

French curriculum

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

1. French

1.1. Oral language

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

Saying a text aloud from memory

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

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

1.2. Reading and understanding

Read, understand and interpret a literary text adapted to his age and react to his reading.

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

1.3. Writing

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

After revision, get an organized and coherent text, with the writing readable and respecting the orthographic regularities studied during the cycle.

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

In writing texts in various contexts, mastering chords in the nominal group (determinant, noun, adjective), between the verb and its subject in simple cases (subject placed before the verb and close to him, subject composed of a nominal group comprising at most one adjective or complement of the noun or subject composed of two nouns, inverted subject according to the verb) as well as the agreement of the attribute with the subject.

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

2. English

Level A1 (introductory or discovery level):

The student is able to understand familiar words and expressions very common about himself, his family and his immediate environment (especially school).

Level A2 (intermediate level):

The student is able to understand a brief intervention if it is clear and simple.

Level A1 (introductory or discovery level):

The student is able to understand familiar words and very simple sentences.

Level A2 (intermediate level):

The student is able to understand short and simple texts.

Level A1 (introductory or discovery level):

The student is able to use simple phrases and sentences to talk about him and his immediate environment.

Level A2 (intermediate level):

The student is able to produce simple statements about people and things.

Level A1 (introductory or discovery level):

The student is able to copy a written model, write a short message and fill in a simple questionnaire.

Level A2 (intermediate level):

The student is able to produce simple and brief statements.

Level A1 (introductory or discovery level):

The student is able to communicate in a simple way, provided that the speaker is willing to repeat or rephrase his sentences more slowly and to help him formulate what he is trying to say.

Level A2 (intermediate level):

The student is able to interact in a simple way and to rephrase his words to fit the interlocutor.

3. Arts

3.1. visual arts

Experiment, produce, create

Choose, organize and mobilize gestures, tools and materials according to the effects they produce.

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

Look for personal expression away from stereotypes.

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

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

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

Identify and assume responsibility for a cooperative process of creation.

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

To express oneself, to analyze one's practice, that of one's peers; establish a relationship with that of artists, open to otherness

Describe and interrogate with a specific vocabulary his plastic productions, those of his peers and works of art studied in class.

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

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

To identify oneself in the fields related to the visual arts, to be sensitive to the questions of art

To identify, in order to overcome them, certain a priori and cultural and artistic stereotypes.

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

To describe works of art, to propose a reasoned personal understanding.

3.2. Musical education

Identify, choose and mobilize vocal and bodily techniques in the service of meaning and expression.

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

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

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

4. Physical activities

Realize efforts and chain several motor actions in different families to go faster, longer, higher, further.

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

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

Assume the roles of timekeeper and observer.

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

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

Identify the person responsible to alert or the procedure in case of problem.

Validate the school certificate of the knowledge to swim

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

Know how to film a performance to review and evolve.

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

Organize tactically to win the duel or match by identifying favorable brand situations.

Maintain an effective engine engagement on all scheduled play time.

Respect the partners, the opponents and the referee.

Assure different social roles (player, referee, observer) inherent in the activity and organization of the class.

Accept the result of the meeting and be able to comment on it.

5. History/geography

Finding yourself in time: building historical landmarks

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

Finding yourself in space: building geographic landmarks

- Name and locate the major geographical landmarks.
- Name and locate a place in a geographical area.
- Name, locate and characterize spaces.
- Situate places and spaces in relation to each other.
- To understand the notion of geographical scale.
- Remember the geographical references related to the program and know how to mobilize them in different contexts.

Reason, justify a step and the choices made

- Ask questions
- Formulate hypotheses.
- Check.
- To justify.

Get informed in the digital world

- To know different information systems, to use them.
- Find, select and use information in a digital resource.
- Identify the digital resource used.

Understand a document

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

Practice different languages in history and geography

- Write to structure your thought and your knowledge, to argue and write to communicate and exchange.
- Recognize a historical narrative.
- Speaking orally to think, communicate and exchange.
- Appropriate and use an appropriate historical and geographical lexicon.
- Perform or complete graphic productions.
- Use analog and digital maps at different scales, photographs of landscapes or places.

Cooperate and mutualize

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

6. Sciences

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

Observe and describe different types of movements.

Identify different sources of energy.

Identify a signal and information.

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

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

Describe how living things develop and become able to reproduce.

Explain the origin of the organic matter of living beings and its future

Identify the main evolutions of the need and the objects.

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

Identify the main families of materials.

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

Identify and understand communication and information management.

To locate the Earth in the solar system and to characterize the conditions of terrestrial life

Identify issues related to the environment

7. Mathematics

Use and represent large integers, simple fractions, decimals.

Calculate with integers and decimals.

Solve problems using simple fractions, decimals and calculation.

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

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

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

Locate and move in space using or developing representations.

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

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

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