

Ecouter et comprendre									
Comprendre des mots familiers et des expressions très courantes au sujet de soi, de sa famille et de son environnement immédiat.									
Capacités	Formulations						Connaissances		
	CM2	Sept Oct	Nov Déc	Jan Fév	Mars Avr	Mai Juin	Culture et Lexique	Grammaire	Phonologie
<b>Comprendre l'ensemble des consignes utilisées en classe.</b>	Give me a / the / your ... Fold / Colour / Stick / Draw Louder please Don't run! Let's play / work Listen! Show me / Can you point to...? You must...	Give me a / the / your ...  Louder please Don't run Show me...	Let's play / work Can you point to...? Listen!	Fold / Colour / Stick / Draw You must...			Vie de classe Actions, matériel, activités	Impératif (affirmatif et négatif) Déterminants : A/THE Adjectif possessif : YOUR	Repérage des segments de sens Repérage du schéma intonatif (descendant ou ascendant) Repérage des mots accentués
<b>Suivre les instructions données.</b>	Throw the dice. Miss a turn. Turn the card over. Pick up a card. Shuffle the cards. Deal the cards. Start from the post office. Go straight on along High Street. Then you must turn left and walk past the school. Finally turn right along the department store. Alice lives at number 14. Colour her house!	Throw the dice. Miss a turn. Go straight. Turn left / right.	Turn the card over. Pick up a card. Shuffle the cards. Deal the cards. Walk past... Go straight along...	Start from the post office. Go straight on along High Street. Then you must turn left and walk past the school. Finally turn right along the department store.			Verbes d'action Jeux de société	Impératif Prépositions IN/ON	Identification de la réalisation "Z" du morphème «s» du pluriel (hands, knees)
<b>Comprendre des mots familiers et des expressions courantes.</b>	Good job! Well done! You are doing well! Carry on! Try again! Stop it, will you! Stop talking, please! I'm from Cardiff. It's in Wales. I live in a flat with my parents. My/His/ grandparents speak Welsh. I/he/ can understand Welsh, but I only speak English. I've/she's/ got a brother, Luke. He's seven. He plays/likes to play cricket. He also likes to read. I've got an older sister. She's 14, she goes to college. Hello! I'm Lisa. For breakfast, I have milk and cereal. Hi! I'm Sean from San Francisco, I prefer boiled eggs/ I like scrambled eggs better.	Good job! Well done! You are doing well!	Good job! Well done! You are doing well! Carry on! Try again! Stop it, will you! Stop talking, please! I'm from Cardiff. It's in Wales. I live in a flat with my parents. My/His/ grandparents speak Welsh. I/he/ can understand Welsh, but I only speak English	I've/she's/ got a brother, Luke. He's seven. He plays/likes to play cricket. He also likes to read. I've got an older sister. She's 14, she goes to college. Hello! I'm Lisa. For breakfast, I have milk and cereal. Hi! I'm Sean from San Francisco, I prefer boiled eggs/ I like scrambled eggs better.	I've/she's/ got a brother, Luke. He's seven. He plays/likes to play cricket. He also likes to read. I've got an older sister. She's 14, she goes to college. Hello! I'm Lisa. For breakfast, I have milk and cereal. Hi! I'm Sean from San Francisco, I prefer boiled eggs/ I like scrambled eggs better.	I've/she's/ got a brother, Luke. He's seven. He plays/likes to play cricket. He also likes to read. I've got an older sister. She's 14, she goes to college. Hello! I'm Lisa. For breakfast, I have milk and cereal. Hi! I'm Sean from San Francisco, I prefer boiled eggs/ I like scrambled eggs better.	Vie de classe La maison, la famille, l'âge, les sports, les repas	BE/HAVE présent/ 1 <sup>ère</sup> pers. du sing. PRESENT SIMPLE 1 <sup>ère</sup> pers. du sing. Forme affirmative (live/ have) CAN (capacité) Adj. possessif MY Préposition FOR Pronoms personnels 3 <sup>ème</sup> pers. du sing. HE / SHE	Identification de la valeur expressive d'une intonation (joie colère ...) - formes contractées des auxiliaires (I've got) - déterminants (the, a, an, some) - prépositions (at, from) - pronoms personnels et adj. possessifs - conjonctions (bacon and eggs) Identification de la forme faible (he's, what's)

<b>Suivre le fil d'une histoire simple.</b>	Comptines, chants Histoires, contes	Comptines, chants Histoires, contes "There was an old lady who swallowed a fly" (Child's play ; <a href="http://www.enchantadlearning.com/rhythmes/ladyfly">http://www.enchantadlearning.com/rhythmes/ladyfly</a> )	Comptines, chants Histoires, contes "Jingle bells" (Mes premières chansons en anglais - Assimil)	Comptines, chants Histoires, contes "What's the time, M. Wolf?" (Colin Hawkins - Egmont)	Comptines, chants Histoires, contes "My cat likes to hide in boxes" (Eve Sutton - Puffin)	Comptines, chants Histoires, contes "The three billy goats gruff" (Fairy tales jazz chants - OUP)	Chansons Comptines Littérature jeunesse Héros de contes et légendes	Prépositions et particules adverbiales UP/DOWN/OUT	Le rythme de la phrase Les diphtongues (rain, down, came, dried, spider...) Identification de la réalisation "S" du morphème «s» du pluriel dans "biscuits"
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**Lire et comprendre**

Comprendre des mots familiers et des phrases très simples.

Capacités	Formulations						Connaissances		
	CM2	Sept Oct	Nov Déc	Jan Fév	Mars Avr	Mai Juin	Culture et Lexique	Grammaire	Phonologie
<p><b>Comprendre des textes courts et simples (consignes, correspondance, poésie, recette, texte informatif, texte de fiction...)</b>  <b>accompagnés d'un document visuel, en s'appuyant sur des éléments connus.</b>                      -consignes, recette, lettre, mél...</p>	<p>Listen and tick / Tick or cross/ Circle / Read and match...                      Put the pictures in the right order.                      Date of birth                      Ex Jelly on a plate...                      Mix flour, a pinch of salt ...                      Letter.                      Fill in the form.                      Mail.</p>	<p>Listen and tick / Tick or cross/ Circle / Read and match...                      Put the pictures in the right order.                      Cinéma Restaurant                      Hotel/park/ swimming pool/                      Town Hall                      The Thames                      London.</p>	<p>Letter: Today is... / Dear Tom. I am in London. It's sunny (rainy...). It's very nice. Best wishes!                      Mail: Hi! I'm in London. We visit the park. I like the city. Love!...</p>	<p>Fill in the form / the survey: name, age, bithplace, nationality, number of brothers and sisters.</p>	<p>Pancake recipe:                      Mix flour, a pinch of salt and 75g of sugar. Beat 3 eggs. Add them to the flour. Add milk. Fry the pancake, toss the pancake...</p>		<p>Consignes et instructions                      La nourriture</p>	<p>Impératif                      Déterminant THE                      Adj. possessif : MY                      BE au présent                      Préposition de lieu                      ON, TO, AT...</p>	<p>Prendre en compte la dimension phonologique dans une activité de lecture permet de :                      -découvrir quelques régularités (dans les liens phonie-graphie et graphie-phonie                      Le morphème «s» (James 's, pigeons, apples, chips...)                      Lettres muettes (listen,...)</p>

Parler en continu Utiliser des expressions et des phrases simples pour parler de soi et de son environnement immédiat.									
Capacités	Formulations						Connaissances		
	CM2	Sept Oct	Nov Déc	Jan Fév	Mars Avr	Mai Juin	Culture et Lexique	Grammaire	Phonologie
<b>Reproduire un modèle oral (répéter, réciter...)</b>	Comptines, chants, poésies, virelangues comme... She sells seashells on the seashore.	Comptines, chants, poésies, virelangues comme... She sells seashells on the seashore. "I can" chapitre 2.6 (Primary pronunciation box - Oxford)	Comptines, chants, poésies, virelangues comme... "Twinkle, twinkle, little star" (Mes premières chansons en anglais - Assimil)	Comptines, chants, poésies, virelangues comme... "Chicken little" (Fairy tales jazz chants - OUP)	Comptines, chants, poésies, virelangues comme... "The three little pigs" (Fairy tales jazz chants - OUP)	Comptines, chants, poésies, virelangues comme... "Hello, goodbye" (The Beatles)	Comptines Chansons Virelangues (tongue-twisters)	Prétérit simple (bloc lexicalisé)	Respect des formes faibles Accent des polysyllabes Rythme Bonne segmentation Reproduction correcte des phonèmes spécifiques à l'anglais
<b>Se présenter oralement et présenter les autres.</b>	My name's Louis. I'm nine. I've got one sister. I live in Villeneuve. I'm French. At school I love maths and geography. I like / to play/ video games. This is my friend Karima. She's got two brothers and three sisters. She likes animals /very much/a lot. She's got two pets: a dog and a goldfish.	My name's Louis. I'm nine. I've got one sister. I live in Villeneuve. I'm French. At school I love maths and geography. I like / to play/ video games.	She likes animals /very much/a lot. She's got two pets: a dog and a goldfish.				Identité		Bonne réalisation des plosives à l'initial et réalisation plus faible en finale
<b>Décrire son environnement quotidien et/ou des activités.</b>	On Wednesday I play football and on Fridays I go swimming. His name is Tony Parker. He lives in the USA but he is French. He is my favourite champion.		On Wednesday I play football and on Fridays I go swimming.	His name is Tony Parker. He lives in the USA but he is French. He is my favourite champion.					Préposition de temps : On... Conjonction : and Déterminants : a, an, the
<b>Faire une brève annonce (date, anniversaire, invitation...) en situant l'événement dans le temps et l'espace.</b>				Come to my birthday / It's on Friday, March 12th.	Come to my birthday / It's on Friday, March 12th.		Fêtes d'anniversaire.		Bonne réalisation des plosives à l'initial et réalisation plus faible en finale

**Ecrire**

Copier un modèle écrit, écrire un court message et renseigner un questionnaire simple.

Capacités	Formulations						Connaissances		
	CM2	Sept Oct	Nov Déc	Jan Fév	Mars Avr	Mai Juin	Culture et Lexique	Grammaire	Phonologie
<b>Copier des mots isolés et des textes courts.</b>	One, two, buckle my shoe... Roses are red...			One, two, buckle my shoe...	Roses are red, Violets are blue, Sugar is sweet, And so are you!		Les chiffres Courts poèmes	Nombres cardinaux (de 1 à 12)	Repérage de quelques régularités dans le passage de la phonie à la graphie et/ou de la graphie à la phonie Le < r > final (Remember, November, Dover, sugar...)
<b>Ecrire sous la dictée des expressions connues.</b>	One, two, three... Ten				One, two, three... Ten			Nombres cardinaux (de 1 à 10)	
<b>Renseigner un questionnaire.</b>	How many brothers and sisters have you got? What pets have you got? What's your favourite sport? What sport do you practise?	How many brothers and sisters have you got ?	What's your favourite sport? What sport do you practise?	What pets have you got?			La famille Les animaux familiers Les sports		
<b>Produire de manière autonome quelques phrases sur soi-même, les autres, des personnages réels ou imaginaires.</b>	Hi! Hello! I'm a girl / boy. I live in Marseilles. I've got brown eyes, short dark hair. And I've got glasses. I love tennis. I often play tennis with my friends at the weekend. My favourite champions are Andy Murray and Gaël Monfils. Hello! / Good luck! / See you!	Hello! / Good luck! / See you!	Hi! Hello! I'm a girl / boy. I live in Marseilles. I've got brown eyes, short dark hair. And I've got glasses. I love tennis.	I often play tennis with my friends at the weekend. My favourite champions are Andy Murray and Gaël Monfils.					
<b>Décrire des objets, des lieux.</b>	Famous Monuments	Famous monuments et/ou Famous People	Famous monuments et/ou Famous People	Famous monuments et/ou Famous People	Famous monuments et/ou Famous People	Famous monuments et/ou Famous People			
<b>Rédiger un courrier court et simple, en référence à des modèles (message électronique, carte postale, lettre).</b>	Dear Mum and Dad, I'm in Dover near the sea. There is a very big castle. We are lucky: the weather is sunny. Love! xxx Manon	Dear Mum and Dad, I'm in Dover near the sea. There is a very big castle.	We are lucky: the weather is sunny. Love! xxx Manon						

**Réagir et dialoguer**

Communiquer, de façon simple, à condition que son interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à l'aider à formuler ce qu'il essaie de dire.

Capacités	Formulations						Connaissances		
	CM2	Sept Oct	Nov Déc	Jan Fév	Mars Avr	Mai Juin	Culture et Lexique	Grammaire	Phonologie
<b>Etablir un contact social (saluer, se présenter quelqu'un...)</b>	Hello! What's your name? / My name's... How are you? / Nice to meet you! Where are you from? I'm from... How old are you? I'm... When is your birthday? Do you like (sports)? See you on...	Hello everybody! Hi guys! Good afternoon! What's your name? My name's... / I'm Sam. How are you, Julian? Fine/I'm okay/ very well, thank you. Bye!	Nice to meet you! When is your birthday? Nice to meet you, too!	Where are you from? I'm from ...	How old are you? I'm ...	Do you like basket ball? Yes I do! See you on Monday!	Les différentes manières de se saluer en fonction de l'interlocuteur L'âge, les goûts, le lieu de vie...		Schéma intonatifs Rythme Bonne réalisation de la longueur et de la qualité des sons vocaliques.
<b>Demander à quelqu'un de ses nouvelles et réagir en utilisant des formules de politesse.</b>	How are you today? I'm fine/I'm very well/I'm okay... Are you happy/sad? Yes, I am/ No, I'm not.		How are you today? I'm fine/I'm very well/I'm okay...	Are you happy/sad? Yes, I am/ No, I'm not.	"Hi, Jack. How are you?" (Let's chant, let's sing 2 - OUP)				
<b>Dialoguer pour échanger / obtenir des renseignements (itinéraire, horaire, prix...)</b>	Can I have? How much is it? What time is it? What's the time? It's 10 / It's 12... Can I have a blue pen?... → Help yourself	Can I have?	How much is it? / 90p. / 1 pound / 2 dollars...	What time is it? What's the time? It's 10 / It's 12... "1, 2, 3, 4, what time is it?" chapitre 6 (333 idées pour l'anglais - Nathan pédagogie)	What time is it? What's the time? → It's ten "What time is it?" (Let's chant, let's sing 2 - OUP) "What time is it? It's eleven o'clock" (Let's chant, let's sing 2 - OUP)	Can I have a blue pen?... → Help yourself			
<b>Dialoguer sur des sujets familiers (école, loisirs, maison...)</b>	Hello Tom! Where are you going? / I'm going to the park/to the swimming-pool... Tom, are you behind the door/under the table/in the closet? Have you got any pets? → Yes, I've got two cats and a guinea pig. And you? Do you like handball? → No, I don't → ... but I prefer football What's the weather like today? → (It's) sunny, cloudy... Can I have a chocolate ice cream please ? → Here you are !	What's the weather like today? / How's the weather? → (It's) sunny, cloudy,...	Hello Tom! Where are you going? / I'm going to the park/to the swimming-pool...	Tom, are you behind the door/under the table/in the closet? "Where do you live" (Let's chant, let's sing 2 - OUP) "Everything is in its place" (L'anglais en chantant - Didier)	Have you got any pets? → Yes, I've got two cats and a guinea pig. And you? "What have you got?" (L'anglais en chantant - Didier) Can I have a chocolate ice cream please ? → Here you are !	Do you like handball? → No, I don't → Yes I do but I prefer football "Do you like?" (L'anglais en chantant - Didier)	Chiffres Couleurs Animaux familiers La maison Matériel de classe Vie de classe Jours de la semaine Sports La météo	Accent des polysyllabes (favourite,...) Bonne réalisation des plosives à l'initiale (two, pet, cat, table,...) Réalisation du "H" initial (haunted house, hello...)	

<b>Réagir à des propositions, dans des situations de la vie courante (remercier, féliciter, présenter des excuses, accepter, refuser...)</b>	Please. Thank you. See you! Sorry! I am sorry! Excellent! Well done!	Please. Thank you. Excellent! Well done!	See you!	Sorry!	I am sorry!				
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