

# French curriculum

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

### 1. French

#### 1.1. Oral language

- Maintain sustained attention during listening or interaction situations and manifest, if necessary and wisely, his misunderstanding.
- In the different situations of communication, produce clear statements taking into account the purpose of the talk and the interlocutors.
- Practice effectively the expected forms of speech - including telling, describing, explaining - in situations where expectations are explicit; especially to tell alone a story studied in class.
- Participate with relevance to an exchange (question, answer an interpellation, express an agreement or a disagreement, provide a complement ...).

#### 1.2. Reading and understanding

- Identify words quickly: Easily decode regular unfamiliar words, recognize frequent words and memorized irregular 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 a legible handwriting, a text of ten lines, respecting the punctuation, the spelling and looking after the presentation.
- Write a text of about half a page, consistent, organized, punctuated, relevant to the target and the recipient.
- Improve a production, especially spelling, taking into account indications.

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

- Spell the most frequent words (especially in school situation) and stored invariable words.
- Reasoning to realize the agreements in the nominal group on the one hand (determinant, noun, adjective), between the verb and its subject on the other hand (simple cases: subject placed before the verb and close to him; a nominal group with at most one adjective).
- Use their knowledge of the language to express themselves orally, to better understand words and texts, to improve written texts.

### 2. Visual arts

- To realize and to give to see, individually or collectively, plastic productions of various natures.
- To propose inventive answers in an individual or collective project.
- Cooperate in an artistic project.
- Express yourself on his production, that of his peers, on art.
- Compare some works of art.

### **3. Musical education**

- Experiment with her spoken and sung voice, explore her parameters, mobilize her for the benefit of expressive reproduction.
- To know and implement the conditions of an attentive and precise listening.
- Imagine simple organizations; create sounds and master their succession.
- Express your sensitivity and exercise your critical thinking while respecting everyone's tastes and points of view.

### **4. Physical education**

- Run, jump, launch at varying intensities and durations in adapted contexts.
- Know how to differentiate: run fast and run long / throw away and throw precise / jump high and jump far.
- Agree to aim for a measured performance and to confront 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 your movements to an unusual environment. The space is laid out and secure.
- Respect the safety rules that apply.
  
- Mobilize the expressive power of the body, by reproducing a simple sequence of actions learned or by presenting an invented action.
- Adapt to the rhythm, memorize steps, figures, elements and sequences to achieve individual and collective actions.
  
- Engage in an individual or collective confrontation respecting the rules of the game.
- Control your motor and emotional commitment to succeed in simple actions.
- Know the purpose of the game.
- Recognize 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.
  
- \_ To know the characteristics of the living world, its interactions, its diversity.
- \_ Recognize healthy behaviors.
  
- \_ Understand the function and function of manufactured objects.
- \_ Make some simple objects and electrical circuits, respecting basic rules of safety.
- \_ Start to appropriate a digital environment.
  
- \_ Identify yourself in space and represent it.
- \_ Locate a place on a map, on a globe or on a computer screen.
  
- \_ Identify yourself in time and measure durations.
- \_ Identify and locate some events in a long time.
  
- Compare some ways of life of men and women, and some representations of the world.
- Understand that a space is organized. - Identify landscapes.

## **6. Mathematics**

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

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