

Programme for the cycle



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CYCLE 2

Phase 1: The specifics of the basic learning cycle

Learning at school is about questioning the world. It is also about acquiring specific languages, acquisitions for which the simple fact of growing up does not suffice. Cycle 2, covering the period from CP (year 2) to CE2 (year 4), thus offers the duration and coherence necessary for progressive and demanding learning. At cycle 2, all the teaching areas interrogate the world. Mastery of languages, and in particular of the French language, is the priority.

At cycle 2, pupils have the time to learn. The children who arrive at cycle 2 are very different from each other. They have grown up and learnt in a variety of different family and school environments which strongly influence the pace and nature of learning. The class is thus organised around constant repetition of the knowledge being acquired and while the pupils learn together, it is in a progressive manner and each one at his own pace. It is a case of taking into account the specific educational needs of certain pupils (newly arrived allophone pupils, pupils with disabilities, pupils experiencing significant difficulties with writing, pupils newly entering into the school, etc.) which necessitate appropriate teaching arrangements.

At cycle 2, the meaning and automation construct themselves simultaneously. Comprehension is vital to the elaboration of solid knowledge that the pupils can reinvest and the automation of certain skills is the means of liberating the cognitive resources so that they can accede to more developed operations and to comprehension. All the teaching areas are involved. In Mathematics for example, understanding the different operations is indispensable to the development of this knowledge that the pupils reinvest. In parallel, immediately available knowledge (such as the results of the multiplication tables) considerably improve the capacity for "intelligent calculation", where the pupils understand what they do and why they do it. In questioning the world, the construction of temporal benchmarks follows the same logic: their comprehension linked to an explicit learning progressively allows them to be used spontaneously.

At cycle 2, the French language constitutes the central object of learning. The construction of meaning and automation constitute two necessary dimensions to the mastery of language. Mastery of the functioning of the phonographic code, which goes from sounds to letters and vice versa, constitutes a key issue in the learning of French at cycle 2. However, learning to read also necessitates understanding narrative or documentary texts, beginning to interpret and to appreciate texts, while understanding what is sometimes not altogether explicit. This learning area is conducted in writing and reading in a simultaneous and complementary fashion.

The French language is given a central place, however this is not to the detriment of other learning areas. On the contrary, language is also a tool in the service of all the learning areas of the cycle in fields which each have their own language. Appropriating a field of learning involves being able to identify, then little by little to use specific vocabularies. This identification begins at cycle 2, then continues and intensifies in the following cycles. The versatility of teachers allows crossover situations to be focused on, regularly revisiting the basic learning areas. It allows projects to be developed where the pupils make use of the French language as a communication tool, with real recipients, reporting on visits, experiences and research.

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1. In the text which follows, the term "pupil(s)" refers equally to boys and girls at the school.
 2. In the text which follows, the term "teacher(s)" refers equally to women and men performing that function.

CYCLE 2 THE SPECIFICS OF THE BASIC LEARNING CYCLE

Language is a means of giving more meaning to the learning areas, since it forms a link between the different teaching areas and allows the experiences encountered to be integrated into the language.

At cycle 2, the concrete and the abstract are constantly linked. Observing and acting on reality, manipulating, experimenting, all these activities lead to representation, whether analogical (drawings, images, schematizations) or abstract symbolic (numbers, concepts). The link between practical familiarization and conceptual elaboration is constantly constructed and reconstructed, in both directions.

At cycle 2, oral and written skills are significantly out of step. What a pupil is capable of understanding and producing orally is at a much higher level than what he is capable of understanding and producing in writing. But oral and written skills are very much linked, and during cycle 2 pupils have access to structured writing, in production and reading-comprehension. In all the teaching areas, the pupils learn that to speak or to write involves translating what we think and obeying the rules, being free in terms of substance but constrained in terms of form. This gap between oral and written ability is particularly important in the learning of modern languages. Cycle 2 contributes to laying the foundations with a view to the initial development of the competence of pupils in several languages, firstly at the oral level. The teaching and the learning of a regional or foreign modern language, must enable the pupils to practice the language, to reflect on the language and on the processes and the strategies that they use in each situation. The work on the language is inseparable from that on the culture.

In cycle 2, intuitive knowledge still holds a central place. Outside school, in their families or elsewhere, the children acquire knowledge in numerous domains: social (rules, conventions, customs), physical (knowledge of their body, of movements), of oral language and culture. This knowledge, acquired in an implicit manner prior to teaching, is used as a foundation for explicit learning. It is at the heart of situations of awareness, where the pupil sets out to understand what he knew how to do without thinking and where he uses his intuitive knowledge as a resource to control and evaluate his own action (for example to judge whether a verbal form is correct, to understand a quantity, to reason logically).

At cycle 2, we learn to perform basic school activities which we encounter in several teaching areas and which we will meet again throughout the tuition: resolving a problem, understanding a document, drafting a text, creating or designing an object. The links between these diverse basic school activities will be identified by the teachers, who highlight the analogies between the objects of study (for example, resolving a mathematical problem/implementing a strategy of investigation in sciences/understanding and interpreting a text in French/appreciating a work in arts) in order to identify similar information and differences. Unless this work is undertaken by the teachers, only a few pupils will discover by themselves the operating procedures of these basic school activities and the relationships which they characterise.

In cycle 2, we reason rationally. In the context of an activity, the pupils know not only how to perform it, but how to explain why they have performed it in such a manner. They learn to justify their answers and their strategies using the register of reason, in a manner specific to the teaching areas: we do not reason in the same manner the result of a calculation, the comprehension of a text, the appreciation of a work of art or the observation of a natural phenomenon. Little by little, this rational activity allows pupils to query and examine critically what they have done, but also to appreciate what was done by others.

The education in skills and in information lays the foundations for exercising judgement and developing a critical spirit.

Cycle 2

Phase 2: Essential contributions of different teaching areas to the common foundation

Domain 1/ Languages for thinking and communicating

Understanding and expressing oneself using the French language orally and in writing

At cycle 2, the French language is learnt by speaking, reading and writing. Acquisition of oral fluency, access to the written language in reception and in production accompany study of the functioning of the language and allow the production of mastered oral statements, of simple, organised, punctuated and increasingly complex writings and make it possible to begin to exercise orthographic vigilance.

All teaching areas work towards mastery of the language. However, by proposing to focus on natural phenomena, forms and varied representations, "Questioning the world", the visual arts as well as musical education provide an opportunity for describing and comparing them and for beginning to manipulate, orally and in writing, the forms of expression and a specific lexicon.

Understanding and expressing oneself using a foreign language and where applicable a regional language

Cycle 2 is the starting point for the teaching of foreign and regional languages which must ensure that pupils acquire A1 level of oral language competency (listening/taking part in a conversation/expressing oneself continuously in speech) in the Common European Framework of Reference for Languages (CEFRL).

In French, comparison with the modern language studied in class allows the representation of the linguistic system to be better anchored: occasional comparisons with French, regarding words, word order, and pronunciation. The encounter with literature is also a means of giving their full place to the cultural learning areas, by using the foreign or regional language as well as French (bilingual albums

CYCLE 2 THE SPECIFICS OF THE BASIC LEARNING CYCLE

etc.). The work in several other teaching areas, in particular musical education or even physical and sport education, contributes to making pupils aware of the cultural dimension.

Understanding and expressing oneself using mathematical, scientific and computer languages

Mathematics plays a role in the acquisition of scientific language: comprehension of the number system, practice of calculation, knowledge of quantities. The symbolic representations transcribe the observation, exploration and the questioning of objects and of the reality of the world.

In the "Questioning the world" teaching area, the activities of manipulation, measurement and calculation based on simple experiences make full use of scientific language. Familiarisation with an appropriate and precise vocabulary allows the reading, exploitation and communication of results based on varied representations of objects, phenomena and simple experiences (tables, simple graphics, cards, diagrams, timelines etc.).

Physical and sporting education allows the space experienced and the space represented to be placed in relation: in the activities of orientation in conjunction with geometry (location in space, on a grid system, journeys); in athletic activities where quantities and measurements come together, and the various calculations regarding lengths and durations, or in team games (calculations of results, scores) etc.

Understanding and expressing oneself using the language of art and of the body

All the teaching areas work towards developing the capacities to express oneself and to communicate. The introduction to different forms of languages favours social interactions: in French, in order to understand and produce oral messages; in visual arts and in musical education, in order to create a production, to present it, to express oneself regarding one's own production or that of one's peers; regarding art, to compare some works of visual or musical art, to express one's emotions; in physical and sporting education, particularly in the context of the development of activities with artistic and aesthetic purposes, in order to express oneself and communicate, by reproducing or creating actions, by presenting them, by giving one's opinion.

Domain 2/Methods and tools for learning

CYCLE 2 ESSENTIAL CONTRIBUTIONS OF DIFFERENT TEACHING AREAS TO THE COMMON FOUNDATION

All the teaching areas work towards developing methodological competencies in order to improve the effectiveness of the learning areas and to enable the success of all the pupils. Knowing how to learn a lesson or poetry, utilise intermediary writings, proofread a text, instructions, how to use reference tools, to visit libraries and documentation centres to search for information, to use the computer, etc. are all practices to be acquired in order to better organise one's work. Cooperating and realising projects bring together all the teaching areas. The project strategy develops the ability to collaborate, to cooperate with the group using various tools to achieve a production. The artistic and cultural education course (PEAC) which develops throughout tuition permits the crossing of disciplines, especially those linked to the body (dance in connection with physical and sporting education, theatre in connection with French). In all the teaching areas, and in particular in the "Questioning the world" field, familiarisation with the techniques of information and communication contributes to developing the capacities to research information, to share it, to develop the initial explanations and argumentations and to make a critical judgement. In French, extracting information from a text or from a documentary resource allows questions, needs and curiosities to be answered; familiarisation with some software (word processing with a spelling checker, a collaborative writing device etc.) helps to compose and proofread one's own text. In Mathematics, memorising, using reference tools, trying,

proposing an answer, arguing, checking are part of resolving simple problems of daily life. In foreign and regional modern languages, utilising culturally identifiable written media or multimedia, in paper or digital form, develops the taste for discussion. Listening and production activities are enriched by digital devices and networks. Visual arts and musical education benefit from searches on the internet in the context of the work on the image, the search for information in order to create and represent and the manipulation of sound objects. The frequenting and regular use of digital tools in cycle 2, in all teaching areas, makes it possible to discover the rules of digital communication and to begin to measure their limits and risks.

Domain 3/The shaping of the person and of the citizen

Access to moral, civic and social values is achieved from concrete situations, confrontations with the diversity of texts and works in all the teaching areas and more especially in moral and civic education.

This teaching area aims to allow pupils to understand why and how the rules are developed, to learn their meaning, to know the law within and outside the school. Confronted with simple moral dilemmas, with examples of prejudices, with reflections on justice and injustice, the pupil is made aware of a culture of moral judgement: by debate, argumentation and reasoned interrogation the pupil

CYCLE 2 ESSENTIAL CONTRIBUTIONS OF DIFFERENT TEACHING AREAS TO THE COMMON FOUNDATION

acquires the capacity to provide a personal point of view, to express his sentiments, his opinions, to access a critical reflection, to formulate and to justify judgements. He learns to differentiate his personal interest from the general interest. He is made aware of a responsible use of digital technology.

In the context of the "Questioning the world" teaching area, pupils begin to acquire civic awareness by learning to respect commitments made towards themselves and others, by adopting a reasoned attitude founded on knowledge, by developing responsible behaviour vis-à-vis the environment and health. The expression and regulation of their feelings and emotions, the confrontation of their perceptions with those of others are also supported by all the artistic activities, the teaching of French and physical and sporting education. These teaching areas feed the tastes and the expressive abilities, fix the rules and requirements for individual or group production, teach the code for communication and expression, aid the acquisition of respect for oneself and others and hone the critical spirit. They permit pupils to give their opinions, to identify and fulfil the different roles and statuses in the situations proposed; they accompany the learning of a vocabulary where the concepts of rights and duties, protection, liberty, justice, respect and secularity are defined and constructed. Debating, arguing rationally, making conjectures and simple refutations, questioning oneself regarding the objects of knowledge, beginning to resolve problems particularly in mathematics by formulating and justifying their choices all help to develop judgement and self-confidence.

Foreign and regional modern languages play a part in building self-confidence where formal speech is guided, supported and respected. This teaching area allows the acceptance of others and feeds the progressive acquisition of independence.

All the teaching areas participate in developing the sense of engagement and initiative principally in the implementation of individual and group projects, with their peers or with other partners.

Domain 4/Natural systems and technical systems

"Questioning the world" represents the privileged teaching area for formulating questions, making suppositions, imagining devices for exploration and proposing answers. By the fine observation of the real world, in three areas: the living world, matter and objects, the investigative strategy provides access to knowledge of some characteristics of the living world, to the observation and description of some natural phenomena and to comprehension of the functions and operations of simple objects.

CYCLE 2 ESSENTIAL CONTRIBUTIONS OF DIFFERENT TEACHING AREAS TO THE COMMON FOUNDATION

Different forms of reasoning begin to be mobilised (by analogy, by logical deduction, by inference etc.) on the basis of needs. Supported by the teacher, the pupil attempts to experiment, to present the strategy followed, to explain, demonstrate, exploit and communicate the results of measurements or research or the answer to the problem posed, using a precise language. The speech produced is argued and is based on observations and research and not on beliefs. This teaching area develops a reasoned attitude towards knowledge, responsible behaviour towards others, the environment and one's health through simple gestures and the acquisition of some simple health/hygiene rules relative to cleanliness, to food and to sleep, and the knowledge and use of simple safety rules.

The practice of calculation, the acquisition of the meaning of operations and the resolution of elementary problems in mathematics permit observation, give rise to questions and the search for answers, give meaning to the concepts tackled and participate in the comprehension of some information of the world.

The teaching of visual arts also makes it possible to approach the objects and materials from a different angle during the design and realisation of objects. Imagination and creativity are combined during the modelling of some objects in the artistic, cultural or aesthetic sphere or in the technological sphere such as simple electrical circuits, based on observation and some basic scientific or technical knowledge.

Moral and civic education in its "culture of commitment" phase participates fully in the construction of the future citizen in the context of the school and of the class. Respecting one's commitments, working independently and cooperating, involving oneself in the life of the school and of the class constitute the first principles of individual and collective responsibility.

Domain 5/Representations of the world and human activity

The work carried out within artistic lessons, where reception necessarily complements production, 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 heritage and youth literature adapted to cycle 2 completes this training. This comprehension is favoured where the pupils use their knowledge and their competencies during the realisation of actions and individual, collective, visual and sound productions, for expressive, aesthetic or acrobatic purposes, during the design and creation

CYCLE 2 ESSENTIAL CONTRIBUTIONS OF DIFFERENT TEACHING AREAS TO THE COMMON FOUNDATION

of objects in problematized situations. They can invent stories by manipulating and playing stereotypes, producing works by drawing inspiration from creative experiences, techniques tackled in class, works encountered.

The "Questioning the world", mathematics and physical and sporting education teaching areas put in place the concepts of space and time. Finding one's way around in one's immediate environment, getting one's bearings, travelling, identifying major landmarks, constructing simple geometric figures, placing works in art of different periods, making courses and journeys during physical or aesthetic activities: these activities all help to set spatial reference points. The temporal reference points aid apprehension and learning of the concepts of continuity, succession, anteriority and posteriority, simultaneity. Beginning to locate some events in a long period of time, becoming aware of events in real life or in the past and of the greater or lesser time which separates us from them aims to provide an initial awareness of chronology. The repetition of events and the understanding of the time which passes permits a first awareness of cyclical rhythms. More particularly, the "Questioning the world" field also permits the progressive construction of a shared culture, in an organised society, evolving in a given space and time: discovery of the immediate and more distant environment, study of these spaces and of their principal functions, comparison of some lifestyles and placing choices regarding transformation and adaptation in relation to geographical environments.

The teaching of foreign and regional modern languages, in its cultural dimension, contributes to an understanding of other lifestyles.

Cycle 2

Phase 3: French lessons

At *école maternelle* (nursery school), pupils have developed competencies in the use of oral language and learnt to talk together, heard texts and learnt to understand them, discovered the function of writing and begun to produce it. The acquisition of vocabulary, the phonological conscience and the discovery of the alphabetic principle, the attention to the language and a first training in the essential techniques of writing has given them benchmarks in order to continue learning French.

The teaching of French consolidates the competencies of the pupils in order to communicate and live in society, structures each individual in his relation to the world and plays a role in self-development; it facilitates the entry into all the teaching areas and their languages.

The integration of the CE2 (year 4) at cycle 2 must permit solid basic competencies in reading and writing for all pupils to be assured. During this cycle, an explicit education in French is organised in several sessions each day. As in *maternelle* (nursery/infants), oral communication, worked in a large variety of school situations, forms the object of specific teaching sessions. Reading and writing activities take place every day and the relationship between them is constant. In order to lead each pupil to identify words confidently and rapidly, systematic activities allow mastery of the alphabetic code and memorisation of words to be installed and perfected. Approaches and strategies allowing the comprehension of texts are explicitly taught. Two elements are particularly important in order to permit the pupils to progress: the repetition, regularity or even ritualization of language activities on the one hand, and on the other, the clarification of objects of learning and cognitive challenges of tasks in order that they represent what is expected of them.

For the study of the language, a progressive approach founded on the observation and manipulation of statements and forms, their classification and their transformation, leads to a first structuring of knowledge which will be consolidated in the following cycle; implemented in numerous exercises, this knowledge is also exploited - verified and consolidated - in oral or written expression and reading.

Competencies worked on

Understanding and expressing oneself orally

- Listening in order to understand oral messages or texts read by an adult.
- Speaking in order to be heard and understood.
- Participating in discussions in varied situations.
- Adopting a critical distance in relation to the language produced.

Foundation domains: 1, 2, 3

Reading

- Identifying words in an increasingly fluent manner.
- Understanding a text.
- Practising different forms of reading.
- Reading aloud.
- Checking one's comprehension.

Foundation domains: 1, 5

Writing

- Copying expertly.
- Producing writing.
- Revising and improving the writing that has been produced.

Foundation domain: 1

Understanding the functioning of the language

- Mastering the relationship between speaking and writing.
- Memorising and recalling the spelling of frequent words and of irregular words of which the meaning is known.
- Identifying the principal components of a simple phrase in relation with its semantic coherence.
- Identifying the principal components of a simple phrase in relation with its semantic coherence.
- Reasoning in order to resolve spelling problems.
- Spelling the most frequent verbal forms.
- Identifying relationships between words, and between words and their context of use; using this in order to better understand.
- Extending lexical knowledge, memorising and reusing newly learnt words.

Foundation domains: 1, 2

Oral language

A first mastery of the oral language permits pupils to be active in verbal discussions, to express themselves, to listen while seeking to understand the contribution of peers, the messages or texts heard, to react by formulating a point of view or a proposition, by acquiescing or disputing. The attention paid by the teacher to the quality and effectiveness of pupils' oral language and verbal interactions remains strong at every occasion during the cycle. His role as guarantor of the effectiveness of discussions by regulating them remains important throughout the cycle, the pupils having need of guidance in order to learn to debate.

Developing the mastery of the oral language presupposes accepting trial and error in the context of an organised approach which allows learning to produce varied, adapted and comprehensible speech, thus permitting each pupil to conquer a more developed language. The sessions dedicated to an explicit training of specific language practices (narrating, describing, explaining, taking part in interactions) deserve to be included in the constituent sequences of various teaching areas and in the moments of regulation of the life of the class. These sequences include the explanation, the memorisation and the re-use of vocabulary discovered in context.

The competencies acquired in terms of oral language, in expression and in comprehension, are essential to better master writing; similarly, the progressive mastery of the usages of the written language favour access to a more formal and better structured oral language. Reading aloud, speech production or the recital of texts complement the comprehension of the text being read. The memorisation of texts (notably poems, extracts from theatre pieces which will be played) constitute a support for personal expression by providing linguistic forms to pupils that they can re-use.

End of cycle expectations

- Maintaining sustained attention during listening situations or situations of interactions and manifesting their incomprehension correctly, if necessary.
- In the different communication situations, producing clear statements taking account of the purpose of the statement and of the interlocutors.
- Practice effectively the expected forms of speech - notably, narrating, describing, explaining - in situations where the expectations are explicit; in particular narrating alone a narrative studied in class.
- Participating with pertinence in a discussion (questioning, responding to questioning, expressing agreement or disagreement, providing additional information, etc.).

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
<p>Listening in order to understand the oral messages (addressed by an adult or by peers) or texts read by an adult (link with reading)</p> <ul style="list-style-type: none"> ➤ Maintenance of attention orientated according to the goal. ➤ Identification and memorisation of important information; mental linking of this information. ➤ Use of the cultural references necessary in order to understand the message or the text. ➤ Attention applied to the vocabulary and memorisation. ➤ Identification of possible difficulties of comprehension. 	<p>Activities requiring the attentive listening to messages or instructions addressed by an adult or by a peer.</p> <p>Listening to texts read, to explanations or to information given by an adult.</p> <p>Repetition, quoting or reformulation of instructions; recapping of information, of conclusions.</p> <p>Recapping of words discovered during the hearing of texts or of messages.</p> <p>Explanation of the reference points taken in order to understand (intonation, key words, connectors, etc.); a relation may be made with situations of listening in a foreign or regional modern language.</p>
<p>Speaking to be heard and understood, in the context of addressing an audience or of presenting texts (<i>link with reading</i>)</p> <ul style="list-style-type: none"> ➤ Taking audience or interlocutors into account. ➤ Use of techniques which ensure that one is listened to (articulation, flow, volume of the voice, intonation, posture, regard, gestures etc.). ➤ Organisation of the speech. ➤ Memorisation of texts (in the context of recital or interpretation). ➤ Reading (in the context of reading texts aloud). 	<p>Games regarding volume of the voice, the tonality, the flow, notably in order to prepare the spoken adaptation of texts (expression of emotions in particular).</p> <p>Recall of narratives heard or read.</p> <p>Presentations of conclusions drawn from a learning session, from a documentary reading, with re-use of the vocabulary discovered in context.</p> <p>Presentation of works to their peers. Presentation of a text or work. Justification of a choice or point of view. Preparation for reading aloud. Reading after preparation of text which the peers do not have.</p> <p>Recording and hearing or viewing of one's own performance or of other performances.</p>
<p>Participating in discussions in various situations (learning sessions, regulation of the life of the class)</p> <ul style="list-style-type: none"> ➤ Respect of rules regulating discussions. ➤ Awareness and taking account of challenges. ➤ Organisation of the statement. ➤ Means of expression (vocabulary, syntactic organisation, progressions etc.). 	<p>Taking well-identified roles in interactions, especially debates.</p> <p>Individual or joint preparation of the information to be used in the discussions (what we want to say, how we will say it, research and sorting of arguments).</p>

<p>Adopting a critical distance in relation to the language produced</p> <ul style="list-style-type: none"> ➤ Rules regulating the discussions; identification of the respect or non-respect of the rules in the statement of a peer, help with reformulation. ➤ Taking into account of the explicit rules established collectively. ➤ Self-correction after hearing (reformulations). 	<p>Participation in the collective elaboration of rules, criteria for success concerning oral performances.</p> <p>Putting in place observers ("guardians of the rules") or co-evaluators (with the teacher) in the varied situations of statements, debates and discussions.</p> <p>Elaboration of an aide-mémoire prior to formal speaking (first familiarisation with this practice).</p>
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Benchmarks of progression

At the end of the period of tuition at *école maternelle* (nursery school), the diversity of oral language competencies remains strong. Certain pupils still have need for training whilst others are at ease in the majority of situations; differentiation is essential, with interactions between more or less skilled peers being favourable to the progress of each one.

It is difficult to determine distinct stages during cycle 2; progress must be sought in an evolution of situational variables:

- regulation or guidance of the adult can be strong at the **CP** (year 2) level and must decrease without ever being lacking to those who have need of it;
- in interactions, the size of the group of pupils directly involved, which is small at **CP** (year 2), will increase; at **CE2** (year 4), pupils must be able to interact successfully with the whole class;
- the subjects around which the listening or the discussions are organised are close to the experiences of the pupils at the **CP** (year 2) and progressively recede from it whilst remaining in the register of the culture shared or to be shared by the class;
- preparation for formal speaking becomes progressively more demanding (precision of the lexicon, structuring of the statement) and may rely on writing once the pupils have acquired a certain ease with reading and the production of writing.

Reading and comprehension of writing

Reading and writing are two intimately linked activities, the effectiveness of which is consolidated by well-articulated practice. Their acquisition occurs throughout the period of tuition, in interaction with other learning areas; nonetheless cycle 2 constitutes a determining period.

At the end of the three years which constitute this cycle, pupils must have acquired an initial autonomy in the reading of varied texts, adapted to their age. Reading these texts leads them to enlarge the field of their knowledge, to increase the references and the models for writing, to multiply the objects of curiosity or of interest and to refine their thinking.

During cycle 2, pupils continue to practice activities regarding the code of which they have had an initial experience in GS (year 1). These activities must be numerous and frequent. These are the essential "scales" for achieving the automation of word identification. The identification of written words is supported by the task of memorising orthographic forms: copying, later reproduction, encoding; writing is one of the means of learning to read. Increasing the quantity of reading, repeated readings or the reading of related texts leads to progressive automation. The ease of identifying words makes it easier to reach comprehension.

Comprehension is the aim of all reading. In the diversity of reading situations, the pupils are led to identify the goals that they pursue and the processes to implement. These processes are worked on multiple occasions, but always explicitly thanks to the support of the teacher, from listening to texts read by him, in situations of guided then independent discovery of simpler texts or through exercises performed on short extracts.

Collective reading of a text permits the processes of identifying words to be linked to accessing the meaning of phrases. It is accompanied by activities of reformulation and paraphrasing that promote access to the implicit and give rise to additional lexical and encyclopaedic knowledge contributions.

Reading aloud is a complex exercise which requires multiple skills. Practised in various ways, it contributes to the relationship between code and meaning and allows pupils to become familiar with the syntax of writing. The training in fluid reading also contributes to the automation of word identification processes.

The frequentation of complete works (readings offered or performed by the pupils themselves, in class or freely) allows indicators to be given about genres, series, authors, etc... Five to ten works are studied per school year from CP (year 2) to CE2 (year 4). These texts are taken from youth literature and from heritage literature (albums, novels, tales, fables, poems, theatre). The texts and works given to the pupils to read are adapted to their age, from the point of view of linguistic complexity, the themes dealt with and the knowledge to be used.

Independent reading is encouraged: the pupils regularly borrow books which correspond to their own reader projects; an arrangement is envisaged in order to talk in class about this personal reading.

Reading puts to the test the initial knowledge acquired regarding the language, contributes to the acquisition of vocabulary; by the obstacles that they pose, the texts constitute the starting points or supports for questioning oneself regarding unknown words, the spelling of familiar words, or linguistic forms.

End of cycle expectations

- Identifying words rapidly: easily decoding regular unknown words, recognising frequent words and memorised irregular words.
- Reading and understanding texts adapted to the maturity and school culture of the pupils.
- Reading aloud with fluidity, after preparation, a text of half a page; participate in dialogic reading after preparation.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
<p>Identifying words more and more easily (<i>link with writing: decoding associated with encoding</i>)</p> <ul style="list-style-type: none"> ➤ Fine aural discrimination and analysis of the constituents of words (phonological awareness). ➤ Visual discrimination and knowledge of letters. ➤ Grapho-phonological correspondences; combinative (construction of simple and complex syllables). ➤ Memorisation of the components of the code. ➤ Memorisation of frequent words (especially in school situations) and irregular words. 	<p>Manipulations and games allowing work on the identification and discrimination of phonemes.</p> <p>Copying of words and, above all, encoding of words constructed with the elements of the code learnt.</p> <p>Numerous and frequent activities regarding the code: exercises, "games", particularly with digital tools, allowing correspondences to be fixed and the processes of association of graphemes in syllables, of decomposition and recomposition of words to be accelerated.</p> <p>Utilisation of manuals and/or tools elaborated by the class, particularly as aids for writing.</p>
<p>Understanding a text (<i>link with writing</i>)</p> <ul style="list-style-type: none"> ➤ Use of the skill of decoding. ➤ Implementation (guided then independent) of a strategy to discover and understand a text (browse the text in a rigorous and ordered manner; identify the key information and connect this information; identify the logical and chronological links; place in relation with one's own knowledge; confront unknown words; formulate hypotheses etc.). ➤ Use of prior experiences of reading and resulting knowledge (regarding universes, character-types, scripts etc.). ➤ Use of lexical knowledge and of knowledge pertaining to the universe evoked by the texts. 	<p>Two types of situation for working on comprehension:</p> <ul style="list-style-type: none"> ➤ texts read by the teacher or another adult expert (recording), as in <i>école maternelle</i> (nursery/infants) but on texts that are a little more complex; ➤ discovery of texts more accessible than the former (shorter, easier to decode especially at the start of the cycle, simpler from the point of view of the language and the cultural references). <p>Variety of texts worked on and presented in different ways (complete text; text with gaps; puzzle text etc.).</p> <p>Regular practice of activities permitting the comprehension of a text:</p> <ul style="list-style-type: none"> ➤ individual activities: search and highlighting of information; writing in relation with the text; identification of characters and their varied designations; identification of linking words etc. ➤ collaborative activities: discussions guided by the teacher, justifications (text not then visible). <p>Varied activities guided by the teacher allowing pupils to better understand the texts: answers to questions, paraphrase, reformulation, paragraph headings, recap of the narrative ("recounting"), various representations (drawing, staged with puppets or role-playing etc.).</p>

<p>Practising different forms of reading</p> <ul style="list-style-type: none"> ➤ Use of the strategy permitting understanding. ➤ Taking into account the challenge of reading, in particular: reading in order to realise something; reading in order to discover or validate information regarding...; reading a story in order to understand it and retell it in turn etc. ➤ Use of lexical knowledge in connection with the text read. ➤ Finding one's way around reading places (notably the school or district library). ➤ Taking of reference points in manuals, in documentary works. 	<p>Diversity of reading situations:</p> <ul style="list-style-type: none"> ➤ functional reading, notably with school writings: use of time, instructions, statements of problems, tools keeping trace of structured knowledge, rules of life; ➤ documentary reading: manuals, specific works: encyclopaedias adapted to their age; text possibly accompanied by other forms of representation; possible digital media; ➤ reading of fictional texts of various genres: extracts and whole works. <p>Frequentation of libraries.</p> <p>"Free" reading favoured and valorised; discussions regarding books read, maintenance of reading journal or a personal notebook.</p>
<p>Reading aloud (<i>link with the oral language</i>)</p> <ul style="list-style-type: none"> ➤ Using the skill of decoding and understanding the text. ➤ Identifying and taking account of punctuation marks. ➤ Search for effects to produce on the audience in connection with comprehension (expressiveness). 	<p>Work sessions aiming to develop the speed and fluidity of reading, to be distinguished from those pertaining to the expressiveness of reading.</p> <p>Situations of reading aloud only occurring after an initial discovery of texts, collective or personal (according to the stage of the cycle and the nature of the text).</p> <p>Numerous and frequent practices on a variety of genres of reading material and according to a range of methods for reading aloud (individually or in a group).</p> <p>Training work in pairs or in a small heterogeneous group (reading, listening, helping to improve etc.).</p> <p>Recordings (listening, improvement of one's reading).</p>
<p>Checking one's comprehension</p> <ul style="list-style-type: none"> ➤ Possible justification of one's interpretation or answers; based on the text and on other knowledge used. ➤ Marking of one's difficulties; attempts to explain them. ➤ Maintenance of an active and reflexive attitude; vigilance relative to the objective (comprehension, objectives of reading); request for help; implementation of strategies to resolve one's difficulties etc. 	<p>Discussions constituting training in comprehension and the explicit teaching of strategies.</p> <p>Justification of answers (interpretation, information found etc.), confrontation of strategies which have led to these answers.</p>

Benchmarks of progression

The outcomes at the end of GS (year 1) must be taken into account in order to organise an entry in the cycle which valorises the knowledge acquired and takes needs into account; the diversity of situations only rarely translates real difficulties; rather it reveals discrepancies of maturity or of learning pace which can change fast.

At **CP** (year 2) a systematic and structured teaching of the grapho-phonological code and of the combinative is dispensed by providing all the time necessary for training for all the pupils. This work is associated with writing activities: encoding in order to use the knowledge acquired and copy worked in order to favour orthographic memorisation. The comprehension of texts is exercised as in GS (year 1) on texts read by the adult which are different from the texts that the pupils discover independently and understand. It is also exercised on the occasion of guided, then independent, discovery of texts with simpler content. At this level reading aloud only concerns very short texts.

At **CE1** (year 3) and **CE2** (year 4), the revisions necessary to the mastery of the code and the training required to arrive at real automation of the identification of words are put in place in so far as necessary, still in relation with the writing of words. Progressively, the majority of the time is devoted to learning comprehension (work guided first of all, then guided or independent according to the skills of the pupils) in readings with different focus and on texts of various genres. Training in reading aloud is regular. These activities are practised in class where workshops can easily permit differentiation, and are not deferred to the personal work outside of class. They benefit from being finalized by projects that allow students to develop the competencies they have acquired (exhibitions about works read; presentation or reading aloud of texts in different forms; meetings with other classes about works read, etc.).

Writing

In relation with all the other components of the teaching of French and in particular with reading, the pupils gradually acquire the means of relatively easy writing.

Having started learning to write (by hand, on the keyboard) in GS (year 1), they complete the learning of the unfinished graphomotor technique and perfecting their acquired skills (steadiness and speed), progressively automating the standardized tracing of letters. They learn to use the simple functions of a word processor, they manipulate the keyboard. In handwriting or digitally, they learn to copy or transcribe without error, from various media (book, table, poster etc.) paying attention to the page layout. The requirements which apply to the copy are justified by the real use which will be made of the messages or texts copied.

The pupils are moreover confronted with tasks of production of written text: production of a phrase in response to a question, production of a question, elaboration of a portion of text or of an entire text. They begin to identify the particularities of different genres of texts from several texts belonging to the same genre. They learn to write texts of diverse genres. With the help of the teacher, they establish the characteristics of the text to be produced and its challenges. In order to switch to writing, they support themselves with texts that they have read and collect resources to feed their production: vocabulary, themes, modes of organization, but also fragments to copy, models from which to propose a variation, expansion or imitation; they appropriate stereotypes to be respected or changed. With the help of the teacher, they take into account their reader.

The pupils familiarise themselves with the practice of proofreading their own texts in order to improve them. This complex activity supposes prior experience of reading and of improvement of texts in collaboration within the class under the leadership of the teacher. Reliance on the always benevolent comments relative to the text initially produced or discussion with a peer about this text is an indispensable step prior to independent activity.

The pupils develop an attitude of orthographic vigilance, supported by the teacher who responds to their requests for help. The recourse to digital tools (word processing with a spelling checker, collaborative writing device etc.) may allow the task of drafting and proofreading to be made easier.

End of cycle expectations

- Copying or transcribing, in legible writing, a text of ten lines while respecting punctuation and spelling and paying attention to the presentation.
- Drafting a text of approximately half a page, coherent, organised, punctuated, pertinent in relation to the focus and to the audience.
- Improving a production, notably the spelling, taking account of instructions.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
<p>Copying expertly (<i>link with reading</i>)</p> <ul style="list-style-type: none"> ➤ Mastery of techniques of cursive writing executed with increasing speed and steadiness. ➤ Correspondences between diverse writings of letters in order to transcribe a text (given in script and copied in cursive, or the inverse for a copy on the keyboard). ➤ Copying strategies in order to surpass the need to copy letter by letter: taking of indices, memorisation of words or groups of words. ➤ Reading (proofreading to check the conformity). ➤ Handling of the word processor for the layout of short texts. 	<p>Activities permitting the perfecting of the skills acquired (steadiness and speed) and completing the learning not completed at the end of <i>maternelle</i> (nursery/infants), after explanations and demonstrations from the teacher, with his guidance for as long as necessary.</p> <p>Tasks of copying and page layout of texts in various situations and with clear objectives which justify the requirements (ability to proofread oneself, to be read): requests or information addressed to parents; summaries of activities; tools of reference; summaries of lessons; poems and songs to be memorised; personal anthology of texts etc.</p>
<p>Producing writing commencing by starting to learn a strategy (<i>link with reading, oral language and the study of the language</i>)</p> <ul style="list-style-type: none"> ➤ Identification of characteristics specific to different genres of texts. ➤ Implementation (guided, then independent) of a strategy for the production of texts: finding and organising ideas, elaborating phrases which link together with coherence, writing these phrases. ➤ Knowledge regarding the language (orthographic memory of words, rules of agreement, punctuation, organisers of speech etc.). ➤ Use of tools available in the class linked to the study of the language. 	<p>Continuing what was practised at <i>école maternelle</i> (nursery school), dictated by the adult for as long as necessary for the pupils lacking independence to write.</p> <p>Daily situations for producing short written work integrated into the learning sessions; long written work integrated into more ambitious, less frequent projects. The variation in length can be a variable differentiating expectations according to the abilities of students in the same situation.</p> <p>Variety of textual forms: narratives, riddles, poems and poetic games, protocols, and reports of experiences, rules of games, letters, summaries of lessons, questionnaires, answers to questions, emails, contributions to blogs, etc.</p> <p>Writing situations from various media (start of text to be continued, texts to be re-appropriated, photos to be captioned etc.).</p> <p>Collective search for characteristics expected of the text to be produced.</p> <p>Practice of "draft" or of non-final versions of writings.</p> <p>Methods of working in pairs (mutual motivation, help).</p>
<p>Revising and improving the writing that we have produced (<i>link with the study of the language</i>)</p> <ul style="list-style-type: none"> ➤ Locating of shortcomings in the texts 	<p>Activities permitting pupils to get used to intervening on texts, notably modifications of texts (enrichment of phrases, recourse to pronouns to avoid repetition, change or addition</p>

<p>produced (omissions, incoherencies, repetitions etc.).</p> <ul style="list-style-type: none"> ➤ Use of knowledge pertaining to the genre of writing to be produced and to the language. ➤ Orthographic vigilance, exercised first of all on the points designated by the teacher, then progressively extended. ➤ Utilisation of tools aiding correction: tools elaborated in class, spelling checker, proof reading guide. 	<p>of information, etc.) first performed collectively, notably through the IWB, then individually; modifications of written work carried out on a word processor.</p> <p>Proofreading aloud of a text by the pupil who is the author of it or by a peer.</p> <p>Comparison of texts produced in response to the same instruction.</p> <p>Targeted proofreading (checking a precise point of orthography or syntax worked on in class, respect of elements of the instruction etc.).</p> <p>Location of errors with the aid of a spelling checker, once the text is drafted.</p> <p>Elaboration of proofreading guides adapted to the writings to be produced.</p> <p>Proofreading of their text after a delay permitting distance to be taken.</p>
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Benchmarks of progression

Whatever the level, the frequency of situations of writing and quantity of the written work produced, in their variety, are measures of progress. At the start of the cycle, the time required for any writing activity for non-expert young pupils must not deter from giving it its full place, every day.

At **CP** (year 2), practice guided and controlled by the teacher must guarantee initial mastery of the techniques of writing and the effective methods of copying. The production of short texts is then linked with the learning of reading; supporting texts, just slightly modified, may serve as the first templates for an activity which links copying and production of a new and coherent text. The guidance of the teacher is necessary for the elaboration of texts; the preparatory discussions are components of the oral language work. The help provided by adult dictation remains essential for a number of pupils.

At **CE1** (year 3) and **CE2** (year 4), vigilance with regard to graphic activity must remain strong; the learning of successful copying strategies continues, in relation with the work of improvement regarding the code conducted by reading and with the memorising of spellings. The diversification of texts produced is linked to the diversity of situations offered by all of the activities of the class. The continuous "methodological" work over the cycle, in interaction with reading and the study of the language, will make the pupils progress, while the activities in which it is inserted will provide the material for the productions. The very numerous occasions for writing must make this practice the daily fare for the schoolchild. The latter benefits from imagining the challenge of the text, the interest of his reader(s) in order to commit himself to the task (elaboration of written work in interaction with reading in order to inspire to read a book, drafting of partial then final summaries in a learning sequence in order to recall the essential of what is to be known, pastiches for amusement, presentation of "news in brief" items about events which happened in the school to be published via the school newspaper or blog, etc.).

Study of the language (grammar, orthography, vocabulary)

The pupils progressively learn to make observations, to enter into organised reflections on the functioning of the language in order to begin to acquire the fundamental concepts of a teaching area which continues up until the end of *collège* (lower secondary school).

The essential objectives of the study of the language during cycle 2 are linked to reading and writing. The knowledge acquired allows problems of comprehension and spelling problems to be dealt with. The texts to be read and the writing projects may serve as supports to reminders of the skills acquired or to the observation of language facts (orthographical, lexical, morphosyntactic, syntactic) not yet worked on. In all teaching areas, the teachers welcome with interest comments revealing vigilance relative to the words or other linguistic forms.

The pupils are led to focus their attention on the form of the statement itself, to relativize certain semantic aspects in order to favour a view on the formation of words (morphology) and on the relationships between words (syntax). The teaching of spelling takes as its reference the spelling corrections published by the Official Journal of the French Republic on 6 December 1990.

The study of the language essentially relies on tasks of sorting and classification, and thus of comparison, of activities of manipulation of statements (substitution, displacement, addition, deletion) based on a carefully compiled corpus, in order to establish regularities. If they are frequent in usage, the irregular or exceptional phenomena must be memorised.

Knowledge is consolidated in exercises and situations of reading and production of writings. The memory needs to be maintained so that the skills acquired stage by stage stabilise over time. Ritualised activities fix and increase reasoning capacities regarding statements and the application of procedures which become progressively automated. Short and frequent sessions are thus usually preferable to a long weekly session.

End of cycle expectations

- Spelling the most frequent words (notably in a school situation) and the memorised invariable words.
- Reasoning in order to make agreements in the noun phrase on the one hand (determiner, noun, adjective), between the verb and its subject on the other hand (simple cases: subject placed before the verb and close to it; subject composed of a noun phrase containing an adjective in addition).
- Utilising their knowledge regarding the language in order to better express themselves orally, in order to better understand words and texts, in order to improve written texts.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
<p>Mastering the relations between oral and written (<i>link with reading</i>)</p> <ul style="list-style-type: none"> ➤ Grapho-phonological correspondences. ➤ Sound value of certain letters (s – c – g) according to the context. ➤ Composition of certain graphemes according to the following letter (an/am, en/em, on/om, in/im). 	<p>Activities linked to the learning of reading and writing at CP (year 2), regular or ritual throughout the cycle, at least for the most fragile pupils at CE2 (year 4).</p> <p>Numerous returns to the previous "lessons", remixing of the skills acquired.</p> <p>Elaboration of lists which bring words together, of tables which class them on the basis of grapheme/phoneme relations which favour memorisation.</p> <p>Activation of recall by short and frequent dictations of syllables or of words.</p>
<p>Memorising and recalling the spelling of frequent words and of irregular words of which the meaning is known (<i>link with writing</i>)</p> <ul style="list-style-type: none"> ➤ Vocabulary of school activities and specialised vocabulary linked to disciplinary learning areas. ➤ Series of words (words falling within the same lexical field; series corresponding to families of words; series grouping words with similar morphology, etc.). ➤ Invariable words. 	<p>Activities contributing to memorisation (copying; analysis and spelling of words then writing without seeing the model; reconstitution of words on the basis of syllables; etc.).</p> <p>Regular rapid interrogations permitting the anchoring in memory to be checked.</p> <p>In connection with the learning of all teaching areas, location and sorting of words according to various criteria; memorisation of words from specialist vocabularies (names of numbers from CP (year 2)); revision by using and mixing the same words in different lists.</p> <p>Exercise of orthographical vigilance in all writing activities; correction with discussions within a "pair". <i>In all writing situations, the pupils must benefit from a time organised for proofreading and correction, possibly with instructions.</i></p> <p>At CE (year 3/4), conservation and utilisation of tools constituted at CP (year 2), and enrichments.</p>
<p>Identifying the principal constituents of a simple phrase in relation with its semantic coherence (what we speak about, what we say about it)</p> <ul style="list-style-type: none"> ➤ Identification of the noun phrase. ➤ Identification of the verb (knowledge of properties permitting it to be identified). ➤ Classes of words: nouns – verbs – determiners – adjectives – pronouns (in subject position) – invariable words. ➤ Affirmative and negative phrases (notably, transformations, linked to the identification of the verb). ➤ » Punctuation of end of phrases; signs of reported speech. 	<p>Activities falling within the domain of "grammar", firstly largely implicit and practised in connection with reading and writing (<i>the work of comprehension of the phrase carried out at CP (year 2) leads to the identification of who or of what we speak and what is said about them; reading aloud also allows the unity of the phrase "to be understood"</i>).</p> <p>Activities involving manipulation of phrases, sorting and classification, leading to the categorisation of facts of language and the grammatical metalanguage, after a significant time of familiarisation with the text studied.</p> <p>Exercises in order to fix the skills acquired and explicit use of these acquired skills (notably the</p>

	<p>"words of grammar") in all of the discussions practised in order to resolve problems of reading, writing and spelling.</p>
<p>Reasoning in order to resolve spelling problems, essentially agreements (<i>link with writing</i>)</p> <ul style="list-style-type: none"> ➤ Understanding that the elements of the phrase function together (noun phrase); understanding the concept of "chain of agreements" for determiner/noun/adjective (singular/plural variation in priority; masculine/feminine variation). ➤ Understanding that writing does not consist solely of coding sounds. ➤ Subject - verb relation (identification of simple situations). ➤ Concepts of singular and plural; of masculine and feminine. ➤ Marks of agreement for the nouns and adjectives: number(s) and gender. ➤ Discovery in connection with oral and lexical activities of other forms of plural (-ail/-aux; -al/-aux, etc.) and other marks of the feminine when they agree in nouns (lecteur/lectrice, etc.) and adjectives (joyeux/joyeuse, etc.). ➤ Mark of plural for verbs in the 3rd person (-nt). 	<p>Exploration of the language. Identification of analogies leading to the elaboration of lists, to the collection of words or groups of words or phrases.</p> <p>Initial reasoning regarding the language in the context of debates between pupils regarding their "finds", of justifications that they give to their propositions.</p> <p>Utilisation of lists compiled as references for the production of written work (utilisation of occurrences recorded in exact copy or as models to follow, etc.).</p> <p>Classification and analysis activities permitting patterns or "rules" to be extracted.</p> <p>If the pupils do not possess a reference manual, compilation of an organised written memorandum (sheets completed during the year, display, etc.), this tool being used in the activities of production of written work.</p> <p>Various activities - including short dictations in a variety of forms followed by the collective examination of spelling problems encountered - practised in a ritual manner</p> <p>(that is to say frequently and according to recurrent conditions) permitting pupils to integrate the rules and their application processes, leading to the exercise of reasoning adapted to progressively more complex phrases.</p>
<p>Understanding how to form verbs and spelling the most frequent verb forms (<i>link with writing</i>)</p> <ul style="list-style-type: none"> ➤ Familiarisation with the indicative present, imperfect and future of the verbs to be, to have, to do, to go, to say, to come, to be able to, to see, to want, to take and the verbs ending in -ER in the infinitive. ➤ Memorisation of the most frequent forms (third person singular and plural). ➤ Understanding the construction of the conjugated form of the verb (stem; ending). ➤ Memorisation of regular marks linked to persons (-ons, -ez, -nt). ➤ Infinitive; past participle. ➤ Concepts of simple tenses and compound 	<p>Oral activities of transformation of phrases on the basis of variations of time (link with the work on chronology at the start of the cycle)</p> <p>and identification of words affected by these variations, prior to observations pertaining to writing.</p> <p>Classification of verb forms prior to their designation; identification of patterns.</p> <p>Progressive elaboration of "conjugation tables".</p> <p>Exercises, "games" (of the lotto type for example) in order to fix memorisation and regularly activate recall.</p> <p>Numerous and frequent problem solving activities relative to verb forms, in dictations for training purposes and in the daily written work; regular practice of the justification of choices</p>

<p>tenses; formation of the perfect tense.</p> <ul style="list-style-type: none"> ➤ Concepts of marks linked to tense (imperfect and future in particular). ➤ Memorisation of the verbs to be and to have in the present, imperfect and future. ➤ Homophones: the verb forms "a/est/ont/sont" (has/is/have/are) distinguished from the homophones (à/et/on/son - to/and/we/his). 	<p>with use of the appropriate metalanguage.</p>
<p>Identifying relationships between words, and between words and their context of use; using this in order to better understand. (<i>link with reading and writing</i>)</p> <ul style="list-style-type: none"> ➤ Families of words and derivation (prefix, suffix). ➤ Categorisation and relations between generic terms and specific terms. ➤ Synonymy; antonym (opposites) for adjectives and verbs. ➤ Polysemy; relation with the contexts of use. ➤ Literal meaning; figurative meaning. ➤ Registers: informal, standard, formal (<i>link with moral and civic education</i>). <p><i>These concepts are not taught as such; they constitute references which serve to identify forms of relation between the words to which the pupils are introduced because they have to use them in order to understand better, to speak better, to write better.</i></p>	<p>Crafted words discovered in context.</p> <p>Reflection on the words and their relations as begun in <i>école maternelle</i> (nursery/infants) continued in CP (year 2): compilation of lists translating the links identified.</p> <p>Reflection in connection with reading when the pupils stumble over unfamiliar words (constitution of the word, similarities with others; hypothesis regarding the meaning in the context; identification of an unusual register; etc.) or encounter words that they know with a different meaning than the most common one.</p> <p>Specific sessions of ordering this initial knowledge leading to "scholarly labels". Summaries of these reflexive and structuring phrases completed by examples from readings or learning areas.</p> <p>Using categories as soon as they are identified, in discussions or debates to justify analysis, points of view.</p> <p>Playful manipulation of prefixes and suffixes in order to "invent" words; verification of their existence in the dictionary.</p>
<p>Expand their lexical knowledge, memorise and reuse words newly learnt (<i>link with oral and written expression</i>)</p> <ul style="list-style-type: none"> ➤ Definition of a word; comprehension of a dictionary article. ➤ Use of "new" words in writing situations with possible support on tools. 	<p>Collection of words encouraged; exploitation of relations between words in order to link up the words discovered to other new words, in order to integrate them in "categories".</p> <p>Different forms of grouping for the same stocks of words in order to favour their mixing, activation and memorisation.</p> <p>Use of the dictionary from CE1 (year 3); use of electronic forms encouraged.</p> <p><i>The work on the understanding of dictionary articles pertains as much to reading as to the study of the language.</i></p>

Benchmarks of progression

Several phases of work are required in order to solidly install the initial knowledge regarding the language, the intuitive approach to structuring which is often associated with the designation and following of activities contributing to memorisation, and above all, the training in the correct use of the knowledge acquired.

At **CP** (year 2), in relation with the other components of the teaching of French, we will favour the intuitive approach:

- relying a great deal on the oral: pupils are made attentive to the order of words; games with language and transformations allow the handling of verb forms (change of tense, of persons) and variations linked to number and to gender, in such a manner that the attention of pupils is drawn to the changes which agree;
- exploiting all the observations pertaining to the form of words and their variations: taking account of the requirements of the activities of decoding in reading, the sensibility of pupils to "silent letters" at the end of words is very strong (essentially variations in gender and number); lists of words or of groups of words are made and a first categorisation established, founded on reasoning by analogy. Although employed by the teacher, the specific terms describing these categories (plural/singular - feminine/masculine - verb, noun, adjective) are not required of pupils;
- in the activities of reading and production of writing, collecting the observations regarding punctuation and the form of phrases and exploiting all the occasions for reflection on new words, special usages of known words, the relationships which may be made between certain words and others already seen, etc.

At **CP** (year 2), the accent is placed on the word (meaning and form) and on the observation of variations; particular emphasis is placed on reasoning by analogy; regularities are identified (marks of agreement, verb forms).

The pupils orally manipulate the verb forms in relation with the structuring of time (present, past, future). They discover patterns in writing and memorise some conjugated forms prior to entering into their formal study, notably for the verbs *to have* and *to be*.

At **CE1** (year 3) and **CE2** (year 4), the time has come to structure, to make comparisons which emerge into analysis, to draw conclusions from them that are formalized and of which the consequences for writing and reading are identified, to introduce words of specialized language and ensure their use by pupils, to develop the conditions of use, memorization, training and reuse in order to consolidate acquisitions. The systematic study of the verb, the noun and the identification of the subject in simple situations, the construction of some tenses of the verb (present, imperfect, future; perfect tense) for the most frequent verbs and memorisation of verb forms requires time and needs to be repeated at regular intervals. The intuitive approach prevails again for other language facts which will be studied in the following cycle, notably the determination of the noun and the complements.

Pupils identify, memorise and learn to write in context the verb forms affecting the most frequent verbs, in the most used persons; they discover the distinction between simple tenses and composite tenses and understand the formation of composite tenses by studying the perfect tense. The attention to endings which are not heard but which serve to mark the plural or feminine is constantly stimulated.

The work on the lexicon continues, on the one hand to extend the vocabulary understood and utilised and, on the other hand, to structure the relationships between words. The linguistic phenomena explored (derivation, polysemy, synonymy etc.) are addressed for this purpose, and not studied for their own sake; pupils are not required to name them.

From CE2 (year 4), the activities of comparing phrases between French and the modern language studied direct the attention of pupils to the order of words, the nature of certain marks, the existence or non-existence of chains of agreement. Making these comparisons leads to the formalization of differences, and to the memorization of what is specific to each of the two languages.

Crossovers between teaching areas

Language activities are part of all learning sessions and all the moments of collective life which, through their repetition, allow real training if the pupils' attention is drawn to the language or linguistic side of the session. Oral, reading and writing activities are integrated into all daily teaching. Oral language is developed in didactic dialogues, in debates of knowledge or interpretation (about texts or images) in reports, in discussions for philosophical purposes (link with moral and civic education), etc. It can also be worked on in physical and sporting education, which requires the use of an appropriate and precise vocabulary to describe the actions undertaken and for discussions between partners.

Any teaching or learning is likely to contribute to reading and writing. In reading, the supports may consist of continuous texts or documents made up of text and associated illustrations, in traditional and digital media. In writing, at least one session daily should give rise to the production of written work (development of a presentation and writing).

Learning a modern language provides an opportunity to compare the linguistic functioning with French, but also to make use of skills that are also useful in French (listening in order to understand; comparing words in order to infer the meaning; etc.).

Over the three years of the cycle, ambitious projects which are sustained over the long term may associate the language activities, artistic practices (notably in the context of the course of artistic and cultural education) and/or other teaching areas: for example, writing projects with editing of the text including illustrations, audible adaptations (spoken word and sung) of texts in French and in the language studied, commented exhibition projects reporting on a particular study including an outing (for example to discover the nearby environment, in connection with the Questioning the world teaching area) and documentary research, etc.

Cycle 2 (foreign or regional) Modern Languages

Cycle 2 constitutes the starting point for the learning of modern languages for all pupils, with teaching corresponding to level A1 at oral level of the Common European Framework of Reference for Languages (CEFR). This cycle contributes

to laying the foundations for the initial development of pupils' multilingual competence. The oral language is the priority. It is organised around simple tasks, in comprehension, in reproduction and progressively in production. An initial contact with writing may be envisaged where the language situations justify it. It is in this cycle that the behaviours essential for learning a foreign or regional modern language firstly develop: curiosity, listening, attention, memorisation, and self-confidence. Developing these behaviours, acquiring knowledge primarily by oral means, training one's ear to the sounds of a new language are the objectives of this teaching area which must take into account the age, abilities and areas of interest of pupils. The teaching and learning of a foreign or regional modern language must enable children to practice speaking without reticence and without fear of making a mistake. The repetition and the regularity or ritualization of daily activities allow pupils to progress. Work on the language is inseparable from that on the culture.

Competencies worked on

Understanding oral communication

- Listening to and understanding simple oral messages forming part of everyday life, simple texts read by the teacher.

Foundation domains: 1, 2

Expressing oneself orally continuously

- With the support of a model, reciting, describing oneself, reading or recounting.

Foundation domains: 1, 2

Taking part in a conversation

- Participating in simple discussions in order to be heard and understood in a few different situations of daily life.

Foundation domains: 1, 2, 3

Discovering some cultural aspects of a foreign and regional modern language

- Identifying some major cultural markers of the everyday environment of pupils of the same age in the countries or regions studied.

Foundation domains: 1, 2, 3, 5

Cultural approaches

The common foundation of knowledge, competencies and culture offers a particularly rich entry in the "Representations of the world and human activity" domain, which permits pupils to begin, from cycle 2 onwards, to observe and to tackle cultural facts and to develop their sensibility to difference and to cultural diversity.

Entry into the foreign or regional language is done naturally by speaking of oneself and one's real and imaginary universe. Three sets of themes are thus proposed, centred on the child, the class and the universe of the child: the everyday environment and imaginary world, which permit the pupil to encounter varied communication genres and situations, basing himself on what he knows.

Pupils discover the cultural information in context thanks to the possibilities offered by the life of the class, the ritualised activities, the centres of interest and tastes of their age, the events giving rhythm to the school year and an insight into the material environment and the major cultural markers of pupils of the same age in the countries or regions studied.

Progress is made based on the three sets of themes proposed throughout the cycle.

The child	The class	The universe of the child
Oneself, the body, clothes.	The alphabet.	The home, the immediate and concrete environment.
The family.	Numbers.	Daily life, shops, public places.
The organisation of the day. The child's habits.	The temporal markers.	The local geographic or cultural environment.
The daily journeys of the child.	Climate and weather.	Animals.
Customs in relationships at school.	Rituals.	Tales and legends.
Time, the major periods of the year, of life.	Rules and regulations in the class.	Monsters, fairies and other cultural references of children's literature.
Sensations, tastes and feelings.	School activities.	Nursery rhymes, songs.
Elements of physical and moral description.	Sport.	Children's literature. Some towns, countryside's and typical landscapes.
	Artistic leisure activities.	Flags and currencies.
	Friendship.	Major festivals and customs.
		Recipes.

Language activities

Understanding oral communication

Learning a second modern language is about being open to other sounds, other words. It is a state of mind made up of curiosity and audacity, because it means accepting that one does not understand (everything) and expressing oneself imperfectly.

End of cycle expectations

- Understanding familiar words and very common expressions on the subject of oneself, one's family and the concrete and immediate environment, if people talk slowly and distinctly.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Understanding class instructions. Using some familiar words and some very common expressions. Following the thread of a very short story. Following short and simple instructions. <ul style="list-style-type: none"> ➤ Elementary repertoire of words and simple expressions relating to particular concrete situations. 	Activities of exposure to the language in various culturally identifiable contexts, corresponding to the concerns of pupils of this age, using the digital tools, listening to the reading of albums, nursery rhymes or songs, viewing brief extracts of animation drawings, of films for children. Individual understanding of the shared sound documents to identify and convey its explicit meaning, without prohibiting use of the French language if necessary. Identifying some simple contrasts in the functioning of the spoken language.

Benchmarks of progression

At **CP** (year 2) the pupils discover and learn to use class instructions, some familiar words and some very common expressions (expressions of encouragement and of congratulation, name, age, greetings). They can follow the thread of a very short story adapted to their age, with appropriate aids and very simple instructions (clap hands, stand up etc.). At **CE1** (year 3), they consolidate this knowledge while enriching the lexicon: they can understand ten instruction, use familiar and everyday expressions as well as very simple statements which aim to situate and describe their immediate environment (where they live, for example). They can follow 3 or 4 instructions relative to gestures and movement of the body and listen to the reading of an album adapted to their age. At **CE2** (year 4), the pupils present themselves or present someone, asking a person simple questions concerning himself, - for example, regarding where he lives, his relations, what belongs to him, etc. and can respond to the same type of questions. They follow the thread of a simple story (nursery rhymes, songs, albums) with appropriate aids.

Expressing oneself orally continuously

One of the major challenges of the teaching/learning of a foreign or regional language resides in the search for an equilibrium between, on the one hand, the activities of repetition and, on the other hand, the activities of production; the latter can be personal thanks to digital devices. The objective is above all to adapt formal speech to the communication situation. Intelligibility takes priority over formal correction: it is necessary to de-dramatize formal speech and to encourage the taking of risks while teaching the pupils that, in order to be understood, speech must obey the rules. Formal speech is accompanied, aided and respected.

End of cycle expectations

- Using simple phrases and expressions in order to describe oneself, describe the place of residence and the people of the family circle.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Reproducing an oral model. Using short expressions or phrases related to models encountered during the learning areas in order to describe oneself. Reading aloud a brief text in an expressive manner. Recounting a short story on the basis of images or models already encountered. » Elementary repertoire of words regarding the places of residence and the persons of the child's family circle. » Syntax of simple description (places, spaces, persons).	Activities designed to appreciate the diversity of spoken languages. Activities permitting the use of the language in situations similar to situations already encountered. The pupils analyse and evaluate their own practice of the language and that of their classmates directly or on the basis of sound recordings. Songs or nursery rhymes and plays elaborated on the basis of extracts from albums or films for young people, and games.

Benchmarks of progression

At **CP** (year 2) the pupils must reproduce a simple oral model extract from a nursery rhyme, a song, a story and use one or two expressions or phrases related to models encountered during the learning areas to describe themselves (name, age). At **CE1** (year 3), the pupils have the capacity to reproduce a short extract from a nursery rhyme, song, poem or story. They present themselves independently by saying their surname, forename, age and place of residence.

At **CE2** (year 4), they reproduce the date, short nursery rhymes, songs, poems. After training, they read aloud brief texts and recount a short and stereotyped story with the help of some images.

Taking part in a conversation

At cycle 2, dialogue in a foreign or regional language is more difficult to implement than continuous oral expression. Dialogue is not formally evaluated.

End of cycle expectations

- Asking simple questions regarding familiar subjects or about things that we need immediately, as well as responding to such questions.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Greeting. Presenting oneself. Asking someone for their news and reacting, giving their news. Formulating basic wishes. Utilising formulae of courtesy. Responding to questions regarding familiar subjects. Spelling words and familiar names. <ul style="list-style-type: none"> ➤ Elementary repertoire of words regarding familiar subjects. ➤ Syntax of the simple conversation of the question/answer type. ➤ Communication situations. 	Role playing. Recording and re-listening to what one has said in order to analyse and evaluate one's own practice of the language. Electronic exchanges in the context of projects, of work concerning an album for young people, nursery rhymes, songs and poems.

Benchmarks of progression

At CP (year 2), the pupils learn to repeat basic dialogues of class rituals. At CE1 (year 3), they begin to have a conversation, by asking for news and reacting to it. They begin to use formulae of courtesy. At CE2 (year 4) pupils can engage in a very short conversation which permits them to reinvest the lexicon relative to the presentation of oneself and of another person, use simple formulae of courtesy, apologise, spell simple and transparent words and respond to a few questions in order to communicate in a simple fashion if the speaker speaks slowly and distinctly and shows himself to be cooperative.

Crossovers between teaching areas

The language activities in foreign and regional modern languages are the occasion to place the target language in relation to French or different languages, comparing the functioning of the language and permitting a compared observation of simple phenomena, for example concerning an album for young people.

At cycle 2, in all the disciplines and notably in physical and sporting education, the target language may be used for example, to give play or work instructions.

The teaching of foreign or regional modern languages constitutes a means of giving their full place to cultural learning areas and the civic education of pupils by enquiring about the lifestyles of the countries or regions concerned, their cultural heritage, and by understanding the differences with curiosity and respect.

Cycle 2

Artistic studies

Artistic expression and sensibility are the means and the aims of artistic studies. The means, because they constantly motivate visual practice as well as vocal work, listening to music and the observation of works and images. The aims, because all of the activities nourish the sensibility and the capacity for expression of each pupil. The artistic studies take into account the sounds and images which form part of the everyday environment of the pupils. They develop the ability to listen and observe art, in all its forms, in a curious and informed way. They thus contribute to the construction of the personality and to the education of the citizen, developing the emotional intelligence and procuring the cultural markers necessary to be able to participate in social life.

These two teaching areas are conducive to the project strategy. They are easily linked with other teaching areas in order to consolidate skills or transfer the knowledge acquired in the context of interdisciplinary project teaching, thus they lead into other artistic domains, such as architecture, cinema, dance, theatre, etc. They are enriched by combined work with cultural partners and structures. They therefore form the foundation, within the school, for the course of artistic and cultural education of each pupil, contributing to the three fields of action: encounters, practices and knowledge. By their integration within the class, they establish a specific relationship to knowledge, linked to the constant articulation between practice and reflection.

VISUAL ARTS

The teaching of visual arts particularly develops the pupils' potential for invention, within open situations favouring autonomy, initiative and critical perspective. It is based on elements of artistic language: form, space, light, colour, subject matter, technique, medium, tool, time. It explores various domains, both in practice and in references: drawing, painting, collage, modelling, sculpture, assemblage, photography, video, digital creation, etc. The encounter with works of art finds a privileged space there, which permits pupils to engage in a sensitive and curious approach, enriching their potential for singular expression and judgement. Pupils thus learn to accept what is other and otherwise in art and through the arts.

In cycle 2, this teaching area consolidates the artistic awareness engaged in *école maternelle* (nursery/infants) and provides pupils with the knowledge and means which allow them, from cycle 3,

CYCLE 2 ARTISTIC STUDIES

to explore personal expression, to recognise the singularity of others and to access a shared artistic culture. The pupils thus pass progressively from a posture that is often still self-centred to a practice turned towards others and establish links between their universe and a first shared artistic culture. The search for personal and original answers to propositions made by the teacher in practice is constantly linked with the observation and comparison of works of art, with the discovery of artists' strategies. It is not a case of reproducing but of observing in order to nourish the exploration of tools, techniques and materials, thus developing invention and curious observation.

Even in the most modest forms, from cycle 2 the project permits pupils to be confronted with the conditions of individual and collective visual realisation, favouring motivation, intention, initiatives. Periodically during the year, projects of successful artistic realisation allow the passage from production to exhibition. In this way, they permit pupils to become aware of the importance of the audience, of the spectators; they also learn to become spectators themselves. The teacher ensures that pupils enjoy showing their visual productions and receiving those of their classmates. This time is also an opportunity for developing the oral language in the presentation by the pupils of the productions and strategies engaged. This work is conducted in the classroom, in the spaces of the school organised for this purpose (mini galleries), or in other spaces outside the school perimeter.

The four competencies listed below will always work side by side, in each sequence, and not successively.

Competencies worked on

Experimenting, producing, creating

- Acquiring by their meanings the elements of visual language: subject matter, media, colour etc.
- Observing the effects produced by their techniques, by the tools used.
- Take advantage of chance finds, seize the effects of chance.
- Representing the surrounding world or giving shape to one's imagination by exploring the variety of areas (drawing, collage, modelling, sculpture, photography etc.).

Foundation domains: 1, 2, 4, 5

Implementing an artistic project.

- Respecting the shared space, the materials and tools.
- Complete an individual production in the context of a project guided by the teacher.
- Show their productions without reticence and look at those of others.

Foundation domains: 2, 3, 5

Expressing oneself, analysing one's practice and that of one's peers; establishing a relation with that of the artists, opening oneself up to otherness

- Formal speaking before a group in order to share one's finds, interesting oneself in those discovered in works of art.
- Formulating one's emotions, understanding and respecting those of others.
- Identifying the elements of the visual language in a production: colours, forms, subject matters, media, etc.

Foundation domains: 1, 3

Locating oneself within the domains linked to the visual arts, being sensitive to questions of art

- Making choices among the images encountered, establishing an initial link between one's visual universe and the artistic culture.
- Expressing one's emotions during the encounter with works of art, manifesting one's interest for the direct encounter with the works.
- Studying some works of various domains and eras belonging to national and world heritage.
- Opening oneself up to the diversity of artistic cultures and practices.

Foundation domains: 1, 3, 5

CYCLE 2 ARTISTIC STUDIES

These competencies are developed and worked on the basis of three great questions close to the concerns of pupils, aimed at progressively investing in art: representation of the world; expression of emotions, narration and testimony using images:

- Between six and nine years old, the child invests in his productions the desire to represent the world which surrounds him. Progressively, he becomes aware of the gap between what he sees, what he produces and what the viewer perceives (that moment when the pupil thinks he does not know how to draw). The challenge is to get him to keep an open eye to the plurality of representations, beyond a representation that he considers to be correct, because it resembles what he sees or what constitutes the standard.
- At this age, the child is involved in his productions from his fears, dreams, memories, emotions etc. He takes pleasure in inventing shapes, universes, imaginary languages. The challenge is to lead him to experiment with the effects of colours, materials, media, etc. up to the point of detaching himself from simply imitating the visible world. Pupils are gradually made tolerant to and curious about the diversity of the functions of art, which may be related to symbolic uses, to the expression of individual or collective emotions, or even to the affirmation of self (otherness, singularity).
- Finally, between six and nine years old, the child often tells stories, invents universes and narrates them through his productions. Progressively, he becomes aware of the importance of conserving them in order to recount them, testifying to situations that he experiences alone or with his peers. The challenge is to permit him to frequent the images, to provide him with the means to transform them, to progressively make him the author of the images that he produces and the spectator of the images that he regards.

All the questions of the program are addressed each year of the cycle; worked in isolation or placed in relation; they allow the learning areas to be structured.

The knowledge and skills acquired are reinvested during the cycle in new projects in order to bring about a progression in the learning areas. The teacher uses the pupils' own universe, arising from their curiosity for the images in their daily environment (images from advertising, local heritage, albums for young people etc.). He gradually develops in the pupils an attention to the elements of visual language and a shared visual culture. He puts production and perception in constant relationship, two complementary principles: the gesture and gaze are closely related, as are voice and listening, writing and reading. The teacher is also attentive to the pupils' inventions which may be unexpected, in the sense that they do not arise from educational conditioning, but from intentions made possible by the teaching.

Evaluation, turned towards the pupils with an essentially educational aim, accompanies learning, which is based on open proposals favouring a diversity of responses. The teacher builds on the observation of students in practice, and during presentations, in order to valorise and encourage.

End of cycle expectations

- Realising and showing, individually or collectively, visual productions of various natures.
- Proposing inventive responses in an individual or collective project.
- Cooperating in an artistic project.
- Expressing oneself regarding one’s production, that of one’s peers, regarding art.
- Comparing some works of art.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Representation of the world	
<p>Using drawing in all its diversity as a means of expression.</p> <p>Employing various tools, including digital ones, in order to represent.</p> <p>Taking into account the influence of tools, media, materials, and techniques regarding the representation in two and three dimensions.</p> <p>Knowing diverse artistic forms of representation of the world: contemporary works and works of the past, western and non-western ones.</p>	<p>Exploring one's visual environment in order to become aware of the presence of drawing and of the diversity of modes of representation.</p> <p>Representing the immediate environment through drawing (sketchbook); photographing while varying the points of view and the centring of the image; exploring representation by volume, notably modelling.</p> <p>Exploring the known media and tools, while discovering others, including digital ones.</p> <p>Reconstituting a scene, recording the traces or noting an observation.</p> <p>Placing the observation of visual productions in relation with the images present in the pupils' daily environment (images taken from advertising, nearby heritage, albums for young people etc.).</p> <p>Comparing and establishing links between the works of art belonging to a single domain of visual expression or pertaining to a single subject, regarding forms, space, light, colour, materials, techniques, media and tools.</p>

Representation of the world	
<p>Using drawing in all its diversity as a means of expression.</p> <p>Employing various tools, including digital ones, in order represent.</p> <p>Taking into account the influence of tools, media, materials, and techniques regarding the representation in two and three dimensions.</p> <p>Knowing diverse artistic forms of representation of the world: contemporary works and works of the past, western and non-western ones.</p>	<p>Exploring one's visual environment in order to become aware of the presence of drawing and of the diversity of modes of representation.</p> <p>Representing the immediate environment through drawing (sketchbook); photographing while varying the points of view and the centring of the image; exploring representation by volume, notably modelling.</p> <p>Exploring the known media and tools, while discovering others, including digital ones.</p> <p>Reconstituting a scene, recording the traces or noting an observation.</p> <p>Placing the observation of visual productions in relation with the images present in the pupils' daily environment (images taken from advertising, nearby heritage, albums for young people etc.).</p> <p>Comparing and establishing links between the works of art belonging to a single domain of visual expression or pertaining to a single subject, regarding forms, space, light, colour, materials, techniques, media and tools.</p>
Expression of emotions	
<p>Expressing their sensitivity and imagination using elements of the visual language.</p> <p>Experimenting with the effects of colours, materials, media, etc. while exploring visual organisation and composition.</p> <p>Expressing one's emotions and sensitivity while confronting one's own perception with that of other pupils.</p>	<p>Finding subject matters and materials in the everyday environment and in the productions of peers, in representations of works encountered in class.</p> <p>Acting on the forms (media, materials, constituents etc.), on the colours (mixtures, shade offs, contrasts etc.), on the subject matters and the objects: painting with thick substances, fluids, without prior drawing; pasting, superposing papers and images; modelling, hollowing out in order to explore the volume etc.</p> <p>Exploring the possibilities of assemblage or modelling (cardboard, wood, clay etc.), rigidity, suppleness, taking advantage of known techniques: modelling, hollowing out, pushing, pulling, balancing, pasting etc.</p> <p>Observing, experimenting with the principles of visual composition and organisation: repetition, alternating, superposing, orientation, concentration, dispersion, balance etc.</p> <p>Linking drawing from observation and invention, taking advantage of line drawing and coverings (graphic tools, chalks, inks etc.).</p>
Narration and testimony using images	
<p>Realising visual productions in order to recount, to testify.</p>	<p>Recounting true or invented stories using drawing, the reuse or the arrangement of known</p>

CYCLE 2 ARTISTIC STUDIES

<p>Transforming or restructuring images or objects. Linking text and image for the purposes of illustration, of creation.</p>	<p>images, the isolation of fragments, the association of images of different origins. Transforming a narrative into an image by exploring diverse principles of organisation (repetition, alternation, superposition, concentration, dispersion, balance). Intervening on an existing image, discovering its function, distorting its meaning. Observing one's environment with the aid of devices transforming perception (coloured glasses, lenses, magnifying glasses etc.). Exploring in the immediate environment, in the media, in media libraries, the links between narratives and images. Discovering works of art as traces or testimonies of real facts restored in a more or less faithful manner (past and present travel journals, statuary, etc.) or vectors of stories, inherited or invented. Testifying by performing long-term or short-term productions presented through different media: school walls, external venue, blog etc.</p>
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Crossovers between teaching areas

The visual arts in cycle 2 are easily linked with other teaching areas in order to consolidate skills and to transfer the knowledge acquired in the context of interdisciplinary project teaching. The teaching of the visual arts is specifically designed in order to develop experimentation, the implementation of projects, the opening to otherness and the sensitivity to questions of art.

The practice of exploration linked to the visual arts can be placed in relation with the production of writing, developing invention at an age where the child keeps the taste for play, for the imaginary. In this cycle where the pupils structure their learning, even more than the realisation of an end production, it is a matter of paying attention to the research and to the exploration which underlies it. As in the work of writing, the ongoing production is constantly perfectible by modification, addition or removal; it leaves traces in a longer or shorter time, unlike oral language or music. In both cases, it concerns making possible the individual expression of the pupil within a class group, creating the conditions which allow fellow pupils to welcome otherness, especially during debates about the production of pupils or works of art, poems or literary texts. In the visual arts as in writing, production benefits from being presented and promoted in order to allow pupils to become aware of the importance of the receiver, reader or spectator.

The construction of skills on the basis of questions posed by the practice helps to make connections between the visual arts and scientific teaching areas ("Questioning the world"), which are based on an exploratory and reflexive strategy. In both cases, learning is conducted by means of open propositions and problem situations which aim to allow passage from experience to knowledge. However, in sciences, research often aims for a single solution, or at least the most effective solution. In arts, it is a question of placing the pupils in a situation of open exploration, searching not for a single solution, but for several solutions. Furthermore, artistic production entails the exercise of competencies and the recourse to concepts, like those of geometric figures or measurement, which are developed in connection with mathematics.

The questions in the program are used to connect several teaching areas together. For example, the "Representations of the world" question naturally links itself with the "Questioning the world" teaching area and with the Physical and Sporting Education, in situations mixing the relating of an experience encountered, discovery of a complex place etc. The "Narration and testimony using images" question can be linked to learning to read or to the teaching of modern languages, notably by the exploration of the diversity of relations between text and image. The question entitled "Expression of emotions" feeds on the reading of tales and the discovery of founding myths in order to permit the pupils to pay attention to their emotions and to succeed in expressing them or to translate them by means of visual productions.

MUSICAL EDUCATION

Musical education develops two major fields of competencies structuring the whole of the course of training of the pupil up until the end of cycle 4: perception and production. Taking into account the sensitivity and pleasure of making music as well as listening to it, musical education brings the cultural and technical knowledge necessary for the development of the capacities for listening and expression.

The voice plays a central role in the musical practices of the class. As the most immediate vector for making music, it is particularly appropriate to the works of production and interpretation in a collective framework in the school environment.

Similarly, the use of the body in musical performances contributes to the physical and psychological balance.

At the end of cycle 2, the pupils possess a set of experiences, skills and cultural benchmarks which will form the basis of the musical and artistic training pursued in cycle 3.

Competencies worked on

Singing

- Singing a simple melody with correct intonation, singing a nursery rhyme or a song by imitation.
- Interpreting a song with expressiveness.

Foundation domains: 1.4, 5

Listening, comparing

- Describing and comparing the sound elements.
- Comparing music and identifying similarities and differences.

Foundation domains: 1.1, 1.4, 3, 5

Exploring and imagining

- Imagining graphic or corporeal representations of the music.
- Inventing a simple organisation from different sound elements.

Foundation domains: 1.4, 5

Discussing, sharing

- Expressing one's emotions, sentiments and preferences.
- Listening to and respecting the opinions of others and the expression of their sensibility.

Foundation domains: 1.1, 3, 5

End of cycle expectations

- Experimenting with one’s spoken and sung voice, exploring its parameters, using it to the benefit of expressive reproduction.
- Knowing and implementing the conditions for attentive and precise listening.
- Imagining simple organisations; creating sounds and mastering their succession.
- Expressing one’s sensibility and exercising one’s critical spirit all while respecting the tastes and points of view of everyone.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Singing	
<p>Reproducing a rhythmic, melodic model.</p> <p>Signing a simple model with correct intonation.</p> <p>Singing a nursery rhyme or song by imitation.</p> <p>Interpreting a song with expressiveness (phrasing, articulation of the text) while respecting its musical phrases.</p> <p>Using one’s body in order to interpret.</p> <ul style="list-style-type: none"> ➤ The principal vocal registers: high/low pitched spoken/sung voice. ➤ Constituent elements of a vocal production: breathing, articulation, body posture. ➤ A varied repertoire of songs and nursery rhymes. ➤ Elements of vocabulary concerning the musical use of the voice: loud, soft, high pitched, low pitched, out of tune, in tune, etc. 	<p>Vocal games mobilising the diverse possibilities of the voice.</p> <p>Search for accuracy in the interpretation. Moving one’s body.</p> <p>Imitation of a model.</p> <p>Learning bodily posture in order to sing.</p>
Listening, comparing	
<p>Describing and comparing sound elements, identifying the shared and contrasted elements.</p> <p>Identifying a simple organisation: recurrence of a melody, a rhythmic motive, a theme etc.</p> <p>Comparing music and identifying similarities and differences.</p> <ul style="list-style-type: none"> ➤ Elementary lexicon in order to describe the music: tone, pitch, simple forms, intensity, tempo. ➤ Some great heritage works. ➤ Simple benchmarks in space and time. 	<p>Identification, characterisation, sorting of elements perceived during the comparative hearings of brief musical extracts.</p> <p>Graphic representations of musical passages.</p>

CYCLE 2 ARTISTIC STUDIES

Exploring and imagining	
<p>Experimenting with the parameters of sound: intensity, pitch, tone, duration.</p> <p>Imagining graphic or corporeal representations of the music.</p> <p>Inventing a simple organisation from worked sound elements.</p> <p>» Elements of vocabulary linked to the parameters of the sound (intensity, duration, pitch, tone).</p> <p>» Postures of the musician: listening, respecting others, playing together.</p> <p>» Diversity of the sound materials.</p>	<p>Play with the voice in order to express sentiments (sadness, joy etc.) or evoking characters, etc.</p> <p>Using sound objects (small percussion instruments, musical blades, etc.) in order to enrich the collective realisations.</p>
Discussing, sharing	
<p>Expressing one's emotions, sentiments and artistic preferences.</p> <p>Listening to and respecting the opinions of others and the expression of their sensibility.</p> <p>Respecting the rules and requirements of a collective musical production.</p> <ul style="list-style-type: none"> ➤ Vocabulary adapted to the expression of their opinion. ➤ Conditions of a collective work: ➤ Concentration, listening, respect etc. ➤ Rules and constraints of the collective work. 	<p>Expression and sharing with others of one's feelings, emotions, sentiments.</p>

Benchmarks of progression

Several teaching principles are to be taken into account at each level:

- Regularity: the voice, the ear and the memory are developed by regular promptings in situations and concerning varied objects.
- Progression of learning: six to eight songs and six to eight works progressively form the repertoire of the class.
- Diversity: chosen in diverse eras and styles, the works listened to set the initial benchmarks in space and time.

CYCLE 2

Physical and sporting education

Physical and sporting education develops access to a rich field of practices, with a strong cultural and social involvement which is important in the development of the personal and collective life of the individual. Throughout the period of tuition, the aim of physical and sporting education is to form a lucid, independent and physically and socially educated citizen, with the aim of living together. It encourages children and adolescents to seek well-being and to care about their health. It ensures inclusion, in the class, of pupils with particular educational needs or disabilities. Physical and sporting education initiates them into the pleasure of sporting practice.

Physical and sporting education meets the challenges of education in the common foundation, by permitting all the pupils, girls and boys together and in equality, particularly those most distant from physical and sporting practice, to build on five competencies which are worked on continuously during the different cycles:

- Developing their motor skills and learning to express themselves by using their body.
- Learning methods and tools through physical and sporting practice.
- Sharing the rules, assuming roles and responsibilities.
- Learning to maintain their health through regular physical activity.
- Acquiring an artistic and sporting physical culture.

In order to develop these general competencies, physical and sporting education offers all pupils from primary school to *collège* (lower secondary school) a course of training comprising four fields of complementary learning:

- Producing an optimal performance, measurable at a given end date.
- Adapting their journeys to varied environments.
- Expressing themselves before others through an artistic and/or acrobatic performance.
- Conducting and mastering a collective or interpersonal contest.

Each field of learning permits pupils to construct competencies integrating different dimensions (motor, methodological, social), based on diversified artistic and physical sporting activities (APSA). Each cycle of programmes (cycles 2, 3, 4) must permit pupils to encounter the four fields of learning. At *école* (primary school) and at *collège* (lower secondary school), a teaching project defines a course of balanced and progressive training, adapted to the characteristics of pupils, to the capacities of the materials and equipment available and to the human resources that can be deployed.

CYCLE 2 ARTISTIC STUDIES

The specifics of cycle 2

In cycle 2, students engage spontaneously and with pleasure in physical activity. They develop their motor skills, they construct a bodily language and learn to verbalise the emotions felt and actions performed. Through these individual and collective physical practices, they access moral and social values (observance of the rules, respect of themselves and of others). At the end of cycle 2, the pupils have acquired the motor skills essential to the remainder of their course in physical and sporting education. Particular attention is paid to knowing how to swim.

Competencies worked on

Developing one's motor skills and constructing a language of the body

- Becoming aware of the different resources to be used in order to act with their body.
- Adapting their movement to varied environments.
- Expressing themselves through their body and accepting to show themselves to others.

Foundation domain: 1

Acquiring the methods and tools for learning through practice, alone or with others

- Learning by trial and error by using the effects of one's action.
- Learning to plan one's action prior to performing it.

Foundation domain: 2

Sharing the rules, assuming roles and responsibilities in order to learn to live together

- Assuming the roles specific to different APSAs (player, coach, arbiter, judge, mediator, organiser, etc.).
- Elaborating, respecting the rules and regulations and having them respected.
- Accepting and taking into consideration all the inter-individual differences within a group.

Foundation domain: 3

Learning to maintain one's health through regular physical activity

- Discovering the principles of a healthy lifestyle for the purposes of health and well-being.
- Not placing oneself in danger by a physical effort the intensity of which exceeds one's physical abilities.

Foundation domain: 4

Acquiring an artistic and sporting physical culture

- Discovering the variety of sporting spectacles and activities.
- Expressing intentions and emotions through one's body in an individual or collective artistic project.

Foundation domain: 5

Producing optimum performance, measured at a given end date

End of cycle expectations

- Running, jumping, throwing for variable durations and at variable intensities in appropriate contexts.
- Knowing how to differentiate: running fast and running for a long time/throwing far and throwing accurately/jumping high and jumping far.
- Agreeing to target a measured performance and to confront others.
- Fulfilling some specific roles.

Knowledge worked on during the cycle	Examples of situations, activities and resources for the pupil
<p>Transforming one's spontaneous movement in order to master the motor actions; running, jumping, throwing.</p> <p>Using one's strongest hand and one's take-off foot and constructing bilateral physical and technical skill.</p> <p>Using one's resources in an optimal fashion in order to produce efforts at variable intensities.</p> <p>During activity, taking benchmarks outside one's body in order to perceive: space, time, duration and effort.</p> <p>Respecting the safety rules laid down by the teacher.</p>	<p>Planned athletic activities.</p>

Benchmarks of progression

Whatever the athletic activity, the challenge is to confront pupils with a performance that they can evaluate. Throughout the cycle, by using all their resources, they must act on the elements of their spontaneous movement in order to improve performance.

Adapting one's journeys to varied environments

End of cycle expectations

- Travelling fifteen metres in the water without support and after period of immersion.
- Making a route by adapting one's movements to an unusual environment. The space is organised and secured.
- Respecting the safety rules which apply.

Knowledge worked on during the cycle	Examples of situations, activities and resources for the pupil
<p>Transforming one's spontaneous locomotion in order to master the motor actions.</p> <p>Committing oneself without apprehension to travel in different environments.</p> <p>Reading the environment and adapting one's movements to its constraints.</p> <p>Respecting the essential safety rules. Recognising a risky situation.</p>	<p>Swimming, rolling and sliding activities, nautical activities, horse riding, orienteering trails, climbing routes, etc.</p>

Benchmarks of progression

In swimming, the proposed activities allow pupils to pass from natural motor responses (discovering the environment, evolving there in confidence) to forms that are more elaborate (floating, finding their way about) and technical (moving). The objective is to pass from a vertical equilibrium to a horizontal swimmer's equilibrium, from reflex breathing to an adapted breathing, then passing from a propulsion essentially based on the legs to a propulsion essentially based on the arms.

Throughout the cycle, the orientation activities must take place in increasingly large and less and less known spaces; the journeys must, in proportion to the age, require the use of increasingly symbolic codes. During the cycle, mastery of the apparatus must lead the pupils to journey in environments that are less and less protected and increasingly difficult.

Expressing oneself before others through an artistic and/or acrobatic performance

End of cycle expectations

- Mobilising the expressive power of the body, by reproducing a simple sequence of learnt actions learnt or by presenting an invented action.
- Adapting oneself to the rhythm, memorising the steps, figures, elements and sequences in order to realise individual and collective actions.

Knowledge worked on during the cycle	Examples of situations, activities and resources for the pupil
<p>Presenting oneself to others: easily engaging in situations of personal expression without fear of showing oneself.</p> <p>Exploiting the expressive power of the body by transforming its movement and by constructing a repertoire of new actions with aesthetic aim.</p> <p>Engaging oneself safely in acrobatic situations by constructing new motor abilities.</p> <p>Synchronising one's actions with those of partners.</p>	<p>Collective dances, creative dance, gymnastic activities, circus skills.</p>

Benchmarks of progression

The expressive, artistic, aesthetic or acrobatic activities proposed present progress in terms of length and difficulty of execution. The pupils evolve over the course of the cycle by demonstrating an increasingly elaborate practice, passing progressively from performance to composition and simple choreography. During gymnastic activities, they perform actions which increasingly involve turns and inversion, are increasingly aerial, increasingly manual, increasingly coordinated. They gradually realize "acrobatic" actions involving balance (search for exploits) and which may possess an aesthetic character.

Conducting and mastering a collective or interpersonal contest

End of cycle expectations

In arranged and very varied situations:

- engaging in an individual or collective contest respecting the rules of the game;
- controlling their motor and emotional commitment in order to succeed in simple actions;
- knowing the aim of the game;
- recognising their partners and adversaries.

Knowledge worked on during the cycle	Examples of situations, activities and resources for the pupil
<ul style="list-style-type: none"> ➤ Seeking to win the game, the encounter. ➤ Understanding the aim of the game and orienting their actions towards this target. ➤ Accepting opposition and cooperation. ➤ Adapting themselves to the actions of an adversary. ➤ Coordinating simple motor actions. ➤ Informing themselves, taking benchmarks in order to act alone or with others. ➤ Respecting the essential rules of the game and of safety. 	<p>Simple traditional games (<i>gagne-terrain, beret, balle au capitaine</i>, etc.), collective games with or without a ball (with small teams), pre-sports games, wrestling games, racket games.</p>

Benchmarks of progression

Throughout the cycle, the practice of collective activities must lead the pupils to recognise themselves as attackers or defenders, to develop strategies, identify and fulfil the different roles and statuses in the games experienced and respect the rules. During the cycle the pupils confront an adversary alone in order to win the game, to develop strategies as an attacker or defender and to understand that it is necessary to attack whilst defending themselves (reversibility of situations experienced).

Crossovers between teaching areas

Physical and sporting education offers numerous situations which allow pupils to practice oral language. They are thus encouraged to use a specific, adapted vocabulary in order to describe the actions of a classmate, to recount what they have done or seen and in order to make themselves understood by others.

In connection with the "Questioning the world" teaching area, physical education contributes to the health and safety education. It fully contributes to the acquisition of concepts relative to space and time introduced in mathematics and in the "Questioning the world" teaching area. Still in mathematics, pupils can use different modes of representations (figures, graphs, tables) to give an account of the performances realised and of their evolution (example: graph to report the evolution of

CYCLE 2 ARTISTIC STUDIES

their performances during the cycle, table or graph in order to compare the performance of several pupils).

In connection with moral and civic education, the activities of this teaching area create the conditions for learning citizen behaviours in order to organise a group, respecting the rules and others, accepting other people with their differences, developing self-esteem and regarding the performance of classmates with benevolence.

A foreign or regional modern language can be used for example, in order to give game or work instructions.

Dance, a physical and artistic activity, approached in all its forms, allows a link to be made with artistic activities.

CYCLE 2

Moral and civic education

General principles

Articulated for the general educational goals defined by the law of 8 July 2013 of orientation and planning for the re-foundation of the School of the Republic, the principal axes of the programme of moral and civic education from the *école élémentaire* (infant/junior school) to the *lycée* (upper secondary school) are founded on the principles and values inscribed in the great human rights declarations, the International Convention of the Rights of the Child and in the Constitution of the 5th Republic.

1. Moral education is neither the sole end nor the sole responsibility of the school; it begins in the family. Moral and civic education pertains to the principles and values necessary to communal life in a democratic society. It is carried out in a lay context, which is that of the Republic and of the school. This framework imposes an obvious obligation of neutrality on the national education staff, but it should not lead to a reluctance or even abstention in the affirmation of the values transmitted. The teachers and the education staff are on the contrary bound to promote these values in all the teaching areas and in all the dimensions of school life.

2. The objective of this teaching area is the transmission and sharing of the values of the Republic that are accepted by all, whatever the convictions, beliefs or choices of their personal life.

These are the values and standards implied by the act of educating as a republican and secular school sets out to do. They presuppose a school that is both demanding and benevolent and which favours pupils' self-esteem and self-confidence, conditions which are essential to the overall formation of their personality. This teaching area requires of the teacher an attitude that is both understanding and firm. By listening to each pupil, he encourages autonomy, critical spirit and cooperation. He ensures that any discrimination and devaluation between pupils is avoided.

3. The knowledge and competencies to be acquired are not juxtaposed upon one another. They are integrated in a culture that gives them meaning and coherence and develops the aptitude to act morally and in a civic way.

4. The aim of moral and civic education is to foster the development of an aptitude to live together in an indivisible, lay, democratic and social Republic. It implements four principles a)- thinking and acting by oneself and with others and being able to justify one's positions and choices (principle of autonomy) b)- understanding the soundness of standards and rules governing individual and collective behaviours, respecting them and acting in accordance with them (principle of discipline) c)- recognising the pluralism of opinions, convictions, beliefs and lifestyles (principle of the coexistence of liberties); d)- constructing a link between society and politics (principle of the community of citizens).

5. Moral and civic education favours pupils being involved in activities. It supposes coherence between its content and its methods (discussion, argumentation, common projects, cooperation etc.). It is also based on the different instances which permit the expression of pupils in the *écoles* (primary schools) and *collèges* (lower secondary schools).

CYCLE 2 MORAL AND CIVIC EDUCATION

6. Moral and civic education must be allocated a specially dedicated place in the timetable. But it cannot be reduced to being a subject taught "alongside" others. All the teaching areas at all degrees must be articulated there while seeking the emancipatory and social dimensions of school learning, all supported by the same requirement of humanism. All the disciplinary domains as well as school life in general contribute to this teaching area.

7. The knowledge and competencies covered by moral and civic education are progressively built up in connection with the maturity of the pupil and his psychological and social development. This necessitates the repetition of the objects taught and the consolidation of the knowledge and skills acquired by following diverse strategies adapted to the age of the pupils, so that the team can build during each of the cycles a progression defined around some annual benchmarks.

8. The specific character of moral and civic education presupposes the valorisation of work in groups as well as recourse to interdisciplinary works; this teaching forms the subject of an evaluation which pertains to the knowledge and competencies implemented in the individual or collective activities and not to the behaviour of the pupil.

Aims

Far from imposing dogmas or models of behaviour, moral and civic education aims at the acquisition of a moral and civic culture and a critical spirit which aim to develop tendencies which allow pupils to become progressively conscious of their responsibilities in their personal and social life. This teaching area links values, knowledge and practices.

Values

The morality taught at school is a civic morality closely linked to the principles and values of republican and democratic citizenship. These values are liberty, equality, fraternity, secularity, solidarity, a spirit of justice, respect and the absence of all forms of discrimination.

Knowledge

This teaching area requires the acquisition of knowledge (literary, scientific, historic, legal etc.). Moral and civic culture cannot exist without the knowledge which instructs and enlightens the choices and the ethical and civic commitment of individuals.

Practices

Developing moral and civic tendencies means developing an ability to reason, to take into account the point of view of others and to act. Moral and civic education is par excellence an education which motivates pupils individually and collectively. It is neither a simple edifying exhortation, nor an authoritative transmission of knowledge and values. It is carried out, as far as possible, on the basis of practical situations in the class and in school life, during which pupils experience the value and meaning of this teaching area (student councils, staging of moral dilemmas, role play, moderated debates, etc.).

Architecture

Moral and civic culture comprises four interlinked dimensions: a sensitive dimension, a regulatory dimension, a cognitive dimension and a practical dimension.

Sensitivity

CYCLE 2 MORAL AND CIVIC EDUCATION

Sensitivity is an essential component of moral and civic life: there is no moral conscience which does not stir up emotions, enthusiasm or indignation. The education in sensitivity aims to allow one to know and identify one's feelings and emotions better, to put them into words and to discuss them, and to better understand those of others.

Law and rules

The education in law and rules aims to bring about understanding of the meaning of rules within the class, within the school or the establishment. It has as its aim to bring about an understanding of how common values are incarnated within common rules in a democratic society. It takes account of the fact that the qualities expected of future citizens are destined to express themselves in a legal and regulatory framework which these same citizens may cause to evolve.

Judgement

The training in moral judgement must permit the moral choices that everyone encounters in their life to be understood and discussed. It is the result of education and teaching which require pupils to understand the point of view of others, the different forms of moral reasoning and to be placed in a situation of arguing and deliberating while being introduced to the complexity of moral problems, and of justifying their choices. The pupils are subjects whose autonomy can only be progressively acquired if they have the capacity to ensure the coherence of their thoughts, the impact of their words and the responsibility for their actions. The development of moral judgement, modulated according to their ages, makes particular use of the capacities of analysis, discussion, exchange and confrontation of points of view in problematic situations. It requires particular attention to the use of language, in all its written or oral expressions.

Commitment

We cannot conceive a teaching area aiming to form the person and the citizen without envisaging its practical implementation in the school framework and more generally in community life. The school must permit pupils to become involved in their choices, and to participate in the social life of the class and of the establishment of which they are members. The spirit of cooperation must be encouraged, the responsibility *vis-à-vis* others must be put to the test.

Organisation of tables

The different dimensions of moral and civic education are built up in a continuous and progressive fashion from the start of cycle 2 up until the end of cycle 4 based on the work accomplished in *école maternelle* (nursery school). The training objectives are thus identical at cycles 2, 3 and 4 for each dimension. The competencies, knowledge, attitudes and objectives of teaching mentioned in the columns specify the progression of the training of the pupil from one cycle to the other.

Sensitivity: self and others

Training objectives

- Identifying and expressing one's emotions and sentiments whilst regulating them.
- Respecting and being capable of listening and of empathy.
- Feeling oneself to be a member of a group.

Knowledge, capacities and attitudes covered	Examples of situations, activities and resources for the pupil
<p>Identifying and sharing emotions and sentiments in various situations and about various objects: literary texts, works of art, nature, debates pertaining to the life of the class.</p> <ul style="list-style-type: none"> ➤ Knowledge and recognition of basic emotions (fear, anger, sadness, joy). ➤ Knowledge and structuring of the vocabulary of sentiments and emotions. ➤ Experience of the diversity of expressions of emotions and sentiments. 	<p>Learning the techniques of "clear messages" in order to express their emotions vis-à-vis their peers.</p> <p>Role-playing, mime.</p> <p>The languages of art: artistic and literary expression of emotions.</p> <p>Student councils.</p> <p>Visual arts: portrait and self-portrait (knowledge of oneself and of others).</p>
<p>Situating oneself and expressing oneself while respecting the codes of oral communication, the rules of the discussion and the status of the speaker.</p> <ul style="list-style-type: none"> ➤ Work on the rules of communication. 	<p>Becoming aware of their body and of the body of others by means of dance activities.</p> <p>Racism: with the media created by foundations and associations approved by the Ministry of National Education.</p>
<p>Taking care of oneself and of others.</p> <ul style="list-style-type: none"> ➤ Care of the language: language of courtesy. ➤ Care of the body, of the immediate and more distant environment. ➤ Care of personal and collective property. ➤ Integrity of the person. 	<p>Disability and the practice of inclusive education.</p> <p>Visual arts: Marianne, the national flag in works of art.</p> <p>Cooperating within a class project.</p>
<p>Accepting differences.</p> <ul style="list-style-type: none"> ➤ Respecting peers and adults. Attacks on the person of others (racism, anti-semitism, sexism, xenophobia, homophobia, bullying etc.). ➤ Respecting differences, knowledge of one another, tolerance. ➤ Awareness of the diversity of beliefs and convictions. 	<p>Accepting the sharing of tasks in situations of research (grammar, conjugation, mathematics etc.), of cooperation (physical and sporting education, musical education, visual arts etc.) or of experimentation (sciences).</p> <p>Singing, by understanding the context of their writing, some couplets of La Marseillaise.</p>
<p>Identifying the symbols of the Republic present in the school.</p> <ul style="list-style-type: none"> ➤ Knowing the values and recognising the symbols of the French Republic: the flag, the national hymn, the monuments, the national festival (Bastille Day). 	
<p>Learning to cooperate.</p> <ul style="list-style-type: none"> ➤ Initiation in the rules of cooperation. 	

Laws and rules: principles for living with others

Training objectives

- Understanding the reasons for obeying the rules and the law in a democratic society.
- Understanding the principles and values of the French Republic and of democratic societies.

Knowledge, capacities and attitudes covered	Examples of situations, activities and resources for the pupil
<p>Adapting one's manners, language and behaviour to the different contexts of life and to different interlocutors.</p> <ul style="list-style-type: none"> ➤ Initiation to the distinction of registers of language. 	<p>Elaboration of the rules of the life of the class with the pupils.</p> <p>Participation of pupils in the elaboration of the rules of the playground.</p>
<p>Respecting others and the rules of collective life. Participating in defining common rules in the adequate framework.</p> <ul style="list-style-type: none"> ➤ The rules of the life of the class and of the school. ➤ The rights and duties of the child and of the pupil (the school's charter on the use of the ordinary techniques of information and communication (B2i-1), the International Convention on the Rights of the Child: art. 2, 6, 9). 	<p>Philosophically orientated discussion: the rights and duties of the pupil.</p> <p>Students' councils (meaning of rules, rights and obligations, meaning of punishments and sanctions).</p> <p>Philosophically orientated discussion: the equality of all - pupils or citizens - before the law.</p> <p>The equality of boys and girls in all the situations of school life.</p>
<p>Understanding that the common rule may forbid, oblige, but also authorise.</p> <ul style="list-style-type: none"> ➤ Introduction to the highway code and the rules of prudence, in connection with the attestation of initial education regarding the highway (<i>attestation de première éducation à la route - Aper</i>). 	
<p>Knowing their rights and the means of asserting them.</p> <ul style="list-style-type: none"> ➤ The different contexts of obedience to the rules, internal regulations, sanctions. 	
<p>Understanding that there exists a gradation of sanctions and that the sanction is educational (support, reparation etc.).</p> <ul style="list-style-type: none"> ➤ Initiation to the vocabulary of the rule and the law (rule, regulation, law etc.). 	
<p>Knowing some founding principles and values of a democratic society.</p> <ul style="list-style-type: none"> ➤ The values: liberty, equality, secularity. ➤ The equality of rights between women and men. ➤ Rights and duties: of the person, of the pupil, of the citizen (introduction); the Declaration of the Rights of Man and of the Citizen of 1789 art. 1, 4 and 6. 	

Judgement: thinking by oneself and with others

Training objectives

- Developing aptitudes for critical reflection: by searching the criteria of validity of moral judgements; by confronting one's judgements to those of others in a discussion or an argued debate.
- Differentiating one's particular interest from the general interest.

Knowledge, capacities and attitudes covered	Examples of situations, activities and resources for the pupil
<p>Presenting a short argumentation in order to express and justify a personal point of view and a personal choice.</p> <ul style="list-style-type: none"> ➤ The choice, its justification. ➤ Knowledge of some simple structures of argumentation (connectors and lexicon). ➤ The reasons which cause an action to be judged good or bad. 	<p>Approaching the concepts of fairness and unfairness, good and bad from narratives (myths, tales) or situations of the life of the class.</p> <p>Moral dilemmas adapted to the age of the children. Practice of philosophically orientated discussion about situations calling into play personal and collective values, choices or on the basis of imaginary situations.</p>
<p>Asserting oneself in a debate without imposing one's point of view on others and accepting the point of view of others.</p> <ul style="list-style-type: none"> ➤ The rules of the group discussion (listening, respecting the other's point of view, seeking an agreement etc.). Initiation to the rules of the debate. ➤ Introduction to argumentation. ➤ Prejudices and stereotypes. 	<p>Approaching prejudices and stereotypes based on situations of the life of the class or imaginary situations drawn from narratives, tales or albums of youth literature.</p> <p>Organisation of well-ordered debates regarding these situations.</p>
<p>Addressing secularism as freedom to think and to believe or not to believe.</p> <ul style="list-style-type: none"> ➤ Initiation to the differences between thinking, believing and knowing. 	<p>Approach of the concept of secularity by means of examples experienced or of narratives.</p> <p>Exercises of clarification of values. Expression on the internet.</p>
<p>Differentiating one's particular interest from the general interest.</p> <ul style="list-style-type: none"> ➤ The concept of the common good in the class and in the school. ➤ Personal and collective values. 	

Commitment: acting individually and collectively

Training objectives

- Committing oneself and assuming responsibilities in school and in the establishment.
- Taking charge of aspects of collective life and of the environment and developing a social and ecological citizen conscience.

Knowledge, capacities and attitudes covered	Examples of situations, activities and resources for the pupil
<p>Respecting commitments made towards oneself and towards others. Getting involved in school life (actions, projects, instances etc.).</p> <ul style="list-style-type: none"> ➤ Moral commitment: trust, promise, loyalty. 	<p>Make pupils aware of some major male and female figures of (scientific, humanitarian etc.) endeavour.</p> <p>Associating pupils with the elaboration and implementation of projects.</p>
<p>Realising a collective project (class, school, communal, national project).</p>	<p>Engaging pupils in the competition projects proposed by the national education</p>
<p>Cooperating in view of a common objective.</p> <ul style="list-style-type: none"> ➤ Cooperation, mutual assistance. 	<p>Encourage behaviour of mutual assistance, for example mentorship between peers, cooperation, and mediation by the peers.</p>
<p>Explaining fraternity and solidarity in simple words.</p> <ul style="list-style-type: none"> ➤ The values: fraternity, solidarity. 	
<p>Taking responsibilities in the class and in the school.</p> <ul style="list-style-type: none"> ➤ Democratic participation. ➤ Responsibility. ➤ Sustainable development. 	<p>Valorising the taking of responsibility within the class, the school.</p> <p>Engaging the class in actions of solidarity or actions in favour of the environment.</p>
<p>Progressively involving oneself in collective life at different levels.</p> <ul style="list-style-type: none"> ➤ Helping others: sense of discernment, in connection with the "learning to provide help" (<i>apprendre à porter secours</i> - APS) attestation and scheme. 	<p>Favouring altruistic behaviour, notably in the context of the citizenship course.</p>

CYCLE 2

Questioning the world

From *école maternelle* (nursery school) the pupils explore and observe the world which surrounds them; at cycle 2, they will learn to question it in a more precise manner, by an initial scientific and considered strategy. The general objectives of "Questioning the world" are thus: on the one hand to permit pupils to build up the knowledge necessary in order to describe and understand the world which surrounds them and to develop their capacity to reason; on the other hand to contribute to their formation as citizens. The learning areas, reiterated and deepened during successive cycles, are then continued throughout tuition through the use of increasingly sophisticated, abstract and complex ideas.

Competencies worked on

Practising scientific strategies

- Practising, with the help of teachers, some moments of an investigation strategy: questioning, observation, experience, description, reasoning, conclusion.

Foundation domain: 4

Imagining, realising

- Observing simple objects and situations of activities of daily life.
- Imagining and making simple objects and small constructions.

Foundation domain: 5

Acquiring tools and methods

- Selecting or using suitable equipment provided to carry out an observation, make a measurement, perform an experiment.
- Handling with care.

Foundation domain: 2

Practising languages

- Communicating in French, orally and in writing, while cultivating precision, syntax and richness of vocabulary.
- Reading and understanding illustrated documentary texts.
- Extracting from a text or documentary resource information which meets a need or answers a question.
- Reporting the results of observations orally or in various written forms (notes, lists, drawings or even tables).

Foundation domain: 1

Using digital tools

- Discovering digital tools in order to draw, communicate, research and return simple information.

Foundation domain: 2

Adopting ethical and responsible behaviour

- Developing responsible behaviour vis-à-vis the environment and health thanks to a reasoned attitude based on knowledge.

CYCLE 2 QUESTIONNING THE WORLD

- Putting into practice the first concepts of eco-management of the environment by simple individual or collective actions: management of waste, paper and saving water and energy (lighting, heating etc.).

Foundation domain: 3, 5

Situating oneself in space and time

- Constructing spatial references: locating, orientating and situating oneself in a geographic space, using and producing representations of the space.
- Constructing temporal references: ordering events, memorising some chronological references.

Foundation domain: 5

Questioning the world of living things, matter and objects

This initial discovery of science concerns matter in all its forms, whether living or not, naturally present in our environment, transformed or fabricated, by articulating real life, questioning, observation of nature and experimentation with the intellectual construction of first models or simple concepts, permitting interpretation and explanation.

The strategy, optimised by the practice of observation, experimentation and memorisation, develops the critical spirit and rigour, reasoning, the taste for research and manual dexterity, as well as curiosity and creativity. Simple experiences (exploration, observation, manipulation, fabrication) made by all the pupils allow dialogue between them, the elaboration of their representation of the world which surrounds them, the acquisition of first scientific knowledge and technical skills.

The implementation of these investigation strategies permits pupils to develop manners of thinking, of reasoning and acting while cultivating the oral and written language.

What is matter?

End of cycle expectations

- Identifying the three states of matter and observing changes of states.
- Identifying a change of state of water in a phenomenon of everyday life.

Knowledge worked on during the cycle	Examples of situations, activities and resources for the pupil
Identifying the three states of matter and observing changes of states Identifying a change of state of water in a phenomenon of everyday life	
<p>Comparing and measuring the temperature, volume and mass of water in liquid state and solid state.</p> <p>Recognising the states of water and their manifestation in various natural phenomena.</p> <p>Implementing simple experiences involving water and/or air.</p> <ul style="list-style-type: none"> ➤ Some properties of solids, liquids and gases. ➤ The changes of states of matter, notably solidification, condensation and fusion. ➤ The states of water (liquid, ice, water vapour). ➤ Existence, effect and some properties of air (materiality and compressibility of air). 	<p>Observing the processes of solidification and fusion of water.</p> <p>Connecting the liquid and solid states of water in nature in relation with certain weather conditions observed (clouds, rain, snow, hail, ice).</p> <p>Placing various objects in movement with the wind to become aware of the existence of air.</p> <p>Applying simple devices (syringes, balloons, bicycle pumps, recipients of various forms, etc.) aiming to prove the materiality of air.</p>

Benchmarks of progression

Everything related to the gaseous state is approached in CE2 (Year 4).

How to recognise the living world?

End of cycle expectations

- Knowing the characteristics of the living world, its interactions, its diversity.
- Recognising behaviour favourable to one's health.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Knowing the characteristics of the living world, its interactions, its diversity	
<p>Identifying what is animal, plant, mineral or developed by living beings.</p> <ul style="list-style-type: none"> ➤ Development of animals and plants. ➤ The life cycle of living beings. ➤ Food regimes of some animals. ➤ Some vital needs of plants <p>Identifying interaction between living beings and between living beings and their environment.</p> <ul style="list-style-type: none"> ➤ Diversity of living organisms present in an environment and their interdependence. ➤ Food relations between living organisms. ➤ Chains of predation. <p>Identifying some interactions in the school</p>	<p>Observing, as in <i>maternelle</i> (nursery/infants), the manifestations of life concerning oneself, animals and plants.</p> <p>Observing animals and plants of the immediate environment first, then of those further away.</p> <p>Realising small ecosystems (breeding, cultures) in class, in a school garden or a school pond.</p> <p>Realising simple diagrams of relations between living organisms and with the environment.</p> <p>Monitoring of what enters and leaves the class (paper, recycling), the canteen (food, water, what happens to waste).</p>
Recognising behaviour favourable to one's health	
<p>Identifying the elements permitting the realisation of a bodily movement.</p> <p>Measuring and observing the growth of one's body.</p> <ul style="list-style-type: none"> ➤ Growth (height, mass, shoe size). ➤ Changes of teething. 	<p>Using height gauges, measuring instruments. Tables and graphs</p>

CYCLE 2 QUESTIONNING THE WORLD

<p>Implementing and appreciating some healthy lifestyle rules: food variety, physical activity physique, capacity to relax and place one's needs in terms of sleep in relation with one's age, daily habits of cleanliness (teeth, hands, body).</p> <ul style="list-style-type: none"> ➤ Categories of foods, their origin. ➤ The specific contributions of foods (contribution of energy: eat in order to move). ➤ The concept of a balanced diet (over a meal, over a day, over the week). ➤ Positive effects of regular physical exercise on the body. ➤ Changes of rhythms of daily activity (sleep, activity, rest etc.). 	<p>Using height gauges, measuring instruments in order to monitor one's growth.</p> <p>Tables and graphs.</p> <p>Determining the principles of a balanced and varied diet.</p> <p>Elaborating and integrating some healthy lifestyle and safety rules.</p>
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Technical objects. What is it? What needs do they meet? How do they function?

End of cycle expectations

- Understanding the function and functioning of made objects.
- Making some simple electrical circuits and objects, while respecting the elementary rules of safety.
- Beginning to understand a digital environment.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Understanding the function and functioning of made objects	
<p>Observing and using technical objects and identifying their function.</p> <p>Identifying the activities of daily or professional life making use of technical objects or tools.</p>	<p>Through the use of some technical objects, both modern and old, identifying their domain and their mode of use, their functions.</p> <p>In a strategy of observation, dismantling-reassembling, proceeding to tests and trials.</p> <p>Discovering a certain variety of common occupations.</p> <p>Interrogating men and women at work regarding the techniques, tools and machines used.</p>

CYCLE 2 QUESTIONNING THE WORLD

Making some simple electrical circuits and objects, while respecting the elementary rules of safety	
<p>Making technical objects by association of existing elements by following an assembly diagram.</p> <p>Identifying the properties of matter vis-à-vis the electrical current.</p> <p>Differentiating objects according to whether they are powered by batteries or by mains power.</p> <ul style="list-style-type: none"> ➤ Components and functioning of a simple electrical circuit. ➤ Examples of good conductors and insulators. ➤ Role of the switch. ➤ Elementary safety rules 	<p>Concerning the items made, the strategies vary according to the age of the pupils, the object made, their familiarity with this type of strategy, and while working with them, the elementary safety rules.</p> <p>Examples: making a model of a doll's house, a winch, a simple quiz.</p> <p>Making circuits permitting materials to be differentiated into two categories: good conductors and insulators.</p> <p>Example: realising an electric game of skill.</p>
Beginning to understand a digital environment	
<p>Describing the simple architecture of a computer device.</p> <p>Having acquired a sufficient familiarisation with word processing and making rational use of it (in connection with French).</p>	<p>Observing the connections between different materials.</p> <p>Progressive familiarisation by practice, use of the spelling checker.</p> <p>Page layout, formatting of paragraphs, deleting, moving, copying.</p> <p>Data entry, processing, saving, recovery.</p>

Questioning space and time

In this teaching area, at cycle 2, pupils pass progressively from a self-centred individual concept of time to de-centred social and physical time, and in the same way from a self-centred concept of space to a geographic and cosmic one. This capacity for de-centring permits them to understand firstly the evolution of some aspects of lifestyles over two or three generations, to understand the interactions between space and human activities and to compare simple geographic spaces. At the end of the cycle, the pupils begin to understand long periods of time, and hence history, and begin to think of the planet, and thus its geography, as a whole in its variety and its complexity. This strategy is enriched by exploring the diversity of human works realised according to time and places. From CP (year 2), the pupils, guided by the teacher, conduct on the ground observations, manipulations, explorations and descriptions, supplemented by narratives, evidence and studies of documents. They thus identify regularities, transformations, correlations and extract notable facts. These regular practices link ritualised moments in constant evolution and structured sequences.

Situating oneself in space

This transversal competence, which is vital for the pupils' cognitive structuring, is built up on the basis of verbalisation and daily rituals as well as dedicated sequences, which progressively install spatial benchmarks as well as a precise language.

End of cycle expectations

- Situating oneself in space and time.
- Locating a place on a map, on a globe, or on a computer screen.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Situating oneself in space and time	
<p>Situating oneself in one's immediate environment. Situating objects or persons in relation to others or in relation to other benchmarks.</p> <ul style="list-style-type: none"> ➤ Vocabulary permitting positions to be defined (left, right, above, below, on, under, in front of, behind, near, far, foreground, mid-ground, north, south, east, west etc.). ➤ Vocabulary permitting movements to be defined (advancing, moving back, turning to the right/to the left, climbing, descending etc.). <p>Producing representations of familiar spaces (nearby external school spaces, the village, the district) and less familiar spaces (experienced during outings).</p> <ul style="list-style-type: none"> ➤ Some methods of representing space. <p>Reading plans, situating oneself on maps.</p> <ul style="list-style-type: none"> ➤ Elements that are part of a map: title, scale, orientation, legend. 	<p>This work is conducted in connection with mathematics. Passing, in the activities, from the space that is nearby and known to an unknown space.</p> <p>Placing in situations, with oral then written use of an appropriate language.</p> <p>This work is conducted in connection with mathematics.</p> <p>Studying representations of the surrounding space (models, plans, photos), producing them.</p> <p>Drawing the school space.</p> <p>Taking information from a map.</p>
Locating a place on a map, on a globe, or a computer screen	
<p>Identifying global representations of the Earth and of the world.</p> <p>Situating the spaces studied on a map or a globe. Locating the position of their region, of France, of Europe and of other continents.</p> <p>Knowing that the Earth forms part of a very vast universe composed of different types of stars.</p> <ul style="list-style-type: none"> ➤ From known space to far away space: the countries, continents, oceans, the Earth and stars (the moon, the sun, etc.). 	<p>Maps, digital maps, world maps, globe as instruments of visualisation of the planet in order to locate the presence of oceans, seas, continents, the equator and the poles etc.</p> <p>Maps of the solar system; location of the position of the Earth in relation to the sun.</p> <p>Seasons, lunar months, with the aid of reduced models (illuminated balls).</p>

CYCLE 2 QUESTIONNING THE WORLD

Benchmarks of progression

At **CE2** (year 4), we begin the study of terrestrial geographical space with some characteristic geographical environments. By starting from the experienced space then by progressively tackling further away or less familiar spaces, we contribute to the decentering of the pupil.

Situating oneself in time

This transversal competence, which is essential for the pupils' cognitive structuring, is built up on the basis of verbalisation and daily rituals as well as dedicated sequences, which progressively install temporal benchmarks as well as a precise language.

End of cycle expectations

- Situating oneself in time and measuring times.
- Identifying and situating some events in a long period of time.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Situating oneself in space and time	
<p>Identifying the cyclical rhythms of time. Telling the time and dates.</p> <ul style="list-style-type: none"> ➤ The alternation of day and night. ➤ The cyclical character of days, weeks, months, seasons. ➤ The day is divided into hours. ➤ The week is divided into days. 	<p>Calendars to mark the temporal benchmarks (year, month, week, day).</p> <p>"Wheel of days" to highlight the cyclical character of the days of the week.</p> <p>Use of the time of a day.</p> <p>Clock, pendulum in order to apprehend some benchmarks of the codification of time. Sun dial.</p>
<p>Comparing, estimating, measuring times.</p> <ul style="list-style-type: none"> ➤ Common units of measurement of times: day, week, hour, minute, second, month, year, century, millennium. ➤ Relations between these units. 	<p>This work is conducted in connection with mathematics. Using an hour glass, watches and clocks with hands and with digital display, a chronometer.</p>
<p>Situating events in relation to each another.</p> <ul style="list-style-type: none"> ➤ Daily, weekly and recurrent events, and their positioning in relation to each other. ➤ Continuity and succession, anteriority and posterity, simultaneity. 	<p>Calendars to identify and then situate in the month and then the year, special personal or historical dates.</p> <p>Timelines in order to identify and situate events in relation to a given time (before, after, during, over time, so many days, months, years ago, etc.).</p> <p>Temporal situation of events in a narrative.</p>
Identifying and situating some events in a long time	
<p>Being aware that the time which passes is irreversible.</p> <ul style="list-style-type: none"> ➤ The time of parents. ➤ The living generations and the family memory. ➤ The evolution of societies through lifestyles (food, habitat, clothes, tools, war, journeys etc.) and techniques at various eras. 	<p>Tear off calendars to understand the irreversibility of time.</p> <p>Elaborating and using calendars and/or timelines on different temporal scales (chronological, generational, historic).</p> <p>Situating simple events on a timeline, whether or not experienced in the class, school, district, town, country, world.</p>
<p>Identifying periods of western world (and in particular French) history, some major dates and key persons.</p> <ul style="list-style-type: none"> ➤ Some persons and dates. 	<p>Local resources (monuments, architecture etc.), narratives, testimonies, films seen as elements of enquiry.</p>

Benchmarks of progression

CYCLE 2 QUESTIONNING THE WORLD

Cyclical rhythms are studied from **CP** (year 2) continuing the work commenced in *classe maternelle* (nursery class). The tools of representation of time, calendar, timeline, are used throughout the cycle. The locating of major historic periods is worked on at **CE2** (year 4).

At **CE2** (year 4), we begin the study of long time and terrestrial geographic space by means of some events, persons and lifestyles characteristic of the principal periods of the history of France and the western world and by means of some characteristic geographical environments.

Exploring the organisations of the world

Progressively at cycle 2, by asking themselves how they participate in a changing world, pupils develop skills and knowledge permitting them to understand that they form part of an organised society which evolves in a given time and space.

End of cycle expectations

- Comparing some lifestyles of men and women, and some representations of the world.
- Understanding that a space is organised.
- Identifying landscapes.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Comparing lifestyles	
<p>Comparing lifestyles (food, habitat, clothes, tools, war, journeys etc.) at different eras or of different cultures.</p> <ul style="list-style-type: none"> ➤ Some elements permitting the comparison of lifestyles: food, habitat, clothes, tools, war, journeys etc. ➤ Some lifestyles of men and women, and some representations of the world by means of historic time. ➤ Characteristic lifestyles in some very typical spaces. 	<p>Documents, digital documents, documentaries, listening to and reading of testimonies, narratives.</p> <p>Documents, digital documents, documentaries, testimonies.</p>
Understanding that a space is organised	
<p>Discovering the district, the village, the town: its principal spaces and its principal functions.</p> <ul style="list-style-type: none"> ➤ Very near spaces (school, park, regular route etc.) then near and more complex spaces (district, village, town centre, shopping centre etc.), by progressively constructing legends. ➤ Spatial organisations, on the basis of landscape photos from the land and from the air; on the basis of cartographic documents. ➤ A simple thematic map of the towns in 	<p>Photographs taken on field trips, drawings; oblique, then vertical aerial photographs (schematizations); plans, topographic maps (schematizations); table of figures (population of large towns).</p>

<p>France.</p> <ul style="list-style-type: none"> ➤ The role of certain urban actors: the municipality, the inhabitants, the traders etc. 	
<p>Identifying landscapes</p>	
<p>Recognising different landscapes: coastlines, mountain ranges, countryside, towns, deserts, etc.</p> <ul style="list-style-type: none"> ➤ The principal French landscapes based on living environments. ➤ Some landscapes of the planet and their characteristics. 	<p>Landscape photographs, photographs of the land, aerial views, terrestrial globe, world map, documentary films.</p>

Benchmarks of progression

At **CP** (year 2), the pupils observe and compare their lifestyle to that of their parents and their grandparents, they observe and describe nearby environments then also discover varied and far away environments, by exploiting class projects.

At **CE1** (year 3), the pupils study the evolution of lifestyles and remarkable events at the level of three to four generations. They extract the principal characteristics of the humanised environments in the nearby space in order to compare them to varied and far away environments: how does one live, how does one circulate...in town, in the countryside...in France or elsewhere?

At **CE2** (year 4), the pupils discover the lifestyles of some persons, great and small, women and men (a peasant, an artisan, a worker, a soldier, a writer, a scholar, a musician, a powerful person etc.), learning about some major events of some historical periods. On the basis of criteria of comparison, the pupils discover how other societies live and are adapted to their natural environment (habitat, food, clothes, customs, importance of the climate, of the terrain, of the location, etc.). On the basis of the example of a nearby urban environment, they study how human societies organise their space in order to exercise their activities: residential, commercial, industrial, administrative etc.

Crossovers between teaching areas

The "Questioning the world" teaching area is primarily related to that of mathematics. Pupils are encouraged to read tables, to make readings and record them, to make measurements. They use the concepts of geometry and measure sizes during the fabrication of technical objects. They use temporal and spatial benchmarks in order to situate events or to situate places on a map.

In physical and sporting education, the role of muscles, tendons and bones for the production of movements is highlighted, as well as the benefits of physical activity on the organism. By manipulating an explicit lexicon to describe and conceive objects or to designate an action using a specific verb, and an appropriate syntax in order to situate in time and in the succession of causes and effects, this teaching area also participates in reinforcing the competencies of pupils in written and

CYCLE 2 QUESTIONNING THE WORLD

oral production. They are also introduced to a particular use of writing: rapid notation, establishment of lists or tables, elaboration of documentary writings with the aid of the teacher.

In connection with moral and civic education, the activities of this teaching area are an opportunity for the pupils to confront their ideas in collective discussions, develop a taste for explanation and argumentation and their critical judgement, to gain confidence in their own intelligence, which is capable of exploring the world.

Connections can be made with artistic studies during the work on materials and technical objects.

CYCLE 2

Mathematics

At cycle 2, the resolution of problems is at the centre of pupils' mathematical activity, developing their abilities to search, reason and communicate. The problems permit new concepts to be tackled, acquisitions to be consolidated, questioning to be provoked. They can arise from situations of the life of the class or situations encountered in other teaching areas, especially Questioning the world. As often as possible they have a playful character. Care will be taken to offer pupils from CP (year 2) problems for learning to search which are not simple problems of application to one or more operations, but require research with trial and error.

The written component of mathematical activity becomes essential. These writings are first of all writings and representations produced in situation by the pupils themselves which evolve progressively with the aid of the teacher towards conventional forms. It is also essential that an oral language activity based on an appropriate syntax and lexicon accompanies the recourse to writing and is favoured in the exchanges of arguments between pupils. Mathematical symbols are introduced as they become meaningful in situations of action, in connection with the vocabulary used.

The pupils consolidate their comprehension of whole numbers, already encountered at cycle 1. They study different manners of designating numbers, notably their written forms in figures, their oral names, the compositions-decompositions founded on numerical properties (the double of, the half of, etc.), as well as the decompositions into counting units (units, tens, etc.).

The four operations (addition, subtraction, multiplication, division) are studied on the basis of problems which help to give them sense, in particular problems pertaining to sizes or to their measurements. The daily practice of mental arithmetic reinforces the mastery of numbers and operations.

In connection with the work conducted in Questioning the world the pupils encounter sizes that they learn to measure, they build up essential knowledge of space and approach the study of some geometric relationships and some objects (solids and two-dimensional figures) by being confronted with problems in which this knowledge is involved.

Competencies worked on

Searching

- Engaging in a strategy of resolution of problems by observing, by posing questions, by manipulating, by experimenting, by issuing hypotheses, if necessary with the support of the teacher after a time of independent research.
- Testing, trying several leads proposed by themselves, the other pupils or the teacher.

Foundation domains: 2, 4

Modelling

- Using mathematics in order to resolve concrete problems, notably problems pertaining to sizes and their measurements.
- Realising that certain problems pertain to situations of addition, others to situations of multiplication, sharing or grouping.
- Recognising forms in real objects and reproducing them geometrically.

Foundation domains: 1, 2, 4

Representing

- Understanding different systems of representation (drawings, schemas, calculation trees, etc.).
- Using numbers to represent quantities or sizes.
- Using various representations of solids and spatial situations.

Foundation domains: 1, 5

Reasoning

- Anticipating the result of a manipulation, of a calculation, or of a measurement.
- Reasoning regarding figures in order to reproduce them using instruments.
- Taking account of various elements (arguments of others, results of an experience, sources within or outside the class, etc.) in order to modify one's judgement.
- Gradually becoming aware of the necessity and the interest of justifying what one claims.

Foundation domains: 2, 3, 4

Calculating

- Calculating with whole numbers, mentally or by hand, accurately or approximately, using strategies adapted to the numbers involved.
- Checking the plausibility of one's results.

Foundation domain: 4

Communicating

- Using oral and written form, the natural language, then some representations and some symbols in order to explain strategies and argue lines of reasoning.

Foundation domains: 1, 3

Numbers and calculations

The knowledge of whole numbers and of calculation is a major objectives of cycle 2. It develops based on the quantities and sizes, working along several axes.

Resolutions of contextualised problems: counting collections, measuring sizes, locating a rank in a list, forecasting results of actions pertaining to collections or sizes (comparing them, reuniting them, increasing them, diminishing them, sharing them in equal or unequal shares, seeking how many times the one is comprised in the other, etc.). These actions relate to items that are initially materials, then mentioned orally or in writing; the work of research and modelling regarding these problems allows the progressive introduction of the four operations (addition, subtraction, multiplication, division).

Study of relations internal to the numbers: understanding that the successor of a whole number is "this number plus one", decomposing/recomposing the numbers by addition, by multiplication, by using numbering units (tens, hundred, thousands), changing reference numbering units, comparing, ordering, iterating a sequence (+1, +10, +n), etc.

The study of different oral and/or written designations: name of the number; ordinary writing in figures (decimal numbering of position); double of, half of, sum of, product of; difference of, quotient and remainder of; written work in horizontal line form involving addition/subtraction, multiplication or a mixture of operations, counting units, etc.

Learning calculation strategies adapted to the numbers and operations in question. These strategies are based on the knowledge of memorised number facts (addition and multiplication tables, knowledge of numbering units and their relations, etc.) and knowledge of properties of operations and of the number system. Mental calculation is essential in daily life where it is often necessary to rapidly arrive at an order of magnitude of the result of an operation, or to check a price, etc.

A good knowledge of numbers lower than a thousand and their relations is the foundation of the understanding of whole numbers, and this numeric field is privileged for the construction of strategies of calculation and resolution of the first arithmetic problems.

End of cycle expectations

- Understanding and using whole numbers in order to count, order, identify, compare.
- Naming, reading, writing and representing whole numbers.
- Resolving problems using whole numbers and calculation.
- Calculating with whole numbers.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Understanding and using whole numbers in order to count, order, identify, compare	
<p>Counting, constituting and comparing collections. Using various strategies of counting.</p> <ul style="list-style-type: none"> ➤ Procedures of counting (adding or multiplying decompositions/recompositions, use of intermediate units: tens, hundreds, whether or not in relation with groups). <p>Locating a rank or a position in a queue or on a track.</p> <p>Making the link between the rank in a list and the number of elements which precede it.</p> <ul style="list-style-type: none"> ➤ Relationship between ordinal and cardinal numbers. Comparing, arranging, framing, interpolating whole numbers, using the symbols =, ≠, <, >. ➤ Equality translating the equivalence of two designations of the same number. ➤ Order. ➤ Meaning of the symbols =, ≠, <, >. 	<p>Counting collections by organising them and designating their number of elements (written in the form of additions or multiplications, counting units, usual written form).</p> <p>Special importance is given to groupings by tens, hundreds, thousands.</p> <p>The comparisons may pertain to written forms that are usual or unusual: for example comparing $8+5+4$ and $8+3+2+4$ by using $5=3+2$ and deducing from this that the two number are equal.</p>
Naming, reading, writing and representing whole numbers	
<p>Using diverse representations of numbers (writings in figures and in letters, oral names, graduations on a half-ray, spots on dice, fingers of the hand etc.).</p> <p>Passing from one representation to another, in particular associating the names of the numbers with their forms written in figures.</p> <p>Interpreting the names of numbers with the aid of counting units and arithmetic writings.</p> <ul style="list-style-type: none"> ➤ Counting units (single units, tens, hundreds, thousands) and their relations (decimal principle of counting in figures). ➤ Value of figures in accordance with their rank in the writing of a number (principle of position). ➤ Names of numbers. 	<p>The knowledge of oral counting is deepened by specific work on the basis of "number-names".</p> <p>Using writings in counting units (5t 6u, but also 4t 16u or 6u 5t for 56).</p> <p>Iterating a sequence from 1 to 1, from 10 to 10, from 100 to 100.</p>
<p>Associating a whole number to a position on a graduated half-ray, as well as to the distance from this point to the origin.</p> <p>Associating a number or a frame to a size by measuring it with the aid of a unit.</p>	<p>Graduating a half ray equipped with a point of origin with the aid of a unit of length.</p> <p>Making the link between counting units and units of the metric system studied at cycle 2.</p>

<ul style="list-style-type: none"> ➤ The graduated half-ray as a method of representing numbers thanks to the link between numbers and lengths. ➤ Link between number and measure of size, having chosen a unit. 	
<p>Resolving problems using whole numbers and calculation</p>	
<p>Resolving problems arising from situations of daily life or adapted from games pertaining to sizes and their measurements, journeys on a graduated half-ray, etc. leading to the use of the four operations.</p> <ul style="list-style-type: none"> ➤ Meaning of the operations. ➤ Problems pertaining to additive structures (addition/subtraction). ➤ Problems pertaining to multiplicative structures, divisions or groupings (multiplication/division). ➤ Modelling these problems with the aid of mathematical writings. ➤ Meaning of the symbols +, -, ×, ÷. 	<p>Studying the links between:</p> <ul style="list-style-type: none"> ➤ addition and subtraction ➤ multiplication and division. <p>Distinguishing problems pertaining to additive structures from problems pertaining to multiplicative structures.</p>
<p>Organisation and management of data</p> <ul style="list-style-type: none"> ➤ Exploiting numerical data in order to respond to questions. ➤ Presenting and organising measures in the form of tables. ➤ Modes of representation of numerical data: tables, simple graphs etc. 	<p>This work is conducted in connection with Sizes and measures and Questioning the world.</p>
<p>Calculating with whole numbers</p>	
<p>Memorising numerical facts and procedures.</p> <ul style="list-style-type: none"> ➤ Tables of addition and multiplication. <p>Additive and multiplicative decompositions of 10 and of 100, supplements to the next ten, to the next hundred, multiplication by a power of 10, doubles and halves of commonly used numbers, etc.</p>	<p>Answer the questions: $7 \times 4 = ?$; $28 = 7 \times ?$; $28 = 4 \times ?$, etc.</p> <p>Using their knowledge regarding counting: "24×10, is 24 tens, is 240".</p>
<p>Elaborating or choosing oral and written calculation strategies.</p> <p>Checking the plausibility of a result, notably by estimating its order of magnitude.</p> <ul style="list-style-type: none"> ➤ Addition, subtraction, multiplication, division. ➤ Implicit properties of operations: $2+9$, is the same as $9+2$ 	<p>Processing calculations pertaining to the four operations, explaining the procedures used and comparing their effectiveness.</p> <p>In order to calculate, estimate or check a result, using various media or instruments: the fingers or the body, scoring boards or abacuses, string of knots, pebbles or tokens, real money, graduated double ruler, calculator, etc.</p>

<p>$3 \times 5 \times 2$, is the same as 3×10.</p> <p>➤ <i>Properties of counting:</i> "$50+80$, is 5 tens + 8 tens, is 13 tens, is 130" "4×60, is 4 x 6 tens, is 24 tens, is 240".</p>	
<p>Mental calculation</p> <p>➤ Calculating mentally in order to obtain an exact result or evaluating an order of magnitude.</p>	<p>Calculating mentally:</p> <ul style="list-style-type: none"> ➤ concerning the numbers 1, 2, 5, 10, 20, 50, 100 in connection with money; ➤ concerning the numbers 15, 30, 45, 60, 90 in connection with time. <p>Mentally resolving arithmetical problems, with simple numerical data.</p> <p>Use the properties of operations, including <i>those of the type</i> $5 \times 12 = 5 \times 10 + 5 \times 2$.</p>
<p>Horizontal form calculation</p> <p>➤ Calculating using writings in additive, subtractive, multiplicative, mixed line.</p>	<p>Examples of horizontal form calculation:</p> <p>$5 \times 36 = 5 \times 2 \times 18 = 10 \times 18 = 180$</p> <p>$5 \times 36 = 150 + 30 = 180$</p> <p>$5 \times 36u = 15d + 30u = 15d + 3d = 180u$</p> <p>Using horizontal writings of the type $21 = 4 \times 5 + 1$ to find the quotient and the remainder for the division of 21 by 4 (or by 5).</p>
<p>Column form calculation</p> <p>➤ Implementing an algorithm of column form calculation, for addition, subtraction, multiplication.</p>	<p>The learning of column form operating techniques (addition, subtraction, multiplication) is done in connection with counting and the properties of operations.</p>

Benchmarks of progression

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

At **CP** (year 2) the systematic study of numerical relations between numbers lower than 10, then lower than 20 (decomposition/recomposition), is deepened throughout the year. In parallel, the study of written decimal counting in figures (tens, single units) for the numbers up to 100 and that of oral designation, permits pupils to count and to form increasingly important collections (the complexity of oral counting in France must be taken into account for the numbers higher than 69). At **CE1** (year 3) a

CYCLE 2 MATHEMATICS

considerable amount of time is spent on repeating the study of the numbers up to 100, including their oral designation and strategies for mental or written calculation. In parallel, the study of written decimal counting (hundreds, tens, single units) is extended by stages, up to 200, then 600 and eventually 1,000, then at **CE2** (year 4) up to 10,000 (the absence of a specific word for designating the following grouping corresponding to 10,000 justifies this stage).

At **CP** (year 2) the pupils begin to resolve addition or subtraction problems to which multiplication problems are added during the course of the cycle. The study of division, worked on at cycle 3, is initiated during cycle 2 in simple situations of sharing or grouping. It is then prepared for by the resolution of two types of problems: those where we seek how many times a magnitude contains another magnitude and those where we share a magnitude in a given number of magnitudes. At **CE2** (year 4), pupils are asked to resolve more complex problems, possibly in two stages, necessitating for example the exploration of a table or a graph, or the elaboration of an original resolution strategy.

The reinvestment in numerous elementary arithmetical problems then allows pupils to access different understandings of each operation.

In so far as concerns calculation, the pupils establish then must progressively memorise:

- number facts: additive decompositions/recompositions from the start of the cycle (including the addition tables), multiplicative decompositions/recompositions during the course of the cycle (including the multiplication tables);
- elementary calculation procedures.

They rely on that knowledge to develop calculation procedures tailored to the numbers in question for addition at **CP** (year 2), for subtraction and multiplication at **CE1** (year 3) and to get the quotient and remainder of a Euclidean division by a 1 digit number and by numbers like 10, 25, 50, 100 at the end of the cycle.

The column form operations permit results to be obtained especially where mental or written horizontal calculation reaches its limits. Learning these is also a means of reinforcing the comprehension of the decimal system of position and of consolidating the memorisation of elementary numeric relations. It is therefore appropriate when students have learnt calculation strategies based on decompositions/recompositions related to the decimal system, which are also often used in mental or written calculation.

At **CP** (year 2), the pupils learn to place the additions in columns with two figure numbers. At **CE1** (year 3), they consolidate the mastery of addition with larger numbers and with numbers of different sizes; they learn a technique of column form calculation for subtraction. At **CE2**, they consolidate the mastery of subtraction; they learn a technique of column form calculation for multiplication, firstly by multiplying a two figure number by a one figure number then with larger numbers. The choice of these techniques is left to the school teams, it must be followed at cycle 3.

Magnitudes and measures

In the different teaching areas, but also in their daily life, pupils are asked to compare objects and phenomena by using numbers. By means of activities of comparison, they learn to distinguish different types of magnitude and to use the appropriate lexicon: lengths (and location on a straight line), masses, capacity (and volume contained), times (and location within time), price. The comparison of magnitudes may be direct, from object to object (juxtaposing two rods), necessitating comparison to an intermediate object (using a third recipient in order to determine which of two bottles has the larger capacity) or to several objects of the same magnitude (placing several identical rods end to end in order to compare the lengths of two lines traced in the ground). It can also rest on the comparison of measures of magnitude.

In the case of lengths, masses, capacities and times, the pupils have a mathematical approach to the measuring of a magnitude: they determine how many times a magnitude to be measured "contains" a reference magnitude (the unit). They then learn the customary units and learn to use measuring instruments (an hour glass, a graduated ruler, a measuring glass, a pair of scales, etc.).

In order to resolve problems linked to situations encountered, the pupils are asked to calculate with magnitudes. They use the properties of numbers and operations, and thus consolidate their mastery of these. In order to understand the situations and validate their results they must also give meaning to these magnitudes (estimate the length of a room or the distance between two trees in the courtyard, judge whether one book may be heavier than another, etc.) basing themselves on some references that they will construct. These problems are an opportunity to reinforce and link up the numerical and geometrical knowledge, as well as that acquired in "Questioning the world".

End of cycle expectations

- Comparing, estimating, measuring lengths, masses, capacities, times.
- Using the lexicon, the units, the instruments of measurement specific to these magnitudes.
- Resolving problems involving lengths, masses, capacities, times, prices.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
<p style="text-align: center;">Comparing, estimating, measuring lengths, masses, capacities, times</p> <p style="text-align: center;">Using the lexicon, the units, the instruments of measurement specific to these magnitudes</p>	

CYCLE 2 MATHEMATICS

<p>Comparing objects according to several magnitudes and identifying when it concerns a length, a mass, a capacity or a time.</p> <ul style="list-style-type: none"> ➤ Specific lexicon associated with lengths, masses, capacities, times. 	<p>An object may be taller, less wide and lighter than another; identifying that "tall" and "wide" make reference to the concept of length and that "light" makes reference to the concept of mass.</p>
<p>Comparing lengths, masses and capacities, directly, by introducing comparison to an intermediate object or by measuring.</p> <ul style="list-style-type: none"> ➤ Principle of comparison of lengths, masses, of capacities. 	<p>Juxtaposing objects in order to compare their length.</p> <p>Estimating on sight very simple relationships of length. Possibly checking with a paper band.</p>
<p>Estimating the orders of magnitude of some lengths, masses and capacities in relation to metric units.</p> <p>Possibly checking with an instrument.</p> <ul style="list-style-type: none"> ➤ Orders of magnitude of common units by associating them with some familiar objects. ➤ Very simple relationships of lengths (double and half). 	<p>On sight or by manipulation, giving an estimate of the measurement of a magnitude attached to an object, before confrontation with other approaches.</p>
<p>Measuring lengths with a suitable instrument, notably by carrying forward a unit.</p> <p>Measuring masses and capacities with suitable instruments.</p> <p>Framing a magnitude by two whole numbers of units.</p> <p>Expressing a measure in one or more chosen or imposed units.</p> <ul style="list-style-type: none"> ➤ Concept of unit: arbitrary magnitude taken as reference in order to measure magnitudes of the same type. ➤ Common units of measurement: <ul style="list-style-type: none"> • length: m, dm, cm, mm, km; • mass: g, kg, tonne; • capacity: l, dl, cl. ➤ Relationships between units of length, between units of mass, between units of capacity. 	<p>Instruments: graduated ruler, bands of 1 dm long with or without graduations, band of paper more or less long, string, metre rule with or without graduations, scales giving a direct reading, receptacles for decanting, a measuring glass etc.</p> <p>The framings of magnitudes are of the type: the corridor measures between 6 m and 7 m long.</p> <p>The magnitudes can be expressed with complex expressions (1 m 13 cm, 1 h 20 min, etc.).</p>
<p>Comparing, estimating, measuring times</p> <ul style="list-style-type: none"> ➤ Usual units of measurement of times: day, week, hour, minutes, week, month, year, century, millennium. ➤ Relations between these units. 	<p>This work is conducted in connection with "Questioning the world"</p> <p>Using an hour glass, watches and clocks with hands and with digital display, a chronometer.</p>
<p>In simple cases, representing a magnitude by a length, notably on a graduated half-ray.</p>	<p>Reading the graduations representing magnitudes: dial of a set of scales, timeline,</p>

<ul style="list-style-type: none"> ➤ Objects of equal magnitude are represented by segments of equal lengths. ➤ A double magnitude is represented by a double length. ➤ The ruler graduated in cm as a special case of a graduated half-ray. 	<p>moving on to the axes of a graph.</p>
<p>Resolving problems involving lengths, masses, capacities, times, prices</p>	
<p>Resolving problems, notably measuring and comparison, by using the operations regarding magnitudes or numbers.</p> <ul style="list-style-type: none"> ➤ Operations regarding magnitudes (addition, subtraction, multiplication by a whole number, division: seeking the number of parts and the size of a part). ➤ Four operations on the measures of magnitude. ➤ Principles of use of money (in Euros and centimes). ➤ Lexicon linked to economic practices. 	<p>Observing that the lengths, masses, capacities, times, are additive magnitudes.</p> <p>Using the result of a measurement in order to calculate another magnitude, especially measuring segments in order to calculate the length of a broken line, the perimeter of a polygon.</p> <p>Reinvesting the knowledge of mental calculation, of counting and the meaning of operations.</p> <p>Knowing the price of some familiar objects.</p>
<p>Resolving problems involving simple conversions of one common unit to another.</p> <p>Converting before calculating if necessary.</p> <ul style="list-style-type: none"> ➤ Relations between common units. 	<p>Making links between decimal units of measure and counting units.</p>

Benchmarks of progression

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

Throughout the cycle, pupils work on diverse magnitudes, beginning by comparing them in order to understand the concept, before measuring them using suitable instruments and gradually learning the common units. The different units are introduced and progressively placed in relation during the cycle:

- *length* (comparison, double and half from **CP** (year 2), in dm, cm, m, km at **CE1** (year 3) then in mm at **CE2** (year 4));
- *mass* (in g and kg, as independent units at CE1 (year 3), then in g, kg, and tonne in relation at **CE2** (year 4));
- *capacity* (in litres at **CE1** (year 3), in cl and dl at **CE2** (year 4));

CYCLE 2 MATHEMATICS

- *time* (day and week and relation throughout the cycle, relations between d and h, between h and min during **CE1** (year 3), d, month, year and their relations, year, century, millennium and their relations, min, s and their relation at **CE2** (year 4));
- *the price* (in euros from **CP** (year 2), in euros and centimes, in relation at **CE1** (year 3)).

The operations regarding magnitudes are conducted in connection with the advancement of operations regarding numbers, of the knowledge of units and the relations between them. The following lexicon is introduced: the double of a length, its half at the start of the cycle.

Space and geometry

At cycle 2, the pupils acquire spatial knowledge such as orientation and location within the space and at the same time geometric knowledge regarding solids and two-dimensional figures. Learning to locate oneself and move within a space is closely linked with the work in Questioning the world and Physical and sporting education. Geometric knowledge contributes, throughout compulsory schooling, to the building up of the fundamental concepts of alignment, distance, equality of lengths, parallelism, perpendicularity and symmetry.

The competencies and knowledge expected at the end of the cycle are built up on the basis of problems, which are enriched throughout the cycle by playing on the tools and the media available, and in relation with the activities involving the geometric magnitudes and their measurement.

Following on from the work commenced in *école maternelle* (nursery school), the acquisition of spatial knowledge is based on problems aiming to locate objects or to describe or produce journeys in real space. Oral communication still holds an important place at **CP** (year 2) but the symbolic representations are developed and the real space is progressively placed in relation to geometric representations. Knowledge of solids is developed by means of activities of sorting, of assemblages and of fabrication of objects. The concepts of plane geometry and the knowledge regarding common figures is acquired on the basis of resolving problems (reproducing figures, activities involving sorting and classification, describing figures, recognising figures on the basis of their description, traced following a programme of simple construction). The reproduction of various simple and composite figures is an important source of geometry problems, the difficulty of which can be varied according to the figures to be reproduced and the available instruments. The general concepts of geometry (straight lines, points, segments, right angle) are presented on the basis of real problems.

In geometry as elsewhere, it is particularly important that the teachers use a precise and adapted language and introduce appropriate vocabulary during manipulations and situations of action where they take on meaning for the pupils, and that pupils are progressively encouraged to use it.

End of cycle expectations

- Locating oneself and moving using references and representations.
- Recognising, naming, describing, reproducing some solids.
- Recognising, naming, describing, reproducing, constructing some geometric figures.
- Recognising and using the concepts of alignment, right angles, equality of lengths, centre, symmetry.

Knowledge and associated competencies	Examples of situations, activities and resources for the pupil
Locating oneself and moving using references	
<p>Situating oneself in one's immediate environment. Situating objects or persons in relation to others or in relation to other benchmarks.</p> <ul style="list-style-type: none"> ➤ Vocabulary allowing the definition of positions (left, right, above, below, on, under, in front of, behind, near, far, foreground, mid-ground, north, south, east, west etc.) ➤ Vocabulary permitting movements to be defined (advancing, moving back, turning to the right/to the left, climbing, descending etc.). 	<p>This work is conducted in connection with "Questioning the world".</p> <p>Passing, in activities, from the space that is nearby and known to an unknown space.</p> <p>Placing in situations, with oral then written use of an appropriate language.</p>
<p>Producing representations of familiar spaces (nearby external school spaces, the village, the district) and less familiar spaces (experienced during outings).</p> <ul style="list-style-type: none"> ➤ Some methods of representing space. 	<p>This work is conducted in connection with "Questioning the world".</p> <p>Studying representations of the surrounding space (models, plans, photos), producing them.</p> <p>Drawing the school space.</p>
<p>Orientating oneself and moving using references. Coding and decoding in order to plan, represent and realise journeys in familiar spaces, on a grid pattern, on a screen.</p> <ul style="list-style-type: none"> ➤ Spatial benchmarks. ➤ Relations between the space in which one travels and its representations. 	<p>Course of discovery and orientation in order to identify elements, situating them in relation to each other, anticipating and carrying out a journey, coding it.</p> <p>Making journeys in the space and coding them so that another pupil can reproduce them.</p> <p>Producing representations of a restricted space</p>

	<p>and making use of them in order to communicate positions.</p> <p>Programming the movements of a robot or those of a character on a screen.</p>
<p>Recognising, naming, describing, reproducing some solids</p>	
<p>Recognising and sorting common solids among various solids. Describing and comparing solids by using the appropriate vocabulary.</p> <p>Reproducing solids.</p> <p>Making a cube from a pattern provided.</p> <ul style="list-style-type: none"> ➤ Appropriate vocabulary in order to: <ul style="list-style-type: none"> • name the solids (ball, cylinder, cone, cube, cuboid, pyramid); • describe the polyhedrons (face, vertex, edge). ➤ The faces of a cube are squares. ➤ The faces of a cuboid are rectangles (which may be squares). 	<p>Sorting, recognising and naming solids by means of activities of sorting between various solids, of games (portrait, Kim etc.).</p> <p>Realising and reproducing assemblages of cubes and cuboids.</p> <p>Associating such assemblages with various types of representations (photos, views etc.).</p> <p>Ordering the right material to make a cube on the basis of its faces.</p> <p>Observing, counting the number of faces and of vertices of a cube.</p> <p>Introduction to the use of a software program which allows solids to be represented and moved so that they can be seen at different angles.</p>

Recognising, naming, describing, reproducing, constructing some geometric figures Recognising and using the concepts of alignment, right angles, equality of lengths, middle, symmetry	
<p>Describing, reproducing figures, or assemblages of two-dimensional figures on squared or plain paper.</p> <p>Using the ruler, the compass or the set square as tracing instruments.</p> <p>Recognising, naming the usual figures. Recognising and describing on the basis of the sides and right angles, a square, a rectangle, a right angled triangle.</p> <p>Constructing them on a plain media knowing the length of the sides.</p> <p>Constructing a circle knowing its centre and a point, or its centre and its radius.</p> <ul style="list-style-type: none"> ➤ Appropriate vocabulary to describe the common two-dimensional figures: <ul style="list-style-type: none"> • square, rectangle, triangle, right angled triangle, polygon, side, vertex, right angle; • circle, disk, radius, centre; • segment, middle of segment, straight line. ➤ Property of angles and equalities of length of sides for squares and rectangles. ➤ Connection between geometric properties and tracing instruments: <ul style="list-style-type: none"> • Straight line, alignments and ungraduated ruler; • right angle and set square; • circle and compass. 	<p>Games of the portrait type, Kim, etc., the construction of friezes, paving, rosettes may contribute to developing knowledge of the properties of figures of the programme and of the associated vocabulary.</p> <p>The problems of reproduction of figures (possibly on the basis of elements already provided of the figure to be reproduced which must then be completed) provide the occasion to separate and work on the geometric properties and relations of the programme. The choice of plain, squared or dotted media and of the instruments available is made according to the objectives.</p> <p>The problems of description of figures permit the language of geometry to be developed.</p>
<p>Using the (ungraduated) ruler in order to locate and produce alignments.</p> <p>Locating and producing right angles with the aid of a template, of a set square.</p> <p>Carrying forward a length on a straight line already traced. Locating or finding the middle of a segment.</p> <ul style="list-style-type: none"> ➤ Alignment of points and of segments. ➤ Right angle. ➤ Equality of lengths. ➤ Middle of a segment. 	<p>By means of activities within the space or plots, the pupils perceive the concepts of alignment, dividing in half, symmetry.</p> <p>Using various instruments during drawing: templates, stencils, non-graduated ruler, band of paper with a straight edge in order to continue the lengths or find a centre, a right angle template, a set square, a compass.</p> <p>The continuation of lengths and the search for the centre of a segment may be obtained by using the graduated ruler in connection with the measurement, but they must first of all be able to be done without a graduated ruler.</p>
<p>Recognising whether a figure presents an axis of symmetry (to be found).</p> <p>Completing a figure so that it is symmetrical with</p>	<p>Recognising in one's environment situations which can be modelled by symmetry (butterflies, buildings, etc.).</p>

<p>reference to a given axis.</p> <ul style="list-style-type: none"> ➤ Axial symmetry. ➤ A figure traced then turned over, which coincides with the initial figure is symmetrical: it has an axis of symmetry (to be found). ➤ A symmetrical figure folded on its axis of symmetry, is divided into two parts which coincide exactly. 	<p>Using tracing paper, cut-out figures, foldings, software permitting figures or parts of figures to be moved.</p>
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Benchmarks of progression

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

At **CP** (year 2), the representation of places and the coding of journeys is situated within the classroom or within the school, then within the immediate district, and at **CE2** (year 4) in an extended district or the village.

From **CE1** (year 3), the pupils can code the journeys with the aid of suitable planning software, which will lead them at **CE2** (year 4) to the comprehension and production of simple algorithms.

From **CP** (year 2), the pupils observe and learn to recognise, sort and name various solids. The vocabulary necessary in order to describe them (face, apex, edge) is progressively required.

From **CE1** (year 3) they learn to construct a cube with squares or with rods that can be assembled. At **CE2** (year 4), they approach the concept of the pattern of the cube. The discussion concerning the layout of the faces of a pattern belongs to cycle 3.

The geometric properties are engaged progressively in the reproduction and the description of figures (alignment, extension of length on a straight line and equalities of length at the start of the cycle, then right angle in the middle of the cycle). We tackle the construction of a circle without constraints at **CE1**; then on the basis of the centre and of a point on its radius and its centre, and, at **CE2**, of its diameter. The use of instruments is introduced gradually: ungraduated ruler, tool for recording length (band of paper or cardboard on which one can write) on a straight line from **CP** (year 2); then a graduated ruler, or a right angle template; finally, set square and a compass in order to trace circles. The recording of lengths on a straight line already traced with the compass can be tackled at **CE2**, but it belongs above all to cycle 3.

The introduction to the use of geometry software permitting figures to be produced or moved is introduced gradually, in connection with all the geometric activities and development of geometric knowledge and competencies. The use of dynamic geometry software belongs essentially to cycles 3 and 4.

Crossovers between teaching areas

Knowledge of numbers and calculation is developed in close relation with that pertaining to sizes. Furthermore, this knowledge is required to resolve many problems encountered in "Questioning the world".

The work regarding sizes and their measurement allows fruitful relationships to be made with other teaching areas: "Questioning the world" (lengths, masses, times), "Physical and sporting education" (times, lengths), "Musical education" (times).

The work regarding space is strongly related to "Questioning the world" and "Physical and sporting education".

The work regarding solids, geometric figures and geometric relationships may be developed in connection with "Visual arts" and "Physical and sporting education".