

Code : Common skill (French and American curricula)

Skill only in the American Curriculum

Skill only in the French Curriculum

**A** : Skill absent from the « Singapore Math » method ; should be teach separately

MATHEMATICS	
<b>NUMBERS (Until 10,000) / NUMBERS AND OPERATIONS IN BASE TEN AND FRACTIONS</b>	
<b>Understand and use whole numbers to count, order, locate, compare</b>	
Counting, constituting and comparing collections (decomposition / additive or multiplicative recompositions), uses of units, tens, hundreds, in relation or not with groupings	
Find a row or position in a line up or track	
Make the link between the rank in a list and the preceding numbers	
Relationships between cardinal numbers and ordinal numbers	
Compare, arrange, frame, insert whole numbers, using the symbols =, <, >	
Understanding the notion of fraction: denominators 2, 3, 4, 6, 8	
Place simple fractions on a digital line	
Compare fractions.	
Find equivalent fractions and compare them ( $\frac{1}{2} = \frac{2}{4}$ $\frac{3}{1} = 3$ $\frac{3}{3} = 1$ )	
<b>Name, read, write, represent whole numbers</b>	
Use various representations of numbers (numbers, letters, oral names, graduations on a half-line, constellations on dice, fingers of the hand ...)	
Interpret the names of numbers using numeration units and arithmetic writing	
- Numeration units (single units, tens) and their relations (decimal principle of numeration in numbers)	
- Value of digits according to their rank in the writing of a number (position principle)	
Associate a whole number with a position on a graduated half-line as well as with the distance from this point to the origin	
Associate a number or frame with a measured variable by measuring it with a unit	
<b>PROBLEMS / OPERATIONS AND ALGEBRAIC THINKING</b>	
<b>Solve problems using whole numbers and calculating</b>	
Solve problems from daily life or games related to measured variables or movements on a digital half-line..., leading to use the four operations.	
Problems related to additive structures (addition / subtraction), problems related to multiplicative structures, making it possible to construct the sense of operations.	
Model these problems using mathematical writings (+ / - / x / :)	
<b>Organization and management of data</b>	
Use digital data to answer questions	
Present and organize digital data in tables, simple graphs (Found in Measurement and Data standards)	

## CALCULATION / NUMBERS AND OPERATIONS IN BASE TEN

### Memorize digital facts and procedures:

- Addition tables and multiplicative tables
- Decomposing numbers using addition and multiplication with tens and hundreds, complements to the top ten, to the top hundred, multiplication by a power of 10, double and half of numbers of current use

### Develop or choose oral and written computing strategies:

- Check the likelihood of a result, notably by estimating its order of magnitude
- Use the implicit properties of operations ( $2 + 9$ , it's the same as  $9 + 2$  /  $3 \times 5 \times 2$  it's the same as  $3 \times 10$ )
- Use the properties of the numeration ( $50 + 80$ , it is 5 tens + 8 tens, it is 13 tens, it is 130 /  $4 \times 60$ , it is 4x6 tens, it is 24 tens, it is 240)

### To calculate mentally:

- Obtain an exact result or to evaluate an order of magnitude
- On the numbers 1, 2, 5, 10, 20 relating to the currency (euro and the [dollar](#)).
- On the numbers 15,30,45, 60, 90 relating to the durations
- Solve mentally arithmetical problems with simple arithmetic data
- Use the properties of operations including ones like  $5 \times 2 = (5 \times 10) + (5 \times 2)$

### Calculate in a line: Calculate using additive, subtractive, and multiplicative writings.

Examples of strategies :

- $5 \times 36 = 5 \times 2 \times 18 = 180$

$5 \times 36 = 150 + 30 = 180$

$5 \times 36u = 15d + 30u = 15d + 3d = 180u$

- Use writings in a line like  $21 = (4 \times 5) + 1$ , to find the quotient and the rest of the division of 21 by 4 (or by 5)

### Calculus: Master the operating technique of addition, subtraction, multiplication and division by a number with one digit.

The learning is done in connection with the numeration and the properties of operations.

**Fluently** add and subtract numbers smaller than 1,000.

**Fluently** multiply numbers smaller than 100.

## MEASUREMENT / AND DATA

### Compare, estimate, measure lengths, masses, capacities, durations

Compare objects according to several measured parameters and identify when it is a length, a mass, a capacity or a duration.

Compare lengths, masses and capacities directly by introducing the comparison to an intermediate object or by measuring

Estimate orders of magnitude of some lengths, masses and capacities in relation to metric units. (associate them with some familiar objects).

Measure lengths with an appropriate instrument, including reporting a unit.

Measure masses with an appropriate instrument.

Frame a measurement by two whole numbers of units.

Express a measurement in one or more units chosen or imposed.

Usual measurement units: Length: cm, [inches](#), [feet](#), [yard](#), [mile](#) Mass: g, kg, Ton, [lbs](#) Capacity: L, cl

Compare, estimate, measure durations.

Know the relations between the common units of durations: day, week, hour, month, minute, second, year, century, millennium
Read the hour (5 minutes till/after the hour, am/pm).
In simple cases, represent a measurement by a length, especially on a graduated half-line: (Objects of equal measurement are represented by segments of equal lengths).
<b>Solve problems involving lengths, masses, durations and prices.</b>
<ul style="list-style-type: none"> <li>Principles of currency use (euros and dollars)</li> <li>With addition, subtraction, multiplication by a whole number, division (research of the number of parts and the size of a part).</li> <li>Solve problems involving simple conversions from one common unit to another.</li> </ul>
<ul style="list-style-type: none"> <li>Calculate the perimeter and area of a square and a rectangle, in square unit, square cm, square m, square in, square ft.</li> <li>Find the length of one side, knowing the perimeter.</li> <li>Understand that rectangles may have the same perimeter but different areas or the same area but different perimeters.</li> </ul>
<b>SPACE AND GEOMETRY / GEOMETRY</b>
<b>Identify and move around using landmarks and representations (related to the social studies/ Geography/ Locate oneself on the space))</b>
Locate oneself in a local environment. Situate objects or people in relation to one another or to other landmarks (use the vocabulary: right, left, above, below, on, under, in front, behind, near, far, forward, back, turn right, turn left, up, down, ...).
Study representations of familiar spaces (class, school, neighborhood) and less familiar spaces experienced during field trips.
Orient oneself and move using landmarks: represent or make moves in familiar spaces, on a grid, on a screen.
<b>Recognize, name, describe, reproduce some solids</b>
Recognize, name and sort the usual solids among various solids (cube, rectangular prism, pyramid)
Describe and compare solids using appropriate vocabulary / Describe polyhedra (face, vertex, ridge). The faces of a cube are squares. The faces of a rectangular prism are rectangles or squares.
<b>Recognize, name, describe, reproduce, build some geometric figures</b>
Describe, reproduce plane figures on grid paper.
Use the ruler, the compass and the square as a plot tools.
Describe and name common figures using appropriate vocabulary: square, rectangle, triangle, side, vertex, right angle, right triangle, polygon, circle, radius, center..
Describe and Describe and recognize a square, a rectangle or a right triangle, using the properties of the sides and right angles, <a href="#">quadrilaterals</a>
Draw a circle knowing its center and radius.
<b>Recognize and use the notions of alignment, equality of length</b>
Knowing the links between geometric properties and plot tools: - Right, alignment and ungraded ruler. - Right angle and square.

- Circle and compass.
Use the ruler to identify and produce alignments, to find the middle of a segment, and to report a length on an already drawn line.
<b>Use the square or template to locate and produce right angles.</b>
Recognize and use the notions of symmetry
Recognize if a figure has an axis of symmetry (to find).
Complete a figure so that it is symmetrical about a given axis.
Share circles and rectangles in 2 and 4 equal parts; describe using the words halves, quarters, quadruple.

FRENCH LANGUAGE/ ENGLISH LANGUAGE	
SPEAKING AND LISTENING	
<b>Listen to understand spoken messages or texts read by an adult</b>	
Keep one's attention	
Identify and memorize important information (word reformulation, explanations, instructions)	
Use cultural references needed to understand the message or text.	
Use techniques to understand (Intonation, keywords, connectors ...)	
<b>Saying to be heard and understood</b>	
Take into account the audience and the interlocutors	
Use techniques to be listened (articulation, flow, volume of voice, intonation, posture, gaze, gestures...)	
To recite and interpret a memorized text (recitation).	
Voice over of texts (in reading)	
<b>Participate in exchanges in diverse situations (coordination of the life in the class or learning sessions for example)</b>	
Respect of rules regulating exchanges (speaking, roles)	
Organize one's speech	
<b>Adopt a critical distance from the produced language</b>	
<b>Participate in the development of success criteria for oral presentations</b>	
Identify the respect or the non-respect of exchange rules in oral situations (as an observer)	

**Comprehension and collaboration**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (Follow agreed-upon rules for discussions, ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others ; explain their own ideas and understanding in light of the discussion).

**SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Presentation of knowledge and Ideas**

**SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**READING**

**Identify words more and more easily / (Reading foundational skills)**

Identify and discriminate phonemes. (See list below)

Identify and recognize letters

Reading and building simple and complex syllables (combination)

Memorize the relationships between graphemes and phonemes

Memorize common and irregularly spelled words

Write words using one's knowledge of the alphabetic code

**Understanding a text / (Reading foundational skills)**

Use the knowledge of the correspondences between graphemes and phonemes to understand a word, a text

Know and use steps to understand a text :

- Identify important information
- Link information together
- Identify logical and chronological links between information
- Use one's own knowledge to understand a text
- Formulate hypotheses

Use one's knowledge of other texts to understand a text (example: the typical character, the connections with other known texts)

Use one's lexical knowledge to understand a text



# CE2- Third grade



<b>Practice different types of reading (different types of texts)</b>
Read various texts and documents to understand the functions of reading (reading to obtain information, reading to tell, reading for pleasure, reading to do ...)
Know how to use a table of contents in order to information in a textbook or documentary book
Know how to find a book in a library
<b>Reading out loud/ Fluency</b>
Decipher a new or difficult word
Identify and use punctuation marks to read a text out loud
Know how to read a text in fluent and expressive way
<b>Control the understanding of a text</b>
Justify an answer or an interpretation by returning to the text. Text-based evidence.
Identify various text complexities
Know how to define his/her understanding of a text or to ask for help if necessary
<b>READING INFORMATIONAL TEXTS</b>
<b>Key Ideas and Details</b>
<b>RI.3.1:</b> Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2 :</b> Determine the main idea of a text ; recount the key details and explain how they support the main idea.
<b>RI.3.3 :</b> Describe the relationship between a serie of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>Craft and structure</b>
<b>RI.3.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>RI.3.5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RI.3.6:</b> Distinguish their own point of view from that of the author of a text.
<b>Integration of knowledge and Ideas</b>
<b>RI.3.7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where,when, why, and how key events occur).
<b>RI.3.8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>RI.3.9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>Range of Reading and Level of Text complexity :</b>
<b>RI.3.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**READING LITERATURE :**

**Keys ideas and details**

**RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Craft and structure**

**RL.3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**RL.3.6:** Distinguish their own point of view from that of the narrator or those of the characters.

**Integration of knowledge and Ideas**

**RL.3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**Range of reading and Level of Complexity**

**RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**WRITING**

**Copy proficiently**

Master cursive writing performed with increasing speed and assurance

Know the equivalents between various writings of letters (for example: copy a text with the keyboard)

Use copying strategies (to avoid copying letter to letter)

**Produce writings with a specific approach**

Identification of characteristics specific to different kinds of texts

Use knowledge in spelling to produce a writing

Use available tools in class in relation to the study of the language to write a text (posters, ...)

**Review and improve the writing we produced**

Identify mistakes in the produced texts (omissions, inconsistencies, repetitions ...)

Use knowledge about the type of text to produce according to the language

Improve the spelling level of a text (with help from the teacher then in a more independent way)

Know how to use tools to revise a text (review grids, and spellcheck)

**Text Types and Purposes:**

**W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B) Provide reasons that support the opinion
- C) Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- D) Provide a concluding statement or section.

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- B) Develop the topic with facts, definitions, and details.
- C) Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- D) Provide a concluding statement or section.

**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C) Use temporal words and phrases to signal event order.
- D) Provide a sense of closure.

**SPELLING - GRAMMAR - VOCABULARY**

**Master the links between oral and written language (in connection with reading)**

Know the corresponding sounds / letters

To know and to locate the value of some grapheme according to the following letter (an / am in / em ..): rule of m in front of p or b

**Memorize and remember the spelling of frequent words and irregular words whose meaning is known** (link with writing)  
*Begin to :*

Know **and memorize** the spelling of invariable words (*interjections, conjunctions, and prepositions*)

Know **and memorize** the spelling of words from the same lexical field, from the same family, from the same analogical series)

Know **and memorize** the spelling of words related to school vocabulary or a disciplinary area

<p><b>Identify the main components of a simple sentence with its semantic coherence</b> (what we are talking about, what we are saying about it)</p>
<p>Identify the nominal group subject</p>
<p>Identify the verb of the sentence (know the properties to help identifying it)</p>
<p>Know how to identify the grammatical category of a word <b>to expand and enrich</b> :</p> <ul style="list-style-type: none"> <li>● Verb <b>and verb phrases</b></li> <li>● Nouns <b>and noun phrases</b></li> <li>● Determiners (articles, demonstratives, possessive pronouns, quantifiers, and numbers)</li> <li>● Adjectives</li> <li>● Personal pronouns (in subject position)</li> <li>● Invariable words</li> </ul>
<p><b>Identify and transform affirmative and negative sentences</b></p>
<p>Punctuation marks at the end of the sentences; <b>marks of the reported speech</b></p>
<p><b>Reasoning to solve spelling problems, mainly agreements</b></p>
<p>Understand that components of a sentence work together (<i>Determinant / Noun and subject group /verb</i>)</p>
<p>Understand, identify, and master the agreement <i>subject /verb</i> (simple cases)</p>
<p><b>Understand that writing is not just about coding sounds (grammatical or spelling values of some letters)</b></p>
<p><b>Understand, identify, and master the agreement in the nominal group</b></p>
<p><b>Particular plurals ( –ail/-aux ; -al/-aux ... ) and particular feminines (-eur/-ice ; -eux/-euse...)</b></p>
<p><b>Know the plural mark for verbs (« ent »in the 3rd person of the plural)</b></p>
<p><b>Understand how verbs are formed and how to spell the most common verbs (link with writing)</b></p>
<p><b>Be familiar with the present indicative, the imperfect, and the future of the verbs whose infinitive ends with –ER and the verbs “avoir/ to have, être/ to be/ faire/to do, aller/to go, dire/ to say, venir/ to come, pouvoir / can, vouloir/ to want, prendre/to take”</b></p>
<p><b>Remember the most common verb endings (third person singular and plural)</b></p>
<p><b>Understand the construction of the conjugate form of the verb ( radical ; termination)</b></p>
<p><b>Remember regular marks related to people (-on ; -ez ; -ent) or time-related</b></p>
<p><b>Understand the concept of infinitive and past participle</b></p>
<p><b>Understand the concept of simple tenses and compound tenses, and how the “passé composé” is formed</b></p>

Distinguish some homophones : verbal forms <i>a/ est/ ont / sont</i> distinguished from <i>à/ et / on/ son</i> .
<b>Identify links between words, between words and the context; to use them to better understand.</b> Be careful, these notions are not taught as such, they are tools to help understanding)
Words from the same family (prefix, suffix)
The proper meanings and figurative meanings of a word
Distinguish the familiar, current, supported categories of languages (link with a moral and civic teaching)
Synonyms and antonyms for verbs and adjectives
<b>Extend lexical knowledge, memorize and reuse newly learned words</b> (link with speaking and writing).
Definition of a word ; understanding of a dictionary article
Use new words in writing (by using classroom supports and reference tools)

Liste des Phonèmes :

[d], [i], [r], [l], [o], [è]=ai/et/ei, [s], [u], [f], [e], [m], [ch], [n], [é]=er/ez, [v], [ou], [z], [p], [k], [b], [j], [g], [d], [an], [t], [in], [on], [oi], [o]=au/eau, [in]=ain/ein/aim.

List of Phonemes: b, d, f, g, h, j, k, l, m, n, r, s, t, v, w, y, z, ch, tch, sh, th, wh, ck, dge, ce, ci, cy, ge, gi, gy, mb, ed, qu, kn, gn, wr, ph, ng, Short Vowels: a,e,i,o,u, oo Long Vowels: ai, ee, i, oa, oo, u, oi/oy, ow, ə, air, ar, ir/er,ur, aw/au.

**Convention of Standard English**

**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A: Capitalize appropriate words in titles.

B: Use commas in addresses.

C: Use commas and quotation marks in dialogue.

D: Form and use possessives

E: Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

F: Use spelling patterns and generalizations (e.g. word families, position based spellings, syllable patterns, ending

rules, meaningful word parts) in writing words.

G: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

**L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

A: Choose words and phrases for effect.

B: Recognize and observe differences between the conventions of spoken and written standard English.

## QUESTION THE WORLD (Science/ Social Studies)

### MATTER

*Use of Fosskit: Water and Climate»*

*Investigation 2: Hot Water, Cold Water / Investigation 3: Weather and Water*

**Identify the 3 states of matter and observe changes of states**

**Identify one change of state of water in a phenomenon in daily life**

- **Compare and measure the temperature, volume, mass of water in the liquid state and in the solid state.**
- **Recognize the states of water and their manifestation in different natural phenomena.**
- **Implement simple experiments involving the water.** Some properties of solids, liquids and gases. The changes of states of matter, especially solidification, condensation, and fusion.
- **Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-1**
- **Obtain and combine information to describe climates in different regions of the world. 3-ESS2-2**

### THE LIVING WORLD: *Use of Fosskit: Structure of life, All the investigations*

**-Know the characteristics of the living world, its interactions, its diversity :**

**-Identify what is animal, vegetable, mineral or elaborated by living beings**

(Life cycle of living beings, diets of some animals, some vital needs of plants)

Realize small ecosystems (farms, crops)

*Investigations 1(« Origins of seed ») et 2( Growing further »)*

- **Identify the interactions of living beings with each other and with their environment.**

(Diversity of living organisms in an environment and their interdependence, food relationships between living organisms)

*Investigation 3 (« Meet the Crayfish »)*

## Recognize healthy behaviors :

- **Identify the elements allowing the realization of a bodily movement.**

*Investigation 4 (« Human Body »)*

- **Implement and appreciate some rules of hygiene of life: the food variety** (food categories, their origin, the specific contributions of food, the concept of balanced diet). *(Excluding Fosskit)*

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. **3-LS1-1**
- Construct an argument that some animals form groups that help members survive. **3-LS2-1**
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. **3-LS3-1**
- Use evidence to support the explanation that traits can be influenced by the environment. **3-LS3-2**
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. **3-LS4-1**
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. **3-LS4-2**
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. **3-LS4-3**
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. **3-LS4-4**

## THE OBJECTS

*Done when the students use Fosskits :*

**-Understand how the manufactured objects work** (current or old objects, identify their instructions for use, their functions, assemble and disassemble them, study professions, the tools, techniques and machines used)

- **Create some objects, respecting basic safety rules** (by following a diagram of assembly)

- **Create simple electrical circuits, respecting basic safety rules.**

*(Made in Cycle 3, in 4<sup>th</sup> grade, with the Energy Fosskit)*

- **Begin to be familiar with a digital environment**

*(word processing, with a rational use of the French language)*

## LOCATE ONESELF ONE THE SPACE

**Locate oneself in the space and know how to represent it :**

- Locate oneself in a farther environment: **city, state, country, world, continent**
- Create representation of less familiar spaces
- Read maps, locate oneself on maps : the key components of a map ( title, legend, scale, orientation...)
- Landscapes study

**Locate a place on a map or globe or on a computer screen**

- Identify global representations of the Earth and the world
- Locate the studied spaces on a map or a globe ( California, USA, France, Europe and the other continents, oceans)
- Know that the Earth is part of a very vast universe composed of different types of stars ( The Moon, the Sun)

**SITUATE ONESELF IN TIME**

**Situate oneself in time and measure it**

- Identify the time rhythms: read the time and dates, the alternation day / night, the cyclical nature of days, weeks, months, seasons, years, centuries
- Situate events in relation to each other (daily, weekly, recurring events), using of different timelines
- Understand that the day is divided in hours, the week is divided in days, the month is divided in weeks, the year is divided in months, the century is divided in years
- Compare, estimate and measure these durations relating to the Mathematics

**Spot and locate some events in a long time**

- Become aware that the time passing is irreversible:
- The parents' time.
- Living generations and family memory.
- The evolution of societies through lifestyles (food, housing, clothing, tools, war, travel ...) and techniques at different times
- Identify major historical periods, dates and key figures.

**EXPLORE THE ORGANIZATIONS OF THE WORLD**

**Compare lifestyles:**

- Compare lifestyles (food, habitat, clothing, tools, war, travel ...) at different times or from different cultures.

**Understand that a space is organized:**

- Discover the neighborhood, the village, the city: its main spaces and its main functions. (Discover very close spaces such as school, park, a regular course) then close and more complex (neighborhood, village, downtown, shopping center ...), gradually building legends. Use of landscape and aerial pictures, cartographic documents ...

**Identify landscapes:**

- Recognize different landscapes: coastlines, mountain ranges, countryside, cities, deserts...
- French landscapes based on places of life, some landscapes of the planet and their characteristics. (Favor american landscapes)