

- Participate verbally in the production of writing. To know that one does not write as one speaks.
- Identify patterns in the spoken language in French (possibly in another language).
- Manipulate syllables.
- Identify sounds (syllables, vowel sounds, some consonant sounds except for occlusive consonants).
- Recognise the letters of the alphabet and know the correspondences between the three ways of writing them: cursive, script, blocks.
- Copy using a keyboard.
- Write your first name in cursive script, without a template.
- Write a single word using letters or groups of letters borrowed from known words.

### Physical activities:

- Run, jump, throw in different ways, in spaces, and with various materials, for a specific purpose.
- Adjust and put together a series of actions and movements according to obstacles to cross, or the trajectory of objects to act on.
- Move with ease in varied environments, natural or arranged.
- Build and maintain a sequence of actions and movements, in relation with other partners, with or without musical support.
- Coordinate movements and gestures with those of others, during rounds and singing games.

- Cooperate, exercise different complementary roles, oppose, develop strategies to achieve a common goal or effect.

### Artistic activities:

- Choose different tools, mediums, supports depending on the project and use them by adapting movement.
- Practice drawing to represent or illustrate, being faithful to the real object, or to a model, or inventing.
- Make a personal composition by reproducing graphics. Create new graphics.
- Create plastic compositions, alone or in small groups, by choosing and combining materials, and reinventing techniques and processes.
- Having memorised a varied repertoire of rhymes and songs, interpreting them in an expressive way.
- Playing with voice to explore variations of timbre, intensity, pitch, and nuance.
- Identify and reproduce, either corporally or with instruments, simple rhythmic formulas.
- Describe an image, talk about a musical excerpt, and express feelings or understanding using adapted vocabulary.
- Propose solutions in situations of projects, art/music, problem solvings, with body, voice or sound objects.

### Early mathematics

#### Use numbers

- Evaluate and compare collections of objects with numeric or non-numerical procedures.
- Practise grouping objects of the same quantity and size.
- Use the number to express the position of an object or person in a game, in an organised situation, on a row, or to compare positions.
- Mobilise analogical, verbal, or written symbols, conventional or unconventional to communicate oral and written information on a quantity.

#### Studying numbers

- Understand that the cardinal number does not change if one modifies the spatial arrangement or the nature of the elements.
- Understand that any number is obtained by adding one to the previous number; know that this corresponds to the addition of a unit to the previous quantity.
- Quantify collections up to at least ten; add and subtract them by effective manipulations then mental ones.
- Say how much to add or remove to obtain quantities (not exceeding ten).
- Count numbers in regards to the sum of their parts.
- Count up to thirty. Read digits numbers up to ten.

- Classify objects according to their shape. Name some 2D shapes (square, triangle, circle, and rectangle) and recognise some 3D shapes (cube, pyramid, ball, cylinder).
- Classify or arrange objects according to a criterion of length, mass, or capacity.
- Reproduce an assembly from a model (puzzle, paving, assembly of solids).
- Draw flat shapes.
- Identify and continue patterns.

### Explore the world

- Situate connected events experienced and identify them in the day, the week, the month, or a season.
- Order a sequence of photographs or images, to give an account of a personal situation or a fictional story heard, by exactly marking succession and simultaneity.
- Use appropriate time markers (then, during, before, after ...) in stories, descriptions or explanations.
- Locate objects in relation to oneself, using prepositions of place.
- Know how to be situated in relation to others, in relation to reference objects: on, under, between...
- In a well-known environment, make a journey, with the use of an aid (drawing or coding).

- Elaborate first tests of 2D representation, communicable (construction).
- Use a sheet of paper correctly, a book, or other writing medium, according to instructions, a goal or a specific project.
- Use adapted spatial markers (front, back, right, left, top, bottom) in stories, descriptions or explanations.
- Recognise the main stages of growth of an animal or a plant, when observing reality, or an image.
- Know the essential needs of some animals and plants.
- Situate and name the different parts of the human body, on oneself or on a representation.
- Know and implement some rules of personal hygiene and a healthy life.
- Choose, use, and know to designate the correct tools and materials for a situation, to carry out specific technical actions (bend, cut, stick, assemble).
- Construct; build simple models based on plans or assembly instructions.
- Use technology: camera, tablet, and computer.
- Take into account the risks of the surrounding environment (dangerous objects and behaviour, toxic products).

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## FRENCH CURRICULUM

### What is expected at the end of cycle 1 (TPS-PS-MS-GS) ?

### *#EducationalHybridSystem*

#### Language:

- Communicate with adults and other children through language, making oneself understood.
- Express oneself in syntactically correct and precise language. Reword to be better understood.
- Practise various uses of oral language: tell, describe, evoke, explain, question, propose solutions, discuss a point of view.
- Strengthen memory skills and learn several rhymes and poems.
- Understand written texts, without help other than the language heard.
- Show curiosity about writing. Ability to repeat the words of a written sentence, after it is reading by an adult, and a known title of a book or text.

agreement or disagreement, provide a complement).

### 1.2. Reading and understanding

- Identify words quickly: Easily decode common unfamiliar words, recognise frequent words, and memorise uncommon words.
- Read and understand texts adapted to the students' maturity and school culture.
- Read aloud and fluidly, after preparation, a half-page text; participate in a dialogue read after preparation.

### 1.3. Writing

- Copy or transcribe, in legible handwriting, a text of ten lines, respecting punctuation, spelling, and presentation. Make self-corrections.
- Write a text of about half a page, consistent, organised, punctuated, and relevant to the target and the recipient.
- Make self-corrections, especially to spelling, taking into account indications.

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

- Spell high frequency words (especially in a school situation) and common exception words.

- Recognise and correctly use grammatical structures (simple cases: subject placed closely before the verb; a nominal group with at most one adjective).
- Use knowledge of the language to express oneself orally, better understand words and texts, and improve written texts.

### 2. Visual arts

- Create and show, individually or collectively, plastic productions of various natures.
- Propose inventive answers in an individual or group project.
- Cooperate in an artistic project.
- Express oneself about one's own work, that of peers, and on artists' work.
- Compare some works of art.

### 3. Musical education

- Experiment with spoken and sung voice, explore parameters, mobilise for the benefit of expressive reproduction.
- Know and implement the conditions of attentive and precise listening.
- Imagine simple organisations; create sounds, and master their succession.

- Express sensitivity, and exercise critical thinking, while respecting the tastes and points of view of others.

### 4. Physical education

- Run, jump, and throw at varying intensities and durations in adapted contexts.
- Know how to differentiate: run or jog / throw or throw precisely / jump high or jump far.
- Agree to aim for a measured performance and to compete against others.
- Fill a few specific roles.
- Move in the water for about fifteen meters, without support, and after a time of immersion.
- Make a journey, by adapting movements to an unusual environment. The space is laid out and secure.
- Respect the safety rules that apply.
- Mobilise the expressive power of the body, by reproducing a simple sequence of actions learned or by presenting an invented action.
- Adapt to the rhythm, memorise steps, figures, elements, and sequences to achieve individual and collective actions.

- Engage in an individual or collective competition, respecting the rules of the game.
- Control gross motor skills and emotional commitment to succeed in simple actions.
- Know the purpose of the game.
- Recognise partners and opponents.

## 5. Question the world / Sciences

- \_ Identify the three states of matter and observe changes of states.
- \_ Identify a change in the state of water in a phenomenon of everyday life.
- \_ Know the characteristics of the living world, its interactions, its diversity.
- \_ Recognise healthy behaviour.
- \_ Understand the function of manufactured objects.
- \_ Make simple objects and electrical circuits, respecting basic rules of safety.
- \_ Start to appropriate a digital environment.
- \_ Identify oneself in a space and represent it.
- \_ Locate a place on a map, on a globe or on a computer screen.
- \_ Identify oneself in time, and measure durations.
- \_ Identify and locate events in a period of time.
- Compare ways of life, and representations of the world.

- Understand that a space is organised.
- Identify landscapes.

## 6. Mathematics

- Understand and use whole numbers to count, order, locate, compare.
- Name, read, write, represent whole numbers.
- Solve problems using whole numbers and calculation.
- Calculate with integers.
- Compare, estimate, measure lengths, masses, capacities, durations.
- Use lexicon, units, and specific measuring instruments of these quantities.
- Solve problems involving lengths, masses, capacities, durations, prices.
- Locate and move using landmarks and representations.
- Recognise, name, describe, and reproduce solids.
- Recognise, name, describe, reproduce, and build geometric figures.
- Recognise and use the notions of alignment, right angle, equality of lengths, middle, and symmetry.

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## FRENCH CURRICULUM

### What is expected at the end of cycle 2 (CP-CE1-CE2) ?

#### *#EducationalHybridSystem*

### 1. French

#### 1.1. Oral language

- Maintain sustained attention during listening or interaction situations and demonstrate, if necessary and wise, difficulties in understanding.
- In different situations of communication, produce clear statements, taking into account the purpose of the interaction and the interlocutors.
- Effectively practice the expected forms of speech (including telling, describing, explaining) in situations where expectations are explicit; especially to tell a story, which has been previously studied in class.
- Participate appropriately in an exchange (question, answer, express

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

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

## 2. English

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

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

Understand familiar words and simple sentences.

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

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

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

### Level A2 (intermediate level):

Understand a brief intervention if it is clear and simple.

Understand short and simple texts.

Produce simple statements about people and things.

Produce simple and brief statements.

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

## 3. Arts

### 3.1. visual arts

Experiment, produce, and create.

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

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

Look for personal expression away from stereotypes.

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

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

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

Identify and assume responsibility for a cooperative process of creation.

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

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

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

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

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

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

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

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

Describe works of art, giving a reasoned personal understanding.

## 3.2. Musical education

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

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

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

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

## 4. Physical activities

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

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

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

Assume the roles of timekeeper and observer.

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

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

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

Achieve the school swimming certificate of the competences to gain.

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

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

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

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

Maintain an effective engagement during all scheduled play time.

Respect partners, opponents and referee.

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

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

## 5. History/geography

Locate in time: building historical landmarks

- Locate the great historical periods chronologically.

- Order facts relative to each other, and situate them in a given period.

- Manipulate and replace the historical landmark in different contexts.

- Use documents showing a representation of time (including chronological friezes), at different scales, and lexicon relating to the division of time and giving rise to a perspective of the facts.

- Memorise historical benchmarks related to the program and know how to mobilise them in different contexts.

Finding oneself in a space: building geographic landmarks

- Name and locate the major geographical landmarks.

- Name and locate a place in a geographical area.

- Name, locate and characterise spaces.

- Situate places and spaces in relation to each other.

- Understand the notion of geographical scale.
- Remember the geographical references related to the program and know how to mobilise them in different contexts.

Reason, justify a step, and the choices made.

- Ask questions
- Formulate hypotheses
- Check
- Justify

Get informed in the digital world

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

Understand a document

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

Practice different languages in history and geography

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

Cooperate and mutualise

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

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

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

Describe how living things develop and become able to reproduce.

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

Identify the main evolutions of the needs.

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

Identify the main families of materials.

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

Identify and understand communication and information management.

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

Identify issues related to the environment

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

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

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

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

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

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

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## FRENCH CURRICULUM

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

### *#EducationalHybridSystem*

#### 1. French

##### 1.1. Oral language

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

Say a text aloud from memory.

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

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

##### 1.2. Reading and understanding

Read, understand and interpret a literary text adapted to ones age and react to it.

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

##### 1.3. Writing

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

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

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

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

- Mobilise orthographic, syntactic and lexical knowledge in text written in various contexts
- Revise ones piece of writing using the appropriate tools.
- Be able to analyse the use of lexical units in context, identify a lexical network in a text, and perceive the effects.
- Mobilise linguistic knowledge in reception and in the production of texts, constructing the meaning of a text, its relation to a literary genre, or to a kind of speech.

## 2. Foreign language (english)

### Level A1

Understand familiar words and common expressions about oneself, family and the immediate environment.

Understand very short and very simple texts, sentence by sentence, by reading names, familiar words and very basic expressions, and reading again if necessary.

Interact briefly in familiar situations, using simple words and phrases.

Produce simple sentences about people and things.

Write isolated phrases.

### Level A2

Understand a brief exchange if it is clear and simple.

Understand short, simple texts on common topics, using everyday language.

Interact in well-structured situations with reasonable ease and short conversations, provided the speaker provides help as needed.

Describe, or present people simply, living conditions, daily activities, likes and dislikes, by short series of sentences.

Write a series of simple sentences linked by connectors such as "and", "but" and "because".

### Level B1

Understand factual information detailed about simple topics by distinguishing between general idea and detail points, provided it is clearly spoken and the accent is relatively neutral.

Read direct factual texts on topics related to ones field and interests, with a satisfactory level of understanding.

Express an opinion, or a feeling, and give some simple elements of context on an abstract or cultural subject.

Give with relative ease, a direct and uncomplicated description of various familiar subjects, by presenting it as a linear succession of points.

Write a simple, brief statement on familiar or studied topics.

## 3. Arts

### 3.1. Visual arts

#### Experiment, Produce, Create

- Choose, mobilise, and adapt various visual means according to their intended effects, while remaining aware of the unexpected.
- Ask artistic questions, based on reflection.
- Use digital tools to capture and direct, for creative purposes.
- Explore all fields of visual practice and their mix, especially with digital practices.

- Take into account the production from the creation process, paying attention to the modalities of its presentation, including digital.
- Exploit information and documentation, especially iconic, to serve a purpose in a creative project.

#### Implement a project

- Design, create, show artistic projects, individual or collective.
- Create individual productions, as part of a project with aid from the teacher.
- Identify oneself in the steps of producing a visual production, and anticipate any difficulties.
- Demonstrate autonomy, initiative, responsibility, commitment, and critical thinking in an artistic project.
- Confronting intention and production in a project to adapt and orientate it, to ensure the artistic dimension of it.

#### Express oneself, analyse practice, that of peers; establish a relationship with that of artists, open to otherness

- Express what one does, feels, imagines, observes analyses with the appropriate vocabulary; express oneself to support artistic intentions or work interpretation.
- Establish links between ones own work, works studied or the steps taken.
- Explain individual or collective practice, listen to and accept diverse and conflicting opinions.
- Take a curious and informed look at artistic and cultural environment, near and far, including the diversity of still and animated, analog and digital images.

#### Identify oneself in the fields related to the visual arts, be sensitive to the questions of art

- Recognise and know works from various domains and periods belonging to the national and world heritage, to grasp their meaning and interest.
- Identify characteristics (visual, cultural, semantic, symbolic) inscribing a work in a geographical or cultural area and in a historical time.
- Propose and support the analysis and interpretation of a work.
- Interrogate and situate works and artistic approaches from the point of view of the artist and the viewer.
- Take part in the debate about art.

### 3.2. Music

- Mobilise vocal and body techniques in the service of an interpretation or creation project.
- Identify, describe, and comment on a complex musical organisation, and situate it in a network of diverse musical and artistic references.
- Design and create musical pieces, with reference to styles, works, constraints of interpretation, or diffusion.
- Present and justify choices of interpretation and creation, justify an opinion on a work and defend a point of view by arguing it.

### 3.3. History of art

- Remember and name some major works, knowing how to relate them to an era and an area of production, and observe the constituent elements in terms of material, form, meaning and function.

- Compare works of art with each other, observing, by a reasoned basis, similarities between two works of different eras or similarities between two works of different natures, contemporary one of the other.
- Report an artistic experience in personal terms, either by practice or as a spectator.

## 4. Physical activities

- Manage effort, make choices to achieve the best performance in at least two athletic areas and / or at least two swimming styles.
- Engage in a program of individual or collective preparation.
- Plan and perform a combined test
- Warm up before activities.
- Assist comrades and assume different social roles (call judge and running judge, timekeeper, measuring judge, organiser, results collector)

- Mobilise the expressive capacities of the body to imagine composing and interpreting an artistic or acrobatic sequence.
- Participate actively, within a group, in the development and formalisation of an artistic project.
- Use different observation and analysis tools.

- Carry out decisive actions in a favorable situation in order to shift the balance of power in favour of oneself or one team.
- Adapt motor commitment according to physical state and the balance of power
- Be supportive of partners, and respectful of opponents and the referee.
- Observe and co-referee.
- Accept the result, and know how to analyze it objectively.

## 5. History/Geography

### 5.1. History

5e

Theme 1: Christianity and Islam (6th-13th centuries), worlds in contact  
Theme 2: Society, Church and Political Power in the Western Feudal (11th-15th centuries)

Theme 3: Transformations of Europe and openness to the world in the sixteenth and seventeenth centuries

4e

Theme 1: The eighteenth century. Expansions, Lights and Revolutions

Theme 2: Europe and the world in the nineteenth century

Theme 3: Society, culture and politics in nineteenth century France

3e

Theme 1: Europe, as the major theater of world wars (1914-1945)

Theme 2: The world since 1945

Theme 3: French in a redesigned Republic

### 5.2. Geography

5e

Theme 1: The demographic question and the unequal development

Theme 2: Managing limited resources, and renewing them by innovation of new ones.

Theme 3: Prevent risks, adapt to global change

4e

Theme 1: The urbanisation of the world.

Theme 2: Transnational human mobility

Theme 3: Spaces transformed by globalisation

3e

Theme 1: Territorial dynamics of contemporary France

Theme 2: Why and how to develop the territory?

Theme 3: France and the European Union

## 6. Sciences

### 6.1. Physics and chemistry

#### Organisation and transformations of matter

- Describe the constitution and states of matter
- Describe and explain chemical transformations
- Describe the organisation of matter in the Universe

#### Movement and interactions

- Characterise a movement.
- Model an interaction by a force characterised by a point of application, a direction, and a value.

#### Energy and its conversions

- Identify sources, transfers, conversions and forms of energy.
- Use energy conservation.
- Make simple electrical circuits and exploit the laws of electricity.

#### Signals to observe and communicate

- Characterise different types of signals (light, sound, and radio).
- Use the properties of these signals.

### 6.2. Life and earth sciences

- Explore and explain some geological phenomena related to how Earth functions.
- Explore and explain some elements of meteorology and climatology.
- Identify the main impacts of human action, benefits and risks, on the surface of the planet Earth.
- Consider or justify responsible behavior in the face of the environment and the preservation of the limited resources of the planet.
- Explain the organisation of the living world, its structure and dynamism at different scales of space and time.
- Relate different facts, and establish causal relationships to explain:
  - the nutrition of organisms,
  - population dynamics,
  - the classification of living organisms,
  - biodiversity (species diversity),
  - the genetic diversity of individuals,
  - evolution of living beings.
- Explain some biological processes involved in the functioning of the human organism, up to the molecular level: muscular, nervous and cardiovascular activities, brain activity, food and digestion, relationships with the microbial world, reproduction and sexuality.

- Link the knowledge of these biological processes to the issues related to responsible individual and collective health behaviors.

### 6.3. Technology

- Imagine solutions in response to needs, materialise ideas by integrating a design dimension.
- Collaboratively realise the prototype of a communicating object.
- Compare and comment on the evolutions of objects and systems.
- Express your thoughts using the right description tools.
- Develop good practices in the use of communicating about objects.
- Analyse the operation and structure of an object.
- Use modeling, and simulate the behavior of an object.
- Understand the operation of a computer network.
- Write, debug and run a program.

## 7. Mathematics

#### Theme A: Numbers and calculations

- Use numbers to compare, calculate, and solve problems
- Understand and use notions of divisibility and prime numbers
- Use the literal calculus

#### Theme B: Organisation and management of data, functions

- Interpret, represent and process data
- Understand and use basic notions of probability
- Solve problems of proportionality
- Understand and use the notion of function

#### Theme C: Sizes and measures

- Calculate with measurable quantities; express the results in the adapted units
- Understand the effect of some transformations on geometric quantities

#### Theme D: Space and geometry

- Represent space
- Use notions of plane geometry to demonstrate

#### Theme E: Algorithmic and programming

- Write, debug and run a simple program

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## FRENCH CURRICULUM

### What is expected at the end of cycle 4 (5e, 4e, 3e)?

### *#EducationalHybridSystem*

#### 1. French

##### Oral language

- Understand elaborate oral speeches (story, lecture, documentary program, news journal).
- Produce a continuous oral intervention of five to ten minutes (presentation of a literary or artistic work, presentation of the results of a research, defense argued from a point of view).
- Interact in a debate in a constructive way and respecting the word of the other.
- read a text aloud in a clear and intelligible way; to say from memory a literary text; engage in a theatrical game.

##### Writing

- Communicate in writing and on various media (paper, digital) a feeling, a point of view, a reasoned judgment taking into account the recipient and respecting the main standards of the written language.
- Formulate in writing his reception of a literary or artistic work.
- In response to a writing instruction, produce an invention writing part of a literary genre of the program, ensuring its consistency and respecting the main standards of the written language.
- Use writing to think, to create tools of work.

##### Reading and understanding writing and image

- Read and comprehend autonomously various texts, images and composite documents, on different media (paper, digital).
- Read, understand and interpret literary texts by basing the interpretation on some simple analysis tools.
- Situate literary texts in their historical and cultural context.
- Read a complete work and give an oral account of its reading.

##### Language skills: study of language (grammar, spelling, lexicon)

- Analyse the properties of a linguistic element.
- Appreciate the degree of acceptability of a statement.