

FRENCH CURRICULUM

What is expected at the end of cycle 1

(TPS-PS-MS-GS) ?

LANGUAGE:

- Communicate with adults and other children through language, making oneself understood.
- Express oneself in syntactically correct and precise language. Reword to be better understood.
- Practise various uses of oral language: tell, describe, evoke, explain, question, propose solutions, discuss a point of view.
- Strengthen memory skills and learn several rhymes and poems.
- Understand written texts, without help other than the language heard.
- Show curiosity about writing. Ability to repeat the words of a written sentence, after it is reading by an adult, and a known title of a book or text
- Participate verbally in the production of writing. To know that one does not write as one speaks.
- Identify patterns in the spoken language in French (possibly in another language).
- Manipulate syllables.
- Identify sounds (syllables, vowel sounds, some consonant sounds except for occlusive consonants).
- Recognise the letters of the alphabet and know the correspondences between the three ways of writing them: cursive, script, blocks.

- Copy using a keyboard.
- Write your first name in cursive script, without a template.
- Write a single word using letters or groups of letters borrowed from known words.

PHYSICAL ACTIVITIES:

- Run, jump, throw in different ways, in spaces, and with various materials, for a specific purpose.
- Adjust and put together a series of actions and movements according to obstacles to cross, or the trajectory of objects to act on.
- Move with ease in varied environments, natural or arranged.
- Build and maintain a sequence of actions and movements, in relation with other partners, with or without musical support.
- Coordinate movements and gestures with those of others, during rounds and singing games.
- Cooperate, exercise different complementary roles, oppose, develop strategies to achieve a common goal or effect.



ARTISTIC ACTIVITIES:

- Choose different tools, mediums, supports depending on the project and use them by adapting movement.
- Practice drawing to represent or illustrate, being faithful to the real object, or to a model, or inventing.
- Make a personal composition by reproducing graphics. Create new graphics.
- Create plastic compositions, alone or in small groups, by choosing and combining materials, and reinventing techniques and processes.
- Having memorised a varied repertoire of rhymes and songs, interpreting them in an expressive way.
- Playing with voice to explore variations of timbre, intensity, pitch, and nuance.
- Identify and reproduce, either corporally or with instruments, simple rhythmic formulas.
- Describe an image, talk about a musical excerpt, and express feelings or understanding using adapted vocabulary.
- Propose solutions in situations of projects, art/music, problem solving, with body, voice or sound objects.



EARLY MATHEMATICS

Use numbers

- Evaluate and compare collections of objects with numeric or non-numeric procedures.
- Practise grouping objects of the same quantity and size.
- Use the number to express the position of an object or person in a game, in an organised situation, on a row, or to compare positions.
- Mobilise analogical, verbal, or written symbols, conventional or unconventional to communicate oral and written information on a quantity.

Studying numbers

- Understand that the cardinal number does not change if one modifies the spatial arrangement or the nature of the elements.
 - Understand that any number is obtained by adding one to the previous number; know that this corresponds to the addition of a unit to the previous quantity.
 - Quantify collections up to at least ten; add and subtract them by effective manipulations then mental ones.
 - Say how much to add or remove to obtain quantities (not exceeding ten).
 - Count numbers in regards to the sum of their parts.
- Count up to thirty. Read digits numbers up to ten. Classify objects according to their shape. Name some 2D shapes (square, triangle, circle, and rectangle) and recognise some 3D shapes (cube, pyramid, ball, cylinder).
- Classify or arrange objects according to a criterion of length, mass, or capacity.
 - Reproduce an assembly from a model (puzzle, paving, assembly of solids).
 - Draw flat shapes.
 - Identify and continue patterns.

EXPLORE THE WORLD

- Situate connected events experienced and identify them in the day, the week, the month, or a season.
- Order a sequence of photographs or images, to give an account of a personal situation or a fictional story heard, by exactly marking succession and simultaneity.
- Use appropriate time markers (then,during, before, after ...) in stories, descriptions or explanations.
- Locate objects in relation to oneself, using prepositions of place.
- Know how to be situated in relation to others, in relation to reference objects: on, under, between...
- In a well-known environment, make a journey, with the use of an aid (drawing or coding).
- Elaborate first tests of 2D representation, communicable (construction).
- Use a sheet of paper correctly, a book, or other writing medium, according to instructions, a goal or a specific project.
- Use adapted spatial markers (front, back, right, left, top, bottom) in stories, descriptions or explanations.
- Recognise the main stages of growth of an animal or a plant, when observing reality, or an image.
- Know the essential needs of some animals and plants.
- Situate and name the different parts of the human body, on oneself or on a representation.
- Know and implement some rules of personal hygiene and a healthy life.
- Choose, use, and know to designate the correct tools and materials for a situation, to carry out specific technical actions (bend, cut, stick, assemble).
- Construct; build simple models based on plans or assembly instructions.
- Use technology: camera, tablet, and computer.

- Take into account the risks of the surrounding environment (dangerous objects and behaviour, toxic products).