

ANGLAIS – progression annuelle CP

Année Année 2020-2021

- a 45-minute class twice a week
- “Covid” period: 60' minutes/week in half-groups

(les activités mentionnées sont susceptibles d'évoluer ou d'être supprimées en fonction du temps à disposition et d'éventuels projets ultérieurs établis en cours d'année).

COMPÉTENCES ET THÈMES	LEXIQUE - FORMULATIONS - GRAMMAIRE - PHONOLOGIE	SUPPORTS/ÉLÉMENTS CULTURELS	TÂCHES INTERMÉDIAIRES & FINALES – ACTIVITÉS LANGAGIÈRES & COMPÉTENCES SOCLE
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Rentrée-Toussaint

Introducing and providing general information about oneself	- <i>What's your name?</i> - <i>My name is...</i> - <i>I'm great/fine/sad/happy/sick/sleepy</i>	- The <i>Good morning</i> and <i>Goodbye</i> songs - a traditional game: <i>Duck duck goose</i>	- joining in a call & response song (CO-EOI; LV2-3-8)
Greetings	- <i>Hello/Hi/Goodbye/Bye</i>	- <i>Kid's Box</i> U.1, characters' presentation	- <i>Nicky knocker</i> game: find Nicky by asking names (EOI; LV2-8-9-13)
Telling one's age	- <i>How old are you?</i> - <i>I'm...</i> [h] sound (<i>hello, happy, hi</i>)	Dice game / owl card game - <i>Hello, how old are you</i> song	- Feeling theatre game: individual reply to “how are you” through miming/guessing/Teddy show (EOI; LV2-8-9-10-14) - TF: Find the baby/the sick kid game (EOI; LV2-8-9-14)

Toussaint- Noël

Living in the classroom	- <i>it's a+colour+object- listen to, look [at], be quiet, repeat, go, sit [down], stand [up], let's go, open/close [your book], point</i>	- <i>Class life</i> song (Kid's Box U.2) - <i>sh be quiet</i> song - TPR activities - the please game	- the robot game: requesting/providing Physical response (EOC, CO; LV1-4-8-9-10)
Colours (revision & expansion)	<i>black, blue, brown, red, white, yellow</i> [θ] <i>three ≠ tree</i>	- <i>Kid's Box</i> U.3 - Coloured flags/snakes/balls games (hide& seek mode)	- Paint splash memory game (EOC; LV8-9) - butterfly hunting (with net): colour recognition (CO; LV1-2-4)

		<ul style="list-style-type: none"> - <i>I spy with my little eye something + colour</i> - <i>Fly away little butterfly</i> song and video (1&2) - the colours of the UK flag (LV16) - Fruit colours - reading an <i>ebook</i> in class: colours and numbers 	<ul style="list-style-type: none"> - TF: following video instructions to make a 3D butterfly with toilet roll. Placing butterflies on flower board (different colour petals) OR - TF: making a fruit salad associating colours with fruit names in English and French (CO; LV1-2-4)
Christmas time	<ul style="list-style-type: none"> - Christmas vocabulary: <i>Tree, father Xmas, merry Xmas</i> [θ] <i>three ≠ tree</i> 	<ul style="list-style-type: none"> - The <i>DancingXmas Tree</i> song - <i>The tree looks nice</i> song and video (tree decoration) 	<ul style="list-style-type: none"> - Find Father Xmas & Frosty role-play (EOI; LV13-14) - TF: creation of the English Christmas card with reference to the DancingXmas tree song and dance (to be practiced at home with video and action summary) (LV16-17)

Noël - Février

Saying how one is	<ul style="list-style-type: none"> - how are you, adj extension (ok, wonderful, bored, tired, very well) 	<ul style="list-style-type: none"> - new Hello song and video 	<ul style="list-style-type: none"> - joining in a call & response song (CO-EOI; LV2-3-8)
Naming and counting objects in the classroom	<ul style="list-style-type: none"> - Classroom vocabulary: <i>pen, (coloured) pencil, chair, book, table, eraser, bag</i> 	<ul style="list-style-type: none"> - Class object snap game (extension p23) - <i>Kid's Box</i> U.2 word recognition activities 	<ul style="list-style-type: none"> - vocabulary memorisation through guessing games (flashcards/incomplete drawings/pictures on textbook) (EOC; LV8)
Talking about toys	<ul style="list-style-type: none"> - <i>doll, robot, kite, car, ball, bike</i> (U.4) 	<ul style="list-style-type: none"> - toy song and video 	<ul style="list-style-type: none"> - TF creation of a spinner with toys and colours; creation of a randomly coloured mini-kite to be stuck on a big kite poster (motto: <i>CP... English flies high</i>)
Talking about the body	<ul style="list-style-type: none"> - <i>head, eyes, ears, mouth, legs, arms, hands</i> - <i>I've got + number + body parts</i> [θ] <i>mouth ≠ mouse</i> 	<ul style="list-style-type: none"> - <i>eyes and ears</i> song (expanded) - aliens and friends - <i>Kid's Box</i> U.4 - <i>how many fingers</i> song - potato song (number revision) 	<ul style="list-style-type: none"> - word recognition with flashcards (EOC) - TPR activities (CO; LV2-3)

		<ul style="list-style-type: none"> - Mr potato poster & toy - <i>please come out</i> song 	<ul style="list-style-type: none"> - Please game (variation on Simon says) (CO; LV2; for advanced speakers: EOC; LV14) - Mr Potato game (CO, EOC; LV 1-2-3-8) - Variation of a typical British game: <i>pin the tail on the donkey</i>. Video of UK kids playing. (CO, EOC, LV1,2,3,8,9,16) - TF: creation of an alien and individual oral description / creation of a funny character with a face online generator (EOC; LV 8-9-10)
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Mars-Printemps

Talking about family members	- <i>mummy, daddy, sister, brother, baby</i>	- <i>finger family</i> song and videos, elephant puppet craft	- dress-up game with props (guessing game) (EOI, LV 8,9)
Talking about Easter traditions	- <i>the Easter bunny, chocolate eggs, fluffy, hop</i>	- Silly Symphony cartoon on The Easter bunny; E. bunny song (<i>Easter bunny hop make your ears go flop</i>)	- memorisation of the songs (EOC; LV8, 16) - TF creation of the Bunny Ears with cardboard and cotton wool; pun-based wishes: Hoppy Easter! (CO, EOI, LV1-3, 9)

Printemps – Eté

Identifying animals and saying what they can do	<ul style="list-style-type: none"> - <i>frog, bird, duck, fish, tiger</i> - <i>can / can't</i> - Adjectives: <i>big, small, fast, slow, loud, quiet</i> 	<ul style="list-style-type: none"> - <i>Kid's Box</i> U.7 - Animal monsters extension p44 - Unusual animal friendships video/animal eyes guessing game/ref. e-lesson7 - what animals can do: digital worksheet - <i>Open shut them</i> song (opposite adjectives) 	<ul style="list-style-type: none"> - facts about animal colours and abilities (eg. bright poisonous frogs); guessing game (CO, LV2-3, 14) - Please game extension (CO; LV2; for advanced speakers: EOC; LV14) - TF: <i>Yes, I can</i> song performance & video (EOC; LV8) (ref. e-lesson11) OR : <i>My favourite (toy) animal is a ... it can...</i> video
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<p>Talking about food and tastes</p>	<ul style="list-style-type: none"> - <i>picnic, cherry, cheese, carrot, cake, milk, chips, tomato, egg, fruit</i> - <i>please, no thank you, here you are</i> - <i>I like/ don't like</i> - <i>What's your favourite</i> [I] milk, chips [i:] cheese, please 	<ul style="list-style-type: none"> - <i>Yes, I can</i> song - <i>Walk walk I can walk</i> song - pumpkin Can video - animal body detail pictures - End-of-year <i>kaboot</i> game - <i>Kid's Box</i> U.8 - Tasting game (blindfolded) - Food song - I like broccoli video - A British tradition: picnicking (colouring worksheet) (LV16) - <i>What a wonderful picnic</i> song 	<ul style="list-style-type: none"> - word recognition activities (CO; LV2-3) - Do you like – interview role-play (EOI; LV13-14) - TF: Picnic day : asking for food, thanking, expressing satisfaction and tastes (EOI; LV13-14-15)
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