ANGLAIS – progression annuelle CP

a 45'-minute class twice a week

Année 2019-2020

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**Rentée-Toussaint**

Introducing and providing general information about oneself
- What’s your name?
- My name is…
- I’m great/fine/sad/happy/sick/sleepy

Greetings
- Hello/Hi/Goodbye/Bye

Telling one’s age
- How old are you?
- I’m...

[h] sound (hello, happy, hi)

- The Good morning and Goodbye songs
- a traditional game: Duck duck goose

- Kid’s Box U.1, characters’ presentation

- Dice game / owl card game
- Hello, how old are you song

- joining in a call & response song (CO-EOI; LV2-3-8)
- Nicky knocker game: find Nicky by asking names (EOI; LV2-8-9-13)
- Feeling theatre game: individual reply to “how are you” through miming/guessing (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
- 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

Colours (revision & expansion)
- black, blue, brown, red, white, yellow

- Kid’s Box U.3
- Coloured flags/snakes/balls games (hide& seek mode)
- I spy with my little eye something + colour
- Fly away little butterfly song and video (1&2)

- Class life song (Kid’s Box U.2)
- sb be quiet song
- TPR activities
- the please game

- the robot game: requesting/providing Physical response (EOC, CO; LV1-4-8-9-10)
- Paint splash memory game (EOC; LV8-9)

- butterfly hunting (with net): colour recognition (CO; LV1-2-4)
| Christmas time | - Christmas vocabulary: Tree, father Xmas, merry Xmas | - The Dancing Xmas Tree song  
- The tree looks nice song and video (tree decoration) | - Find Father Xmas & Frosty role-play (EOI; LV13-14)  
- TF: creation of the English Christmas card with reference to the Dancing Xmas tree song and dance (to be practiced at home with video and action summary) (LV16-17) |
| Christmas time | - Christmas vocabulary: Tree, father Xmas, merry Xmas | - the colours of the UK flag (LV16)  
- Fruit colours  
- associating colours with fruit names in English and French (CO; LV1-2-4) | -

| Noël - Février | - how are you, adj extension (ok, wonderful, bored, tired, very well) | - new Hello song and video | - joining in a call & response song (CO-EOI; LV2-3-8)  
- vocabulary memorisation through guessing games (flashcards/incomplete drawings/pictures on textbook) (EOC; LV8) |
| Saying how one is | - Classroom vocabulary: pen, (coloured) pencil, chair, book, table, eraser, bag | - Class object snap game (extension p23)  
- Kid’s Box U.2 word recognition activities | - 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: Englis flies high)  
-word recognition with flashcards (EOC) |
| Naming and counting objects in the classroom | - doll, robot, kite, car, ball, bike (U.4) | - toy song and video | - TPR activities (CO; LV2-3)  
- 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: pin the tail on the donkey. |
| Talking about toys | - doll, robot, kite, car, ball, bike (U.4) | - eyes and ears song (expanded)  
- aliens and friends  
- Kid’s Box U.4  
- how many fingers song  
- potato song (number revision)  
- Mr potato poster & toy  
- please come out song | -

| Talking about the body | - head, eyes, ears, mouth, legs, arms, hands  
- I’ve got number+ body parts | -

| - mouth ≠ mouse | -


### Mars-Printemps

| Talking about family members | - mummy, daddy, sister, brother, baby | - finger family song and videos, elephant puppet craft | - dress-up game with props (guessing game) (EOI, LV 8, 9) |
| Talking about Easter traditions | - the Easter bunny, chocolate eggs, fluffy, hop | - Silly Simphony cartoon on The Easter bunny; E. bunny song | - 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 – Été

| Identifying animals and saying what they can do | - frog, bird, duck, fish, tiger | - Kid’s Box U.7 | - facts about animal colours and abilities (eg. bright poisonous frogs); guessing game (CO, LV2-3, 14) |
| - can/can’t | - Animal monsters extension p44 | - Open shut them song (opposite adjectives) | - Please game extension (CO; LV2; for advanced speakers: EOC; LV14) |
| - Adjectives: big, small, fast, slow, loud, quiet | - Yes, I can song | - Walk walk I can walk song | - TF: Yes, I can song performance & video (EOC; LV8) |
| - picnic, cherry, cheese, carrot, cake, milk, chips, tomato, egg, fruit | - pumpkin Can video | - animal body detail pictures | - word recognition activities (CO; LV2-3) |
| - please, no thank you, here you are | - I like broccoli video | | - Do you like – interview role-play (EOI; LV13-14) |
| - I like/ don’t like | - A British tradition: picnicking (colouring worksheet) (LV16) | | - TF: Picnic day : asking for food, thanking, expressing satisfaction and tastes (EOI; LV13-14-15) |
| - What’s your favourite | - What a wonderful picnic song | | |

| [I] milk, chips | | | |
| [i] cheese, please | | | |