Programme for cycle 2

Part 1: What is specific to the cycle of fundamental learning (cycle 2)

Learning at school, means questioning the world around us. It also means learning specific languages; it is not something that just happens naturally as we grow up. Cycle 2 now includes classes from CP to CE2, allowing the time and coherence necessary for progressive and demanding learning. All learning in cycle 2 should be about questioning the world. Learning languages, especially French, is a priority.

During cycle 2, children have time to learn. There are a lot of differences between children when they reach cycle 2. They have grown and learnt in different contexts, different families and schools, which have a great influence on their learning and the pace at which they learn. Classes are therefore organised around continuous revisiting of knowledge that is in the process of being acquired. If pupils learn together, it must be in a progressive manner, with each child learning at their own rhythm. The pupils' individual needs must be taken into account (especially those who speak other languages, who are disabled, who struggle to write, who have just started school etc.) and a pedagogical approach adapted to their requirements is necessary.

During cycle 2, understanding and automatisation are developed at the same time. Understanding is vital in pupils' acquisition of solid knowledge. Automatisation of some of this knowledge is a way for pupils to free up cognitive resources ('brain space'), so they can move on to more elaborate forms of knowledge and understanding. All types of learning are concerned. In Maths for example, understanding the different operations (addition, subtraction etc.) is vital if we want children to build, expand on and apply this knowledge in more challenging contexts.   Similarly, knowing some facts automatically and having them readily available (the answers to the times tables for example) improves the child's capacity for 'intelligent calculation' - when children understand what they do and why they do it. Building temporal markers, in questioning the world, follows the same logic: understanding applied to explicit learning allows children to progressively use the markers spontaneously.

During cycle 2, language is central to all learning. The construction of understanding and automatisation are both necessary for mastering language. Mastering phonics, linking sounds and letters, is essential for cycle 2. However, learning to read also requires children to understand fiction and nonfiction texts, including that which is not always explicit. This learning happens simultaneously in writing and reading.
The central place given to language does not detract from other fields of learning. Quite the contrary, language is a tool of learning in all fields; it involves identifying and progressively using specific vocabulary. This identification begins at the start of cycle 2 and is intensified throughout the other cycles. The fact that there is one classroom teacher allows for greater transfer between the different areas. It allows for more project work, during which language is the tool of communication, used to convey information about outings, experiments, research. Language makes sense of learning as it links the different areas and allows for the integration of experiences.

During cycle 2, we never cease to articulate the concrete and the abstract. Observing and working with reality, manipulating, experimenting, all activities lead to representation, whether it is analogical (drawings, images, graphs) or symbolic, abstract (numbers, concepts). The link between practical familiarity and conceptual elaboration should be continuously constructed.

During cycle 2, there is a large gap between oral and written ability. What a child is capable of understanding and producing orally is far superior to that which he or she is capable of writing. Yet oral and written languages are closely connected, and during cycle 2 children have access to scaffolded writing in production and reading comprehension. In all areas of learning, pupils learn that speaking or writing involves on the one hand translating what we think, on the other, respecting the rules: they are free in terms of content, but restricted in terms of the form it takes. The gap between oral and written ability is particularly important in the learning of modern foreign languages[1]. Cycle 2 puts the stepping stones in place that will lead to pupils' learning many languages, starting with oral ability. The teaching and learning of an additional language must allow the children the opportunity to practise the language and to reflect on its use. Language and culture are closely linked.

During cycle 2, intuitive learning is also central. Outside of school, their homes and elsewhere, children acquire knowledge in numerous areas: social (rules, conventions, habits), physical (getting to know their body, movement) spoken language and culture. This knowledge is a forerunner to learning and implicitly understood must be used as the foundation of explicit learning. It is at the heart of all situations when a child understands what they have to do without thinking about it, or when he or she uses his intrinsic knowledge to check or evaluate what he or she has done (whether they used the right tense, have understood quantity correctly, are reasoning logically).

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[1] At TES French Section, this is the programme for English as an Academic Language (EAL), French as an Academic Language (FAL).

During cycle 2, children learn how to do fundamental school activities in different areas of learning: how to solve problems, how to understand a document, how to write a text, how to create or understand an object. The common links between these diverse, fundamental school activities must be emphasised by the teachers who should highlight the analogies between the objects of study (solving a maths problem/ investigating in science/ understanding and interpreting a text in French/ interpreting a work of art) so the similarities and differences are obvious to pupils. Without the input of the teacher, only a few pupils would figure out how to complete these fundamental school activities.

During cycle 2, children justify in a rational manner. In the context of an activity, pupils know how to complete it and also to explain why they completed it that way. They learn to justify their answers and their actions using reasons, in a way that is specific to learning: we don't justify the answer to a sum, the comprehension of a text, the appreciation of a work of art or the observation of a natural phenomenon in the same way. Little by little, this rational activity leads pupils to question and criticise what they have done, but also to appreciate what has been done by others. Educating children to understand media and technology prepares them to exercise their own judgement and develop critical capacities.

Part 2: Essential contributions from different fields of learning to the Common Socle

Domain 1
Languages to think and communicate

I can understand and express myself using written and spoken French

In Cycle 2, learning the French language is accomplished through speaking, reading, and writing. Acquiring oral fluency and accessing written language through reception and production goes along with the study of how the language functions and allows for the production of controlled oral statements and simple, organized, writing with correct punctuation that becomes more and more complex with a focus on correct spelling.

All teaching works together to ensure the mastery of the language. « Questioning the world» and art, such as music education, proposes a look into natural phenomenon and various shapes and representations, providing opportunities to describe, compare, and to begin to manipulate, both orally and in writing, different forms of expression and specific lexicon.

I can understand and express myself using an additional language

Cycle 2 is the beginning of the teaching of foreign languages which should lead students to achieve the A1 level of oral language competencies (listen / take part in a conversation / express oneself fluidly) in the Common European Framework of Reference for Languages (CEFRL). In French, the alignment with the foreign language studied in class allows for a better connection with the representation of the linguistic system: occasional comparisons with French, between words, the order of words, and their pronunciation. Encountering literature is also a way to consolidate learning about the culture, thereby using the foreign language just as well as the French (bilingual books…). Working in several other domains, music education in particular, but also physical education, contributes to making students aware of a cultural dimension.

I can understand and express myself using mathematical, scientific and technological language

Mathematics plays a part in the acquisition of scientific language: comprehension of the number system, practicing calculation, knowledge of sizes. Symbols are used for observation, exploration, and questioning objects and the reality of the world. In teaching « Questioning the world, » activities of manipulation, measures, and calculation, as well as simple experiments use plenty of scientific language. Familiarization with an appropriate and precise lexicon allows for reading, exploitation and communication of results from various objects, phenomenon, and simple experiments (tables, simple diagrams, maps, outlines, timelines…) Physical education allows for creating links between real-life and represented space: in orientation activities linked with geometry (location in a space, on a graph, moving around) ; in track and field activities where size and measurements are used, in the diverse calculations of length, time, or in team games (calculating results, scores) etc.

I can understand and express myself using artistic and corporal language

All teaching works together to develop the skills need to express oneself and communicate. The exposure to different forms of language encourages social interaction: in French, to understand and produce oral messages; in art and music education to create a production, present it, and express oneself about the production; in art to interact in pairs to compare art or musical works and express one's emotions; in physical education, notably in the context of developing activities with an artistic or aesthetic aim, to express oneself and communicate through reproduction or creation of actions and giving one's opinion.

Domain 2
Methods and tools for learning

All teaching works together to develop methodological competencies to improve the efficiency of learning and to enable the success of all students. To know how to learn a lesson or a poem, to utilize group writing assignments, to reread a text or an instruction, to use reference tools, to visit libraries and document cen ters to find information, to use a computer… are all equally important skills to acquire to allow for better organization of one's work. Cooperating and completing projects implicates all teaching in all domains. The undertaking of a project develops the capacity to collaborate and to cooperate with a group while using diverse tools to succeed in producing something. The Development of Artistic and Cultural Education which evolves throughout a student's schooling allows for interdisciplinary teaching, notably in disciplines linked to the body (dance in link with physical education, theater in link with French). In all teaching, and in particular in the field of « Questioning the world», the familiarization with information and communication techniques contributes to the development of skills in finding and sharing information, in developing explanations and arguments, and in presenting a critique. In French, extracting information from a text or from an information resource allows one to respond to interrogations, to needs, to curiosities: the familiarization with several technological too
ls and programs (using spellcheck, collaborative writing…) helps drafting and rereading processes. In mathematics, memorizing, using reference tools, trying, proposing a response, arguing a point, verifying are all necessary components to solving simple problems in daily life. In foreign language, using written or multimedia tools, paper or digital, that are culturally identifiable develops the ability to exchange. Listening activities and producing recordings feeds on devices and digital networks. and musical education draw on and benefit from internet searches in the context of working on an image, finding information to help create and represent works, and manipulating sounds. The frequent and regular use of digital tools in cycle 2, in all teaching domains, allows for the discovery of digital communication rules and to begin understanding the limitations and risks therein.

Domain 3
Educating the person and the citizen

Access to moral, civic, and social values is accomplished through concrete situations, confrontations with diverse texts and works in all teaching domains, and more particularly in moral and civic teaching.

This teaching aims to make students understand why and how rules are adopted, to acquire a sense of them, to know their rights both in and out of school. Confronted by simple moral dilemmas, with examples of prejudice, and deliberations on justice and injustice, the student becomes sensitive to a culture of moral judgment: through debate, argumentation, reasoned interrogation, the student acquires the ability to declare a personal point of view, to express sentiments and opinions, to think critically, to formulate and justify thoughts. Students learn to differentiate between their particular interests and the interests of a group. Students are made aware of the responsible usage of technology.

In the context of teaching « Questioning the world», students begin to acquire civic awareness, learning about fulfilling commitments to themselves and others, adopting a reasoned attitude founded in the knowledge and development of responsible behavior vis-à-vis the environment and health. The expression of their feelings and emotions, regulating them, confronting their own perceptions and those of others all equally support the entirety of artistic activities, learning French, and physical education. This teaching feeds personal tastes and expressive capabilities, sets out the rules and the needs of individual or collective production, educates communication codes and expression, and helps to obtain self-respect and the respect of others, honing the critical spirit. This teaching allows students to give their opinion, to identify and fulfill roles and positions in different proposed situations; students are guided by their growing knowledge of a lexicon where the notions of rights and needs, protection, liberty, justice, respect and secularism are defined and constructed. To debate, to argue rationally, to express conjectures and simple refusals, to question what one knows, to begin to resolve problems notably in mathematics, formulating and justifying one's choices while developing judgement and self-confidence.

Foreign languages participate in the building of self-confidence when speaking is guided, supported, and respected. This teaching allows for the acceptance of others and supports the progressive acquisition of autonomy.

All teaching works together to develop a sense of engagement and initiative, particularly in the putting in place of individual or group projects, with peers or with other partners.

Domain 4
Natural and technical systems

« Questioning the world» constitutes a dedicated teaching of formulating questions, expressing thoughts, designing devices and proposing responses. Through close, concrete observations in the three domains, life, matter, and objects, the process of investigation allows access to knowledge of several characteristics of the living world, the observation and description of several natural phenomena, and the comprehension of how simple objects function.

Different methods of reasoning begin to be used (analogy, logical reasoning, deduction, inference…) as they are needed. Supported by the teacher, the student tries to experiment, explain, demonstrate, exploit and communicate results of measurements or research to give a response to the problem at hand using precise language. The discussion produced relies on observation and research and not on belief or faith. This teaching develops a reasoned attitude founded in the knowledge and development of responsible behavior vis-à-vis others, the environment, and health, through simple gestures and the acquisition of several simple rules on good hygiene and cleanliness, nutrition and sleep, the knowledge and use of simple safety regulations.

Practicing calculations, gaining a sense for using the four operations, and solving basic problems in mathematics allows for observation, raising questions and looking for answers all give meaning to the concepts discussed and contribute to the understanding of some elements of the world.

The teaching of art also allows students to approach objects and matter from different angles in the design and creation of objects. Imagination and creativity are used when modeling a few objects in the artistic sphere, cultural or aesthetic sphere, or technological sphere, such as simple electrical circuits, based on observation and some scientific knowledge or basic techniques.

 The teaching of moral and civic education is directly tied to building future citizens as part of the school and the classroom. Respecting commitments, working independently and cooperating, getting involved in school life and in class are the first principles of individual and collective responsibility.

Domain 5
Representations of the world and human activity

The work carried out within the teaching of art, in a necessary synergy between reception and production of art, allows students to begin to understand the representations of the world. Understanding the diversity of representations in time and space through some major works of cultural and youth literature adapted to cycle 2 complete this training. This understanding is fostered when students use their knowledge and skills when performing actions and creating individual productions, in a group, visual and audible, with expressive aim, aesthetic or acrobatic, when designing and creating objects in problematic situations. Students can invent stories by manipulating and playing off of stereotypes, producing works on the basis of their creative experiences, techniques discussed in class, and works they have encountered.

The teaching of « Questioning the world », mathematics, and physical education solidifies the notions of space and time. Getting one's bearings in a nearby environment, orienting and moving around, representing and identifying major landmarks, constructing simple geometric figures, placing works of art from different periods, completing races and pathways during physical or aesthetic activities, all play a part in building spatial awareness.

Temporal benchmarks help students to understand and learn the concepts of continuity, succession, anteriority, posteriority, and simultaneity. To begin placing several events in a long period of time, to become aware of realities or events from the past, and from more or less time, allows for an initial introduction to chronology. The repetition of events and the apprehension of time that passes allows for an initial introduction to cyclical rhythms.

In particular, the field « Questioning the world» also allows to progressively build a common culture, in an organized society, evolving in a given space and time : discovering the environment both near and far, studying spaces their principal functions, comparing several ways of life and understanding and putting into perspective the choices of transforming and adapting to geographic regions. The teaching of foreign languages, and their related cultures, contributes to helping understand other ways of life.

Part 3: teaching

French

In kindergarten, students have developed skills in oral language usage and have learned to speak together, listened to texts and learned how to understand them, discovered the function of written word and have started to produce it. Vocabulary acquisition, phonological awareness and alphabet awareness, attention to language patterns, and an initial training on essential movements for writing have given them the tools necessary to continue learning French.

Teaching French consolidates students' skills to communicate and live in society, to find one's place in relation to the world around them, and to participate in self-construction; it eases them into learning in all domains and languages.

The integration of CE2 in cycle 2 should allow for an assurance of foundational skills in reading and writing for all students. During this cycle, an explicit learning of French is organized with multiple sessions each day. As in kindergarten, oral skills, worked on in a large variety of academic situations, makes up the base of specific teaching sessions. Activities in reading and writing are daily and the relationships between them permanent. To lead each student to be able to identify words quickly and automatically, systematic activities allow for the perfect mastery of the alphabetic code and memorizing words. The approaches and strategies for reading comprehension are taught explicitly. Two factors are particularly important to enable students' progress: the repetition and regularity of language activities, and the clarification of learning objects and cognitive tasks so they represent what is expected of students.

For the study of language, a gradual approach based on observation and manipulation of statements and forms, their classification and processing, leads to an initial knowledge base that will be consolidated in the next cycle; implemented in numerous exercises, this knowledge is also used - verified and consolidated - in oral or written and reading.

Skills	Domains
Understand and express oneself orally ● Listen in order to understand oral messages or texts read by an adult. ● Speak to be heard and understood. ● Participate in verbal exchanges in diverse situations. ● Acquire the ability to objectively assess and critique oral language.	1, 2, 3
Read ● Identify words with more and more ease. ● Understand a text. ● Practice different forms of reading. ● Read out loud. ● Check for understanding.	1, 5
Write ● Copy in an expert manner. ● Produce written work. ● Revise and improve the writing one has produced.	1
Understand how language functions ● Understand the relationship between oral and written word. ● Memorize and recall the spelling of common words and irregular words whose meaning is known. ● Identify the key components of a simple sentence in connection with its semantic coherence. ● Reason to resolve spelling mistakes. ● Spell the most frequently used verb forms. ● Identify the relations between words and their context; helping to better understand them. ● Expand vocabulary, memorize and reuse newly learned words.	1, 2

Spoken Language

The first step in learning a spoken language is allowing the students to actively exchange vocabulary, to express themselves, to understand a partner, to listen and work to understand the connections in messages or audio texts, to react and create a point of view, to demand something, and to express agreement or opposition. The teacher must pay attention to the quality and the efficiency of the students' oral language skills, in their verbal interactions, and to remain vigilant throughout the entire academic year. The teacher must guarantee efficient exchanges between the students, and to survey their learning throughout the year, the students need to be guided, and learn how to debate.

Developing spoken language means experimenting and making mistakes in an organized manner, learning through various methodologies; adapted and comprehensible teaching will allow for each student to master the language. The lessons should be focused on learning specific practical language skills (retelling, describing, explaining, participating in interactions) taking part in learning sessions of varied teaching during regular class time. These lessons should include explanation, memorization and using learned vocabulary in context.

The skills acquired while learning to speak a language, in both expression and comprehension, are essential in learning to write a language; progressively learning to write a language allows for the spoken skills to become more formal and structured. Reading out loud, diction and recitation of texts, allow for a complete understanding of the texts studied in class. Memorizing texts (particularly poems, or extracts from plays to be performed in class) allow for personal expression and provides the students with lifelong linguistic capacities.

By the end of the cycle
- Be able to remain highly focused during listening exercises and exchange, while understanding the vocabulary. - In different contexts, be able to produce clear statements while keeping in mind the subject at hand and the speakers. - Efficiently practice different forms of dialogue – notably recount, descriptions, explanation – in real life situations with clear instructions. In particular, be able to independently recite a text memorized in class. - Participate in relevant exchanges (questioning, answering, expressing agreement or disagreement, accepting a compliment....).

Understandings and competencies	Examples of situations, activities and resources for the students
Listen and understand audio recordings (read by adult or partners) or texts read aloud by an adult (linked to in class reading). ● Remain focused on the goal. ● Locate and memorize important information; making mental connections. ● Recognize the cultural references necessary to understand the messages in the text. ● Attention must be given to the vocabulary and memorization. ● Recognizing eventual difficulties in comprehension.	These activities require attentive listening of the audio texts or the directions of the adult or partner. Listening to read texts, through explanations and information provided by adults. Repetition, retell or reforming directions; recounting information and coming to conclusions. Recounting words discovered while listening to texts and messages. Explaining benchmarks that help with understanding (intonation, keywords, connections, etc.) a connection should be made with the foreign language.
Speak to be heard and understood, in spoken interaction or through the presentation of texts (linked to reading). ● Taking into account who will be hearing the conversation, and who will be participating in the discussion. ● Developing auditory skills (articulation, flow, voice volume, intonation, posture, expression, gestures...) ● The organization of a conversation. ● Memorizing texts (recitation, performance). ➢ Reading (adapting voices in connection with the texts).	Games on voice volume, tone, flow, to prepare the students to modify their voice while reading aloud (expressing particular emotions). Recalling recitations heard or read aloud. Presentation of learned notions, through nonfiction reading, reusing vocabulary discovered in context. Presentation of work in pairs. Presentation on a subject. Justifying a choice from a certain point of view. Preparing to read aloud. Prepare a text in pairs, and use the text to read aloud. Record and either listen or watch one's own performance, or the performances of other classmates.

Participating in exchanges in diverse situations (learning sessions, regular class time). • Respect the rules of regular exchange. • Consciously taking account of the expectations. • Organizing the subject. • Organisation du propos. ➢ Means of expression (vocabulary, syntax, exchange...).	Participate in role playing in set situations, notably debates. Individual preparation or exchanging with multiple elements (what we want to say, how we say it, search and select arguments...).
Adopt a critical approach to language production • Rules regulate the exchange; learning to respect the rules while working in a pair. • Taking into account the explicit established rules. ➢ Auto-correction after listening (rephrasing).	Participate in defining collective rules; the criteria for recitation in relation to oral presentations. Experience being observed (monitoring the rules) or being evaluated (with the teacher) in various situations such as presentations, debates and exchanging dialogue. Practice with a memory aid before beginning a conversation (starting off the practice with this aid).

Progressive Benchmarks

- At the end of kindergarten, language skills should be strong. Some students will be in need of more practice, while others will be comfortable with most of the notions; classroom differentiation will be necessary, partnering and exchanging the students with more skilled classmates will allow for the development of all the students.

It is difficult to determine the distinct steps of cycle 2; the progress must be determined throughout the evolution and through experimentation:
  - The rules, should be guided by an adult and can be strong in CP but should progressively decrease, except for the children who are still in need;
  - Interactions, are directly related to the size of the group, smaller in CP and expanding up to CE2, efficient interactions should take place with the entire class;
  - Subjects focused around listening and exchange should be organized in connection to CP, and should gradually reduce, while still retaining the shared class culture.
  - Preparation of speeches should become progressively more demanding (accuracy of the lexicon, outlining the subject) and students can rely on writing once they have acquired the necessary reading and written skills.
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Reading and written comprehension

Reading and writing are two actives closely linked in a consolidated and efficient teaching style. Learning to read and write should be studied throughout a child's entire schooling, and should be connected to the learning of other subjects; nevertheless, the cycle 2 is a crucial period.

During the three years that constitute the cycle, the students should have acquired autonomous reading skills in relation to various age appropriate texts. The practice of these texts will allow them to expand their understanding, to increase their references and writing styles, to expand their curiosity and thoughts.

Throughout cycle 2, the students should continue to practice activities according to the standards they acquired in GS. These activities should be numerous and frequent. It is the indispensable "scale" to allow students to automatically identify vocabulary. The identification of written words can be helped by memorizing vocabulary: copying, reproducing, encoding; writing to learn to read. Increasing the amount of reading, repeated reading, or reading related texts lead to progressive automation. The ease in identifying words makes it possible to understand.

Understanding is the goal of all reading. In a variety of reading situations, students are led to identify the expected goal and the processes to achieve this goal. This process is reached in different manners, but always explicitly directed under the guidance of a teacher; by listening to texts, through guided discovery, and eventually autonomously reading simple texts or through performing short extracts.

Reading a text as a class will help with identifying words in sentences. In addition to reading aloud, activities should be organized to help rephrase or paraphrase the reading, and helps with making inferences. It is an occasions to understand vocabulary and use encyclopedias.

Reading aloud is a complex exercise that requires multiple skill sets. Practiced in various manners, it helps with understanding the relationship between rules and meaning, it allows students to become familiar with writing syntax. Practicing fluid reading also helps with automatic word identification.

Frequently read complete works (texts read in class or written by the students themselves, in class or during free time) allow for common references points among genres, series, authors ... Five to ten works should be studied at school between CP to CE2. These texts should be children's literature and cultural literature (albums, novels, tales, fables, poems, theater). These texts and books should be age appropriate, should be linguistically complex, and should teach new understandings.

Independent reading is encouraged: students should regularly borrow books that interest them; activities should be organized to allow the students to present books read during the student's free time.

Reading tests the first knowledge acquired in a language, and contributes to the acquisition of new vocabulary; students will face obstacles, the texts are the starting points or support for questioning unfamiliar words and learning to spell familiar words in different linguistic forms.

By the end of the cycle
-    Identify words quickly: easily decode regular unknown words, recognize frequent words and memorize irregular words. -   Read and understand age appropriate texts connected with the students' school culture. -   After preparation, read aloud a half page text with fluency; after preparation, participate in a written dialogue.

Understanding and competencies	Examples of situations, activities and resources for the students
Identify words with more and more ease (link with writing: decoding associated with the encoding). ● Being able to distinguish and analyze the components of fine words (phonological awareness). ● Visual discrimination and recognizing letters. ● Grapho-phonological matching; combinations (construction of simple and complex syllables). ● Memorizing phonology. ➢ Memorizing frequently used vocabulary (particularly words related to school) and irregular words.	Manipulatives and games to work on the identification and differentiation of phonemes. Copying words and, above all, encoding words according to the phoneme rules. Numerous and frequent activities on the phoneme rules: exercises, "games", especially with digital tools for creating connections, to help with the process of identifying grapheme syllables, and the decomposition and reconstruction of words. Using textbooks and learning tools in class, notably to help with writing.

Understanding a text <u>(connected with writing)</u> ● Building decoding skills. ● Implementation (guided and autonomous) an approach to discover and understand a text (be able to both skim and rigorously analyze the text; identify logical and chronological links, to make with connections with learned notions; confront unfamiliar words; to create hypotheses…) ● Mobilization of previous readings and knowledge (about the Universe characters, scripts…). ➢ Mobilization of lexical understandings and the universe through readings.	**Two situations to work on understanding:** - Texts read by the teacher or another professional adult (recording), as in kindergarten but with more complex texts; - Discovering more accessible texts (shorter, easier to decode at the beginning of the cycle, simpler language and cultural references). -Diverse readings and various presentations of the texts (complete texts, fill in the blank puzzle texts…). Regular activities to permanently understand the text: - Individual activities: find and highlight information, writing in relation to the text; identification of characters and their various designations; tracking link words … - Collaborative activities: exchange guided by the teacher, justifications (when the text is not visible). Varying activities guided by the teacher allow the students to better understand the text: respond to the questions, paraphrase, reformulate, titles and paragraphs, recall narrative (recount), with diverse representations (drawing, staged with puppets or theater games…).
Practicing different forms of reading ● Mobilizing an approach to understanding ● Consideration of issues, notably reading: Read to achieve something; read to discover or confirm information …; read a story for understanding and recount… ● Mobilization of lexical knowledge related to read texts. ● Knowing the places where you can read and how they function (school library or neighborhood). ➢ Taking cues in textbooks, in nonfiction.	**Diverse reading situations:** - Functional reading, notably school documents: schedules, rules, announcements, tools to keep track of school knowledge, school rules…; - Non-fiction reading manuals, specific books, age-appropriate encyclopedias …; texts can eventually be supplemented through other means, possibly digital media; - Reading of fiction works, various genres: integral extracts and works. Frequenting the libraries. Free reading time to reward good work; exchanges on read works, keeping a reading journal or a personal notebook.
Reading aloud <u>(connection with spoken language).</u> ● Mobilization of learned decoding and the understanding of a text. ● Identification and recognizing punctuations marks. ● Spoken word productions linked to comprehension.	Work sessions to develop quick fluid reading, which influences expressive reading. Students should not read aloud until they have explored the text with the class or on their own (depending on the moment in the cycle or the nature of the text). Frequently practice reading aloud a variety of texts in various settings (in groups or individually). Working in pairs or groups of varying levels (read, listen, help to improve…). Recording (listen, help to improve reading).
Check understanding ➢ Possible justifications for interpretation or response; using the text as support and other mobilized knowledge. ➢ Identification of difficulties; methods of explanation. ➢ Maintain an active and reflective attitude: focusing on the objective (comprehension, the goal of reading); ask for help; implementation of strategies to solve challenges …	**Exchanges to help practice understanding and teaching specific strategies.** Justifying answers (interpretation, found information …), confronting strategies that allow for appropriate responses.

The end of GS report cards should be taken into account when organizing the entry into cycle 2, and should valorize the students' achievements, and should consider the students' needs. Diverse situations rarely translate into real problems, rather they reveal discrepancies in maturity and the pace of learning, that can still rapidly evolve.

CP is about the systematic and structured teaching of phonology and combining sounds, by allowing the students necessary time to resolve a problem. This work is connected with writing activities: encoding using learned skills to promote the memorization of vocabulary. Reading comprehension is taught as in GS, on texts read by adults, texts that are different from what students learn and discover on their own. Reading is practice in guided discovery, followed by the independent reading of simpler texts. At this level, students only read aloud very short texts.

CE1 and CE2 allows for the revision of the phoneme rules, and practice to achieve full independent word identification, in connection to guided writing. Gradually, most of the time is given to the learning of understanding (guided work, followed by independent reading depending on the students' level) different texts of varying genres. These activities are practiced in the classroom where workshops can easily enable differentiation, not limited to personal work completed outside the classroom. These competencies should be reviewed through in class projects that allow students to develop already learned skills (presentations on works read in class; presentations or reading aloud of different kinds of texts; presentations or setting voice to text in different forms; meetings with other classes on read books, etc.).

Writing

Compared to the different components of teaching French, and in particular, compared to reading, students acquire little by little the methods and techniques needed to write with ease.

Having started to learn to write (in cursive, on the keyboard) in GS, they then develop better graph motor skills and improve their acquired skills (confidence and speed), progressively rendering cursive handwriting second nature, becoming an instinctive motor skill. They learn to use simple functions of a word processor, they manipulate the keyboard. Either when handwriting or using a digital device, they learn to copy or transcribe without errors, from different sources (books, whiteboards, posters…), paying attention to the layout. The requirements applied to transcribing from any source are justified by how messages or transcriptions will be actually used.

Students are also required to do written work: writing a sentence in order to answer a question, writing a question, writing a short passage or a full text. They begin to identify different kinds of texts from several texts belonging to the same genre. They learn to write texts using different genres. With the help of the teacher, they determine the characteristics of the text they will have to write and the challenges they will face in order to do so. Before writing, they rely on the texts they have previously read and collect the needed resources to enrich their written work: vocabulary, subjects, how to organize their writing, but also passages to copy, models from which they can vary, expand or imitate; they either use given stereotypes or deter from using them. With the help of the teacher, they take into account their reader.

Students become used to proof-reading their own texts in order to improve them. This complex activity is based on previous work related to reading and improving texts in collaboration with other classmates under the guidance of the teacher. Being able to lean on positive criticism on the written work initially produced, as well as on different exchanges with peers about it, is a necessary step before doing an independent activity.

Students develop an attitude where they are watchful about their spelling, with the support of their teacher who responds to their requests for help. The use of digital tools (word processor with spell-check, collaborative writing tools...) can render the task of writing and proofreading easier.

By the end of the cycle students should be able to
- Copy or transcribe in legible handwriting, a text of ten lines respecting the punctuation, spelling and paying attention to its presentation. - Write a coherent, organized and relevant essay of about half a page, respecting punctuation and taking the reader into account. - Improve written work, in particular spelling, taking instructions into account.

Knowledge and Associated Skills	Examples of situations , activities and resources for students

Copy in an expert manner (linked to reading). ➢ Master the gestures of cursive writing with speed and increasing confidence. ➢ Make the connections between various types of writing in order to transcribe a text (given in print to be copied in cursive, or the opposite, to be copied using the keyboard). ➢ Strategies to overcome letter by letter transcription: looking for clues, memorizing words or phrases. ➢ Reading (proofread to check for coherence and compliance). ➢ Using word processors to handle the layout of short texts.	Activities that perfect acquired skills (confidence and speed) and complete learning started in kindergarten, following explanations and demonstrations given by the teacher, and with his guidance and support for as long as it's needed. Tasks centered around copying and laying out text in different situations and with clear goals that justify the requirements to be able to understand what one has written and for others to do so as well, such as requests to parents, summaries of activities, reference tools, summaries of lessons, poems and songs to remember ; personal anthology of texts .
Produce written work and start to assimilate a particular process (linked to reading , oral language and the study of language) ➢ Identify characteristics specific to different genres. ➢ Implement (in a guided or independent manner) a production process for written work: finding and organizing ideas, formulating coherent sentences, writing these sentences. ➢ Knowledge of the language (memorizing spelling, rules of agreement, punctuation, discourse organization...) . ➢ Use of available tools in the classroom related to the study of language.	Following what was practiced in kindergarten, implement tasks where the child dictates to the teacher for as long as it is needed, in particular for children that are not autonomous in writing. Doing writing tasks integrated into learning sessions centered on shortly describing daily life situations; long texts should be incorporated into less frequent but more ambitious projects. The length of the text can be a differentiating factor depending on how comfortable students are with writing. Using different types of texts: stories, riddles, poems and poetic games, protocols and experiment reports, game rules, letters, lesson summaries, questionnaires, answers to questions, emails, contributions to blogs, etc. Writing connected to different prompts (giving an ending to an unfinished text, changing a text, adding a legend...). Doing collective research of the expected characteristics of the text to produce. Writing rough drafts Doing pair work (mutual motivation and support)
Revise and improve written work (linked with the study of language). ➢ Identifying errors in written work (omissions, inconsistencies, repetitions...). ➢ Using acquired knowledge on genre and language. ➢ Being vigilant about spelling, first related to specific points designated by the teacher, then gradually extended to other words. ➢ Using auto-correct tools such as tools developed in the classroom, spell check and proofreading.	Activities to get used to modifying texts (including enriching sentences, using pronouns to avoid repetition, changing or adding items ...) first to be carried out collectively, in particular using the IWB, then individually ; changes on written work during word processing. Reading a text out loud by the author of the text or by a peer. Text comparison in response to the same instructions. Targeted proofreading (checking a specific point of spelling or syntax worked in class, following instructions...) . Spotting errors using spell check, once the text is finalized. Preparing appropriate proofreading guides to the finalized text. Proofreading of the text after a period of time to put it into perspective.

Progression marks:
No matter what level one's looking at, frequent opportunities for writing and the amount of varied written work guarantee students will make progress. At the beginning of the cycle, the amount of time required for any writing activity for young students should not be discourage to do written work often.

In CP, guided practice controlled by the teacher must ensure a first mastery of writing gestures and of effective transcription techniques. The production of short texts is then linked with learning how to read; textbooks that are slightly modified, can become the first resource for activities that require copying texts and writing new and coherent texts. The teacher's guidance is required for the development of texts; preparatory exchanges are required for working oral language. Having children dictate to the teacher is a necessary tool for a number of students.

In CE1 and CE2, being vigilant about writing is still important. Learning effective transcription strategies should continue, in connection with improving the work done on reading combined with spelling. Writing varied texts will be linked to varied activities carried out in the classroom. Systematic written work done continuously during the whole cycle, in accordance with reading and the study of language, will help students make progress, at the same time that the activities it is linked to will give subject matter for written work. Frequent opportunities to write should be part of every student's school day. The students gain confidence knowing what the goals are and who the reader is before writing (writing to interest the reader in a particular book, writing partial and final summaries, recount, informative writing, blogs, etc.

Study of the Language (grammar, spelling, vocabulary)

Students gradually learn to practice making observations and to conduct organized reflections on how language functions in order to begin to acquire the fundamentals of teaching that continue until the end of middle school. The main objectives of the study of language in cycle 2 are related to reading and writing. The knowledge gained allow for problems in comprehension and spelling to be treated.

The texts read and the writing projects completed may serve as tools to help recall acquired or observed facts of language (spelling, lexical, morphosyntactical, syntactic) not yet covered. In all lessons, teachers should welcome with interest any remarks or comments recognizing the relations between words or other linguistic forms.

Students are led to focus their attention on the form of the statement itself, to put in perspective certain semantic aspects to focus at how words are formed (morphology) and the relationship between words (syntax). Teaching spelling uses spelling corrections published by the Official Journal of the French Republic on 6 December 1990 as a reference.

The study of the language is primarily based on sorting tasks and classifying, such as comparison and activities using the manipulation of statements (substitution, moving, adding, deleting) from a carefully composed body of work to establish regularities. Irregular or exceptional phenomenon, if they are frequent in usage, should be memorized.

Knowledge is consolidated through exercises and situations allowing for reading and production of writing. Memory must become a focus so that skills acquired step by step become part of a long-term, stable database of knowledge. Routine activities establish and enhance reasoning skills on statements and the application of procedures that become more and more automatic. Frequent short sessions are usually preferable to one long session per week.

By the end of the cycle students should be able to
- Spell frequently used words (especially those used in academic situations) and invariable memorized words - Use reason to make links between the nominal group (determinant, noun, adjective), and between the verb and its subject (subject placed before and near the verb; subject composed of a nominal group that includes an adjective). - Use knowledge of the language to better express oneself orally, to better understand words and texts, and to improve written work.

Knowledge and associated competencies	Examples of situations, activities, and student resources

Master relationship between written and oral language *(link with reading)*. ➢ Graphophonological relationships ➢ Sound of certain letters (s- c - g) based on context ➢ Composition of certain graphemes based on the letters that follow them (an/am, en/em, on/om, in/im).	Activities linked to learning reading and writing in CP, seen on a regular and routine basis throughout the cycle, at least for the weakest students in CE2. Lots of feedback on previous lessons and brushing up on acquired skills. Elaboration on lists of words, tables that classify words based on their graphemes / phonemes to help memorize them. Activating memory with short and frequent dictation of syllables and words.
Memorize and remember spelling of frequently irregular words whose meanings are known *(link with writing)*. ➢ Specialized vocabulary for academic activities linked with subject-specific topics. ➢ Groups of words (words relevant to the same lexical field; groups corresponding to word families, groups of words that have similar morphology…) ➢ Invariable words.	Activities related to memorization (copying; analyzing and spelling words, writing without seeing a model; putting words back together from separate syllables; etc.). Regular questioning allowing for verification of memorization. In link with all teaching in all disciplines, relate and sort words based on various criteria; memorization of words from specific lexicon (number words starting in CP); revision using and shuffling the same words in different lists. Paying attention to spelling in all writing activities; correction after working with a partner. *In all writing situations, students would benefit from guided time for rereading and correcting based on instructions.* *In CE1, keeping and using tools from CP, and enhancing them.*
Identifying principal parts of a simple phrase in relation with its semantic meaning (de quoi on parle, ce qu'on en dit) ➢ Identification of the nominal group. ➢ Identification of the verb (knowing the properties of verbs allows for their identification). ➢ Parts of speech : nouns – verbs – determinants – adjectives – pronouns (in the subject) – words invariables. ➢ Affirmative and negative phrases (notably, transformations linked to the identification of the verb) ➢ Punctuation at the end of phrases; quotation marks in a dialogue.	Grammar activities using reading and writing (*working on understanding phrases in CP leads to identifying who we are talking about, what we are talking about, and what is being said ; reading out loud also allows students to capture the phrase as a unit*). Activities manipulating phrases, sorting, and classifying which lead to categorizing language and metalinguistic grammar, after a significant time for students to familiarize themselves with the learning goals. Exercises to solidify acquired skills and explicit use of skills in practical exchanges to resolve problems with reading, writing, and spelling.

Use reason to resolve spelling problems, particularly with agreement _(link with writing)_ ● Understanding that parts of a phrase work together (nominal group) ; understanding of the notion of agreement for the determinant/noun/ adjective (with variation between singular and plural) ● Understanding that writing does not consist only on coding sounds. ● Subject-verb relationship (identification in simple situations). ● Notions of singular and plural	Exploration of the language. Recognizing analogies, leading to the elaboration of lists, collecting words or groups of words and then phrases. Beginning reasoning on language in the form of debates between students on their « findings »justifications that give, and their propositions. Using lists as references for written work. If students don't use a manual for reference, creating an organizing word/memory bank (worksheets completed throughout the year, posts) this tool can be used in activities for written production. Diverse activities – short dictation in a variety of forms, follow-up with feedback on encountered spelling mistakes – practiced in a regular, routine manner (that is to say frequently and with recurring conditions) allowing students to integrate rules and procedures they have learned, using adapted reasoning on phrases that progressively become more complex.
Know how verbs are formed spell the most frequent verb forms _(link with writing)_ ● Familiarization with the present indicative, the imperfect, and the future of the verbs _to be, to have, to do, to go, to speak, to come, to see, to want, to take_ ● Memorising most used forms (third person of singular and plural) ● Understanding the construction of the conjugated form of verbs (radical; ending) ● Memorisation of regular endings in relation to persons (-ons,-ez, -nt) ● Infinitive ; past participle ● Notions of simple tenses and composed tenses ; formation of passé composé. ● Notions of marks linked to tense (imparfait and future in particular) ● Memorisation of the verbs _be_ and _have_ in the present, imparfait and future. ● Homophones : verbal forms _a/ est/ ont/ sont_ different from homophones _à/ et/ on/ son_).	Oral activities and the transformation of phrases in different tenses (link with work on chronology at the beginning of the cycle) and identifying words affected by these variations, leading to observations on writing. Classifying verbal forms before their designation ; distinguish regularities. Progressively elaborating « conjugation charts ». Exercises, « games » (like bingo for example) in order to secure and regularly activate memorisation. Numerous and frequent activities about the resolution of problems linked to verbal forms, in training dictations and in daily writing tasks ; regular practice of the justification of choices with the appropriate use of metalanguage.
**Identifying relations between words, between words and their context of use ; using them in order to understand better** _(connection to reading and writing)_ ● _Word family and derivation (prefix, suffix)._ ● _Categorisation and relations between generic terms and specific terms._ ● _Synonymy ; antonymy (opposites) for adjectives and verbs._ ● _Polysemy ; related to contexts of use._ ● _Literal sense ; figurative sense._ ● _Familiar, normal and formal registers (connection to moral and civics teaching)_ _These notions are not taught as such ; they constitute references that help distinguish types of relation between words to which students are initiated because they have to mobilize in order to understand better, speak better and write better._	Studied words discovered in context. Reflexion on words and their relations as started in maternelle, continued in CP : constitution of lists showing the observed links. Reflexion related to reading tasks when students stumble on unknown words (constitution of the word, similitude with others ; hypothesis on the meaning in context ; identification of an unusual register ; etc.) or see words they know with another acception than the usual one. Specific sessions of ordering this first knowledge leading to « scholarly labels ». Synthesis of these reflexive and structuring phases completed with examples from the readings or from the learnings. Using categories as soon as they are identified, in exchanges, including debates, in order to justify analysis, points of view. Playful manipulation of prefixes and suffixes aiming at « inventing »words ; verification of their existence in the dictionary.

Enlarging one's lexical knowledge, memorising and reusing newly learnt words (_connection to oral and written expression)_ ● Definition of a word, understanding an article in the dictionary ● Mobilization of « new » words in writing situations with a possible support on tools.	_Encouraging the collection of words ; exploiting the relations between words in order to link the discovered words to other new words, to finally integrate them to « categories »._ _Elaborating different groups for the same stocks of words in order to promote their development, their activation, their memorization._ _Using the dictionary as soon as CE1 ; use of electronic resources is encouraged._ _Working on understanding articles from the dictionary falls as much within the competence of reading as studying the language._

Progressivity landmarks :
Several work phases are required in order to strongly install the first knowledges of language, from intuitive approach to the structuration which is often associated with the designation and followed by activities aiming at memorising and, mostly, at practising the correct use of acquired knowledges.
In CP, in relation to other component of French Education , we'll favor the intuitive approach :
- by relying much on oral : make students vigilant to word order ; games with language and transformations enable to handle verbal forms (change of tenses, of persons) and the variations linked to the number and gender, so that the students' vigilance be attracted on audible changes.
- by exploiting all the observations about the form of words and their variations : considering the requirements of decoding activities in reading tasks, the students' sensibility to « silent letters » at the end of words is very strong (variations in number and gender essentially) ; lists of words or group of words are carried out and a first categorisation established, founded on reasoning by analogy. Thus used by the teacher, specific terms qualifying these categories (plural/ singular- feminine/ masculine- verb, noun, adjective) are not required from students ;
- in reading activities and written productions, by collecting all the observations on punctuation, on the form of sentences and by exploiting all the occasions of reflexions on new words, in particular known words, on the relations which can be built between some words and some words previously studied, etc.
In **CP**, stress is put on the word (meaning and form) and on the observation of variations. Reasoning by analogy is strongly mobilized ; regularities are identified (agreement marks, verbal forms).
Students orally manipulate verbal forms in relation to tense structuration (present, past, future). They discover some regularities in writing and memorize some conjugated forms before formally studying them, in particular for the verbs _have_ and _be_.

In **CE1** and **CE2**, time has come to structure, to have students practice comparisons leading to analyses, to draw formalized conclusions whose consequences for writing and reading are identified, to bring along words of specialized language and to be vigilant to how students use them, to adjust the conditions of exercise, of memorisation, of training and of re-use in order to consolidate knowledge. The automatic study of the verb, noun and subject pointing in simple situations, the construction of some verbal tenses (present, imparfait, future, passé composé) for the most frequent verbs and the memorisation of verbal forms takes time and need to be studied regularly. The intuitive approach is still prevalent for other elements of language which will be studied in the next cycle, especially about noun determination and complements.
In situation, students can identify, memorize and learn how to write verbal forms affecting most frequent verbs, at the most used persons ; they discover the distinction between simpe tenses and composed tenses and they understand the formation of composed tenses by studying the passé composé. Vigilance to silent endings that are used to mark plural or feminine is constantly stimulated.
The work on lexicon continues, on the one hand in order to enlarge the known and used vocabulary and, on the other hand, in order to structure relations between words. The explored linguistic phenomenons (derivation, polysemy, synonymy...) are tackled in that way, and are not studied for themselves ; the students are not required to know their denomination.
From CE2, activities consisting in comparing French and the studied foreign language sharpen the students'vigilance on word order, on the nature of certain marks, on the existence or non-existence of agreement chains. Exercising on these comparisons lead to the formalisation of gaps and on the memorisation of what is specific in both languages.

Interdisciplinarity

Language activities are part of all the learning sessions and of all the moments of collective life which enable, because they are repeated, a real training if the students' attention is mobilized on the spoken or

linguistic side of the sessions. Speaking, reading and writing activities are included in all the daily teaching activities.

Spoken language develops in didactic dialogues, in debates about knowledge or interpretation (about texts or images), in reports, in philosophical discussions (in relation to moral and civic education)... It can also be dealt with during physical education, where it requires a specific use of vocabulary so as to describe the actions and to exchange with partners.

Every course or learning process can lead to reading and writing. In reading activities, the resources can consist in continuous reading or in documents made up of texts and connected illustrations, displayed on traditional or numerical documents. In writing activities, at least one daily session should lead to a written task (developing an idea and write it).

Learning a foreign language is an opportunity to compare the linguistic system with the French language, but also to clarify the skills that are also useful in French (listen to understand ; compare words to infer the meaning...).

Across the three-year curriculum, ambitious, long-term projects can include speaking activities, art practice (especially within the cultural and artistic education project) and/or other courses : for instance, writing projects with text editing including illustrations, oral projects (speaking and singing) from texts in French and in the studied foreign langage, exhibition projects dealing with a particular study including a school trip (for example discovering the neighborhood, linked to « Question the world » course) and non-fiction researches.

Modern foreign languages[2]

Cycle 2 is the starting point for learning MFL up to an A1 level according to the Common European Reference Framework. This cycle puts the stepping stones in place for developing children's multilingualism. Oral language is the priority. Simple tasks, in comprehension, reproduction and progressively in production are at the heart of MFL learning in cycle 2. Simple writing tasks can also be included when the linguistic situation justifies them. During this cycle, children learn the skills necessary for learning an MFL - by being curious, attentive, by listening and memorising, by having confidence in their own ability. Developing these skills, learning orally first, training their ear to the sounds of a new language are the objectives of teaching MFL - taking into account the pupils' age, capacities and interests. Teaching and learning an MFL should give children the chance to practise the language without being afraid of making mistakes. Repetition and routine, daily activities will help children progress. Working on language is closely linked to that of culture.

Competencies	Domains
Understanding spoken language • I can listen and understand simple oral messages and texts read by the teacher, which are relevant to daily life.	1, 2
Expressing oneself in spoken language • I can recite, describe, read or say something following a model.	1, 2
Taking part in a conversation • I can participate in simple exchanges about different subjects related to daily life and make myself heard and understood.	1, 2, 3
Discovering cultural aspects of a modern foreign language • I can identify some important cultural features of the life of children in the country whose language I am learning.	1, 2, 3, 5

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[2] The programme for MFL is used at TES French Section as a starting point for EAL and FAL classes. EAL and FAL classes should cover as much of the entire cycle 2 programme in one school year as possible, regardless of the child's year level.

Cultural approaches

In the domain, "Representations of the world and human activity", of the common socle of knowledge, competencies and culture encourages pupils from cycle 2 to observe and approach diverse cultural aspects enabling them to develop an appreciation for differences and cultural diversity.

Learning a new MFL naturally involves learning about a new universe - real and imagined. Three topic areas are proposed based on the child, the class and a child's universe: daily life and imaginary world, which will allow pupils to encounter different styles of language and communication, based on familiar settings.

Pupils will discover cultural aspects of the language they are learning in context - during class life, routine activities, things that interest them at their age, events during the school year and through exposure to the world and important events experienced by children from the countries whose languages they are learning.

Here are the progressions proposed for the three themes of cycle 2:

The child	Class	A child's universe
Oneself, the body, clothes. The family. The time of the day. Daily routines. Daily journeys (trips). Common expressions at school. Time, the big events in a year, in a life. Senses, tastes and feelings. Physical descriptions and moods.	The alphabet. Numbers. Temporal markers. Climate and weather. School routines. School rules. School activities. Sport. Art. Friendship.	Home, the house and surrounding environment. Daily life, shops, public places. The close geographical environment. Animals. Fairytales and legends. Monsters, fairies and other cultural references from children's literature. Chants, songs, nursery rhymes. Children's literature. Cities, the country-side and typical landscapes. Flags and currencies. Big events and traditions. Recipes

Language activities
Understanding spoken language

Learning a second language is an opening to new sounds and words. It's a state of mind constructed out of curiosity and daring because it means accepting that one will not understand everything and will express oneself imperfectly.

expectations for the end of the cycle
— I can understand familiar words and common expressions related to myself, my family and my immediate environment when people speak slowly and clearly.

Knowledge and related competencies	Examples of situations, activities and resources for pupils
I can understand classroom instructions. I can use some familiar words and common expressions. I can follow a short story. I can follow short and simple instructions. ➤ I know and can use a number of words and expressions related to particular situations.	Exposure to the language through diversify cultural contexts that interest children of a given age, using IT, listening to stories, nursery rhymes and songs, watching short cartoons and films. Learning sounds, words and expressions from the above situations, explanation of meaning - in French if necessary... Re-enacting situations where such language is used.

Benchmarks of progression
In **CP** pupils discover and learn how to sue class rules, familiar words and common expressions (encouragement, congratulations, name, age and polite expressions). They can follow a short story suitable for their age group, with scaffolding and simple instructions (clap your hands, stand up). In **CE1**, they consolidate their learning, increasing their vocabulary: they can understand a dozen instructions, they can use familiar and daily expressions and simple phrases which describe their immediate environment (where they live for example).They can follow 3 or 4 instructions related to gestures or movement and listen to a story suitable for their age. In **CE2**, pupils can introduce someone, ask questions about a person - where they live, their family, what they own etc - and can reply to the same type of questions. They can follow a story (nursery rhyme, song) with appropriate help.

Expressing oneself in spoken language

One of the major factors in teaching and learning an MFL is to find a balance between call and repeat activities and student productions, which can be personalised using IT. The objective is that what children say is relevant to the situation. That they can be understood is more important than the correct use of language: pupils should be encouraged to speak and to take risks, while at the same time they need to learn that to speak an MFL correctly, and to be completely understood, they need to follow rules. When children speak an MFL, they should be accompanied, helped and respected.

expectations for the end of the cycle
- I can use simple expressions and phrases to describe myself, where I live and the people around me.

Knowledge and related competencies	Examples of situations, activities and resources for pupils
I can reproduce a modelled spoken exchange I can use short expressions and phrases to describe myself. I can read a short text aloud with expressions. I can tell a short story using pictures to help me. ➢ I know and can use words about places people live and about family and people around me. ➢ I know and can use descriptive words.	Activities to help children understand the difference between spoken languages. Activities allowing the use of a language in situations similar to those modelled in class. Pupils analyse and evaluate their use of language and that of their classmates 'live' or using recordings. Chants, nursery rhymes and stories from books, films and games.

Benchmarks of progression
In **CP** pupils should be able to reproduce a simple spoken model taken from a fairytale, nursery rhyme, song or chant and use some expressions learnt in class (name, age). In CE1, pupils can introduce themselves, saying their name, age and where they live.
In **CE2**, pupils can read short texts and tell a story using images to help.

Taking part in a conversation

During cycle 2, it is more difficult to set up dialogue than spoken expression. Dialogue should not be formally evaluated.

expectations for the end of the cycle
- I can ask simple questions about familiar topics, or ask for things that I need. I can also reply to those questions.

Knowledge and associated competencies	Examples of situations, activities and resources for pupils
I can say hello. I can introduce myself. I can ask how someone is and react to their reply. I can express basic wishes. I can use polite expressions. I can answer questions about familiar subjects. I can spell words and familiar names. ➢ I know and can use words related to familiar subjects. ➢ I know how to some set phrases for replying to questions. ➢ I can communicate in simple language.	Role-playing. Recording and re-listening to what has been said in order to evaluate one's own use of language. Use of IT in projects based on stories, nursery rhymes, fairy tales, chants and poems.

Benchmarks of progression
In **CP**, pupils learn to repeat basic dialogues as part of the class routine. In **CE1**, they use dialogues to ask how people are and to react. They start using basic polite expressions. In **CE2** pupils take part in short conversations that allow them to use the vocabulary and expressions relevant to introducing themselves and other people, using polite expressions, apologising, spelling words and replying to questions in order to communicate in a simple manner - as long as the other speaker encourages them and speaks slowly and clearly.

Cross-curricular teaching

Learning an MFL can be linked with learning French, the languages can be compared - by reading the same book in the two languages for example.

In cycle 2, the MFL can be used in all subjects - particularly during sport class- to give instructions and explain the rules of the game.

Teaching an MFL can also incorporate the teaching of cultural awareness and civics by comparing how their own country and the country of the MFL studied are similar/ different in terms of culture, cultural heritage etc. Learning about such similarities and differences should develop the pupils' curiosity and respect.

The Arts

Artistic appreciation and artistic expression are the means and the ends of teaching the arts. They are the means because they motivate artistic practices such as voice training, listening to music and looking at works of art and images. They are the ends because both ongoing appreciation and expression increase each child's capacity for appreciation and expression. Teaching the arts involves sounds and images which are a part of the daily life of children. The pupils develop an ear for music and an eye for art (that is both curious and informed). Teaching the arts contributes to the growth of the child as a person and as a citizen.

Cross-curricular projects are easily conceivable with the Arts - they can open up new areas of artistic study - architecture, cinema, dance, theatre. They can involve partnerships with local cultural institutions. The Arts are the foundation of the pupils' cultural and artistic education, they lead to three fields of action: encounter,

practice and knowledge. Integrating the Arts into the classroom leads to a constant connection between thinking and doing.

Arts and Crafts

Teaching Arts and Crafts develops children's' capacity for invention, especially during open situations which benefit autonomy, initiative and reflective feedback. Teaching Art starts with artistic language: shape, space, light, colour, materials, gesture, tools, time. Teaching Art explores different fields - in terms of practice and reference: drawing, painting, collage, modelling, sculpture, assemblage, photography, video, digital creations. Looking at and discussing works of art holds a special place in teaching Art, it allows pupils to engage with Art in a curious and sensitive manner, deepening their own potential for expression and judgement. The pupils learn to accept what is different and done differently in Art and though the arts.

In cycle 2, teaching Art should consolidate children's artistic awareness, which started in Infant school, and provide them with the means and the knowledge which will enable them, in cycle 3 to explore personal expression, to recognise the singularity of everyone's work and to grant them access to a shared artistic and cultural heritage. Pupils will thus progress from a self-centred approach to one that looks towards others and makes connections between their world and a common artistic culture. Looking at and comparing works of art and artists' methods and reflecting on suggestions made by their teacher leads children to seek out theory own original and personal way of looking at and talking about art. We don't ask pupils to copy or reproduce works of art but to look at them as a way to reflect on the use of tools, gestures and materials and as a way to develop their own creativity and a more curious way of looking at things.

Even in its most modest form, a project allows pupils, from cycle 2, to create their own, individual or collective, art - focusing on motivation, intention and initiative. Over the course of the year, completed projects can lead to exhibitions. This will allow pupils to understand the importance of the audience and spectators; they learn to become spectators too. Teachers must be sure that children take pleasure in exhibiting their work and in looking at that of others. Visiting and organising exhibitions of student work is also an opportunity to work on language in class, as pupils present their work and explain how they created it. These exhibitions can be organised in class or throughout the school.

The four competencies in the table below should always be worked on in Art - in each class - not one by one.

Competencies	Domains
Experimenting, producing, creating • I can use artistic language: materials, tools, colour. • I can see the effects produced by my gestures and by the tools I use. • I can be surprised by some effects produced by experiment and use them. • I can represent the world around me. • I can use my imagination to create art. • I can explore different types of creation (drawing, collage, modelling, sculpture, photography...)	1, 2,4, 5
Working on an artistic project • I can respect shared space, tools and materials. • I can complete an individual work as part of a class project. • I can show my work to others and I can look at the works of my classmates.	2, 3, 5
Expressing myself, analysing my work and that of others, getting to know artists' works, opening oneself to different types of art • I can speak in front of a group in order to share what I have discovered. • I can show interest in works of art. • I can express my feelings when talking about art. • I can listen to and respect the opinions of others when talking about art. • I can spot features of artistic language in artworks: colours, shapes, tools, materials,	1, 3

Understanding different fields of art, being aware of questions related to art.	
● I can choose between works of art that I have seen in class, I can make a connection between my visual universe and artistic culture. ● I can express how I feel about artworks and I am interested in learning about art. ● I can recognise some artworks from different fields and periods that belong to French and international cultural heritage. ● I can understand that there is diversity in art and in artistic practices.	1, 3, 5

These competencies are developed alongside three big topics for children, which should feature in the art they learn about and produce: representing the world, expressing emotions and narratives as told in images:

- Between six and nine years of age, children wish to represent the world around them in their art. Gradually, they become aware of the distance between what they see, what they produce and what the spectator perceives in their art (when children think they cannot draw). The aim is help the pupil remain open to the idea that there are many ways to represent something; the 'best' one is not necessarily the one that most closely resembles the original object.
- At this age, children's art contains their fears, their dreams, their memories, their emotions. They take pleasure in inventing shapes, universes, imaginary languages. The aim is to encourage them to experiment with the effect of colours, materials, tools, so they are not simply trying to copy what they see. This way, they will become tolerant and curious about the diverse functions art holds- symbolic use, expression of individual or collective emotions or self-affirmation.
- Between six and nine years of age, children like to tell stories, invent universes and to portray them in their art. Gradually, they will become aware of the importance of keeping their artworks in order to tell a story or to recount a situation which they experienced, alone or with their friends. Children must be allowed spend some time with images, be allowed to transform them and allow them become the author of the images they create and the spectator of images they look at.

All areas of the programme should be looked at during each school year of the cycle, this way they will provide a structure for the pupils' learning.
Acquired skills are reused during the cycle during new projects. The teacher should use the child's universe as a starting point and work with their curiosity for the images they see in their daily life (advertising, local art, books they read). Gradually, the pupils will develop an awareness of the elements of artistic language and of a common artistic culture. They will compare production and perception and realise that gesture and looking are closely linked, just like voice and listening or writing and reading.

When evaluating, teachers must be aware of the diversity of responses possible. Teachers must encourage children to engage with artworks and praise them when they interact.

Expectations for the end of the cycle
- I can create different types of artwork alone or as part of a group. - I can suggest inventive responses for an individual or group project. - I can take part in an artistic project. - I can talk about my art, that of others and about art in general. - I can compare different works of art.

Knowledge and associated competencies	Examples of situations, activities and resources for pupils
Representing the world	
- I can use drawing as a means of expression. - I can use different types of tools, including digital ones to create. - I know that different tool, materials and gestures will have different effects on my art in two and three dimensions. - I know different art forms used to represent the world: contemporary or older artworks, from the east and west.	Explore the pupils' visual environment to find diverse examples of drawings around them. Represent the world around them through drawing (sketch book); take photos from different points of view and using different framing, explore volume through modelling. Experiment with different familiar tools and materials - try new ones including digital technologies too. Compare art works and images that are present in the world around the pupils (advertisements, local art, books) Compare and make connections between different works of art in the same field, or based on the same theme in terms of shape, space, light, colour, materials, gestures, tools.

Expressing emotions	
- I can express my imagination using artistic language. - I can experiment with different colours, materials and tools to explore different artistic compositions. - I can express my emotions by comparing and contrasting my perception with that of other pupils.	Recognise materials in the world around us, in classmates' artwork and in the artworks discussed in class. Work with shapes, colours, materials, objects: paint with thick/ fluid liquid without a definite drawing in mind; glue things on top of each other - paper and images, dig and make holes to explore volume. Experiment with different ways to make models and assemblage (cardboard, wood etc) rigidity, flexibility using known gestures: modelling, digging, pushing, pulling, balancing, sticking... Observe and experiment with different ways of organising things in artistic composition: repetition, alternating, orientation, superposition, dispersion, concentration, balance... Compare observed drawings and invented drawings, practice tracing and uncovering (using ink, chalk...)
Narratives using images	
- I can create artworks that tell a story. - I can transform images and objects. - I can make a connection between a text and an image to illustrate and create.	Tell true or invented stories through drawings, using and changing familiar images, taking fragments of an image and associating images from different places. Transform a story into an image; explore different features (repetition, alternance etc.) Work on an image that already exists. Look at the world around with perception changing tools (coloured class, magnifying glasses) Explore the world around us in the media, in libraries; make connections between stories and images. Discover art works that tell a story (travel diaries...) or bear witness to events. Bear witness to events by creating long-lasting or temporary art works using different media - on school walls, outside of school, on the class blog…...

Cross-curricular projects

Art easily links with other subjects in cycle 2 to consolidate competencies and to transfer acquired skills from pedagogy to cross-curricular projects. Teaching Art can encourage experimentation, setting up projects, being open to differences and awareness of the artistic.

The notion of experimentation and exploring in Art can be connected with written work, developing invention and creativity at an age when children still enjoy playing games and being imaginative. In this cycle, the pupils' are beginning to structure their learning and the finished product doesn't have to be the most important part of a project - it can also be about research and exploration. Just like with written work, the artwork in progress can always be improved on with changes - adding something or taking it away; art works and written works leave a long or short trace in time unlike spoken language or music. In both cases, we are encouraging the children to express themselves, individually within a class; we are providing the conditions for pupils' to accept differences and divergences, especially when they talk about each other's work, or artworks, poems and literary texts. In art, just like in writing, it is important for the work to be presented and appraised, so that the pupils learn the importance of the role of the reader and spectator.

Developing competencies with questions as a starting point means links can be made with teaching scientific topics in Questioning the World - an exploratory and reflective approach. In both cases, learning starts with open propositions or problems which are answered through experiment and then knowledge. In science, however, research often leads to one solution, or at least the most efficient one. With the arts, children are put in a position to explore, not to find solution, but many. Artistic productions imply the use of competencies and notions like measurement and geometry, which can be developed in parallel with Maths.

The topics on the Art programme allow for cross-curricular links. For example "Representing the World" can be connected with Questioning the World or with Physical Education and Sport when it comes to orientation and mapping. The topic "Narratives using images" can be worked on at the same time as reading or as MFL, through exploration of the diverse ways that text and images are connected. The topic "Expressing emotions" can incorporate reading fairy tales or myths in order for pupils to hone in on their own emotions and express them in artistic productions.

Music

Musical education is developing two large fields of competencies structuring the student's path until the end of cycle 4: the perception and production. Taking into account the sensitivity and pleasure to play music and to listen to music, musical education brings cultural and technical knowledge necessary for the development of listening and speaking skills .

The voice plays a central role in the musical class practices. The most immediate vector to make music , it is particularly appropriate to the work of producing and interpreting within a collective framework in schools.

Similarly, the mobilization of the body in the musical gesture contributes to physical and psychological balance.

At the end of cycle 2, students have a set of experiences, expertise and cultural references that are the basis for the musical and artistic education continued in cycle 3.

Competencies	Domains
Singing • Sing a simple melody with the correct intonation, sing a nursery rhyme or a song by imitation . • Interpret a song with expression.	1.4, 5
Listen to, compare • Describe and compare sound elements • Compare some music pieces and identify similarities and differences.	1.1, 1.4, 3, 5
Explore and imagine • Imagine graphics or bodily representations of music. • Come up with a simple organization from various sound elements.	1.4, 5
Exchange, share • Express emotions , feelings and preferences. • Listen to and respect the views of others and their sensitivity.	1.1, 3, 5

Expectation at the end of the cycle

- Experiment his spoken and sung voice , explore its parameters, explore the benefit of an expressive reproduction.
- Can condition himself to focus and listen attentively to a piece of music.
- Imagine simple organizations; create sounds and control their succession .
- Express his sensitivity and his critical sense whilst respecting the tastes and views of others.

Knowledge and associated skills	Examples of situations , activities and resources for students
Singing	
Reproduce a melodic pattern, with rhythm (a beat). Sing a simple melody with correct intonation . Sing a nursery rhyme, a song by imitation . Interpret a song with expressivity (phrasing, articulation of the text) respecting its musical phrases Use his body to interpret. ➢ The main vocal registers : spoken voice / singing , high-pitched, deep ➢ Elements of voice production: breathing, articulation , body posture. ➢ A varied repertoire of songs and nursery rhymes ➢ Vocabulary for the various levels of sounds associated with the voice: loud, soft, high-pitched, deep, off key, in tune etc..	Vocal games utilising the different possibilities of the voice. Search the accuracy in interpretation. Setting in motion of his body. Imitation of a model. Assimilation of bodily habits to sing .
Listen to, Compare	

Describe and compare sounds, identify common and contrasting elements . Spot a single organization recurrence of a melody, a rhythm pattern , theme , etc. Compare different musics and identify similarities and differences. ➢ Elementary lexicon to describe music: tone , pith, simple form, intensity , tempo. ➢ Some masterpiece ➢ Simple markers in space and time.	Identification , characterization , sorting of elements collected during various listening extracts. graphical representations of musical passages

Explore and Imagine	
Experiment with the different sounds parameters: intensity, pitch, tone, duration. Imagine graphics or bodily representations of music . Invent a simple organization worked from sound elements . ➢ Vocabulary to describe sound parameters (intensity, duration, pitch, tone) ➢ Posture of the musician: listening, respect each other , play together. ➢ Diversity of sound materials.	Play with the voice to express feelings (sadness, joy) or to imitate personalities. Use of objects (small percussions, tonal blades , etc.) to enrich the work done in workshops.

Exchange and share	
Express his emotions, his feelings and his artistic preferences Listen to and respect the views of others and their sensitivity. ➢ Respect the rules and requirements for collective musical production. Vocabulary adapted to the expression of his opinion. ➢ Terms of collective work : concentration , listening, respect ... ➢ Rules and constraints of collective work	Expresses and shares with others his feelings , his emotions.

Benchmarks for progression
A few pedagogical principles are to be taken into consideration at each level:

- Regularity : the voice , listening and memory are developed through consistency and on a variety of objects.

- Progression of learning: six to eight songs and six to eight musical pieces gradually form the class repertoire.
- Diversity : selected from various styles and eras, listened music pieces pose first markers in space and in time.

Physical education

Physical education develops access to a rich array of skills, with great cultural and social components, important in the development of the individual's personal and collective life. Throughout schooling, physical education has the goal of building a lucid, autonomous, and physically and socially educated citizen, aiming for living in unity. It bring children and youth to seek wellbeing and be concerned about their health. It ensures inclusion, in the class, of special education needs or handicapped pupils. Physical education introduces the pleasure of the practice of sports.

Physical education responds to the challenge of the common core by allowing all pupils, girls and boys together and as equals, particularly those least familiar with physical education, to build five skills, practiced continually during the different cycles:
- Develop gross motor skills and learning to express oneself by using one's body
- Acquire, through physical practice and sports, methods and tools
- Share rules, take on roles and responsibilities
- Learn how to maintain one's health through regular exercise
- Adopt a culture of sports and arts

In order to develop these general skills, physical education offers a training path for all pupils, from primary school to middle school, made up of four additional learning areas:
- Execute an optimal performance, measured against a given scale
- Adapt one's movements to various environments
- Express oneself in front of peers with an artistic or acrobatic performance
- Lead or master a collective of individual confrontation

Each learning area allows students to build skills that integrate different dimensions (motor, methodological, social), by leaning on diverse physical, sports and artistic activities. Each cycle of the curriculum (cycles 2, 3, 4) must allow pupils to encounter the four learning areas. In primary school and middle school, a pedagogical project defines a path for a balanced and progressive training, adapted to the pupils' characteristics, to the uses of the resources and equipment available, and to the human resources that may be called upon.

Cycle 2 specificities

During cycle 2, pupils engage spontaneously and with pleasure in physical activity. They develop their motor skills, they build body language and learn to verbalise the emotions they feel and the actions they perform. Through individual or collective practice, they access moral and social values (respecting rules, respecting oneself and others). At the end of cycle 2, pupils have acquired essential motor skills upon the completion of their physical education path. Particular attention is given to swimming skills.

Competencies practiced	Common Core Domains
Develop motor skills and build body language • Become conscious of different resources one can call on to act with one's body. • Adapt motor skills to various environments • Express oneself with one's body and accept to present in front of others.	1
Adopt, through practice, methods and tools for learning, alone or in a group • Learn by trial-and-error by noting the effects of one's action. • Learn to plan one's action before performing it.	2

Share rules, take on roles and responsibilites to learn to live together ● Take on roles specific to different DPSA's (player, coach, referee, judge, mediator, organizer…). ● Elaborate, respect and make others respect rules and regulations. ● Accept and take into consideration all of the differences between individuals within a group.	3
Learn to maintain one's health through regular physical exercise ● Discover the principles of good hygiene in life, toward health and wellbeing. ● Never put oneself in danger by engaging in a physical exercise which may exceed one's physical capacities.	4
Adopt a sports and artistic culture ● Discover the diversity of sports activities and performances. ● Express intentions and emotions through the body within an individual or collective artistic project.	5

Execute an optimal performance, measured against a given scale

Expectations for the end of the cycle
·   Running, jumping, throwing at varying intensities and durations within adapted contexts. ·   Know how to distinguish: running fast and running far / throwing far and throwing with precision / jumping high and jumping far. ·   Accept to aim for a measured performance and compare oneself to others. ·   Fulfill a few specific roles.

Competencies covered during the cycle	Examples of situations, activities and resources for the pupil
Transform one's natural movements to master motor actions; running, jumping, throwing. Use one's left- or right-handedness and left or right footedness to build bilateral dexterity in gesture and movement. Find the optimal way to exert oneself with varying intensity. During the action, use outside perspectives to perceive: space, time, duration and effort. Follow the safety rules imposed by the teacher.	Adapted athletic activities

Benchmarks of progression
Regardless of the athletic activity, the challenge is to confront pupils with a performance she can assess. She must, throughout the cycle, use her physical resources to manage her natural movements and improve her performance.

Adapt one's movements to various environments

Expectations for the end of the cycle
·   Move in water over about 15 meters without support, and after immersion for a time. ·   Complete a course by adapting one's movements to an unfamiliar environment. The space must be adapted and secure. ·   Respect applicable safety rules.

Competencies covered during the cycle	Examples of situations, activities and resources for the pupil

Transform one's natural movements to master motor actions. Engage without apprehension to move around different environments. Read the conditions and adapt movements to their limits. Respect essential rules of safety. Recognise a dangerous situation.	Adapted athletic activities.

Benchmarks of progression

In swimming, the activities enable natural motor responses (discovering the conditions, and navigate it with confidence) to transition from to forms that are more elaborate (floating, get one's bearings) and more technical (movement). The objective is to pass from a vertical balance to the horizontal balance of a swimmer, from breathing by reflex to breathing with control, then transition from a propulsion based mostly on the legs to one based mostly on the arms. Throughout the cycle, orientation activities must take place in spaces that are larger and larger, and less and less familiar; movements must require the use of more and more symbolic codes, and age advances. Little by little in the cycle, the mastery of equipment leads pupils to move in spaces that are less and less protected and more and more difficult.

Express oneself in front of peers with an artistic or acrobatic performance

Expectations for the end of the cycle
·   Call on the power of the body to express itself, by repeating a simple sequence of actions learned or presenting an invented action. ·   Adapt to rhythm, memorise the steps, the figures, the elements and sequences to perform individual or collective actions.

Competencies covered during the cycle	Examples of situations, activities and resources for the pupil
Expose oneself to others: engage with ease in situations of personal expression without worrying about presenting oneself. Utilise the expressive capacity of the body by transforming one's movements and building a repertoire of new actions with aesthetic value. Safely engage in acrobatic situations by building new motor powers. Synchronise one's actions with those of partners.	Collective dances, creative dances, gymnastic activities, circus arts.

Benchmarks of progression

The expressive, artistic, aesthetic or acrobatic activities offer a progressivity in terms of length, and difficulty of execution. The pupil evolves over the cycle with more and more elaborate routines, advancing progressively from performer to a simple composer and choreographer. During gymnastic activities, she performs actions that are more and more turned around and upside down, more and more in the air, more and more hand-based, more and more coordinated. She performs progressively more "acrobatic" movements by challenging balance (seeking to outperform herself) and having an aesthetic value.

Lead or master a collective of individual confrontation

Expectations for the end of the cycle

In adapted and very diverse situations, - Engage in an individual of collective confrontation while respecting the rules of the game. - Controlling one's physical and emotional involvement to succeed in simple actions. - Know the goal of the game. - Recognise one's partners and opponent.	
Competencies covered during the cycle	**Examples of situations, activities and resources for the pupil**
Seek to win the game and the meet. Understand the goal of the game and direct one's actions towards the target. Accept opposition and cooperation. Adapt to the actions of an opponent. Coordinate simple motor actions. Gather information, gets one's bearings to act alone or with others. Respect the main game rules and safety rules.	Simple traditional games team games with or without a ball (with smaller teams), simplified versions of games, wrestling, racquet games.
Benchmarks of progression Throughout the cycle, collective activities lead the pupil to recognise oneself as offense or defence, to develop strategies, to identify and play different roles and statuses in the games one experiences, and respect the rules. During the cycle, the pupil confronts an opponent alone in order to win, to develop strategies as offense or defence, and to understand that one must remain defensive during an offense (situations experienced can be reversed).	

Cross-curricular Teaching

Physical education offer numerous opportunities to allow pupils to practice oral language. This helps them use a vocabulary which is adapted and specific enough to describe the actions carried out by a classmate, to tell what have done or seen, and to be understood by others.

In connection with teaching "Questioning the World", physical education promote health and safety education. It contributes fully to the acquisition of those concepts related to space and time which were introduced in mathematics and in teaching "Questioning the World". Further in mathematics, pupils can use different types of representation (digits, graphic organizers, tables) to express the completion and progress of performance (examples: diagram expressing how one's performance evolves over the course of the cycle, or a table or diagram comparing the performance of several students).

In correlation with moral and civic instruction, the activities in this subject create the conditions to build citizenship skills through organising a group, respecting rules and others, accepting peers and their differences, developing self-esteem, and observing classmates with benevolence.

A foreign or regional language may be used, to provide instructions for a game or task, for instance.
Dance, a physical and artistic activity, approached in any of its forms, allows for building links with artistic activities

Civics
Cycle 2

La sensibilité : soi et les autres

Objectifs de formation

1. Identifier et exprimer en les régulant ses émotions et ses sentiments.

2. S'estimer et être capable d'écoute et d'empathie.

3. Se sentir membre d'une collectivité.

Connaissances, capacités et attitudes visées	Objets d'enseignement	Exemples de pratiques en classe, à l'école, dans l'établissement
1/a - Identifier et partager des émotions, des sentiments dans des situations et à propos d'objets diversifiés : textes littéraires, œuvres d'art, la nature, débats portant sur la vie de la classe.	- Connaissance et reconnaissance des émotions de base (peur, colère, tristesse, joie). - Connaissance et structuration du vocabulaire des sentiments et des émotions. - Expérience de la diversité des expressions des émotions et des sentiments.	- Apprendre les techniques des « messages clairs » pour exprimer ses émotions vis-à-vis de ses pairs. - Jeu théâtral, mime. - Les langages de l'art : expression artistique et littéraire des émotions.
1/b - Se situer et s'exprimer en respectant les codes de la communication orale, les règles de l'échange et le statut de l'interlocuteur.	- Travail sur les règles de la communication.	- Les conseils d'élèves.
2/a - Prendre soin de soi et des autres.	- Le soin du langage : langage de la politesse. - Le soin du corps, de l'environnement immédiat et plus lointain. - Le soin des biens personnels et collectifs. - L'intégrité de la personne.	- Arts visuels : le portrait et l'autoportrait (connaissance de soi et des autres). - Prendre conscience de son corps et du corps des autres à travers des activités de danse.
2/b- Accepter les différences.	- Le respect des pairs et des adultes. Les atteintes à la personne d'autrui (racisme, antisémitisme, sexisme, xénophobie, homophobie, harcèlement...). - Le respect des différences, interconnaissance, tolérance. - La conscience de la diversité des croyances et des convictions.	- Les racismes : avec des supports créés par des fondations et associations agréées par le ministère de l'éducation nationale. - La situation de handicap et la pratique de l'inclusion scolaire. - Arts visuels : Marianne, le drapeau national dans les œuvres d'art.
3/a - Identifier les symboles de la République présents dans l'école.	- Connaître les valeurs et reconnaître les symboles de la République française : le drapeau, l'hymne national, les monuments, la fête nationale.	- Coopérer au sein d'un projet de classe. - Accepter le partage des tâches dans des situations de recherche (grammaire, conjugaison, mathématiques...), de coopération (EPS, éducation musicale, arts visuels...) ou d'expérimentation (sciences).
3/b- Apprendre à coopérer.	- Initiation aux règles de la coopération.	- Chanter, en comprenant le contexte de leur écriture, quelques couplets de La Marseillaise.

Le droit et la règle : des principes pour vivre avec les autres

Objectifs de formation

1. Comprendre les raisons de l'obéissance aux règles et à la loi dans une société démocratique.

2. Comprendre les principes et les valeurs de la République française et des sociétés démocratiques.

Connaissances, capacités et attitudes visées	Objets d'enseignement	Exemples de pratiques en classe, à l'école, dans l'établissement
1/a - Adapter sa tenue, son langage et son comportement aux différents contextes de vie et aux différents interlocuteurs.	- Initiation à la distinction des registres de langue.	- Élaboration des règles de vie de classe avec les élèves.
1/b - Respecter les autres et les règles de la vie collective. Participer à la définition de règles communes dans le cadre adéquat.	- Les règles de vie de la classe et de l'école. - Les droits et les devoirs de l'enfant et de l'élève (la charte d'usage des Tuic de l'école (B2i-1), la Convention internationale des droits de l'enfant (Cide) : art. 2, 6, 9.	- Participation des élèves à l'élaboration des règles de la cour de récréation. - Discussion à visée philosophique : les droits et les devoirs de l'élève.
1/c - Comprendre que la règle commune peut interdire, obliger, mais aussi autoriser.	- Initiation au code de la route et aux règles de prudence, en lien avec l'attestation de première éducation à la route (Aper).	- Conseils d'élèves (sens des règles, des droits et des obligations, sens des punitions et des sanctions).
1/d- Connaître ses droits et les moyens de les faire valoir.	- Les différents contextes d'obéissance aux règles, le règlement intérieur, les sanctions.	- Discussion à visée philosophique : l'égalité de tous - élèves ou citoyens - devant la loi.
1/e- Comprendre qu'il existe une gradation des sanctions et que la sanction est éducative (accompagnement, réparation...).	- Initiation au vocabulaire de la règle et du droit (règle, règlement, loi...).	- Les droits égaux des garçons et des filles dans toutes les situations de la vie scolaire.
2/- Connaître quelques principes et valeurs fondateurs d'une société démocratique.	- Les valeurs : la liberté, l'égalité, la laïcité. - L'égalité de droit entre les femmes et les hommes. - Les droits et les devoirs : de la personne, de l'élève, du citoyen (initiation) ; la Déclaration des droits de l'homme et du citoyen de 1789, art. 1, 4, 6.	

Le jugement : penser par soi-même et avec les autres

Objectifs de formation

1. Développer les aptitudes à la réflexion critique : en recherchant les critères de validité des jugements moraux ; en confrontant ses jugements à ceux d'autrui dans une discussion ou un débat argumenté.

2. Différencier son intérêt particulier de l'intérêt général.

Connaissances, capacités et attitudes visées	Objets d'enseignement	Exemples de pratiques en classe, à l'école, dans l'établissement

Connaissances, capacités et attitudes visées	Objets d'enseignement	Exemples de pratiques en classe, à l'école, dans l'établissement
1/a Exposer une courte argumentation pour exprimer et justifier un point de vue et un choix personnels.	- Le choix, sa justification. - Connaissance de quelques structures simples de l'argumentation (connecteurs et lexique). - Les raisons qui font juger une action bonne ou mauvaise.	- Approche du juste, de l'injuste, du bien, du mal à partir de récits (mythes, contes) ou de situations de la vie de la classe. - Dilemmes moraux adaptés à l'âge des enfants.
1/b- S'affirmer dans un débat sans imposer son point de vue aux autres et accepter le point de vue des autres.	- Les règles de la discussion en groupe (écoute, respect du point de vue de l'autre, recherche d'un accord...). Initiation aux règles du débat. - Initiation à l'argumentation. - Les préjugés et les stéréotypes.	- Pratique de la discussion à visée philosophique autour de situations mettant en jeu des valeurs personnelles et collectives, des choix, ou à partir de situations imaginaires. - Approche des préjugés et des stéréotypes à partir de situations de la vie de la classe ou de situations imaginaires tirées de récits, de contes ou d'albums de littérature de jeunesse. Organisation de débats réglés sur ces situations.
1/c- Aborder la laïcité comme liberté de penser et de croire ou de ne pas croire.	- Initiation aux différences entre penser, croire et savoir.	- Approche de la notion de laïcité à travers des exemples vécus ou des récits.
2/ - Différencier son intérêt particulier de l'intérêt général.	- La notion de bien commun dans la classe et dans l'école. - Les valeurs personnelles et collectives.	- Exercices de clarification des valeurs. - Expression sur Internet.

L'engagement : agir individuellement et collectivement

Objectifs de formation

1. S'engager et assumer des responsabilités dans l'école et dans l'établissement.

2. Prendre en charge des aspects de la vie collective et de l'environnement et développer une conscience citoyenne, sociale et écologique.

Connaissances, capacités et attitudes visées	Objets d'enseignement	Exemples de pratiques en classe, à l'école, dans l'établissement
1/a - Respecter les engagements pris envers soi-même et envers les autres. S'impliquer dans la vie scolaire (actions, projets, instances...).	- L'engagement moral : la confiance, la promesse, la loyauté.	- Sensibiliser les élèves à quelques grandes figures féminines et masculines de l'engagement (scientifique, humanitaire...). - Associer les élèves à l'élaboration et à la mise en œuvre de projets.
1/b - Réaliser un projet collectif (projet de classe, d'école, communal, national...).		- Engager les élèves dans des projets de concours proposés par l'éducation nationale
1/c - Coopérer en vue d'un objectif commun.	- La coopération, l'entraide.	- Encourager les conduites d'entraide, par exemple le tutorat entre pairs, la coopération, la médiation par les pairs.
1/d - Expliquer en mots simples la fraternité et la solidarité.	- Les valeurs : la fraternité, la solidarité.	- Valoriser la prise de responsabilité dans la

2/a - Prendre des responsabilités dans la classe et dans l'école.	- La participation démocratique. - La responsabilité. - Le développement durable.	classe, l'école. - Engager la classe dans des actions de solidarité ou en faveur de l'environnement. - Favoriser les conduites altruistes, notamment dans le cadre du parcours citoyen.
2/b - S'impliquer progressivement dans la vie collective à différents niveaux.	- Le secours à autrui : sens du discernement, en lien avec le dispositif et l'attestation « apprendre à porter secours » (APS).	

Questioning the World

From Infant school, pupils explore and observe the world around them; during cycle 2 they learn to question it in a more precise manner, with a thought-out scientific approach. The general objectives of Questioning the World are: on the one hand to enable pupils to acquire the knowledge necessary to describe and understand the world around them and to develop their reasoning capacity; on the other hand to contribute to the pupils becoming citizens. The learning that takes place in this cycle is revisited and expanded on in later cycles, and will continue throughout their school years, with the ideas behind it becoming more elaborate, abstract and complex.

Competencies	Domains
Using scientific methods • I can carry out a scientific investigation with the help of my teacher: I can question, observe, experiment, describe, reason and conclude.	4
Imagining and creating • I can observe simple objects and daily activities. • I can imagine and create simple objects.	5
Using tools and methods • I can choose and use the appropriate tools for observation, measurement and experiment. • I can handle tools carefully.	2
Practising languages • I can communicate in French or English, spoken and written, using the appropriate vocabulary and syntax. • I can read and understand non-fiction, illustrated texts. • I can find the information in a non-fiction text that answers a question. • I can explain the results of an observation orally and in written form (notes, lists, drawings, tables)	1
Using digital tools • I can use digital tools to draw, communicate, research and share simple information.	2
Adopting responsible and ethical behaviour • I can behave responsibly regarding the environment and regarding my health and that of others. • I can behave in an environmentally aware manner, through individual and collective acts: recycling rubbish, reusing paper, saving water and energy.	3, 5

Locating myself in space and time
• I understand the notion of space
  o I can locate myself in a geographical space...
  o I can and produce representations of space.
• I understand the notion of time
  o I can put events in order.
  o I know some key historical events.
	5

An investigative approach will allow students to develop ways of thinking, reasoning and reacting while cultivating oral and written language skills.

Questioning the living world, matter and objects
This first discovery of science is focused on matter in all its forms, living and nonliving, in natural habitats, manipulated or constructed, in real life time, questioning, observing nature and experiments with intellectual construction of the first models or simple concepts, allows for interpretation and explanation.

The teaching methodology is observation, experimentation, and memorization, developing critical skills and rigor, reason, the taste for research and dexterity, curiosity and creativity. Simple experiments (exploration, observation, manipulation, creation) among all the students will allow for dialogue, an elaboration on their representation of the world around them, the acquisition of the first understandings of science et techniques.

a. What is matter?

Expectations	for	the	end	of	the	cycle

- I can identify the three states of matter and observe changes in states of matter.
- I can identify changes in the state of water in daily life.

Knowledge and associated competencies	Examples of situations, activities and resources for the students
I can identify the three states of matter and observe changes in states of matter. I can identify changes in the state of water in daily life	
I can compare and measure the temperature, volume and weight of water in its liquid and solid states. I can recognise the states of water and see them in different natural phenomena. I can carry out simple experiments with air and/ or water. (Properties of solids, liquids and gas; changes in the states of matter – solidification, condensation and fusion; the states of water (liquid, ice and vapour); the existence, effect and some properties of air.	Observe the process of melting and solidifying water. Connect the liquid and solid states of water by observing certain weather phenomenon (clouds, rain, snow, hail, ice). Allow certain objects to move with the wind, be aware of the existence of air. Work with different devices (syringes, balloons, bicycle pumps, various forms, etc.) to experiment with air.

Benchmarks of progression
Everything related to gas is covered in CE2.

b. How do you recognise the living world?

expectations for the end of the cycle

- I can identify the characteristics of the living world, its interactions and diversity.
- I can recognise factors that contribute to a healthy lifestyle.

Knowledge and associated competencies	Examples of situations, activities and resources for the students
I can identify the characteristics of the living world, its interactions and diversity.	
I can identify what is animal, vegetable, mineral and what is developed by human beings. ➢ Development of animals and plants ➢ The life cycle of living things ➢ Animal nutrition ➢ What plants need to live	Similar to kindergarten, observe different examples of one's own life, in animals and plants. Observe animals and plants in environments. Develop little ecosystems (rearing, growing) in class, in a school garden or pond.
I can identify the interactions of living things between themselves and their environment. ➢ The diversity of living organisms and their interdependence ➢ Food chains. I can identify some interactions in school.	Develop simple diagrams that illustrate the relationship between living things and their environment. Following what comes in and out of class (paper, recycling) and from the canteen (food, water, rubbish).

I can recognise factors that contribute to a healthy lifestyle	
I can identify the elements that allow for a body movement. I can measure and observe the growth of my body. ➤ Growth (height, weight, shoe size). ➤ Changes in teeth.	Use measurement tools. Graph results in tables.
I can respect the rules of hygiene and understand the importance of a balanced diet, physical activity, relaxing, getting enough sleep and cleanliness. ➤ Food groups ➤ What food does (gives energy: eat to move). ➤ Balanced diet (in one meal, in a day, in a week). ➤ The positive effects of physical exercise on a body. ➤ Changes to the daily routine (sleep, activity, rest...)	Use measurement tools to track growth. Graph results in tables. Determine the principles of a balanced diet or varied consumption. Develop and put into practice hygiene, daily life, and safety rules.

c. Technical objects. What are they? What needs to they fill? How do they work?

Expectations for the end of the cycle	
– I understand how manufactured objects work. – I can construct some objects and simple electric circuits, in compliance with safety rules. – I am at ease in a digital environment	
Knowledge and associated competencies	**Examples of situations, activities and resources for the students**
I understand how manufactured objects work.	
I can observe and use technical objects and identify their function. I can identify activities from daily and professional life which use technical objects and tools.	By using different technical objects, modern or old, identify their use and function. Through observation, prove and disprove, test and try. Discover diverse professions. Question men and women in the work space, their abilities, the tools and machines they use.
I can construct some objects and simple electric circuits, in compliance with safety rules	
I can construct a technical object using existing parts and following instructions. I can identify the properties of matter in relation with electric current. I can differentiate between objects powered by battery or by mains electricity. • Parts and workings of a simple electric circuit • Examples of conductors and insulators • Role of the switch • Basic safety rules	Experiments should vary according to the age of the students, the object being constructed, the students' familiarity with this kind of project, and in function with the school's safety rules. Examples: construct a doll house, a pulley, a quiz. Construct different models with two different materials: conductors and insulators. Example: construct an electric toy
I am at ease in a digital environment	
I can describe the composition of a simple electric device. I can use word processing software well.	Observe connection between different materials. Slowly become familiar through practice with auto correction in computer software. Use computer software, create paragraphs, delete, copy, paste. Typing, processing, saving, reproducing.

1. Questioning space and time

In cycle 2, the students progressively develop from individual learning to not being the center of physical and social focus, and at the same time learning about geographic and cosmic space. The ability to focus less on the individual allows students to understand the idea of evolution, different ways of living, the conception of multiple generations, to understand the interaction between space and human activities, and to compare simple geographic spaces. At the end of the cycle, students should understand the concept of expansive time, in history, and should start thinking about the planet, geography, in its variety and complexity. This study will enrich the exploration the diverse human developments throughout time and space. From CP, students, guided by the teacher, explore the world through observations, manipulations, explorations and descriptions, through recitation, witnesses and the study of documents. They recognize regularities, transformations, connections and observe the world's outstanding elements. This regular practice is achieved through routine, is constantly evolving through organized lessons.

a. Locating oneself in space

This transversal skill, is indispensable to the cognitive development of students, it is achieved through verbalization and daily rituals, also through specific lessons that install progressive understanding of reference points and precise language.

Attendus de fin de cycle	
‗ I can situate myself in space and represent my location. ‗ I can locate a place on a map, a globe or on a screen.	
Knowledge and associated competencies	**Examples of situations, activities and resources for the students**
I can locate myself in space and represent my location	
I can locate myself in a familiar environment. I can locate objects or people in relation to each other or landmarks. I can use vocabulary to define positions (left, right, on top, below, in front of, behind, near, far, foreground, background, north, south, east, west) I can use vocabulary to define movements (go forward, reverse, turn right/ left, go up/ down)	This work is connected to mathematics. Through activities of known and unknown space. Students are put in situations where they use both appropriate language in oral and written exercises.

I can produce some representations of familiar places (school grounds, near school, the town, and neighbourhood) and less familiar places (when on an outing).	This work is connected to mathematics. Students study different environments (models, maps, photos). Draw the school space.
I can read maps and locate myself on them. ➤ Title, scale, orientation, key.	Prélever des informations sur une carte.
I can locate a place on a map, a globe or on a screen	

I can identify representations of the Earth and the world.
I can find places that I have studied on a map or a globe.
I can find where I live, France, Europe and other continents on a map.
I know that the Earth is part of a vast universe composed of different stars and planets.
➤ From close to far space :
  o Countries, continents, oceans ;
  o Earth and the planets
	Maps, graphic charts, flat world maps, globes are tools to help visualize the planet, and recognize the existence of oceans, seas, continents, the equator and the poles...
	Maps of the solar system; identify the location of the Earth in relation to the sun.
	Seasons, lunar cycles, with the help of models (balls of light).

Benchmarks of progression In **CE2**, we start studying geographical space. By starting from the pupils' familiar space and moving gradually on to unfamiliar and unknown spaces, we contribute to the decentralisation of the pupil.	

b. Locate oneself in time

This transversal skill, is indispensable to the cognitive development of students, it is achieved through verbalization and daily rituals, also through specific lessons that install progressive understanding of reference points and precise language.

expectations for the end of the cycle
_ I can situate myself in and measure time. _ I can recognise and locate some long-term events.

Knowledge and associated competencies	**Examples of situations, activities and resources for the students**
I can locate myself in and measure time.	
I can identify cyclical rhythms of time. I can read the time and know the date. ➤ Day and night ➤ Days, nights, weeks, months, seasons ➤ A day is divided into hours. ➤ A week is divided into days.	Calendars to help identify the cyclical rhythms of time (years, months, weeks, days). "Wheel of days" to help identify the cyclical quality of the days of the week. Daily schedule. Clock to help understand the division of the day. Sun dial.
I can compare, estimate, and measure periods of time. ➤ Units of measurement: day, week, hour, minute, second, month, year, century, millennium ➤ Relationships between the units	This work is connected to mathematics. Through activities with an hour glass, analog and digital clocks, stop watches.
I can situate events in relation to each other. ➤ Daily, weekly, recurring events ➤ Continuity and succession, the past, the future and simultaneity.	Calendars to help recognize the months in a year, specific person dates or dates in history. Times lines to help recognize events in a given time (before, after, during, continuous time, a few days ago, months, years ago...). Limited time in connection with recent events.

I can recognise and locate some long-term events.	

I know that time passes irreversibly.
  ➢ Parents' generation
  ➢ The generations of living memory in a family
  ➢ The evolution of society and lifestyles (food, homes, schools, tools, wars, movement) during different time periods.
	Mark the days on a calendar to recognize that time is irreversible.
	Use calendars and/or different kinds of timelines (chronological, generational, historical).
	Recognize events on a simple timeline that occurred or events in class, school, the neighborhood, the city, the country, the world.

I can recognise important periods of history, some important dates and historical characters.	Be able to recognize local sites (monuments, architecture…), recitation, witnesses, films, investigative elements.
Benchmarks of progression Cyclical rhythms are studied from **CP**, continuing on from daily routines established in infants. Using tools such as calendars, historical friezes etc. should occur throughout the cycle. Learning about important periods in history should be worked on in CE2. In **CE2**, we start studying long term events and geographical space through some important events, characters and lifestyles in the history of the western world.	

2. Exploring the organisation of the world

Progressively in cycle 2, students are asked to participate in the transforming world, the students develop autonomy, and the ability to understand that they are a part of an organized developing society in time and space.

Expectations for the end of the cycle	
- I can compare the lifestyles of some men and women and some representations of the world. - I understand that space can be organised. - I can identify landscapes.	
Knowledge and associated competencies	**Examples of situations, activities and resources for the students**
I can compare lifestyles	
I can compare lifestyles (food, house, clothes…) at different times or between different cultures.	Documents, digital documents, manuals, listening and reading accounts, recitation. Documents, digital documents, manuals, accounts.
I understand that space can be organised	

I know my neighbourhood and city: its key features and functions.
  ➢ Very close places (school, park), close complicated places (neighbourhood)
  ➢ Spatial organisation using photos and maps.
	On site photography, drawings; aerial photography (diagrams), vertical, maps, topographical maps; charts (populations of big cities).

I can identify landscapes	
I can recognise different landscapes (coastal, mountainous, countryside, cities, deserts)	Photographs of the landscape, land, aerial views, the globe, flat world maps, documentary films.

Connections between subjects

The teacher of "Questioning the world" is firstly connected with mathematics. Students read tables, summarize and take notes, take measurements.
Students use geometry and measure length by making technical objects. They use common reference points and space to situate places on a map.

In sport students become aware of how muscles, tendons and bones help produce movement; they are shown through action the benefits of physical activity on the human body.

Students use a specific vocabulary to describe and imagine objects, to designate an action using specific verbs, and use the appropriate syntax to recognize time, cause and effect; this teaching also reinforces speaking and written production. A specific form of writing is initiated: rapidity, lists, tables, exploration of written documents with the help of a teacher.

Through moral and civic teaching, activities related to this kind of teaching allows the students to confront their ideas through group discussion, develop the ability to explain, to argue, to judge criticism, and to gain confidence in their own intellectual ability to explore the world.

Links are possible between the teaching of art through materials and technical objects.

Maths

In cycle 2, problem solving is at the heart of all mathematical activities – developing pupils' capacity to explore, reason and communicate. Problems allow us to approach new notions, to consolidate acquisitions and to provoke questions. They can arise from class life or from other subjects – particularly Questioning the World. They are often fun. We must be careful from CP on to propose problems that help the pupils explore notions – that are not just application exercises repeating the same types of operations, but problems that require trial and error.

The written component of Maths becomes essential. At first, these are sums and representations produced by pupils themselves, which evolve, with the teacher's helps towards more conventional forms. It is just as essential as oral language activities, which, with their own syntax and vocabulary, accompany written language activities (conversation among pupils). The introduction and use of mathematical symbols occurs progressively as pupils understand the situation and the relationship to the vocabulary used.

The pupils consolidate their knowledge of whole numbers – already encountered in cycle 1. They learn different ways to designate numbers – writing digits, knowing their names orally, understanding their properties (doubles, halves) and composition (tens and units).

The four operations (addition, subtraction, multiplication, division) are studied starting with problems, which helps to give them meaning – in particular problems about size and measurements. Daily mental calculation practice reinforces number knowledge and ease with operations.

In Maths and in Questioning the World, pupils will learn about shapes and size and how to measure. They will learn about space and will learn some geometrical relations and objects (2 and 3D shapes) by confronting problems in which this knowledge is at stake.

Competencies	Domains
Research • Take part in problem solving by observing, questioning, manipulating, experimentation, hypothesising (accompanied by the teacher if necessary, after some autonomous research). • Test, try the different possibilities proposed by themselves, other pupils or the teacher.	2, 4
Model • Using mathematical tools to solve concrete problems, especially ones about size, shape and measurement. • Realise that some problems are related to additions, some to multiplication, and some to sharing or grouping. • Recognise shapes in real objects and reproduce them geometrically.	1, 2, 4
Represent • Try different forms of representation (drawing, charts, calculation trees, etc.). • Use numbers to represent quantities and size. • Use different representations of 3D shapes and spatial situations.	1, 5
Reason • Estimate the result of a manipulation, a sum or a measurement. • Engage with shapes in order to reproduce them using mathematical instruments. • Take different factors into account (other points of view, results of experiments, different sources) to modify judgements. • Become aware of the necessity to justify what we say.	2, 3, 4
Calculate • Calculate using whole numbers – mentally or written- precisely using strategies adapted to the numbers in question. • Check if answers are possibly correct.	4
Communicate • Use oral and written language and the appropriate symbols and representations to explain methods and to justify reasoning.	1, 3

Numbers and arithmetic

Knowledge of numbers and calculation is a major objective for cycle 2. It is developed in parallel with quantities and sizes in a few different ways.

Problem solving in context: counting collections, measuring shapes, recognising rank in a list, estimating results of actions on collections or sizes (comparing them, uniting them, increasing them, reducing them, sharing them, find out out how many times one is in the other etc.) These actions relate initially to material objects which become oral and written; researching and modelling these problems allow for the introduction of the four operations (addition, subtraction, multiplication, division).

The study of the internal relations of numbers: understand that the number following a whole numbers is that number plus one, break down and form numbers using addition and multiplication using tens, units, hundreds, thousands, compare, order, list different numbers.

The study of different oral and written designations: number names, writing using digits; doubles, halves, total, product, difference, remainder; horizontal addition/ subtraction, multiplication, mixed sums, tens and units etc.

The appropriation of methods of calculation adapted to the numbers in question. These strategies are reinforced by number knowledge learnt by heart (addition and multiplication tables...) and by the knowledge of the properties of operations and numbers. Mental maths is essential for daily life.

A good knowledge of numbers under 1000 and their relations is the basis for understanding whole numbers.

Expectations for the end of the cycle
-    I can understand and use whole numbers to count, order, recognise and compare. -   I can name, read, write and represent whole numbers. -   I can resolve problems using whole numbers and calculation. -   I can calculate using whole numbers.

Knowledge and associated competencies	Examples of situations, activities and resources for the students
I can understand and use whole numbers to count, order, recognise and compare.	
I can count, constitute and compare collections. I can use different counting strategies. I can recognise the rank or position in a line or a race. I can make the connection between the rank of something in a list and the number of elements that precede it. I can compare, order, complete a list of whole numbers using the symbols =, ≠, <, >.	Count collections by organizing and designating the number of elements (writing addition problems or multiples, writings in counting units). Particular emphasis is given to grouping by tens, hundreds, thousands. Comparisons: eg compare 8 + 5 + 4 and 8 + 3 + 2 + 4 using 5= 3 + 2 and deduce that the two numbers are equal.
I can name, read, write and represent whole numbers.	
I can use different representations of numbers (writing in digits and word form, name them, show them on a number line, using dice, my fingers...) I can associate the different forms of representation, in particular names and digits. I can interpret numbers using tens, units, hundreds and thousands, rank and arithmetic.	Able to count aloud by using "number words." Use letters to represent units (5t 6u but 4h 5t 16u 6u or 56). Iterate a sequence of 1 to 1, 10 to 10, 100 to 100.
I can place a number on a number line. I can associate a number to a size, measuring it with a unit of measurement. I can use a number line to associate numbers and lengths.	Use a number line, with a point of origin, and the help of the units of measurement. Make a link between the units of measurement and numbers studied in Cycle 2.
I can resolve problems using whole numbers and calculation.	

I can solve problems based on everyday life of on games related to size and measurement, using a number line, leading to the four operations. I can model these problems using mathematical language.	Study the links between: - Addition and subtraction - Multiplication and division. Be able to distinguish addition problems and multiples problems.
Data organisation and management I can use number data to answer questions. I can present and organise measurements on a table.	This work is connected with "big measurements" and "questioning the world".

I can calculate using whole numbers.

I have memorised number facts and procedures. ➤ Addition and multiplication tables. ➤ Adding to 10 and adding to 100. Number bonds to 10, to the next 10, to the next 100, multiplying by 10, doubles, halves etc.	Answer the questions : $7 \times 4 = ?$; $7 \times 28 = ?$; $28 = 4 \times ?$, Etc. Using his knowledge of numeration : " 24×10, 24 tens, that is 240.
I can develop or choose calculation strategies for mental or written sums. I can check if a sum is probably right, using estimation. ➤ Addition, subtraction, multiplication, division. ➤ Properties of operations : *2+9 is the same as 9+2,* *3×5×2, is the same as 3×10.* ➤ Properties of numbers : *« 50+80, is 5 tens + 8 tens, it's 13 tens, it's 130 »* *« 4×60, is 4×6 tens, it's 24 tens, it's 240 ».*	Treat calculations connected the four operations , explain the procedures used and compare their effectiveness. To calculate , estimate or verify a result , use different methods or instruments : the fingers or body, or abacuses, knotted string, pebbles or chips , fake money , double ruler , calculator , etc.
<u>Mental maths</u>: I can do mental maths to get an exact answer or an estimate.	Mental Math - On the numbers 1, 2, 5, 10, 20, 50, 100 related to currency - On the numbers 15, 30, 45, 60, 90 in relation to duration. Solve arithmetic problems mentally, in simple numerical data Use the properties of operations, including the type $5 \times 5 \times 12 = 10 + 5 \times 2$.
<u>Horizontal sums</u>: I can calculate addition, subtraction, multiplication and mixed operations horizontally.	Examples of strategies for calculations horizontally: $5 \times 5 \times 36 = 2 \times 18 = 10 \times 18 = 180$ $5 \times 36 = 150 + 30 = 180$ $5 \times 36u + 30u = 15d = 15d + 3d = 180U$ Use words in line EX: $21 = 4 \times 5 + 1$ to find the quotient and remainder of the division of 21 by 4 (or 5).
<u>Column sums</u>: I can use a column model for addition, subtraction and multiplication sums.	Learn operations (addition, subtraction, multiplication) in connection with counting and the properties of operations.

Benchmarks of progressions

It is possible, in problem solving, to go beyond the progressive benchmarks identified for each level.

In CP, the systematic study of numerical relationships between numbers less than 10, then to 20 (deconstruction/reconstruction), is deepened throughout the year. Meanwhile, the study of numbers written in decimal notation (tens, simple units) for the numbers to 100 and that of the oral number, enables students to count and establish connections with more challenging math (the complexity of oral numeration in France must be taken into account for numbers greater than 69).In **CE1**, it is important to review numbers up to 100- in particular to know their names and to review mental and written strategies. In parallel, studying tens, units and hundreds is widened in steps, first up to 200, then 600 and eventually 1,000. Then in **CE2**, up to 10,000.

In CP, students begin to solve additions and subtractions plus multiples problems later in the cycle.

The study of division, which takes place in cycle 3 is introduced in cycle 2 with sharing and grouping problems (in **CE1**). It is then prepared by the resolution of two types of problems : exploring how many times a number is in another number and splitting a number between a given number. In **CE2**, pupils are asked to solve more complicated questions, with two stages, requiring for example exploring a table or graph or coming up with an original way to resolve the problem. Reviewing arithmetic via word problems enables pupils to achieve different levels of understanding for each operation.

In terms of calculation, pupils establish and then memorise :
- Number facts : decomposing /recomposing addition from the beginning of the cycle (including addition tables) multiplication comes later in the cycle ;
- Strategies for basic calculation

They use this knowledge to develop strategies for the numbers in question, for addition in **CP**, for subtraction and multiplication in **CE1** also to get the quotient and the remainder of Euclidean division by a one digit number or by numbers like 10, 25, 50, 100 at the end of the cycle.

Column sums allow answers to be obtained when mental maths and horizontal sums have reached their limits. They also reinforce number value and position (tens, units…). Once pupils have understood calculation strategies based on tens and units they can move on to column sums.

In CP, the students learn to add two digit numbers in columns.

In **CE1**, they consolidate addition skills with bigger numbers and different sized numbers, they learn column methods for subtraction. In **CE2**, they consolidate their subtraction skills ; they learn a technique for column multiplication, first by multiplying a two-digit number by a one-digit number, then bigger numbers. The methods chosen are left up to a school's teaching team and should be followed in cycle 3.

Size and measurement

In different teachings but also in their daily lives, students are asked to compare objects or phenomena using numbers. Through comparison activities, they learn to distinguish different types of variables and use the appropriate lexicon: lengths (placing numbers on a line), weight, capacity (volume), duration (tracking time) , price. Comparison of quantities can be direct, object to object (juxtapose two chopsticks), require comparison to an intermediate object (use a third object to determine which of two cylinders has the largest capacity) or more objects of the same size (put two identical strips next to each other and compare the lengths of two lines drawn on the ground) . It can also be based on the comparison of measurements of length.

For length, mass, capacity and time, students take a mathematical approach to the measurement of length: they determine how often a measured variable "contains" a reference quantity (unit) . They then use the appropriate units and learn to use measuring instruments (an hourglass, a scale, a measuring cup, scale, etc.).

To solve problems related to daily life, students are asked to calculate size. They use the properties of numbers and operations, and thereby master the technique. To understand the situations and confirm their results they must also give meaning to these quantities (estimate the length of a room or the distance between two trees in the yard, judge whether a book can be heavier than another, etc.) based on some references that they will acquire These problems are an opportunity to strengthen and link the numerical and geometrical knowledge, as well as those acquired in "Questioning the world."

expectations for the end of the cycle
- I can compare, estimate, measure lengths, weights, volumes and lengths of time. - I can use appropriate vocabulary and units of measurement. - I can solve problems involving length, weight, volume, length of time and price.

Knowledge and associated competencies	Examples of situations, activities and resources for the students

I can compare, estimate, measure lengths, weights, volumes and lengths of time. **I can use appropriate vocabulary and units of measurement.**	
I can compare objects of different sizes and say whether the differences relate to length, weight, volume of length of time.	An object can be higher, narrower and lighter than another; identified as "high" and "broad" refers to the concept of length and that "light" refers to the notion of mass.
I can compare length, weight and volume directly by comparing them to another object or by measuring.	Juxtapose objects to compare their length. Estimate simple measurements of length. If necessary, check with a paper strip.
I can estimate length, mass and volume using the metric system. I can check my estimates of length, weight and volume using appropriate instruments.	Through looking or manipulation, provide an estimate of the measure of greatness attached to an object, before trying out different approaches.
I can measure lengths with an appropriate instrument and use units of measurement. I can measure mass and volume using appropriate instruments. I can order things of different sizes using units of measurements. I can express a measurement using different units of measurement (length: m, dm, cm, mm, km. weight: g, kg, tonne, volume: L, dL, cL.)	Tools: ruler, measuring tape of 1 dm with increasing length, paper tape, string, graduated meter, cale, for direct reading , containers for decanting , a measuring cup , .. There are different types of measurements: the corridor measuring between 6 m and 7 m long. Quantities can be expressed differently (1 m 13 cm, 1 h 20 min , etc.)
I can compare, estimate and measure lengths of (days, weeks, hours, minutes, seconds, months, years, centuries, millennia)	This work is conducted in conjunction with " Questioning the world". Use an hourglass, clocks and analog and digital clocks, a stopwatch.
I can represent the length of something using a ruler.	Be able to read increasing measurements: dial on a scale, timeline, gradually increasing axis on a graph.
I can solve problems involving length, weight, volume, length of time and price	
I can solve problems, related to measurement and comparison using addition, subtraction, multiplication and division.	Observe the lengths, masses, capacities, times. Use the result of a measurement to calculate another variable, including measuring segments to calculate the length of a broken line perimeter of a polygon. Focus on mental math skills to count and complete operations. Know the price for a few familiar objects.
I can solve problems involving conversion from one unit of measurement to another. I can convert units of measurements.	Make connections between decimals and numerical units.

It is possible, in problem solving, to go beyond the progressive benchmarks identified for each level.

All along the cycle, pupils work on different measurements starting by comparing sizes in order to understand the concept, before measuring them using appropriate instruments and getting to know the different units of meaurements. The different units are introduced and compared gradually during the cycle :
- Length (comparison, doubles and halves from **CP**, dm, cm, m, km in **CE1** then mm in **CE2**);
- Weight (g and kg as independent units in **CE1**, then in g, kg, and tonne and their relationship in **CE2**);
- Volume (in litres in **CE1**, in cL and dL in **CE2**);
- Length of time (day and week and their relationship throughout the cycle, relationship between day and hour, between hour and minute in **CE1**, day, month, year and their relationship, year, century and millenium and their relationship, minute and second and their relationship in **CE2**) ;
- Price (en euros dès le **CP**, in euros and in cents and their relationship from **CE1**).

Operations on measurements are conducted with the progress of number operations, knowledge of units and relations between them. The following lexicon is introduced at the beginning of the cycle: a double length, half.

Space and Geometry

In cycle 2, students develop both spatial knowledge such orientation and location in space and geometric knowledge of solid and flat figures. Learning to identify and move in space is closely linked with the work in "Questioning the world" and " Physical education and sport." Geometric knowledge contributes to construction, throughout compulsory education, basic concepts of alignment, distance, equal lengths, parallelism, squares, symmetry.

The expected skills and knowledge at end of cycle are constructed from problems, which are enriched throughout the cycle by adjusting the tools and supports available, and in relation to the activities involving the geometric variables and their measurements.

By continuing the work begun in kindergarten, the acquisition of spatial knowledge is based on problems to locate objects or describe or produce movements in real space. Oral skills still holds an important place in the CP but symbolic representations and development in real space is gradually connected with geometry. Knowledge develops through sorting, assembly, and the manufacturing of objects. Flat geometric concepts and knowledge about the usual figures are acquired from problem solving (reproducing figures, sorting activities and classification, description of figures, figures of recognition from their description, tracing by following a simple model). Reproducing various figure, simple and compound is a major source geometry problem, and may be varied depending on the difficulty of the shape to reproduce and the available tools. The general concepts of geometry (lines, points, segments, angles) are presented.

In geometry, as elsewhere, it is particularly important that teachers use accurate and appropriate language and introduce appropriate vocabulary during the lessons, and provide examples that make sense to the students, and they are gradually encouraged to apply to real life situations.

Expectations for the end of the cycle
- I can situate myself and move around using landmarks and representations. - I can recognise, name, describe and reproduce some 3D shapes. - I can recognise, name, describe, reproduce and construct some geometrical figures. - I can recognise and use notions such as alignment, right angles, equal lengths, middle and symmetry.

Knowledge and associated competencies	Examples of situations, activities and resources for the students
I can locate myself and move around using landmarks and representations	

I can locate myself in a familiar environment. I can locate objects or people in relation to each other or landmarks. I can use vocabulary to define positions (left, right, on top, below, in front of, behind, near, far, foreground, background, north, south, east, west) I can use vocabulary to define movements (go forward, reverse, turn right/ left, go up/ down)	This work is conducted in conjunction with " Questioning the world." Activities of familiar space, known and unknown space. Put in situations with oral and written expression.
I can produce some representations of familiar places (school grounds, near school, the town, neighbourhood) and less familiar places (when on an outing).	This work is conducted in conjunction with " Questioning the world" Study representations of the surrounding space (models, plans, photographs) Draw the school.
I can orientate myself and move around using landmarks. I can create and use codes to understand, present and carry out movements on familiar spaces, like a grid or a screen.	Journey of discovery and locating familiar landmarks, locate landmarks relative to others, anticipate and make a move, encode. Make movements in space and create a code that another student can understand. Produce representations of limited space and use it to communicate positions. Program movements of a robot or those of a character on a screen.

I can recognise, name, describe and reproduce some 3D shapes.

I can recognise and sort 3D shapes. I can describe and compare solids using appropriate language. I can reproduce solids. I can construct a cube using a template. ➤ Sphere, cylinder, cone, cube, pyramid ➤ Face, summit, corner ➤ The faces of a cube are squares	Sort, recognize and name the solids through sorting activities with various solid, games (portrait, Kim ...) . Realize and reproduce cubic measurements and flat models. Connect these assemblies to a variety of representations (photos, views ...) Use the correct materials to make a cube with just the sides of the shape. Observe, count the number of faces and vertices of a cube. Introduce software to represent a solid and move them to see different angles.

I can recognise, name, describe, reproduce and construct some geometrical figures. I can recognise and use notions such as alignment, right angles, equal lengths, middle and symmetry.

I can describe and reproduce figures and models of 2D shapes.
I can use a ruler, a compass and a set square.
I can recognise and name common 2D shapes.
I can recognise and describe a square, a rectangle and a triangle.
I can reproduce a square, a rectangle and a triangle.
I can make a circle knowing its radius.
    o square, rectangle, triangle, polygon,
    o side, summit, right angle;
    o circle, radius, centre ;
    o segment, centre of a segment, line.
➤ Properties of angles and opposite sides of squares and rectangles
➤ Relationship between shapes and geometrical instruments :
    o Lines and rulers;
    o Right angles and set squares ;
    o Circles and compasses.
	Portrait-style games, Kim etc., construction paper strips, tiles, can help develop knowledge of the properties of shapes and the associated vocabulary.
	Problems to reconstruct shapes (possibly from items already visible in the figure so that the students can reproduce the shape) provide an opportunity to identify and work with the properties of shapes and the geometric relationship of shapes.
	Use descriptive problems to develop geometry vocabulary.

I can use a ruler to recognise and draw lines. I can recognise and draw write angles using a model or a set square. I can extend a line. I can locate the centre of a segment.	Through different activities or tracing, students understand the concept of alignment, dividing in two, symmetry. Mobilize various tools to trace: templates, stencils , no ruler, paper tape with a straight edge to see the lengths or find a medium, right angle template, square, compass . Recording lengths and finding the middle of a segment can be achieved using a scale in relation to the measure, but a ruler must first be used.
I can recognise if a shape has a line of symmetry. I can complete a shape so that it is symmetrical. • Axial symmetry . • A carbon copy of a symmetrical figure : it is symmetrical and has an axis of symmetry (to be found). • A symmetrical figure folded on its axis of symmetry, is divided into exactly two parts.	Recognize symmetry in their natural environments (butterflies , buildings, etc.). Use tracing paper , cutouts , folding, software to move figures or parts of figures.

Benchmarks of progression
It is possible, in problem solving, to go beyond the progressive benchmarks identified for each level.

Au **CP**, the representation of places and moving around them using code happens in class or in school, then in the near neighbourhood and in **CE2** in a wider area.
From **CE1**, pupils can code their movements using suitable software, which will lead, in CE2 to the understanding and production of simple algorithms.
From **CP**, pupils observe, recognise, sort and name different 3D shapes. The vocabulary required to describe them is reproduced gradually.
Pupils learn from **CE1** how to construct a cube using squares. In **CE2**, they use patterns to construct cubes.

Les propriétés géométriques sont engagées progressivement dans la reproduction et la description de figures (alignement, report de longueur sur une droite et égalités de longueur en début de cycle, puis angle droit en milieu de cycle). We start reproducing circles of all sizes **CE1**; then from the centre and knowing its radius, in **CE2**, knowing the circle's diameter.
Using instruments happens gradually : a ruler from CP, then a set square for right angles and a compass for circles. Using a compass to measure length of lines can occur in **CE2**.

Using geometrical software allowing students to produce and move shapes should happen progressively.

Connections between subjects

Knowledge of numbers and calculations are developed in close collaboration with measurements of length. They are also required to solve many problems in " Questioning the world."
Work on the size and their measurement allows for a fruitful relationship with other lessons, " Questioning the world" (lengths, weight, duration), " Physical Education and Sport " (durations, length), " Music Education " (duration).
Working on location in space is closely connected with "Questioning the world" and "Physical education and sport."
Work on solid shapes, geometric figures and geometric relationships can develop in connection with "Arts " and "Physical education and sport."