

# ANGLAIS – progression annuelle CM2

Année Année 2020-2021

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

<p><b>Greeting</b></p>	<p>- <i>good morning/ afternoon/ evening/ night; hello/ hi</i></p> <p>- <i>nice to see you</i></p>	<p>- An icebreaking rhyme: <i>Who stole the cookie from the cookie jar</i></p> <p>- <i>I like the daffodils</i> song</p>	<p>- Repeat after me game <b>(EOC; LV1-2-8)</b></p> <p>- Detective Bingo (scripts with character's profiles) <b>(CE/EOI; LV1-8-13)</b></p>
<p><b>Providing / asking personal information, likes and dislikes, hobbies, abilities</b></p>	<p>- <i>I am/ have got/ can/ like/ do(n't)</i></p> <p>- <i>Do you like...___ing?</i></p> <p>- <i>Do you want to...?</i></p> <p>- <i>Have you got?</i></p> <p>- <i>Can you?</i></p> <p>- hobbies</p>	<p>- <i>It's back to school</i>: comics strip</p> <p>- Class object page</p> <p>- Likes and dislikes page</p> <p>- Hobby page</p> <p>- Self-introduction page</p>	<p>- filling in a questionnaire about oneself <b>(EE; LV11-12)</b></p> <p>- <b>TF</b>: the Lie Game (dis/honest self-introduction and description) <b>(EOC/CO; LV8-9-10)</b></p>
<p><b>Life in the classroom</b></p>	<p>- I'm here; homework (not) done...</p> <p>- classroom vocabulary (rev)</p>		<p>- Reading of a comic strip and role-playing with individual variations <b>(CE, EOI; LV4-5-6-13-9)</b></p> <p>- class objects memory g. <b>(EOC; LV8)</b></p> <p>- Classroom routine (roll call, counting) <b>(EOI-EE)</b></p>
<p><b>The English speaking world</b></p>	<p>- Countries, capitals and flags</p> <p>- The British Isles</p>	<p>- [<a href="#">English@home</a> activity]</p> <p>- the history of the Keep calm sign (video)</p> <p>- modern variations of the Keep calm sign</p>	<p>- The English folder: cover page preparation with <i>Keep Calm</i> personal logo <b>(EE; LV12)</b></p>

		<ul style="list-style-type: none"> <li>- Keep calm online generator</li> <li>- geopolitical exploration of the British isles on historical maps</li> <li>- differences between GB and UK: The British Isles page</li> </ul>	<ul style="list-style-type: none"> <li>- <i>pass the pot</i> game <b>(CE-ECO; LV6-9-16)</b></li> <li>- online cultural quiz on the English speaking countries <b>(CO-EOC; LV3-16)</b></li> </ul>
<b>Saying the date and the weather</b>	<ul style="list-style-type: none"> <li>- <i>What's the date today?</i></li> <li>- <i>Today is the ...of... . It's+week day</i></li> <li>- <i>What's the weather like?</i></li> <li>- <i>Today it's...</i></li> <li>- Numbers 1-31 (cardinal and ordinal)</li> <li>- the date</li> <li>- the weather (cloudy, sunny, raining, snowing, wet, windy)</li> <li>-Pronunciation of ordinal numbers, week days and months</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">English@home</a> webpage on the Date</li> <li>- <i>Happy days</i> song</li> <li>- <i>What's the weather like</i> dialogues <a href="#">English@home</a> [listening activity]</li> <li>- Two famous English weather rhymes: <i>It's raining, it's pouring; Rain rain go away</i></li> <li>- <i>Ali and the magic carpet</i> video</li> <li>- <i>Dates to celebrate:</i> festivities in main English speaking countries (worksheet)</li> </ul>	<ul style="list-style-type: none"> <li>- Number/Day games: in class (<i>concentration now begins; Buzz-Fizz game, Mexican wave</i>) and at home (<a href="#">learning apps</a>) <b>(EO; LV8)</b></li> <li>- Individual rendition of the weather rhymes <b>(EOC; LV8-9)</b></li> <li>- Weekly description of the weather and date (questions by “secretary” to class; expansion of Class Routine) <b>(CO, EOI, EE, LV2-13-14)</b></li> <li>- <b>TF:</b> Interactive oral Time crossword in pairs <b>(CE-CO-EOI; LV1-3-4-5-6-13)</b></li> </ul>

### *Toussaint- Noël*

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

	<ul style="list-style-type: none"> <li>- comic, detective, agency, magnifying glass, joke...</li> <li>- [ŋ] –<i>ing, song...</i></li> <li>- short vowels</li> </ul>		<ul style="list-style-type: none"> <li>- Lock and Key role-playing <b>(CE, EOI; LV4-5-6-13-9)</b></li> <li>- <b>TF</b> : creation of an acrostic poem on one's name</li> </ul>
<b>Christmas time</b>	<ul style="list-style-type: none"> <li>- <i>Christmas/New Year's Eve is on the...</i></li> <li>- <i>Merry Christmas and a happy NY</i></li> <li>- Christmas vocabulary</li> <li>- good deeds</li> <li>- handicraft tools and actions</li> <li> Pronunciation: <i>Christ</i><u><i>m</i></u><i>as, X</i><u><i>m</i></u><i>as year</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Snowman</i> poem</li> <li>- Xmas in Australia page</li> <li>- New Year's Celebrations around the world worksheet</li> <li>- <i>Santa Claus is coming to town</i> song</li> </ul>	<ul style="list-style-type: none"> <li>- 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> <b>(CE, CO; LV8-16)</b></li> <li>- Reading an e-book in class: <i>Charlie from London</i> <b>(CE, CO; LV4-7, 16-17)</b></li> <li>- End-of-year <i>Kaboot</i> game</li> <li>- <b>TF</b>: Creation of a Christmas envelope with personal “good deed” coupons <b>(CO, EE; LV3-12)</b></li> </ul>

### *Noël - Février*

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

<p><b>Talking about the place where I live</b></p> <p><b>Locating things in space</b></p>	<ul style="list-style-type: none"> <li>- description of a house or flat</li> <li>- prepositions (revision and extension: <i>above, below, between, next to, at</i>)</li> <li>- numbers 31-100</li> <li>- <i>city, town, village, country, balcony, basement, down/upstairs, lift, move house...</i></li> <li>- <i>igloo, yurt, treehouse</i></li> <li>- [eə], [ɔ:], [aʊ]: <i>stair, house, floor</i></li> <li>- pronunciation of –teen/-ty endings of numbers</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Song that never ends</i> song</li> <li>- Snake and Ladders game: rules and phraseology</li> <li>- Lifestyle differences: country/town, flat/house</li> <li>- Homes around the world (Kid's box &amp; photos)</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary revision in class (Snake and Ladders game in pairs) and at home (<u>learning apps: unusual house for sale</u>) <b>(EOI; LV1-2-9-13)</b></li> <li>- Lifestyle survey <b>(EOI; LV1-9-13-16)</b></li> <li>- <b>TF</b>: collective description of a CM2 dreamhouse <b>(EOC, EE; LV8 to 12)</b></li> </ul>
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<p><b>Talking about daily life and routines</b></p>	<ul style="list-style-type: none"> <li>- <i>Every day I...</i> + present simple</li> <li>- <i>How often do you...?</i></li> <li>- the time: <i>at ... o' clock</i></li> <li>- days of the week (revision)</li> <li>- 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></li> <li>- main adverbs of frequency [ə] <i>teacher, driver, doctor...</i></li> </ul>	<ul style="list-style-type: none"> <li>- the Star Family daily life (from Kid's Box)</li> <li>- <i>Rabbit</i> rhyme and video (from <i>Alice in Wonderland</i>)</li> <li>- <i>Rock around the clock</i> song [English@home listening]</li> <li>- <i>I get up at 7 o'clock</i> song</li> <li>- <i>One moment around the world</i> (English@home): time zones and daily actions</li> <li>- International phone call (English@home)</li> </ul>	<ul style="list-style-type: none"> <li>- April Fool's joke (<b>CO, EOC; LV1-2-10-16</b>)</li> <li>- <i>Alice in Wonderland</i> race to the beat of <i>I'm late</i> rhyme (hot chair game mode) (<b>EO, LV8-16</b>)</li> <li>- Frequency Adverb Bingo: sentence construction (<b>EE, LV11-12</b>)</li> <li>- <b>TF</b>: writing a digital <i>Class Diary</i> with usual actions and activities</li> </ul>
<p><b>Carnival time</b></p>		<ul style="list-style-type: none"> <li>- Carnival traditions around the world (from Storyland book)</li> <li>- Carnival song and dance</li> <li>- April Fool's day: reading from Storyland book - and practice!</li> </ul>	

*Printemps-Eté*

<p><b>Talking about places in a town</b></p> <p><b>Locating things in space</b></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:], [aʊ] 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) <b>(EOI; LV10-13-14)</b></p> <p>- End-of-year <i>kaboot</i> game</p> <p>- Class do's and don'ts : creation of posters and captions <b>(EE; LV11-12)</b></p> <p>- <b>TF</b>: Excursion: <i>The CM2 Ice Cream Outing</i> (ordering an ice cream in a real ice cream parlour) <b>(EOI, CO; LV1-2-9-13-14-15)</b></p>
<p><b>Acknowledging the skills and knowledge acquired in primary school</b></p>			<p>- (self)-assessment; meaning of the CEFRL; the A1-2 levels.</p> <p>-<b>TF</b>: End of School Year Fete: Fun Games from English-speaking countries; posters and practice <b>(CO, CE, EE, EOI; LV2-3-6-7-14-12-16)</b></p> <p>- interdisciplinary project final performance</p>