

## FRENCH CURRICULUM

### What is expected at the end of cycle 3 (CM1-CM2-6e) ?

#### French

##### 1.1. Oral language

Listen to a story and demonstrate understanding by answering questions, without referring to the text.

Say a text aloud from memory.

Give a short oral presentation, based on notes, slide shows, or other digital tools.

Interact constructively with other students in a group to confront reactions or points of view.

##### 1.2. Reading and understanding

Read, understand and interpret a literary text adapted to one's age and react to it.

Read and understand texts and documents (texts, tables, graphs, diagrams, and images) to learn in different disciplines.

##### 1.3. Writing

Write one to two-page text, adapted to the recipient.

After revision, produce an organised and coherent text, with writing legible writing, and respecting the spelling regularities studied during cycle 3.

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

In writing texts in various contexts, mastering accords in grammar (determinant, noun, adjective), between

the verb and its subject in simple cases (subject placed before the verb and close to it, subject composed of a nominal group comprising at most one adjective or complement of the noun or subject composed of two nouns, subject-verb inversion) as well as the agreement of the complement with the subject.

Reasoning to analyse the meaning of words in context and using morphology.

#### English

##### Level A1 (introductory or discovery level):

Understand familiar words and common expressions about oneself, family, and the immediate environment (especially school).

Understand familiar words and simple sentences.

Use simple phrases and sentences to talk about oneself and the immediate environment.

Copy a written model, write a short message, and fill in a simple questionnaire.

Communicate in a simple way, provided that the speaker is willing to repeat or rephrase sentences more slowly and to help to formulate what is intended to be said.

##### Level A2 (intermediate level):

Understand a brief intervention if it is clear and simple.

Understand short and simple texts.

Produce simple statements about people and things.

Produce simple and brief statements.

Interact in a simple way, and rephrase words to fit the interlocutor.

#### Arts

##### visual arts

Experiment, produce, and create.

Choose, organise and mobilise gestures, tools and materials, according to the effects they produce.

Represent the surrounding world or give shape to imagination by exploring various fields (drawing, collage, modeling, sculpture, photography, and video).

Look for personal expression away from stereotypes.

Integrate the use of computer tools for image work and information retrieval, in the service of plastic practice.

Implement an artistic project Identify the main tools and skills needed to carry out an artistic project.

Identify yourself in the stages of the realisation of an individual or collective plastic production, anticipate the possible difficulties.

Identify and assume responsibility for a cooperative process of creation.

Adapt your project according to the constraints of realisation and the consideration of the spectator.

Express oneself, analyse one's practice, that of one's peers; establish a relationship with that of artists, open to others.

Describe and question with a specific vocabulary artistic productions, those of peers, and works of art studied in class.

Justify choices to account for the journey that leads from intention to realisation.

Formulate a fair expression of one's emotions, drawing on one's own plastic achievements, those of other students and works of art.

Identify oneself in the fields related to the visual arts, being sensitive to the questions of art.

Identify cultural and artistic stereotypes, in order not to conform to them.

Identify characteristics of a work of art in a geographical or cultural area, and in a historical, contemporary, near, or distant time.

Describe works of art, giving a reasoned personal understanding.

##### Musical education

Identify, choose and mobilise vocal and bodily techniques to give meaning and expression.

Link musical characteristics of different works, name them, and present them in relation to knowledge built by other subjects (history, geography, french, sciences etc.).

Explore the sounds of the voice and its environment, imagine musical uses, and create time-based organisations of a set of selected sounds.

Develop sensitivity, critical spirit and enrich oneself with the diversity of personal tastes and aesthetics.

##### Physical activities

Put together a series of gross motor actions in different groups to go faster, longer, higher, further.

Combine a run, jump and throw to make the best cumulative performance.

Measure and quantify performances, record them, compare them, classify them, translate them into graphical representations.

Assume the roles of timekeeper and observer.

Carry out, alone or with others, a race in several unusual environments, in landscaped or natural environment.

Know and respect the safety rules that apply to each environment.

Identify the person in charge to alert if a problem arises, or the procedure to follow.

Achieve the school swimming certificate of the competences to gain.

Create two sequences in small groups: one with an acrobatic aim intended to be judged, another with an artistic aim intended to be appreciated and to move.

Know how to film a performance, to review and evolve.

Respect the benefits of others and agree to perform in front of others.

Tactically plan to win the competition or match by identifying favorable situations.

Maintain an effective engagement during all scheduled play time.

Respect partners, opponents and referee.

Play different social roles (player, referee, and observer) in the activity and organisation of the class.

Accept the result, and be able to comment on it.

## *History/geography*

Locate in time: building historical landmarks

- Locate the great historical periods chronologically.
- Order facts relative to each other, and situate them in a given period.
- Manipulate and replace the historical landmark in different contexts.
- Use documents showing a representation of time (including chronological friezes), at different scales, and lexicon relating to the division of time and giving rise to a perspective of the facts.
- Memorise historical benchmarks related to the program and know how to mobilise them in different contexts.

Finding oneself in a space: building geographic landmarks

- Name and locate the major geographical landmarks.
- Name and locate a place in a geographical area.
- Name, locate and characterise spaces.
- Situate places and spaces in relation to each other.
- Understand the notion of geographical scale.
- Remember the geographical references related to the

program and know how to mobilise them in different contexts.

Reason, justify a step, and the choices made.

- Ask questions
- Formulate hypotheses
- Check
- Justify

Get informed in the digital world

- Know different information systems to be able to use them.
- Find, select, and use information in a digital resource.
- Identify the digital resource used.

Understand a document

- Understand the general meaning of a document.
- Identify the type of the document and know why it needs to be identified.
- Extract relevant information to answer a question.
- Know that the document expresses a point of view, identify and question the implicit meaning of a document.

Practice different languages in history and geography

- Structure thought and knowledge in writing, to communicate, debate and exchange.
- Recognise a historical narrative.
- Speak orally to think, communicate and exchange.
- Use an appropriate historical and geographical lexicon.
- Perform or complete graphic productions.
- Use analog and digital maps at different scales, photographs of landscapes or places.

Cooperate and mutualise

- Organise work as part of a group to develop a common task and / or collective production, and make its skills and knowledge available to others.
- Work together to facilitate individual learning.
- Learn to use digital tools that can lead to collective achievements.

## *Sciences*

Describe the states and constitution of matter on a macroscopic scale.

Observe and describe different types of movements.

Identify different sources of energy.

Identify a signal and information.

Classify organisations, use kinship links to understand and explain the evolution of organisms.

Explain the varying needs of human foods; the origin and techniques used to process and preserve food.

Describe how living things develop and become able to reproduce.

Explain the origin of the organic matter of living beings their future

Identify the main evolutions of the needs.

Describe the operation of technical objects, their functions and constitutions.

Identify the main families of materials.

Design and produce all or part of a technical object in a team, to offer a technological solution to a need.

Identify and understand communication and information management.

Locate the Earth in the solar system and characterise the conditions of terrestrial life

Identify issues related to the environment

## *Mathematics*

Use and represent large integers, simple fractions, decimals.

Calculate with integers and decimals.

Solve problems using simple fractions, decimals and calculation.

Compare, estimate, and measure geometric quantities with integers and decimals: length (perimeter), area, volume, angle.

Use the lexicon, the units, the specific measuring instruments of these quantities.

Solve problems involving magnitudes (geometric, physical, economic) using integers and decimals.

Locate and move in a space, using or developing representations.

Recognise, name, describe, reproduce, represent, and build common figures and solids.

Recognise and use some geometric relations (notions of alignment, belonging, perpendicularity, parallelism, equality of lengths, equality of angle, distance between two points, symmetry, enlargement and reduction).