

French Curriculum

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

Language:

- Communicate with adults and other children through language, making themselves understood.
- Express yourself in syntactically correct and precise language. Reformulate to be better understood.
- To practice various uses of the oral language: to tell, to describe, to evoke, to explain, to question, to propose solutions, to discuss a point of view.
- To express memory and expressively several nursery rhymes and poems.
- Understand written texts without other help than the language heard.
- Show curiosity about writing. Ability to repeat the words of a sentence written after reading by the adult, the words of the known title of a book or text.
- Participate verbally in the production of a writing. To know that one does not write as one speaks.
- Identify regularities in the spoken language in French (possibly in another language).
- Manipulate syllables.
- Discriminate sounds (syllables, vowel sounds, some consonant sounds outside occlusive consonants).
- Recognize the letters of the alphabet and know the correspondences between the three ways of writing them: cursive, script, capital of printing. 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 chain actions and movements according to obstacles to cross or the trajectory of objects to act on.
- To 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 his 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.

Artistically activities:

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

Early mathematics

Use numbers

- Evaluate and compare collections of objects with numeric or non-numerical procedures.
- Make a collection of which the cardinal is given. Use counting to compare two quantities, to make a collection of a given size or to make a collection of quantity equal to the proposed collection.
- Use the number to express the position of an object or person in a game, in an organized situation, on a row or to compare positions.
- Mobilize analogical, verbal or written symbols, conventional or unconventional to communicate oral and written information on a quantity.

Studying the numbers

- To have understood that the cardinal does not change if one modifies the spatial arrangement or the nature of the elements.
- Having understood that any number is obtained by adding one to the previous number and that this corresponds to the addition of a unit to the previous quantity.
- Quantify collections up to ten at least; to compose and to decompose them by effective manipulations then mental ones. Say how much to add or remove to obtain quantities not exceeding ten.
- Speaking numbers using their decomposition.
- Say the sequence of numbers up to thirty. Read numbers written in numbers up to ten.
- Classify objects according to characteristics related to their shape. Know how to name some flat shapes (square, triangle, circle or disc, rectangle) and recognize some solids (cube, pyramid, ball, cylinder).
- Classify or arrange objects according to a criterion of length or mass or capacity.
- Reproduce an assembly from a model (puzzle, paving, assembly of solids).
- To reproduce, to draw flat shapes.
- Identify the principle of organization of an algorithm and continue its application.

Explore the world

- Situate events experienced relative to each other and identifying them in the day, the week, the month or a season.
- To order a sequence of photographs or images, to give an account of a lived 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.
- To locate objects in relation to oneself, between them, with reference objects.
- To be situated in relation to others, in relation to reference objects.
- In a well-known environment, make a journey, a journey from its representation (drawing or coding).
- To elaborate first tests of plane representation, communicable (construction of a common code).
- Guide and use correctly a sheet of paper, 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.
- Recognize the main stages of the development of an animal or a plant, in a situation of observation of the real or on 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.
- To choose, use and know to designate tools and materials adapted to a situation, to specific technical actions (to bend, cut, stick, assemble, to activate ...).
- Realize constructions; build simple models based on plans or assembly instructions.
- Use digital objects: camera, tablet, computer.
- Take into account the risks of the near familiar environment (dangerous objects and behaviors, toxic products).

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