

# ANGLAIS – progression annuelle CP

Année Année 2021-2022

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

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

## Toussaint- Noël

Living in the classroom	- <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>	- <i>Class life</i> song ( <i>Kid's Box</i> U.2) - <i>sh be quiet</i> song - TPR activities - the please game	- the robot game: requesting/providing Physical response ( <b>EOC, CO; LV1-4-8-9-10</b> )
Colours (revision & expansion)	<i>black, blue, brown, red, white, yellow</i>  [θ] <i>three ≠ tree</i>	- <i>Kid's Box</i> U.3 - Coloured flags/snakes/balls games (hide& seek mode) - <i>I spy with my little eye something + colour</i> - <i>Fly away little butterfly</i> song and video (1&2) - the colours of the UK flag ( <b>LV16</b> )	- Paint splash memory game ( <b>EOC; LV8-9</b> ) - butterfly hunting (with net): colour recognition ( <b>CO; LV1-2-4</b> ) - <b>TF</b> : following video instructions to make a 3D butterfly with toilet roll.

		<ul style="list-style-type: none"> <li>- Fruit colours</li> <li>- reading an <i>ebook</i> in class: colours and numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Placing butterflies on flower board (different colour petals)</li> <li>OR</li> <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>[0] <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... Englils flies high</i>)</li> </ul>
<b>Talking about the body</b>	<ul style="list-style-type: none"> <li>- <i>bead, eyes, ears, mouth, legs, arms, hands</i></li> <li>- <i>I've got+ number+ body parts</i></li> <li>[0] <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> </ul>

			<ul style="list-style-type: none"> <li>- Mr Potato game (<b>CO, EOC; LV 1-2-3-8</b>)</li> <li>- <i>What's in my suitcase</i> pair guessing 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>. Video of UK kids playing. (<b>CO, EOC, LV1,2,3,8,9,16</b>)</li> <li>- <b>TF</b>: creation of an alien and individual oral description / creation of a funny character with a face online generator (<b>EOC; LV 8-9-10</b>)</li> </ul>
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### *Mars-Printemps*

<b>Talking about family members</b>	- <i>mummy, daddy, sister, brother, baby</i>	- <i>finger family</i> 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, fluffly, hop</i>	- Silly Symphony cartoon on The Easter bunny; E. bunny song ( <i>Easter bunny hop make your ears go flop</i> )	<ul style="list-style-type: none"> <li>- memorisation of the songs (<b>EOC; LV8, 16</b>)</li> <li>- <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>)</li> </ul>

### *Printemps – Eté*

<b>Identifying animals and saying what they can do</b>	<ul style="list-style-type: none"> <li>- <i>frog, bird, duck, fish, tiger</i></li> <li>- <i>can/ can't</i></li> <li>- Adjectives: <i>big, small, fast, slow, loud, quiet</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Kid's Box</i> U.7</li> <li>- Animal monsters extension p44</li> <li>- Unusual animal friendships video/ animal eyes guessing game/ ref. e-lesson7</li> <li>- what animals can do: digital worksheet</li> <li>- <i>Open shut them</i> song (opposite adjectives)</li> <li>- <i>Yes, I can</i> song</li> </ul>	<ul style="list-style-type: none"> <li>- facts about animal colours and abilities (eg. bright poisonous frogs); guessing game (<b>CO, LV2-3, 14</b>)</li> <li>- Please game extension (<b>CO; LV2;</b> for advanced speakers: <b>EOC; LV14</b>)</li> <li>- <b>TF</b>: <i>Yes, I can</i> song performance &amp; video (<b>EOC; LV8</b>) (ref. e-lesson11) OR : <i>My favourite (toy) animal is a ... it can...</i> video</li> </ul>
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<p><b>Talking about food and tastes</b></p>	<ul style="list-style-type: none"> <li>- <i>picnic, cherry, cheese, carrot, cake, milk, chips, tomato, egg, fruit</i></li> <li>- <i>please, no thank you, here you are</i></li> <li>- <i>I like/ don't like</i></li> <li>- <i>What's your favourite</i></li>   <li>[ɪ] milk, chips</li> <li>[i:] cheese, please</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Walk walk I can walk</i> song</li> <li>- animal body detail pictures</li>   <li>- End-of-year <i>kaboot</i> game</li> <li><i>Kid's Box</i> U.8</li> <li>- Tasting game (blindfolded)</li> <li>- Food song</li> <li>- I like broccoli video</li> <li>- A British tradition: picnicking (colouring worksheet) <b>(LV16)</b></li> <li>- <i>What a wonderful picnic</i> song</li> </ul>	<ul style="list-style-type: none"> <li>- word recognition activities <b>(CO; LV2-3)</b></li> <li>- Do you like – interview role-play <b>(EOI; LV13-14)</b></li> <li>- <b>TF:</b> Picnic day : asking for food, thanking, expressing satisfaction and tastes <b>(EOI; LV13-14-15)</b></li> </ul>
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