

ANGLAIS – progression annuelle CM2

Année Année 2021-2022

- 60' minutes/week in half-groups on alternate weeks + 60'/week with full class

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

<p>Greeting</p>	<ul style="list-style-type: none"> - <i>good morning/ afternoon/ evening/ night; bello/ bi</i> - <i>nice to see you</i> 	<ul style="list-style-type: none"> - An icebreaking rhyme: <i>Who stole the cookie from the cookie jar</i> - <i>I like the daffodils</i> song - <i>It's back to school</i>: comics strip 	<ul style="list-style-type: none"> - Repeat after me game (EOC; LV1-2-8) - Detective Bingo (scripts with character's profiles) (CE/EOI; LV1-8-13)
<p>Providing / asking personal information, likes and dislikes, hobbies, abilities</p>	<ul style="list-style-type: none"> - <i>I am/ have got/ can/ like/ do(n't)</i> - <i>Do you like...___ing?</i> - <i>Do you want to...?</i> - <i>Have you got?</i> - <i>Can you?</i> - hobbies 	<ul style="list-style-type: none"> - Class object page - Likes and dislikes page - Hobby page - Self-introduction page 	<ul style="list-style-type: none"> - filling in a questionnaire about oneself (EE; LV11-12) - TF: the Lie Game (dis/honest self-introduction and description) (EOC/CO; LV8-9-10)
<p>Life in the classroom</p>	<ul style="list-style-type: none"> - I'm here; homework (not) done... - classroom vocabulary (rev) 		<ul style="list-style-type: none"> - Reading of a comic strip and role-playing with individual variations (CE, EOI; LV4-5-6-13-9) - class objects memory g. (EOC; LV8) - Classroom routine (roll call, counting) (EOI-EE)
<p>The English speaking world</p>	<ul style="list-style-type: none"> - Countries, capitals and flags - The British Isles 	<ul style="list-style-type: none"> - [<i>English@home</i> activity] - the history of the Keep calm sign (video) - modern variations of the Keep calm sign - Keep calm online generator 	<ul style="list-style-type: none"> - The English folder: cover page preparation with <i>Keep Calm</i> personal logo (EE; LV12) - <i>pass the pot</i> game (CE-ECO; LV6-9-16)

		<ul style="list-style-type: none"> - geopolitical exploration of the British isles on historical maps - differences between GB and UK: The British Isles page 	<ul style="list-style-type: none"> - online cultural quiz on the English speaking countries (CO-EOC; LV3-16)
Saying the date and the weather	<ul style="list-style-type: none"> - <i>What's the date today?</i> - <i>Today is the ...of... . It's+week day</i> - <i>What's the weather like?</i> - <i>Today it's...</i> - Numbers 1-31 (cardinal and ordinal) - the date - the weather (cloudy, sunny, raining, snowing, wet, windy) -Pronunciation of ordinal numbers, week days and months 	<ul style="list-style-type: none"> - English@home webpage on the Date - <i>Happy days</i> song - <i>What's the weather like</i> dialogues English@home [listening activity] - Two famous English weather rhymes: <i>It's raining, it's pouring; Rain rain go away</i> - <i>Ali and the magic carpet</i> video - <i>Dates to celebrate:</i> festivities in main English speaking countries (worksheet) 	<ul style="list-style-type: none"> - Number/Day games: in class (<i>concentration now begins; Buzz-Fizz game, Mexican wave</i>) and at home (learning apps) (EO; LV8) - Individual rendition of the weather rhymes (EOC; LV8-9) - Weekly description of the weather and date (questions by “secretary” to class; expansion of Class Routine) (CO, EOI, EE, LV2-13-14) - TF: Interactive oral Time crossword in pairs (CE-CO-EOI; LV1-3-4-5-6-13)

Toussaint- Noël

Asking simple open-ended questions	<ul style="list-style-type: none"> - <i>What? Who? How many? Where? Whose? How old? Who? Why?</i> - <i>What...+ to be/ have got</i> - Pronunciation of the wh-words : [h] in <i>who</i> vs [w] <i>what, where</i> etc. 	<ul style="list-style-type: none"> - Question words booklet and worksheet - Rhyme: <i>Who stole the cookie from the cookie jar</i> - Rudyard Kipling's <i>Six honest serving men</i> (on <i>wh</i>-question words) (for advanced speakers) 	<ul style="list-style-type: none"> - <i>pass the pot</i> game (CE-ECO; LV6-9) - Collective/interactive rendition of the <i>Cookie</i> rhyme (EOI; LV2-8-13-14)
Providing general information about oneself: extension	<ul style="list-style-type: none"> - <i>What's...called?</i> - <i>He/She/It's called...</i> - <i>I'm...V+ing</i> - comic, detective, agency, magnifying glass, joke... 	<ul style="list-style-type: none"> - Kid's Box 3 presentation, introduction of the characters and <i>Lock & Key Comics</i> (+ video) 	<ul style="list-style-type: none"> - Reading and listening to the Star Family (CE-CO; LV1-3-4-5-6) - TF: e-pal project stp 1: writing an introduction email (EE)

	<ul style="list-style-type: none"> - [ŋ] <i>-ing, song...</i> - short vowels 		<ul style="list-style-type: none"> - Lock and Key role-playing (CE, EOI; LV4-5-6-13-9) - TF : creation of an acrostic poem on one's name
Christmas time	<ul style="list-style-type: none"> - <i>Christmas/New Year's Eve is on the...</i> - <i>Merry Christmas and a happy NY</i> - Christmas vocabulary - good deeds - handicraft tools and actions Pronunciation: <i>Christmas, Xmas year</i> 	<ul style="list-style-type: none"> - <i>Snowman</i> poem - Xmas in Australia page - New Year's Celebrations around the world worksheet - <i>Santa Claus is coming to town</i> song 	<ul style="list-style-type: none"> - Xmas song: introduction to different musical genres (rock, jazz, pop, heavy metal), collective performance of the jazz version of <i>Santa Claus is coming to town</i> (CE, CO; LV8-16) - Reading an e-book in class: <i>Charlie from London</i> (CE, CO; LV4-7, 16-17) > individual research on London icons - End-of-year <i>Kaboot</i> game - TF: Creation of a Christmas envelope with personal "good deed" coupons (CO, EE; LV3-12)

Noël - Février

Talking about my family	<ul style="list-style-type: none"> - possessive 's - present simple - <i>like/love/enjoy...ing</i> - want + infinitive - short answers - family members (extension) - adjectives (body/clothes description – extension) - types of paintings (<i>landscape, portrait, self-portrait, still-life</i>) -[ʌ] <i>uncle, son, mother</i> 	<ul style="list-style-type: none"> - Introduction to the British Royal Family: riddle page - painting description worksheet - famous self-portraits from around the world 	<ul style="list-style-type: none"> -Portrait recognition (CO-LV1-2-3-16) - <i>Guess who</i> game: oral description of classmates (EOC; LV8-9-2-3) -TF: Family portraits project: creation of one's family/self portrait and written description; use of non-conventional materials (EE, LV11-12)
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≠ *aunt, father*

Mars-Printemps

Talking about the place where I live

Locating things in space

- description of a house or flat
- prepositions (revision and extension: *above, below, between, next to, at*)
- numbers 31-100
- *city, town, village, country, balcony, basement, down/upstairs, lift, move house...*
- *igloo, yurt, treehouse*
- [ɛə], [ɔ:], [aʊ]: *stair, house, floor*
- pronunciation of –teen/-ty endings of numbers

- *Song that never ends* song
- Snake and Ladders game: rules and phraseology
- Lifestyle differences: country/town, flat/house
- Homes around the world (Kid's box & photos)

- Vocabulary revision in class (Snake and Ladders game in pairs) and at home (learning apps: unusual house for sale) (**EOI; LV1-2-9-13**)
- Lifestyle survey (**EOI; LV1-9-13-16**)
- **TF**: collective description of a CM2 dreamhouse (**EOC, EE; LV8 to 12**)

<p>Talking about daily life and routines</p>	<ul style="list-style-type: none"> - <i>Every day I...</i> + present simple - <i>How often do you...?</i> - the time: <i>at ... o' clock</i> - days of the week (revision) - everyday actions at home: <i>get dressed/undressed, get up, wake up, put on/take off, wash, got to bed/school, have a shower, come home</i> - main adverbs of frequency [ə] <i>teacher, driver, doctor...</i> 	<ul style="list-style-type: none"> - the Star Family daily life (from Kid's Box) - <i>Rabbit</i> rhyme and video (from <i>Alice in Wonderland</i>) - <i>Rock around the clock</i> song [English@home listening] - <i>I get up at 7 o'clock</i> song - <i>One moment around the world</i> (English@home): time zones and daily actions - International phone call (English@home) 	<ul style="list-style-type: none"> - April Fool's joke (CO, EOC; LV1-2-10-16) - <i>Alice in Wonderland</i> race to the beat of <i>I'm late</i> rhyme (hot chair game mode) (EO, LV8-16) - Frequency Adverb Bingo: sentence construction (EE, LV11-12) - TF: e-pal project step 2: writing an email about my weekly routine (EE)
<p>Carnival time</p>		<ul style="list-style-type: none"> - Carnival traditions around the world (from Storyland book) - Carnival song and dance - April Fool's day: reading from Storyland book - and practice! 	

Printemps-Eté

<p>Talking about places in a town</p> <p>Locating things in space</p>	<p>-- <i>Where's the...?</i></p> <p>- <i>Where do you go to...?</i></p> <p>- <i>There is...</i></p> <p>- space prepositions (revision); <i>in front of</i> ≠ <i>opposite, behind, near</i></p> <p>-obligation ≠ permission: <i>must</i> and <i>can</i></p> <p>- places, shops and objects in a town: <i>bank, bus station, library, market, sports centre, swimming pool + shops</i> (revision)</p> <p>- ice cream flavours</p> <p>- <i>Can I have a ... ice cream please?</i></p> <p>[æ], [ɑ:], [a] in BE and AmE: <i>flat, bath, car...</i></p>	<p>- Online quiz on “places in town” or Shopping song (bbc learnEnglish kids activity OR <i>Treetops</i>)</p> <p>- shops and places crosswords</p> <p>- <i>Calypso</i> song</p>	<p>- Creation of a paper street and guessing game (using prepositions and open-ended questions; in pairs) (EOI; LV10-13-14)</p> <p>- End-of-year <i>kaboot</i> game</p> <p>- Class do's and don'ts : creation of posters and captions (EE; LV11-12)</p> <p>- TF: Excursion: <i>The CM2 Ice Cream Outing</i> (ordering an ice cream in a real ice cream parlour) (EOI, CO; LV1-2-9-13-14-15)</p>
<p>Acknowledging the skills and knowledge acquired in primary school</p>			<p>- (self)-assessment; meaning of the CEFRL; the A1-2 levels.</p> <p>-TF: End of School Year Fete: Fun Games from English-speaking countries; posters and practice (CO, CE, EE, EOI; LV2-3-6-7-14-12-16)</p> <p>- interdisciplinary project final performance</p>