

PROGRAMMATION CYCLE 3 multiniveaux
REAGIR ET PARLER EN INTERACTION

CAPACITES	ANNEE 1	ANNEE 2	ANNEE 3
Saluer prendre congé	<p><i>Tout au long de l'année , au cours des rituels de début et de fin de classe</i></p> <p>CE2/CM1/CM2: Hi / Hello / good morning / good afternoon/ goodbye /</p> <p>CM : see you on... have a nice day, a nice week end. Enjoy your holiday ...</p>	<p><i>Tout au long de l'année , au cours des rituels de début et de fin de classe</i></p> <p>CE2/CM1/CM2: Hi / Hello / good morning / good afternoon/ goodbye /</p> <p>CM: see you on... have a nice day, a nice week end. Enjoy your holiday ...</p>	<p><i>Tout au long de l'année , au cours des rituels de début et de fin de classe</i></p> <p>CE2/CM1/CM2: Hi / Hello / good morning / good afternoon/ goodbye /</p> <p>CM: see you on... have a nice day, a nice week end. Enjoy your holiday ...</p>
remercier	<p><i>Tout au long de l'année pendant les différents jeux de rôles</i></p> <p>CE2/CM1/CM2: Thank you / thanks</p> <p>CM: Thank you very much you're welcome</p>	<p><i>Tout au long de l'année pendant les différents jeux de rôles</i></p> <p>CE2/CM1/CM2: Thank you / thanks</p> <p>CM: Thank you very much you're welcome</p>	<p><i>Tout au long de l'année pendant les différents jeux de rôles</i></p> <p>CE2/CM1/CM2: Thank you / thanks</p> <p>CM: Thank you very much you're welcome</p>
Se présenter	<p><i>Au cours de différents jeux dont jeux de rôles</i></p> <p>CE2/CM1/CM2: What's your name? Who are you? My name's Harry. I am Harry Can you spell it, please?</p> <p>CM: Are you Mary? Yes, I am / no, I'm not. What's his/her name? His/her/ name's ...</p> <hr/> <p>CE2/CM1/CM2: How old are you? Are you ten? Yes, I am. No, I'm not.</p> <p>CE2: I am 8 CM1: I am 9 years old CM2: I am 10 and a half CM: How old is he/she? She/ he is ...</p>	<p><i>Au cours de différents jeux dont jeux de rôles</i></p> <p>CE2/CM1/CM2: What's your name? Who are you? My name's Harry. I am Harry Can you spell it, please?</p> <p>CM: Are you Mary? Yes, I am / no, I'm not. What's his/her name? His/her/ name's ...</p> <hr/> <p>CE2/CM1/CM2: When is your birthday?</p> <p>CE2: (My birthday is) in June. CM1/CM2: My birthday is on the 15th of June CM2: When is her/his birthday? Her / his birthday is ...</p>	<p><i>Au cours de différents jeux dont jeux de rôles</i></p> <p>CE2/CM1/CM2: What's your name? Who are you? My name's Harry. I am Harry Can you spell it, please?</p> <p>CM: Are you Mary? Yes, I am / no, I'm not. What's his/her name? His/her/ name's ...</p>

	<p>CE2/CM1/CM2: what's your nationality? I am + nationalités Are you french? Yes, I am. No, I'm not.</p> <p>CM: What is her/his nationality? her/his nationality is ... ou she /he is ...</p>	<p>CE2/CM1/CM2 : Where do you live? I live in + capitales (ou villes connues)</p> <p>CM: Where does he/she live? He/she lives in ...</p>	<p>CE2/CM1/CM2: Where do you come from? I come from + pays anglophones</p> <p>CM: Where does he/she come from? He/she comes from ...</p>
	<p>CE2/CM1/CM2: what is your phone number? My phone number is ...</p> <p>CM: What is her/his phone number? her/his phone number is ...</p>		<p>CE2/CM1/CM2: what is your e-mail adress? My e-mail is ... Can you spell it , please?</p> <p>CM: what is her/his e-mail adress? her/his email adress is ...</p>
<p>Présenter quelqu'un, décrire quelqu'un, se décrire</p>	<p>Lexique : les parties du visage + accessoires</p> <p>CE2/CM1/CM2 : I have got blue eyes... Have you got blue eyes? Yes I have / no I haven't</p> <p>CM: She/he has got blue eyes... has she / he got blue eyes? Yes she/he has / no she/he hasn't</p>	<p>Lexique: Les vêtements, les couleurs</p> <p>CE2/CM1/CM2: What are you wearing? I am wearing a blue T-shirt... Are you wearing a blue T-shirt? Yes I am/ No I am not?</p> <p>CM: What is he/she wearing? She / he is wearing... Is he/she wearing a blue T-shirt? Yes she/he is – No she / he isn't</p>	<p>Lexique : adjectifs qualificatifs de la description physique</p> <p>CE2/CM1/CM2 : I am tall and slim ... Are you slim? Yes I am/ No I am not</p> <p>CM: She / he is small ... Is she / he small? Yes she / he is – No she / he isn't</p>
<p>Demander des nouvelles, donner de ses nouvelles</p>	<p>Tout au long de l'année , au cours des rituels de début de classe</p> <p>CE2/CM1/CM2: How are you? I'm ..., thank you / thanks. Are you ...? yes I am/ no I am not</p> <p>CM: How is he/she? She/he is ... Is she/he sad? Yes she/he is / No she/he isn't</p>	<p>Tout au long de l'année , au cours des rituels de début de classe</p> <p>CE2/CM1/CM2: How are you? I'm ..., thank you / thanks. Are you ...? yes I am/ no I am not</p> <p>CM: How is he/she? She/he is ... Is she/he sad? Yes she/he is / No she/he isn't</p>	<p>Tout au long de l'année , au cours des rituels de début de classe</p> <p>CE2/CM1/CM2: How are you? I'm ..., thank you / thanks. Are you ...? yes I am/ no I am not</p> <p>CM: How is he/she? She/he is ... Is she/he sad? Yes she/he is / No she/he isn't</p>
<p>Répondre à des questions et en poser sur</p>			
<p>la possession</p>	<p>Lexique : la famille</p> <p>CE2/CM1/CM2: Have you got any sisters/any</p>	<p>Lexique : les animaux de compagnie</p> <p>CE2/CM/CM2: what (kind of) pets have you</p>	<p>Lexique : les jouets</p> <p>CE2/CM1/CM2: what (kind of) toys have you</p>

	<p>brothers? Yes I have / No I haven't. How many sisters/brothers have you got? I've got one sister and two brothers. I haven't got any sisters/brothers. What's your sister's name?</p> <p>CM: Has he/she got any sisters/any brothers? Yes, he/she has. No, he/she hasn't. How many sisters/ brothers has he/she got? He/she's got two sisters. He/She hasn't got any sisters.</p>	<p>got? I have got a cat... Have you got any pets? Yes I have/ No I haven't</p> <p>CM: Has she/he got ...? Yes, she / he has. No, she / he hasn't. She/he has got a cat...</p>	<p>got? I have got a skipping rope, a doll... Have you got a bike? Yes I have / No I haven't</p> <p>CM: Has she/he got ...? Yes, she / he has. No, she / he hasn't. She/he has got a doll...</p>
La situation dans l'espace	<p>Lexique : les lieux de l'école + le matériel scolaire + les meubles de la classe + prépositions de lieu</p> <p>CE2/CM1/CM2: Where are you? I am in the classroom Are you in the playground? Yes I am / No I am not Where is the pencil? (the pencil is)under the chair...</p> <p>CM: Where is she / he ? She is ... Is she/ he in the playground? Yes she/he is / No she/ he isn't Is the pencil on the table? Yes it is / No it isn't</p>	<p>Lexique : les pièces de la maison + les meubles de la cuisine + prépositions de lieu</p> <p>CE2/CM1/CM2: Where are you? I am in the kitchen. Are you in the bedroom? Yes I am / No I am not Where is the fork? The fork is under the table.</p> <p>CM: Is the boy in the kitchen? Yes he is / No he isn't</p>	<p>Lexique : la ville, les monuments, les magasins + prépositions de lieu</p> <p>CE2/CM1/CM2: Where are you? I am at the baker's. Are you at the butcher's? Yes I am / No I am not Where is the boy? The boy is next to the museum Where are you going? I am going to the greengrocer's Are you going to the swimming pool? Yes I am / No I am not</p> <p>CM: Is the boy at the greengrocer's? Yes he is / No he isn't Where is she / he going? She is going to ... Is she/he going to the museum?</p> <p><i>prolongement : suivre des indications (go straight on , turn right, turn left ...)</i></p>
L'expression du goût	<p>Lexique: sports et loisirs (dont programme TV)</p> <p>CE2/CM1/CM2: Do you like + GN ? Yes, I do / No, I don't. What sports do you like? (What sports don't you like?) I like ... and ...but I don't like ... What's your favourite sport? My favourite sport is ...</p>	<p>Lexique: matières scolaires</p> <p>CE2/CM1/CM2: Do you like + GN ? Yes, I do / No, I don't. What school subject do you like? (What school subjects don't you like?) I like ... and ... but I don't like ... What's your favourite school subject?</p>	<p>Lexique: les aliments dont ceux du petit déjeuner</p> <p>CE2/CM1/CM2: Do you like + GN ? Yes, I do / No, I don't. What kind of food do you like? (What kind of food don't you like?) I like ... and ...but I don't like ...</p>

	<p>Do you like + V+ ing ? Yes I do/ No I don't What do you like to do ? I like + V...ing / I don't like ...</p> <p>CM: I love + nom ou verbe+ing I hate + nom ou verbe + ing I prefer + nom ou verbe + ing He/she loves + nom ou verbe + ing. He/she prefers + nom ou verbe + ing.</p> <p>Does he/she like + GN? Yes, he/she does. No, he/she doesn't. What sports does he/she like? He/she likes... and ...but He/she doesn't like ... What's his/her favourite...? his/her favourite ... is ... Does he/she like + V + ing? Yes, he / she does. No, he / she doesn't. He/she likes + V + ing.</p>	<p>My favourite school subject is ...</p> <p>CM: I love + nom I hate + nom I prefer + nom He/she loves + nom He/she prefers + nom</p> <p>Does he/she like + GN? Yes, he/she does. No, he/she doesn't. What sport does he/she like? He/she likes... and ...but He/she doesn't like ... What's his/her favourite...? his/her favourite ... is ...</p>	<p>What's your favourite food? My favourite food is ...</p> <p>CM: I love + nom I hate + nom I prefer + nom He/she loves + nom He/she prefers + nom</p> <p>Does he/she like + GN? Yes, he/she does. No, he/she doesn't. What sport does he/she like? He/she likes... and ...but He/she doesn't like ... What's his/her favourite...? his/her favourite ... is ...</p>
L'heure	<p>Lexique : l'heure et les activités rythmant la journée d'un écolier (autres que les repas) + lire programme TV</p> <p>CE2/CM1/CM2: what time is it? It's one o'clock, it's half past eight At what time do you get up? At seven o'clock</p> <p>CM: it's quarter past eight, it's quarter to nine. I get up at seven o'clock. At what time does he/she go to school? She / he goes to school at half past eight</p>	<p>Lexique : l'heure au travers d'un emploi du temps scolaire</p> <p>CE2/CM1/CM2: what time is it? It's one o'clock, it's eight thirty At what time do you have English? At seven o'clock When do you have English ? On Mondays</p> <p>CM: it's eight forty-five, it's nine fifteen. I have English at nine o'clock. At what time does he/she have ICT? She / he has ICT at eight thirty. I have English on Mondays. When does she/he have English ? She/he has English on Tuesdays.</p>	<p>Lexique : l'heure et les repas</p> <p>CE2/CM1/CM2: what time is it? It's one o'clock, it's half past eight At what time do you have breakfast? At seven o'clock</p> <p>CM: it's quarter past eight, it's quarter to nine. I have lunch at twelve o'clock. At what time does he/she lunch? She / he has lunch at half past eight</p>
Dire ce qu'on veut, exprimer un besoin	<p>Thème : au cinéma, acheter un ticket de cinéma</p> <p>CE2/CM1/CM2 : What would you like ?</p>	<p>Thème : les aliments, au restaurant</p> <p>CE2/CM1/CM2 : What would you like ?</p>	<p>Thème : des objets du commerce, les magasins</p> <p>CE2/CM1/CM2 : What do you want ?</p>

demander et dire le prix	<p>I would like 2 tickets for Harry Potter, please ? How much is it ?</p> <p>CE2 : pounds.</p> <p>CM : It's ...pounds and ...pence.</p>	<p>I would like a hamburger with chips, please How much is it ?</p> <p>CE2 : pounds.</p> <p>CM : It's ...pounds and ...pence.</p>	<p>I want 5 stamps, please How much is it ?</p> <p>CE2 : pounds.</p> <p>CM : It's ...pounds and ...pence.</p>
Le temps qu'il fait le jour qu'on est	<p><i>Tout au long de l'année au cours des rituels du début de séance + rebrassage pendant la séquence sur l'heure, l'emploi du temps</i></p> <p>CE2/CM1/CM2 :</p> <p>How's the weather in London? It's cloudy ... What day is it today? Today is Tuesday. What day was it yesterday? Yesterday, it was ... What day will it be tomorrow? Tomorrow, it will be ...</p> <p>CM : What's the date today? Oral : « today is tuesday the 25th of October » Ecrit : Tuesday, October 25th.</p>	<p><i>Tout au long de l'année au cours des rituels du début de séance + rebrassage pendant la séquence sur l'heure, l'emploi du temps</i></p> <p>CE2/CM1/CM2 :</p> <p>What's the weather like in London? It's cloudy ... What day is it today? Today is Tuesday. What day was it yesterday? Yesterday, it was ... What day will it be tomorrow? Tomorrow, it will be ...</p> <p>CM : What's the date today? Oral : « today is tuesday the 25th of October » Ecrit : Tuesday, October 25th.</p>	<p><i>Tout au long de l'année au cours des rituels du début de séance + rebrassage pendant la séquence sur l'heure, l'emploi du temps</i></p> <p>CE2/CM1/CM2 :</p> <p>What is the weather like in London? It's cloudy ... What day is it today? Today is Tuesday. What day was it yesterday? Yesterday, it was ... What day will it be tomorrow? Tomorrow, it will be ...</p> <p>CM : What's the date today? Oral : « today is tuesday the 25th of October » Ecrit : Tuesday, October 25th.</p>
Les besoins	<p><i>Tout au long de l'année au cours de situations de la vie de classe</i></p> <p>CE2/CM1/CM2 : Can I have a/an...,please? Can you repeat, please? Can I go to the toilet, please? What the English for... ? How do you say in English... ?</p> <p>CM : Can I borrow your pen? Here you are. Can you help me, please?</p>	<p><i>Tout au long de l'année au cours de situations de la vie de classe</i></p> <p>CE2/CM1/CM2 : Can I have a/an...,please? Can you repeat, please? Can I go to the toilet, please? What the English for... ? How do you say in English... ?</p> <p>CM : Can I borrow your pen? Here you are. Can you help me, please?</p>	<p><i>Tout au long de l'année au cours de situations de la vie de classe</i></p> <p>CE2/CM1/CM2 : Can I have a/an...,please? Can you repeat, please? Can I go to the toilet, please? What the English for... ? How do you say in English... ?</p> <p>CM : Can I borrow your pen? Here you are. Can you help me, please?</p>
La capacité	<p><i>Lexique : verbes d'action + sports/loisirs</i></p>	<p><i>Lexique : animaux sauvages + verbes d'action</i></p>	<p><i>Lexique : verbes d'action</i></p>

<p>ou Les besoins (faire une demande polie)</p>	<p>CE2/CM1/CM2: Can you + base verbale Yes, I can. No, I can't. I can ... I can't</p> <p>CM: Can he/ she... ? Yes, he/she can. No, he/she can't. He / she can ... but He/she can't...</p>	<p>CE2/CM1/CM2: Can a dog + verbe Yes, it can. No, it can't. It can ... it can't</p> <p>CM: Can it... ? Yes, it can. No, it can't. it can ... but it can't...</p>	<p>CE2/CM1/CM2: Can I borrow your skateboard ? Yes, you can. No, you can't. You can ... you can't</p>
<p>AUTRES</p>	<p>Dire ce qu'on est en train de faire</p> <p><i>Lexique : verbes d'action + loisirs</i></p> <p>CE2/CM1/CM2 : What are you doing ? I'm ... Are you +verbe ing ? Yes I am/ No I am not</p> <p>CM : What is she / he doing ? She/he is ... Is she/he +verbe ing ? Yes he/she is / No she /he isn't</p>	<p>Dire ce qu'on veut faire plus tard</p> <p><i>Lexique : les métiers</i></p> <p>CE2/CM1/CM2 What do you want to be ? I want to be a...</p> <p>CM : What does she/he want to be ? She / he wants to be ...</p>	<p>Dire ce qu'on prend au petit déjeuner</p> <p><i>Lexique : aliments du petit déjeuner</i></p> <p>CE2/CM1/CM2: what do you have for breakfast? CE2: milk and cereals CM: I have milk and biscuits what does she/he have for breakfast. She/he has ...</p>

Une programmation par année plus détaillée intégrera les différentes fêtes calendaires et faits de civilisation