meanings of the words, they gradually acquire the syntax of the French language (order of words in a sentence).

Their vocabulary will be enriched and they will be introduced to the varied and rich uses of the language (questioning, telling, explaining, thinking) through use of the language in all other activities.

### **Discussion, expression**

The children learn to converse, firstly through the intermediary of an adult, in situations which concern them directly: they express their needs, talk about their discoveries, and ask questions; they listen to and reply to requests. They name things which surround them and discuss their accomplishments accurately.

Gradually, they learn to participate in a group discussion, wait for their turn to speak and keep to the topic.

They recite nursery rhymes with expression and sing songs which they have memorized. They learn little by little to communicate about less immediate realities; they become aware of what they have observed or experienced, talk about events to come, tell stories they have invented, rephrase the main points of a statement they have heard. They gradually acquire the elements of language which are necessary to be understood, that is to say: to name the people concerned correctly, show links between facts, express relationships in time by correct use of tense and pertinent words or expressions, situate things or scenes and describe movements appropriately.

### **Comprehension**

Special attention is paid to comprehension which, more than expression, is at this age closely linked to the general abilities of the child.

Children learn to make the distinction between a question, a promise, an order, a refusal, an explanation, an account. They appreciate the particular purpose of instructions given by the teacher and understand the common terms used within this context.

Children learn to understand a friend who speaks about subjects unfamiliar to them, an adult speaker, whom they may or may not know, who shares new information. As a result of hearing classic or modern stories or tales adapted to their age group, they are able to understand longer and more and more complex accounts and learn to tell them themselves.

### **Learning to master the French language**

By manipulating language and listening to texts read to them, children learn the rules which govern the structure of a sentence; they learn the usual order of words in French. At the end of kindergarten, they use, in an adapted manner, the main classes of words (articles, nouns, verbs, adjectives, adverbs, prepositions) and can formulate complex phrases. They gradually learn to expand their sentences into statements, very short accounts and explanations.

Each day, in the different domains of activities, and as a result of stories that the teacher tells or reads, children hear new words, but this simple exposure is not enough for them to memorize them. Acquiring vocabulary demands specific lesson sequences with regular activities of classification and memorization of words. They will recycle acquired vocabulary; infer meaning of unknown words from the context. In relation to these activities and readings, the teacher will introduce new words each week (an increasing number during the year and from year to year), to enrich the vocabulary associated with the activities. Children also learn vocabulary (nouns, verbs, adjectives, adverbs, prepositions) which allows them not only to understand what they hear (who is doing what? to whom? where? when? how?) but also to converse and express their thoughts competently and clearly in a school situation.



These crucial acquisitions are made possible by the attention that teachers pay to each child, supplying the precise words, encouraging their attempts, rephrasing their efforts, so allowing them to hear correct models. Teachers must make sure also they exclude all approximations in oral language for their young students; it is as a result of children hearing well-constructed sentences with precise vocabulary that they are able to progress in their own mastery of oral language.

**At the end of kindergarten, children can:**

- understand a message and act or reply accordingly;
- name an object, a person or action relating to everyday life precisely;
- formulate, and make understood, a description or a question;
- describe, and make understood an incident previously unknown to the listener, or an invented story;
- take the initiative in asking questions or expressing their point of view.



## **DISCOVERING WRITING**

The kindergarten introduces the children gradually to basic learning skills. Oral expression and the activities associated with it, in particular the lesson sequences dedicated to vocabulary acquisition, the numerous occasions when they listen to stories that the teacher recounts then reads and the production of writing recorded by the teacher, prepare the children to begin reading and writing. Through three key activities (work on the sounds of words, acquisition of the alphabet and the manual skills for writing), the kindergarten contributes significantly to the systematic learning of reading and writing which will begin in *CP*.

### **1. Becoming familiar with the written word**

#### **Discovering written models**

Children discover the social applications of writing by comparing the most frequent examples in and out of school (posters, books, papers, magazines, screens, signs...). They learn to name them correctly and understand their purpose. They examine and handle books, start to become familiar with what can be found on a page or a cover.

#### **Discovering written language**

Children are familiarized little by little with written French through daily readings of texts by the teacher. So that they understand the specificity of the written word, these texts are chosen for the quality of language, (accuracy of syntax, precise and varied vocabulary which is used appropriately) and the special way in which they illustrate the literary genres to which they belong, (stories, legends, fables, poems, examples of children's literature). Thus, throughout kindergarten, children are offered the opportunity to become acquainted with works of heritage literature and to absorb them. They become attuned to unusual phraseology; their curiosity is stimulated by questions asked by the teacher who will draw their attention to new words or turns of phrase that they will use again in other activities. After listening to the narration, the children reformulate what they have understood; query what is still unclear to them. They are encouraged to memorize sentences or short extracts of texts.

#### **Contributing to written texts**

Children will contribute to writing texts, an activity which offers a genuine opportunity to show evidence of what has been done, observed or learnt. They learn to dictate a text to an adult who will lead them, by their questions, to become aware of the requirements linked to making an enunciation. They therefore learn to be in command of their choice of words and syntactical structure better. At the end of kindergarten, they know how to transform a spontaneous enunciation into a text that an adult will write down as they dictate.

#### **At the end of kindergarten children can:**

- identify the main purposes of the written word;
- listen to and understand a text read by an adult;
- know some heritage texts, mainly traditional stories;
- make an enunciation in an adapted form so that it can be written down by an adult.

### **2. Preparing to learn to read and write**

#### **Distinguishing the sounds of words**

Children discover early on the pleasure of playing with words and the sounds of the language. They emphasize syllables, then manipulate them (taking out a syllable, recombining several syllables in another order...). They can distinguish the same syllable in several words and say where it is situated in the word (initial, medial, final position).



Gradually they will be able identify sounds and perform a wide range of actions on the components of the language (localize, substitute, invert, add, combine...). The teacher must set up the progression for these demanding oral activities very carefully in the light of their very abstract characteristics.

### **Starting to learn the alphabet**

Children become acquainted with the correlation between oral and written language; in this regard, the frequent use of picture dictionaries, alphabet books, where words are matched with pictures, should be encouraged. As a result of being presented with familiar examples (date, title of a story or a rhyme) or very short sentences, children understand that the written word is a succession of words where every written word corresponds to an oral word.

They discover that the words they say or hear are made up of syllables; they relate letters to sounds. The discrimination of sounds becomes more and more exact. They gradually learn the name of most of the letters of the alphabet that they can recognize in printed characters and in cursive writing, although knowledge of the alphabet in its traditional order is not required at this stage. They will associate some letters with their sound and name them when it is appropriate. Children learn, therefore, the rudiments of the alphabet, without it being necessary to work on all areas.

### **Learning the manual skills for writing**

Children study and reproduce graphic symbols daily, not only as a preparation for writing but so as to acquire the most adept and efficient manual skills possible. Learning to write depends on skills that are developed by written activities (single, curved, continuous line series...), but also requires particular competence in recognizing the characteristics of letters.

All children learn cursive writing in *Grande Section*, as soon as they are able; the work is closely supervised so that they establish good habits in the quality of their written production and are able to write with ease.

### **At the end of kindergarten children can:**

- differentiate sounds;
- distinguish the syllables of a spoken word; recognize the same syllable in several statements;
- match the words of a short statement orally and in writing;
- recognize and write most of the letters of the alphabet;
- relate sounds to letters;
- copy in cursive writing, short, simple words where the relationship of letters to sounds has been studied, with guidance from the teacher;
- write their name in cursive writing.



## **BECOMING A STUDENT**

The aim is to teach children to recognize their individuality, to be recognized as a person, to live collectively with others, to follow the rules of collective life, to understand what school is and what their place is in school. Becoming a student relies on a gradual process which calls for the teacher to be both flexible and exacting.

### **Living together: learning the rules of courtesy and the principles of moral behaviour**

Children discover the richness and the constraints of the group to which they belong. They feel the pleasure of being accepted and recognized, they learn progressively to make their school-friends feel welcome also.

The collective dimension of the kindergarten is an appropriate place for the children to learn to converse with each other and with adults and take their place in the discussions. Children must be given the opportunity to observe the rules of courtesy and good manners, such as greeting the teacher at the beginning and end of the day, replying to questions, thanking someone who helps them and not interrupting others who are speaking.

Particular attention will be paid to the moral foundations of these rules of behaviour, such as respect for others and their property, the obligation to follow the rules set down by adults and also respect for the child's word.

### **Cooperating and becoming independent**

By participating in games, in a ring, in groups, chanting rhymes or listening to stories, working on common projects etc., children learn to enjoy group activities and to cooperate. They become interested in others and can work together with them. They learn to be responsible in the classroom and show initiative. They become involved in a group project or an activity, and become resourceful; they also learn independence, effort and perseverance.

### **Understanding what school is**

Children must understand the rules of the school community progressively, the definition of school, what is done there, what is expected of them, what is learnt at school and why it is learnt. They learn to differentiate between parents and teachers.

Gradually, they accept the collective rhythm of activities and learn to put aside their own interests. They understand the importance of collective instructions. They learn to ask questions or ask for help to succeed in what is demanded of them. They establish how the concrete activities they participate in relate to what they learn from them (we do this to learn, to know how to do it better). They acquire objective references to evaluate their achievements; at the end of kindergarten, they can identify mistakes in their work or their friends' work. They learn to be attentive for longer. They discover how certain school activities are linked to those of everyday life.

#### **At the end of kindergarten the children can:**

- respect others and respect the rules of community life;
- listen, help, cooperate; ask for help;
- have self-confidence; control their emotions;
- identify adults and their role;
- carry out simple tasks independently and participate in school activities;
- talk about what they are learning.



## ACTING AND EXPRESSING THEMSELVES THROUGH THEIR BODIES

Physical education and physical experiences contribute to the motor, sensorial, emotional and intellectual development of the child. They give the opportunity of exploring, expressing themselves, of being active in a familiar environment, then gradually, in a more unknown one. They help them to become familiar with their environment.

Children discover their physical ability, they learn to perform in total safety while taking calculated risks, to put in effort and control their energy. They express what they feel, can name activities and the objects handled or used and say what they would like to do.

The teachers ensure they set up situations and activities which can be built on from year to year, which are progressively complex; they make sure that the children have enough practice to progress and make them aware of new accomplishments.

**As they practise free or guided physical activities** in different environments, the children develop their motor skills in movement: (running, crawling, jumping, rolling, sliding, climbing, swimming...), balance, manipulation (shaking, pulling, pushing) or propelling and receiving objects (throwing, catching). Ball games, opposition and games of skill complete these activities. Children learn to coordinate their activities and join them in sequence. They adapt their motor skills to achieve efficiency and precision according to the skill.

**Through participating in activities which have rules**, they develop their ability to adapt and cooperate; they understand and accept the advantages and the constraints of collective activities.

**Activities of expression with artistic theme** – in a circle, dancing games, mime, dance, allow expression through acquired skills and, at the same time, development of the imagination.

As a result of diverse activities, the children become aware of their bodies in relation to space. They recognize: in front, behind, above, below, then right and left, near and far. They learn to negotiate a course set up by the teacher or suggested by them; they describe and demonstrate these movements.

### **At the end of kindergarten the children can:**

- adapt their movements to environments or different constraints;
- cooperate and oppose each other individually or collectively; accept collective constraints;
- express themselves with or without musical beat, with or without equipment; express feelings and emotions through gesture and movement;
- be familiar with their environment and move about in it;
- describe or negotiate a simple course.



## DISCOVERING THE WORLD

In the kindergarten, children discover the world around them; they work out where they stand and where they are coming from in time and place. They observe, they ask questions and become more rational in the formulation of their questions. They learn to adopt a point of view other than their own and this move towards logical thinking allows them to develop their ability to reason. They become capable of counting, classifying, ordering and describing, as they learn specific vocabulary and different forms of representation (drawings, diagrams). They start to understand what distinguishes the living from the non-living (matter, objects).

### Learning about objects

Children learn about common technical devices (torch, telephone, computer...) and understand their usage and function: what they are used for and how they are used. They become aware of the danger of certain objects.

They fabricate things, using a range of materials and choose tools and techniques adapted to the project (cutting, sticking, folding, assembling, nailing together, putting together and taking apart...).

### Learning about matter

Children learn to recognize the basic characteristics of matter by cutting, modelling, assembling, using common materials like wood, earth, paper, cardboard, water etc.,

They also discover intangible realities such as the existence of air and start to observe how water can change its state.

### Learning about living things

Children observe different forms of life. Keeping animals and growing plants and vegetables are a valuable way of learning about life cycles which comprise birth, growth, reproduction, aging and death.

They discover the parts of the body and the five senses: their characteristics and their functions. They pay attention to hygiene and health, especially nutrition. They learn the basic rules of physical hygiene.

They become sensitive to the problems of the environment and learn to respect life.

### Learning about shape and size

As they handle a range of different objects, children differentiate simple properties (small/big; heavy/light). Gradually, they manage to distinguish several criteria, to compare and to classify according to form, size, weight, capacity.

### First experience with quantities and numbers

The kindergarten is a decisive time in the acquisition of the sequence of numbers (number chain) and its use in the procedures of quantification. Children learn about and understand the functions of numbers, in particular, how they represent quantity and how ordinal numbers can be used to rank position.

The activities proposed to the youngest children (sharing out, comparisons, matching...) lead them to go beyond a general intuitive approach to counting sets of objects. The child's subsequent questions (how, why etc.) and use of correct vocabulary, including number words, helps them and the teacher to become aware of what they have learnt. Progressively, the children are able to repeat the number list to at least 30 and learn to use it to count.

From the beginning, numbers are used in activities where they have meaning and lead effectively to a goal: games, class activities, comparison problems set by the teacher, adding to something, collecting, distributing, and sharing. The size of the sets **and whether they are able to execute an instruction on sets of objects** are the important variables that the teacher uses to adapt activities to everyone's ability.

At the end of kindergarten problems are a first introduction into the universe of arithmetic but it is only in *CP* where they learn mathematical symbols (signs of operations, the 'equals' sign) and techniques.



Learning the written form of numbers which follows is introduced in concrete situations (with a calendar for example) or games (navigating a numbered course). Children establish a first correlation between the oral term for the number and the written; their performance is still inconsistent at this stage, but it is important that everyone has embarked this learning process. Learning how to write numbers is done with the same thoroughness as with lettering.

### **Understanding time**

Children comprehend very gradually as a result of the regular pattern of the timetable, the evolution of time in the day, then of days and months. At the end of kindergarten, they understand the cyclical aspects of certain phenomena (the seasons) or representations of time (the week, the month). The notion of simultaneity is brought up in activities or well-known stories; representation (drawings, pictures) helps to clarify it.

From the *Petite Section*, the children use calendars, clocks, timers to familiarize themselves with chronology and measure periods of time. This understanding is still limited, however, and will be developed in *CP*. Through stories of events in the past, examining familiar heritage pieces (items kept in the family...), they learn to distinguish the present from the near past and from the more distant past, although this is still difficult for them.

All these acquisitions require precise vocabulary to be learnt, which, through repetition, in particular through following rituals, will lead them to develop understanding.

### **Understanding place**

Throughout kindergarten, children learn to find their way around in the school area and in their immediate environment. They manage to find their bearings in relation to objects or other people, to situate objects or people one in relation to another or in relation to other references, which presumes a change of focus in adopting a point of view other than their own. At the end of kindergarten, they can distinguish their left from their right.

Children are asked to follow a range of instructions and show understanding of them (accounts, graphic representations).

Of particular importance are activities where they have to switch attention from the horizontal plane to the vertical or the vice versa, and keep the relative positions of objects or elements in mind. These activities prepare for orientation in the written sense. Learning to write on a line on a page or a piece of paper is studied in conjunction with reading and writing.

### **At the end of kindergarten children can:**

- recognize, name, describe, compare, arrange and classify materials or objects according to their qualities and usages;
- know some features of animal and plant life, understand the major processes: growth, nutrition, movement, reproduction;
- name the main parts of the human body and their purpose; distinguish the five senses and their function;
- know and apply some rules personal hygiene, nutrition and respect for their surroundings;
- be aware of danger and exercise caution;
- use references relating to days, weeks and the year;
- situate events in relation to others;
- draw a circle, a square, a triangle;
- compare quantities, resolve problems relating to quantities;
- memorize a sequence of numbers at least to 30;
- count a quantity orally in sequence using known numbers;
- match the name of a known number with the written figure;
- orient themselves in their environment and situate objects in relation to themselves;
- work within the confines of a page;
- understand and use vocabulary appropriately relating to orientation and relationships in time and place.



## OBSERVING, FEELING, IMAGINING, CREATING

The kindergarten will raise artistic awareness in the children. Visual, tactile, auditory and vocal activities increase the sensorial capacities of the child. They will use their imagination and enrich their knowledge and capacities of expression; the activities contribute to developing their faculties of attention and concentration. They offer an opportunity of familiarizing the children, by listening and observing, with the most varied range of artistic expression possible; they feel emotion and acquire first references in the universe of creation.

These activities can be linked with other areas of learning: they satisfy curiosity in learning about the world; they allow the child to exercise their motor skills; they encourage them to express their reactions, tastes and choices in discussions with others.

**Drawing and craft activities** (making things) are the main methods of expression.

The children experiment with different materials, supports and techniques of drawing. They discover, use and create images and things of different natures. They fabricate and construct using paint, glued paper and collage in relief, assemblage, modelling...

In this context, the teacher helps the children to express what they see, to fashion their projects and creations; they encourage them to use specific vocabulary in producing their work. They encourage them to begin a personal collection of objects with aesthetic and emotional value.

**The voice and listening** are a very early means of communication and form of expression that the children discover while playing with sounds, singing, moving.

For activities using the voice, they learn a repertoire of rhymes and songs based on oral tradition as well as work from contemporary writers; this repertoire is expanded each year. Children sing for pleasure, to accompany other activities; they learn to sing in chorus. They invent songs and experiment with their voice, with noises, with rhythms.

Structured listening activities refine the attention span, develop sensitivity, allow them to distinguish sounds and develop auditory memory. Children listen for pleasure, to reproduce sounds, in movement; in play... they learn to characterize tone, intensity, duration and pitch by comparison and imitation and to describe these characteristics. They listen to a wide range of musical works. They discover for new sound possibilities experimenting with instruments. They gradually master rhythm and tempo.

### **At the end of kindergarten the children can:**

- adapt their skills to particular pieces of equipment (instruments, supports, materials);
- use drawing as a means of expression and representation;
- create a two- or three-dimensional piece of work according to their choice;
- study and describe some heritage works, build up a collection;
- memorize and interpret songs and rhymes;
- listen to a musical extract or a production, then express their feelings and discuss with others to give their impressions.



## THE BASIC LEARNING CYCLE – PROGRAMME FOR CP AND CE1

The Basic Learning Cycle begins in the last year of the kindergarten (*Grande Section*) and the same pedagogic approaches are employed throughout the cycle. This cycle continues into the two first years of the primary school, in *CP* (Grade 1) and in *CE1* (Grade 2).

Learning to read, write and learning the French language, the knowledge and understanding of numbers, writing numbers in figures (decimal numeration) and arithmetic using small quantities are a priority in terms of teaching objectives in *CP* and *CE1*. Whatever the activity to be conducted, the primary and constant consideration will be achievement in these domains.

Physical education and sports have an important place in the school activities of this cycle. The first introduction to science, the first reflections on history and civic education all open the children's minds to the world and help to build a culture common for all students.

Art education encourages the students' artistic expression and they are also given direct exposure to works of art, which will serve as an initiation into the history of art.

All teaching will contribute to the acquisition of The Common Base of Knowledge and Skills.

Constant vigilance is required regarding quality in the presentation of their work, manual skills, working posture, the tools of school work.

The projects of each school will determine how the kindergarten and the primary school harmonize their programmes. The programming of activities must be thought out in terms of continuity: the *CP* teachers will build on the kindergarten teachers' work and on what the children have already acquired. Teaching in French and in Mathematics will follow yearly progressions as included with this programme.

## FRENCH

At the end of *Grande Section* in the kindergarten, children have largely increased their vocabulary; they are capable of expressing themselves, listening to others and speaking in front of a group. They will be able to understand a story when read by an adult, to distinguish the sounds of the language clearly and the signs that represent them in writing. In the first year of primary school (*Cours Préparatoire*), children learn to read by deciphering and identifying words and by the progressive acquisition of the knowledge and skills necessary for the understanding of texts. The alphabet must be worked on systematically from the beginning of the year. Reading and writing texts are mutually reinforced throughout the cycle when they are taken together, learning words, sentences and texts. They are supported by oral practice of language and the acquisition of vocabulary; and accompanied by an initiation into grammar and spelling.

Students gradually learn to master the gestures of cursive handwriting: using correct written forms, how to link the letters, accents, spaces between the words, punctuation and capital letters.

### 1. Oral Language

In the Basic Learning Cycle, students continue to develop their oral language: to respect the organization of the sentence, to express the relationships of cause and effect, time and place (why? when? where?); to conjugate verbs more accurately, to expand their vocabulary; to participate orally for longer and in a better organized way, while at the same time respecting the subjects dealt with and the rules of communication.

They are trained to listen to and understand texts that the teacher reads, to identify the central points of the text and to ask questions.

Recitation serves first of all to develop oral language, and then develops the acquisition of written language as well as cultural awareness and literary sensitivity. The students are required to recite rhymes, texts in prose and poems from memory, without errors, with the appropriate rhythm or intonation.



## 2. Reading, writing

From *Cours Préparatoire* (Grade 1) the students practice independently deciphering and reading words which are already known to them. The link between reading and writing is essential to this learning. This training progressively leads the student to read more easily and faster (decoding, identification of meaning). In *Cours Élémentaire 1* (Grade 2) longer and more varied texts, comprising more complex sentences, are presented progressively to the students.

Knowing how to decipher and comprehend the meaning of words is not enough to read a sentence or text; students also learn to understand through the organization of a sentence or text that they are reading. They will acquire the vocabulary and knowledge necessary to understand the texts that they are assigned. Using a good-quality text book is essential for success in this delicate area of teaching. Through the reading of texts reflecting cultural heritage and works intended for young children, including poetry, the child is able to make an initial appreciation of literary culture.

Students learn to compose a short text independently: to research and organize ideas, choose vocabulary, construct and connect sentences, to pay attention to spelling. They learn to use the computer, to type and use an electronic dictionary.

## 3. Vocabulary

Through specific activities in class, but also in all teaching, the student acquires new words daily. In expanding their vocabulary, they increase their ability to function in the world that surrounds them, to put their experiences, opinions and feelings into words, to understand what they hear and read and express themselves in a precise manner, orally as well as in writing. Activities of classification through generic terms, an initiation into the usage of synonyms and antonyms, the discovery of word families and a first familiarization with the dictionary will facilitate understanding, memorization and word use.

## 4. Grammar

The first study of grammar concerns the simple sentence. Punctuation marks and their usage are identified and studied. The students learn to identify a sentence, verb, noun, article, qualifying adjective, personal pronouns (subject forms). They learn to locate the verb in a sentence and its subject.

Students distinguish the present, future and past tenses. They learn to conjugate the most frequently used verbs from the 1<sup>st</sup> group, *être*, *avoir*, in the four tenses most used in the indicative: the present, future, past continuous, and the compound past tense (*passé composé*). They learn to conjugate the verbs *faire*, *aller*, *dire*, *venir*, in the present indicative.

The knowledge of gender and of number and how they are used will be acquired at the end of CE1.

## 5. Spelling

The students begin to write by recognizing how letters and sounds correspond and the rules relative to the value of letters (s, c, g), to copy a short text without mistakes, and to write down accurately words they have memorized. In relation to their initiation into grammar, they are trained to spell conjugated forms correctly, to respect the agreement between subject and verb, as well as the agreements in gender and in number in noun phrases and to use full stops and capital letters in the correct place.

In CP and in CE1, the students' spelling is developed and methods of improving it are progressively put in place.



## MATHEMATICS

Learning Mathematics develops imagination, rigour and precision as well as reasoning ability. Proficiency in numbers and arithmetic is the main priority in *CP* and *CE1*. Students gradually learn to solve problems which contribute to their understanding of mathematical operations. At the same time, regular practice in mental arithmetic is essential. They start to acquire automatic reflexes. Acquiring mathematical mechanisms can only be achieved with an understanding of the process.

### 1. Numbers and arithmetic

Students learn decimal numeration up to 1000. They count sets, work out the sequence of numbers, compare and put them in order.

They memorize addition and multiplication tables (by 2, 3, 4 and 5), learn techniques for addition and subtraction, how to multiply and how to solve problems using these operations. Grouping and sharing problems are a first introduction to division for numbers under 100.

Daily training in mental arithmetic helps deepen knowledge of numbers and their characteristics.

### 2. Geometry

Students enrich their knowledge on the subject of position and location. They learn to recognize and describe planes and solids. They use instruments and techniques to reproduce or draw plane figures. They learn to use specific vocabulary.

### 3. Size and measurement

Students learn about and compare common units of length (m and cm; km and m), weight (kg and g), capacity (litres), time (hours, half-hours) and money (euros, centimes). They begin to solve problems regarding length, mass, length of time or cost.

### 4. Organization and management of data

Students will gradually learn to use common charts: tables, graphs.

## PHYSICAL EDUCATION AND SPORTS

Physical education aims to develop motor skills and offers a first initiation into physical, sports and artistic activities. These activities fulfil the basic human need to move about, are enjoyable and also encourage effort and perseverance. Students learn to know themselves and others better and also learn to look after their health. Activities are organized over the two years of the cycle and local resources are exploited.

### Performance skills

- Athletics: running fast, long-distance running, negotiating obstacles, high jump and long jump, throwing far.
- Swimming: being able to swim 15 metres.

### Adapting movement to different types of environment

- Climbing activities: climbing to a height of 3 m and descending (rock climbing wall).
- Water sports: going underwater, swimming underwater, floating.
- Rolling and sliding activities: covering a simple course on roller blades or bicycle.
- Orientation activities: locating markers in a known environment.



### **Individual and team activities involving cooperation and opposition**

- Wrestling games: blocking an opponent.
- Racquet games: achieving several returns.
- Traditional games and team games with or without a ball: cooperating with partners to face opponents as a team, respecting the rules, taking on different roles (attack, defense, referee).

### **Creating and performing expressive, artistic or aesthetic activities**

- Dance: Communicating emotions through physical expression with a short choreographed piece (3 to 5 elements), with different sound supports.
- Gymnastics: achieving a sequence of 2 or 3 'acrobatic' acts on various pieces of apparatus (bars, the beam and cushioned mat).

## **MODERN LANGUAGES**

Students discover the existence of different languages very early on, in their environment, as well as abroad. From *CP* onwards there is an oral introduction to a modern foreign language. In *CE1* both oral and written activities are included in foreign language teaching with emphasis on comprehension and oral expression.

The learning of a language requires regular practice and memory training from the beginning. This demands curiosity, the ability to listen, attentiveness, willingness to learn by heart, confidence in oneself in the use of another language.

Students distinguish the melody and accents of another language; they discover and acquire vocabulary relating to the person and everyday life; they start to use terms that they have memorized. Specific programmes should be referred to concerning progressions for each modern foreign or regional language.

## **DISCOVERING THE WORLD**

In *CP* and *CE1* students are able to access knowledge more easily due to their skills in reading and mathematics. They acquire references in time and place, gain knowledge about the world and master specific corresponding vocabulary. They go beyond their initial perceptions by observation and manipulation.

Students begin to acquire the elements of the IT and Internet Proficiency Certificate (B2i). They use and learn about the basic functions of a computer.

### **1. Finding one's bearings in place and time**

Students discover and start to enlarge on their basic concept of familiar surroundings: the classroom, school, neighbourhood, village and town. They compare these familiar settings with other settings and more distant places. They study common forms of portrayal of their world (photographs, maps, world maps, a globe).

Students learn to understand how day and night, weeks, months and seasons alternate. They orientate themselves through the use of instruments: the calendar, the clock. They learn about and memorize more distant points in time: dates and famous names in French history; they become aware of how ways of life evolve.

### **2. Discovering the living world, matter and objects**

Students identify characteristics of living things: birth, growth and reproduction; nutrition and dietary regimes of animals. They learn rules of hygiene and personal and collective safety. They understand how living things interact with their environment and how to respect their environment.

They distinguish between solids and liquids and observe the changing states of matter. They produce basic models and simple electric circuits to understand how an electrical device works.



## **ART AND THE HISTORY OF ART**

The students' artistic sensibility and expression are developed by art activities, but also by cultural references linked to the history of art.

They also learn to use precise vocabulary which allows them to express what they feel, their emotions, their preferences and their tastes. A first introduction to works of art will lead them to observe, listen, describe and compare.

### **1. Visual Arts**

Visual arts include the fine arts, cinema, photography, design and digital art. Teaching visual arts requires regular and diversified practice in modelling, drawing and producing fixed or mobile images. Traditional techniques (painting, drawing) or more contemporary ones (digital photography, cinema, video, computer graphics) are used as well as simple amalgamation procedures: overlays and drawing, collage and montage). These activities are created two-dimensionally as well as three-dimensionally, using tools, manual techniques, and different media and support materials. Students are led to express what they observe, to imagine and create their own projects and their own artwork using appropriate vocabulary.

### **2. Musical Education**

Musical education in *CP* and *CE1* is based on learning a repertoire of approximately 10 rhymes or songs and listening to excerpts of various works. It will aim to teach students to sing with tonal accuracy, in rhythm, using their voice and breath properly and articulating correctly, to respect the requirements of group singing; to recognize very simple musical characteristics concerning melodic themes, rhythms and tempo, pitch and timbre. They start to recognize the main families of instruments.

In musical education as in visual arts, to develop knowledge of the history of art, students are given a first introduction to notable musical works appropriate to their level of appreciation. Depending on where they live, monuments, museums, art studios or shows will be explored.

## **CIVIC AND MORAL EDUCATION**

Students learn manners and socialization. They gradually become more responsible and independent.

1. They learn moral principles, which can be presented by way of illustrated maxims and explained by the teacher in the course of the day: "One man's rights end where another man's begin." "Do unto others what you would have them do unto you" etc. They will become aware of the notions of rights and obligations.

2. They deepen their understanding of the rules of collective living begun in the kindergarten: such as formulas of politeness or when to use "vous". They observe social customs of courtesy (e.g. listening when others are speaking, standing up when an adult comes into the classroom and helping in the classroom (giving out and putting away materials).

3. They study health and safety education. They are made aware of risks linked to using the internet. They will be given appropriate information regarding different forms of abuse.

4. They learn to recognize and respect the emblems and symbols of the French Republic (La Marseillaise, the French flag, Marianne, the motto "Liberty, Equality, Fraternity").



**FIRST STAGE FOR THE MASTERY OF THE COMMON BASE OF KNOWLEDGE AND SKILLS: SKILLS EXPECTED AT THE END OF CE1**

**Skill 1:**

**Mastery of the French language**

The students can:

- express themselves orally in a clear manner, and use appropriate vocabulary;
- read unaided, a text containing known and unknown words;
- read unaided and listen to heritage texts and major works of literature for young readers, adapted for their age group;
- read a statement or simple instruction;
- extract the theme from a paragraph or a short text;
- copy a short text without errors in well-presented, legible, cursive handwriting;
- write a dictated five-line text, using lexical, spelling and grammatical knowledge;
- use their knowledge to improve a short text;
- write a 5 to 10 line text independently;

**Skill 2**

**Using a modern foreign language**

The students can:

- understand and communicate simple messages relating to everyday life.

**Skill 3**

**The main elements of Mathematics, Science and Technology**

The students can:

- write, name, compare and put in order whole natural numbers up to 1000;
- calculate with addition, subtraction, multiplication;
- divide numbers up to 100 by 2 and by 5 (where the final result is a whole number);
- know and use tables of addition and multiplication by 2, 3, 4 and 5;
- calculate mentally using addition, subtraction and simple multiplication;
- situate an object relating to themselves or another object, giving and describing its position;
- recognize, name and describe common planes and solids;
- use a ruler and set square to draw a square, a rectangle, a triangle, a right-angle triangle, with care and precision;
- use common units of measurement: estimate measurement;
- display precision and care in drawings, measurements and calculations;
- solve very simple problems;
- observe and describe to carry out research;
- apply elementary safety rules to prevent the risk of household accidents.

**Skill 4**

**Mastering common information technology and communication skills**

The students are:

- starting to acquire knowledge of the digital environment.

**Skill 5**

**Humanities**

The students can:

- repeat from memory a number of texts in prose or short poems
- appreciate cultural practices from another country;
- distinguish between the recent past and a more distant past;
- express themselves through writing, song, dance, drawing, painting, three-dimensional creations (modelling, assemblage);
- distinguish specific major categories of artistic creation (music, dance, theatre, cinema, drawing, painting, sculpture);
- recognize visual or musical works studied in advance;



- provide a very simple definition of different artistic occupations (composer, director, actor, musician, dancer);

### **Skill 6**

#### **Social and civic skills**

The students can:

- recognize the emblems and symbols of the French Republic;
- respect others and the rules of collective life;
- play a game or team sport and respecting the rules;
- abide by conventions of courtesy with his or her friends, with adults at school and out of school, with the teacher in class;
- participate orally in a class discussion while respecting the rules of communication;
- call for help; go to find help from an adult;

### **Skill 7**

#### **Independence and initiative**

The students can:

- listen in order to understand, ask questions, repeat, complete a piece of work or an activity;
- exchange views, question, justify a point of view;
- work in a group, take part in a project;
- master a number of motor skills such as running, jumping, throwing;
- describe their close environment, orientate themselves there, find their way around in an specific way;
- apply the basic rules of hygiene.



## **THE CONSOLIDATION CYCLE – PROGRAMME FOR CE2, CM1 AND CM2**

Continuing on from the first years of the primary school, the main objectives from *CE2* to *CM2* are to master the French language as well as the basic elements of Mathematics.

Teaching in all subjects, however, contributes to the acquisition of the Common Base of Knowledge and Skills.

Understanding and expression in a modern foreign language will also be given particular attention.

Independence and personal initiative, necessary for school success, are developed progressively in all areas of activity and permit each child to gain self-assurance and efficiency.

They will regularly utilize Information and Communication Technology in Education (*T.I.C.E - Technologies de l'Information et de la Communication dans l'Enseignement*) as part of their studies towards the IT and Internet Proficiency Certificate (B2i).

Students are prepared so that they can continue their studies in the different branches of learning in secondary school successfully. Schools will arrange for links to be set up with the secondary school so that the students are better prepared for their arrival there.

French and Mathematics teaching follow yearly progressions, included in the present programme.

## **FRENCH**

Having all students master the French language precisely and clearly in oral and written expression is primarily a matter for French teaching, but also concerns all other areas of learning: Science, Mathematics, History, Geography, Physical Education and Art.

The progression for mastering the French language is based on a programme of reading and writing, vocabulary, grammar and spelling. A literature programme reinforces independence in the students' reading and writing.

The study of the French language (vocabulary, grammar and spelling) requires specific activities and sessions. It highlights the areas of expression, comprehension and composing texts.

Handwriting is practised daily, so that it becomes more and more even, quick and neat. Students learn to be constantly aware of the presentation of their school work, to present it in an organized manner, clearly and neatly, including, in time, the use of word-processing techniques.

Choosing good-quality text books for each area of French teaching is one factor in its success. All the knowledge acquired as a whole contributes to the building up of a common culture for the students.

### **1. Oral Language**

Students can listen to the teacher, ask questions, express their point of view, their feelings. They learn to speak in front of other students, to rephrase, sum up, tell a story, describe, explain their reasoning and present arguments.

In varied types of discussions they learn to respect the point of view of others, use precise vocabulary according to the level of language being used, to adapt their words to those they are speaking to and what is being expressed.

Regular work on recitation (memorization and diction) is done on both prose and poems.

The teacher gives considerable attention to the quality of oral language in all school activities.

### **2. Reading, writing**

Reading and writing are systematically linked: the students work on them daily, in French as well as in all other teaching areas.

Studying texts, particularly literary texts, aims to develop comprehension and to give confidence in learning to compose texts independently.



## **Reading**

Reading continues to be taught systematically:

- global recognition of words, easy recognition of uncommon and rare words, improvement in speed and efficiency in silent reading;
- understanding of sentences;
- understanding of school texts (wording of problems, instructions, text book exercises);
- understanding of instructive and non-fiction texts;
- understanding of literary texts (accounts, descriptions, dialogues, poems);

Students learn to understand the sense of a text by paraphrasing the essential and by answering questions related to it.

Understanding the text lies in identifying its main elements (for example, the subject of a non-fiction text, the characters and events in an account), and also in analyzing it in detail.

To do this they must pay particular attention to the distinctive traits which give coherence to a text: the title, the organization of sentences and paragraphs, the role of punctuation and linking words, the usage of pronouns, verbal tenses, lexical fields.

## **Literature**

The literature programme aims to give all students a repertoire of literary references appropriate for their age group, drawn from heritage works and from literature for young readers of yesterday and today; it also contributes to the building up of a common literary culture. Each year, students read unabridged works from different genres of childhood classics and from the list of literature for young readers that the Ministry of National Education publishes regularly. This regular reading programme is designed to develop the students' pleasure in reading.

Students reflect on what they read, express their reactions to it or their points of view and discuss these subjects with each other, explore the relationships between texts (authors, themes, feelings expressed, characters, events, how the text is situated in time and place, comic or tragic tone...). The different interpretations are always related back to the elements of the text which either confirm them or refute them.

## **Composing a text**

Composing texts is a regular and progressive part of learning: it is one of the priorities of the Consolidation Cycle. Students learn to narrate real facts, to describe, to explain a procedure, to justify a response, to invent stories, to summarize accounts, to write a poem, while respecting the rules of composition and writing. They are trained to draft, to correct, and to improve their writing, using vocabulary they have acquired, their knowledge of spelling and grammar as well as the tools available to them (text books, dictionaries, lists etc.).

## **3. Study of the French language**

### **Vocabulary**

The acquisition of vocabulary increases the students' capacity to function in the world which surrounds them, to give words to their experiences, opinions and feelings, to understand what they hear and read and to express themselves precisely and correctly, both in speaking and writing.

Specific activities and sessions are used to enlarge and structure the students' vocabulary, particularly from textual supports which have been carefully selected; the discovery, memorization and utilization of new words are accompanied by the study of the relationships between meaning and words.

This study is concerned with, on the one hand, associated meaning of words (synonymy, antonymy, polysemy, grouping words under generic terms, identifying different levels of the language), and on the other hand, on form and meaning (word families). It is concerned also with the grammatical identification of categories of words. They use a dictionary, either printed or digital, regularly.

All the branches of teaching add to the students' development and correct use of vocabulary. The teacher pays attention to the students' use of vocabulary in all school activities.



### Grammar

The ultimate aim of grammar is to further the understanding of texts read or heard, to improve expression with a view to guaranteeing accuracy, correct syntax and spelling. It is concerned almost exclusively with the simple sentence: the complex sentence is only studied in *CM2*.

Students progressively acquire grammatical vocabulary relating to the notions studied and use their knowledge in written activities.

### The sentence

- Knowledge and relevant use of declarative, interrogative, imperative, exclamative, affirmative or negative forms.
- Difference between the active and passive voice.
- Adequate use of common punctuation marks.

### Categories of words

- Identification, according to their nature, of the following words: verbs, nouns, determiners (definite and indefinite articles, possessive, demonstrative, interrogative determiners), qualitative adjectives, pronouns (personal, possessive, relative, demonstrative and interrogative), adverbs, prepositions.
- Adequate use of pronominal substitution, as well as coordinating conjunctions and other linking words (adverbs).

### Word function

- Identification of the verb, of its subject (proper noun, noun phrase or pronoun), and objects: direct, indirect and second, adverbial phrases (of place and time).
- Understanding of the notion of circumstance.
- Identification of the subject complement.
- Identification of elements of the noun phrase and their functions: determiner, qualifying attributive adjective, noun complement, relative clause noun complement).

### Verbs

- Knowledge of vocabulary relating to the understanding of conjugations.
- Identification of simple tenses in a text and tenses in the indicative, and understanding of how they are formed.
- First introduction to verb tenses and in particular the past tenses.
- Conjugation of verbs in the first and second groups, of *être* and *avoir* in the following indicative tenses: the present, future, past continuous, simple past, the compound past tense, (*passé composé*) the past perfect, the future perfect, the present conditional, the present imperative, the infinitive, present and past participles.
- Conjugation of *aller*, *dire*, *faire*, *pouvoir*, *partir*, *prendre*, *venir*, *voir*, *vouloir* in the following indicative tenses: the present, future, past continuous, simple past, the compound past tense, present conditional, the present imperative, the infinitive, the present and past participles.
- using the tenses studied correctly.

### Agreement

Knowledge and use of:

- rules and signs of agreement in the noun phrase: agreement in gender and number between the determiner, the noun and the qualifying adjective;
- the rules of agreement in number and person between the subject and verb;
- the rules of agreement of the past participle made with *être* (not including reflexive verbs) and *avoir* (in the case of the object coming after the verb).

### Clauses

- Distinction between simple and complex sentences; between independent clauses (coordinate and juxtaposed), main and subordinate clauses.



### Spelling

Constant attention is given to spelling. Regular copying practice, all forms of dictation and writing as well as a range of exercises ensures the knowledge is acquired: the application of these forms in numerous and varied activities will gradually lead the students to develop automatic reflexes when it comes to correct written forms. Students become accustomed to using appropriate tools.

### Grammatical spelling

- Students are trained to spell the conjugated forms of verbs studied correctly, to apply the rules of agreement learnt in grammar (see above), to distinguish the principal grammatical homophones (*à-a, où-ou...*)
- The distinctive characteristics of forms of the plural of certain nouns (*en-al, -eau, -eu, -ou; en -s, -x, -z*) and of certain adjectives (*en -al, -eau, -s, -x*) must be memorized.

### Lexical spelling

- Spelling: sound/symbol relationships including the how the sound of letters changes in relation to the vowels around them (*s/ss, c/ç, d/qu, g/gu/ge*) or due to the following consonant (*n* becomes *m* in front of *m, b* and *p*) is mastered.
  - The spelling of frequently-used words, in particular invariable words, as well as frequently-used words with accents, is memorized.
- Learning how to spell relies also on applying spelling rules or regular patterns in writing words (doubling consonants, silent letters and common word endings).

## MATHEMATICS

Mathematics develops research and reasoning, imagination and the capacity for abstract thought, rigour and precision.

From *CE2* to *CM2*, in the four areas of the programme, students enrich their knowledge, acquire new tools, and continue to learn to solve problems. They reinforce their skills in mental arithmetic. They acquire new automatic reflexes. Acquiring mathematical mechanisms can only be achieved with an understanding of the process.

The mastery of the main mathematical elements helps in everyday life situations and prepares the student for secondary school studies.

### 1. Numbers and arithmetic

The organized study of numbers goes up to a billion, but they may come across larger numbers.

#### Whole natural numbers

- principles of decimal numeration: value of figures according to their written position.
- oral and written designation of figures and letters.
- comparing and ordering numbers, situating numbers on a number line, use of the signs  $>$  and  $<$ .
- mathematical relationships between commonly used numbers: double, half, quadruple, quarter, triple, third..., the notion of multiple.

#### Decimals and fractions

- simple fractions and decimals: written conventions, situating them between two consecutive whole numbers, writing them as the sum of a whole and of a fraction inferior to 1, adding two decimal fractions or two fractions with the same denominator.
- decimal numbers: oral and written designations in figures, place values, process of transforming decimals with a comma to a fraction and vice-versa, comparing and ordering numbers, situating them on a number line, rounding up to the nearest whole number, tenth and hundredth.

#### Arithmetic

- **mental:** tables of addition and multiplication. Daily practice of mental arithmetic using the four operations furthers an understanding of numbers and their properties.
- **set out by hand:** an operational technique for each of the four operations is essential.



- **using a calculator:** the calculator is used in a defined way for the more complex calculations dealt with by the students.

**Problem-solving** based on real life situations permits a deeper knowledge of the numbers studied, reinforces the students' grasp of meaning and practice of operations, develops rigour and reasoning ability.

## 2. Geometry

The main objective of Geometry teaching from *CE2* to *CM2* is to permit students to go progressively beyond a basic recognition of objects to a study based on the use of line and measuring instruments.

**Geometric relationships and properties:** alignment, perpendicularity, parallelism, equal length of lines, axial symmetry, the midpoint of a segment.

**Using instruments and techniques:** a ruler, set square, compass, tracing paper, grid paper, dotted paper, folding.

**Planes:** a square, a rectangle, a rhombus, a parallelogram, triangles and their specific characteristics, circles.

- description, reproduction, construction

- specific vocabulary relating to these shapes: side, vertex, angle, diagonal, axis of symmetry, centre, radius, diameter.

- enlargement or reduction of planes, in line with their proportions

**Common solids:** cube, rectangular prism, cylinders, triangular prism, pyramid,

- recognition of these solids and study of patterns.

- specific vocabulary relating to these solids: vertex, edge, face.

**Problems** of reproducing or constructing diverse geometric shapes increase knowledge of common figures. They present the students with the opportunity to use specific vocabulary and procedures for measurement and drawing.

## 3. Size and measurement

**Length, mass and volume:** measurement, estimation, legal units of measurement of the metric system, calculating size, conversions, perimeter of a polygon, formulae for the perimeter of a square and rectangle, circumference of a circle, the volume of a rectangular prism.

**Area:** comparison of surfaces according to their area, common units of measurement, conversions; formulae for the area of a rectangle and triangle.

**Angles:** comparison, using an angle template and a set square; right angles, acute angles, obtuse angles.

**Time:** telling the time and reading a calendar.

**Length of time:** units of measurement for length of time, calculating duration of time between two given moments.

**Money:**

**Solving concrete problems** helps to consolidate knowledge and ability relating to units and measurement, and to give meaning to them. It will mean more realistic evaluations of measurement.

## 4. Organization and management of data

The ability to organize and manage data is developed by problem-solving related to everyday life or based on other subjects studied. It means gradually learning to sort and classify data, to read or produce tables and graphs and analyze them.

Proportionality is introduced through percentages, scales, conversion, enlarging or reducing figures. For this, several methods (in particular the so-called "rule of three") are used.



## **PHYSICAL EDUCATION AND SPORTS**

Physical education aims to develop motor skills and the practice of physical, sports and artistic activities. It contributes to health education by helping students to be more aware of their bodies, and to safety education by allowing them to take controlled risks. It encourages responsibility and independence, through the illustration of moral and social values (respect for rules, self-respect and respect of others). Activities are organized over the three year cycle and local resources are exploited.

### **Measuring one's performance (in distance, in time)**

- Athletics: running fast, long-distance running, running and negotiating obstacles, relay running, long jump, high jump, throwing.
- Swimming: being able to swim 30 metres.

### **Adapting movement to different types of environment**

- Climbing activities: climbing and descending a given path (rock climbing wall).
- Water sports: diving, swimming underwater, floating.
- Rolling and sliding activities: navigating a course of different moves on roller blades, bicycle or skis.
- Orientation activities: locating several markers in a semi-natural setting, using a map.

### **Individual and team activities involving cooperation and opposition**

- Wrestling games: bringing an opponent to the ground and immobilizing them.
- Racquet games: scoring points in a two-person match
- Team games (handball, basketball, football, rugby, volleyball): cooperating with partners to face opponents as a team, respecting the rules, taking on different roles (attack, defense, referee).

### **Creating and performing expressive, artistic or aesthetic activities**

- Dance: with several others create a dance sequence (at least 5 choreographed elements) to express through physical movement people, images, feelings and to communicate emotions with different sound supports.
- Gymnastics: creating and achieving a sequence of 4 or 5 'acrobatic' acts on various pieces of apparatus (bar, vault, the beam and mat).

## **MODERN LANGUAGES**

At the end of *CM2*, students must have acquired the skills necessary for basic communication as defined by level A1 of the Common European Framework of Reference for Languages, which is the principal reference document for the teaching, learning and evaluation of modern languages. From *CE2* onwards, oral activities in comprehension and expression are a priority. Students widen their vocabulary and the sounds of the language must be constantly reinforced: the accent, melody, rhythms of the language studied. In grammar, the objective is to use basic forms: simple sentences and coordinating conjunctions. They learn to spell the words learnt. Knowing something of the people's lifestyles in the country concerned will further enhance their understanding of other ways of life. Specific programmes should be referred to concerning progressions for each modern foreign or regional language.



## EXPERIMENTAL SCIENCE AND TECHNOLOGY

The objective of Experimental Science and Technology is to have the students understand and describe the real world, the world of nature and the man-made world, to act on this knowledge and to understand the changes brought about by human activity. The students learn to distinguish between fact and verifiable hypotheses on the one hand, opinions and beliefs on the other.

Observing, questioning, experimenting and practised argumentation, in the spirit of the French program for enquiry-based science education, (*La main à la pâte*), for example, are essential in order to attain these ends; which is why they focus on investigative procedures to acquire knowledge and skills which develop their curiosity, creativity, a critical mind and interest in scientific and technical progress.

The approach is one sensitive to nature and students learn to be responsible for the environment, the living world, health. They understand that sustainable development corresponds to the needs of this and future generations. In relation to the teaching of humanities and civic education, they learn to act on this perspective.

The students' work will display diverse written records, for example, in an observation workbook or experiment book.

### Earth and sky

The movement of the Earth (and planets) around the Sun, the Earth's rotation on its axis; the length of day and how it changes through the seasons.

The movement of the Moon around the Earth.

Light and shadow.

Volcanoes and earthquakes, the risks for human society.

### Matter

Water: a resource

- states and changes of state;
- the path of water in nature;
- maintaining water quality for use;

Air and air pollution.

Mixes and solutions.

Waste: reduction, reuse, recycling

### Energy

Simple examples of energy sources (fossil fuels and renewable energy).

Energy needs, consumption, and energy economy.

### Uniformity and diversity of living things

Introduction to biodiversity: investigating the differences between living species.

Introduction to uniformity of living things: investigating common points between living species.

Introduction to classifying living things: interpreting similarities and differences in terms of species.

### How living things behave

Stages of development of a living thing (animal or plant).

Conditions for development of animals or plants.

Methods of reproduction of living things.

### How the human body works and health

Physical movement (muscles, the bones of the skeleton, the joints).

First introduction to the role of nutrition: digestion, breathing and blood circulation.

Human reproduction and sex education.

Hygiene and health: beneficial or harmful behaviour, especially in the areas of sport, diet, sleep.



### **Living things and their environment**

How living things adapt to the conditions of their surroundings.  
Place and role of living things; the concept of food chains and food webs.  
Evolution of the environment shaped by man; the forest; the importance of biodiversity.

### **Technical devices**

Electric circuits supplied by batteries.  
Safety rules, dangers of electricity.  
Levers and balances, equilibrium  
Mechanical devices, transfer of movement.

## **HUMANITIES**

Humanist culture, its historic, geographic, artistic and civic dimensions, is nurtured with an introduction to the history of art. The Humanities open the students' minds to the diversity and evolution of civilizations, societies, territories, religions and the arts; they are given references in terms of time, space, culture and civics. Regular reading of literary works will also contribute to the development of the person and citizen.

### **History and Geography**

These give common references so that students understand where they come from and where they stand, to begin to understand the uniformity and complexity of the world. They inspire curiosity in the students, the ability to observe and think critically. The students will keep diverse written records, for example, summaries and chronological friezes, maps and sketches. The objectives of history and geography teaching in Cycle 3 contribute to the knowledge and skills that the students acquire progressively in the course of their compulsory schooling.

**Art** produced individually or collectively develops a sense of aesthetics, furthers expression, creativity, manual skills and helps students acquire work procedures and techniques. Studying the history of art enlightens and teaches the students sensibility and judgement as they study great works of art chronologically.

## **HISTORY AND GEOGRAPHY**

### **1. History**

The study of the following items allows students to identify and describe, in a simple fashion, the important periods of history which will be studied in secondary school. History is studied chronologically using factual accounts and studying heritage documents. These items do not, in any way, deal with all aspects of the themes of the programme but do ensure that the students will know the famous names or events representing each of these periods. The events and the personages indicated below in italics make up a list of essential references that the teacher will be able to use according to their teaching choices. Milestones in national history, they form the basis of a common culture. These references will be linked with those of the history of art.

#### **Prehistory**

The first traces of human life, the use of iron and the beginnings of agriculture, the appearance of art.

*Tautave man almost 500 000 years ago; Lascaus 17 000 years ago.*

#### **Antiquity**

The Gauls, the Romanization of Gaul and Christianity in the Gallic-Roman world.

*Julius Cesar and Vercingétorix; 52 B.C: the battle of Alésia.*

#### **The Middle Ages**

After the invasions, the birth and development of the kingdom of France.

Relationships between the lords and peasants, the role of the Church.



*496 : baptism of Clovis ; 800 : coronation of Charlemagne ; 987 : Hugues Capet, King of France ; Saint Louis ; Jeanne of Arc.*

#### **Modern Times**

The age of Discovery and the first colonial empires, the slave trade and slavery.

The Renaissance : the arts, scientific discoveries, Catholics and Protestants.

Louis XIV : an absolute monarch.

#### **The Enlightenment.**

*Gutenberg ; 1492 : Christopher Columbus in America ; François the First ; Copernicus ; Galileo ; Henri IV and the edict of Nantes ; Richelieu ; Louis XIV, Voltaire, Rousseau.*

#### **The French Revolution and the 19th Century**

The French Revolution and the first Empire: the desire for freedom, equality, the Terror, the great reforms of Napoleon Bonaparte.

France in a Europe of industrial and urban expansion: the age of factory work, of technical progress, of colonies and emigration.

The establishment of democracy and the Republic.

*Louis XVI ; 14 July 1789 : storming of the Bastille ; 26 August 1789 : Declaration of the Rights of Man and the Citizen ; 21 September 1792 : proclamation of the Republic ; 1804 : Napoléon 1st, French Emperor ; 1848 : male universal suffrage and abolition of slavery ; 1882 : Jules Ferry and free, compulsory secular schooling,; Pasteur ; Marie Curie ; 1905 : Law of Separation of Church and State.*

#### **The 20th Century and our Age**

##### **The violence of the 20th century:**

- the two world wars;

- the extermination of the Jews and the Roma people by the Nazis: a crime against humanity.

The scientific and technological revolution, consumer society.

The 5th Republic.

##### **The European Union.**

*1916 : Battle of Verdun ; Clemenceau ; 11 November 1918 : armistice of the First World War ; 18 June 1940 : call of General de Gaulle ; Jean Moulin ; 8 May 1945 : end of the Second World War in Europe ; 1945 : women's right to vote in France ; 1957 : treaty of Rome ; 1958 : Charles de Gaulle and the establishment of the 5<sup>th</sup> Republic ; 1989 : fall of the Berlin Wall ; 2002 : the Euro, European currency.*

## **2. Geography**

The objective of the Geography programme is to have students describe and understand how people live and manage their territories. Studies begin on a local and national scale; the aim is for the students to identify and learn the main characteristics of the geography of France within a European and world framework. They should regularly consult a globe and maps and study landscapes.

The Geography programme contributes to education in sustainable development as does the Science programme.

Essential references are mentioned in italic; they integrate and give structure to the programme of European and world geography. They can be used according to the teacher's choice.

#### **Local geographic realities in the region where the students live**

- the landscapes of villages, towns or districts, the movement of men and goods, the main economic activities;

- a subject of choice connected to sustainable development (in relation to the Experimental Science and Technology programme): water in the *commune* (needs and treatment) or waste (reducing and recycling) ;

- the *département* and the region.

*Study of maps.*



### **French territory in the European Union**

- the main types of landscapes;
- the diversity of French regions;
- the borders of France and the countries of the European Union.

*Principal characteristics of relief, water and climate in France and in Europe: study of maps.*

*The administrative divisions of France (départements, regions): study of maps.*

*The countries of the European Union: study of maps.*

### **French people in the European context**

- how the population is spread out in France and in Europe;
- the main cities of France and Europe.

*Distribution of the population and location of the main cities: study of maps.*

### **Travelling in France and Europe**

- an airport;
- the motorway network and the TGV network.

*The rapid railway network in Europe: study of maps.*

### **Production in France**

- four types of activity areas: an industrial-harbour zone, a service centre, an agricultural area and a tourism zone.

*Within the framework of sustainable development education, these four studies will inform students about resources, pollution, risks and risk prevention.*

### **France in the world**

- French territories in the world ;
- the French language in the world (in relation to the programme of Civic and Moral education).

*These two questions will relate to a study of the globe and world maps: the oceans and continents important relief lines of the planet, the main climatic zones, areas that are either dense or empty of population, poor and rich areas of the planet..*

The programme can be studied in the order of the presentation over three years. In *CE2* they can study “local geographic realities”; in *CM1*, “French territory in the European Union”, “the population of France and Europe” and “travelling in France and Europe”; *CM2* can be reserved for the sections “production in France”, “France in the world”.

## **ART AND THE HISTORY OF ART**

### **Art**

Artistic sensibility and the ability to express it are developed in the students by artistic practices, but also by studying diverse works of art of different genres, from different periods and places in the history of art.

#### **1. Visual arts**

Combining diversified activities and frequent exposure to ever more complex and varied works of art, the teaching of visual arts (fine arts, cinema, photography, design, digital art) develops the programme begun in Cycle 2. Teaching of this subject encourages expression and creativity. It leads to the acquisition of knowledge and specific techniques and allows the child to understand the notion of a work of art and to distinguish the consumable value from the aesthetic value of the articles studied. Regular and varied activities and references to works of art will therefore combine to contribute to the teaching of the history of art.

#### **2. Musical education**

Musical education is based on practices concerning the voice and listening: vocal games, a variety of songs sung in rounds and for 2 voices, small groups or as a choir. These vocal activities can be enriched with rhythmic games with a simple formula played on appropriate acoustic equipment. As a result of listening activities, the students are trained to compare musical



works, discover a variety of genres and styles relating to period and culture. Recognizing and identifying musical characteristics consolidates the work undertaken in *CP* and *CE1*. Vocal and listening activities also play a role in the teaching of the history of art.

## **HISTORY OF ART**

**The History of Art** acquaints the students with references to heritage works of art or contemporary art; these works are presented to them in relation to a certain period, a geographical area (based on chronological or geographical references acquired in history and in geography), a form of expression (drawing, painting, sculpture, architecture, applied arts, music, dance, cinema), and if needs be a technique (oil on canvas, engraving...), a craft or a live creative activity.

The history of art in relation to other subjects helps the students to be aware of where they stand in relation to the artistic creations of humanity and different cultures in time and place.

Presented with a great range of works, they discover the richness, the permanence and the universality of artistic creation.

In visual arts as in musical education, under the umbrella of the history of art, students become aware of works which they are able to appreciate. Depending on where they live, they will visit monuments, museums, art studios, live shows or films at the cinema. The aim of these excursions will be to arouse the students' interest regarding great works of art or artistic activities of their own town or region.

The teaching of the history of art is hinged on the six historic periods of the History programme; it takes into account six important artistic domains as follows:

- spatial art: architecture, gardens, urbanism;
- language arts: literature, poetry;
- art of daily life: art objects, furniture, jewellery;
- acoustic art: music, song;
- live art: drama, choreography, circus;
- visual art: fine arts, cinema, photography, design, digital art.

Examples concerning these domains are presented below. A list of reference works will be published to which everyone can refer at their convenience.

### **Prehistory and Gallo-Roman Antiquity**

- Prehistoric architecture (megaliths) and classical (Gallo-Roman monuments);
- A Gallo-Roman mosaic;
- Lascaux cave paintings; a classical sculpture.

### **The Middle Ages**

- Religious architecture (a Romanesque church; a Gothic church; a mosque; an abbey);
- buildings and military and civic sites (a fortified castle; a fortified city; a half-timbered house);
- An extract from a tale of chivalry;
- A costume, a stained glass window, a tapestry.
- Religious music (a Gregorian chant) and secular music (a troubadour's song).
- A festival and a performance enjoyed by the populace or aristocracy (a carnival, a tournament).
- A fresco; a Romanesque sculpture; a Gothic sculpture; an illuminated manuscript.

### **Modern Times**

Royal architecture (a chateau of the Loire Valley, Versailles), military architecture (a fortification); an urban centre; a formal garden.

- Renaissance poetry; a story or fable from the classical period.
- A piece of furniture and a costume, a means of transport; a tapestry.
- Instrumental and vocal music from the baroque and classical repertoire (a symphony; a religious musical work). A popular song.
- An extract from a play.
- Paintings and sculptures from the Renaissance, the 17<sup>th</sup> and 18<sup>th</sup> centuries (Italy, Flanders, France).



### **The 19<sup>th</sup> Century**

- Industrial architecture (a station). Urbanism: a town plan.
- Accounts, poems.
- Pieces of furniture and decoration and table arts (Sèvres, Limoges).
- Musical extracts from the Romantic era (symphony, opera).
- An extract from a play, from a ballet.
- Some works illustrating the principal art movements (Romanticism, Realism, Impressionism); a sculpture; a short film from the beginnings of cinematography; photography of the period.

### **The 20<sup>th</sup> Century and our period**

- Architecture: works of art and housing.
- Accounts, short stories, illustrated accounts, poetry.
- Graphic design (a poster); transport design (a train).
- 20<sup>th</sup> century music (jazz, music from films, songs).
- A mime, circus, stage show; an extract from a modern or contemporary dance performance.
- Some works illustrating the main contemporary art movements: a sculpture, cinematographic and photographic works (including silent films); cinematographic works illustrating the different historical periods.

## **COMMON TECHNIQUES OF INFORMATION AND COMMUNICATION**

Digital culture requires a measured approach to computer science, to the multimedia and the internet. From primary school, an attitude of responsibility in the use of these interactive tools must be aimed for. The programme in the Consolidation Cycle is organized according to five domains stated in the official texts defining the B2i Certificate:

- become comfortable in the computer science environment;
- adopt a responsible attitude;
- create, produce, process and exploit data;
- inform oneself, gather information;
- communicate, exchange information.

Students learn how to master the basic functions of a computer: how different parts work; use of the mouse, the keyboard. They are trained to word-process, to type a digital document; to send and receive messages. They learn how to research on-line, identifying and sorting information. Information and communication technology is used in most areas of teaching.

## **CIVIC AND MORAL EDUCATION**

Civic and moral Education aims to help the students integrate better within their class and school at a time when their character and independence are forming.

This subject leads them to reflect on the concrete problems of school life and, therefore, to be more clearly aware of moral issues: the relationship between personal freedom and the constraints of collective life, responsibility for acts or behaviour, respect for shared values, the importance of manners and respect for others.

In relation to the study of History and Geography, Civic Education allows the students to identify and understand the importance of values, of founding texts, of symbols of the French Republic and European Union, in particular the Declaration of the Rights of Man and of Citizen.

During the Consolidation Cycle, students study in particular the following subjects:

1. Self-respect, respect for differences in personal identity in all people including themselves: the main rules of manners and courtesy, the constraints of collective living, safety rules and prohibited dangerous games, first aid, basic rules of road safety, knowledge of risks linked to using the internet, the rejection of violence.
2. The importance of rules of law in the organization of social life which can be explained through legal sayings ("nobody is above the law", "one cannot be one's own judge" etc.).
3. The basic rules of organization in public life and a democratic state: rejection of all types of discrimination, representation (the election), legislation (Parliament) and its execution



(government), national social security undertakings (social security, responsibility between generations).

4. The constitutional characteristics the French nation: characteristics of its territory (in relation to the Geography programme), and the stages of unification (in relation to the History programme), the rules of acquiring nationality, the national language (The *Académie Française*).

5. The European Union and the French-speaking world: the flag, the European anthem, the diversity of cultures and the purpose of the political project of European construction, the community of languages and cultures formed by the whole of the French-speaking world (in relation to the Geography programme).

## **SECOND STAGE FOR THE MASTERY OF THE COMMON BASE OF KNOWLEDGE AND SKILLS: SKILLS EXPECTED AT THE END OF CM2**

### **Skill 1:**

#### **Mastery of the French language**

The students can:

- express themselves orally and in written work, using appropriate and precise vocabulary;
- speak in public, respecting the level of language adopted;
- read easily (aloud, silently) a text;
- read texts of heritage and important works of literature for young readers, adapted to their age group independently;
- read a statement, an instruction independently;
- understand new words and use them correctly;
- extract the main idea of a text;
- use their knowledge to reflect on a text (understand it better, or improve it);
- respond to a question using a complete sentence orally as well as in writing;
- compose a text of about 15 lines (account, description, dialogue, poem, summary) using their knowledge in vocabulary and grammar;
- spell a simple text of 10 lines correctly – composed or dictated – referring to the spelling and grammar rules learnt as well as vocabulary;
- know how to use a dictionary.

### **Skill 2**

#### **Using a modern foreign language**

The students can:

- communicate: introduce themselves, reply to and ask questions;
- understand instructions, familiar words and very common expressions.

### **Skill 3**

#### **Basic Knowledge in Mathematics, Science and Technology**

##### **A) Basic knowledge in Mathematics**

The students can:

- write, name, compare and use whole numbers, decimal numbers (up to hundredth) and some simple fractions;
- know the tables of addition and multiplication from 2 to 9;
- use techniques of operation for the four operations with whole numbers and decimals (for division the divisor is a whole number)
- calculate mentally using the four operations;
- estimate a result to the nearest power of 10;
- use a calculator;
- recognize, name and describe common planes and solids;
- use a ruler, a set square and a compass to check features of common planes and solids and construct them with care and precision;
- use common units of measurement: use measuring instruments; make conversions;



- solve problems relating to the four operations, and proportionality, use different mathematical components; numbers, measurements, “rule of three”, geometric figures, diagrams;
- organize numerical or geometric information, justify and appreciate the accuracy of a result;
- read, interpret and draw some simple representations: tables, graphs.

## **B) Science and Technology**

The students can:

- undertake a procedure of investigation: observe, question;
- manipulate and experiment, formulate a hypothesis and test it, formulate an argument;
- experiment using several methods to resolve a problem;
- express and utilize the results of measurement or research using scientific vocabulary orally and verbally;
- master knowledge in different scientific domains;
- use their knowledge in different scientific contexts and activities of daily life (for example appreciate the balance of a meal);
- exercise manual and technical skills.

## **Skill 4**

### **Mastering common information technology and communication skills**

The students can:

- use a computer to get information, document it and present their work;
- use a computer to communicate;
- show a critical mind in view of information and its processing.

## **Skill 5**

### **Humanities**

The students can:

- repeat about 10 poems and prose texts with expression, from memory;
- sing a song from memory, participate with accuracy in a rhythmic game; identify some simple, distinguishing musical features;
- identify the main periods of history studied, memorize some chronological references and place them in order, knowing one or two of their major characteristics;
- identify on a map and know some main geographical and human characteristics of the local and world scale;
- read and use different terminology: maps, sketches, graphs, chronology, iconography;
- distinguish the main categories of artistic creation (literature, music, dance, drama, cinema, drawing, painting, sculpture, architecture);
- recognize and describe visual or musical works already studied: situate them in time and place, identify the artistic domain which they relate to, detail certain components, using some specific terms of vocabulary;
- express their feelings and preferences about a work of art, using their knowledge;
- draw and practice other diverse forms of visual expression and craft (abstract forms or images) using different materials, supports, instruments and techniques;
- invent and produce texts, craft, choreographed elements or sequences with artistic or expressive intent.

## **Skill 6**

### **Social and civic skills**

The students can:

- recognize the symbols of the European Union;
- respect others, and in particular, apply the principles of equality to both girls and boys;
- show awareness of the dignity of human beings and draw consequences from that in daily life;
- respect the rules of collective living, in particular in sports;
- understand the notions of rights and obligations accept them and apply them;
- take part in a dialogue: speak publicly, listen to others, formulate and justify a point of view; cooperate with one or several school-friends;



- demonstrate some knowledge of first aid;
- demonstrate knowledge of road safety rules; judge whether an activity, game or action in daily life presents serious danger.

### **Skill 7**

#### **Independence and initiative**

The students can:

- follow simple instructions independently;
- demonstrate perseverance in all activities;
- begin to assess themselves in simple activities;
- work on an individual project or in a group;
- show self-respect by following the main rules of hygiene; accomplish everyday actions without risk of harming themselves;
- find their way around by adapting to the environment;
- measure a performance in athletics and swimming;
- use a map;
- listen for an extended length of time (reading, music, show etc.)



## REFERENCES FOR ORGANIZING MODELS OF PROGRESSION IN THE KINDERGARTEN

In the kindergarten, the differences in age and, therefore, in development and maturity between the children have important implications; in addition the fact that French may or may not be the language of the family will impact on the speed of learning acquisitions. These gaps between children in the same class are not, in general, indicators of difficulty; they indicate differences which must be taken into account for each child to progress in their personal development. The teachers will ensure that premature learning is avoided.

The following tables provide references to be used by pedagogic teams for organizing models of progression.

### Acquiring Language

<i>Petite section</i>	<i>Moyenne section</i>	<i>Grande section</i>
<p><b>Discussion, expression</b></p> <ul style="list-style-type: none"> <li>- Establish a rapport with others through language.</li> <li>- Use the pronoun “I” to speak about oneself.</li> <li>- Reply to requests by an adult and make oneself understood.</li> <li>- Express oneself, recite very simple rhymes, sing in front of others.</li> <li>- Start to play a role in group discussions.</li> <li>- Make one’s needs in school understood through language.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- Understand a simple instruction in an unambiguous situation.</li> <li>- Listen to a story or short poem in silence.</li> <li>- Understand a short, simple story told by the teacher: Answer some very simple questions on the text heard; guided by the teacher or pictures, retell some parts of the story heard.</li> <li>- Study a book with pictures, or illustrations, and give opinions verbally.</li> </ul> <p><b>Learning to master the French language</b></p> <ul style="list-style-type: none"> <li>- Utilize a new linguistic tool (lexical or syntactic), that the teacher provides when needed, to express what one has to say.</li> </ul>	<p><b>Discussion, expression</b></p> <ul style="list-style-type: none"> <li>- Express oneself in better structured language, articulate correctly (complex syllables with combined consonants may still be difficult to pronounce).</li> <li>- Say or sing about ten rhymes, songs and poems, with correct pronunciation.</li> <li>- Describe, question and explain in games and activities in other domains.</li> <li>- Participate in a group discussion, listening to others and wait for one’s turn to speak.</li> <li>- Relate an event unknown to others; invent a story from a series of pictures; make a hypothesis on the content of a book from its cover and illustrations. In each case, adapt one’s words for clarification, based on questions or remarks.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- Understand instructions for school activities, at least when face to face with an adult.</li> <li>- Listen, in silence to a simple story which is more complex than the previous year.</li> <li>- Understand a story told by the teacher; retell it, at least as a logical and chronological sequence using pictures.</li> </ul>	<p><b>Discussion, expression</b></p> <ul style="list-style-type: none"> <li>- Tell, describe, explain after having finished an activity or a game (out of context).</li> <li>- Justify an action, a refusal, a preference using “because” correctly.</li> <li>- Relate an event unknown to others; present a project; invent a story (possibly starting from some pictures).</li> <li>- Speak in a way that is comprehensible to others.</li> <li>- Participate in a conversation keeping to the topic of the discussion.</li> <li>- Recite rhymes, poems or other types of texts, adopting an appropriate tone.</li> <li>- Sing about ten songs learnt in class.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- Understand instructions given to a group.</li> <li>- Understand a story read by the teacher; retell it by reconstructing the logical and chronological connections; interpret it or transform it (puppets, drama performance, drawing)</li> <li>- Understand a non-fiction text read by the teacher; make associations with questions or/and with what has been learnt in class.</li> <li>- Appreciate a poem, identify some evocative (or amusing) words, give one’s impressions</li> </ul>



<ul style="list-style-type: none"> <li>- Use correct sentences, even if they are very short.</li> <li>- Understand, acquire and use correct vocabulary (nouns and verbs in particular; some adjectives relating to colours, shape and size) concerning:             <ul style="list-style-type: none"> <li>. everyday actions (hygiene, getting dressed, snacks, meals, rests),</li> <li>. class activities (surroundings, equipment, materials, actions, fabrications ),</li> <li>. relationships with others: greetings (hello, goodbye), courtesy (please, thank you).</li> </ul> </li> </ul>	<p><b>Learning to master the French language</b></p> <ul style="list-style-type: none"> <li>- Know some generic terms (animals, flowers, clothes etc.); in a series of real items or in picture form), identify and name those which can be classed under a given generic term..</li> <li>- Produce progressively longer sentences, correctly constructed.</li> <li>- Use gender correctly of nouns, common pronouns, the most frequently used prepositions.</li> <li>- Understand, acquire and use correct vocabulary (nouns, verbs, adjectives, adverbs, comparatives) concerning:             <ul style="list-style-type: none"> <li>. daily actions, school activities, relationships with others (greetings, courtesy, apologies),</li> <li>. personal accounts, recollection of stories heard (description of characters, surroundings, logical and chronological connections).</li> </ul> </li> </ul>	<p>and express them through a drawing or painting.</p> <p><b>Learning to master the French language</b></p> <ul style="list-style-type: none"> <li>- Produce complex sentences, correctly constructed.</li> <li>- Understand and use verb tenses appropriately to express the past and future (the choice of tense being more important than the exact form of the conjugated verb).</li> <li>- Understand, acquire and use correct vocabulary (nouns, verbs, adjectives, adverbs, comparatives), concerning:             <ul style="list-style-type: none"> <li>. daily life, activities and relationships with others,</li> <li>. school activities and learning and particularly the universe of the written word,</li> <li>. personal accounts and recollection of stories heard (description of characters, relationships between them, logical and chronological connections, spatial relationships).</li> <li>.expression of feelings or emotions felt personally, or by others and or by characters from familiar stories.</li> </ul> </li> <li>- show interest in the meaning of words: decipher a word that has never been heard, try to understand a new word in context, ask the teacher about the meaning of a word.</li> </ul>
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**Discovering the written word - Becoming familiar with the written word.**

<i>Petite section</i>	<i>Moyenne section</i>	<i>Grande section</i>
<p><b>Written supports</b></p> <ul style="list-style-type: none"> <li>- Recognize written text supports used frequently in class; distinguish books from other supports.</li> <li>- Handle a book correctly.</li> </ul> <p><b>Oral initiation into written language</b></p> <p>Listen to stories told or read by the teacher.</p> <p><b>Identification of written forms</b></p> <ul style="list-style-type: none"> <li>- Recognize one's first name printed in capitals.</li> <li>- Distinguish letters from other graphic forms (figures or varied drawings).</li> </ul>	<p><b>Written supports</b></p> <ul style="list-style-type: none"> <li>- Recognize more written text supports used frequently in class than the previous year.</li> <li>- In simple activities (already experienced or subjects already dealt with), make hypotheses on the content of a text from the cover page of the book and the accompanying pictures.</li> <li>- Establish links between books (picture dictionaries/ books with text and pictures; books telling a story/not telling one).</li> </ul> <p><b>Oral initiation into written language</b></p> <ul style="list-style-type: none"> <li>- Listen to texts told or read by the teacher which acquaint the child with less familiar vocabulary and syntax than in texts heard previously.</li> <li>- In a story, identify the main character (it's the story of...); recognize that character in the illustrations that follow.</li> <li>- Recall the beginning of a story read in episodes by the adult; try to anticipate the continuation.</li> <li>- Compare stories with points in common, the same main character, same setting).</li> <li>- Know some heritage texts, mainly traditional stories.</li> </ul> <p><b>Contribute to the writing of a text</b></p> <ul style="list-style-type: none"> <li>- Produce an enunciation in an adapted form so that it can be written (dictated to the adult). Identify written forms</li> <li>- Recognize one's first name in cursive writing.</li> <li>- Identify similarities in familiar written words (letters, syllables) (e.g. days of the week, first names)</li> </ul> <p>Recognize letters of alphabet.</p>	<p><b>Written supports</b></p> <ul style="list-style-type: none"> <li>- Recognize the types of writing found in daily life (books, posters, papers, magazines, signs, road signs, electronic signs, forms) and start to understand their use.</li> <li>- Be familiar with a book (cover, page, pictures, text);</li> <li>- Become accustomed to using the space on a page.</li> </ul> <p><b>Listen to and understand written language.</b></p> <ul style="list-style-type: none"> <li>- After listening attentively to a read text, achieve full understanding by querying unknown words, expressions, sentence constructions.</li> <li>- Be familiar with different versions of a traditional story; make precise comparisons between them.</li> <li>- Give one's opinion on a story.</li> </ul> <p><b>Contribute to the writing of a text</b></p> <ul style="list-style-type: none"> <li>- Make an enunciation so that it can be transcribed by the teacher (precise vocabulary, correct syntax, clear connections, coherence as a whole).</li> </ul>



## Preparing to learn to read and write

<i>Petite section</i>	<i>Moyenne section</i>	<i>Grande section</i>
<p><b>Distinguish the sounds of words</b></p> <ul style="list-style-type: none"> <li>- Play with the different sounds of the language: <ul style="list-style-type: none"> <li>. listen to and repeat short, very simple rhymes which help in the acquisition of sound awareness (rhyming vowels mainly),</li> <li>. follow the teacher's model and repeat short set formulas, words of three or four syllables, articulating and pronouncing them correctly.</li> </ul> </li> </ul> <p><b>Early writing skills: manual control</b></p> <ul style="list-style-type: none"> <li>- Imitate large gestures in different directions.</li> </ul>	<p><b>Distinguish the sounds of words</b></p> <ul style="list-style-type: none"> <li>- Listen to and repeat, with correct pronunciation, short, very simple rhymes which help in the acquisition of sound awareness (vowels mainly and some consonants which can be easily used in sound games).</li> <li>- In a simple enunciation, distinguish words (names of objects, etc.), to grasp the idea that an oral word represents a unit of meaning.</li> <li>- separate the syllables of words, sentences or short texts.</li> <li>- Identify the same syllable in words, find words which have a particular final syllable; identify rhyming words.</li> </ul> <p><b>Early writing skills: Written production</b></p> <ul style="list-style-type: none"> <li>- Produce the basic contours of writing: circular, vertical, horizontal, joining of loops, waves, on a vertical surface (the board), then horizontal (the table).</li> <li>- Copy stylized drawings using these drawing methods.</li> <li>- Write one's first name in printed capitals horizontally from left to right.</li> </ul>	<p><b>Distinguish the sounds of words</b></p> <p>Practise rhymes which help in sound acquisition, as well as games to practise sounds and syllables.</p> <ul style="list-style-type: none"> <li>- Distinguish between word and syllable.</li> <li>- Count the syllables of a word; pinpoint a syllable in a word (beginning, end).</li> <li>-Distinguish the component sounds of language, in particular the vowels (a, e, i, o, u, é, and some consonants at the beginning of a word (head) or at the end (rhyme) in words (f, s, ch, v, z, j). Identify a sound in a word (beginning, end)</li> <li>- Distinguish between similar sounds (f/v, s/ch, s/z, ch/j)</li> </ul> <p><b>An introduction to the alphabet</b></p> <ul style="list-style-type: none"> <li>- Relate sounds to letters: match letter and sound exactly for some vowels and consonants, when the sound form is very familiar.</li> <li>- Recognize most of the letters.</li> </ul> <p><b>Learn to write: written training, writing.</b></p> <ul style="list-style-type: none"> <li>- Practise written exercises to master the basic contours of writing.</li> <li>- After learning the sound and how it is transcribed by a letter, write that letter in cursive writing.</li> <li>- Under the guidance of the teacher, copy short, simple words in cursive writing where the correlation between letter and sound has been studied: hold the writing tool correctly and control the position of the page; Practise recopying words after learning to write them with the teacher to improve the quality of their formation, their size and how they are joined in particular.</li> <li>- Write one's first name in cursive writing from memory.</li> </ul>



**THE BASIC LEARNING CYCLE – MODELS OF PROGRESSION FOR CP AND CE1**

**FRENCH**

The following tables give references to pedagogic teams to organize progressions in learning. Only new knowledge and skills are mentioned in each column. For each new level, knowledge and skills acquired in the previous class are to be consolidated.

**Oral Language**

<b>CP</b>	<b>CE1</b>
<ul style="list-style-type: none"> <li>- Express oneself in a correct manner: pronounce sounds and words accurately, respect the structure of a sentence, formulate questions correctly.</li> <li>- Recount an event or very simple information clearly: express relationships of causality, temporal or spatial circumstances, use verb tenses adequately (present, future, past continuous, <i>passé composé</i>).</li> <li>- Demonstrate comprehension of an account or a non-fiction text read by a third party by replying to questions on it: rephrase the content of a paragraph or a text, identify the main characters in an account.</li> <li>- Tell a story already heard using the pictures.</li> <li>- Describe pictures (illustrations, photographs...).</li> <li>- Rephrase an instruction.</li> <li>- Take part in discussions and to listen to others; ask questions.</li> <li>- Recite rhymes or short poems (about ten) controlling breathing and without errors (without omission or substitution).</li> </ul>	<ul style="list-style-type: none"> <li>- Give a structured and comprehensible account (causal relationships, precise temporal and spatial circumstances) to a third party to whom the facts or the story told are unknown.</li> <li>- Express oneself accurately so as to be understood in school activities.</li> <li>- Present individual or work done as a team to the class.</li> <li>- Take part in a discussion: ask questions, give responses, listen and give a point of view while respecting the rules of communication.</li> <li>- Recite prose texts or poems (about ten) and use intonation to interpret them.</li> </ul>

**Reading**

<b>CP</b>	<b>CE1</b>
<ul style="list-style-type: none"> <li>- Know the names of letters and alphabetical order.</li> <li>- Distinguish between a letter and the sound it transcribes; know the correlation between letters and sounds in simple written forms (e.g. <i>f; o</i>) and complex written forms (e.g. <i>ph; au, eau</i>).</li> <li>- Know that a syllable is composed of one or several written forms, that a word is composed of one or several syllables; be capable of identifying these components (written forms, syllables) in a word.</li> <li>- Know the correlation between printed lower case and capital letters, cursive lower case and capitals.</li> <li>- Read words studied with ease.</li> <li>- Work out regular unknown words.</li> <li>- Read the most frequently used words with ease (so-called "key words").</li> <li>- Read aloud a short text whose words have</li> </ul>	<ul style="list-style-type: none"> <li>- Read a text silently, working out unknown words and demonstrate comprehension in a summary, a reformulation, answers to questions.</li> <li>- Read terms, an instruction silently and understand what is expected.</li> <li>- Participate in a reading with dialogue: with correct articulation, fluency, respecting punctuation and with appropriate intonation.</li> <li>- Listen to and read unabridged short works or lengthy extracts of longer works.</li> <li>- Identify the characters, the events and the temporal and spatial circumstances of an account that has been read.</li> <li>- Compare a newly heard or read text with one or some known texts (themes, characters, events, endings).</li> <li>- Read or listen to unabridged works,</li> </ul>



<p>already been studied, articulating correctly and respecting punctuation.</p> <ul style="list-style-type: none"> <li>- Know and use vocabulary specific to the reading of a text: book, cover, page, line, author, title, text, sentence, word; beginning, end, character and story.</li> <li>- Say who or what the text is talking about; find the answer to questions concerning the read text in the text or illustration; rephrase its meaning.</li> <li>- Listen to unabridged works read, especially literature for young readers.</li> </ul>	<p>especially literature for young readers and be aware of what one has read.</p>
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**Writing**

<b>CP</b>	<b>CE1</b>
<ul style="list-style-type: none"> <li>- Copy a very short text in legible, cursive writing, on the lines, not letter by letter but word by word (using the component syllables), respecting the liaisons between letters, the accents, the spaces between words, punctuation marks, capitals.</li> <li>- Write, without errors, as a dictation, syllables, words and short sentences whose written forms have been studied.</li> <li>- Choose and write simple words independently respecting the correlation between letters and sounds.</li> <li>- Compose and write collectively a simple coherent sentence, with the help of the teacher, then several.</li> <li>- Compare written production to a model and correct the errors.</li> <li>- Produce a well-presented piece of work; maintain correct posture and master manual skills to write easily; take care of the tools of school work.</li> </ul>	<ul style="list-style-type: none"> <li>- Copy a short text (by whole words or groups of words) respecting the spelling, the punctuation, the capitals and mindful of presentation.</li> <li>- In particular, copy with care, respecting layout, a prose text or a poem learnt in recitation; illustrate with a drawing.</li> <li>- Write, without errors, as a dictation, sentences or a short text (5 lines), prepared or unprepared, using spelling and grammatical knowledge.</li> <li>- Compose and write a simple coherent sentence independently, then several, then a narrative or explanatory text of 5 to 10 lines.</li> <li>- Reread one's work and correct it; correct a copied or composed text independently, according to the information given.</li> </ul>

**Vocabulary**

<b>CP</b>	<b>CE1</b>
<ul style="list-style-type: none"> <li>- Use precise words to express oneself.</li> <li>- Start to classify nouns by wide semantic categories (names of people, animals, things) or narrower and referring to the concrete world (e.g. names of fruit).</li> <li>- Find one or more names belonging to a given category (e.g. the name of a tree, name of a tradesman).</li> <li>- Find a word of opposite meaning for a qualifying adjective or an action verb.</li> <li>- Put words in alphabetical order.</li> </ul>	<ul style="list-style-type: none"> <li>- Give synonyms (for example to rephrase the meaning of a text or to improve an oral or written expression).</li> <li>- Find a word of opposite meaning for a qualifying adjective, an action verb or a noun.</li> <li>- Regroup words by family; find one or more words of a given family.</li> <li>- Start to use alphabetical order to check spelling of a word in the dictionary or to find a meaning.</li> </ul>



Grammar

CP	CE1
<p><b>Sentences</b></p> <ul style="list-style-type: none"> <li>- Identify sentences in a text using punctuation (full stop and capitals).</li> <li>- <b>Word categories</b></li> <li>- Recognize nouns and verbs and distinguish them from other words.</li> <li>- Recognize nouns and the articles that precede them; identify the article.</li> <li>- Introduction to pronouns: know how to use subject personal pronouns orally.</li> <li><b>Gender and number</b></li> <li>- identify and explain signs of gender and number: the <i>s</i> of the plural of nouns, the <i>e</i> of the feminine adjective, the endings <i>-nt</i> of verbs of the first group in the present indicative.</li> <li><b>Verbs</b></li> <li>- use orally, the present, the future and <i>passé composé</i>.</li> </ul>	<p><b>Sentences</b></p> <ul style="list-style-type: none"> <li>- Introduction to forms and types of sentences: know how to change an affirmative sentence into a negative or interrogative sentence.</li> <li><b>Word categories</b></li> <li>- Identify according to their nature: verbs, nouns, articles, personal pronouns (subject form), qualifying adjectives.</li> <li>- Nouns: distinguish between proper and common nouns.</li> <li>- Articles: start to identify elided articles (<i>l'</i>) and contracted articles (<i>du, au, aux</i>).</li> <li>- Manipulate other determiners;</li> <li>- Introduction to adverbs: change the meaning of a verb by adding an adverb.</li> <li><b>Function</b></li> <li>- in a simple sentence where the regular syntactical order subject-verb is respected, identify the verb and its subject (in the form of a proper noun, a pronoun or a noun phrase).</li> <li>- Introduction to the notion of circumstance: know how to respond orally to questions <i>où? quand? pourquoi? comment?</i></li> <li><b>Gender and number</b></li> <li>- Know and apply masculine/feminine, singular/plural forms.</li> <li>- Know and apply the rule of agreement of verb with subject, and, in the noun phrase, the rule of agreement between the determiner and the noun it determines, between qualifying adjective and the noun it qualifies.</li> <li><b>Verbs</b></li> <li>- Understand the correlation between verbal tenses (past, present, future) and the notions of actions already done, actions happening now, actions not yet done.</li> <li>- Identify the present, past continuous, future and <i>passé composé</i> in the indicative of verbs studied; find their infinitive.</li> <li>- Conjugate verbs in the first group, <i>être</i> and <i>avoir</i>, in the present, future, <i>passé composé</i> in the indicative;</li> <li>- Conjugate the verbs <i>faire, aller, dire, venir</i>, in the present indicative.</li> </ul>



## Spelling

CP	CE1
<ul style="list-style-type: none"> <li>-Write words learnt, without errors.</li> <li>- Write simple words, without errors, independently, respecting the correlation between letter and sound.</li> <li>- Recopy, without errors, a short text (2 to 5 lines).</li> <li>- Start to use marks of gender and number independently (the plural of nouns, the feminine of adjectives, the ending <i>-nt</i> of verbs in the first group).</li> <li>- Start to use capitals correctly (beginning of sentences, proper names of people).</li> </ul>	<ul style="list-style-type: none"> <li>-Write, without errors, as a dictation, sentences or a short text (5 lines), prepared or unprepared, using lexical, spelling and grammatical knowledge.</li> <li>- In dictated and independent work:               <ul style="list-style-type: none"> <li>. respect the correlation between letters and sounds,</li> <li>. in particular, respect the rules for the value of letters according to vowels in proximity (<i>c/ç, c/qu, g/gu/ge, s/ss</i>),</li> <li>. spell, without errors the most frequently used invariable words as well as the key words learnt in <i>CP</i>,</li> <li>. make the subject and verb agree in sentences where the subject-verb order is respected,</li> <li>. in a simple noun phrase, make the qualifying adjective agree with the noun it qualifies,</li> <li>. spell, without errors, the conjugated forms learnt,</li> <li>. use full-stops, and capitals appropriately as well as commas to separate items in a list.</li> </ul> </li> </ul>

## MATHEMATICS

The following tables give references to pedagogic teams to organize progressions in learning. Only new knowledge and skills are mentioned in each column. For each level, knowledge and skills acquired in the previous class are to be consolidated. Problem solving plays an essential role in mathematical activity. It is present in all subject domains and is practised in all stages of learning.

### Numbers and arithmetic

CP	CE1
<ul style="list-style-type: none"> <li>- Know (know how to write and name) whole natural numbers up to 100.</li> <li>- Produce and recognize addition deconstructions of numbers under 20 (the "addition table").</li> <li>- Compare, put these numbers in order; situate them correctly between two other consecutive numbers.</li> <li>- Write a sequence of numbers in increasing or decreasing order.</li> <li>- Know doubles of numbers under 10 and halves of even numbers up to 20.</li> <li>- Know the 2 times multiplication table.</li> <li>- Calculate sums and differences mentally.</li> <li>- Calculate sums, differences, gap exercises horizontally.</li> <li>- Know and use operating techniques for addition and start to use subtraction techniques (on numbers up to 100).</li> </ul>	<ul style="list-style-type: none"> <li>- Know (know how to write and name whole, natural numbers up to 1 000.</li> <li>- Identify and place these numbers on a number line, compare them, put them in order, situate them between two other consecutive numbers.</li> <li>- Write or say sequences of numbers in from 10 in 10s, from 100 in 100s, etc.,</li> <li>- Know doubles and halves of commonly used numbers.</li> <li>- Memorize the multiplication numbers by 2, 3, 4 and 5.</li> <li>- Know and use methods of mental calculation to calculate sums, differences and products.</li> <li>- Calculate results of operations horizontally.</li> <li>- Know and use operating techniques for addition and subtraction (on numbers up to</li> </ul>



Solve simple problems in an operation.	<p>1 000).</p> <ul style="list-style-type: none"> <li>- Know an operating technique for multiplication and use it to carry out multiplication by a single figure number.</li> <li>- Divide by 2 or 5 numbers up to 100 (whole number result).</li> <li>- Solve problems relating to addition, subtraction and multiplication.</li> <li>- Introduction to division of two whole numbers relating to a sharing or grouping problem.</li> <li>- Use the basic functions of a calculator.</li> </ul>
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**Geometry**

<b>CP</b>	<b>CE1</b>
<ul style="list-style-type: none"> <li>- Situate an object and use vocabulary in order to define positions (in front of, behind, on the left of, on the right of...).</li> <li>- Recognize and name a square, a rectangle, a triangle.</li> <li>- Reproduce simple geometric figures with the help of instruments or techniques: ruler, grid paper, tracing paper.</li> <li>- Recognize and name a cube and a rectangular prism.</li> <li>- Start to learn geometric vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe, reproduce, draw a square, a rectangle, a right angle triangle.</li> <li>- Use instruments to create drawings: ruler, set square or template for right angles.</li> <li>- Observe and recognize some relationships and geometric properties: alignment, right angle, axis of symmetry equal length of lines.</li> <li>- Identify squares, intersections of a grid.</li> <li>- Know and use appropriate basic geometric vocabulary.</li> <li>- Recognize, describe, and name some regular solids: cube, rectangular prism...</li> </ul>

**Size and Measurement**

<b>CP</b>	<b>CE1</b>
<ul style="list-style-type: none"> <li>- Situate events in the day, using hours and half hours.</li> <li>- Compare and classify objects according to their length and weight.</li> <li>- Use a numbered ruler to draw segments, compare length.</li> <li>- Be familiar with and use euros.</li> <li>- Solve problems relating to everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Use a calendar to compare length of time.</li> <li>- Know the relationships between hour and minute, metre and centimetre, kilometre and metre, kilogram and gram, euro and centime.</li> <li>- Measure segments, distances.</li> <li>- Solve problems relating to length and weight.</li> </ul>

**Organization and management of data**

<ul style="list-style-type: none"> <li>- Read or complete a table in simple concrete activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a table, a graph.</li> <li>- Organize information given in a statement.</li> </ul>
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**THE CONSOLIDATION CYCLE – MODELS OF PROGRESSION FOR CE2, CM1 AND CM2**

**FRENCH**

The following tables give references to pedagogic teams to organize models of progression in learning.

Only new knowledge and skills are mentioned in each column.

For each level, knowledge and skills acquired in the previous class are to be consolidated.

**Oral Language**

<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<p><b>Telling, describing, presenting</b> - Give a structured and comprehensible account to a third party to whom the facts or the story told are unknown, invent and modify stories, describe a picture, express feelings, using correct sentences and with appropriate vocabulary.</p> <p><b>Discussions, debates</b> - Listen to and grasp what has been said. - Question so as to understand better. - Express and justify an agreement or disagreement, put forward a personal, justified point of view.</p> <p><b>Recitation</b> Recite prose texts or poems without errors and with expression (about 10).</p>	<p><b>Telling, describing, presenting</b> - Describe an object, present a piece of work to the class, using correct sentences and with appropriate vocabulary.</p> <p><b>Discussions, debates</b> - Ask to be able to speak and speak at the appropriate time. - React to another student's talk with a justified point of view. - Participate in a debate, respecting everyone's turn to speak and the rules of politeness. - Present a piece of work to the class in a group.</p> <p><b>Recitation-</b> Recite prose texts or poems without errors and with expression (about 10)</p>	<p><b>Discussions, debates</b> - Participate in discussions constructively: keep to the topic, adapt one's words to the audience, argue one's case, utilize one's knowledge, respect the usual rules of communication.</p> <p><b>Recitation</b> - Recite prose texts or poems without errors and with expression (about 10).</p>



**Reading, writing**

*N.B. The texts or works given to the students to read are adapted to their age group and maturity, from the point of view of linguistic complexity, themes dealt with and knowledge to be used. From CE2 to CM2, they become progressively longer and more difficult. The texts read by the teacher are more complex than those the students can read alone.*

**. Reading**

<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<ul style="list-style-type: none"> <li>- Read the instructions for school-work, the wording of problems, the difficult or new vocabulary having been explained by the teacher.</li> <li>- Read an extract of a text aloud, fluently and with expression, after preparation.</li> <li>- Read a literary or non-fiction text silently; understand it (rephrase, answer questions on the text).</li> <li>Identify specific information in a text, in particular the title, structure, (sentences, paragraphs), vocabulary.</li> <li>- Recognize punctuation marks.</li> <li>- In an account:               <ul style="list-style-type: none"> <li>. identify different terms describing a character,</li> <li>. tenses of verbs and linking words expressing temporal relationships to understand the chronology of events precisely,</li> <li>. colons and quotation marks to identify the words of characters.</li> </ul> </li> <li>- Read a non-fiction, descriptive or narrative text, and reconstruct the main idea of the text orally or in writing (subject of the text, object of description, outline of the story, relationships between the characters...).</li> <li>- Adopt a strategy to achieve understanding: identify unknown and non-understood words, reread, question, use a dictionary , etc.</li> <li>- Familiarize oneself in a library and use it frequently to choose and borrow books.</li> </ul>	<ul style="list-style-type: none"> <li>- Read instructions unaided for school-work, the wording of problems.</li> <li>- Read a text of about ten lines aloud, fluently and with expression, after preparation.</li> <li>- Read a literary or non-fiction text silently and understand it (rephrase it, summarize, answer questions on the text).</li> <li>- Identify specific information in a text and infer new (implicit) information from it.</li> <li>- In an account or a description, refer to linking words which mark spatial relationships and use complements of place to understand the setting of the place of action or place described.</li> <li>- Understand the usage of the past continuous and simple past in an account, the present in a scientific or non-fiction text.</li> <li>- Grasp the atmosphere or tone of a descriptive, narrative or poetic text, referring in particular to its vocabulary.</li> <li>- Participate in a debate on a text, comparing its interpretation to others in a well-argued manner.</li> <li>- Use common class tools (text books, posters, etc) to look for information, or overcome a difficulty.</li> <li>- Carry out research with the help of an adult, in non-fiction works (books or multimedia products).</li> </ul>	<ul style="list-style-type: none"> <li>- Read unaided a lesson in a text book after working in class on the subject.</li> <li>- Read a text of more than ten lines fluently and with expression after preparation.</li> <li>- Refer to linking words and expressions which demonstrate logical relationships to understand the connections of an action or reasoning precisely.</li> <li>- Recognize the consequences of formal choices (use of certain words, utilization of a well-defined level of language, etc).</li> <li>- Carry out, alone, research in non-fiction works (books, multimedia).</li> <li>- Familiarize oneself in a library, a multimedia library.</li> </ul>



**Litterature**

<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<ul style="list-style-type: none"> <li>- Read a whole work or lengthy extracts of a long work.</li> <li>- Be familiar with the work read, give one's point of view as to the message.</li> <li>- Relate from memory, or using some pictures, some stories read in previous years or months; know their title.</li> <li>- Establish relationships between texts or works: same author, same theme, same character, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Read at least one work per term and be familiar with it; choose a typical extract and read it aloud.</li> <li>- Adapt behaviour as a reader to the difficulties met: notes to memorize, re-reading, asking for help, etc.</li> <li>- Recall the title and author of books read.</li> <li>- Participate in a debate on a work, comparing one's point of view with others, in the form of an argument.</li> </ul>	<ul style="list-style-type: none"> <li>- Read at least five works in the school year and be familiar with them; choose a typical extract and read it aloud.</li> <li>- Explain reading choices, preferences.</li> <li>- Relate from memory a work read; cite from memory a short typical extract.</li> <li>- Find connections between literary works, orally and in writing.</li> </ul>

**Writing**

<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<ul style="list-style-type: none"> <li>- Copy without errors (formation of letters, spelling, punctuation) a text of five to ten lines, taking care with presentation.</li> <li>- In particular, copy with care, and follow the layout of a text in prose or a poem learnt in recitation.</li> </ul>	<p>Copy without errors a text of about ten lines, following the layout if required.</p>	<p>Copy without errors a text of at least fifteen lines and adapt its presentation.</p>

**Composing a text**

<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<p>In different school activities, compose precise and correctly worded written work. Compose a short narrative text, paying attention to its temporal coherence (verb tenses) and its accuracy (in the choice of characters and through the use of qualifying adjectives), avoiding repetition by the use of synonyms, and respecting the syntactical constraints and spelling as well as punctuation.</p> <ul style="list-style-type: none"> <li>- Compose a short dialogue (formulation of questions and orders).</li> <li>- Know how to expand a sentence by adding words: linking with <i>and</i> a noun to another, a verb to another.</li> <li>- Improve (correct and enhance) a text as a result of comments and help from the teacher.</li> </ul>	<p>In different school activities, record ideas, hypotheses and useful information for school work.</p> <ul style="list-style-type: none"> <li>- Compose a short dialogue (formulation of questions and orders).</li> <li>- Compose short texts of different types (accounts, descriptions, portrayals) paying attention to their coherence, their accuracy (pronouns, linking words, time relationships in particular) and avoiding repetition.</li> <li>- Know how to expand a simple sentence by linking words: <i>et, ni, où, mais</i> between words or simple sentences; <i>car, donc</i> between simple sentences), adverbs, circumstantial complements and by enriching them with noun phrases.</li> </ul>	<p>In different school activities, take useful notes for school work.</p> <ul style="list-style-type: none"> <li>- Master the coherence of tenses in an account of about ten lines.</li> <li>- Compose different types of texts of at least two paragraphs paying attention to their coherence, avoiding repetition and respecting syntactical constraints and spelling as well as punctuation.</li> <li>- Write a poetic text, following one or several precise instructions.</li> </ul>



**Vocabulary**

CE2	CM1	CM2
<p><b>Vocabulary acquisition</b></p> <ul style="list-style-type: none"> <li>- Use terms belonging to the lexicon of time references, daily life and school work appropriately.</li> <li>- Use precise terms corresponding to concepts studied in different school subject areas.</li> <li>- Know what an abbreviation is (e.g. “<i>adj.</i>” in an entry in a dictionary).</li> </ul> <p><b>Mastering the meaning of words</b></p> <ul style="list-style-type: none"> <li>- In a text, find words on the same topic (e.g. sea vocabulary).</li> <li>- Use synonyms and antonyms in oral and written expression activities.</li> <li>- Explain, in its context, the meaning of a known word; distinguish it from other possible meanings.</li> </ul> <p><b>Word families</b></p> <ul style="list-style-type: none"> <li>- Construct or complete word families.</li> </ul> <p><b>Using a dictionary</b></p> <ul style="list-style-type: none"> <li>- Know how to spell a word; know alphabetical order; know how to classify words by alphabetical order.</li> <li>- Use the dictionary to search for the meaning of a word.</li> </ul>	<p><b>Vocabulary acquisition</b></p> <ul style="list-style-type: none"> <li>- Use terms pertaining to actions, feelings and judgments correctly.</li> </ul> <p><b>Mastering the meaning of words.</b></p> <ul style="list-style-type: none"> <li>- Use context to understand an unknown word; verify the meaning in the dictionary.</li> <li>- Define a known word, using an adequate generic term (concrete words: e.g. an apple tree is a fruit tree).</li> <li>- Start to identify different levels of language.</li> </ul> <p><b>Word families</b></p> <ul style="list-style-type: none"> <li>- Group words according to the meaning of their prefix.</li> <li>- Group words according to the meaning of their suffix.</li> <li>- Know, and use orally, vocabulary concerning the composition of words (root, prefix, suffix, family).</li> <li>- Use the construction of an unknown word to understand it.</li> </ul> <p><b>Using a dictionary</b></p> <ul style="list-style-type: none"> <li>- In a dictionary definition, identify the generic term.</li> <li>- Use the dictionary to check the meaning of a word, in particular when there are several), or its category, spelling or level of language.</li> <li>- Make use of the codes, used in the entries of a dictionary.</li> </ul>	<p><b>Vocabulary acquisition</b></p> <ul style="list-style-type: none"> <li>- Start to use terms referring to abstract notions (emotions, feelings, obligations, rights).</li> <li>- Understand acronyms.</li> </ul> <p><b>Mastering the meaning of words</b></p> <ul style="list-style-type: none"> <li>- Distinguish the different meanings of a verb according to its construction (e.g. <i>jouer, jouer quelque chose, jouer à, jouer de, jouer sur</i>).</li> <li>- Identify the use of a word or expression in the figurative sense.</li> <li>- Classify words with related meaning by identifying variations of intensity (e.g. good, delicious, and succulent).</li> <li>- Define a known word using an adequate generic term and adding specific information about the object defined.</li> </ul> <p><b>Word families</b></p> <ul style="list-style-type: none"> <li>- Group words according to their root.</li> <li>- Group words according to meaning of their prefix and know the meaning, in particular the meaning of the main prefixes expressing ideas of place or movement.</li> <li>- Group words according to the meaning of their suffix and know that meaning.</li> <li>- For a word given, supply one or more words of the same family, checking that they exist.</li> </ul> <p><b>Using a dictionary</b></p> <ul style="list-style-type: none"> <li>- Use a dictionary with ease.</li> </ul>

**Grammar**

CE2	CM1	CM2
<p><b>The sentence</b></p> <ul style="list-style-type: none"> <li>- Transform a simple affirmative sentence into the negative or interrogative, or the reverse.</li> <li>- Identify the conjugated verb in a simple sentence and</li> </ul>	<p><b>The sentence</b></p> <ul style="list-style-type: none"> <li>- Construct negative, interrogative, imperative sentences correctly.</li> <li>- Identify conjugated verbs in complex sentences and supply their infinitives.</li> </ul>	<p><b>The sentence</b></p> <ul style="list-style-type: none"> <li>- Construct exclamations correctly.</li> <li>- Understand the difference between simple and complex sentences.</li> <li>- Recognize independent,</li> </ul>



<p>provide its infinitive.</p> <p><b>Categories of words</b></p> <ul style="list-style-type: none"> <li>- Recognize according to their nature verbs, nouns (proper, common), articles, possessive determiners, personal pronouns (subject forms), qualifying adjectives.</li> <li>- begin to learn about adverbs: change the meaning of a verb by adding an adverb, join simple sentences by temporal linking words (e.g. the adverbs <i>puis, alors...</i>).</li> </ul> <p><b>Function</b></p> <ul style="list-style-type: none"> <li>- Understand the difference between the nature of a word and its function.</li> <li>- Distinguish between verb complements and noun complements.</li> <li>- In a simple sentence where the subject verb order is respected:             <ul style="list-style-type: none"> <li>. identify the verb and subject (in the form of a proper noun, a noun phrase or a personal pronoun);</li> <li>. recognize the object (direct and indirect) of the verb;</li> <li>. recognize the noun complement.</li> </ul> </li> <li>- Introduction to circumstance: know how to reply orally to questions with <i>où, quand? comment? pourquoi?</i></li> <li>Noun phrases:             <ul style="list-style-type: none"> <li>. understand the function of its components: the noun (headword of the noun phrase), the determiner (article, possessive determiner) which determines it, the adjective which qualifies it, the noun which completes it;</li> <li>. manipulate the adjective and the noun complement (addition, suppression, substitution of one for the other...).</li> </ul> </li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>- Understand the notion of</li> </ul>	<p><b>Categories of words</b></p> <ul style="list-style-type: none"> <li>- Distinguish categories of words already known, according to their nature as well as demonstrative and interrogative determiners, personal pronouns (except <i>y</i> and <i>en</i>) relative pronouns (<i>qui, que</i>), adverbs (of place, time, manner), negations.</li> </ul> <p><b>Function</b></p> <ul style="list-style-type: none"> <li>- In a simple sentence where the subject-verb order is respected:             <ul style="list-style-type: none"> <li>. Identify the verb and subject (proper noun, noun phrase, personal pronoun, relative pronoun),</li> <li>. recognize the second object,</li> <li>. recognize circumstantial complements of place, time, recognize the subject complement.</li> </ul> </li> <li>-Understand the notion of circumstance: the difference between object and circumstantial complement (manipulations).</li> <li>- The noun phrase:             <ul style="list-style-type: none"> <li>. manipulation of the relative clause (addition, suppression, substitution of the adjective or noun complement and the reverse).</li> </ul> </li> <li>- Know the functions of the qualifying adjective: attributive, predicative.</li> </ul> <p><b>Verbs</b></p> <p>Understand the notion of anteriority of a past fact in relation to a present fact.</p> <ul style="list-style-type: none"> <li>-Know the distinction between simple and compound tenses, rules for formation of compound tenses (<i>passé composé</i>), the concept of the auxiliary.</li> </ul> <p>Conjugate verbs already studied in tenses already studied, as well as in the indicative of the <i>passé simple</i> the <i>passé composé</i> and the present imperative; conjugate</p>	<p>coordinated, juxtaposed clauses.</p> <ul style="list-style-type: none"> <li>- Recognize relative clauses (only the noun complement relative clause).</li> </ul> <p><b>Categories of words</b></p> <ul style="list-style-type: none"> <li>- Distinguish categories of words already known, according to their nature, as well as possessive, demonstrative, interrogative and relative pronouns, linking words (conjunctions of coordination, adverbs or adverbial expressions of time, place, cause and consequence), prepositions (place, time).</li> <li>- Know the difference between definite and indefinite articles and understand their meaning; recognize the elided forms and the contracted forms of the definite article.</li> <li>- Recognize and use degrees of the adjective and adverb (comparative, superlative).</li> </ul> <p><b>Function</b></p> <ul style="list-style-type: none"> <li>- Understand the distinction between essential complements (object), and circumstantial objects (manipulations).</li> <li>-Understand the notion of the noun phrase: the qualifying attributive adjective, the noun complement and the relative clause which give more information about the noun.</li> </ul> <p><b>Verbs</b></p> <p>Understand the notion of relative anteriority of a past fact in relation to another, of a future fact in relation to another.</p> <ul style="list-style-type: none"> <li>- Conjugate verbs already studied into tenses and modes already studied, as well as in the indicative of the future perfect, the past perfect, the present conditional, the present and past participle; conjugate verbs not yet</li> </ul>
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<p>past, present and future actions.</p> <ul style="list-style-type: none"> <li>- Know the person, rules of formation and endings of the simple tenses studied (present, future, past continuous).</li> <li>- Conjugate in the present indicative, future and past continuous verbs of the first and second groups, as well as <i>être, avoir, aller, dire, faire, pouvoir, partir, prendre, venir, voir, vouloir</i>.</li> <li>- Identify the infinitive of a verb studied in a text.</li> </ul> <p><b>Agreements</b> Know the rules of agreement of the verb with its subject; the agreement between determiner and noun, noun and adjective.</p>	<p>verbs not yet studied applying the rules learnt.</p> <p><b>Agreements</b></p> <ul style="list-style-type: none"> <li>- Know the rule of agreement of the past participle in verbs using <i>être</i> (not including reflexive verbs).</li> <li>- Know the rule of agreement of the adjective (attributive or predicative) with the noun.</li> </ul>	<p>studied applying the rules learnt.</p> <p><b>Agreements</b></p> <ul style="list-style-type: none"> <li>- Know the rule of agreement of the past participle in verbs using <i>être</i> and <i>avoir</i> (the direct object coming after the verb).</li> </ul>
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**Spelling**

*N.B.: All the required knowledge and skills in all writing activities stated above and not restated in this chart apply. Spelling revision is a standard requirement.*

CE2	CM1	CM2
<ul style="list-style-type: none"> <li>- Write, without errors, a text in dictation of at least five lines, using knowledge acquired in vocabulary, grammar and spelling.</li> </ul> <p><b>Phonetic skills</b></p> <ul style="list-style-type: none"> <li>- Recognize the correlation between letters and sounds.</li> <li>- Recognize the characteristics of letters in relation to nearby vowels (<i>s/ss, c/ç/ c/qu/, g/gu/ge</i>).</li> <li>- Recognize the characteristics of letters in relation to the following consonant (<i>n</i> becoming <i>m</i> before <i>m, b, p</i>).</li> <li>- Use accents without errors (<i>é, è, ê</i>).</li> </ul> <p><b>Grammatical spelling</b></p> <ul style="list-style-type: none"> <li>- Write the plurals of nouns ending in <i>s, x, z</i>; <i>by –al, by –ou</i>, without errors.</li> <li>- Spell the plural and feminine forms of adjectives without errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Write, without errors, a text in dictation of about ten lines, using knowledge acquired.</li> </ul> <p><b>Grammatical spelling</b></p> <ul style="list-style-type: none"> <li>- Write, without errors, the plural of nouns ending in <i>in –eu</i>, <i>in –eau</i>. The plural of the nouns in <i>–au, –ail</i> is in the process of being learnt.</li> <li>- Write, without errors, the forms of the verbs studied in the tenses studied, including the first group in <i>–cer, –ger, –guer</i>.</li> <li>- Apply the rule of agreement of verb with subject, including verbs in a compound tense and where subjects are reversed.</li> <li>- Apply the rule of agreement of the past participle with <i>être</i> and <i>avoir</i> (where the direct object is placed after the verb).</li> <li>- Make the adjective agree without errors (attributive, in apposition, and subject complement) with the noun.</li> </ul>	<ul style="list-style-type: none"> <li>- Write, without errors, a text in dictation of at least ten lines, using knowledge acquired.</li> </ul> <p><b>Grammatical spelling</b></p> <ul style="list-style-type: none"> <li>- Spell verbs studied correctly in the tenses studied, including verbs of the first group in <i>–yer, –eter, –eler</i>.</li> <li>- Apply the rule of agreement of verb with subject, including with the subject <i>qui</i> of the 3rd person.</li> <li>- Write without errors the grammatical homophones already studied as well as <i>on/on n', d'on/dont/donc, quel(s)/quelle(s)/qu'elle(s), sans/s'en</i>; the distinction between <i>leur</i> and <i>leurs</i> is still in the process of being learnt at the end of the cycle.</li> <li>- Distinguish by meaning, the homophone verbal forms of the past continuous and the compound past tense (<i>passé composé</i>).</li> </ul>



<p>- Write, without errors, the forms of verbs studied in the tenses studied, without confusing them, in particular, the endings (-e, -es, -ent; -ons and -ont; -ez, -ais, -ait and aient; -ras, -ra).</p> <p>- Apply the rule of agreement of verb with subject, (including personal pronoun) in sentences where the subject-verb order is respected, and where the verb is a simple tense.</p> <p>- Make the determiner and the noun agree without errors, and the noun and the adjective (attributive).</p> <p>- Write, without errors, the grammatical homophones linked to the grammar programme (a/à, ont/on, est/et, sont/son)</p> <p><b>Lexical spelling</b></p> <p>- Write, without errors names and adjectives ending with a silent consonant (e.g. <i>chant, cf chanteur; blond, cf blonde...</i>).</p> <p>- Write, without errors, words regularly memorized, in particular the invariable words acquired in CP and CE1, frequently used words, reference words for sounds.</p> <p>- Know the concept of homonyms and write, without errors, an increasing number of homonyms up to the end of the cycle.</p>	<p>- Write grammatical homophones already studied without errors, as well as <i>ses/ces, mes/mais, on/on n', ce/se, c's' (c'est/s'est, c'était/s'était), ou/ où, la/l'a/l'as/là.</i></p> <p>- Write, without errors, the infinitives of verbs of the first group after a preposition (<i>il me dit d'aller</i>).</p> <p><b>Lexical Spelling</b></p> <p>- Write invariable words, without errors, in particular the most frequently studied in grammar.</p> <p>- Use one's knowledge of families of words to write new words without errors (prefix <i>in-, im-, il- or ir-</i>, suffix <i>-tion...</i>).</p> <p>- Memorize the spelling of the final syllable in nouns ending in <i>-ail, -eil, -euil</i></p>	<p><b>Lexical spelling</b></p> <p>Write correctly (doubling the consonant) the beginning of words starting with ap-, ac-, af-, ef- and of-.</p> <p>- Write the final syllable correctly of nouns ending with -éé; by -té or -tié by a silent e.</p> <p>- Respect the conventions for syllable breaks at the end of a line.</p>
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## MATHEMATICS

The following tables give references to pedagogic teams for organizing learning progressions. Only new knowledge and skills are mentioned in each column. For each level, the knowledge and skills acquired in the previous class are to be consolidated. Problem solving plays an essential role in mathematics activities. It is present in all subject domains and is practised in all stages of learning.



**Numbers and Arithmetic**

<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<p><b>Whole numbers up to one million</b></p> <ul style="list-style-type: none"> <li>- Know, know how to write and name whole numbers up to one million.</li> <li>- Compare, put in order; situate them between two consecutive numbers.</li> <li>- Know and use expressions such as: double, half (moitié, demi), triple, quarter of a whole number.</li> <li>- Know and use certain relationships between numbers of frequent use: between 5, 10, 25, 50, 100, between 15, 30, and 60.</li> </ul> <p><b>Whole number arithmetic</b></p> <p><b>Mental arithmetic</b></p> <ul style="list-style-type: none"> <li>- Memorize and use tables of addition and multiplication.</li> <li>- Calculate sums, differences and products mentally.</li> </ul> <p><b>Set out a calculation by hand</b></p> <ul style="list-style-type: none"> <li>- Addition, subtraction and multiplication.</li> <li>- Know an operating technique for division and implement with a divisor of one figure.</li> <li>- Organize calculations to find a result, through mental arithmetic, set out by hand, or with the help of a calculator.</li> </ul> <p><b>Problems</b></p> <ul style="list-style-type: none"> <li>- Solve problems relating to the four operations</li> </ul>	<p><b>Whole numbers up to one billion</b></p> <ul style="list-style-type: none"> <li>- Know, know how to write and name whole numbers up to one billion.</li> <li>- Compare, put in order; situate them between two consecutive numbers.</li> <li>- The notion of multiples: recognize multiples of frequently used numbers: 5, 10, 15, 20, 25, 50.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Name simple fractions and decimals using vocabulary: half, third, quarter, tenth, hundredth.</li> <li>- Use these fractions in simple exercises of dividing up or coding measures of size.</li> </ul> <p><b>Decimal numbers</b></p> <ul style="list-style-type: none"> <li>- Know the value of each figure of the decimal part according to its position (up to 1/100th).</li> <li>- Know how to: <ul style="list-style-type: none"> <li>. identify them, place them on a number line,</li> <li>. compare them, put them in order,</li> <li>. situate them between two whole consecutive numbers,</li> <li>. change them from fractions to writing them with a comma and vice-versa.</li> </ul> </li> </ul> <p><b>Arithmetic</b></p> <p><b>Mental arithmetic</b></p> <ul style="list-style-type: none"> <li>- Consolidate knowledge and ability in mental arithmetic on whole numbers.</li> <li>- Multiply a whole number or decimal mentally by 10, 100, 1 000.</li> <li>- Mentally estimate a result to the nearest power of 10.</li> </ul> <p><b>Set out a calculation by hand</b></p> <ul style="list-style-type: none"> <li>- Addition and subtraction of two decimal numbers.</li> </ul>	<p><b>Whole numbers</b></p> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Situate a simple fraction between two whole consecutive numbers.</li> <li>- Write a fraction as the sum of a whole number and a fraction less than 1.</li> <li>- Add two decimal fractions or two simple fractions with the same denominator.</li> </ul> <p><b>Decimal numbers</b></p> <ul style="list-style-type: none"> <li>- Know the value of each figure of the decimal part according to its position (up to 1/10,000th).</li> <li>- Know how to: <ul style="list-style-type: none"> <li>. identify them; place them in order on a number line,</li> <li>. compare them, put them in order,</li> <li>. deconstruct numbers, writing them with a comma, using 10; 100; 1000... and 0,1; 0,01; 0,001...</li> </ul> </li> <li>- Give a value to the nearest whole number, tenth or hundredth.</li> </ul> <p><b>Arithmetic</b></p> <p><b>Mental arithmetic</b></p> <ul style="list-style-type: none"> <li>- Consolidate knowledge and ability in mental arithmetic on whole numbers and decimals.</li> <li>- Divide a whole or decimal number by 10, 100 1 000.</li> </ul> <p><b>Set out a calculation by hand</b></p> <ul style="list-style-type: none"> <li>- Addition, subtraction, multiplication of two whole numbers or decimals.</li> <li>- Division of a decimal number by a whole number.</li> <li>- Appropriate use of a calculator.</li> </ul> <p><b>Problems</b></p> <ul style="list-style-type: none"> <li>- Solve increasingly complex problems.</li> </ul>



	<ul style="list-style-type: none"> <li>- Multiplication of a decimal number by a whole number.</li> <li>- Euclidean division of two whole numbers.</li> <li>- Decimal division of two whole numbers.</li> <li>- Know some functions of a calculator in order to obtain the result of calculations.</li> </ul> <p><b>Problems</b></p> <ul style="list-style-type: none"> <li>- Solve problems involving a one or two stage procedure.</li> </ul>	
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**Geometry**

CE2	CM1	CM2
<p><b>Planes</b></p> <ul style="list-style-type: none"> <li>- Recognize, describe, name, reproduce and draw geometric figures: square, rectangle, rhombus, right angle triangle.</li> <li>- Check the characteristics of a plane using a numbered ruler and set square.</li> <li>- Draw a circle with a compass.</li> <li>- Use the following vocabulary in context: side, vertex, angle, midpoint.</li> <li>- Recognize that a figure posses one or several axes of symmetry, by folding it or with the help of tracing paper.</li> <li>- Draw, on grid paper, the symmetrical form of a figure in relation to a given straight line.</li> </ul> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>- Recognize, describe and name: a cube, a rectangular prism.</li> <li>- Use the following vocabulary in context: face, edge, vertex.</li> </ul> <p><b>Problems: reproduction and construction</b></p> <ul style="list-style-type: none"> <li>- Copy figures (on plain, grid or dotted paper) following a model.</li> <li>- Construct a square or a rectangle following given dimensions.</li> </ul>	<p><b>Planes</b></p> <ul style="list-style-type: none"> <li>- Recognize that some lines are parallel.</li> <li>- Use geometric vocabulary in context: aligned points, line, perpendicular lines, parallel lines, segment, midpoint, angle, axe of symmetry, centre of a circle, radius, diameter.</li> <li>- Check the characteristics of a simple plane using a ruler, set square, a compass.</li> <li>- Describe a figure with a view to identifying it amongst other figures or reproducing it.</li> </ul> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>- Recognize, describe and name regular solids: cube, rectangular prism, and triangular prism.</li> <li>- Recognize or complete the pattern of a cube or rectangular prism.</li> </ul> <p><b>Problems: reproduction, construction</b></p> <ul style="list-style-type: none"> <li>- Complete a figure of axial symmetry.</li> <li>- Trace a simple figure following a construction plan or instructions.</li> </ul>	<p><b>Planes</b></p> <ul style="list-style-type: none"> <li>- Use instruments to check that two lines are parallel (ruler and set square) and to draw parallel lines.</li> <li>- Verify the characteristics of a figure using instruments.</li> <li>- Construct the height of a triangle.</li> <li>- Reproduce a triangle with the aid of instruments.</li> </ul> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>- Recognize, describe and name regular solids: cube, rectangular prism, cylinder, triangular prism.</li> <li>- Recognize or complete a pattern for a regular solid.</li> </ul> <p><b>Problems: reproduction, construction</b></p> <ul style="list-style-type: none"> <li>- Draw a figure (on plain, grid or dotted paper), following a construction plan or a freehand drawing (with information relative to its properties and dimensions).</li> </ul>



**Size and Measurement**

<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<p>Know the following units of measurement and the relationships which link them:</p> <ul style="list-style-type: none"> <li>. Length: metre, kilometre, centimetre, millimetre;</li> <li>. Weight: kilogram, gram;</li> <li>. Capacity: litre, centilitre;</li> <li>. Money: euro and centime;</li> <li>. Time: hour, minute, second, month, year;</li> </ul> <ul style="list-style-type: none"> <li>- Use instruments to measure length, weight, capacity, then express this measurement by a whole number or range between two whole numbers.</li> <li>- Verify that an angle is a right angle using a set square or angle template.</li> <li>- Calculate the perimeter of a polygon.</li> <li>- Read the time on a watch with hands or a clock.</li> </ul> <p><b>Problems</b></p> <ul style="list-style-type: none"> <li>- Solve problems where the solution involves the above units.</li> </ul>	<p>Know and use common units of measurement for length of time, as well as the units of the metric system for length, weight and capacity and their relationships.</p> <ul style="list-style-type: none"> <li>- Measure length with the help of a compass.</li> <li>- Formulae for the perimeter of a square and rectangle.</li> </ul> <p><b>Area</b></p> <p>Measure or estimate surface area using an effective tiling pattern system, with the help of a surface referent, or by using a grid reference.</p> <ul style="list-style-type: none"> <li>- Classify and arrange surfaces according to their area.</li> </ul> <p><b>Angles</b></p> <ul style="list-style-type: none"> <li>- Compare angles of a figure using an angle template.</li> <li>- Estimate and check using a set square, whether an angle is a right angle, acute angle, obtuse angle.</li> </ul> <p><b>Problems</b></p> <ul style="list-style-type: none"> <li>- Solve problems involving conversions</li> </ul>	<ul style="list-style-type: none"> <li>- Calculate a length of time from the initial point to the end point of time.</li> <li>- Formula for the circumference of a circle.</li> <li>- Formula for the volume of a rectangular prism (introduction to the use of metric measurements of volume).</li> </ul> <p><b>Area</b></p> <ul style="list-style-type: none"> <li>- Calculate the area of a square, rectangle, a triangle using the appropriate formulae.</li> <li>- Know and use the common units of area (cm<sup>2</sup>, m<sup>2</sup> and km<sup>2</sup>).</li> </ul> <p><b>Angles</b></p> <ul style="list-style-type: none"> <li>- Reproduce a given angle using an angle template.</li> </ul> <p><b>Problems</b></p> <ul style="list-style-type: none"> <li>- Solve problems involving conversions.</li> <li>- Solve problems involving different units of measurement simultaneously.</li> </ul>

**Organization and Management of Data**

<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<ul style="list-style-type: none"> <li>- Know how to organize data of a problem, in order to solve it.</li> <li>- Use a table or a graph to interpret the data.</li> </ul>	<ul style="list-style-type: none"> <li>- Construct a table or a graph.</li> <li>- Interpret a table or a graph.</li> <li>- Read the coordinates of a point.</li> <li>- Place a point where the coordinates are known.</li> <li>- Use a table or “rule of three” in very simple activities of proportion.</li> </ul>	<ul style="list-style-type: none"> <li>- Solve problems relating to proportions and in particular problems relating to percentages, scales, average speed or unit conversion, using a range of methods (including the “rule of three”).</li> </ul>