



FRENCH CURRICULUM for PRIMARY SCHOOL

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CERENE offers education to children from the CE1 to the CM2 in Primary school. CERENE abides by the curriculum as stated below. The translation is adapted to CERENE's specific school program.

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 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.

1. The basic learning cycle. Programme for CP and CE1 (year 2 and 3)

CERENE starts its activity from CE1, reinforcing the consolidation.

The Basic Learning Cycle begins in the last year of the kindergarten (Grande Section-year 1) and the same pedagogic approaches are employed throughout the cycle. This cycle continues into the two first years of the primary school, in CP (year 2) and in CE1 (year 3). 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 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

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 (Year 2) 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 (year 3) 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 1st 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 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 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.

CIVICS AND CHARACTER 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

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 a specific way;
- apply the basic rules of hygiene.

2. THE CONSOLIDATION CYCLE. Programme for CE2, CM1 and CM2 (years 4, 5, 6)

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 nonfiction text, the characters and events in an account), and also in analysing 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, 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 and English languages

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 the usage 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, antinomy, 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, irregular verbs in French and in English.
- 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 arithmetics

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, perpendiculars, 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.

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 analyse 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; Lascaux 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 5e 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 17th and 18th centuries (Italy, Flanders, France).

The 19th 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 20th Century and our period - Architecture: works of art and housing. - Accounts, short stories, illustrated accounts, poetry. - Graphic design (a poster); transport design (a train). - 20th 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.

CIVICS AND CHARACTER EDUCATION

Civics and Character Education aim 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 both - 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.)