

# ANGLAIS – progression annuelle CP

a 45'-minute class twice a week

Année 2019-2020

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

<p><b>Living in the classroom</b></p> <p><b>Colours (revision &amp; expansion)</b></p>	<p>- <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></p> <p><i>black, blue, brown, red, white, yellow</i></p> <p>[θ] <i>three ≠ tree</i></p>	<p>- <i>Class life</i> song (Kid's Box U.2)</p> <p>- <i>sb be quiet</i> song</p> <p>- TPR activities</p> <p>- the please game</p> <p>- <i>Kid's Box</i> U.3</p> <p>- Coloured flags/snakes/balls games (hide&amp; seek mode)</p> <p>- <i>I spy with my little eye something + colour</i></p> <p>- <i>Fly away little butterfly</i> song and video (1&amp;2)</p>	<p>- the robot game: requesting/providing Physical response (<b>EOC, CO; LV1-4-8-9-10</b>)</p> <p>- Paint splash memory game (<b>EOC; LV8-9</b>)</p> <p>- butterfly hunting (with net): colour recognition (<b>CO; LV1-2-4</b>)</p>
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		<ul style="list-style-type: none"> <li>- the colours of the UK flag (LV16)</li> <li>- Fruit colours</li> </ul>	<ul style="list-style-type: none"> <li>- <b>TF</b>: making a fruit salad associating colours with fruit names in English and French (<b>CO; LV1-2-4</b>)</li> </ul>
<b>Christmas time</b>	<ul style="list-style-type: none"> <li>- Christmas vocabulary: <i>Tree, father Xmas, merry Xmas</i></li> <li>[θ] <i>three ≠ tree</i></li> </ul>	<ul style="list-style-type: none"> <li>- The <i>DancingXmas Tree</i> song</li> <li>- <i>The tree looks nice</i> song and video (tree decoration)</li> </ul>	<ul style="list-style-type: none"> <li>- Find Father Xmas &amp; Frosty role-play (<b>EOI; LV13-14</b>)</li> <li>- <b>TF</b>: creation of the English Christmas card with reference to the <i>DancingXmas tree</i> song and dance (to be practiced at home with video and action summary) (<b>LV16-17</b>)</li> </ul>

### *Noël - Février*

<b>Saying how one is</b>	<ul style="list-style-type: none"> <li>- how are you, adj extension (ok, wonderful, bored, tired, very well)</li> </ul>	<ul style="list-style-type: none"> <li>- new Hello song and video</li> </ul>	<ul style="list-style-type: none"> <li>- joining in a call &amp; response song (<b>CO-EOI; LV2-3-8</b>)</li> </ul>
<b>Naming and counting objects in the classroom</b>	<ul style="list-style-type: none"> <li>- Classroom vocabulary: <i>pen, (coloured) pencil, chair, book, table, eraser, bag</i></li> </ul>	<ul style="list-style-type: none"> <li>- Class object snap game (extension p23)</li> <li>- <i>Kid's Box</i> U.2 word recognition activities</li> </ul>	<ul style="list-style-type: none"> <li>- vocabulary memorisation through guessing games (flashcards/incomplete drawings/pictures on textbook) (<b>EOC; LV8</b>)</li> </ul>
<b>Talking about toys</b>	<ul style="list-style-type: none"> <li>- <i>doll, robot, kite, car, ball, bike</i> (U.4)</li> </ul>	<ul style="list-style-type: none"> <li>- toy song and video</li> </ul>	<ul style="list-style-type: none"> <li>- <b>TF</b> 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>)</li> </ul>
<b>Talking about the body</b>	<ul style="list-style-type: none"> <li>- <i>head, eyes, ears, mouth, legs, arms, hands</i></li> <li>- <i>I've got+ number+ body parts</i></li> <li>[θ] <i>mouth ≠ mouse</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>eyes and ears</i> song (expanded)</li> <li>- aliens and friends</li> <li>- <i>Kid's Box</i> U.4</li> <li>- <i>how many fingers</i> song</li> <li>- potato song (number revision)</li> <li>- Mr potato poster &amp; toy</li> <li>- <i>please come out</i> song</li> </ul>	<ul style="list-style-type: none"> <li>- word recognition with flashcards (<b>EOC</b>)</li> <li>- TPR activities (<b>CO; LV2-3</b>)</li> <li>- Please game (variation on Simon says) (<b>CO; LV2; for advanced speakers: EOC; LV14</b>)</li> <li>- Mr Potato game (<b>CO, EOC; LV 1-2-3-8</b>)</li> <li>- Variation of a typical British game: <i>pin the tail on the donkey</i>.</li> </ul>

			Video of UK kids playing. <b>(CO, EOC, LV1,2,3,8,9,16)</b> - <b>TF:</b> creation of an alien and individual oral description <b>(EOC; LV 8-9-10)</b>
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### *Mars-Printemps*

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

### *Printemps – Eté*

<b>Identifying animals and saying what they can do</b>	- <i>frog, bird, duck, fish, tiger</i> - <i>can/ can't</i>  - Adjectives: <i>big, small, fast, slow, loud, quiet</i>	- <i>Kid's Box</i> U.7 - Animal monsters extension p44 - <i>Open shut them</i> song (opposite adjectives) - <i>Yes, I can</i> song - <i>Walk walk I can walk</i> song - pumpkin Can video - animal body detail pictures	- facts about animal colours and abilities (eg. bright poisonous frogs); guessing game <b>(CO, LV2-3, 14)</b> - Please game extension <b>(CO; LV2;</b> for advanced speakers: <b>EOC; LV14)</b> - <b>TF:</b> <i>Yes, I can</i> song performance & video <b>(EOC; LV8)</b>
<b>Talking about food and tastes</b>	- <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	- <i>Kid's Box</i> U.8 - Tasting game (blindfolded) - Food song - I like broccoli video - A British tradition: picnicking (colouring worksheet) <b>(LV16)</b> - <i>What a wonderful picnic</i> song	-word recognition activities <b>(CO; LV2-3)</b> - Do you like – interview role-play <b>(EOI; LV13-14)</b> - <b>TF:</b> Picnic day : asking for food, thanking, expressing satisfaction and tastes <b>(EOI; LV13-14-15)</b>

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