Programme for Cycle 3

The following texts implement the spelling reforms proposed by the *Conseil supérieur de la langue française*, approved by the *Académie française* and published in the *Journal officiel de la République française* on 6th December 1990.

Phase 1: specifics of consolidation cycle (Cycle 3)

Cycle 3 now links the last two years of primary school and the first year of *collège*, with a greater commitment to teaching continuity and learning consistency in the interests of acquiring a common foundation of knowledge, competencies and culture. The purpose of this cycle is two-fold: **to consolidate the basic learning** started in Cycle 2, which influences subsequent learning; **to facilitate the transition between primary school and collège** by providing a continuity and progression between the three years of the cycle.

The programme sets expectations for the end of the cycle and specifies the targeted competencies and knowledge. Using the stated progression benchmarks, teaching staff must tailor the various stages of learning to suit pupils' ages and acquisition rates[1] in order to ensure their success. For some teaching, the programme also provides planning benchmarks to facilitate the division of the teaching themes between the three years in the cycle, this division being adjustable according to the teaching project for the cycle or specific conditions (e.g. multi-level classes).

The 6ème class has its own special place in the cycle: it enables pupils to settle into the rhythm, teaching structure and way of life of the collège, while at the same time forming part of the continuum of the learning process which began in CM1 and CM2. This Cycle 3 programme thus provides a progressive, natural introduction to the knowledge contained within the disciplines, but also to their languages, strategies and specific methods. Supported in school by a single multi-skilled teacher[2] who can thus provide cross-disciplinary teaching and establish links between the various areas of the common foundation, the teaching of this amassed knowledge is handled in the 6ème by several specialist teachers who make a collective contribution, using common themes and cross-disciplinary links, to the acquisition of the competencies specified in the common foundation.

Learning objectives

Cycle 3 is a **consolidation cycle** whose primary purpose for all pupils is to **stabilise and reinforce the basic learning which began in Cycle 2, starting with language learning.**

Cycle 2 provided pupils with French language reading and writing tools. Cycle 3 should consolidate these acquisitions so that they can be used to facilitate other learning through the diversified use of reading and writing in a wider context. Spoken language, which also has an effect on all learning, continues to receive constant attention and specific work. In general terms, mastery of the language remains a central objective of Cycle 3, which should equip all pupils with sufficient independence in reading and writing to ensure they start Cycle 4 with the skills they will need to follow the tuition.

Pupils begin learning a foreign or regional modern language in the first year of Cycle 2. This learning continues in Cycle 3, ensuring that consistent competencies are acquired across all language-related activities and that some of them are mastered in more depth. The incorporation of cultural specifics into linguistic learning plays a part in developing a broad perspective and an ability to live co-operatively.

With regard to scientific language, Cycle 3 continues the construction of whole numbers and their naming systems, especially for large numbers. It introduces an understanding of fractions and decimals. The acquisition of the four number operations, as well as the memorisation of number facts and the development of automatic reflexes in calculation methods, continues in this cycle. The studied mathematical concepts will come to acquire meaning when applied in problem solving, which justifies their acquisition.

Cycle 3 also provides tools for describing, observing and characterising the objects around us: geometric shapes, characteristic attributes, associated quantities and numbers for measuring these quantities. More specifically, pupils will acquire the basic scientific language which will enable them to formulate and solve problems and process data. They will be trained to use varied representations of objects, experiments, natural phenomena (diagrams, observational drawings, models, etc.) and to structure various data types by means of tables, graphs and diagrams which they are able to produce and use.

With regard to the arts and music, Cycle 3 introduces activities which are primarily intended as goals of expression for the ongoing investigation of artistic creation methods, techniques and strategies by pupils through hands-on practical work. Pupils learn to master the codes of the artistic languages being studied, developing a heightened appreciation for and sensitivity to artistic works. They encounter the parties involved in the creative process, discovering their places of origin and thus fully participating in the delivery of the artistic and cultural education course.

[1] In the following document, the term "pupil(s)" refers equally to boys and girls at the school.

[2] In the following document, the term "teacher(s)" refers equally to women and men performing that function.

This acquisition of a diverse, structured artistic culture is reinforced in Cycle 3 through the introduction of an art history teaching programme, in conjunction with other teaching areas.

Physical and sporting education has its own special place, with the body, fine motor skills, action and commitment at the heart of the learning process, making a key contribution to health education. In Cycle 3, by being confronted with various mobility problems and encountering others in a range of games and physical and sporting activities, pupils continue to explore their own motor abilities and build on their basic competencies.

In all of these languages, **pupils gain an increasing awareness of the resources they are using** to express themselves and communicate, and are able to reflect on their choice and use of these resources. The French language and the studied foreign or regional language become subjects for observation, comparison and reflection. Pupils acquire the ability to apply reasoning to the language, to start to discern its underlying principles and to apply this reasoning to their spelling. They also become aware of the resources they require for understanding and solving problems. They are explicitly taught strategies for understanding, and develop metacognitive abilities which enable them to choose the most appropriate working methods.

Pupils familiarise themselves with a variety of documentary sources, learn how to search for information and ask questions regarding the origins and relevance of this information in a digital world. They receive specific teaching on how to process and appropriate this information, in conjunction with the development of reading and writing competencies.

As they become increasingly comfortable and confident in their use of languages and gain the ability to reflect on learning methods and perform the tasks requested of them, pupils acquire a level of autonomy which enables them to take control of their own learning journeys and more effectively organise their own personal work.

Cycle 2 has provided a basic **structure for understanding the world** which continues in Cycle 3 as pupils take up different disciplines. For example, history and geography contribute to pupils' growing understanding of their relationships with time and space, making them aware of their place in the wider perspective of humanity and in the various spaces they inhabit. Pupils discover how the historical approach can provide answers to questions, and learn to tell the difference between history and fiction. Geography enables them to move progressively from a personal, affective view of places to a more objective understanding of the world by expanding their horizons and questioning the relationships between individuals and societies with places at a variety of levels.

In Cycle 3, the aim of science and technology teaching is to enable pupils to acquire the basic scientific and technical grounding they will require to describe and understand the world and humanity's key challenges. Pupils learn how to adopt a rational approach to the world, offering explanations and solutions to scientific and technical problems. Situations in which they make use of their knowledge and skills to perform a complex task are introduced in stages and then emphasised, as are project-based approaches which encourage cross-disciplinary links.

In the sphere of the arts, physical and sporting education and literature, in association with the Artistic and Cultural Education course, pupils discover and become familiar with a significant number of artistic works and make active, sensitive links between the production and appreciation of these works. In this way, Cycle 3 develops and structures pupils' abilities to contextualise their experiences and identify their own attitudes towards artistic works. It ensures the acquisition of a shared physical, sporting and artistic culture which, along with other teaching, contributes to pupils' civic education.

In more general terms, Cycle 3 sees pupils move towards a more abstract thought process which promotes reasoning and its use in complex tasks. They are encouraged to act responsibly and co-operate through their involvement in projects, create and produce a significant volume of written work, and successfully complete tasks of all kinds.

The media and information education programme which commenced in Cycle 2 has made pupils familiar with employing a questioning approach in a range of subject areas. Consequently, they develop a sense of observation, curiosity, critical ability and, more generally speaking, autonomy of thought. For the 6ème class, teachers may consult the "Media and information education" section of the Cycle 4 programme.

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

Domain 1 ***Languages of thought and communication***
Understanding and communicating using spoken and written French In Cycle 3, the main objective in French study is mastery of the French language, developed in three fields of language activity: speaking, reading and writing the language. French also contributes through a study of the language, enabling pupils to reflect on the way it works, particularly in terms of understanding its regular structures and providing the main spelling links. All teaching has a role to play in promoting mastery of the language. In history, geography and science, an effort is made to work on reading, comprehension and the production of the various forms of expression and presentation in conjunction with scientific language learning. Art history, and the arts in general, encourage pupils to acquire a vocabulary and specific formulations for describing, understanding and asking questions about artistic works and language. **Understanding and self-expression using a foreign or regional language** Teaching of the foreign or regional languages develops the five major language activities (listening and understanding, reading, sustained speech, writing, reacting and engaging in dialogue) which enable comprehension and written/spoken communication in another language. For French, when studying the language, an effort is made to compare the linguistic structure of French with that of the modern language studied in class. In the case of literature, reading bilingual editions of albums or short stories is also desirable. In the case of music, learning and imitating songs in the foreign or regional language aids the development of competencies in listening to and assimilating audio materials in the language under study. **Understanding and self-expression using mathematical, scientific and computing language** Mathematics, sciences and technology are the main contributors to the acquisition of scientific language. Mathematics enables the construction of the number system and the acquisition of the four number operations, used in problem solving, as well as describing, observing and characterising the objects around us (geometric shapes, characteristic attributes, associated quantities and numbers for measuring these quantities). In science and technology, as in history and geography, scientific language is used to solve problems, process and structure data, read and publicise results and produce varied representations of objects, experiments, natural phenomena (diagrams, observational drawings, models, etc.). Physical and sports education provides a practical meaning to mathematical data via its work with time, distance and speed. It is important for all teaching to play a part in the acquisition of scientific language. **Understanding and self-expression using artistic and body language** All teaching areas play their part in developing pupils' abilities to express themselves and communicate. Fine art and music are the primary means by which pupils are introduced to artistic languages through the production of works of art and through singing. French places special emphasis on creative writing and theatrical performance, as does the studied foreign language. Physical and sporting education teaches pupils to express themselves using original non-verbal, action-based body language codes. They communicate sentiments or emotions to others through the performance of gymnastic or acrobatic actions and expressive, artistic and aesthetic portrayals. They explain their choices in this respect and their underlying intentions.

Domain 2
Learning methods and tools

All teaching must provide pupils with the ability to structure their own work in a way that improves learning effectiveness. It must also facilitate the acquisition of the ability to co-operate by promoting group work and collaborative work using digital tools, as well as the ability to conduct projects. Interdisciplinary projects are run in every year of the cycle, with one being linked to the artistic and cultural education course. In all teaching (but in history, geography and sciences in particular), and where required, pupils familiarise themselves with a variety of documentary sources, and learn how to search for information and ask questions regarding the origins and relevance of this information in the digital world. In French, there is specific teaching on how to process and appropriate this information, in conjunction with the development of reading and writing competencies. In the 6ème class, pupils learn how the Centre de Documentation et d'Information works. The teacher responsible for the library explains the various ways in which the information is structured (documentation basics, databases, website tree structure) and a simple information search method.

Mastery of techniques and familiarity with the rules of digital resources is acquired mainly through science and technology teaching, where pupils learn to understand the structure of a digital environment and to use different resources such as software for processing digital data (images, text, sound, etc.). In mathematics, they learn how to use software for calculation and introductory programming. In arts-based subjects, they are required to make use of software for image manipulation and information searching to assist practical work, and to manipulate sound objects using simple computer tools. In modern languages, the use of digital tools increases pupils' exposure to an authentic modern language. In French, pupils learn how to use writing tools (word processors, spell checkers, online dictionaries) and to produce documents containing sounds and images.

Domain 3
Personal and civic development

All the arts play a part in developing sensitivity to artistic practices as pupils spend time exploring artistic works and expressing their feelings and tastes. The history of art, which combines exposure to works of art with analysis of the language of these works, helps to form a special link between sensory and rational dimensions. In French, there is an emphasis on enabling the sensory appreciation of literary works by developing pupils' abilities to express themselves and formulate their opinions through verbal exchanges or by collecting written records in notebooks.

All teaching must play a part in building self-confidence and respect for others.

Physical and sporting education plays a particularly important role in this respect by rejecting discrimination and applying principles of male/female equality. Through its encouragement of verbal expression in modern languages and regular listening to others in a classroom setting, foreign or regional language teaching reinforces self-confidence, respect for others and a sense of commitment and initiative, and provides access to their associated cultures, helping pupils to overcome stereotypes and clichés in the interests of living together.

The main purpose of moral and civic education is to provide an understanding of rules and law. Rules and law are also found in the school environment, and pupils must learn to comply with them. In history, the topic devoted to the construction of the French Republic and democracy allows pupils to study how the liberties and rights enjoyed in France today were originally won, and to understand the responsibilities incumbent upon citizens. In science and technology, there is a particular need for pupils to learn to comply with safety rules.

All teaching plays its part in developing judgement. In history in particular, pupils learn to separate history from fiction. Mathematics helps pupils to develop the concept of proof and reasoning.

Moral and civic education provides an opportunity for reflection on the meaning of the commitment and initiative involved in undertaking projects and participating in the collective life of the school.

This domain is also supported by the contributions made by school life.

Domain 4
Natural systems and technical systems

Through the observation of actual events, science and technology encourage pupils to ask questions and seek answers. In Cycle 3, they explore three domains of knowledge: their local environment, helping them to identify technological, economic and environmental issues; the technological practices and processes through which humans satisfy their dietary needs; and life, which introduces the concept of evolution and the properties of materials, linking them to their uses. By their use of investigative processes, science and technology subjects teach pupils to observe, describe and determine the stages of an investigation, to establish cause/effect relationships and to use a variety of resources. Pupils learn to put their scientific and technological knowledge and skills to use in design and production. They also learn how to adopt ethical and responsible behaviour patterns and use their knowledge to explain the impacts of human activity on health and the environment.
Geography also leads pupils to understand the need for sustainable development of human habitation on Earth.
In physical and sporting education, physical exercise equips pupils with principles for health, lifestyle and preparation for exercise (physiological principles), and teaches them the phenomena governing movement (biomechanical principles).
Mathematics provides a better understanding of the quantities (length, mass, volume, duration, etc.) associated with everyday objects. Through the use of large numbers (integers) and decimal numbers to express or estimate measurements of quantity (estimation of large distances, populations, durations, historical periods, etc.), pupils form a view of certain aspects of the world. Pupils are gradually introduced to the use of different types of reasoning. Free research (trial-and-error investigations) and the use of digital resources give them a grounding in problem-solving strategies. By studying two-dimensional and three-dimensional geometry using real objects, they learn to examine the characteristics of a shape to establish its nature using not only shape recognition but also geometrical tools.

Domain 5
Representations of the world and human activity

History and geography are the two subjects primarily responsible for teaching pupils how to find their place in time and space. The main purpose of history teaching is to create a shared culture and to help every pupil to find his/her place in our society and time. It examines the historical events which form the history of France and link it to other histories, then integrate this history into the overall history of humanity. Geography teaching helps to give pupils a considered view of the world. It also helps them to conduct and analyse spatial experiments and leads them to an awareness of the geographical dimension of their own existence. In this way, it helps to build the pupil as an "inhabitant". Mathematics, science and technology teaching also plays a role in developing points of spatial and temporal reference, giving pupils concepts of scale by differentiating various timeframes and placing scientific and technical developments into an historic, geographical, economic and cultural context. This teaching helps to link scientific and technological issues to economic, social, cultural and environmental problems.
In French, regular contact with literary works (through listening or reading), as well as contact with theatrical and cinematographic works, develops a sense of culture in the pupils, helps to inform their aesthetic judgement and enriches their relationships with the world. Pupils are given the fundamentals of contextualisation, and learn how to make interpretations. Modern language teaching incorporates the cultural characteristics of the countries or regions in question, and builds a humanist culture. It invites pupils to discover threads and components of the history of the country/ies or regions in question, exposes them to a range of artistic experiences (visual arts, music, film, children's literature, traditions and legends, etc.) and to human sensibility in its full breadth; it brings them an awareness of the lifestyles, habits, customs and values of the foreign or regional culture, which is compared and contrasted with their own culture.
Arts teaching enables pupils to identify characteristics which locate the work within a specific geographical or cultural context and in an historical, contemporary, recent or distant time. It lets pupils make distinctions between intentional and involuntary acts and factors which are controlled or the product of chance, gives them an understanding of the role they play in creative strategies and establishes relationships between formal characteristics and historical contexts. Art history teaching supports education by providing a sensitive historical perception of cultures, their history and their ebbs and flows. In visual arts, music and French, pupils produce structured expressions of intentions, sensations and feelings using selected appropriate means.
In physical and sporting education, pupils build a culture of sport. They discover the purpose and value of a number of major works of national and international significance, especially from the world of dance.

Phase 3: teaching areas

French

Cycle 2 enabled pupils to acquire reading and writing skills. Cycle 3 should consolidate these acquisitions so that they can be used to facilitate other learning through the diversified use of reading and writing in a wider context. Spoken language, which also has an influence on all learning and provides a point of entry into written culture, continues to receive constant attention and specific work. In general terms, mastery of the language remains a central objective of Cycle 3, and the integration of the 6ème year group into the cycle should equip all pupils with sufficient reading and writing autonomy to ensure they start Cycle 4 with the knowledge they will need to follow the tuition.

The subject area of French thus features a combination of large quantities of regular reading, writing and oral work with more specific activities dedicated to the study of the language itself (grammar, spelling, vocabulary), promoting an understanding of how it works and what its rules are. Language activities (oral expression, reading, writing) form the major part of French teaching, in conjunction with the study of written works which provide access to a shared literary culture. In reading, the explicit teaching of comprehension should be continued, presenting the pupils with more complex works and documents. Writing should be practised daily and in a variety of forms linked to reading, project work and subject requirements. There is a constant focus on language during reading work and in situations involving spoken or written expression, to encourage pupils to analyse how it works, and special sessions are devoted to its study in order to structure knowledge. Explicit teaching is provided for the transfer of this knowledge through written activities in particular, and through all activities using language in general.

Literature is also an essential part of French teaching: it develops pupils' imaginations, enriches their understanding of the world and plays a part in their self-development. It is presented in written or audible form, and also enhances writing activities. In Cycle 3, literary texts are studied in more depth in the interests of developing interpretation skills and building a basic literary and artistic cultural foundation. This literary culture is built around key themes for each year in the cycle. In the 6ème, an additional topic is chosen by the teacher.

In CM1 and CM2, all French teaching is the responsibility of the schools' teachers: oral, reading and writing activities are incorporated into the teaching programme as a whole.

In the 6ème, this teaching is provided by the French teacher, who specialises in French literature and language. All other teaching plays its part in helping pupils to master the language.

Practised competencies	Foundation areas
Oral comprehension and expression • Listening to understand a spoken message, a talk, a speech or a text read aloud. • Talking with an awareness of one's audience. • Participating in discussions in a range of situations. • Adopting a critical attitude towards one's own linguistic production.	1, 2, 3
Reading • Reading fluidly. • Understanding and interpreting a literary text. • Understanding and interpreting texts, documents and images. • Assessing one's own comprehension, becoming an independent reader.	1, 5
Writing • Writing fluidly and effectively by hand. • Typing quickly and effectively on a keyboard. • Making use of writing to assist thought and learning. • Producing a variety of written work. • Re-writing in accordance with new instructions or producing modifications to one's own written work. • Complying with normal writing standards when formulating, transcribing and revising written work.	1
Understanding how the language works • Mastering the relationship between spoken and written language. • Acquiring the structure, meaning and spelling of words. • Mastering word forms in association with syntax.	1, 2

• Taking account of verb formation and spelling rules. • Identifying the constituent parts of a simple sentence in terms of its meaning; distinguishing between simple and complex sentences.	

Spoken language

In Cycle 3, progress in mastery of the spoken language steadily continues hand in hand with the development of reading and writing skills.

Pupils learn to use spoken language to present clear and well-ordered explanations, information or points of view, interact in an effective, controlled way in debates with their peers, and refine their thinking by looking for ideas or formulations to be used in work for written or oral presentation. There is an explicit teaching focus on mastering the spoken language.

The competencies acquired in terms of spoken language (expression and comprehension alike) are still crucially important in mastering written language; similarly, the gradual acquisition of different means of using written language will assist in the acquisition of improved oral skills. Preparing for reading or reciting texts aloud enhances understanding of the text being read, while memorising texts is an aid to personal expression as it provides pupils with linguistic forms which they can reuse. As their capacities for abstract reasoning increase, pupils develop and structure their own thinking and accumulate knowledge through situations which combine oral and written formulation and reformulation work.

As in cycle 2, teachers need to pay constant attention to the quality and effectiveness of verbal interactions and ensure that all pupils participate in discussions, whether in the context of general teaching or during sessions specifically aimed at improving communication and interaction with others (e.g. role playing, chaired debates).

Regular, frequent oral work is essential to the development of oral language skills. These activities take place within learning sessions which, although their primary aim is not necessarily the improvement of spoken language, still enable pupils to practice the competencies they have acquired or are acquiring, and in specific development and training sessions which explicitly use comprehension and oral expression skills. In these specific sessions, pupils must adhere to the set working criteria and identify the success criteria devised in advance using these working criteria and explicitly stated by the teacher. Given the volatile nature of spoken language, the use of digital recordings (audio or video) is recommended to provide pupils with feedback on their work or additional listening opportunities in oral comprehension situations.

When preparing and illustrating formal speeches, pupils must be able to use working documents (drafts, notes, drawings, diagrams, glossaries, etc.) to structure their delivery, and written materials to support their oral presentations (notes, posters, drawings, digital presentations).

Pupils are supplied with phrases, figures of speech and glossaries for them to appropriate and use in situations which require a certain mastery of speech, such as debates or reports. Pupils will also compare oral and written uses of language to contribute to a better understanding of how the language functions.

Expectations at end of cycle	
Listening to a narrative and demonstrating understanding by answering questions without referring to the text Reciting a text aloud from memory Producing a short oral presentation with the support of notes, slides or other digital resources Interacting constructively with other pupils in a group to compare responses or points of view	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
Listening to understand a spoken message, a talk, a speech or a text read aloud ➢ Attention paid to vocal sounds and gestures while listening to a text or message (segmentation, accentuation, intonation, distinction between similar sounds, etc.) and identification of their effects. ➢ Maintaining a focus on the end goal. ➢ Identifying and memorising important information and sequences, and making sense of this information and any implicit information. ➢ Identifying and considering the characteristics of the various genres of speech (story, report, reformulation, presentation, reasoned argument, etc.), terminology and cultural references associated with the context of the message or text in question.	- Playing listening games (to aid responsiveness, comprehension, etc.). - Listening to a variety of media (spoken texts, audio messages, video documents, master classes) in a variety of situations (listening to a story/poem to learn how to produce mental images and develop sensitivity to language; listening to and watching a documentary or broadcast programme to acquire and enhance knowledge, compare points of view, analyse information, etc.). - Reproducing information acquired through listening. - Using digital recordings and dedicated sound processing software, listening and re-listening to a talk, a lecture or

➢ Identifying any comprehension problems; articulating these problems and their potential solutions. ➢ Critical alertness when listening to spoken language.	a recording. - Explicitly identifying points of reference used in comprehension (intonation, identification of theme or characters, keywords, repetitions, logical or chronological links, etc.). - Varied activities demonstrating comprehension: repeating, recalling or reformulating instructions; summarising information or conclusions; reformulating or recalling narrative ("storytelling"); various portrayals (drawing, acting out, etc.), note-taking.
Talking with an awareness of one's audience - ***to share a personal point of view, feelings, knowledge, etc.*** - ***to give a verbal presentation of a work of spoken or written literature;*** - ***to give a structured, continuous talk drawn from an oral genre.*** ➢ Using voice and body resources to make oneself heard and understood (clarity of articulation, speed, pace, volume of voice, tone, emphasis, breath; non-verbal communication: look, body ➢ posture, gestures, expressions). ➢ Organising and structuring speech to suit genre ➢ of speech; use of forms, expressions and appropriate terminology (story or narrative, report, introduction to a literary work, presentation of literature search results; description, explanation, justification, presentation of a reasoned point of view, etc.). ➢ Techniques for creating spoken adaptations of literary works ➢ (poetry and theatre in particular). ➢ Techniques for memorising presented or performed works.	- Formulating responses to oral statements, a lecture, a work of art, a film, a show, etc. - Justifying a choice or a point of view. - Sharing feelings, emotions and sentiments. - Learning story-telling techniques, training in story-telling (in groups or via digital recordings). - Preparation work on texts to be read or recited from memory. - Training in creating spoken adaptations of literary texts using digital recordings. - Producing talks, presentations and speeches. - Using working oral and written notes (oral and written drafts, notes, cards, mind maps, plans) to prepare structured formal speeches. - Accumulating a linguistic resource bank (words, expressions, phrasing) for oral presentations. - Using written support materials for oral presentations (notes, posters, diagrams, digital presentations). - Audio and video recordings to analyse and improve produced work.
Participating in discussions in a wide range of communication situations *(ordinary learning sessions, round-table dialogue on classroom issues, improvised or prepared role-play exercises).* ➢ Taking the statements of other speakers in a debate into consideration and identifying the points of view expressed. ➢ Presenting an idea or point of view while considering other points of view expressed (approving, disputing, supplying additional information, reformulating, etc.). ➢ Use of language exercises which involve the speaker. ➢ Use of reasoned argument strategies: using examples, refuting, summarising, etc. ➢ Adhering to conversational rules (quantity, quality, clarity and conciseness, relevance to the topic). ➢ Structure of talk. ➢ Constructing and using methods of expression (vocabulary, wording, types of phrase, sequences, etc.). ➢ Sense of perspective on experiencing and using	- Training in language exercises which involve the speaker (expressing refusal, asking for something, saying sorry and thank you) in the form of role plays. - Individually or jointly preparing information for use in discussions (ideas, arguments, linguistic material: words, expressions, phrasing). - Interviews (real or fictional). - Debates, with identified roles. - Individual or group research into arguments to put forward a point of view, examples to illustrate that point. - Sorting and ordering chosen arguments and examples. - Working with peers to prepare for a debate (preparing arguments, examples, phrases, terminology to be used, order of information to be presented; training in giving formal speeches).

knowledge (formulating and reformulating, explicitly describing strategies, content, procedures, etc.). ➢ Identifying and differentiating properties of the singular, examples, and properties of the general case. ➢ Glossary of teaching and disciplines.	- Summarising conclusions and expressed points of view.
Adopting a critical attitude regarding the language being produced ➢ Rules governing discussions; identifying whether or ➢ not these rules have been followed by a peer, help with reformulating. ➢ Considering explicit evaluation criteria ➢ drawn up by the group for oral presentations. ➢ Self-correction after listening (reformulating). ➢ How oral language syntax works (prosody, juxtaposition, repetitions and adjustments, importance of verbs) and comparison with written language. Examination and reuse of words, expressions and phrases.	- Participation in the collective design of rules and success criteria for oral presentations. - Introducing observers ("rule-keepers") or co-assessors (working with the teacher) in various situations involving talks, debates and discussions. - Analysing oral presentations or discussions using recordings. - Collecting oral corpora (recordings taken from class situations or role plays) and observing the language.
Progress benchmarks The main goal in Cycle 3 is to prompt the pupil to develop complex language skills for use in both passive and active situations. From this stage onwards, pupils are presented not only with messages, but also with complex statements and speeches (nature of information, structure, increased importance of implicit meaning, particularly **in *sixième***). Pupils produce organised oral reports **from CM1 and CM2**, and more formal oral presentations **in the 6ème class**. Linguistic skills (syntax, vocabulary) and communications knowledge, which are consolidated at the end of the cycle, enable pupils to adopt an attitude of constant critical awareness. Situations are introduced to present pupils with a diverse range language activities, taking the following factors into consideration in the interests of progression: • situational information (familiarity of context, existence and nature of other speakers, etc.) • characteristics of work resources and/or speeches produced (length, complexity, degree of familiarity, etc.) • teaching methods (from support to independence).	

Reading and comprehension of written materials

In Cycle 3, the goal is to make pupils into readers. Upon completion of Cycle 3, all pupils must have mastered fluid spoken and silent reading with sufficient speed to enable them to continue their comprehension and interpretation work. Continued work on rules is thus needed for pupils who still require it, as well as training in reading aloud and quietly.

There are numerous, regular reading opportunities, with varied, rich material in terms of both linguistics and content. The aim is to introduce pupils to texts, works and documents which will develop their linguistic resources and their vocabulary in particular, feed their imagination, awaken their interest and develop their knowledge and culture.

To help pupils to become autonomous readers, teaching of reading comprehension continues in Cycle 3, keeping step with the increasing complexity of the texts and documents they are given to read and listen to. Cycle 2 began the process of formalising this teaching and creating an awareness among the pupils of the resources they were using to acquire understanding. Cycle 3 develops this explicit comprehension teaching more specifically in order to provide pupils with efficient strategies and enable them to approach reading independently for their own use and for their education needs.
Throughout the cycle, as in the previous cycle, reading activities remain inseparable from writing activities, whether they relate to written documents to accompany reading (workbooks and notebooks for recording reader responses, copying poems, text extracts, posters, blogs, etc.), or documents pertaining to comprehension work (reformulating, answering questions, notes, diagrams, etc.) or creative writing supported by reading literary texts.
Reading activities also include oral work, as pupils listen to texts which are read aloud or recited to improve their comprehension, enable them to give expressive readings, give an oral presentation of a book, share their reading impressions or discuss the interpretation of certain texts.
Lastly, the activities of reading and studying the language must be constantly linked in support of vocabulary acquisition and an understanding of how sentences and text work, especially pronominal cross-referencing and verb tense selection.

Expectations at end of cycle	
Reading, understanding and interpreting an age-appropriate literary text and responding to its reading. Reading and understanding text and documents (text, tables, graphics, figures, diagrams, images) associated with learning in various different disciplines.	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
Reinforcing reading fluidity ➢ Memorising frequently-used irregular words. ➢ Effective, fast use of decoding. ➢ Handling syntactic groups (groups of words with a shared meaning) and punctuation marks.	- For pupils who still have decoding problems, specific activities involving graphemes and phonemes which have been identified as posing a problem. - Training in reading aloud: reading and re-reading, reading with word groups. - Use of recordings for training and allowing pupils to listen to themselves. - Training in silent reading.
Understanding and interpreting a literary text ➢ Implementing a comprehension strategy using a spoken or printed text: identifying and memorising important information, especially characters, their actions and their relationships (stories, drama), linking this information, identifying and linking logical and chronological links, linking the text with pupils' own knowledge, interpretations from the association of (explicit or implicit) indicators inside or outside the text (inferences). ➢ Identifying the genre and its issues; using previous experience of reading and knowledge thus derived (universe, stock characters, scripts, etc.) and forming explicit links between the text in question and previously read texts and the cultural knowledge of the readers and/or recipients. ➢ Using lexical knowledge and knowledge relating to the world portrayed in the text. ➢ Associating text and images. ➢ Constructing the characteristics and specifics of literary genres (tale, fable, poetry, novel, short story, drama) and forms which combine text and images (album, comic strip). ➢ Constructing literary concepts (fiction/reality, character, stereotypes associated with various genres) and first steps in contextualising the works	Two types of situation: - Listening to read or recited literary texts, work from different genres (tales, novels, short stories, drama, poetry), abridged or unabridged. - Independent reading of literary texts and work from different genres which are more accessible and suited to the abilities of young readers. Regularly practising the following activities: - Activities which build understanding of a text: recollecting retained information (without sight of text); searching for and highlighting information; writing in relation to the text; identifying characters and their descriptions; locating link words; answering questions which require the linking of (explicit or implicit, i.e. inferred) information; answers supported with references to the text. - Varied activities to demonstrate pupils' comprehension of the text: answers to questions, paraphrasing, reformulating, paragraph headings, summarising the narrative ("storytelling"), various depictions (drawing, staging with puppets or role-playing, etc.). - Activities where pupils share their impressions from reading, make and discuss interpretation hypotheses and compare opinions: interpretative debates, reading

against literary history. ➢ Drawing on their experience and understanding of the world to present a response, a point of view or a judgement on a text or artistic work. ➢ Creating a spoken adaptation of a text after preparing it.	circles, oral presentations, spoken adaptations with supporting evidence for choices made. - In association with written work and in preparation for this work on sharing and interpreting readings: notebooks and workbooks, literary posters, blogs. - Resources which act as a reminder of books read and works studied (particularly as part of the artistic and cultural education course): notebooks and workbooks, personal anthologies, portfolios, etc.
Understanding and interpreting texts, documents and images ➢ Implementing a comprehension strategy: identifying and ranking important information, interlinking this information, identifying and presenting logical and chronological links, interpreting with the use of indicators, whether explicit or implicit (inferences). ➢ Explicitly stating relationships and externally consistent information (situations stating the purpose of the document(s), context, nature and source of documents, etc.). ➢ Making use of lexical knowledge. ➢ Identifying and constructing genre characteristics and specifics associated with teaching areas and disciplines. ➢ Identifying and creating characteristics and specifics of forms of expression and depiction (image, table, graphic, figure, diagram). ➢ Explicitly teaching how to build relationships between information for documents which combine multiple media sources (text, images, diagrams, tables, graphics, etc.) or documents with hypertext links. ➢ Explicitly creating links between the document in question and other previously-read documents, and with the pupils' cultural, historical, geographical, scientific and technical knowledge. ➢ Identifying the scope of the information contained in the document(s): – specific (example, experience, illustration) – or general (characteristics, properties).	- Reading a variety of texts and documents: documentaries, composite documents (combining text, images, diagrams, tables, graphs, etc., such as a double-page spread in a manual), visual documents (paintings, drawings, photographs), digital documents (documents with hyperlinks, documents combining text, still/moving images and sounds). - Observing and analysing visual documents; looking for information providing context; formulating interpretation hypotheses. - Activities requiring pupils to link information from various different media in different teaching areas: documentary research, answers to questioning, building knowledge. - Activities to facilitate understanding of the documents: observing and analysing composite documents (composing, structuring and identifying documents); searching for and highlighting information; working notes (lists, note taking); locating link words; answering questions requiring the linking of information, both explicit and implicit (inferences), within a single document or between documents; supporting evidence for answers. - Varied activities to demonstrate understanding of the text: recalling remembered information, answering questions, paraphrasing, reformulating, paragraph headings, various depictions (table, diagram, drawing, mind map, etc.). - Activities to help pupils acquire and contextualise knowledge and compare interpretations and opinions: connections with other documents or experiences, oral presentations, debates.
Assessing one's own comprehension, becoming an independent reader ➢ Possible supporting evidence for individual interpretations and answers; reference to the text and other knowledge used. ➢ Identifying difficulties experienced; attempts to explain them. ➢ Maintaining an active and responsive attitude: commitment to targets (comprehension, purpose of reading); adapting the reading to pupils' goals; asking for help; implementing problem-solving strategies, etc. ➢ Spontaneous use of reading for the purposes of	- Discussions constituting comprehension training and explicit instruction on strategies. - Producing justification for answers (interpreting, information found, creating links between information, etc.), comparing the strategies which produced these answers. - Implementing comprehension strategies for unknown vocabulary (context, morphology, recalling knowledge from the domain or sphere of the reference in question). - Training in appropriate reading for the desired goal (functional reading, documentary reading, literary reading, skim-reading, etc.), the medium (paper/digital) and the type of writing (linear/non-linear).

study or personal needs. ➢ Independent choice of a suitable work given pupils' reading levels, tastes and requirements.	- Regular visits to libraries and documentation centres available in the pupils' neighbourhood: class library, school library and documentation centre, local print or media library.

Progress benchmarks

In CM1 and CM2, all pupils - and especially pupils who still have problems with decoding - must continue to receive training in reading aloud to acquire the fluidity and speed required for good comprehension. These difficulties are identified and are targeted with specific learning situations (progressive memorisation of information, discovery and practice reading situations, targeted work on certain grapheme-phoneme relationships), and training in reading aloud and quietly (readings and re-readings). For pupils who have not sufficiently
mastered automatic decoding by the time they start the 6ème, training must be continued.
The use of digital recordings may help pupils to identify their difficulties and improve the efficiency of training situations which involve reading aloud.
Sufficient quiet reading times must also be incorporated throughout the cycle.

A basic requirement for building an independent approach to reading is the assignment of teaching time to frequent, regular **comprehension activities**. In the 6ème, more specifically, French teachers are responsible for reinforcing and developing reading competencies for the comprehension and interpretation of literary texts, but are also expected to make pupils read documentary texts, press articles, composite documents (pages from
manuals, for example) or digital documents, depending on the requirements of the discipline. Specific comprehension work is also required with such reading, depending on the pupils' needs.
Even though not all pupils will have sufficient reading fluidity at the start of Cycle 3 to be able to access the meaning of
all the texts they will be presented with, the working methods used (reading aloud by the teacher, collaborative work between peers, reading aloud between peers, digital audio texts) present learner readers with high-level cognitive tasks which have a critical bearing on their ability to achieve end-of-cycle expectations.

In Cycle 3, the quantity of reading must increase significantly, while at the same time pupils' literary culture must start to form and take shape. The following is a minimum reading requirement:

- in CM1: five works of contemporary children's literature and two classic works;
- in CM2: four works of contemporary children's literature and three classic works;
- in 6ème: three works of contemporary children's literature and three classic works.

These books and works must cover a variety of genres: tales, novels, collections of short stories, plays, poetry
collections, comic strip books, albums. Ideally they will be read in their entirety, particularly in the case of children's literature, or may be part of selective reading courses for longer or more demanding works. Whatever the chosen form of reading, pupils must have access to the actual works themselves, not photocopies or extracts from manuals. Over the course of the cycle, the aim is for pupils to move steadily from teacher-accompanied classroom reading to independent reading, including outside the classroom.
The texts and works given to pupils to read are suited to their age, from the point of view of linguistic complexity, themes covered and knowledge to be acquired. Reference may be made to lists of ministerial recommendations when choosing works.
This reading is structured around themes which require pupils to make associations between the texts and other documents or artistic works. In this way, entire works are read alongside extracts from other works, as well as visual and cinematographic works. Every year, as part of the artistic and cultural education course, at least one cinematographic work is watched and studied by the class. During the cycle, where suitable works are available, pupils attend at least one theatrical play. Failing that, recordings can be used.

Progression in the reading of literary works depends mainly on the texts and works the pupils are given to read:

richer, more elaborate language, a greater role played by the implicit, greater distance from the pupils' usual frame of reference, new literary forms, etc. However, over the course of the cycle, the aim is also to instil the mindset of a reader who is aware of how texts work, sensitive to their aesthetic effects and conscious of the values they represent; and gradually to build a framework of literary culture.
Reading activities necessarily combine comprehension and interpretation. At the same time, they pre-suppose a subjective appropriation of the works and texts that have been read, an articulation of the pupil's experiences as a reader and the collective sharing of readings to determine to what extent interpretations are permitted by the text itself and to what extent they are individual to the reader.

Writing is also a way of accessing literary reading and better appreciating the effects of a work, whether the purpose of writing is to keep a record of the experience in a notebook or reading book, to fulfil a brief of writing in a particular style and then examine the written answers to identify writing problems, to "fill in gaps" in a text or draw inspiration from the model it provides.

In CM1 and CM2, reading activities must produce empirical progress in pupils' understanding of the way in which literary texts work. Knowledge related to the context of the works (situation in time, link to historical and cultural facts) is supplied to resolve comprehension and interpretation problems and enrich the reading.
Reading activities should equip pupils to express their appreciation of the texts and works, either orally or in writing: reformulation or paraphrasing, making links to their own experience and knowledge, making associations with other readings and works and expressing emotions and judgements, particularly regarding characters in the works.
Sharing time is also necessary, in plenary sessions and in smaller groups, both to share reading
experiences and to learn how to describe them, to ensure texts have been understood by comparing what pupils say about them to what has been written, to elicit comparisons with their experience of the world or with already familiar texts or works, and to identify what is open to interpretation and consider the possible interpretations. The aim is to teach pupils to question the texts themselves rather than answering questionnaires which map out the reading for them. It is also possible to access reading through a process of questioning intended to resolve previously identified comprehension and interpretation problems. In some cases, such questioning can give rise to a deliberative debate (to resolve disagreements about comprehension which can be unambiguously answered by the text) or an interpretative debate (in cases where the text leaves various possibilities open).
Learning goals are as follows:

- identifying the characters in a work of fiction, the intentions which prompt them to act, their relationships and the development of these relationships;
- understanding the chronological and causal links between the events in a narrative, and appreciating the effects of their inclusion;
- identifying where a narrative is anchored in time and space in order to deduce its relationship with reality and establishing a distinction between reality and fiction; starting to construct a ranking of literary works based on their relationship to reality (realistic, historical, magical, fantastical, science fiction or futuristic, biographical, etc.)
- understanding that poetry is another way of expressing the world; uncovering some of the basic recurring traits of poetic language (exploring linguistic resources, liberties taken with conventional logic, role of images, uncertain frame of reference, expressing specific sensibilities and emotions);
- discovering different dramatic forms; using spoken adaptations or spatial presentations to understand their workings;
- understanding and interpreting images, and relating them to the text (albums, comic strips);
- identifying certain cultural references and making links between the text and the works referred to; comparing the use of stereotypes;
- linking the texts with the outside world and knowledge of it;
- identifying values, particularly those depicted in characters, and discussing them using pupils' own experience or similarities with other texts and works.

In dual-level classes, the same texts and works can be given for reading to pupils in CM1 and CM2. Care should be taken that CM1 pupils can report their experiences with the texts in order to identify any obstacles to understanding and enable pupils to produce interpretation hypotheses based on their reading level. Discussions with more advanced pupils can also be beneficial in enriching all parties' reading of the texts.

In the 6ème, reading activities are continued and the teaching goals mentioned above are consolidated. An additional goal is the basic formalisation of literary concepts and an elementary analysis of how the literary text works, in order to structure pupils' relationships with the works: identifying the genre from its characteristics, highlighting the structure of a work, examining significant processes, identifying authorial intention, highlighting the symbolism or ethics of a text or work. However, these analytical components are not an end in themselves, and

should serve as an enrichment of pupils' early reading, not as a replacement. Another aim is to provide an initial structure for pupils' literary culture by prompting recollections of works read in previous years, encouraging associations between the works (literary, iconographic and film) by reinforcing points of reference already in place and creating others, in connection with the history and history of arts curriculum whenever possible.
A variety of means are used for reading texts and works: skim-reading for works that the pupils can read independently, assisted reading of a complete work or a selective reading course with reference to the work, differentiated where applicable by pupil and text grouping. For pupils with dyslexia, or without sufficient reading fluency to be able to read long works unaided,

an audio version can be made available online as an alternative or complement to reading the text.

Writing

In Cycle 2, pupils learned how to master handwriting techniques and were presented with a variety of writing production tasks. In Cycle 3, handwriting practice continues in order to ensure that all pupils have acquired an automatic facility with handwriting techniques and gained speed and efficiency. At the same time, more methodical teaching is supplied in keyboard and word processor proficiency.

The emphasis is placed on regular daily practice of handwriting, either alone or in groups, using varied media and with a range of objectives: writing is introduced in learning to develop thought processes during the various stages in the form of written notes or summaries; it is used in conjunction with the reading of varied literary genres in sequences which encourage creative writing and engagement in writing projects. Pupils acquire the habit of making use of writing at all stages of learning: in response to a reading, for reflection and preparation of the set task, to reformulate or summarise results, and to explain or justify their work. This writing forms a full part of the work carried out in class, whether in a rough workbook – a genuinely useful work resource – or in writing books for each subject area.

In Cycle 3, pupils assert themselves as authors and start to consider their intentions and the various different writing strategies. Rewriting and correction situations conducted in class play a full part in the set activities. Rewriting can be seen as pupils revisiting their original work with the help of guidelines from the teacher or the assistance of peers, but can also take the form of new instructions in association with the insights gained from reading the texts. Value is attached not only to the finished product but also to the writing process followed by the pupil. To this end, use is made of drafts, working notes and successive versions or variations of a single piece of writing, which can constitute stages in this process. In this way, pupils can consciously and independently start to take responsibility for the work they produce.

Lastly, in activities which produce written work, pupils learn to take care with spelling and to use writing tools. This learning process, which began in Cycle 2, continues in Cycle 3 to enable pupils to acquire an increasingly independent ability to revise their own work. However, at this academic stage, more value is assigned to constructing a work which meets writing standards than to the actual result obtained, for which a margin of error is acceptable given the age of the pupils.

Expectations at end of cycle	
To write a two-page document suitable for its intended recipient. To have produced (after correction) an organised, coherent work with legible writing and in accordance with the regular spelling conventions studied during the cycle.	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
Writing fluidly and effectively by hand. ➢ Automatically acquiring handwriting techniques. ➢ Learning to copy in order to develop speed and efficiency. ***Typing quickly and effectively on a keyboard*** ➢ Methodically learning how to use a keyboard. ➢ Training in typing on a computer.	- Guided graphomotor skills training activities for pupils who require it. - Text copying and page layout tasks: poems and songs for memorising, personal anthology of texts, précis and summarising, reference resources, letters to parents, etc. - Keyboard training activities (using tutorial software if possible). - Computer-based text copying and page layout tasks.
Making use of writing to assist thought and learning ➢ Working notes to formulate reading impressions, put forward hypotheses, articulate ideas, sort and list. ➢ Making working notes for reformulating and for producing provisional conclusions and summaries. ➢ Reflective writing to explain a process, justify a response or make an argument.	- Regular use of writing at the various stages of learning: at the beginning to gather impressions, record understanding or formulate hypotheses; during the session, to answer questions, discuss, classify, associate facts and ideas; at the end of the session, to reformulate, précis or summarise. - Regular use of a rough workbook or dedicated space for these written notes in the pupil's book or folder in French or other subjects.
Producing a variety of written work, making use of the various dimensions of the activity of writing ➢ Knowledge of the main characteristics of the various	- Following on from the work in Cycle 2, adult dictation or use of digital resources (voice recognition) for pupils who continue to experience difficulties in accessing writing.

writing genres to be produced. ➢ Building authorial confidence. ➢ Implementing a written work product strategy (guided at first, then independently): summoning up a frame of reference or linguistic treasury, finding and organising ideas, producing sentences, stringing them together in a coherent manner, producing paragraphs or other text organisation devices. ➢ Practising "drafts" or working notes. ➢ Knowledge about the language (recalling how to spell words, agreement rules, punctuation, methods of structuring discussions, etc.). ➢ Use of the language study tools available in class.	- In CM1 and CM2, daily slots for producing short pieces of written work incorporated into teaching sessions; longer pieces of work as part of larger-scale projects. In the 6ème, frequent practice with short written pieces to accompany the sequence, and long written pieces covering one or more sequences, linked with reading (writing projects, creative writing). - Writing routines, using a variety of texts serving as templates, formal constraints, a variety of media (text, images, sound), situations drawing on sensitivity, imagination, etc. - Multi-phase writing activities, alone or in a group, supported by working notes (drafts, notes, drawings, mind maps, lists), using generative templates and texts. - Preparatory, collective or small-group discussion of the anticipated written task and the various writing strategies. - Practising varied textual forms: written work in association with the various literary genres read and produced in French; written work specific to other teaching areas; socially-oriented writing as dictated by projects or class/school activities. - Use of writing tools (linguistic resources already acquired or prepared for the work required, spelling resources, proofing guides, online dictionaries, word processors, spell checkers).
Re-writing according to new instructions or developing one's own writing ➢ Concept of writing as a long-term process. ➢ "Stepping back" from the text to evaluate it. ➢ Experimenting with new writing instructions. ➢ Enrichment, searching for more suitable phrasing.	- Multi-phase writing activities. - Sharing written work produced, in pairs or larger groups, including the use of digital resources. - Collective efforts to improve written work produced, using such means as text resources supplied by the teacher, - Written variations, using new instructions. - Collectively devising proofreading guides.
Complying with written work standards when formulating, transcribing and revising ➢ In association with reading, becoming aware of factors which make the text coherent (logical and temporal connectors, anaphora, verb tenses) to identify problems. ➢ In association with language reading and study work, using knowledge of punctuation (purpose, use, contribution to meaning of the text) and syntax (the sentence as a unit of meaning). ➢ Being aware of the concept of a paragraph and textual structuring methods specific to various genres and types of writing. ➢ In association with language study work, use of grammatical spelling knowledge: agreement of verb with subject: tense-based verbal morphology; agreement of the determiner and adjective with the noun; agreement of the subject's predicative.	- Reading a text out loud, either by the author or by a peer. - Comparison of different texts produced in response to the same instruction. - Targeted proof-reading (considering issues of spelling, morphology or syntax examined in language study). - Collective work on a text (corrections, modifications) with the assistance of an interactive whiteboard or using a word processor (proposed text). - Collectively devising standard error grids (from textual analysis to word spelling). - Collectively constructing correction strategies, using standard error grids (for the purposes of comparison and analogy) in pairs, then independently. - Using uncertainty markers during the writing

➢ Use of vocabulary-based spelling knowledge and ability to check the spelling of dubious words with resources available in the classroom.	process to facilitate correction. - Use of the spell checker.

Progress benchmarks

As in Cycle 2, the frequency of writing situations and the quantity of written work produced are conditions for assessing pupils' progress. The initial goal is for handwriting techniques to become fully automatic, freeing pupils' attention for other tasks. Another goal is for the use of writing to become natural to them at all stages of their academic learning, enabling them to take pleasure in expressing themselves and using writing creatively. The aim is to move from close support at the start of the cycle to progressive independence, enabling pupils to follow through the writing process in its various component parts (for example, at the start of the cycle, it is possible to provide close support at the pre-drafting stage to allow the pupil to focus more specifically on drafting).

In CM1 and CM2, writing has a place within a routine of daily practice (writing routines, working notes, creative writing, production of written work as part of teaching). Activities which combine writing and reading form part of teaching sequences lasting 2-4 weeks which make active use of the writing process. In conjunction with the selective reading course produced by the cycle committee, all genres (different types of narratives, poems, dramatic scenes) are incorporated, with support from literary corpora (continuations, beginnings, text reconstitutions or expansions, imitation of forms, variations, writing inspired by pictures, sound, etc.). Pupils also become used to formulating in writing their responses as readers and keeping a written record of the works they have read in a literature workbook, on paper or in digital form.

The length of written work increases as pupils gain confidence.

In the **6ème**, writing is incorporated throughout the sequence, prior to, during and following the reading of the set literary works, interacting with texts which can not only provide answers to writing problems pupils have set themselves but also provide templates for copying or re-appropriation. There is also regular, frequent practice in taking working notes, whether these are responses to the reading of literary works and texts, reformulations to test understanding of texts, answers to questions, information for textual interpretation and reasoning or studies in language summary.

Not all written work produced is systematically corrected, and the emphasis must be on making pupils increasingly independent in correcting their own writing.

Study of language (grammar, spelling, vocabulary)

After Cycle 2, which has provided a basic structure for language knowledge, Cycle 3 marks the start of an explicit, reflective language study process used to support text and writing comprehension activities. The aim is to provide solid grammatical knowledge based on central concepts, and to awaken pupils' interest in studying the language. This study is supported by the set texts and by the work produced by the pupils, both written and/or oral. To this end, it must enable a free flow between activities incorporated into reading and writing and more specific separate activities, the aim of which is to reveal regular structures and begin to develop a systematic understanding of the language. There is an emphasis on the acquisition of spelling (vocabulary and grammar-based), which is taught with the primary aim of demonstrating regular structures in the language. Similarly, the study of verb morphology is based on regular structures in subject and tense markers. The teaching of spelling makes reference to the spelling reforms published in the *Journal officiel de la République française* on 6th December 1990.

The progressive discovery of how a sentence works (syntax and meaning) lays the foundation for a more in-depth analysis which will not be explicitly taught until Cycle 4.

As in Cycle 2, language study work is supported by corpora which assist with comparison, transformation (substitution, movement, addition, removal), sorting and ranking in order to identify regular structures. Irregular or unusual phenomena are not taught but, if frequently encountered, they need to be memorised. Vocabulary is explicitly treated as something to be observed and analysed during times specifically set aside for its study, and is also featured in contextualised work as part of various language activities across a range of teaching areas. Its study is also linked to the study of lexical spelling and syntax, particularly when studying verb constructions.

Expectations at end of cycle	
When producing texts in a range of different contexts, master agreements in the noun phrase (determiner, noun, adjective), between the verb and its subject in simple cases (subject placed before and close to the verb, subject consisting of a noun phrase containing at least one adjective or noun or subject complement comprising two nouns, subject reversed following the verb), as well as the agreement of the predicative with the subject. Reasoning in order to analyse the meaning of words in context, supported by morphology.	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
Mastering the relationship between spoken and written	- For pupils still experiencing decoding problems,

language ➢ All French phonemes and associated graphemes. ➢ Spoken and written morphological variation and markers (nouns, determiners, adjectives, pronouns, verbs).	activities which consolidate phoneme-grapheme relationships. - Activities (observations, classifications) which clarify the role of graphemes in vocabulary spelling and grammatical spelling. - Activities (observations, classifications) which provide an awareness of lexical and grammatical homophony phenomena and how to understand them.
Acquiring the structure, meaning and spelling of words ➢ Morphological observations: derivation and composition, explanations regarding spelling of words, establishment of word series (linked to reading and writing). ➢ Networking of words (groupings by lexical area). ➢ Analysis of word meanings: polysemy and synonymy, categorisations (generic/specific terms). ➢ Exploring Latin and Greek origins, deriving and composing using Latin and Greek sources, identifying words belonging to scholarly language, constructing lexical series.	- In reading work, training in comprehension of unknown words using context and morphological analysis. - In written production, advance research into words and phrases. - Forming networks of words or phrases using texts and documents read in classroom situations. - Using frequency lists to identify the most common words and to provide familiarity with their spelling. - Activities for observing and manipulating forms, structuring lexical knowledge (lexical associations or mind maps, creation of collections, etc.). - Reading or spoken/written production situations providing fresh exposure to or reuse of the words and phrases being studied. - Explicit justification of the words or phrases used. - Reformulation exercices involving the construction of nouns from verbs (*le roi accède au pouvoir / l'accession du roi au pouvoir*). - Use of paper and online dictionaries.
Mastering the form of words in association with syntax ➢ Observing gender and number markers in spoken and written form. ➢ Identifying word classes which are subject to variations: noun and verb; determiner – adjective – pronoun. ➢ Concept of noun phrase and agreements within the noun phrase. ➢ Agreement of the verb with its subject, of the predicative with the subject, of the past participle with *être* (to be linked with the agreement between the predicative and the subject). ➢ Producing working rules built from regular structures.	- Based on observations from sentence corpora: activities comparing spoken and written agreement markers; sorting and reasoning activities to identify regular structures; syntactical manipulations (replacing, moving, pronominalisation, bookending, reduction, expansion) enabling the identification of classes of words and their syntactical operation. - Training activities to cement regular structures and make the use of simple agreements automatic. - Activities for re-investing in written production (targeted re-readings, creation of chains of agreement, verbal expression of reasoning, etc.).
Taking account of verb formation and spelling rules ➢ Recognising the verb (using several procedures). ➢ Demonstrating the meaning-syntax link: place and role of the verb, verbal constructions, verb complements and verb phrase. ➢ Written verb morphology based on regular structures and verb decomposition (radical-tense markers-subject markers); distinction between simple and compound tenses.	- Comparing constructions of a single verb, categorising (meaning-syntax relationship) and reusing (*jouer avec, jouer à, jouer pour… / la plante pousse - Lucie pousse Paul*) - Comparing and sorting verbs in all simple tenses to demonstrate: ▪ regular structures in subject markers (end markers); ▪ regularities in tense markers (imperfect-future-simple past in the third persons-present-present in

➢ Memorising frequent verbs (*être, avoir, aller, faire, dire, prendre, pouvoir, voir, devoir, vouloir*) and verbs whose infinitive takes -er in the imperfect, future and present tenses, in the present of the conditional mood, in the imperative, and in the third persons of the simple past tense. ➢ Approaching the verbal aspect (tense values) through the use of verbs in read texts and in written or oral production (narrative in the third person of the simple past tense, speech in the present or perfect tense, etc.).	conditional mood); ▪ constructing compound tenses. - Classifying verbs based on morphological resemblance (verbs ending in -er / in -dre / in -ir / in -oir, etc.) - Using sentence corpora, observing and categorising /E/ verb endings; implementing procedure of replacement with a verb whose infinitive ends in -dre, -ir or -oir. - Using read and studied texts, observing and identifying tenses used, rewriting using different tenses, articulating the effects thus created. - In oral and written production, experiments with different tenses, becoming aware of the effects thus created.
Identifying the component parts of a simple sentence in relation to its semantic coherence; distinguishing between simple and complex sentences. ➢ Demonstrating the semantic coherence of the sentence: what is being spoken about and what is being said about it, places where optional extra phrases can be added. ➢ Demonstration of syntactic groups: the subject of the sentence (a noun group, a pronoun, a subordinate); the predicate of the sentence, i.e. what is being said about the subject (very often a verb phrase consisting of the verb and the verb complements, where applicable); the complement of the phrase (a noun phrase, a preposition phrase, an adverb or an adverb phrase, a subordinate). ➢ Distinction between simple and complex sentences by means of verb identification.	- Sentence construction: amplifying and reducing a sentence. - Creating and analysing sentences which are grammatically correct but semantically unacceptable. - Observing and analysing word order and syntactical groups. - Observing the linking of sentences in a text. - Identifying noun phrases acting as complements and characterising them by removing, moving to the start of the sentence, converting to a pronoun (distinction between verb complements / phrase complements).

Terminology used

Noun / verb / determiner (indefinite, definite, partitive articles – possessive and demonstrative determiner) / adjective / pronoun / noun phrase.

Phrase's verb / verb subject / verb complement (accompanies the verb and belongs to the verb phrase) / phrase complement (accompanies the phrase) / noun complement (accompanies the noun).

Subject of phrase – predicate of phrase.

Verb: radical – time marker – person marker / indicative mood (simple tenses: present, imperfect, simple past, future) / conditional mood / imperative mood. Simple phrase / complex phrase.

Progress benchmarks

Mastering the relationship between spoken and written language

In CM1 and CM2, for pupils who still have trouble with decoding, the relationship between graphemes and phonemes must be revisited whenever necessary; other pupils will need to consolidate what was learned in Cycle 2. In the 6ème, this work must be continued through personalised support for pupils who require it.

Once these links have been firmly established and the most common words memorised in context, pupils will start to work on lexical and grammatical homophony as needed, without prompting artificial associations between series of homophones.

Acquiring the structure, meaning and spelling of words

Throughout the cycle, new words are acquired and studied **in context** (reading and writing comprehension) and **out of context** (specific activities based on lexicon and morphology).

When reading, pupils learn to use the context as well as their morphological knowledge to interpret unknown words. They are regularly asked to paraphrase the meanings of the words or expressions they encounter. They become increasingly independent throughout the cycle in their ability to use logic to find the meaning of words and in their use of dictionaries.

The meanings and spellings of new words are memorised by building relationships between the words (series, networks) and

their reuse in other contexts, especially written production.
When writing, pupils gain assistance from existing word networks and recall or search for words belonging to the frame of reference covered by the writing task. They are required to provide explicit justification for their choice of words, and to paraphrase them.
Whenever necessary, and specifically in sessions focusing on the lexicon, pupils observe, manipulate forms, classify words, formulate definitions, structure their vocabulary knowledge in diagrammatic form, and create word collections and networks.
For all activities, paper or online dictionaries are available for pupils, who have been using them since CE1. They broaden their knowledge of dictionaries and the instructions for their use and learn, especially in the 6ème, to locate etymological information in them.
With more specific regard to the study of morphology:
In CM1-CM2, derivation procedures are studied, working from both oral and written forms. A certain number of common prefixes and suffixes are systematically studied using word corpora. As they continue to discover and learn, a process of semantic classification of prefixes and suffixes is adopted; this is expanded throughout the cycle.
In-context examination of word formation by composition is made.
In the 6ème, care is taken to ensure that pupils are familiar with derivation procedures and use them in context to consider word meanings and spellings. A number of the language's especially useful prefixes and suffixes are revisited, and more information about their categorisation is given. Work is also done on radicals and word families.
Word composition procedures are also studied.

Mastering the form of words in association with syntax
In Cycle 2, pupils learnt to identify noun phrases and verbs, along with determiners, adjectives, and pronouns replacing the subject. They discovered how chains of agreement work, and in particular the singular/plural variation.
In Cycle 3, pupils reinforce this knowledge and expand it through a range of activities: brainstorming and observation sessions for learning; training sessions for structuring this knowledge; reinvestment sessions for consolidation.
They build on the syntactical manipulation activities (replacement, moving, pronominalisation, bookending, reduction, expansion) already practised in Cycle 2.
CM1-CM2
Pupils identify classes which are subject to variations. They master a range of properties (semantic, morphological and syntactical) for identifying and distinguishing nouns and verbs, along with determiners, adjectives and pronouns (resumptive pronouns – personal pronouns).
They identify the noun phrase, locate the core noun and manage gender and number agreements.
They identify the subject (either a noun phrase, a pronoun or a proper noun) and manage the subject's agreement with the verb (subject before the verb, closer/further away and reversed).
They identify the predicative and manage the agreement with the subject (to be associated with the agreement of the past participle with *être*).
6ème
Pupils distinguish determiners (indefinite, definite and partitive articles – possessive and demonstrative determiners). They distinguish personal, possessive and demonstrative pronouns.
They differentiate singular noun phrases which refer to semantic plurality (*tout le monde*) and manage gender and number agreements within noun phrases with noun complements (*le chien des voisins, les chiens du voisin*, etc.).
They identify the subject (either a noun phrase, a pronoun, a proper noun or an infinitive) and manage the subject's agreement with the verb.
They master the properties of the subject's predicative.

Taking account of verb formation and spelling rules
To solve agreement problems, pupils have since Cycle 2 been learning to identify verbs, and have memorised a certain number of markers associated with variations in subject and tense.
In Cycle 3, they reinforce the various verb identification procedures, practise identifying verbs in more complex situations and study the verb in more depth.
They are required to form relationships between its syntactical operation and its variations in meaning depending on the construction in question.
To do this, they compare different constructions of a given verb, categorise them (meaning-syntax relationship) and reuse them (*jouer avec, jouer à, jouer pour… / la plante pousse - Lucie pousse Paul*).
With regard to morphology, they compare and sort verbs in all simple tenses in order to examine regular structures in subject markers.
They also work on regular structures in tense markers (imperfect-future-simple past in 3rd persons-present-present of

conditional mood) and assembling compound tenses.
They categorise verbs by morphological resemblance (verbs taking *-er / en -dre / en -ir / en -oir*, etc.).

CM1-CM2

In morphological terms, pupils identify the radical, tense markers and subject markers. They identify subject markers in simple tenses (difference between subjects in the 3rd person plural and the 3rd person singular – markers with subject personal pronouns: *nous, vous, tu* and *je*).
They identify tense markers (imperfect – future).
They understand how the perfect tense works, primarily through the association of the present tense of the verb *avoir* with a past participle. For an exhaustive list of verbs which can be conjugated with the verb *être*, the handling of the past participle agreement needs to be related to the subject's predicative.
They continue the memorisation of common verbs (*être, avoir, aller, faire, dire, prendre, pouvoir, voir, devoir, vouloir*) in the imperfect, future and present tenses and in the 3rd persons of the simple past tense.

6ème

They identify tense markers (imperfect – future – present of the conditional mood – simple past).
They understand how the pluperfect works, primarily by associating the verb *avoir* with the imperfect and a past participle. For an exhaustive list of verbs which can be conjugated with the verb *être*, the handling of the past participle agreement needs to be related to the subject's predicative.
They continue to memorise common verbs (*être, avoir, aller, faire, dire, prendre, pouvoir, voir, devoir, vouloir*) in the imperfect, future, present, present of the conditional mood, imperative and in the 3rd persons of the simple past tense.

Identifying the component parts of a simple sentence in relation to its semantic coherence; distinguishing between simple and complex sentences.

CM1-CM2

The sentence comprises two main elements: the subject and the predicate, which supplies information about the subject. The predicate usually consists of a verb and its complements, where applicable. Pupils learn to identify the subject and the predicate of the sentence.
They identify verb complements (cannot be removed or moved to the start of the phrase, can be pronominalised) and the sentence complements (removable, movable, non-pronominalisable).
In the noun phrase, they identify the noun's complement.

6ème

Pupils learn to separate the subject of the phrase and the predicate in more complex situations.

Literary and artistic culture

In Cycle 3, reading choices and their associated written and oral activities are structured around key themes which illustrate the end purposes of the teaching; however, the themes themselves are not objects for study, nor do they comprise teaching content.
In the tables below, they are accompanied by guidelines specifying the applicable personal literary and learning goals. Corpus guidelines allow a balance in teachers' annual timetables between literary forms and genres; they establish a few compulsory areas to be covered, to facilitate the construction of a shared culture; they offer introductions to other artistic fields and create links for encouraging cross-disciplinary work.
In CM1 and CM2, there is an effort over the two years to vary genres, forms and modes of expression (text only, text and images for albums and cartoon strips, animated images for films), and to build a progression into the difficulty and quantity of reading. In the case of dual-level classes, the same works can be offered to all pupils while offering different selective reading course for CM1 pupils and adapting questions to pupil maturity levels. The themes are addressed in the order chosen by the teacher. A single work or group of texts may span two different themes. This work and these texts are then examined in two different ways, based on the appropriate lines of enquiry for each theme.
In the 6ème, themes are addressed in the order chosen by the teacher; each of them can be addressed several times, at different points in the academic year, as a function of differing issues and priorities; the teacher may also combine two themes at the same time during the year. In any event, considering the need to ensure pupils' studies are intellectually coherent, the goal of expanding and deepening their culture, and the ambition of training their tastes and offering a varied reading programme to hold their interest, it is necessary to structure the annual teaching project into periods at a pace suited to achieving these goals. When choosing works, teachers take account of works already read and studied by pupils in CM1 and CM2.
The corpus of works to be studied in the 6ème is complemented by skim-reading tasks selected by the teacher, in association with the requirements of the programme or cross-disciplinary projects. These reading tasks are varied genres, forms and means of expression and can be drawn from children's literature (novel, theatre, poetry anthologies, collections of tales and short stories, albums, comic books). There is a conscious effort to ensure the diversity of the chosen works, drawing upon French literature, Francophone literature and foreign/regional literature; in this way, pupils become aware of the diversity of world cultures.

CM1-CM2

	Heroes/heroines and characters	**Questions about morality**	**Encounters with the strange and marvellous**	**Adventures**	**Viewing, describing and celebrating the world**	**Self-discovery and affirmation through relationships with others**
Literary and personal development issues	- discovering works, texts and documents which introduce types of heroes/heroines who are either initially well identified or are later thus revealed; - understanding the qualities and values which characterise a hero / heroine; - considering the socio-cultural values and human qualities which he/she portrays, and the reader's own potential personal identification or projection.	- discovering narratives, life stories, fables, albums and dramatic works which question certain foundations of society such as justice, the acceptance of differences, rights and responsibilities and the preservation of the environment; - understanding the moral values portrayed by the characters, and the meaning of their actions; - considering and defining the values in question, or indeed the tensions between these values and life in a community.	- exploring tales and albums which adapt mythological narratives, and dramatic works which present extraordinary characters or supernatural figures; - understanding what these symbolise; - considering the feelings of pleasure, fear, attraction or repulsion prompted by these characters.	- exploring adventure stories with a protagonist who is easily accessible to pupils (e.g. children, animals) in order to provide an easy introduction to reading; - understanding the dynamics of the story, the characters and their relationships; - considering the methods of suspense used, and imagining possible narratives.	- exploring poems, pourquoi stories and liturgical texts from a variety of cultures; - understanding the ability of language to describe the world, express the relationship between humans and nature and ponder the origins of the world; - considering the nature of poetic language (without a strict understanding of genre).	- exploring coming-of-age stories depicting the child in a family setting, relationships between children, school or other social groups; - understanding how much truth is contained in fiction; - considering the nature and problems of human learning.
Corpus guidelines	Pupils study: - a work of children's literature or heritage literature portraying a hero /	Pupils study: - a work of children's literature or heritage literature (in	Pupils study: - a collection of fantasy tales or mythology-based	Pupils study: - a children's literature adventure story (in unabridged	Pupils study: - a collection of poems **and**	Pupils study: - a coming-of-age story from children's literature or heritage literature

	heroine (unabridged reading) - a narrative, tale or fable portraying a type of hero / heroine or an ordinary character who becomes a hero / heroine **or** - a comic strip book featuring hero / heroine types **or** - film extracts or a film featuring hero / heroine types.	unabridged form), **and** albums, tales of wisdom and life stories linked to the moral and civic education programme and/or Theme 2 of the CM2 history programme **or** -fables which pose moral questions, poems or songs which express commitment **or** - a theatrical play from children's literature.	tales and legends (in unabridged form), in conjunction with depictions found in paintings, sculpture, illustrations, comic strips or cinema **and** - tales and legends from France and other countries and cultures **or** - one or more album adaptations of mythological stories **or** - a theatrical play from children's literature.	form) in which the protagonist is a child or animal **and** - extracts from various classic adventure stories from various periods of history **or** - a comic strip book.	- poems from different centuries, celebrating the world and/or demonstrating the creative power of the poetic word **or** - pourquoi stories from various different cultures	**and** - extracts from a variety of classic coming-of-age stories from various historical periods or autobiographical narratives **or** - film extracts or, where possible, an entire film adapted from any of the set works **or** - poems expressing personal sentiments.

Sixième

	Monsters and the boundaries of human experience	**Adventure stories**	**Creation stories; poetic creation**	**The weak against the strong: tricks, lies and masks**
Literary and personal development issues	- discovering works, texts and documents which portray monster characters; - understanding the meaning of the strong feelings created by the description or depiction of monsters and	- exploring works and texts which, through the world they represent and the story they tell, keep readers in suspense and draw them into reading; - understanding why the story captures and holds the reader's	- discovering various different creation narratives belonging to different cultures, and poems celebrating the world and/or demonstrating the creative power	- discovering texts from different genres which depict ruses and tricks invented by the weak to stand up against the strong; - understanding how clever ruses are invented and employed against the

	the narrative, or the portrayal of the conflict with them; - considering the limits of human experience revealed and explored via the monster character.	attention; - considering the factors that make the story interesting to read.	of the poetic word; - understanding the extent to which these narratives and poetic creations address basic questions, and how they present a view of the world; - considering the status of these texts, the values they express, their similarities and their differences.	powerful, and what impressions this creates for the reader or the viewer; - considering the purpose and meaning of the ruse, the concept of plot and the values portrayed.
Corpus guidelines	Pupils study: - selected extracts from Homer's *Odyssey* and/or Ovid's *Metamorphoses* in a translation selected by the teacher, alongside documents showing certain aspects of the monster figure in painting, sculpture, opera, the comic strip or the cinema; **and** - fantasy tales and narratives adapted from the mythology and legends of Antiquity, or tales and legends from France and other countries and cultures; **or** - extracts from novels and short stories from different historical periods.	Pupils study: - a classic adventure novel (in unabridged form) **and** - extracts from various classic adventure novels from various historical periods covering a variety of categories **or** - extracts from adventure films or one entire adventure film, where possible, adapted from any books which appear on the syllabus or have been skim-read.	Pupils study: - in conjunction with the history programme (Theme 2: "Founding beliefs and narratives from the Mediterranean of Antiquity in the first millennium before Christ"), a long extract from the Biblical book of Genesis (in unabridged form) - significant extracts from a number of major creation works from other cultures, chosen to allow comparisons to be drawn **and** - poems from different centuries, celebrating the world and/or demonstrating the creative power of the poetic word.	Pupils study: - fables and stories, farces and short satirical plays featuring plot lines based on ruses and power relationships **and** - a dramatic work (from Antiquity to modern day) or a film on the same type of subject (read or studied in unabridged form).

Intersections between teaching areas

In both Cycle 3 and Cycle 2, language activities form the basis of all teaching sessions and times of communal life which, through their repetition, provide an effective training if pupils' attention is focused on the language-based or linguistic aspect of the session.

In CM1 and CM2, all French teaching is the responsibility of the schools' teachers, and there is provision in the teaching timetables for oral, reading and writing activities to be incorporated into the entire teaching programme on a daily basis, giving a weekly total of 12 hours.

In the *sixième*, given the more limited weekly volume of work devoted to teaching the discipline, teachers of French are more specifically responsible for the literary dimension of this teaching in the domain of oral language, reading and writing, along with the study of the French language.

It is therefore the responsibility of *collège* teachers to identify areas of the programmes where their own discipline makes a full contribution to the development of the mastery of spoken language and the accumulation of reading and writing competencies, and to monitor linguistic acquisition in the area of their own discipline (vocabulary, specific formulations). Through rigorous and regular teaching situations which draw upon language and linguistic competencies, it must be possible for specific knowledge and concepts in each discipline to be developed.

Oral language is reinforced through didactic dialogues, the formal identification of strategies, discussions about knowledge or interpretation (regarding texts, images or experiences), reports, oral presentations and philosophical discussions, in connection with moral and civic education. It can also be developed through physical education and sport, which requires the use of appropriate, precise vocabulary to describe the actions performed and to enable communication between partners.

All teaching is liable to result in reading and writing. For reading, resources may consist of continuous texts or documents comprising texts, related illustrations, tables, diagrams or other forms of written language, presented on traditional or digital media.

In CM1 and CM2, pupils identify the primary characteristics and specifics of writings in the domains of literature, science (mathematics, humanities, life sciences and physical science), arts and technology. **In the 6ème**, frequent, regular teaching situations (explicitly covering ad hoc strategies) are used to develop reading skills specific to the texts and documents used in each discipline, including history/geography and sciences in particular.

With regard to writing, in CM1 and CM2, at least one daily session must result in written production (creation of structured written work). In the 6ème, pupils are required to produce a variety of written work and produce appropriate documents in the various disciplines. The required skills for producing these documents are regularly explained and practised.

The themes of the literary and artistic culture programme enable a focus on intersections with other programmes in history, art history and moral and civic education.

There is specific teaching not only on how to search for information but also on how to process and appropriate this information, in conjunction with the development of reading and writing competencies. In the 6ème, the teacher responsible for the library is more specifically in charge of this teaching, in conjunction with the requirements of the various disciplines.

Throughout the cycle, taking account of progress in language study, pupils are required to pay attention to spelling, and are regularly asked for their views on language. Teaching a modern foreign or regional language not only provides an opportunity to make comparisons between how that language and the French language work, it also enables the identification of knowledge which is also useful in French (listening as an aid to understanding; comparing words to infer their meaning, etc.). Generally speaking, references are regularly made to the other languages used by the pupils to prompt observations and comparisons to French. In the 6ème, ancient languages play a part in the development of vocabulary knowledge.

Over the three years of the cycle, both in Cycle 3 and Cycle 2, ambitious long-term projects can combine language activities, artistic creation (particularly as part of the artistic and cultural education course) and/or other teaching: for example, writing projects featuring text publication work including illustrations, projects for creating audible (spoken-word and sung) adaptations of texts in French and the studied language, commented presentations of a particular line of study which include documentary output and research, online publication projects, etc.

Modern languages (foreign or regional)

In Cycle 3, modern foreign or regional language teaching targets the acquisition of competencies and knowledge which lead to a more assured, efficient use of a language other than French. Communication situations suited to the age, cognitive abilities and interests of the pupils play a part in building language knowledge, working towards attainment of Level A1 of the Common European Framework of Reference for Languages (CEFRL) in the five language activities. The goal for all pupils is to achieve at least level A1 of the CEFRL in the five language activities. The proposed activities are not limited to Level A1, because Level A2 can be attained by a large number of pupils in several language activities. Levels A1 and A2 of the CEFRL correspond to "elementary user level". As they move from A1 to A2, pupils leave the "discovery level" and enter the "intermediate level". It is important to bear in mind the age of the pupils in Cycle 3 when choosing cultural and linguistic content.

Linguistic knowledge and knowledge regarding ways of life and culture in the country, countries or region where the language is spoken consolidate this use. Regular daily exposure to the language is the factor which drives pupils' progress: when used in context, it lends meaning to the knowledge acquired. Basic examination of how the language works enables pupils to acquire a certain autonomy in language reception and production, and consolidates mastery of the language. The expansion of cultural points of reference is inseparable from language learning, and encourages awareness of a number of differences, and feeds curiosity and a desire to communicate. With the help of contacts with schools in the countries or regions in question, the resources offered by electronic messaging and the use of audiovisual documents, pupils discover increasingly large and far-off spaces and develop a sense of relativity, critical mindset and awareness of other realities.

Practised competencies	Foundation areas
Listening and understanding • Listening to and understanding simple spoken messages from everyday life, simple stories. • Exercising listening memory in the short and long term to memorise common words and expressions. • Using sound and visual cues to deduce the meaning of unknown words or a message.	1, 2
Reading and understanding • Using context, illustrations and knowledge to understand a text. • Recognising isolated words in a statement or a short text. • Making use of function words, simple structures and everyday expressions. • Perceiving the relationship between certain graphemes and phonemes specific to the language.	1, 2
Speaking continuously • Memorising and reproducing statements. • Audible self-expression while modulating flow and voice. • Participating in simple exchanges, drawing on phonological, grammatical and lexical knowledge to make oneself heard and understood in a number of varied everyday situations.	1, 2, 3
Writing • Writing words and expressions whose spelling and syntax have already been memorised. • Making use of simple structures to write sentences with the support of a known frame of reference.	1, 2, 3
Responding and discussing • Asking simple questions. • Making use of contextually appropriate statements in a series of formulaic exchanges. • Using very simple procedures to start, continue and end a short conversation.	1, 2
Discovering the cultural aspects of a foreign/regional modern language • Identifying a number of major cultural markers in the daily environments of pupils of	1, 2, 3, 5

the same age in the countries or regions in question. • Drawing upon cultural knowledge to describe or talk about characters	

Language activities

Listening and understanding

Expectations at end of cycle	
Level A1 (introductory or discovery level): Pupils are capable of understanding familiar words and very common expressions about themselves, their families and their immediate environments (school in particular).	
Level A2 (intermediate level): *Pupils are capable of understanding short, simple texts.*	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
→ Understanding all of the **instructions used in class.** → Following **supplied instructions.** → Understanding **familiar words** and **common expressions**. → **Following the thread of a simple story** (tale, legend, etc.). → **Identifying the theme** of a short oral message. → Understanding and **extracting essential information** from a short oral message. Vocabulary: repository of individual words, simple expressions and cultural data providing information about people, their everyday lives and their environments. Grammar: recognising a number of simple grammatical forms and structures from a memorised repository of information. Phonology: recognising the sounds, accentuation, rhythms and intonation shapes specific to each language.	- Getting ready to **listen**. - Using **extralinguistic cues** (visual and audible). - Drawing information from the **speaking context** (who is talking, where, when?). - **Deducing feeling** from intonation. - **Reconstructing meaning** from significant information (may include phrase accentuation, word accents, word order, keywords, etc., depending on specific language). - **Identifying basic connectors** and identifying a number of chronological markers in a speech, a narrative or a dialogue. - Making use of **cultural cues**. - Using **digital media** and **tools** (.mp3,.mp4 files, screens, etc.).
Progress benchmarks	
Level A1 • Speaker(s) talk slowly and distinctly. • Listening passages (audio/video recordings, formal speech in class, etc.) are very short in length. • Orally delivered messages and instructions are very short, simple, and restricted to the immediate needs of the academic environment (classroom, playground, etc.). • Words and expressions to be identified are familiar and very basic. They relate to pupils, their families, their immediate physical environments, and a number of well-known cultural aspects. • Stories intended for pupils to follow are simple and accompanied by appropriate aids (visual, etc.).	
Level A2 • The speaker(s) talk(s) clearly and simply. • Listening passages are more varied (conversations, information, advertising, fiction, etc.) and longer than in Level A1, but do not exceed a minute in length. • Messages and instructions to be understood are not restricted to the school environment, but also concern the	

practical needs of everyday life.

- Words and expressions to be identified are familiar and of an everyday nature. They concern everyday life, introducing other people or characters and a number of cultural aspects of the target country(ies) or region(s).
- Narratives (tales, anecdotes, selected proverbs, songs, poetry, nursery rhymes, etc...) for pupils to follow are simple and short, but the number of aids provided is fewer than in Level A1.

Reading and understanding

Expectations at end of cycle	
Level A1 (introductory or discovery level): Pupils are capable of understanding familiar words and very simple sentences.	
Level A2 (intermediate level): *Pupils are capable of understanding a short piece of speech if it is clear and simple.*	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
→ Understanding **short, simple written passages** (instructions, correspondence, poetry, recipes, informative, fiction passages, etc.) **accompanied by a visual document**, supported by already known information. <u>Vocabulary</u>: repository of individual words, simple expressions and cultural data providing information about people, their everyday lives and their environments. <u>Grammar</u>: recognising a number of simple grammatical forms and structures from a memorised repository of information. <u>Speech/spelling link</u>: perception of the relationship between certain language-specific graphemes, signs and phonemes.	→ Identifying the **type** of document. → Making use of **textual and paratextual cues** to generate **hypotheses** over the meaning of a document's content. → Recognising **isolated words** in a short statement or written passage. → Making use of **function words and simple structures**. → Identifying information which conveys meaning (graphical, syntactical, morphological, lexical, cultural) to help in reconstructing the meaning of the passage. → **Assembling** written resources of various types and making reference to them. → Using **digital media** and **tools** (web pages, screens, etc.).
Progress benchmarks	
Level A1 • Passages are very short and simple; words are familiar and expressions are very basic. • Visual documents help pupils to access meaning. - Pupils can obtain a general idea of the content of a simple passage of text.	
Level A2 - Text passages are short and simple. • There are fewer visual aids. - Pupils have a general understanding of the passage and draw information from it. - Pupils follow the thread of a story.	

Speaking continuously

Expectations at end of cycle	
Level A1 (introductory or discovery level): Pupils are capable of using simple expressions and phrases to talk about themselves and their immediate environments.	
Level A2 (intermediate level): Pupils are capable of using simple terms to produce statements about people and things.	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
→ Reproducing a spoken model (repeating, reciting, etc.). → Reading a short passage aloud in an expressive way. → Introducing themselves orally and introducing others. → Describing their everyday environment, culturally associated characters and/or activities. → Telling a short story using visual aids. → Making a brief announcement (date, birthday, invitation, etc.) for an event involving a specific time and place. Vocabulary : use of individual words, simple expressions and cultural data providing information about people, their everyday needs and their environments. Grammar: limited use of a number of simple grammatical forms and structures from a memorised repository of information. Phonology: reproducing the sounds, accentuation, rhythms and intonation shapes specific to each language.	→ **Training** to reproduce statements and **memorise** them; → Dealing with **hesitations** and **false starts** specific to oral work; → **Making proper use** of phonological, grammatical, lexical and cultural knowledge; → **Being audible**; → **Modulating tone of voice** to acquire specific intonation patterns; → **Self-recording** using **digital** media (audio or video).

Progress benchmarks
Level A1 • The covered vocabulary areas relate to the pupils' immediate environment. – Pupils make use of fixed and/or memorised information. – Recounted stories are very short. Phrases are very simple. • Supplied visual aids are explicitly clear. • Statements are factual.
Level A2 – *Vocabulary areas are enriched, and relate to a more expanded environment.* • *Pupils construct statements similar to those encountered in class; they gradually enrich them and make them more complex.* • *Recounted stories are short. Simple sentences are joined together.* • *Visual aids are less numerous, but remain explicitly clear.* – *Statements remain factual, but pupils become capable of giving succinct opinions, explaining choices, etc.*

Writing

<table>
<tr><th colspan="2">Expectations at end of cycle</th></tr>
<tr><td colspan="2">Level A1 (introductory or discovery level):
Pupils are capable of copying a written template, writing a short message and filling in a simple questionnaire.</td></tr>
<tr><td colspan="2">Level A2 (intermediate level):
Pupils are capable of producing simple, short statements.</td></tr>
<tr><th>Knowledge and associated competencies</th><th>Sample situations, activities and resources for the pupil</th></tr>
<tr><td>→ Copying isolated words and short passages;
→ Writing well-known expressions in dictation;
→ Filling in a questionnaire;
→ Independently producing a few sentences about themselves, others, and real/imaginary people;
→ Describing objects and places;
→ Succinctly recounting real-life or imaginary experiences;
→ Drafting a short, simple letter, making reference to templates (email message, postcard, letter).

<u>Vocabulary</u>: use of individual words, simple expressions and cultural data providing information about people, their everyday needs and their environments.

<u>Grammar</u>: limited use of a number of simple grammatical forms and structures from a memorised repository of information.

<u>Speech/spelling link</u>: perception of the relationship between certain language-specific graphemes, signs and phonemes.</td><td>→ Copying out passages in order to memorise spelling and syntax;
→ Making use of acquired language and cultural skills to produce sentences or a written personal statement based on a known framework (i.e. a message, letter, poem, informative/narrative text, etc.)
→ Re-reading their own work to improve their written production;
→ Making use of their acquired knowledge in creative writing (Level A2);
→ Writing using an appropriate keyboard for the language in question.</td></tr>
<tr><th colspan="2">Progress benchmarks</th></tr>
<tr><td colspan="2">Level A1
• The covered vocabulary areas relate to the pupils' immediate environment. Pupils make use of fixed and/or memorised information.
• Their written stories are very short.
• Phrases are very simple.
– Pupils rely on supplied aids (templates, guides, visuals, etc.) for writing.</td></tr>
<tr><td colspan="2">Level A2
• Vocabulary areas are enriched, and relate to a more expanded environment.
• Pupils construct statements similar to those encountered in class; they gradually enrich them and make them more complex.
• Their written stories are short. Simple sentences are joined together.
• Fewer aids (templates, guides, visuals, etc.) are supplied to the pupils.</td></tr>
</table>

Responding and discussing

Expectations at end of cycle	
Level A1 (introductory or discovery level): Pupils are capable of communicating in a simple way, provided the speakers are willing to repeat or rephrase their statements more slowly and help them to formulate what they are trying to say.	
Level A2 (intermediate level): Pupils are capable of interacting at a simple level and reformulating their statements for the benefit of the other party.	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
→ Establishing social contact (greetings, introducing oneself and others, etc.) → Asking others for information about themselves and answering using courtesy phrases; → Exchanges for sharing/obtaining information (travel arrangements, timetables, prices, etc.) → Discussing familiar subjects (school, leisure, home, etc.) → Reacting to suggestions in everyday life situations (thanking, congratulating, apologising, accepting, refusing, etc.). Vocabulary: Using individual words, simple expressions and cultural data providing information about people, their everyday needs and their environments. Grammar: Making limited use of a number of simple grammatical forms and structures from a memorised repository of information. Phonology: Reproducing the sounds, accentuation, rhythms and intonation shapes specific to each language.	→ using appropriate language resources to **start, continue** and **end** a simple, short **conversation**; → drawing upon the **communication situation**, **intonation patterns** and **visual cues**, including **gestures**, to deduce the meaning of a spoken message and respond to it; → **answering** and **asking** simple **questions** to **continue / restart** a **conversation**; → **memorising** common expressions to communicate understanding or lack of understanding, request repetition, express tastes and feelings, ask the other person's opinion, express opinions, agreement, disagreement; → using a number of **onomatopoeic words** and **voice modulation** to express feelings, hesitation, surprise, disgust, etc.
Progress benchmarks	
Level A1 • The covered vocabulary areas relate to the pupils' immediate environment. Pupils make use of fixed and/or memorised information during formulaic exchanges. • Pupils may answer questions initially, then ask questions using templates. • Pupils interact very simply at a slow speed, and may need to pause to find words. – Pupils may ask the other speaker to help them or to repeat/reformulate their words slowly.	
Level A2 • *Vocabulary areas are enriched, and relate to a more expanded environment.* • *Pupils construct statements similar to those encountered in class for the purposes of interaction, very gradually enriching them and making them more complex through more spontaneous exchanges.* • *Pupils are capable of asking other speakers questions in a more independent way.* • *Pupils interact in a simple way at a modified speed.* • *They rely less on pauses.* *Pupils have less need to ask the other speaker for assistance and repetitions.* *They are encouraged to take risks, as errors do not represent an impediment to the intelligibility of the messages being communicated.*	

Cultural and linguistic activities

Cultural realities in the countries and regions of language study are still the main theme of learning. This knowledge is linked to the competencies to be developed, and is used in communication situations as part of the action strategy in place since 2005 for the teaching of modern languages. It takes account of pupils' ages and maturity levels throughout the three years of Cycle 3. The themes and media types (theatre, cinema, poetry, etc.) mentioned in Cycle 2 may be revisited, with care being taken to ensure there is a progression across all compulsory subjects and that redundancy is avoided, since the goal of linguistic enrichment remains linked to the other teaching being delivered.
In Cycle 3, cultural knowledge is divided into three areas:

- the individual and everyday life;
- geographical, historical and cultural reference points in the language being studied;
- the imaginary.

Ways of life, celebrations and traditions, a few historical and geographical reference points, a few cultural figures from the area in question, famous monuments and works, stories, legends and fairy tales are explored and studied in context thanks to the possibilities offered by classroom life, routine activities, areas of interest and various events interspersed throughout the school year.

Vocabulary
Possessing a basic store of individual words, simple expressions and cultural data providing information about people, everyday needs, the individual's environment, etc.

The individual and everyday life	**Geographical, historical and cultural points of reference for the towns, countries and regions whose language is being studied**	**The imaginary**
The human body, clothes and ways of life. Physical and character descriptions. The urban environment.	Their geographical location. Physical characteristics and cultural points of reference. A few historical and contemporary figures. A few specific key historical events for the area in question.	Children's literature. Tales, myths and legends of that country or region. Heroes / heroines and characters from fiction, cartoon strips, serials and cinema.

Grammar
Acquiring limited control over a number of simple grammatical structures and forms retained in memory.

<u>The verb phrase:</u>
The verb: its agreement with the subject; the expression of time: present, past, future; auxiliaries; the complement.
<u>The noun phrase:</u>
The noun and the pronoun; gender and number; articles; possessives; demonstratives; quantifiers; the main prepositions (of place, time, etc.) ; the qualifying adjective; its place, its agreement; the genitive (if found in the language); compound names; a few relative pronouns.
<u>The sentence:</u>
Type and form of sentence: declarative, interrogative, exclamative, imperative, affirmative, negative;
Basic syntax of simple sentences: word order, a few link words (and, or, etc.)
A few subordinating words in "complex" statements (*parce que*, etc.).

Phonology
Recognising and intelligibly reproducing the sounds, accentuation, rhythms and intonation patterns specific to each language.

<u>Phonemes:</u>
Detecting and reproducing the phonemes specific to each language.
<u>Accents and rhythm:</u>
Detecting and reproducing the phrasing of a familiar statement. Identifying and using word stress.
<u>Intonation:</u>
Detecting and reproducing intonation patterns: the characteristic intonation of various types of statements.
<u>Speech/spelling link:</u>
The alphabet (depending on language).

Intersections between teaching areas

Language activities in foreign and regional modern languages offer an opportunity to continue the task of comparing the workings of the target language to those of French, an area started in Cycle 2. Work on a single theme, e.g. a simple tale, in the foreign or regional language, enables pupils to understand the structure of the tale using the studied language and, consequently, to gain a better understanding of how the French language works.

Interdisciplinary projects may involve modern languages lessons (foreign or regional) and one or more of the following classes: French, history, geography, music, visual arts, technology, physical and sporting education, etc.

All language activities are used over the three years of the cycle, and may produce writing projects (sung and dramatic written works, etc.), presentations of works produced in the sphere of visual arts and technology, discussions with foreign classes on various themes, or events presented in the target language.

Visual arts

Following the introduction to these activities and basic awareness of artistic languages provided at *maternelle* level, Cycle 2 introduced
pupils to a number of fundamental concepts in visual arts, making use of issues of interest to them. During Cycle 3, visual arts teaching is based on the experience, knowledge and competencies worked on in Cycle 2, gradually introducing pupils to a more independent, sensitive approach which they learn to analyse further. There is continued work on developing pupils' ability to invent and create. Teaching is aided by the introduction of more precise knowledge and more sustained attention to formal artistic production by pupils, the artistic processes observed, and the response to the works encountered. The aim is to give pupils the resources to state and affirm artistic intentions, and also to achieve an initial level of understanding of the key questions which artistic creation brings to the visual arts. The teaching programme is thus a preparation for the concepts, practices and knowledge found in Cycle 4.

As in Cycle 2, teaching in visual arts is based on open situations which encourage initiative, independence and critical distance. Explorative and reflective visual techniques, which are always central to learning, are emphasised: action, invention and reflection are examined as a single entity in order to enable the appropriation of artistic references which form a shared culture enriched by pupils' own culture.

Throughout Cycle 3, pupils are prompted to question the effectiveness of resources, materials, formats and acts in realising an intention or a project. They understand that conventional uses can be enriched with revisited or even re-appropriated uses. They are invited to capitalise on their experiences, identifying, naming and choosing the resources they have invented or mastered. Particular attention is paid to observing the effects produced by the various methods of presentation of works of visual art, as an initial approach to understanding the relationship between the work and a presentation device (frame, plinth, picture rail, etc.), a location (wall, ground, closed or open space, in situ, etc.) and the viewer (frontal view, enclosure, journey-based, etc.).

Practised competencies	Foundation areas
Experimenting, producing and creating • Choosing, organising and using techniques, tools and materials as a function of the effects they produce. • Representing the surrounding world or giving shape to one's imagination by exploring various domains (drawing, collage, modelling, sculpture, photography, video, etc.). • Searching for a personal expression by rejecting stereotypes. • Incorporating the use of electronic image manipulation and information search tools to assist in artistic production.	1, 2, 4, 5
Implementing an artistic project • Identifying the main resources and competencies needed to produce an artistic project. • Making sense of the stages of production of an individual or joint visual art work; anticipating possible difficulties. • Identifying and assuming a share of responsibility in a co-operative creative process. • Modifying a project to suit production limitations and consideration of the viewer.	2, 3, 5
Self-expression, analysing one's own working practices and those of peers; establishing a link to those of artists, awareness of other realities • Describing and asking questions using the specific vocabularies of art production, pupils' peers and works of art studied in class. • Justifying choices to give an account of the journey from intention to production. • Formulating an accurate expression of personal feelings, based on one's own artistic works, the works of other pupils and works of art.	1, 3
Making sense of areas associated with visual arts, being sensitive to artistic questions • Identifying certain received wisdom and cultural/artistic stereotypes in order to go beyond them. Identifying a number of characteristics which place a work of art in a specific geographical or cultural context and in an historical time (contemporary,	1, 3, 5

recent or distant). • Describing works of art, offering a supported personal understanding of them.	

These competencies are developed and examined starting with three key questions:

- **Visual representation and presentation devices:** Pupils gradually distinguish the factors which, in their desire to reproduce reality, are the product of chance and represent their own choices and will. In order to accompany basic technical acquisitions, they are prompted by the teacher to explore the creative possibilities associated with reproduction or mass production, as well as the structuring of images to underpin a narrative or testimony. Continuing the work started in Cycle 2, pupils are prompted, wherever possible, to explore the presentation links between their own visual productions or works, in the academic space or in appropriate locations, to gain an understanding of the importance of presentation in the appreciation of artistic productions and works.
- **Constructions and the relationship between the object and the space**: Two-dimensional techniques using mixed techniques and three-dimensional constructions are essential in this cycle. They encourage pupils to consider choices, formal relationships and visual effects. The multiple changes of status imposed on the materials and objects provide an understanding of the artistic, symbolic and utilitarian dimensions associated with them. Hands-on modelling, assembly and construction work and a brief introduction to installations encourage an awareness of the physical presence of the work in space and the interactions between the work and the viewer.
- **Physical existence of visual art production and sensitivity to the component parts of the work:** Pupils examine the physical reality of their productions and of works of art. They measure the significant effects produced by the physical nature of the components and come to understand that in art, an object or image may become a springboard to a new work. Frequent work with a range of materials enables pupils to identify and name concepts related to their physical quality, to test the effects of technique and various tools, and to derive pleasure from the dialogue between the instruments and the medium. The very concept of material expands, as does the range of its uses. Perception of the relationship between colour perception and the physical quality of the coloured substance is refined, and benefits from the exploration of contemporary or historic works offering insights into concepts and questions related to physical form and colour.

The three questions in the programme are addressed in every year of the cycle; considered in isolation or together, they provide a structure for learning. They are explored using recurring concepts (form, space, light, colour, material, body, medium, tool, time), making use of two-dimensional techniques (drawing, painting, collage, etc.), three-dimensional techniques (modelling, sculpture, assembly, installation, etc.) and artistic techniques for still and moving images (photography, video, digital design) to develop pupils' abilities to manufacture, depict, implement a project and talk about their work or a piece of art.
Teachers encourage regular exposure, either directly or through other media, to key contemporary and historical works of art from Western and other sources, thus enhancing pupils' sensitivity and imaginations, enriching their expressive abilities and informing their judgement. They ensure that a diverse range of artistic practices, periods and locations are represented in the cultural references used.
Teachers ensure that a specific vocabulary is acquired using work on the programme themes: diversity, richness and accurate terminology covering feelings, perceptions, techniques, physical actions, etc. This vocabulary allows pupils to move gradually from mere description to characterisation, analysis and interpretation.
Teachers make sure working spaces are structured in such a way as to encourage autonomous work.

Questioning	Sample situations, activities and resources for pupils
Physical representation and presentation devices	
- **Resemblance**: discovery, awareness and appropriation of the expressive value of variance in representation. - **Independent nature of graphic, pictorial, and sculptural** techniques: their impact on representation, on the uniqueness of the work and its link to the concepts of original, copy, multiple and series. - **The various categories of images, their manufacturing processes and transformations**: the difference between artistic images and scientific or documentary images, drawn, painted, photographed or filmed images, and the transformation of existing images with poetic or artistic intent.	• Attempts at imitation, accentuation or interpretation, rejection of real-life characteristics in a representation, the emergence of other realities, etc. • Use of still or video cameras (especially digital) for producing images; modifications to existing images to alter their meaning through the use of collage, drawing, painting, montage and the possibilities offered by digital tools. • Two- and three-dimensional implementations of explicit physical structuring and arrangement

- **Visual narration**: physical compositions in two or three dimensions for the purposes of narrative or testimony; structuring still and moving images to tell a story. - **Presentation and spatial installation**: practicalities (presence or absence of frame, base, pedestal, etc.), context (private or public venue, individual or collective display, showcase, museum, etc.), exploration of presentations for physical productions and works (locations: showroom, installation, in situ, integration into existing spaces, etc.). - **Consideration of the viewer and the desired effect**: exploration of presentation methods intended to enable the appreciation of a physical production or work (hanging, spatial installation, staging, frontal view, circulation flow, journey-based, active participation or passive observation by the viewer, etc.).	principles to produce narratives or testimonials; physical creations expressing space and time, also by means of animated images (slow motion, acceleration, sequencing, etc.) • Observation and analysis of works or images; comparison of different works dealing with the same issue, or from different arts; exploration and observation in the surrounding environment of creations or situations associated with the portrayal and the devices it uses. • Exploration of various methods and locations for presenting pupils' productions and works; role of the scale ratio.
Constructions and the relationship between the object and its location	
- **Physical heterogeneity and consistency**: questions of choice and formal relationships between various physical components, the quality of the physical effects produced; the impression created by combined techniques in two-dimensional works and three-dimensional constructions. - **Inventing, manufacturing, re-appropriating and staging objects: creating objects**, performing operations on objects, processing or manipulating them for narrative, symbolic or poetic purposes; considering the status of the object (artistic, symbolic, utilitarian, communicative); the relationship between form and function. - **Three-dimensional space**: volume-related exploration and experimentation work (modelling, assembly, construction, installation, etc.) the concepts of closed and open form, contour and limits, emptiness and fullness, interior and exterior, envelope and structure, passage and transition; encroachments by the work's own space on the viewer's space, and vice versa.	• Considering the formal qualities of materials, objects or images in combination to realise an effect, a structure or an intention (collage of assorted items, juxtaposition of disparate images, intrusion of disturbances, etc.). • Modifying the physical qualities of an object, experiencing the poetic dimension this can create. • Exploring the ways volume is used in space, especially in conjunction with architecture (equilibrium and disequilibrium; open and closed form). • Creating, manufacturing and transforming objects in association with highly symbolically charged situations; interplay in form/function relationships, between symbolic dimensions and physical qualities. • Observing and analysing works, architecture and objects; comparing different works dealing with the same issue, or from different art forms; exploring and observing creations or situations in the surrounding environment which pose questions about space, the object and architecture.
Physical existence of visual art production and sensitivity to the component parts of the work	
- **The actual reality of a production or work**; the role of physical existence in the significant effects produced by the work; experimenting with the physicality of the work, making use of it, understanding that in art, objects and images can also become resources. - **Physical qualities of materials**: impact of their characteristics (porosity, roughness, liquidity, malleability, etc.) on the production of two-dimensional artwork (transparency, thickness, homogeneous and heterogeneous mixtures, collages, etc.) and three-dimensional objects (layers, assemblies, stacks, weaving, nesting, additions of objects or fragments of objects, etc.), the invention of forms or techniques, the creation of meaning. - **The effects of techniques and instruments**: the physical qualities and visual effects obtained by implementing different tools, media and surfaces; by broadening the concept of the tool – hand, brushes of various sizes and types, rags, sponges, invented	• Exploring the physical qualities of materials, media and surfaces for painting, drawing, sculpting or construction. • Exploring and using the physical qualities and visual effects obtained by the implementation and interaction of different tools, surfaces and media. • Using expansive or restrained techniques, control or unpredictability (desire to influence the medium, leave a mark, affirmation of physical, material and technical aspects, rhythms, speed, scope or depth of relationship with the boundaries, edges and physicality of the medium or surface, etc.). • Productions making use of the links between the properties of coloured substances (pigments,

tools, etc.; by interactions between the tools and the medium – touch, marks, texture, workmanship, scratching, streaking, cutting, dripping, etc.; by the expansiveness or restraint of the technique, control or unpredictability. - **Material characteristics and quality of colour**: exploring relationships between perceived colour and the physical qualities of the coloured substance (pigments, substances, binders, siccatives, etc.), the effects produced by the uses (jus, glazes, impasto, coating, solid ink, colour range, pouring, etc.), surfaces, mixtures with other mediums; understanding the sensory dimensions of colour, including the interrelationship between quantity (formats, surfaces, scope, environment) and quality (colours, intensity, nuances, light, etc.). Experimenting with, observing and interpreting the role of material in visual arts production: lending it a shape, playing on its physical characteristics and textures to enrich an artistic project; identifying the respective roles of chance and intention.	substances, binding agents, siccatives, etc.), their uses (*jus*, glazes, impasto, coating, solid ink, colour range, pouring, etc.); the effects produced by the media used, and combinations with other surface media. • Observing and analysing works or images; comparing different works dealing with the same issue, or from different art forms; exploring and observing creations in the surrounding environment which demonstrate the roles of physical reality and colour.

Intersections between teaching areas

The issues related to the theme entitled "Physical representation and presentation devices" naturally link to the teaching of French, history and geography, science and physical and sporting education, e.g. in situations which combine accounts of real-life experiences, explorations of complex locations or adventure stories associated with the pupils involved.

In particular, as pupils develop their skills in the "Making sense of the visual arts and appreciating art-related issues" competency, they make connections with modern languages teaching as they consider various different artistic/cultural contexts.

The emphasis placed in visual arts on experimentation and a love of research is also found in science and technology, as well as in applied arts and design. Such potential intersections could result in models of scientific experiments and their results, and museum work involving imaginary species or little-known animals, such as the invention of fictitious archaeological evidence, including evidence derived from scientifically validated information. Furthermore, visual arts production requires the use of competencies and concepts (space, perspective, proportion, measurement, etc.) which can be linked to those developed in mathematics.

In this cycle, the "Implementing an artistic project" competency may see the production of multi-disciplinary work (music, French, physical and sporting education) centred on an artistic form related to the visual arts in projects involving issues such as (theatrical) staging, performance space and presentation space. Furthermore, artistic production requires the use of competencies and concepts (space, proportion, measurement, etc.) which are developed in concert with mathematics.

Music

Following on from Cycle 2 and in preparation for Cycle 4, the music programme in Cycle 3 continues to explore and develop the two major competency areas which provide structure to the overall learning journey: perception and production.

By working on perception and listening to music, pupils develop their abilities to perceive finer features and more complex arrangements of music; they learn to identify relationships, similarities and differences between several works; they acquire points of reference which structure their artistic culture, and learn to make reference to them; they gradually discover that taste is a relative concept and, gradually moving beyond their initial reactions, develop their critical thinking and express personal opinions.

Through production work based mainly on vocal expression, they develop techniques to diversify their expressive vocabulary for use in an interpretative project; they measure the requirements of a collective work that is highly dependent on individual commitment; they enrich their singing repertoire with experiments in expression; they learn to connect what they are singing to the music they are listening to, and to make choices between playing and imagining (or even creating) music.

New dimensions are added to the four competencies already targeted in Cycle 2 – interpreting, commenting, creating and persuasive arguing – marking the pupils' progression towards more complex perception and production situations than before, using progressively more complex musical objects and working situations.

Every year, as in Cycle 2, all pupils must, if they so wish, have the opportunity of being involved in the production of an ambitious choral project which involves as many other different forms of artistic expression as possible. Such possibilities enable them not only to derive pleasure from singing in a group environment, but also to experience the demands of an organised show at the end of the academic year. By involving pupils from various different levels in the cycle, the choir has the advantage of bringing together *école* and *collège* pupils, some of the latter even coming from above Cycle 3. It takes full advantage, where possible, of a partnership with professional artists, particularly in providing instrumental accompaniment for the choir.

Practised competencies	Foundation areas
Singing and performing • Singing and performing a melodic and rhythmic pattern. Performing a varied repertoire with expression.	1, 5
Listening, comparing and commenting • Describing and comparing sounds from a variety of musical contexts. • Identifying and naming similarities and differences in two musical extracts. • Identifying a number of characteristics which associate a musical work with a specific geographic or cultural context and historical time (contemporary, recent or distant).	1, 3, 5
Exploring, visualising and creating • Visualising the way in which various sound elements are structured. • Making personal suggestions during moments of creation, invention and performance.	1, 5
Discussing, sharing and reasoning • Giving a reasoned opinion about a piece of music. • Listening to and respecting others' points of view and opinions about their own feelings.	1, 3, 5

Expectations at end of cycle	
– Identifying, choosing and using vocal and body techniques in the interests of meaning and expression. – Linking the musical characteristics of various works, naming them and presenting them in association with other knowledge acquired from teaching (history, geography, French, science, etc.). – Exploring the sounds of the voice and its environment, visualising musical uses, creating temporal structures for a collection of selected sounds. – Developing sensitivity and a critical attitude, and gaining enrichment from the diverse variety of personal tastes and aesthetics.	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
Singing and performing	
- Singing and performing a melodic and rhythmic pattern. - Singing a simple melody with correct intonation and expressive intention. - Memorising and singing with feeling a song learned by imitation, sustaining a brief period of solo singing. - Performing a song expressively, following a number of previously specified choices and restrictions. - Playing a part in a short time of polyphonic singing. - Using the body in performance, with instruments where applicable. - Identifying the difficulties experienced in performing a sung piece. ➢ Repertoire of various songs. ➢ Sonic parameters and vocal techniques for using those parameters expressively. ➢ Vocabulary of expression: a few simple nuances, tempo, character, etc. ➢ Polyphony: the complementary role of simultaneous parts. ➢ Performing a musical piece: understanding the term and appropriate use of a recorded work and a performed musical piece played in class.	Learning and performing different styles of songs. Games for performing a melodic phrase or a song verse in association with expressive intentions. Games for performing a melodic phrase by experimenting with usable parameters (timbre, intensity, space – in movement, in several groups –, duration – tempo –, pitch. Use of instruments.
Listening, comparing and commenting	
- Describing and comparing sounds from different musical contexts, geographical regions or cultures and in a historic, contemporary, recent or distant time period. - Identifying and naming similarities and differences in two musical extracts. - Identifying and naming a simple structure in a musical extract: repetition of a melody or rhythmic motif, theme, characteristic passage, etc.; deducing a simple form within it (e.g. verse/chorus, ABA) - Combining the exploration of a work with knowledge accumulated in other teaching areas. ➢ Simple vocabulary for describing music. ➢ Methods for comparing music types. ➢ Simple time and space reference points. ➢ A few major heritage works. Main characteristics of a symphony orchestra. Varied forms of production: vocal, instrumental, soloists.	Prepared listening: collection of terms given for use in description and commentary. Prepared (and/or compared) listening according to a pre-identified listening perspective: rhythm, repetition, timbre, melody, etc. Comparing performances of a given work. Listening to brief musical extracts and games of association by similarity. Coding (mapping) of short extracts and comparison. Comparison with works from other artistic spheres: still and moving images, dance. Comparison of uses of music in the moving image (cinema). Introduction by a pupil – or a group of pupils – of an extract already listened to and worked on in class, using the appropriate vocabulary.
Exploring, visualising and creating	

- Experimenting with sonic parameters and imagining possible uses for them as a result. - Visualising graphical representations to structure a succession of sounds and sonic events. - Inventing a simple structure from selected sound sources (including the voice) and performing it. ➢ Developing a vocabulary to describe instrumental sound, vocal sound and sound objects in the areas of pitch, timbre, duration and intensity. ➢ Diverse range of sound materials and categories classified by dominant characteristics. ➢ The attitudes of the person exploring the sound, and also of the composer: producing, listening, sorting, selecting, organising, composing. ➢ The visual project (a score adapted as a structured recollection) and its sonic representation. ➢ The requirements of group music: listening to others, respect for their suggestions.	Vocal games linking sound objects. Proposed and actual original personal contributions at the time of performance. Manipulating sound objects using appropriate digital tools. Producing graphical music scores and comparing the results. Composing graphical music scores and sound pieces.
Discussing, sharing and reasoning	
- Expressing personal tastes above and beyond immediate sensations. - Listening to and respecting others' points of view and opinions about their own feelings. - Defending a position regarding a musical piece while respecting the positions of others. - Arguing for a choice in the context of a collective performance. ➢ Concepts of respect, goodwill and tolerance. ➢ Appropriate vocabulary for expressing and defending personal points of view concerning the music. ➢ Requirements for group work: concentration, listening, respect, self-assessment, etc. ➢ Rules and restrictions of musical group work intended to express a shared opinion, such as high-quality sound production.	Expressing and sharing personal points of view concerning the music being listened to. Justified debates about musical pieces featuring in news items known to the pupils. Shared definition of rules for a vocal game; discussions and critical debates about the result with a view to creating a new piece of work. Critique of vocal production recordings (singing, voice games, improvisation) of the class to improve performance.
Progress benchmarks The various competencies are used and worked on together. Vocal practice requires listening and, conversely, listening benefits from, and is enriched by, use of the voice (singing a central melody, for example) and of physical actions (a rhythmic pattern which is tapped out or structures a dance movement, for example). In each year of the cycle, pupils learn a repertoire of at least four songs and explore a larger set of at least six works (or extracts from works). The set works are drawn from a variety of styles and periods, and offer preliminary points of reference which frame the richness of the musical environment in space and time.	

Art history

The multi-disciplinary, cross-curricular teaching of art history provides a structure for pupils' artistic culture by helping them to acquire points of reference derived from various works and artistic trends from the past and present, and providing methods for locating them in space and time, performing them and establishing links between them. It contributes to the development of a sensitive, informed and considered examination of the works.

Throughout Cycle 3, art history helps to create a link between the other teaching areas and emphasises their cultural dimension. Starting with the *sixième* class, it brings together teachers from several different disciplines.

As far as possible, art history incorporates all forms of artistic expression from the past and present, from erudite and popular, Western and non-Western sources. Art history teaching is supported by heritage (at a local, national and international level), making particular use of digital resources. As a part of the pupils' artistic and cultural education course, it combines exposure to the works and the appropriation of knowledge, yet is not restricted to the traditional boundaries of the fine arts, music, theatre, dance, literature and cinema. It is based on an exposure to a tradition that is erudite, popular and traditional in equal measure, making it as diverse as possible. It is enriched by artistic expression of all kinds.

The general educational goals of this teaching can be summarised in three main categories:

- goals of an aesthetic nature, relating to education in sensitivity, taking the form of exposure to works in artistic and heritage environments;
- methodological goals, pertaining to an understanding of the work of art and of the techniques and formal/symbolic language underlying it;
- knowledge-based goals aimed at providing pupils with the points of reference which will enable them to become independent, informed lovers of art.

During the first two years of Cycle 3, teachers use a multi-skills approach to find settings and occasions which best suit the construction of this teaching and its goals. In the *sixième* class, art history is taught mainly through the educational areas of visual arts and music, French, history, geography and modern languages. Physical and sporting education and science and technology disciplines may be combined with cross-disciplinary art history projects. The contribution to these projects made by the teacher responsible for the library is of vital importance.

In Cycles 1 and 2, as part of their artistic and cultural education course, and especially through the art teaching programme, pupils encountered works of art; having completed these cycles, they have developed a sensitivity to artistic languages. They understand elementary notions specific to each field of artistic expression (for example: that architecture structures a space; that painting and theatre can depict reality; that music can seek to express a feeling); they can identify and name a number of key components in a work of art and, using a few basic principles, compare it to others. They observe, listen and act in accordance with the appropriate behaviour codes in artistic and cultural venues.

By the end of Cycle 3, pupils have acquired the basic vocabulary and comprehension to enable them, when presented with a visual or musical work, a monument or an artistic space or object, to put forward a description of it which identifies aspects:

- relating to its physical presence (materials, dimensions, manufacture);
- which are characteristic of a formal language;
- which indicate uses or meaning.

In this way, Cycle 3 builds the skills which will enable pupils, during Cycle 4, to establish the basic interpretations and associations which will make them independent in their relationship to art.

Practised competencies	Foundation areas
Identifying: giving a supported opinion about what a work of art represents or expresses.	1, 3, 5
Analysing: observing or listening to a work of art to identify its main technical and formal characteristics	1, 2, 3, 5
Situating: linking characteristics of a work of art to uses, as well as to the historical and cultural context of its creation.	1, 5
Gaining familiarity with a museum, art venue or heritage site.	2, 5

Expectations at end of cycle		
– Describing a work, identifying its main technical and formal characteristics using simple, appropriate terminology. – Producing a reasoned proposition, based on a number of key characteristics of a work, to make a best guess at associat work with a specific time period and geographical location. – Expressing a feeling and an opinion when presented with a work, supported by an initial analysis. – Gaining familiarity with a museum or art centre, behaving in a manner appropriate to the location and identifying the fu of its key staff. – Identifying the influence of past and present arts upon the surrounding environment.		
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**	**Link to other teaching areas**
Giving a reasoned opinion on what a work of art represents or expresses		
- Identifying mythological or religious characters, objects, settings, lighting. - Summarising an action represented in a picture or acted on a stage or screen, and describing the characters in it. - Describing a piece of music in simple terms. ➢ Knowledge of the myths of Antiquity and creation narratives, especially Biblical. ➢ Characteristics and specifics of discourse (narration, description, explanation, persuasion, summary, etc.). ➢ Vocabulary of emotions and feelings.	Oral and written expression, where applicable in the context of a work of the imagination, using action depicted by a painting, a dramatic work, a cinematographic sequence, an instrumental musical extract or a piece of choreography. Teaching pupils to tell stories (in a group or by means of digital recordings). Recreating an action or situation in choreographed form. Public speaking, debating, role playing.	French History Visual arts Music Physical and sporting education
Observing or listening to a work of art to identify its main technical and formal characteristics		
- Identifying materials (including sound-based), and the means by which the artist has implemented them. - Finding geometric shapes and understanding how they have been positioned in a façade, painting, ornamental tiling work or tapestry. - Identifying units of meaning in an artistic form. ➢ Characteristics of families of materials. ➢ Characteristics and specifics of artistic fields and associated terminological items.	Building a description using a written statement, summary, drawing or diagram, etc. - observing and describing a two-dimensional or three-dimensional work, an artistic, designed or crafted object or a musical instrument; - listening to a musical extract and summarising key musical events (changes of timbre, movement or theme); - observing a film sequence: shots, characters, action.	Visual arts Music Mathematics Science and technology French
Linking the characteristics of a work of art to common practices and the historical and cultural context of its creation.		
- Establishing links between one or more contemporary works and a		French History Geography

historical event or period, a geographical location or a document studied in history, geography or French. - Comparing a well-known text (narrative, fable, poetry, religious or mythological work) and a number of its visual, musical, dramatic, choreographic or cinematic illustrations or transpositions from various periods of history, emphasising the language unique to each. - Comparing works and movable objects with lifestyles and everyday practices. ➢ Creating a basic "museum of the imagination" classified by historical period. ➢ Sign/label to identify a work of art. ➢ Introductory vocabulary of style.	Visits to collectors' or artists' houses, palaces or official buildings to observe details of architecture and the space given over to art. Collaborative work in creating a group presentation, possibly staged or supported by digital media. Manipulation and modelling of forms (pictorial, architectural, musical and material) using digital modelling tools. Materials-based identification of stages of construction of a building. Designing a project for a partial school refurbishment – in partnership with an art, design or architecture school, an inventory service or an architecture, urban planning and environmental organisation – examining space, décor and furniture, based on an appreciation of its uses and a selection of benchmarks.	Visual arts Music Moral and civic education
Gaining familiarity with a museum, art venue or heritage site.		
- Carrying out research (as part of a group exercise based on precise instructions) in preparation for a cultural visit. - Gaining familiarity with a museum or art venue by reading and understanding maps and instructions. - Gaining an awareness of the vulnerability of heritage. ➢ Basic key principles of museum structure. ➢ Conservation, restoration and dissemination professions. ➢ Identifying and locating a work or a room.	Visiting museums or heritage sites to play "treasure-hunt"-style games. Visiting restorers' workshops. Visiting preventative archaeology sites. Observing and photographically recording evidence of the past in a location near the school.	History Geography Science and technology Visual arts Music

Physical and sporting education

Physical and sporting education encourages access to a rich source of activities offering strong cultural and social involvement, which are important in the development of the personal and communal life of the individual. Throughout a pupil's academic career, the goal of physical and sporting education is to create a lucid, independent, physically and socially educated citizen with an ability to live communally. It encourages children and teenagers to strive for well-being and take care of their own health. It ensures the inclusion in a classroom setting of children with specific educational needs or handicaps. Physical and sporting education is an initiation into the pleasure of sporting activity.

Physical and sporting education meets the criteria of common-foundation training by enabling all pupils, girls and boys alike to work together continuously and on an equal footing – especially those with the least involvement in physical and sporting activities – to build five practised competencies throughout the different cycles:
Developing motor skills and learning to use the body for self-expression
Acquiring methods and resources through physical and sporting activity
Sharing rules, assuming roles and responsibilities
Learning to maintain personal health through regular physical activity
Acquiring a sporting and artistic physical culture

To develop these general competencies, physical and sporting education offers all pupils from école to collège level a teaching journey which comprises four complementary learning areas:
Producing optimal performance levels which are measurable at a specified time
Adapting physical movements to a range of varied environments
Self-expression in front of others through an artistic and/or acrobatic activity
Successfully participating in a contest between teams or individuals

Each learning area enables pupils to construct competencies which incorporate various different dimensions (motor, methodological and social skills), supported by a diverse range of physical, sports and artistic activities (PSAA). Each of the programmes' cycles (Cycle 2, 3, 4) should expose pupils to the four learning areas. At école and collège level, a teaching project defines a balanced, progressive learning journey suited to the characteristics of the pupils, the opportunities afforded by the school's materials and equipment, and the available human resources.

During Cycle 3, pupils put their resources into action to improve their motor skills in a range of more codified contexts. They identify the immediate effects of their actions, ensuring that in this process there is recourse to spoken and written language. They continue their initiation into a variety of roles (referee, observer, etc.). and understand the need for rules. With a large amount of practice time, pupils devise and develop working methods which are conducive to discipline (through action, imitation, observation, co-operation, etc.). If teaching is to be continuous and well-consolidated, it requires co-operation between primary and secondary teaching staff. As in Cycle 2, being able to swim remains a priority.

In addition to physical and sporting education, the collège's sports association offers an opportunity, for all pupils who so desire, to extend their physical activities in a club-like setting, encounter new experiences and assume new responsibilities.

By the end of Cycle 3, all pupils need to have reached the required level of competency in at least one physical activity per learning area.

Practised competencies	Foundation areas
Improving motor skills and constructing a physical vocabulary • Adapting motor skills to various situations. • Acquiring specific techniques to improve efficiency. • Making use of a range of resources (physiological, biomechanical, psychological, emotional) to act efficiently.	1
Using physical activity to acquire learning methods and resources, individually or as a group • Learning by acting, observing and analysing one's own activity and the activity of others. • Repeating actions for increased consistency and efficiency	2

• Using electronic resources to observe, assess and modify personal activities.	
Sharing rules, assuming roles and responsibilities • Assuming social roles specific to various PSAAs and to the class (player, coach, referee, judge, observer, tutor, facilitator, organiser, etc.). • Understanding, complying with and enforcing rules and regulations. • Being responsible for one's own personal safety and that of others in varied situations. Being involved in group sporting and artistic activities.	3
Learning to maintain personal health through regular physical activity • Assessing the quantity and quality of daily personal physical activity in and out of school. • Understanding and applying the principles of good health practices. • Adapting the intensity of individual physical activity to match actual ability in order to avoid endangering oneself.	4
Acquiring a sporting and artistic physical culture • Knowing how personal achievements compare with general human performance levels. • Understanding and respecting the physical and sporting activity environment.	5

Producing optimal performance levels which are measurable at a specified time

Expectations at end of cycle	
Making efforts and combining several different motor skills activities from different families to perform faster, longer, higher and further. Combining running, jumping and throwing to achieve the best combined performance. Measuring and quantifying performance; recording, comparing, ranking it and converting it into graphical representations. Assuming the roles of timekeeper and observer.	
Competencies developed over the cycle	**Sample situations, activities and resources for the pupil**
- Combining simple actions: running-throwing; running-jumping. - Using individual resources to achieve the best possible performance in a range of athletic activities (running, jumping, throwing). - Applying simple principles to improve performance in athletic and/or aquatic activities. - Using personal speed to go further or higher. - Remaining horizontally balanced in water without support. - During the activity, noting external and bodily signs to monitor personal movement and effort. - Using simple measurement tools to assess performance. - Following rules for the activity. - Implementing a variety of social rules (excuses, accepting, refusing, etc.)	Athletic activities (running, jumping, throwing) and swimming.
Progress benchmarks It is possible to make modifications to enable pupils to make optimal use of their resources to achieve maximum performance levels and gain satisfaction from this. There should be a focus on a wide variety of situations in which to make use of different types of resources, with a substantial amount of physical activity time. Supplying feedback to pupils about their activities helps them to progress.	

Adapting physical movements to a range of varied environments

Expectations at end of cycle	
Undertaking a journey (alone or as part of a group) through several unusual environments, in an artificial or managed natural setting. Knowing and complying with the safety rules applicable to each environment. Identifying the responsible party to be notified or the procedure to be followed in the event of a problem. Confirming the *attestation scolaire du savoir nager* (ASSN) swimming certificate, in accordance with the Decree of 9 July 2015.	
Competencies developed over the cycle	**Sample situations, activities and resources for the pupil**
- Making a physical movement with confidence and safety. - Adapting physical movements to different environments. - Being aware of the environment and changes in it (wind, water, vegetation, etc.). - Conserving personal energy to ensure sufficient resources to return to the starting point. - Helping others.	Wheel and skate-based activities, aquatic activities, orienteering, climbing wall, ability to swim, etc.
Progress benchmarks Where possible, swimming will be taught in every year of the cycle. Introductory training activities can be scheduled, irrespective of the location of the facility. Other open-air physical activities will be incorporated where permitted by local resources or the logistics of visits which involve overnight stays.	

Successfully participating in a contest between teams or individuals

<table>
<tr><th colspan="2">Expectations at end of cycle</th></tr>
<tr><td colspan="2">In changed circumstances or where numbers are reduced,
Making tactical arrangements to win the contest or match by identifying scoring opportunities. Maintaining appropriate levels of physical efficiency for the entire planned game time.
Showing respect to partners, opponents and the referee.
Taking on different social roles (player, referee, observer) inherent in the activity and the structure of the class.
Accepting the outcome of the contest and being able to comment on it.</td></tr>
<tr><th>Competencies developed over the cycle</th><th>Sample situations, activities and resources for the pupil</th></tr>
<tr><td>- Seeking to make the most of the contest with simple tactical choices.
- Adapting game tactics and actions according to one's opponents and partners.
- Coordinating simple physical actions.
- Assuming the roles of attacker/defender.
- Co-operating in attack and defence.
- Being willing to assume simple refereeing and observing roles.
- Acquiring information to enable more effective action.</td><td>More complex traditional games (thèque baseball, béret, balle au capitaine, poules-vipères-renards, etc.), group games with or without a ball and group pre-sports games (e.g. handball, basketball, football, rugby, volleyball, etc.), combat games (martial arts), racquet games (badminton, tennis).</td></tr>
<tr><td colspan="2">Progress benchmarks
Throughout the cycle, as they engage in team activities, pupils should learn to identify with the roles of attacker and defender, develop strategies, identify and fill different roles and positions in real-life games and play by the rules. During the cycle, pupils face opponents alone to attempt to gain sporting advantage, develop attacking and defensive strategies and understand that defence is required even during attack (reversibility of real-life situations).</td></tr>
</table>

Intersections between teaching areas

Physical and sporting education offers many situations in which pupils can practise spoken language. For example, they will need to use appropriate, specific vocabulary for describing the actions which they and their team mates perform in order to structure their own activity or that of their team mates, and to express the feelings they experience. They also develop communications skills by practising a language in a codified context (e.g. supplying an observation made using precise criteria in respect of a group or an individual).

By combining the absolute and the abstract, sporting activities give meaning to mathematical concepts (scale, distance, etc.). Pupils may also use different methods of portrayal (figures, graphics, tables) to represent and compare performance levels achieved and their changes over time (e.g. graphics showing changes in performance over the cycle, table or graphic to compare the performances of several pupils).

Orienteering activities provide an opportunity to practise the navigational and motion skills
they have explored (on a map or graph) in mathematics and geography.

In concert with science teaching, physical and sporting education plays a part in health education (energy requirements, the workings of muscles and joints, etc.), and safety instruction (familiarity with first aid procedures, basic road safety rules, etc.).

In combination with moral and civic education, the activities in this teaching area create the conditions for learning the appropriate civic behaviour for showing respect to others, fighting against discrimination, complimenting team mates' performance, developing empathy, expressing and recognising emotions, recognising and accepting differences and being involved in organising sports meetings.

A foreign or regional modern language may, for example, be used to supply game instructions, provide commentary on a contest, as a language for presenting an acrobatic show, etc.

Moral and civic education

See the programme specified by the decree of 12-6-2015 - *Journal Officiel* dated 21-6-2015, BOEN (special education bulletin) no.6 of 25 June 2015

History and geography

In Cycle 3, pupils continue the gradual process of developing their relationship with time and space in an increasingly explicit way, based on the contributions of two associated teaching disciplines – history and geography – to achieve the end-of-cycle civic and cultural goals. These two teaching areas cover common themes and concepts and use similar resources and methods. Their specific characteristics derive from the objects they study – time and space, and the methods they implement for their examination. History and geography are taught in equal proportions throughout Cycle 3. For the 6ème class, teachers establish what portion of the timetable will be devoted to each theme or sub-theme according to the teaching strategies they intend to employ. Teachers create links with moral and civic education, and pay attention to the effective contribution made by history and geography teaching to the achievement of the cycle objectives in the various areas of the common foundation – especially in Domains 1 and 2. Throughout Cycle 3, pupils acquire competencies and knowledge which they will go on to use in the rest of their studies and personal life.

Practised competencies	Foundation areas
Making sense of time: constructing historical points of reference - Chronologically locating major historical periods. - Ordering facts in relation to one another and placing them within a given historical era or period. - Manipulating and re-inserting the historical point of reference in other contexts. - Using documents which offer a representation of time (including time lines) at different levels, and vocabulary relating to the division of time, enabling facts to be put in perspective. - Memorising the historical points of reference associated with the programme and being able to use them in different contexts.	1, 2, 5
Making sense of space: constructing geographical points of reference - Naming and placing major geographical points of reference. - Naming and placing a location in a geographical area. - Naming, locating and describing spaces. - Locating places and areas in relation to one another. - Grasping the concept of geographical scale. - Memorising the geographical points of reference linked to the programme and being able to use them in different contexts.	1, 2, 5
Reasoning and explaining an approach and the choices made Asking questions, asking oneself questions. - Formulating hypotheses. - Checking. - Explaining.	1, 2
Obtaining information in the digital world - Understanding and using different information systems. - Finding, selecting and using information in a digital resource. - Identifying the digital resource used.	1, 2
Understanding a document - Understanding the general meaning of a document. - Identifying the document and knowing why it needs to be identified. - Extracting relevant information in order to answer a question. - Knowing that the document expresses a point of view, identifying and questioning the implicit meaning in a document.	1, 2
Using different types of language in history and geography - Writing to structure thoughts and knowledge, to make persuasive arguments and to communicate and discuss. - Recognising a historical narrative. - Oral self-expression to assist with thinking, communicating and discussing. - Obtaining and using an appropriate historical and geographical vocabulary.	1, 2, 5

- Creating or contributing to visual productions. - Using paper and digital maps of varying scales, and photographs of landscapes or places.	
Co-operating and working together - Being able to work within a group to achieve a shared task and/or group production and making one's own competencies and knowledge available to others. - Working together to facilitate individual learning. - Learning how to use digital tools for producing shared creations.	2, 3

History

By examining historical facts, pupils first learn how to distinguish historical fact from fiction and start to learn that the past can be questioned.

The teaching plan for Cycle 3 is not intended to produce a linear, exhaustive knowledge of history. The purpose of the selected historical events is to establish shared historical points of reference which are gradually developed and enriched throughout Cycles 3 and 4, producing an understanding that today's world and contemporary society are the results of long processes, divisions and choices made by the men and women of the past.

Although pupils are initially presented with tangible historical evidence and its meaning with regard to their own environment, they are gradually introduced to sources and artefacts of other kinds which speak of worlds further removed in time and space. They come to understand that historical narratives are constantly being added to and changed by new archaeological and scientific discoveries and reinterpretations of the past.

The work commenced in CM1 is re-examined and enriched: what sources are used to construct an ancient history narrative? How do you reconcile archaeological evidence with written sources?

The intention is still to separate history from fiction – a goal which can be pursued in conjunction with the French programme – and especially in the *sixième* class, through the emphasis placed on the history of religious facts, where pupils are given a number of opportunities to compare historical facts and religious beliefs. The study of religious facts consistently anchors these facts in their cultural and geopolitical contexts.

Although the programme sometimes offers precise study subjects, teachers strive to allow pupils to produce general portrayals of the worlds they explore. Studying historical maps in each sequence is a way of putting study subjects into context. All the covered areas need to be sited within the context of the inhabited world during the period under study. Teachers make a point of showing the synchronic and diachronic dimensions of the facts in question. In this way, pupils continue to construct an understanding of what "long term" means.

CM1 class	
Annual planning benchmarks	**Teaching strategies and content**
Theme 1 **What came before France?** • What signs are there of an ancient occupation of French territory? • Celts, Gauls, Greeks and Romans: heritage from ancient worlds • Great population movements and relocations (4th-10th centuries) • Clovis and Charlemagne, Merovingians and Carolingians in the continuum of the Roman Empire	Building on the exploration of places familiar to the pupils which began in Cycle 2, specific prehistorical and historical evidence is identified in their immediate surroundings, placing this evidence in a temporal context and building associated historical points of reference. A brief comparison is made between this immediate evidence and the various prehistorical and historical evidence taken from other places in France, demonstrating the long-standing and diverse nature of population and heritage. This is followed by a focus on the Gauls, the intermixing of their populations and the contacts between Celts, Gauls and Mediterranean civilisations. Teaching of the history of the Roman colonisation of the Gauls needs to clarify that Gaulish civilisation, for whose existence physical evidence is still visible, did not come to a sudden conclusion. However, the contributions of Roman civilisation are numerous: towns, roads, Christianity (as well as Judaism) are a few examples. Pupils will also learn that from the 4th century onwards, peoples from eastern countries, including the Franks and Visigoths, settled over several centuries in the Western Roman empire, which finally collapsed in the late 5th century. The study of Clovis, the King of the Franks, offers an opportunity to revisit the relationships between the "barbarian" peoples and the Roman empire and to show the continuity between the Roman and Merovingian civilisations, as evidenced in the political act of Clovis' baptism. Charlemagne, crowned Emperor in 800, King of the Franks and the Lombards, rebuilds a Romano-Christian empire.
The time of the Kings • Louis IX, the 13th-century "Christian King". Francis I, a patron of the Arts and • Letters during the Renaissance. • Henri IV and the Edict of Nantes. • Louis XIV, the Sun King at Versailles.	As the goal of Cycle 3 is to establish a number of basic key points of reference in the history of France, the study of the Capetian monarchy is centred on royal power, its long-term survival and the geographical construction of the kingdom of France, including the use of alliances, a topic which will introduce pupils to a number of important female figures: Eleanor of Aquitaine, Anne of Brittany, Catherine de' Medici. In this way, pupils discover the key elements of feudal society and French heritage, and are prompted to consider the links between the Kingdom of France and other parties and places. This theme includes an introduction to the formation of the first French colonial empire, driven by royal power, colonised largely through the displacement of African peoples who were forced into slavery. The royal figures studied will present pupils not only with a number of major features of political history, but also with economic and social questions, and violence-related issues such as the Crusades, religious wars and regicide.
The time of the Revolution and Empire • From 1789 until the execution of the King: Louis XVI, the Revolution, the Nation. • Napoleon Bonaparte: from General to Emperor, from Revolution to Empire.	The French Revolution marks a fundamental break in the established monarchical order, and Louis XVI is presented as the last King of the Old Régime. Pupils will be given a number of key explanations regarding the economic, social, intellectual and political origins of the Revolution. This initial introduction to the Revolutionary period will equip pupils to understand a number of key factors behind these changes, and to identify from them a number of key stages (1789, abolition of the monarchy, proclamation of the First Republic and execution of the King).

	Napoleon Bonaparte, a general in the Republican armies, takes power by force and is proclaimed French Emperor in 1804, but retains a number of aspects introduced by the Revolution.

CM2 class	
Annual planning benchmarks	**Teaching strategies and content**
Theme 1 **The time of the Republic** • 1892: the Republic celebrates its hundredth anniversary. • Primary schools in the time of Jules Ferry. • Many republics, one democracy: freedoms, rights and responsibilities.	A study of the centenary of the Republic, celebrated in 1892, is placed into context to show that French people have experienced a variety of political situations since the Revolution, including those resulting in conflicts and violence (1830, 1848, 1870). Republican symbols appear in ceremonies. Pupils are shown that during this period, a new process of colonisation also begins. From the 1880s onwards, free, secular and compulsory schooling forms part of membership of the Republic. Republican school buildings and programmes offer an easy practical way of approaching the subject. Starting with a number of accessible examples, it is shown that the freedoms (freedom of expression, freedom of worship, etc.) and rights (right to vote, rights of women, etc.) enjoyed in France today under the 5th Republic are the result of conquest and changes in democracy and society, and that they are still being questioned. Citizens' responsibilities are explored.
Theme 2 **Theme 2** **The industrial age in France** • Energy sources and machines • Work in mines, factories, workshops and large stores. • The industrial town. Rural life.	Teachers choose two study subjects from the variety available. An emphasis should be placed on practical introductions to provide an understanding of new production methods and locations. It is shown that industrialisation is a long-term process involving social upheaval as well as changes in urban and rural life.
Theme 3 **France from the world wars to the European Union** • Two world wars in the twentieth century. • The construction of Europe.	Starting from evidence of the Great War and the Second World War in pupils' surrounding environment (memorial and remembrance sites, landscapes showing reconstructions, commemoration dates), the scale of the two conflicts is shown, placing them in their European and world contexts. Reference is made to the Resistance, France at war and collaboration. The genocide of the Jews is covered, as are persecutions of other groups. Pupils discover that European countries, formerly at war with one another, are now united within the European Union.

Sixième class	
Annual planning benchmarks	**Teaching strategies and content**
Theme 1 **The long history of humanity and migrations** • The origins of humanity • The Neolithic "revolution". • Early States, early writings.	An examination of prehistory establishes scientific facts, with reference to other disciplinary areas, before exploring polytheistic myths and the narratives about the origins of the world and humanity put forward by monotheistic religions. The story of the first great migrations of humanity can be quickly dealt with by observing maps and referring to a few archaeological dig sites, and provides an introductory exploration of population history at a world level. Study of the Neolithic period considers the involvement of men and women in their environments. The process by which human communities settled, and the beginnings of human involvement in agriculture and rearing, occur at different times depending on the geographical areas in question. The study of the first country states and the earliest writings focuses on the ancient East and may include Egypt and Mesopotamia.
Theme 2 **Creation narratives, beliefs and citizenship in the Mediterranean of Antiquity in the first century BC** • Life in Greek cities. • Rome: from myth to history. • The birth of Jewish monotheism in a polytheistic world.	This theme offers a comparative study of religious facts, placed within their cultural and geopolitical contexts. Teachers will make a point of showing their synchronic and/or diachronic aspects. With the ongoing intention of separating history from fiction, this theme offers pupils a number of opportunities to compare historical facts and beliefs. Mythical and Biblical narratives are linked to archaeological discoveries. What is known of the shared cultural world of the Greeks living in rival cities? Under what circumstances was democracy born in Athens? How did the myth of the establishment of Rome enable that empire to assert its domination, and how was this myth presented? When, and against what background, was Jewish monotheism born? Athens, Rome, Jerusalem, etc. : encounters with these ancient civilisations introduce the pupils to the places, documents, histories and founders of a shared heritage.
Theme 3 **The Roman Empire in the world of Antiquity** • Conquests, the *Pax Romana* and Romanisation. • Christians in the Empire. • Relations between the Roman Empire and other ancient civilisations: the old Silk Road and Han China.	Caesar's conquest of Gaul is covered in the first year of Cycle 3. Successive conquests result in the formation of a vast empire characterised by the diversity of the societies and cultures which it comprises. Its unity is ensured by imperial power, Romanisation and the famous myth of the *Urbs*. Christianity, born out of Judaism, takes root in the Greek and Roman worlds. What are the basic origins of this new monotheism which claims to stem from Jesus? What are its relations with the Roman Empire prior to the establishment of an imperial Christianity? The Silk Road tells of contacts between the Roman Empire and other ancient civilisations. Regular commerce between Rome and China existed from the second century BC onwards. This provides an opportunity to explore Han Chinese civilisation.

Geography

The concept of habitation is central in Cycle 3: it gives pupils an improved understanding and appropriation of the purpose and methods of geography teaching. In geography, habitation is not simply a question of living or having a home somewhere. Taking an interest in habitation implies observing the ways in which humans structure and use their living spaces at all levels. For this reason, the study of "modes of habitation" must provide a simple introduction for pupils, using clear-cut practical cases, to geographical reasoning through the exploration, analysis and understanding of the dynamic relationships maintained at a variety of levels by individuals/inhabitants and societies with the geographical areas and places which they use, design, structure and represent.

In this way, pupils discover that for humans, exploiting a place means having the use of it and carrying out every day acts in it such as work, shopping, leisure, etc. To do this, there is a need to access it, move around it, know its functions and share it with others. Teaching starts with an investigation of places of daily life which are close at hand; after that, other levels and social and cultural "environments" are examined; lastly, the final year of the cycle features an analysis of the diversity of "habitations" in the world.

The need to help pupils understand the requirement for sustainable and fair development in human habitation of the Earth, and associated issues, provides a structure to the teaching of geography in Cycles 3 and 4. This introduces a new relationship with the future, helping pupils to learn to think in the long term and devise alternatives to what may be seen as an inevitable future. This is a particularly good opportunity to introduce the pupils to the concept of territorial forecasting. Adding a forecasting dimension to the teaching of geography makes it easier for pupils to appreciate geographical dynamics and consider possible future scenarios. In the *sixième* class, this provides the teacher(s) with an opportunity to run a project of his/her/their choice, which may cover the themes examined in the first part of the cycle.

During Cycle 3, the acquisition of varied geographical knowledge and methods helps pupils to go beyond their personal experience of the space they know, and learn to understand and use a structured social space shared with other individuals.

The study topics covered in primary school have been based on specific examples which can support the study of the spatial systems covered during the *sixième* year.

Teachers devise a learning journey which leads pupils to discover different places in the world while at the same time continuing to explore and learn about nearby places. They cover themes from the programme in whatever order they choose. In the *sixième*, Theme 4 can be divided up and studied in extended form throughout the year.

In-depth studies of certain locations enable the pupils to observe absolute geographical realities and exercise geographical reasoning. Contextualisation, which relates the place of study to other places and to the world itself, opens the possibility of continuing this work using key geographical benchmarks.

The programme's themes encourage pupils to continue considering the issues related to sustainable development of geographical areas.

CM1 class	
Annual planning benchmarks	**Teaching strategies and content**
Theme 1 **Discovering the place(s) where I live** • Identifying the characteristics of my living space(s). • Locating my living space(s) and considering how they integrate into structures of various scales.	This introductory theme further expands pupils' horizons by adding depth to the readings of everyday landscapes and discoveries of their surrounding environments which they undertook in Cycle 2. It provides the opportunity to make use of a basic vocabulary linked both to the description of environments (relief, hydrology, climate, vegetation) and the description of forms of human habitation (town, countryside, activities, etc.). The process of acquiring this geographical vocabulary will continue throughout the cycle. This prompts the initial question: "What is habitation?". Pupils examine the views they hold and the practices they adopt regarding their own living space(s). The pupils' living space(s) are incorporated into larger areas – region, France, Europe, world – and these must be recognised and named.
Theme 2 **Living, working, being cultivated and enjoying leisure in France** • In urban spaces. • In a tourist area.	The theme enables pupils to step out of the space they live in and consider other spaces. By using the tools of the geographer (cartography documents, photographs, geographical information systems), pupils learn to identify and describe spaces and their functions. They understand that everyday actions are performed in spaces which are structured according to different logic, and require human movement. Furthermore, work on tourist areas shows that it is possible to live temporarily in a place, and this makes it possible to observe the cohabitation of various different parties. Pupils discover the specific characteristics of production spaces.
Theme 3 **Consuming in France** • Meeting energy and water requirements. • Meeting food requirements.	Consumption refers to another daily act performed in our places of habitation to satisfy individual and collective needs. By studying it, pupils can imagine other uses of these places and continue to explore their functions and networks, involving other parties. Satisfying energy, water and food requirements raises geographical questions related to the issue of resources and their management: production, supply, distribution and operation are considered using simple cases which identify the often complex geography of a product's journey to reach the consumer. The two sub-themes present an opportunity, using case studies, to consider issues related to the sustainable development of geographical areas.

CM2 class	
Annual planning benchmarks	**Teaching strategies and content**
Theme 1 **Travelling** • Day-to-day travelling in France • Day-to-day travelling in another part of the world. • Travelling from town to town in France, Europe and worldwide.	The themes covered in CM1 introduced the importance of travel. Drawing on the examples of mobility already covered and presenting new situations, pupils study the transport methods and networks used by inhabitants in their daily lives or in travels further afield. Pupils also discover changes made to communications infrastructures. They study different types of mobility and identify issues involving new forms of mobility.
Theme 2 **Communicating worldwide via the Internet** • A world of networks. • An inhabitant connected to the world. • The unequal connection of inhabitants around the world.	Starting from the pupils' own personal use of the Internet and the activities provided to develop the "Being informed in a digital world" competency, pupils are asked to consider how this network operates. There is an examination of the physical infrastructures required for the Internet's operation and growth. Its uses define a new relationship with space and time characterised by immediacy and proximity. These uses raise questions over citizenship. Inequalities of access to the Internet in France and around the world are observed.
Theme 3 **Being a better inhabitant** • Making space for "nature" in towns. • Recycling. • Inhabiting an eco-district.	Improving quality of life and looking after the environment are issues at the heart of current concerns. They call for the exploration of examples of innovations and projects which contribute to "better habitation" at a local level (district, town, city, region). Factors such as the space set aside in towns for green areas, cyclists and pedestrians, green embankments and corridors, the promotion of biodiversity, recycling measures going beyond mere waste sorting and the creation of eco-districts each provide opportunities to consider choices made by stakeholders in sustainable development policy.

Sixième class	
Annual planning benchmarks	**Teaching strategies and content**
Theme 1 **Inhabiting a city** • Cities and their inhabitants. • The city of tomorrow.	Metropolisation is a major feature of geographical changes in today's world, and this theme should provide pupils with fundamental knowledge which will be re-used in the 4ème class. For the first sub-theme, basic reference will be made to a study of two examples of cities; one chosen from a developed country, the other from an emerging or developing country. The aim is to describe what constitutes a city, focusing on its economic, social, political and cultural functions, the variety of types of space which it comprises and the flows around it. These functions are characterised by the diversity of the city's inhabitants: residents, travelling migrants, tourists and occasional users all make different uses of it, and help to shape it. What are the problems and limitations faced by today's cities? What answers have been implemented or suggested? What are the similarities and differences between a city in a developed country and in an emerging or developing one? Pupils are then invited, as part of a basic introduction to territorial forecasting, to imagine the city of the future: how will people travel? How can supply issues be re-thought? What new architectural developments will there be? How can cohabitation issues be handled to promote communal life? How can sustainable development be supported? This is a subject which can lend itself to a multi-disciplinary approach.
Theme 2 **Inhabiting a low-density space** • Inhabiting a space with strong natural limitation(s) and/or great biodiversity. • Inhabiting a low-density agricultural space.	Some spaces present particular restrictions in terms of human occupation. Societies, according to their cultural traditions and the means at their disposal, are affected by these restrictions, adapt to them, overcome them and even make assets of them. There will be a presentation of the portrayals often made of these spaces and the dynamics specific to them, particularly in respect of the quest for a high level of biodiversity. The description "low-density agricultural space" applies just as much to rich areas with good integration into urban dynamics as it does to rural areas in decline or suffering desertification. The choice of case studies is left up to the individual teacher, but may feature comparative studies between countries of the "North" and the "South".
Theme 3 **Inhabiting coastal areas** • Industrial/shipping vs. tourist coastal areas.	Coastlines are home to a disproportionate percentage of the world's population, and are spaces which have been developed for a wide range of uses and practices. More specific questions are asked about coastal areas for industrial/shipping or tourist use. Types of activity, existing and potential development choices, natural conditions and vulnerability are all factors to be considered when describing and differentiating the different types of habitation in these coastal areas. This provides an opportunity to make pupils aware of the richness of the fauna and flora of coastal areas and questions related to their protection.
Theme 4 **The inhabited world**	Where are people found on Earth? How can the Earth's unequal

• Distribution of the world's population and its dynamics. • Various ways in which space is occupied around the world.	population distribution be explained? What population dynamics are in force today? The theme also offers an opportunity to present a geo-historical approach by showing the permanent nature of major centres of population and how they have changed over time. In addition, space occupation methods and population distribution inequalities present inhabitants with specific challenges. A number of practical examples will be given.

Science and technology

Teaching programmes during the various compulsory education cycles are structured to provide a gradual introduction to new notions and concepts in order to allow time for them to be assimilated. During Cycle 2, pupils explored, observed, experienced and questioned the world around them. In Cycle 3, the concepts already dealt with are revisited as part of a journey towards increased generalisation and abstraction, although still using real life and pupils' existing understanding as the departure point.

The process of building knowledge and competencies, via the implementation of varied scientific and technological strategies, introduces the distinction between issues which pertain to science and technology and those which are a matter of opinion or belief. The diverse range of strategies and approaches (observation, manipulation, experimentation, simulation, documentation, etc.) simultaneously promotes curiosity, creativity, precision, critical thinking, manual and experimental dexterity, memorisation and collaboration, encouraging a collaborative attitude to facilitate communal living and a taste for learning.

In science, pupils discover new methods of reasoning as they use their knowledge and skills to answer questions. Assisted by their teachers, they formulate hypotheses and understand that they can test them, qualitatively or quantitatively.

As they explore the technical world, pupils learn how to run a technical project which satisfies requirements in a situation of identified limitations.

Lastly, there is an emphasis on individual or collective communication (both spoken and written), with efforts towards achieving the precise use of the French language required by science. More specifically, pupils acquire the fundamentals of scientific and technological languages which teach them conciseness and precision, and enable them to express a hypothesis, formulate a problem, respond to a question or requirement, and make use of information or results. Their work in this respect produces results, which in turn produce a range of written work retracing the steps of the project from investigation to manufacture.

Practised competencies	Foundation areas
Implementing scientific and technological strategies • With the teacher's assistance, proposing a strategy to solve a problem or address an issue of a scientific or technical nature: - formulating a simple scientific or technological question or problem; - suggesting one or more hypotheses in response to a question or a problem; - suggesting simple experiments to test a hypothesis; - interpreting a result and drawing a conclusion from it; - formally structuring a part of their research in a written or spoken form.	4
Designing, creating, producing - Identifying changes in requirements and technical objects within their own frame of reference. Identifying the main families of materials. - Describing the operation of technical objects, their functions and components. - Working as a team to produce all or part of a technical object which addresses a need. - Identifying and understanding communicated information and the way it is managed.	4, 5
Acquiring tools and methods - Choosing or using the appropriate resources to conduct an observation, make a measurement, perform an experiment or produce an item. - Making the connection between the measurement carried out and the units and tools used. - Retaining a handwritten or electronic record of research, observations and experiments carried out. - Planning out an experimentation area, either alone or as part of a group. - Carrying out simple, targeted bibliographical research. Extracting the relevant information from a document and putting it in context to answer a question. - Using the appropriate mathematical tools.	2
Using appropriate language - Producing reports of observations, experiments, hypotheses and conclusions, using precise vocabulary. - Making use of a document which comprises various media types (text, diagrams,	1

graphics, tables, simple algorithms). - Using various formal means of presentation (diagram, drawing, sketch, table, graphic, text). - Explaining a phenomenon in spoken and written form. **Using digital resources** • Using digital resources to: - communicate results; - process data; - simulate phenomena; - depict technical objects; • identify reliable information sources.	2
Behaving in an ethical, responsible way - Making associations between the knowledge acquired in science and technology and questions of health, safety and the environment. - Demonstrating responsible civic actions, individually or collectively, inside and outside the school environment, and giving an account of these actions.	3, 5
The individual in the context of space and time - Placing scientific and technological developments in a historical, geographical, economic and cultural context. - Identifying one's own place in this environment and mastering concepts of scale.	5

All scientific and technological disciplines play their part in building a rational, consistent general fundamental view of the world in which pupils live. The Cycle 3 teaching programme contributes to this by structuring itself around shared themes which bring together the big questions of science and contemporary societal issues.
It is broken down into four main themes: (1) the structure of matter at macroscopic level - movement, energy and information - (2) life, its diversity and characteristic functions - (3) technical objects, how they are made and how they work - (4) the Earth as a supporter of life. Each of these themes builds concepts or notions which can then be applied in sustainable development education. The concept of energy is gradually established, and is found in each theme as a unifying factor.
The construction of scientific concepts is based on an approach requiring observations, experiments, measurements, etc.; the formulation of hypotheses and their testing by means of experiments, tests or observations; the gradual construction of simple models to interpret them; and lastly, the ability to explain and predict a variety of phenomena. The act of taking measurements and making use of certain models involves the use of mathematics and in return gives pupils a practical way of contextualising their work. The examples used are generally taken from the pupils' surrounding environment, which also adds meaning to the learning process.
Through analysis and design, pupils learn how to describe the interactions between technical objects and their environment and the processes used. Pupils can also produce models and prototypes, understand the technical development process of objects and use digital tools.
Through these activities, pupils' manual, practical and intellectual abilities are engaged, as is the use of the French language and various forms of scientific language: they produce documents and diagrams and express themselves orally; for example, through presentations of their research strategies, discoveries and reasoning.

Matter, movement, energy and information

<table>
<tr><th colspan="2">Expectations at end of cycle</th></tr>
<tr><td colspan="2">Describing the states and composition of matter at a macroscopic level.
Observing and describing different types of movement. Identifying different sources of energy.
Identifying a signal and an item of information.</td></tr>
<tr><th>Knowledge and associated competencies</th><th>Sample situations, activities and resources for the pupil</th></tr>
<tr><th colspan="2">Describing the states and composition of matter at a macroscopic level</th></tr>
<tr><td>Making use of observations and experiments to describe a sample of matter.
• Diversity of matter: metals, minerals, glass, plastics, various forms of organic matter, etc.
• The physical state of a sample of matter depends on external conditions, including temperature.
• A number of properties of solid or liquid matter (e.g. density, solubility, elasticity, etc.).
• Matter on a large scale: Earth, planets, universe.
• Mass is a physical quantity which characterises a sample of matter.

Using documentary resources to identify the different component parts of a compound.
Implementing a protocol for separating the constituent parts of a compound.

• Creating compounds may effect transformations in the matter (dissolution, reaction).
• The matter which surrounds us (in its solid, liquid or gaseous state) is the result of a mixture of different components.</td><td>Observing the diversity of matter at a variety of levels, in nature and in everyday life (inert matter – natural or manufactured – living matter).
It is possible to distinguish between different types of matter from their physical properties (e.g. density, thermal or electrical conductivity, magnetism, solubility in water, miscibility with water, etc.) or characteristics (raw materials, format, processes, etc.). A magnifying glass or microscope can be used to observe the geometric structures of natural crystals and cells.
Activities can be undertaken to separate constituent parts: decanting, filtration, evaporation.

Qualitative observation of remote effects (magnetism, static electricity).
Richness and diversity of the possible uses of matter: travel, food, construction, clothing, art production.

The materials sorting and recycling sector is an area of activity which will be examined closely.
Gas mixtures can be introduced using air as an example.
Water and flowing aqueous solutions (mineral water, tap water, drinks, mixes derived from the dissolution of solids or gases in water, etc.) represent a very rich field for experimentation. Stain removers, solvents and household products provide an introduction to other mixtures and introduce the notion of a mixture of constituent parts that can lead to a reaction (chemical processing).</td></tr>
</table>

	Informing the pupil of the danger of mixing domestic products without seeking advice first.
Observing and describing different types of motion	
Describing motion and identifying the differences between circular and rectilinear motion. • Motion of an object (trajectory and speed: units and orders of size). • Examples of simple motion: rectilinear, circular. Creating and implementing a protocol to show the concept of movement and measure the speed of an object. • Motion in which speed (modulus) is constant or variable (acceleration, deceleration) under straight-line motion.	Pupils start from a position in which they are involved observers (running, cycling, passengers in a train or a plane) to those where they are mere observers (from observations made in the playground or during an classroom experiment through to the observation of the sky: motion of planets and artificial satellites from data provided by simulation software).
Identifying various sources of energy and knowing certain energy conversions	
Identifying energy sources and forms. • Energy exists in a number of different forms (energy associated with an object in motion, thermal energy, electrical energy, etc.). Being aware that human beings need energy to live, stay warm, travel, produce light, etc. Recognising situations in which energy is stored, converted and used. • The manufacture and operation of technical objects require the use of energy. • Examples of energy sources used by humans: coal, oil, wood, uranium, foodstuffs, wind, the Sun, water and dams, batteries, etc. • Concept of renewable energy. Identifying a number of components in a simple domestic energy chain. • A number of energy-saving devices.	Energy associated with an object in motion is an easy form of energy for pupils to observe, and easy to convert into thermal energy. Teachers may place an emphasis on the use of experimental devices examined from an energy perspective: wind power, simple electrical circuit, braking mechanism, water wheel, technical object, etc. Learning is supported by simple examples (a braking bicycle, everyday objects, human beings themselves), introducing the forms of energy used and overall consumption (e.g. thermal energy, energy associated with the motion of an object, electrical power, energy associated with a chemical reaction, light energy, etc.). Examples of domestic consumption (heating, light, computer, transportation).
Identifying a signal and an item of information	
Identifying different forms of signal (sound, light, radio, etc.). • Nature of a signal, nature of information, in a simple example drawn from real life.	Introducing the concept of a signal and an item of information in a simple way, using examples from everyday life: traffic lights, device charge indicators, audible alarms, telephones, etc. Basic minimum information level (yes/no) and representation in the form of 0,1.

Progress benchmarks

The macroscopic observation of matter in a wide variety of forms and states and the description of these forms and states are covered in CM1 and CM2 classes. Examples of mixtures: solid (alloys, minerals, etc.), liquid (natural water, drinks, etc.) or gas (air) are introduced in CM1-CM2. Simple experiments on the properties of matter with mainly "binary" answers (soluble/insoluble, conductor/insulator, etc.) will be conducted; the *sixième* class goes into more detail: saturation of a saline solution, types of matter with greater conductivity than others. There will be particular emphasis on the concept of mixing components to result in a chemical transformation. The *sixième* class provides an opportunity to carry out separation or description experiments which involve more specific laboratory work equipment. Atomic or molecular structure will be examined in Cycle 4.

The observation and description of varied types of motion provides an opportunity to introduce velocity and its units, and to examine the role of the observer (CM1-CM2); the study of motion at variable velocities will be continued in the 6ème. At the end of the cycle, energy (associated here with an object in motion) can be qualitatively linked to the mass and

velocity of the object; a transfer of energy is observed in conjunction with an increase or decrease in velocity; notions of force and inertia are reserved for Cycle 4.

Human beings' energy requirements, the need for a source of energy to operate a technical object and the various energy sources are covered in CM1-CM2. Basic energy transformations may also be introduced in CM1-CM2; the technical objects responsible for converting energy forms are identified and described from a functional point of view.

In CM1 and CM2, the concept of a signal as a physical quantity which carries a certain amount of information (the nature and measurement of which will be examined in Cycle 4 and afterwards) can be gradually introduced by observing communications between pupils, and then between simple technical systems;
The concept of an analogue signal is reserved for Cycle 4. Reference will be made only to logic signals carrying information which can have one of only two values; high or low level. In the *sixième* class, a study of algorithms introduces the concept of an information test (true or false) and the execution of different actions depending on the outcome of that test.

Life, its diversity and its distinguishing functions

<table>
<tr><th colspan="2">Expectations at end of cycle</th></tr>
<tr><td colspan="2">Classifying organisms, using blood relationships to understand and explain the evolution of organisms.
Explaining human beings' variable food needs; origins and techniques used to convert and preserve foodstuffs.
Describing how living beings grow and become able to reproduce.
Explaining the origin of the organic matter of living beings and its ultimate fate.</td></tr>
<tr><th>Knowledge and associated competencies</th><th>Sample situations, activities and resources for the pupil</th></tr>
<tr><th colspan="2">Classifying organisms, using blood relationships to understand and explain the evolution of organisms</th></tr>
<tr><td>Unity and diversity of living organisms
Recognising a cell
• The cell as a structural agent in living beings.

Using different criteria to classify living beings; identifying blood relationships between organisms.
Identifying changes in populations on Earth over time.
• Current and past diversity of species.
• Evolution of living species.</td><td>Pupils continue to build the concept of a living being as already introduced in Cycle 2.
They support their research with preparations and explorations at the cellular level, using microscopes.
They use the approach of observing living beings in their immediate surrounding environment. They make the link between the appearance of an animal and its surroundings.
They learn the concept of long periods of time (in terms of geological time) and distinguish it from the time periods of the history of human beings, who are relative newcomers to the Earth.
They discover a number of methods of classification which demonstrate the degrees of relatedness between species and thus provide an understanding of their evolutionary history.</td></tr>
<tr><th colspan="2">Explaining human beings' variable food needs; origins and techniques used to covert and preserve foodstuffs</th></tr>
<tr><td>The functions of nutrition
Establishing a relationship between an organism's activity, age, environmental conditions and needs.
• Food inputs: quality and quantity
• Origin of food consumed: an example of rearing, an example of cultivation.

Linking the supply of bodily organs to nutritional functions.
• Discontinuous inputs (meals) and continuous needs.

Demonstrating the place of micro-organisms in food production and conservation.
Making links between physical/chemical food conservation considerations and limiting the proliferation of pathogenic micro-organisms.
• A few techniques for the prevention of the spread of micro-organisms.
• Food hygiene.</td><td>Pupils observe the functions of nutrition by means of observations, and note the integration of a number of functions.
Their work is initially based on examples of rearing and cultivation. They make visits to places of rearing and cultivation, but also to companies producing foodstuffs for human consumption.
They carry out food transformations in the laboratory (yoghurt, dough, leavening).
This theme complements the exploration of living organisms by examining micro-organisms (small Pasteur-like experiments).
This theme contributes to health education and forms part of an overall sustainable development policy.</td></tr>
<tr><th colspan="2">Describing how living beings grow and become able to reproduce</th></tr>
<tr><td>Identifying and describing the changes experienced by a living organism (birth, growth, ability to reproduce, ageing, death) over the course of its life.
• Changes in the structure and functioning of a plant or animal over time in association with its nutrition and reproduction.
• Morphological differences involving men, women, boys and girls.
• Stages of development (seeds, flower, germination, pollination, egg-larva-adult, egg-young-fœtus-baby-adult).</td><td>Rearing and cultivation practices and taking measurements.

This study is also conducted on the human race and provides an introduction to puberty. Its purpose is not the study of detailed physiological phenomena or hormonal issues during puberty, but rather the identification of the characteristics of puberty to establish its role as a stage in the life of a human being.
Partnerships with healthcare providers are potentially possible.</td></tr>
</table>

• Describing and identifying bodily changes during puberty. Morphological, behavioural and physiological changes during puberty. • Respective roles of the sexes during reproduction.	
Explaining the origin of the organic matter of living beings and its ultimate fate	
Relating the needs of green plants to their specific place in food webs. • Requirements of green plants. Identifying matter exchanged between a living being and its environment. • Food requirements of animals. • Fate of organic matter which no longer belongs to a living organism. • Decomposers.	Studies cover cultivation and rearing, as well as field experiments, research and observations. Identifying signs of consumption or waste products of living beings. Observing the winter behaviour of certain animals. Using observations from their immediate environment, pupils identify the place and role of chlorophyll-containing plants as primary food chain producers. Pupils establish relationships between organic matter and its use by human beings in construction materials, textiles, foodstuffs and medicines.
Progress benchmarks The work of demonstrating family links between living beings can be commenced from the CM onwards. Cellular structure, however, must be kept until the *sixième* class. All nutrition functions are suitable for studying from primary school onwards. However, at this level, pupils will merely describe them and show that they are incorporated into and meet the requirements of the organism. The role of micro-organisms is a topic covered in the *sixième* class.	

Technical objects and materials

Expectations at end of cycle	
Identifying the main changes in requirements and objects. Describing the way in which technical objects work, their functions and composition. Identifying the main families of materials. Designing and producing all or part of a technical object as a team to implement a technical solution which addresses a requirement. Identifying and understanding information communication and management.	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
Identifying the main changes in requirements and objects.	
Identifying the changes experienced by objects in various contexts (historical, economic, cultural). • Technological change (innovation, invention, technical principle). • Changes in requirements.	Starting with a given object, pupils locate the main changes over time in terms of the principles of function, form, materials, energy, environmental impact, cost and aesthetics.
Describing the operation of technical objects, their functions and composition	
• Requirement, practical and aesthetic functions. • Technical function, technical solutions. • Portraying the operation of a technical object. • Comparing technical solutions: composition, functions, organs.	Pupils describe an object in its context. They identify the functions performed by a technical object, then use freehand sketches or diagrams to make a graphical description of the observed operation of the items constituting a technical function. Items, components and sub-assemblies are itemised by the pupils. The various parts are isolated by observing the items' operation. Their respective roles are demonstrated.
Identifying main families of materials	
• Families of materials (distinction of materials according to relationships between form, functions and procedures). • Characteristics and properties (processability, valuation). • Environmental impact.	From a technological point of view, the concept of matter needs to be compared to the form of the object, its use, functions and fashioning procedures. It justifies the choice of a family of materials to produce a part of the object according to the constraints identified. Taking the diversity of families of materials, their physical/chemical characteristics and environmental impact as their starting point, pupils use critical discernment in their choices when analysing and producing technical objects.
Designing and producing all or part of a technical object as a team to implement a technical solution which addresses a requirement.	
• Concept of constraint. • Ideas research (diagrams, sketches, etc.). • Modelling reality (mockups, geometrical and digital models), Computer Assisted Design representation.	Pupils work in groups to solve a technical problem and devise and implement technical solutions by making choices of materials and methods of implementation.
• Production processes, planning, protocols and procedures (tools, machines) • Choice of materials. • Mockup, prototype. • Verification and checking (dimensions, operation).	Pupils convert their solution into a physical representation (mockup or prototype). They use prototyping, production and modelling methods. This solution can be modelled virtually using programmable applications which enable behaviour to be visualised. They collect information, share it and produce a unique item.
Identifying and understanding information communication and management	
• Digital work environment. • Data storage, algorithmic concepts, programmable	Pupils learn familiarity with the structure of a digital environment. They describe a technical system in terms of its

objects. • Use of digital resources in a network. • Use of everyday software.	components and the relationships between them. Pupils discover algorithms using visual, play-based applications. They use information technology resources as they engage in collaborative work. Pupils master the operation of everyday software packages and absorb how they work.

Progress benchmarks

Throughout the cycle, the way in which the examined technical objects are appropriated is always considered in the context of the requirements of human beings in their environment.

In CM1 and CM2, the materials used are compared by their characteristics, including their recyclability at the end of their life. The technical object needs to be approached in terms of description, functions and composition in order to answer the questions: What is it used for? What does it consist of? How does it work? In these classes, experimentation, observation of operation and troubleshooting techniques must be used to promote pupils' analysis, research and creativity in order to respond to a problem they are set. Their solutions will usually result in the creation of a practical product involving the manipulation of the materials and activity in question. The use of digital resources is recommended to assist in explanations and depictions of the technical objects.

In the *sixième* class, pupils may devise possible modifications to materials in consideration of their environmental impacts. Group work in teams of pupils promotes the pursuit of solutions in response to a real-life problem. This lets pupils identify and propose a number of possible solutions without pre-judging the choice of any individual solution. In this cycle, no standards or codes are applied to the partial or complete representation of an object or solution. This representation involves the use of existing digital tools to produce basic technological solutions, cultivating a design-led aesthetic perception. Pupils are gradually introduced to work with a networked electronic structure requiring the storage of shared data.

Planet Earth. Living beings in their own environments

Expectations at end of cycle	
Putting the Earth into its context within the solar system and describing the characteristics of life on Earth Identifying environmental issues	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
Putting the Earth into its context within the solar system and describing the characteristics of life on Earth	
Putting the Earth into its context within the solar system. Describing the characteristics of life on Earth (temperature, presence of liquid water). • The Sun and the planets. • Position of the Earth in the solar system. • History of the Earth and development of life. Describing the motions of the Earth (rotation around its own axis and day-night alternation, rotation around the Sun and seasonal cycle). • The Earth's rotation around its own axis and around the Sun. Geometrical representations of space and the stars (circle, sphere).	Working from observation and varied scientific approaches (modelling, experimentation, etc.). Where possible, making a number of direct astronomical observations (constellations, eclipses, observation of Venus and Jupiter, etc.). Discovering the growth of knowledge about the Earth and celestial bodies since Antiquity (particularly regarding the shape of the Earth and its position in the universe) up to the present day (cf. space exploration of the solar system).
Identifying the biological and geological components of a landscape. • Landscapes, local geology, interactions with the environment and the population. Associating some natural phenomena (storms, floods, earthquakes) with risks for populations. • • Geological phenomena providing evidence of activity inside the Earth (volcanoes, earthquakes, etc.). • Phenomena providing evidence of activity external to the Earth: meteorological and climate phenomena; extreme events (storms, cyclones, floods and droughts, etc.).	Working with current news documents (weather news and maps). Creating a weather station, a greenhouse (demonstrating the greenhouse effect). Using monitoring and measurement tools, i.e. sensors (thermometers, barometers, etc.). Providing a commentary on a seismogram. Studying a local natural risk (risk of flooding, landslide, earthquake, etc.). Carrying out work using examples close at hand to the school, using field studies in association with sustainable development education.
Identifying environmental issues	
Distribution of living beings and population of environments Describing a living environment in its various constituent forms. • Living organisms' interactions with one another and with their environment. Linking the population of an environment with conditions of life there. • Changes in population based on physical/chemical conditions of the environment and the seasons. • Ecosystems (living environments with their characteristics and population); consequences of changing one physical or biological factor in the ecosystem. • Biodiversity: a dynamic network. Identifying the nature of interactions between living beings and their importance to the population of the environments. Identifying a number of human impacts in an environment (development, technological impact, etc.). • Developments of the space by humans and natural limitations; positive and negative technological	Work based on the surrounding local environment and via observations from field trips. Use of documents.

impacts on the environment.	
Monitoring and describing the fate of certain materials in the local environment. Associating the needs of human beings, the exploitation of natural resources and the impacts to be foreseen and managed (risks, waste, recycling, exhaustion of resources, etc.). • Sustainable exploitation and use of resources (water, oil, coal, minerals, biodiversity, soils, wood, rocks for construction, etc.).	Work using documentary research and one or two field surveys. Planning to work at various different levels of time and space, continuing sustainable development education.
Progress benchmarks The place, movements and nature of the Earth among the planets of the solar system are detailed throughout the cycle via observation and modelling. The precise description of movements is linked to theme (1): CM2 and 6ème. Similarly, concepts relating to the external (atmosphere and oceans) and internal Earth are detailed throughout the cycle. Energy transfers associated with theme (1) are introduced in the 6ème. Progress must be commensurate with the corresponding development of mathematical tools. The relationship of geological landscapes or phenomena with the nature of the underground structure and internal activity of the Earth can be studied from CM onwards. Geological explanations are covered in the 6ème class.	

Mathematics

Following on from previous cycles, Cycle 3 continues to develop the six main competencies of mathematics: researching, modelling, depicting, calculating, reasoning and communicating. Problem solving is the main criterion for mastery of knowledge in all areas of mathematics, but it is also the means by which learning is ensured, and provides it with a meaning. Although algebraic modelling is first and foremost a topic for Cycle 4 and for the *lycée*, problem solving can already show how mathematical concepts can be relevant tools for finding answers in certain situations.

The situations to which the problems relate are usually taken from other teaching areas, classroom life or everyday life. Pupils also face problems drawn from an internal mathematical context. The historical contextualising of certain knowledge (positional numbering, appearance of decimal numbers and the metric system, etc.) contributes to the enrichment of pupils' scientific culture. An attempt is also made to present pupils with research-aiding problems which are not directly linked to the concept being studied and are not necessarily indicative of one single solution or soluble with one single operation, or even a handful, but rather by reasoning and a trial-and-error approach.

Cycle 3 aims to reinforce the mathematical concepts introduced in Cycle 2, extending the area of study and consolidating the automatic acquisition of the written calculation techniques introduced previously (addition, subtraction and multiplication) as well as the mental arithmetic results and procedures from Cycle 2, but also constructing new calculation techniques in written (division) and mental forms; lastly, introducing new concepts such as decimal numbers, proportionality and the study of new physical quantities (e.g. area, volume, angle).

The geometric activities exercised in Cycle 3 continue from those covered in Cycle 2. They are characterised by a greater emphasis on reasoning and argumentation, which accompany perception and the use of instruments. They also provide an opportunity to become familiar with new representations of space (nets, perspectives, front views, side views, top views, etc.).

In addition to the use of paper and pencils and the manipulation of physical objects, digital tools are gradually introduced. In this way, the use of calculation and numbering software provides deeper knowledge of the properties of numbers and operations such as increasing mastery of certain calculation methods. Similarly, geometric work can provide pupils with the opportunity to use different working media, from paper and pencils through to dynamic geometry applications, introductory programming software and map viewing applications.

Practised competencies	Foundation areas
Researching • Acquiring and structuring the necessary information for problem solving from varied media sources: text, tables, diagrams, graphics, drawings, schemas, etc. • Initiating a strategy, observing, questioning, manipulating, experimenting, formulating hypotheses, making use of previously-encountered mathematical tools and procedures, developing reasoning applicable to a new situation. • Testing and trying out several resolution strategies.	2, 4
Modelling • Using mathematics to solve a number of problems drawn from everyday life. • Recognising and distinguishing problems which rely on addition, multiplication and proportionality. • Recognising real-life situations which can be modelled by geometric relationships (alignment, parallelism, perpendicularity, symmetry). • Using geometrical properties to identify objects.	1, 2, 4
Representing • Using tools to represent a problem: drawings, schemas, diagrams, graphics, written text with bracketing, etc. • Producing and using various representations of simple fractions and decimal numbers. • Analysing several different aspects of a flat figure (surface, contours of the shape, lines and points). • Recognising and using basic notation for a flat figure or solid. • Using and producing representations of solids and spatial situations.	1, 5
Reasoning • Solving problems requiring the structuring of multiple data points or the construction of a strategy which combines stages of reasoning.	2, 3, 4

• In geometry, moving gradually from perception to checking with instruments in order to start using reasoning based solely on the property of shapes and the relationships between objects. • Making shared progress with an investigation, with an ability to consider the points of view of others. • Providing supporting evidence for one's own claims, and examining the validity of the available information.	
Calculating • Calculating with decimal numbers, either exactly or approximately, using appropriate strategies or techniques (mental, straight-line or column operations). • Checking the sense of the results obtained. • Using a calculator to find or check an answer.	4
Behaving in an ethical, responsible way - Making associations between the knowledge acquired in science and technology and questions of health, safety and the environment. - Demonstrating responsible civic actions, individually or collectively, inside and outside the school environment, and giving an account of these actions.	3, 5
Communicating • Gradually starting to use an appropriate vocabulary and/or suitable notation to describe a situation or present an argument. • Explaining strategies or lines of reasoning, understanding the explanations of others and presenting an argument in a discussion.	1, 3

Numbers and calculations

In Cycle 3, the study of large numbers enriches the understanding of our numbering system (oral and written numbering) and allows its properties to be used for calculations. Fractions and decimal numbers appear as new numbers introduced to address the insufficiency of whole numbers, particularly for measuring lengths and areas and identifying points on a number line. A connection must be made to the knowledge of whole numbers already acquired. Having a good understanding of the relationships between the various numbering units for whole numbers (units, tens, hundreds of each order) means that these relationships can be extended to tenths, hundredths, etc. The shared characteristics between the numbering system and the metric system are presented. The use of commas is introduced as a convention for writing decimal fractions or a sum of decimal fractions. This updates the nature of decimal numbers and provides justification for rules of comparison rules (which are different from those used for whole numbers) and calculation. Mental arithmetic, written operations and calculator arithmetic need to be developed conjointly. For example, mental arithmetic is used during written operations, and it can be used to provide an order of magnitude before performing instrument calculation. Conversely, instrument-based calculation can be used to check a result obtained through mental arithmetic or written operations. Calculation in all its forms helps to build an understanding of numbers. Therefore, even though mental arithmetic can produce useful results in some areas of everyday life, its teaching still primarily focuses on exploring numbers and the properties of the mathematical operations. The aim is to encourage pupils to be flexible by adopting the most efficient procedure according to their own knowledge, but also – and most importantly – according to the numbers and operations used in the calculations. To do this, it is vitally important that pupils be able to draw upon a sufficient number of memorised number facts and assimilated elementary calculation methods. Similarly, although pupils can produce calculation results by mastering techniques for written operations, the construction of these techniques provides an opportunity to revisit numbering properties and encounter examples of complex algorithms. The arithmetical problems introduced in Cycle 3 enrich the meaning of the operations covered in Cycle 2 and provide new ones for study. Procedures for processing these problems may change according to the numbers in question and their structure. Since calculation also plays a part in the representation of problems, pupils must simultaneously develop aptitudes for calculation and for solving arithmetic problems (work on technique and meaning being interdependent).

Expectations at end of cycle	
Using and representing large whole numbers, simple fractions and decimal numbers. Calculating with whole numbers and decimal numbers. Solving problems using simple fractions, decimal numbers and calculation.	
Knowledge and associated competencies	**Sample situations, activities and resources for the pupil**
Using and representing large whole numbers, simple fractions and decimal numbers.	
Composing and decomposing large whole numbers using groups of thousands. ➢ Numbering units (simple units, tens, hundreds, thousands, millions, billions) and their relationships. Understanding and applying numbering rules to large numbers (up to 12 digits). Comparing, arranging and bookending large whole numbers, identifying them and placing them on an appropriate number line.	Problems whose solution requires knowledge of numbering or conversions of numbering units. Illustrating large numbers using examples of orders of magnitude (population of France, world population, radius of the Earth, age of the solar system, etc.). Work on certain units of mass or length and their relationships (gramme, kilogramme, tonne; centimetre, metre, kilometre, etc.) involves revisiting numbering rules.
Understanding and using the concept of simple fractions. ➢ Writing fractions. ➢ Various different terms for fractions (oral, written and decompositions). Identifying and placing fractions on an appropriate number line. ➢ A basic extension of order relationships.	Using fractions to: - illustrate the division or measurement of quantities in simple cases; - expressing a quotient. Situation enabling the linking of the phrases "half", "third", "quarter" and "1/2", "1/3", "1/4", etc. (fractions seen as operators). For example, using a number line, pupils establish that 5/10 = 1/2, that 10/100 = 1/10, etc.

<table>
<tr><td>Bookending a fraction with two consecutive whole numbers.

Establishing equivalence between simple fractions.</td><td>Writing a fraction in the form of the sum of a whole number and a fraction less than one (compound fraction).</td></tr>
<tr><td>Understanding and using the concept of a decimal number.
➢ Characteristics of decimal numbers.

Reconciling various different descriptions of a decimal number (decimal fractions, written decimal separators and decompositions).
➢ Rules and operation of numbering systems in the sphere of decimal numbers, relationships between numbering units (decimal point of view), values of figures according to their rank in written numbers with decimal separators (positional point of view).

Identifying and placing decimal numbers on an appropriate number line.
Comparing, arranging, bookending and sorting decimal numbers.
➢ Decimal number order.</td><td>Situations requiring:
- the use of decimal numbers to show or measure quantities in simple cases;
- the use of various representations: measurements of length and area with one unit selected;
- links to be made between numbering units and measurement units (tenth/dm/dg/dL, hundredth/cm/cg/cL/euro cents, etc.).
The number line provides an opportunity to show successive graduation increments from 1/10 to 1/1000.</td></tr>
<tr><td colspan="2">Calculating with whole numbers and decimal numbers</td></tr>
<tr><td>Memorising number facts and basic calculation procedures.
Devising or selecting oral and written calculation strategies.
Checking the sense of a result, e.g. by estimating its order of magnitude.

➢ Addition, subtraction, multiplication, division.
➢ Properties of operations:
• 2+9 = 9+2
• 3×5×2 = 3×10
• 5×12 = 5×10 + 5×2
➢ Addition and multiplication number facts and procedures.
➢ Multiples and divisors of commonly used numbers.
➢ Divisibility criteria (2, 3, 4, 5, 9, 10).</td><td rowspan="4">Examples of number facts and procedures:
- multiplying or dividing a decimal number by 10, by 100, by 1000,
- looking for number bonds in the next unit/ten/hundred up.
- bookending a number between two consecutive multiples,
- finding a quotient and a remainder,
- multiplying by 5, by 25, by 50, by 100, by 0.1, by 0.5, etc.
Using different forms of presentation to show calculations (spoken formulations, written operations, horizontal/vertical columns, etc.).
In conjunction with a calculator, introducing and working on the priority of multiplication over addition and subtraction, as well as the use of brackets.</td></tr>
<tr><td>Mental arithmetic: performing mental calculations to obtain an exact result or evaluate an order of magnitude.</td></tr>
<tr><td>Straight-line calculation: using brackets in very simple situations.
➢ Rules for using brackets.</td></tr>
<tr><td>Written operations: using a written operations algorithm for addition, subtraction, multiplication and division.
➢ Calculation operating techniques (in the case of division, only whole divisors will be used).</td></tr>
<tr><td>Calculator arithmetic: using a calculator to find or check an answer.
➢ Basic functions of a calculator.</td><td></td></tr>
<tr><td colspan="2">Solving problems by using simple fractions, decimal numbers and calculation</td></tr>
<tr><td>Solving problems which require the four operations.
➢ Meaning of the operations.
➢ Problems relating to:</td><td>Expanding the repertoire of additive and multiplicative problems, especially problems relating to division.</td></tr>
</table>

- additive structures; - multiplicative structures.	
Organising and managing data Extracting numerical data from various sources. Producing tables, diagrams and graphics providing structure to numeric data. Exploiting and communicating measurement results. ➢ Standard representations: - tables (two or more columns, double-entry); - bar charts, pie charts and half-moon charts; - line graphs.	Extracting or processing data from newspaper articles. Structuring data taken from other teaching areas (science and technology, history and geography, physical and sporting education, etc.) for the purpose of processing them.
Proportionality Recognising and solving problems relating to proportionality using an appropriate procedure.	Situations facilitating encounters with scales, constant speeds and percentages, in association with the study of decimal fractions. Using the properties of linearity (additive and multiplicative), proportionality and unit conversion. Using examples of proportionality tables.

Progress benchmarks

When solving problems, it is possible to go beyond the progress benchmarks identified for each level.

At the start of the cycle, numbers up to 1,000,000 are covered, gradually increasing to one billion. This work needs to be continued throughout Cycle 3.

Fractions and decimals: Fractions are both a subject for study in themselves and a resource for introducing and teaching decimal numbers. For this reason, the study of simple fractions (such as) and decimal fractions begins in CM1. From CM1 to the 6ème, different possible ways of understanding fractions are covered, from equivalent fractions to the quotient of two whole numbers, which will be studied in the 6ème. In the case of decimal numbers, activities may be limited to hundredths at the start of the cycle, increasing to ten-thousandths by the 6ème.

Calculation: Mental calculation work extends gradually from whole numbers to decimal numbers, and the procedures to be used become more complex.

The various different operation techniques cover whole numbers and/or decimal numbers:

- addition and subtraction for decimal numbers from CM1;
- multiplication of a decimal number by a whole number in CM2, and of two decimal numbers in the 6ème;
- Euclidian division from the start of the cycle; division of two whole numbers with a decimal quotient, division of a decimal number by a whole number from CM2.

Problem solving: Progress in the area of problem solving, excluding the mathematical structure of the problem, is based mainly on:

- the numbers in question: whole (throughout the cycle) then decimal;
- the number of calculation stages and whether or not pupils themselves determine these stages: depending on the specific case, at all levels of Cycle 3, there is a shift from problems whose solution involves a process of one or two steps specified in the question to problems (by the 6ème) requiring multiple data items to be structured or a strategy to be devised;
- anticipated information sources: relevant information may be obtained from a single source in CM1 (document or table, or graphical representation), then from two complementary sources, moving towards complex tasks requiring multiple sources by the 6ème.

The strategies adopted and results obtained are reported in a variety of forms which become more detailed as the cycle progresses. From the start of the cycle, the presented problems cover the four operations; the goal is to enable automatic recognition of the correct operation by the end of Cycle 3.

Quantities and measurements

In Cycle 3, knowledge regarding quantities already covered in Cycle 2 (length, mass, capacity, duration, price) is expanded and structured, particularly through the mastery of official units from the International System of Units (decimal or sexagesimal numbering) and their relationships. One of the aims is to enrich the concept of quantity by covering the concept of a surface area and distinguishing it clearly from that of perimeter. Pupils approach the concept of an angle and familiarise themselves with the concept of volume, initially associating it with that of capacity.

The concept of measurement of a quantity consists of associating a number (whole or otherwise) with the quantity in question, once a measurement unit has been chosen. The aim is to establish how many units or fractions of a unit are contained in the quantity to be measured. Operations involving quantity also provide an introduction to operations involving measurement. The concepts of quantity and quantity measurement are built dialectically by solving problems which make use of various different task types (comparing, estimating, measuring). In terms of quantities, proportionality will be demonstrated and used to solve problems in a variety of different contexts.

As a continuation of the work carried out in Cycle 2, estimating work assists in results checking and lends meaning to these quantities and their measurement (estimating using ready-constructed points of reference: lengths and area of a basketball court, area of a postage stamp, mass of a paper clip, mass and volume of a bottle of milk, etc.).

<table>
<tr><th colspan="2">Expectations at end of cycle</th></tr>
<tr><td colspan="2">Comparing, estimating and measuring geometrical quantities using whole numbers and decimal numbers: length (perimeter), area, volume, angle.
Using the specific measuring vocabulary, units and instruments for these quantities.
Solving problems involving quantities (geometric, physical, economic) using whole numbers and decimal numbers.</td></tr>
<tr><th>Knowledge and associated competencies</th><th>Sample situations, activities and resources for the pupil</th></tr>
<tr><td colspan="2">Comparing, estimating and measuring geometrical quantities using whole numbers and decimal numbers: length (perimeter), area, volume, angle
Using the specific measuring vocabulary, units and instruments for these quantities</td></tr>
<tr><td>Comparing perimeters with or without recourse to measurement.

Measuring perimeters by recording units and fractions of units, or by using a formula.
➢ Concept of length: special case of perimeter.
➢ Formula for the perimeter of a square/rectangle.
➢ Formula for the length of a circle.
➢ Length-related units: relationships between units of length and numbering units (large numbers, decimal numbers).</td><td>Using measurement instruments: tape measure, calipers, laser sight (rangefinder), various digital applications.
Changing the choice of unit or instrument depending on the actual object (order of magnitude) or according to the required precision.
Covering the concept of distance as the shortest route between two points, between a point and a straight line.</td></tr>
<tr><td>Comparing, classifying and arranging surfaces according to their area without using measurement.
Differentiating the area and perimeter of a surface.
Establishing the measurement the area of a surface using basic tiling or by means of a formula.
Estimating the measurement of an area using different procedures.
➢ Visual units of area: multiples and sub-multiples of m^2 and their relationships, ares and hectares.
➢ Formulae for the area of a square, a rectangle, a triangle and a disc.</td><td>Situations requiring pupils to:
- superimpose, divide up and rejoin surfaces;
- use tiling to help them understand the act of measuring an area.
Altering the choice of unit according to the object (order of magnitude), the desired precision or the numeric field in question.</td></tr>
<tr><td>Linking units of volume and capacity.
Estimating the measurement of a volume using different procedures.
➢ Common units of capacity (multiples and sub-multiples of a litre).
➢ Usual units of volume (cm^3, dm^3, m^3), relationships between units.</td><td>Comparing or measuring capacities (or internal volumes of a container) without recourse to measurement or by referring to an enumeration.
For example, finding the number of cubes with 1cm edges needed to fill a cuboid.
Altering the choice of unit according to the function of the object (order of magnitude) or the desired precision.</td></tr>
</table>

Establishing the volume of a cuboid by referring to an enumeration of units or by means of a formula. ➢ Formula for the volume of a cube or a cuboid.	
Identifying angles in a geometrical figure. Comparing angles. Reproducing a given angle using a template. Recognising whether an angle is a right, acute or obtuse angle. Estimating the measurement of an angle. Estimating and verifying whether an angle is a right, acute or obtuse angle. Using a measurement instrument (protractor) and a measurement unit (degrees) to: - establish the measurement of an angle in degrees; - construct an angle of a given measurement in degrees. ➢ Concept of an angle. ➢ Vocabulary associated with angles: right, acute, obtuse angle. Measurement of an angle in degrees.	Before starting work on measurements, establish the relationships between angles (sums, divisions, reference to the angles of an equilateral triangle and a right-angled isosceles triangle). Comparing angles without having to measure them (by superimposition, using tracing paper). Differentiating acute and obtuse angles. Estimating the measurement of an angle, e.g. to within the nearest 10°, and checking using a protractor. Using angle templates, set squares and protractors. The protractor is a new measuring instrument which should be introduced through the construction and examination of shapes.
Solving problems involving quantities (geometric, physical, economic) using whole numbers and decimal numbers	
Solving comparison problems with or without recourse to measurement. Solving problems whose solution requires the simultaneous use of different measurement units and/or conversions.	Situations requiring pupils to use additional units of quantity (length, mass, capacity, duration) and to demonstrate the relationships between one another.
Calculating perimeters, areas or volumes, using formulae if applicable. ➢ Formulae giving o the perimeter of a square or rectangle, the circumference of a circle, o the area of a square, a rectangle, a triangle or a disc; o the volume of a cube, a cuboid. o	
Calculating the elapsed time between two given points. Finding a point in time starting from a given point in time and duration. ➢ Common units of measurement: day, week, hour, minute, second, tenth of second, month, year, century, millennium.	Using measurement units for duration and their relationships. Making use of various resources: - transport timetables or reservation systems, - timetables for high tides, sporting activities, - cinema, theatre and televised programme guides. These various resources are used in paper or electronic online format.
Proportionality Identifying a situation of proportionality between two quantities. ➢ Graphics representing variations between two quantities.	Comparing distance covered and time elapsed, quantity of petrol consumed and distance covered, quantity of liquid used and time elapsed, etc.
Progress benchmarks When engaging in problem solving, it is possible to work with some pupils or the entire class to go beyond the progress benchmarks identified for each level. Studying quantity requires activities intended to specify quantity (direct or indirect comparison, or use of measurement), explore units from the corresponding international system of units, use measuring instruments of corresponding scale, and calculate measurements with or without formulae. However, depending on the quantity or familiarity with that quantity acquired during the previous cycle, direct or indirect comparisons of quantity (length, mass and duration) will not be systematically revised. **Length**: In the 6ème, work on length is particularly useful for consolidating the concept of perimeter, and establishing the concept of distance between two points, or between a point and a straight line. Using a compass allows pupils to compare and	

report lengths and understand the definition of a circle (as a collection of points at a constant distance from the centre). The construction and use of formulae for the perimeter of a square and a rectangle are introduced gradually during the cycle. The formula giving the circumference of a circle is used in the 6ème.

Durations: CM1 and CM2 feature work on consolidating reading of the time, use of units of measurement of duration and their relationships, and instruments for measuring time. Throughout the cycle, problem solving is based on two types of task: calculating a duration using data from the start and end points in time, and calculating a point in time starting from knowledge of another point and a duration. When the units of measurement for durations and their relationships are mastered, it is possible to move on to more complex problems of this kind.

Areas: Throughout the cycle, the right procedure needs to be chosen to compare the areas of two different surfaces to establish the measurement of an area with or without the use of formulae. From CM1 onwards, surfaces are compared and classified according to their areas. Pupils are then taught how to measure the area of a surface using a reference surface or grid of squares. Once these concepts have been absorbed, the usual units of area and their relationships are explored and used. It is then possible to construct and use formulae to calculate the area of a square or a rectangle; then, in the
6ème, to calculate the area of a right-angled triangle, a triangle of any kind whose height is known, and a disc.

Capacity and volume: In continuation of Cycle 2, the concept of volume will be viewed as a capacity. At primary level, capacities are compared without measuring them, and the capacity of a container is measured by an enumeration of units, including in particular the usual units (l, dl, cl, ml) and their relationships. In the collège, this work is continued by calculating the volume of a cuboid. At this stage, units of volume and capacity are linked ($1l = dm^3$; $1{,}000l = 1m^3$).

Angles: The initial task is to estimate and check, using the set square if necessary, whether an angle is a right, acute or obtuse angle, to compare the angles within a figure, and then to reproduce an angle using a template. This work is continued in the *collège*, where a unit of measurement for angles and the use of a measuring tool (the protractor) will be introduced.

Space and geometry

At the boundary between primary school and collège, Cycle 3 constitutes an important stage in the introduction of geometric concepts. Continuing the work started in Cycle 2, it enables pupils to progress gradually from a geometry in which objects (squares, straight lines, cubes, etc.) and their properties are examined by perception to a geometry in which they are examined by means of instruments and the explicit enumeration of their properties, before ultimately moving towards a geometry supported only by reasoning and argument. By considering different, mutually enriching descriptions of a single object or concept, pupils progress from the ordinary perception of a drawing to the geometric perception of a shape.

An emphasis is placed on situations which call for various different types of tasks (recognising, naming, comparing, checking, describing, reproducing, presenting, constructing) relating to geometric objects, as this introduces geometric concepts (descriptions and properties of objects, inter-object relationships) and enriches them. By making use of the limitations of the situation, the resources and instruments supplied to the pupils, it is possible to improve procedures for handling problems and improve learning

Teachers ensure that they use precise, appropriate language to describe the actions and techniques used by pupils (folding, freehand tracing or the use of templates and ordinary instruments, or when using software). Pupils are gradually encouraged to adopt this language.

Spatial and geometric activities are to be linked to the two other themes: using a different setting to solve problems relating to proportionality; using (geometric) quantities and their measurement in context. Furthermore, they constitute opportunities for a basic introduction to programming, particularly by means of writing code to transform or construct figures.

<table>
<tr><th colspan="2">Expectations at end of cycle</th></tr>
<tr><td colspan="2">

Spatial orientation and navigation using or developing representations. Recognising, naming, describing, reproducing, representing and constructing everyday figures and solids.
Recognising and using a number of geometrical relationships (concepts of alignment, membership, perpendicularity, parallelism, equality of lengths, equality of angles, distance between two points, symmetry, enlargement and reduction).

</td></tr>
<tr><th>Knowledge and associated competencies</th><th>Sample situations, activities and resources for the pupil</th></tr>
<tr><th colspan="2">Spatial orientation and navigation using or developing representations</th></tr>
<tr><td>Navigating and describing or executing movements on a map or plan.
Making, describing and notating transformations in familiar spaces.
Programming the movements of a robot or a character on a screen.
➢ Vocabulary to specify positions and transformations.
➢ Various methods of spatial representation.</td><td>Situations resulting in the identification of locations in space or the description, notating transformations and understanding their notation.
Working:
- in work spaces of various sizes (sheet of paper, playground, district, town, etc.);
- from schematics (e.g. looking for the shortest route or involving the smallest number of changes on a metro or bus map);
- with new resources such as geographical information systems, introductory programming software, etc.</td></tr>
<tr><th colspan="2">Recognising, naming, describing, reproducing, representing and constructing a number of geometrical solids and figures</th></tr>
<tr><td>Recognising, naming, comparing, checking, describing:
- simple or complex shapes (groups of simple shapes);
- simple solids or groups of simple solids from some of their properties.
➢ Flat shapes and solids, basic descriptions:
- triangles, including special types of triangle (right-angled triangle, isosceles, equilateral);
- quadrilaterals, including special types of quadrilateral (square, rectangle, rhombus, basic introduction to parallelograms);
- circle (as a collection of points at a constant distance from a given point).
➢ Appropriate vocabulary for naming solids: cuboid, cube, right prism, regular pyramid, cylinder, cone, ball.</td><td rowspan="3">Reproduction or construction situations which make use of elementary measuring and drawing techniques and knowledge of common shapes.
Reproducing a shape (to scale or not) using a template and existing drawings.
Using flat representations of solids (nets, perspectives, front views, side views, top views, etc.) and represent flat shapes by tracing the figures freehand.

The vocabulary associated with objects and their properties (solid, polyhedron, face, edge, polygon, side, top, angle, ray, segment, circle, radius, diameter, midpoint, bisector, height, etc.) are introduced and used in context to clarify its meaning: portrait games, message exchange, association games (shapes, descriptions, properties, representations).</td></tr>
<tr><td>Reproducing, representing, constructing:
➢ simple or complex shapes (groups of simple shapes)
➢ simple solids or groups of simple solids in the form of templates or drawings, or starting with a net (pre-supplied, in the case of a prism or pyramid, or to be constructed by the pupils in the case of a cuboid).
➢</td></tr>
<tr><td>Producing, expanding and reporting on a construction programme.

Producing a simple shape or a shape consisting of simple shapes using computer software.</td></tr>
<tr><th colspan="2">Recognising and using a number of geometric relationships</th></tr>
<tr><td>Drawing lines depicting perpendicular or parallel relationships for straight lines and segments.
Establishing the shortest route between two points (in conjunction with the concept of alignment).
Establishing the shortest route between a point and a straight line, or between two parallel straight lines (in conjunction</td><td>Situations requiring pupils to use techniques which change according to the resources and instruments chosen; for example, for axial symmetry, progressing from folding or the use of tracing paper to the construction of a point reflection against a straight line using a set square or compass.
Examples of instruments: ruler, set square, compass, angle</td></tr>
</table>

<table>
<tr><td>with perpendicularity).
➢ Alignment, membership.
➢ Perpendicularity, parallelism (construction of parallel straight lines, link to property uniting parallel and perpendicular straight lines).
➢ Equality of lengths.
➢ Equality of angles.
➢ Distance between two points, between a point and a straight line.</td><td rowspan="2">templates, strips of paper, tracing paper.
Examples of various media: geoboards, squared paper, dotted paper, plain paper.
Examples of materials: paper/pencil, dynamic geometry software, introductory programming software, map viewing applications.</td></tr>
<tr><td>Completing a shape using axial symmetry.
Constructing a symmetrical shape from a given figure with reference to a given axis, whether the line of symmetry intersects the shape or not, constructing reflections from straight lines, segments and points with reference to a given axis.
➢ Symmetrical shape, line of symmetry for a shape, symmetrical shapes with reference to an axis.
➢ Properties of axial symmetry.
➢ Segment bisectors.</td></tr>
<tr><td>Proportionality
Reproducing a shape at a given scale.
➢ Enlarging or reducing a shape.</td><td>Reproducing a shape using a template (where the scale can be given by existing drawn information).</td></tr>
<tr><td>Proportionality
Identifying a situation of proportionality between two quantities.
➢ Graphics representing variations between two quantities.</td><td>Comparing distance covered and time elapsed, quantity of petrol consumed and distance covered, quantity of liquid used and time elapsed, etc.</td></tr>
<tr><td colspan="2">Progress benchmarks
When engaging in problem solving, it is possible to work with some pupils or the entire class to go beyond the progress benchmarks identified for each level.

Spatial learning: Following on from Cycle 2 and throughout the cycle, spatial geometry is taught by means of problems covering the identification of object transformations and the creation of representations in actual space, depicted space (maps and plans, etc.) or digital space.

Geometric teaching: This teaching develops an understanding of flat shapes and solids and of the relationships between objects and object properties. Parallelograms are only covered in brief in the 6ème, providing an opportunity to return to the concept of parallelism. Selecting the relevant objects, relationships and properties, limitations on the instruments to be used, techniques to
be implemented, acceptable evidence and checking methods to provide a structure to teaching progress and enrich the solution procedures used by the pupils. In this way, progress from one level to the next applies not only to the tasks themselves, but also to the procedures for achieving these tasks.
Progress is structured by taking into consideration:
• geometry techniques: certain construction skills, such as drawing a segment of a given length or reporting the length of a segment (CM1-CM2), or reproducing an angle (6ème), are carried out in conjunction with teaching from the "Quantities and measurements" section,
• changes in the procedures and the quality of the knowledge used: in this way, pupils must initially learn to recognise a square, taking into account the perpendicularity and equal measured length of its sides (CM1-CM2), and then gradually begin to show that it is a square using the properties of its diagonals or its lines of symmetry (6ème),
• geometrical objects covered,
• mastery of new drawing techniques (compared to Cycle 2).

Reasoning: From CM2 onwards, pupils are encouraged to go beyond the domains of perception and instruments, reasoning solely from properties and relationships. For example, using a ruler and compass to draw a triangle with sides of a given length, utilising the knowledge of the properties of a triangle and the definition of a circle. The aim is to employ simple reasoning without unnecessary formalities, using the properties of common shapes or of axial symmetry. A specific vocabulary is</td></tr>
</table>

employed from the start of the cycle to describe objects, relationships and properties.

Vocabulary and notations: At primary level, where points are denoted with letters, teachers will always explicitly state the object being referred to: "point A", "segment [AB]", "triangle ABC", etc. Pupils are not expected to master conventional notation (brackets or square brackets) until the final year of the cycle. New vocabulary and notations (, [AB], (AB), [AB), AB,) are introduced as and when they become useful, and not at the start of a teaching programme.

Instruments: At primary level, pupils make use of a variety of rulers (graduated/ungraduated, of various sizes), templates, set squares and compasses. They begin to use the protractor at *collège* level.

Axial symmetry: Previous work on shapes has demonstrated the overall nature of symmetry rather than going into more detail (points, segments, straight lines). To construct or complete flat shapes using symmetry, different procedures will be implemented during the cycle. These are developed and enriched using games involving shapes and the available instruments, and by the use of a variety of resources.

Introduction to programming: An introduction to programming is most commonly given during activities for identifying or moving location (programming the movements of a robot or of a character on a screen), or geometrical activities (constructing simple shapes or compound shapes built from simple shapes). In CM1, the use of dynamic geometry software is limited to what is needed for learning involving manipulations (through the visualisation of constructions produced using instruments) and the validation of flat-shape constructions. From CM2 onwards, their gradual use for construction purposes familiarises pupils with oblique projections and the concept of the retention of properties during certain transformations.

Progress benchmarks: specific case of proportionality

Proportionality must be considered as part of each of the three domains of "Numbers and Calculations", "Quantities" and"Space and Geometry".

In CM1, there is an emphasis on the use of the properties of linearity (additive and multiplicative) in problems which involve whole numbers. These properties must be made explicit: they can be absorbed informally with the aid of examples ("if I have twice, three times, etc., as many guests, I will need twice, three times, etc., the quantity of ingredients"; "if 6 pens cost 10 euros and 3 pens cost 5 euros, 9 pens will cost 15 euros"). Procedures such as calculating unit rates or the constant of proportionality are gradually introduced for problems which require them, based on the numbers (whole or decimal) referred to in the problem or featuring in the calculations. From CM2 onwards, situations involving constant scales or speeds may be encountered. The meaning of the expression "...% of" is shown at the mid-cycle point. This involves an ability to use it in simple cases (50%, 25%, 75%, 10%) in which no technique is required, in the context of fractions of a quantity. By the end of a cycle, pupils are expected to be able to apply a percentage rate.

Intersections between teaching areas

The use of large whole numbers and decimal numbers implies the ability to understand and estimate measures of quantity: introduction to measuring continuous quantities using non-whole numbers, estimating distances, populations, durations, historical periods, areas, prices, computer memory, etc. Pupils gradually learn to solve problems relating to contexts and data derived from other disciplines. Indeed, the variety of information sources (text, tables, graphics, maps) enable pupils to work with real-life data drawn from various disciplines (history and geography, science and technology, physical and sporting education, visual arts). In addition, the actions of reading data, holding verbal discussions to explain strategies and producing answers in text form all have a part to play in the development of a number of components of mastery of the language in a mathematical context. Lastly, the contexts used in the situations of proportionality which are explored throughout the cycle can be illustrated or re-used in other disciplines: problems of scale, speed, percentage (history and geography, physical and sporting education, science and technology), problems of enlargement and reduction (visual arts, sciences). Map-based activities involving location of places or navigation acquire meaning through physical activities (orienteering), but also within the context of geography (map reading) or technology (production of a simple object) lessons. Activities involving the recognition and construction of geometrical shapes and objects can be based on artistic creations (painting, sculpture, architecture, photography, etc.).