

FRENCH CURRICULUM

What is expected at the end of cycle 2 (CP-CE1-CE2) ?

French

1.1. Oral language

- Maintain sustained attention during listening or interaction situations and demonstrate, if necessary and wise, difficulties in understanding.
- In different situations of communication, produce clear statements, taking into account the purpose of the interaction and the interlocutors.
- Effectively practice the expected forms of speech (including telling, describing, explaining) in situations where expectations are explicit; especially to tell a story, which has been previously studied in class.
- Participate appropriately in an exchange (question, answer, express agreement or disagreement, provide a complement).

1.2. Reading and understanding

- Identify words quickly: Easily decode common unfamiliar words, recognise frequent words, and memorise uncommon words.
- Read and understand texts adapted to the students' maturity and school culture.

- Read aloud and fluidly, after preparation, a half-page text; participate in a dialogue read after preparation.

1.3. Writing

- Copy or transcribe, in legible handwriting, a text of ten lines, respecting punctuation, spelling, and presentation. Make self-corrections.
- Write a text of about half a page, consistent, organised, punctuated, and relevant to the target and the recipient.
- Make self-corrections, especially to spelling, taking into account indications.

1.4. Study of the language (grammar, spelling, lexicon)

- Spell high frequency words (especially in a school situation) and common exception words. Recognise and correctly use grammatical structures (simple cases: subject placed closely before the verb; a nominal group with at most one adjective).
- Use knowledge of the language to express oneself orally, better understand words and texts, and improve written texts.

Visual arts

- Create and show, individually or collectively, plastic productions of various natures.
- Propose inventive answers in an individual or group project.
- Cooperate in an artistic project.
- Express oneself about one's own work, that of peers, and on artists' work.
- Compare some works of art.

Musical education

- Experiment with spoken and sung voice, explore parameters, mobilise for the benefit of expressive reproduction.
- Know and implement the conditions of attentive and precise listening.
- Imagine simple organisations; create sounds, and master their succession. Express sensitivity, and exercise critical thinking, while respecting the tastes and points of view of others.

Physical education

- Run, jump, and throw at varying intensities and durations in adapted contexts.
- Know how to differentiate: run or jog / throw or throw precisely / jump high or jump far.
- Agree to aim for a measured performance and to compete against others.
- Fill a few specific roles.
- Move in the water for about fifteen meters, without support, and after a time of immersion.
- Make a journey, by adapting movements to an unusual environment. The space is laid out and secure.
- Respect the safety rules that apply.
- Mobilise the expressive power of the body, by reproducing a simple sequence of actions learned or by presenting an invented action.
- Adapt to the rhythm, memorise steps, figures, elements, and sequences to achieve individual and collective actions. Engage in an individual or collective competition, respecting the rules of the game.

- Control gross motor skills and emotional commitment to succeed in simple actions.
- Know the purpose of the game.
- Recognise partners and opponents.

Question the world / Sciences

- Identify the three states of matter and observe changes of states.
- Identify a change in the state of water in a phenomenon of everyday life.
- Know the characteristics of the living world, its interactions, its diversity.
- Recognise healthy behaviour.
- Understand the function of manufactured objects.
- Make simple objects and electrical circuits, respecting basic rules of safety.
- Start to appropriate a digital environment.
- Identify oneself in a space and represent it.
- Locate a place on a map, on a globe or on a computer screen.
- Identify oneself in time, and measure durations.
- Identify and locate events in a period of time.
- Compare ways of life, and representations of the world. Understand that a space is organised.
- Identify landscapes.

Mathematics

- Understand and use whole numbers to count, order, locate, compare.
- Name, read, write, represent whole numbers.
- Solve problems using whole numbers and calculation.
- Calculate with integers.

- Compare, estimate, measure lengths, masses, capacities, durations.
- Use lexicon, units, and specific measuring instruments of these quantities.
- Solve problems involving lengths, masses, capacities, durations, prices.

- Locate and move using landmarks and representations.
- Recognise, name, describe, and reproduce solids.
- Recognise, name, describe, reproduce, and build geometric figures.
- Recognise and use the notions of alignment, right angle, equality of lengths, middle, and symmetry.