LYCÉE INTERNATIONAL DE LONDRES WINSTON CHURCHILL

("the School")

Policy #3: EYFS and Primary Section Curriculum

Mission

Through a rigorous, bilingual programme and innovative methods, we educate students to become responsible, creative, and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and to make sense of and embrace change.

Our values are: Excellence, Creativity, Integrity, Awareness and Community. In support of these aims and values we are committed to treating all our students with respect and dignity.

Introduction: Our History

The *Lycée International de Londres* was officially named as *Lycée International de Londres Winston Churchill* on Saturday 24 January to coincide with the 50th anniversary of the former British Prime Minister's death, on 24 January 1965. Its inaugural year also marks the 75th anniversary of Winston Churchill's first becoming British Prime Minister and the 75th anniversary of the Battle of Britain. The lycée's name was chosen in recognition of the crucial role played by Churchill in the victory of the Allied forces in World War Two and the 1944 Liberation of France.

London's other French lycée, in South Kensington, is named after the French military and political leader General Charles de Gaulle. Churchill and de Gaulle were famously pictured marching down the Champs Elysées in Paris on 11 November 1944, following the Liberation of France. It was therefore natural to celebrate this historical partnership by naming the new school after the courageous war leader who supported Free France, in the same year as the Lycée Charles de Gaulles celebrates its first 100 years of existence.

The *Lycée International de Londres Winston Churchill* will open its doors to its first group of students in September 2015.

The *Lycée International de Londres Winston Churchill* is an independent school set up by the French Education Charitable Trust (FECT). It joins the growing worldwide network of the Agency for French Education Abroad (AEFE), a government agency overseen by the French Ministry of Foreign Affairs and International Development. The AEFE's network today numbers 494 educational establishments in 135

countries. Around 330,000 students are educated in these schools, with French nationals making up 40% of the student body and the remaining 60% originating from other countries.

Arnaud Vaissié, Chair of the Board of Trustees, and Mireille Rabaté, Head of the *Lycée International de Londres Winston Churchill*, said: "By naming the new French international lycée after Winston Churchill today, 50 years after his death, we remember the immensely important role he played in France's past and make his memory present in our country's future. I hope our new students joining this September will feel inspired by the legacy of this great historical figure."

Sylvie Bermann, French Ambassador to the UK, said: "It is very rare for a French lycée to adopt the name of a non-French figure, and this alone should stand as a symbol of the unique and very special ties between France and the UK.

"With the other French lycée in London's South Kensington named after Charles de Gaulle, we now celebrate the two men who shaped France's destiny in this very city. As the Lycée International de Londres Winston Churchill prepares to welcome its very first students, I wish it all the success of its big brother, the Lycée Charles de Gaulle, which is celebrating its 100th birthday this year."

The *Lycée International de Londres Winston Churchill* occupies the site of the former Brent Town Hall, a 1940s Grade II listed building which was bought from Brent Council by the French Education Property Trust on 1 February 2012. The new lycée's campus is set over five acres, with 12,000 square meters of newly refurbished and purpose-built teaching spaces for the three levels of schooling (Primaire: – year 6, Collège: years 7-10, Lycée: years 11-13).

The campus boasts multiple onsite sports facilities including a running track, two outdoor sports pitches and an indoor gymnasium. newly-constructed Annex building house modern science classrooms and a large, bright dining area.

CURRICULUM

Main Goals

Leading up to, and culminating in the French exams of *Diplôme National du Brevet* (end of year 10) and *Baccalauréat* (year 12 & 13), the programme of the French track at *Lycée International de Londres* follows closely the rigorous French national curriculum from year 1 to year 13, with added emphasis on English language and culture, and a global perspective and understanding of the diversity of the world.

In the International track, students follow a homegrown curriculum with the values and ethos of the IB at its heart, culminating in a set of IGCSEs taken at the end of Year 11 and the International Baccalaureate Diploma Programme in Years 12 and 13.

We support the development towards excellence of pupils with a strong pastoral care programme and the implementation of a social and emotional curriculum.

1. Early years section

Curriculum: main goals

In Early Years, we offer a dual language immersion programme from age three. Our curriculum is guided by, but not limited to, the EYFS framework. Children are guided by two teachers who bring together the two educational cultures and native languages. Both the French and British curricula overlap in many aspects. Teachers will lead activities and develop the 7 core learning areas through exploration and more guided workshops.

School Day

In Early Years, classes take place every day of the week with the same schedule, starting at 8:45 and ending at 3.15pm including Wednesday afternoons. School gates open at 8.15am with supervised time until 8:45am in the classrooms.

Teachers and teaching assistants welcome pupils into their classroom at 8.15am. We encourage families to observe those times, thus ensuring a good and stress-free start to the day for all, pre and after school supervision will be provided for an additional fee.

Student Support and Pastoral Care

The wellbeing team works closely with children, staff, parents and external professionals where necessary to help children develop their learning skills across two languages. They use small group and individualized sessions as appropriate, working with personal targets to monitor progress. Some EYFS children might benefit from some nurture group time, to listen and express themselves effectively. The wellbeing team organises workshops for parents and training for staff on current learning needs, theories and practice. The school nurse helps promote healthy routines such as handwashing and dental hygiene as described in the Early Years Framework:

“Through adult modeling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.”

2. Primary Section

Curriculum: main goals

The primary School offers a bilingual and bicultural setting: the content of lessons follows the French requirements and the Anglo-Saxon ethos, with the goal that our pupils will master both languages and cultures with equal fluency and ease over

the years.

In the Primary school, subjects are taught in both languages.

The French curriculum has been divided so that pupils could benefit from the vocabulary and skills in both languages.

Example:

- In History (Year6/CM2), the Industrial Revolution is taught in English while the French revolution is taught in French.

- In Literature, both French and ENglish teachers work on common themes, allowing pupils to transfer skills and vocabulary in both languages.

Although the French curriculum is followed, a supplementary English programme is also in place from GS to CM2 to ensure LIL caters to students with a higher level of written and spoken English (which extends far beyond the level expected in France).

English (ESL) and French (FLE) can also be taught as second language depending on pupils' needs. Teachers teach in their own native language, bringing along the specific educational culture of their country as part of the learning experience for our pupils.

The bilingual curriculum is enhanced by creating links between topics and by dividing subjects between two teachers with common themes. This is further enhanced by different teaching methods and practices from all over the world, which address critical thinking, collaboration, and risk-taking.

School Day

In the Primary school, classes take place every day of the week with the same schedule, starting at 8:30 or 8:45 (depending on class groups) and ending at 3.15pm including Wednesday afternoons. School gates open at 8.15am with supervised time until 8:45am.

Teachers welcome pupils into their classroom at 8.30am or 8:45am (depending on class groups). We encourage families to observe those times, thus ensuring a good and stress-free start to the day for all, pre and after school supervision will be provided for an additional fee.

Student Support and Pastoral Care

We believe that intellectual and emotional development go hand in hand for our children, we is why we endeavour to provide help and support whenever needed.

Our team of experts will implement our personal social, health and emotional learning programme in addition to healthy relationship discussions. They can deliver age appropriate classes to all pupils in small and large groups on topics of general interest such as nutrition, healthy relationships, respect and stress

management. They will help pupils understand and navigate the challenging moments of life by providing individual support when needed.

Our school psychologist and learning specialist will also provide families with external resources in the case of recurring issues and offer lectures and discussion groups for parents.

CURRICULUM

Early Years: EYFS Framework (Pre-Reception and Reception)

Click here

CURRICULUM

French Curriculum for the Primary Section (GS to CM2)

Translated from: Bulletin officiel spécial (Official Bulletin of French National Education) #11 du 26 novembre 2015. "Programmes d'enseignement du cycle des apprentissages fondamentaux (cycle 2), du cycle de consolidation (cycle 3)" (en vigueur à la rentrée 2016).

Ecole maternelle (cycle 1): Bulletin officiel numéro 25 du 24 juin 2021

Programme de l'école maternelle, Cycle 1 (GS).

In GS, we endeavour to instill in our students the desire and the pleasure to learn, and prepare them to start CP (Year 2) in the best conditions.

It is flexible as it allows one to adapt to the development and progress of each child, all the while setting ambitious learning goals. The general features of the Maternelle are: a positive assessment method in which the child is involved so that they can identify their successes;

- a game-based approach adapted to the age and ability of the child;
- problem-solving activities, and activities that develop critical thinking;
- mobilisation and development of memorisation abilities;
- an approach affirming and developing the personality of the child in their

relationship with others.

FIVE AREAS OF LEARNING

- Mobilising the language in all its dimensions (area of language).
- Acting, expressing oneself, and understanding through physical activity (area of physical activity).
- Acting, expressing oneself, and understanding through artistic activities (area of arts).
- Building the first tools to structure one's thinking (area of mathematics).
- Exploring the world (area of sciences).

THE FUNDAMENTAL LEARNING CYCLE (CYCLE 2)

Cycle 2 is the first stage of compulsory schooling for all students, beginning in Cours Préparatoire (age 6-7) and finishing in Cours Elémentaire 2 (age 8-9). It gives students solid groundwork in subjects like reading, writing, problem-solving and the French language. Subjects covered in Cycle 2 include French, Modern Languages (foreign or regional), Art and Music, Physical Education, Civic and Moral Education, Investigating the world, and Mathematics.

Cycle 2 is the first stage of compulsory schooling for all students. Language skills are the priority in this cycle, in particular French, the core subject. These three years, from Cours Préparatoire (age 6-7) to the end of Cours Elémentaire 2 (age 8-9) offer an adequate, consistent length of time to give all students solid basic skills in reading and writing, adapted to each child's pace of learning.

In Cycle 2, students gradually acquire the knowledge, approaches and academic language they need to explore the world: such as solving a problem, understanding a document, writing a text, creating or designing an object. Students also learn gradually not just how to do an activity, but how to explain why they have done it in that way, and to justify their answers and approaches in a reasoned manner. The learning process continually combines practical skills (observation, manipulation, experimentation, real-life activities) with abstract skills, through activities that help them to memorise approaches and basic knowledge and make them automatic, and comprehension activities gradually leading to more complex knowledge.

French

Learning to read and write is crucial in Cycle 2, continuing on from nursery school, where students develop their oral expression, acquire vocabulary, discover the alphabet, practise the early stages of writing, listen to texts and learn how to understand them. French is fundamental as it helps students to communicate and socialise with one another, making it easier to access all the other subjects and the language they use; for this reason there are several daily French sessions throughout Cycle 2.

The main points covered are as follows:

Comprehension and oral expression

Oral learning is essential when beginning to read and write; likewise, throughout the cycle, gradual proficiency in reading and writing leads to more varied, and better structured, oral expression.

Students read aloud and recite various texts, and complete activities that improve their understanding of the texts studied in class. Memorising texts (poems, extracts from plays that they act out...) particularly helps to enrich their vocabulary and sentence structure.

They learn to be attentive when listening to or talking with others for longer periods of time, expressing their lack of comprehension if necessary. Students also learn to play an active role in conversations and express themselves clearly, taking into account the conversation topic and the speakers, making relevant contributions to a conversation (asking questions, answering a question, expressing agreement or disagreement, adding extra information...).

They practise recounting, describing and explaining, and in particular must be capable of recounting a text studied in class on their own.

Reading

Students learn to read through systematic activities that help them to master the relationships between letters / groups of letters and sounds, and to memorise words. The objective is to be able to automatically identify common words, memorise their spelling and easily decode unknown words; writing activities help with acquiring these automatic habits and learning to read.

This work is always carried out in connection with working on the meaning and understanding of texts, the purpose of all reading. Students acquire initial independence in reading varied texts, adapted to their age. They study five to ten works per academic year, taken from children's literature and classic literature (picture books, novels, stories, fables, poems, plays), learning how to identify

genres, series and authors. Independent reading is encouraged: students regularly borrow books that suit their preferences and tastes, and are encouraged to talk about their personal reading in class.

Reading out loud has an important role in Cycle 2, helping students to become familiar with the construction of written sentences. Practising reading fluency also helps to make the process of identifying words automatic; by the end of CE2, all students must be able, after preparation, to read a half-page text out loud fluently.

Writing

Students learned to write by hand and on the keyboard in the last year of nursery school; in Cycle 2, they complete their learning of handwriting, moving gradually towards automatically forming letters and increasing in speed and assurance. They learn how to do simple word processing functions and how to use a keyboard. They learn to copy or transcribe a text of a dozen lines without making mistakes, in legible handwriting, with correct punctuation and spelling, as well as careful presentation.

Students also learn to write their own texts: a sentence in response to a question, asking a question, and gradually a portion of a text or a whole text of around half a page, in coherent, organised, well punctuated language. They gradually learn to reread their own texts to improve them and check spelling.

Understanding of language (grammar, spelling, vocabulary)

The study of language in Cycle 2 is closely linked to learning to read and write, contributing to a better understanding of sentences, texts and correct spelling. At this stage of education, it is not necessary to have a complete knowledge of how the French language works as a system. It is more about observing language, manipulating it, classifying items in order to identify the main regularities, and then applying them orally and in writing. Irregularities or exceptions are learned and memorised if frequently used. Students learn to spell the most common words, and to use their reasoning to make agreements in the nominal group and between the verb and subject. They use their knowledge of language to improve their oral expression, understanding of words and texts, and improve the texts they write.

The fundamental concepts introduced in Cycle 2 help students to start Cycle 3 with a more systematic, conceptual understanding of the French language.

Modern languages (foreign or regional)

All students begin learning a modern foreign or regional language in Cycle 2, at age 6-7 (Cours Préparatoire). The main objective during the cycle is to develop the behaviour essential to learning a foreign language - curiosity, listening, paying

attention, memory and self-confidence; students are encouraged to speak in another language without reticence or fear of making mistakes.

The same curriculum applies to all foreign and regional languages, and each teacher adapts it to the language they teach.

Oral language is a priority during this cycle, when students are beginning to learn to write French; the lessons focus on simple listening and comprehension tasks, reproduction and gradually, personal expression. Three language skills are therefore developed simultaneously: listening and understanding, reacting and conversing, speaking continuously. The skills levels used in all European countries, on a scale going from A1 (minimal skills, beginner level) to C2 (advanced skills) are used as a reference point for teachers: by the end of Cycle 2, all students should have reached level A1 in the three language activities.

Studying a language is inseparable from studying the culture of the language, i.e. developing students' awareness of differences and cultural diversity by observing things similar to their own everyday lives, based on what they are familiar with. Three themes are therefore explored throughout Cycle 2:

- children (body, clothes, family, a typical day, weather, key events in the year and in life, sensations, tastes and feelings, etc.);
- school (the alphabet, numbers, time markers, routines, rules and regulations at school, school activities, sport, arts and leisure activities, etc.);
- the childhood environment (home, the immediate, practical environment, daily life, the shops, public places, animals, stories and legends, monsters, fairies and other cultural references in children's literature, nursery rhymes and songs, etc.).

Artistic education

In Cycle 2, artistic education allows students to explore two areas: art and imagery, and music, taking into account the sounds and images that are part of students' daily environment, in order to train their eyes and ears, develop their awareness and creativity, stimulate their curiosity and give them the enjoyment of creating or discovering. Artistic or musical expression is always linked to the exploration of major works of art and artistic approaches and comparing them, not in order to imitate them, but to enrich students' imagination and establish initial cultural landmarks.

In Art, during Cycle 2, students seek personal, original responses to the situations proposed by the teacher, in varied artistic fields (drawing, painting, collage, modelling, sculpture, assembling, photography, video, digital creation, etc.) discovering new tools and materials and trying out new activities. They gradually learn to take other people into account, cooperating with them on group projects, presenting their work to them and showing an interest in their classmates' work. They learn to be spectators by observing and expressing what they experience

when looking at works or productions other than their own. Three main topics, similar to the concerns students have at this age, are covered in the curriculum:

- representing the world;
- expressing emotions;
- narrating and telling stories through images.

In Music, students take part in group performances or productions, using their voices and bodies. They learn to sing simple melodies, nursery rhymes, singing by imitation, with expression and the right intonation, respecting musical phrasing. They create and put together sounds using various instruments or sound objects. They learn to compare sound elements and musical works by identifying resemblances and differences, expressing their emotions, feelings and preferences, and listening and respecting the work and opinions of others.

Physical education

The main objectives of physical education are the same throughout the three cycles of primary school and lower secondary school, with levels of learning that increase through the cycles:

- developing motor skills and learning to express yourself using your body;
- becoming familiar with working tools and methods by practising sport;
- sharing rules and taking on roles and responsibilities within a team;
- learning how to look after your health through regular physical activity;
- becoming familiar with a physical and artistic sport culture.

Following increasing levels of difficulty, students gradually learn to produce their best performance, adapt their movements to varied environments, express themselves in front of others through artistic or acrobatic activities, lead and manage a match in a team or between two players. Depending on their students, teachers freely choose the available materials and equipment and different physical and sports activities for the lessons (athletics, swimming, dance, circus arts, gymnastics, team ball games, racket sports...), constructing an appropriate, coherent training programme. They ensure that each student participates in a variety of individual and group activities during the cycle.

Between the ages of six and nine, in Cycle 2, most children spontaneously enjoy taking part in physical activity. Physical education takes advantage of this enjoyment to develop and improve their motor skills, in different situations and by means of varied activities, as acquiring motor skills is essential to their future physical education, and more generally their health and well-being. Particular focus is placed on learning to swim. Through individual, and above all group activities, students in Cycle 2 also learn to follow common rules, respect their classmates and respect their own bodies, becoming aware of their abilities, their limits, and the potential risks to them or their classmates in certain situations. Throughout the cycle, via group activities (particularly ball games), they learn to

take on different positions and roles (attack, defence, player, referee) and adapt to new situations. Through artistic activities such as dance, they discover and use the expressive resources of the body, constructing a body language and learning to verbalise the emotions they feel and the actions they perform; initially through simple execution, then by gradually composing and producing choreography, and exercising their imagination and creativity.

Civic and Moral Education

Civic and Moral Education has four main objectives during the three cycles of primary and lower secondary school:

1. emotional awareness education, to learn to identify feelings and emotions, put them into words, discuss them and understand other people's feelings and emotions;
2. education in rules and law, to understand the meaning of rules in the classroom, at primary or secondary school, and to make students (future citizens) aware of the role and importance of law in the French Republic;
3. education in moral judgement, in order to understand and discuss the moral choices encountered in life, requiring students to put forward arguments, debate and justify their choices;
4. experience of engagement, to encourage students to participate in the social life of the class and the school they belong to, acquire a spirit of cooperation and a sense of responsibility towards others.

In Cycle 2, one hour per week is spent on this subject. This is not theoretical education, but practical, concrete education that puts students in role play situations to get them to think, express themselves, act and react.

On the curriculum in Cycle 2:

- Emotional awareness: identifying emotions, expressing yourself to classmates using specific vocabulary, learning to pay attention to others (respecting adults and classmates, politeness, accepting differences); identifying the symbols of the French Republic present in the school. For example, students may learn to divide and share tasks in research, cooperation or experimental situations, learn about themselves and others through artistic activities (self-portraits and portraits), or become aware of their body and others' bodies through dance.
- Rules and law: respect for the rules of group living, understanding punishments, their levels of seriousness and educational value, understanding some of the values and founding principles of a democratic society, etc. For example, students may take part in drawing up rules for the classroom or playground.
- Moral judgement: expressing and justifying a point of view or personal choice in simple terms, taking part in a debate without imposing your point of view or rejecting your classmates' point of view... For example, students may reflect on fairness and unfairness, and good and evil, by using fictional stories (tales and legends) or situations experienced by the class.
- Experience of engagement: respect for commitments made to yourself and

to others, taking on responsibility in the classroom and the school, etc. For example, students may learn about a few major figures, men and women, involved in the scientific, humanitarian or ecological fields, or take on a role as mentors to younger classmates, or mediators in disputes between classmates.

Investigating the world

In nursery school, students have explored and discovered the world around them in all its forms, discovering the living world, exploring materials, using, manipulating and making objects, and learning how to use digital tools. In Cycle 2, they go further, learning how to conduct an investigation and initial reasoning to describe and understand the world around them, by asking questions, observing, describing and doing experiments, and reasoning to draw conclusions.

Eight main skills are covered in this area, which are studied in more depth in the subsequent cycles: practising scientific approaches, imagining and producing, learning tools and methods, practising languages, using digital tools, adopting ethical, responsible behaviour, situating in space and time.

This subject is broken down into three main parts:

1. Investigating the living world, materials and objects, to learn an initial scientific and technological approach. Students study matter in all its forms (living and nonliving, naturally present in the environment or man-made, etc.); they observe and identify changes in the state of water (solid, liquid, gas) and relate these to meteorological phenomena (clouds, rain, hail, etc.). They learn to distinguish between living and inert beings by observing animals, plants, and minerals in their environment. They observe how living beings are nourished, develop and reproduce. They observe the process of growth in their own body, and the mechanism of movement. Finally, they learn about healthy living (diet, sleep, physical activity, etc.), and understand its beneficial effects on their health. Students discover and use technical objects in everyday life. They make objects and simple electrical circuits, learning to respect basic safety rules. They become familiar with a digital environment, in particular how to use word processing.
2. Investigating space and time, to learn how to locate oneself in both space and time: students use common representations of space (models, plans, photos...), produce their own (of the school, neighbourhood, town...) and learn how to find their way in a nearby environment. In representations of the world (world maps, globes, digital maps), they learn to locate places, in particular continents, Europe, France and their own region; on maps of the solar system, they can identify the position of planet Earth. To learn how to situate themselves in time, students identify time divisions (months, weeks, days, hours, etc.) and their durations, and identify cyclical phenomena (the change from day to night, the seasons) using calendars, timetables and clocks. Students learn to situate events in time and in relation to others, in particular, using timelines (historical periods and characters, at the end of the cycle in CE2).
3. Exploring how the world is organised, to gradually comprehend that they are

part of an organised society that develops through space and over time. Students compare the lifestyles of different populations in the world, or populations from different eras (between two generations for example). They explore nearby spaces (school, park, town...) to gain a gradual understanding of how they are organised (for example the function of the different places in the town). They explore the diversity and main characteristics of landscapes (coasts, mountains, countryside, desert...).

Mathematics

Following nursery school, where mathematics-related activities are based on observation and manipulation, Cycle 2 introduces students to the written dimension of mathematics: writing numbers, mathematical symbols, techniques for doing sums (addition, subtraction, multiplication), producing simple geometrical shapes. Problem-solving becomes central, developing students' ability to find out, reason and communicate their results.

Six main skills are covered in mathematics Cycle 2, which are continued in Cycles 3 and 4: discovery, modelling, representing, reasoning, calculating and communicating. Students gradually acquire these skills, which are part of the Common Core that will be tested at the end of compulsory education.

The Mathematics curriculum Cycle 2 covers three areas:

Numbers and calculation

Students reinforce and extend their knowledge of whole numbers up to 10,000, and they learn to calculate. They learn different ways of naming numbers (writing in figures, verbal names, concepts of doubling, halving, etc., units, tens and hundreds) and use these numbers to count, order and compare. They make the link between a number and a measured length. When given simple problems, they begin to add, subtract, multiply and divide. These early calculations are learned through addition and multiplication tables. Daily practice of mental arithmetic reinforces knowledge of numbers and operations.

Size and measurements

Using everyday objects and examples, students complete activities to learn how to differentiate different kinds of measurements (length, mass, volume, duration, price, etc.) and to compare the measurements (for example length) of two objects. They then learn to measure using appropriate instruments (hourglass for duration, graduated ruler for length, scales for mass) and learn common measurement units (metre, gram, litre, and so on). Finally, they make calculations with measurements, to solve problems in real-life situations such as finding the distance between two trees in the school playground, or calculating the price of a shopping list.

Space and geometry

Students learn spatial recognition, in close connection with the "Investigating the world" topic and physical education. This is done by using landmarks and representations of space. They also acquire knowledge of geometry, by studying solid and plane shapes, and by learning how to recognise and name common solids (sphere, cylinder, cube, pyramid...) and how to reproduce them. They use appropriate vocabulary to describe common geometrical shapes (square, rectangle, triangle, side, top, circle, disc...) and instruments (ruler, templates, set square) to reproduce them on paper. They learn techniques to help them recognise that the points are aligned on a shape, that two lengths are equal, or to identify a right angle or symmetry.

THE CONSOLIDATION CYCLE (CYCLE 3)

Cycle 3 has two main objectives: reinforcing the base knowledge learned in Cycle 2 and helping with the transition from primary school to lower secondary school. It covers the last two years of primary school and the first year of lower secondary, in order to reinforce the continuity and consistency of learning between them. The "Sixième" class (first year of lower secondary) therefore occupies a particular place in this cycle, allowing students to adapt to the pace, educational organisation, and lifestyle of lower secondary school, while continuing on from CM1 and CM2 (Cours Moyen 1ère année, age 9-10, and Cours Moyen 2e année, age 10-11). Subjects covered in Cycle 3 include French, Modern Languages (foreign and regional), Art, Music, History of art, Physical Education, Civic and Moral Education, History and Geography, Science and Technology, and Mathematics.

During Cycle 3, students consolidate and reinforce everything they have learned in Cycle 2, particularly language proficiency, which is essential to learning other subjects such as French, Mathematics, artistic and physical expression.

During this cycle, students are also gradually introduced to academic subjects and their specific knowledge, language, approaches and methods, especially history and geography, science and technology. Students' capacity for abstract analysis increases and they begin to produce and structure their thoughts by taking in new knowledge. This introduction to academic subjects is marked during the cycle by the transition from a single teacher covering all subjects in primary school to one teacher per subject in the first year of lower secondary school.

French

Cycle 2 focused on the acquisition of reading and writing skills; in Cycle 3, the teaching of French helps to reinforce this knowledge, which is essential for all other subjects. The central objective is language proficiency, ensuring that all students can read and write independently, so that they begin Cycle 4 with the skills they need to continue their education. This proficiency is achieved through daily writing practice, as well as regular, numerous reading and oral activities, complemented by grammar, spelling and vocabulary activities that help them

understand how the French language works and learn its rules.

During Cycle 3, the study of literary texts or artistic works takes on an increasingly important role; students gradually learn to identify subtext and go beyond the literal meaning to redevelop the work's figurative meaning and offer a simple interpretation.

The main points covered are:

comprehension and oral expression

Students learn to use oral language to give explanations, information, or opinions in a clear, ordered way, interacting effectively and clearly with their classmates to compare reactions or points of view, refining their thoughts by identifying ideas or formulations to prepare a written piece or speech. They work on reading texts out loud, memorising them and reciting by heart. They practise making short oral presentations in front of the class, relying on notes, a slideshow or other digital tools.

Writing

Students continue to learn cursive handwriting so that their gestures are automatic and they can write effectively and quickly. They also learn to type on the keyboard and use word-processing tools. Students write every day, in varied situations, to react to what they have read, to reflect and prepare a requested task, to reformulate or summarise results, to explain or justify what they have done, to express an emotion or personal judgement, or to exercise their imagination. They acquire a level of autonomy in their writing, learning to rework their own text and make use of drafts, notes and successive versions. By the end of the cycle, they are capable of writing a text of one to two pages in response to a precise, organised and coherent objective, in legible handwriting and respecting the spelling rules studied in class.

Reading

The goal in Cycle 3 is to develop independent readers, both at school and at home, who can read out loud or in silence, fluently and quickly. Students read a wide variety of texts and documents (tables, graphs, charts, diagrams, images, etc.) so that they are capable of understanding and learning other subjects, and to enrich their vocabulary, feed their imagination, arouse their interest and develop their knowledge and culture. Reading activities are linked to writing activities, whether these are written pieces related to what they are reading (exercise books or reading records for noting their reactions as a reader, copying poems, text extracts, posters, blogs), writing linked to comprehension work (reformulating, answers to questions, notes, diagrams, etc.) or creative writing using their imagination. In CM1 and CM2 (last two years of primary), they read at least seven works each year, and six in the first year of lower secondary: these are works from children's literature and classic literature.

Understanding of language (grammar, spelling, vocabulary)

In Cycle 3, the objective is to ensure solid grammatical knowledge of central concepts, highlight the main regularities of the French language in order to master its spelling, and begin studying the system of the language. Learning spelling (spelling of words and rules on agreement) and verb forms (conjugation) is central; the focus is on regular grammar and the most common cases; irregular or exceptional cases are memorised by students if frequently used. By the end of the cycle, students will have mastered nominal group agreements (article, noun, adjective), the agreement between the verb and its subject, and the agreement of the attribute with the subject. Students learn language through practical writing, reading and oral expression activities.

Literary and artistic culture

From the main topics on the curriculum, teachers freely choose literary and artistic works to be studied and encourage personal reading; students therefore acquire basic knowledge of a common literary and artistic culture.

Topics on the curriculum

In CM1 and CM2 (last two years of primary school, age 9 and 10): "Heroes / heroines and characters" (stories, tales or fables about a heroic character, cartoon books, films); "Questions of morality" (stories and fables); "Encountering the strange and the magical" (tales and legends, mythological stories); "Experiencing adventures" (adventure novel), "Imagining, describing and celebrating the world" (poetry and tales); "Discovering yourself and forming relationships with others" (coming-of-age novels and autobiographical stories).

- In "sixième": (first year of lower secondary school, age 11) "Monsters and the limits of human beings" (extracts from The Odyssey or The Metamorphoses, fairy tales, mythological stories and ancient legends, related to the history syllabus); "Adventure stories" (adventure novels and films); "Creative stories, poetry" (related to the history syllabus, a long extract from Genesis in the Bible); "Defying the strongest: tricks, lies and masks" (fables, stories, farces, plays).

Modern languages (foreign or regional)

Teaching of the modern language chosen in the preparatory class has two main, closely linked objectives: to learn to communicate in another language (understand and express yourself orally and in writing, and have conversations with others) and to discover another culture. Regular, daily exposure to the language helps students to make progress, often by using digital media and tools in lessons.

The same curriculum applies to all foreign and regional languages, each teacher adapting it to the language they teach, particularly as regards linguistic knowledge (vocabulary, grammar, pronunciation). Five language skills are developed simultaneously: listening and understanding, reading, reacting and conversing, speaking continuously, writing and responding to writing. The skills levels used in

all European countries, on a scale from A1 (minimal skills, beginner level) to C2 (advanced skills) are used as a reference point for teachers: by the end of Cycle 3, all students should have reached at least level A1 in the five language activities, and may have reached level A2 (intermediate level) in one or more activities.

With regard to the cultural dimension of modern language learning, three areas are explored in Cycle 3:

- people and everyday life (the human body, clothes, lifestyles, physical and moral characteristics, the urban environment);
- geographical, historical and cultural landmarks (geographical location, physical features and cultural landmarks, some historical and contemporary figures, a few main historical events specific to the area studied);
- the imagination (children's literature, tales, myths and legends of the country or region, heroes/heroines and fictional characters, cartoons, TV series and films).

In this way, lifestyles, festivals and traditions, historical and geographical landmarks, cultural personalities in the region or country concerned, famous monuments and works, stories, legends, and nursery rhymes are explored and studied in context thanks to the possibilities offered by classroom teaching, various activities, interests and events taking place during the school year. These cultural landmarks promote an awareness of differences, developing curiosity and the desire to communicate. Contacts with schools in the countries or regions concerned can help to facilitate and reinforce this linguistic and cultural learning.

Art

During Cycle 3, the teaching of art gradually leads students towards more independent artistic practice, which they also learn to analyse in greater depth. Each student's potential for innovation and creativity is developed. Students learn how to draw on their own experiences to identify, name and choose the resources they use, questioning the effectiveness of tools, materials, formats, and techniques according to their intentions and their projects. Specific work is carried out on the effects produced by the various ways in which artworks are presented to the public, in order to examine the relationship of the work to a display medium (frame, plinth...), a place (wall, floor, closed or open space) and the spectator. Creative activities are continually linked to the exploration of leading contemporary and past, Western and non-Western artworks, in order to nurture students' sensitivity and imagination, enrich their capacity for expression and form their judgement. They acquire specific vocabulary so that they can gradually move from describing a work to analysing it.

There are three main topics on the curriculum, studied in each year of the cycle:

1. artistic representation and presentation methods;
2. artistic production and the relationship between the object and the space;
3. the material nature of art production and awareness of the elements included in the work.

Practices are varied: two-dimensional (drawing, painting, collage...), three-dimensional (modelling, sculpture, assembly, installation, etc.) or imagery (photography, video, digital creation).

Music

The teaching of music combines expressive and creative activities, usually in a group, with listening to and analysing a variety of musical works. Its main objectives are to develop students' imagination, creativity and capacity for expression, train their ear, learn how to cooperate, shape their artistic culture and improve their capacity for analysis.

In musical practice, students reproduce works they have heard or participate in imagining and creating their own. They learn how to use their voices and bodies to sing a simple melody with expression, a song learned by heart through imitation, take full part in a group performance and gradually increase their repertoire of new songs. They also learn how to connect the music they sing to what they hear.

In music listening activities, students learn to describe and compare pieces of music from different contexts and identify relationships, resemblances and differences between several works. They structure their artistic culture by learning about a variety of important musical works, from all genres and all eras, suitable for their age group. They exercise critical thinking and express personal opinions by gradually going beyond first impressions and immediate emotions.

History of art

Students begin learning this new subject in the first year of Cycle 3 at the same time as history. From the first year of lower secondary, this subject is taught by teachers of several subjects, mainly Art and Music, French, History and Geography, and Modern Languages. Its main purpose is to structure students' artistic culture: they acquire and consolidate cultural references to major artworks and movements of the past and present, learning how to situate them in space and time, how to interpret them and relate them to each other, and developing their awareness of and tastes in art. This subject covers local, national and international art history, whether academic, or popular, or traditional; it requires contact with works of art and cultural organisations, directly and through digital resources.

In Cycle 3, students learn how to describe an artwork using simple and appropriate language, how to situate it in a time period and geographical area based on its main characteristics, how to express their impressions and opinions of a work and how to make an initial analysis. They also learn how to find their way around a museum or art gallery, adapt their behaviour to the place and identify the roles of the main people working there. They are aware of the influence of past and present art on their environment.

Physical education

The main objectives of physical education are the same throughout the three

cycles of primary school and lower secondary school, with levels of learning that increase through the cycles:

- developing motor skills and learning to express yourself using your body;
- becoming familiar with working tools and methods by practising sport;
- sharing rules and taking on roles and responsibilities within a team;
- learning how to look after your health through regular physical activity;
- becoming familiar with a physical and artistic sport culture.

Following increasing levels of difficulty, students gradually learn to produce their best performance, adapt their movements to varied environments, express themselves in front of others through artistic or acrobatic activities, lead and manage a match in a team or between two players. Depending on their students, teachers freely choose the available materials and equipment and different physical and sports activities for the lessons (athletics, swimming, dance, circus arts, gymnastics, team ball games, racket sports, etc.), constructing an appropriate, coherent training programme. They ensure that each student participates in a variety of individual and group activities during the cycle.

During Cycle 3, students exercise and reinforce their motor skills in more challenging, diverse contexts. They learn to identify and analyse the immediate effects of their actions to perfect them and improve performance, which involves both oral and written work. In team sports and activities, they continue to learn various roles (referee, observer, etc.) and understand the need for rules. Through significant practice time, students test and develop the working methods specific to the subject, via action, imitation, observation and cooperation. As in Cycle 2, learning to swim remains a priority.

Civic and Moral Education

Civic and Moral Education has four main objectives during the three cycles of primary and lower secondary school:

- emotional awareness education, to learn to identify feelings and emotions, put them into words, discuss them and understand other people's feelings and emotions;
- education in rules and law, to understand the meaning of rules in the classroom, primary or secondary school and to make students (future citizens) aware of the role and importance of law in the French Republic;
- education in moral judgement, in order to understand and discuss the moral choices encountered in life, requiring students to put forward arguments, debate, and justify their choices;
- experiencing engagement, encouraging students to participate in the social life of their class and school, acquire a spirit of cooperation and a sense of responsibility towards others.

In Cycle 3, this subject is allocated one hour every week. In the first year of lower secondary, it is delivered by voluntary teachers of various subjects. This is not theoretical education, but practical, concrete education that puts students in role play situations to get them to think, express themselves, act and react.

On the curriculum in Cycle 3:

- Emotional awareness: expressing and sharing your emotions and feelings with others about literary or artistic works or during group discussions on classroom life; respect for and acceptance of others and their differences in language and attitude; understanding the meaning of the symbols of the French Republic. For example, students may take part in role plays, drama games, mimes, or take part in philosophical discussions supervised and led by the teacher on the topics of tolerance and mockery.
- Rules and law: understanding, accepting and applying the concepts of rights and duties, applying the principle of equality between girls and boys, understanding the principles and values of the French Republic and the European Union, understanding the founding characteristics of the French Republic (institutions, the basis of law, the concept of citizenship, etc.). For example, students may define and discuss the rules of debate, analyse gender stereotypes using examples from manuals, literature or films, or study the founding texts of institutions and their history.
- Moral judgement: learning to debate (speaking in front of others, listening to others, formulating and justifying a point of view), exercising critical judgement about information received from the media, differentiating between personal interest and collective interest. For example, students may exercise their critical judgement on events relating to life in the class, school or outside school to combat prejudices (racism, sexism, homophobia, etc.).
- Experience of engagement: learning to explain and justify choices, integration and personal involvement in a group, understanding the values of fraternity and solidarity, and so on. Students may, for example, play an active role in a group project within the class, school or town, connected to an association.

History and geography

Once students have acquired basic knowledge in Cycle 2 and an ability to situate themselves in time and space, they begin two separate subjects in Cycle 3, History and Geography, and so continue to construct their relationship to time and space. These two subjects are closely linked, dealing with common topics and concepts and sharing tools and methods.

History

The objective in Cycle 3 is not for students to gain an exhaustive knowledge of History, which is premature at this level, but rather to lay the foundations of the initial historical landmarks, which will be consolidated and extended in Cycle 4. These landmarks help students to understand that today's world and contemporary society are the descendants of long processes, changes and choices made by men and women in the past.

Students observe the concrete traces of history (particularly in their nearby, everyday environment) and question their meaning; they are gradually introduced to other types of sources and other evidence, relating to worlds farther away in time and space. They understand that the narrative of history is constantly

nourished and altered by new archaeological and scientific discoveries, giving a new, different understanding of the past.

By examining historical events, students learn to distinguish history from fiction and understand that the past is a source of investigation. In particular, students have the opportunity to compare historical facts and beliefs: the study of religious events systematically roots these events in their cultural and geopolitical contexts.

In CM1 and CM2, they discover key moments in the history of France in chronological order, from the traces of early occupation of the French territory up to the construction of the European Union. Following this introduction, in the first year of lower secondary, students look more closely at questions and approaches specific to historical science, by studying prehistory and Antiquity.

Curriculum:

CM1 (year before last of primary school, age 9):

Topic 1: Before France

- What are the earliest traces of human occupation in French territory?
- Celts, Gauls, Greeks and Romans: what is the heritage from ancient cultures?
- The main population movements (4th to 10th century).
- Clovis and Charlemagne, Merovingians and Carolingians, after the fall of the Roman Empire.

Topic 2: The Kings

- Louis IX, the "Christian King" of the 13th century.
- François I, protector of Arts and Literature in the Renaissance.
- Henri IV and the Edict of Nantes.
- Louis XIV, the Sun King at Versailles.

Topic 3: The Revolution and the Empire

- From 1789 to the execution of the King: Louis XVI, the Revolution, the Nation.
- Napoleon Bonaparte, from General to Emperor, from the Revolution to the Empire

CM2 (last year of primary school, age 10):

Topic 1: The Republic

- 1892: the centenary of the Republic.
- Primary school at the time of Jules Ferry.
- Several republics, one democracy: liberties, rights and duties.

Topic 2: The industrial age in France

- Energy and machines.
- Working in a mine, factory, workshop or store.
- The industrial town.
- The rural economy.

Topic 3: France, from the World Wars to the European Union

- Two World Wars in the 20th century.
- The construction of Europe.

"Sixième" (first year of lower secondary, age 11):

Topic 1: The long history of humanity and its migrations.

- The beginnings of humanity.
- The Neolithic "revolution".
- The first States and early writings.

Topic 2: Foundation stories, beliefs and citizenship in the ancient Mediterranean in the first millennium BC.

- The world of Greek cities.
- Rome, from myth to history.
- The birth of Jewish monotheism in a polytheistic world.

Topic 3: The Roman Empire in the ancient world

- Conquests, Roman peace and Romanisation.
- Christians in the Empire.
- The relationship of the Roman Empire with other ancient worlds: the ancient Silk Route and China under the Han dynasty.

Geography

The geography curriculum in Cycle 3 is organised around the concept of "living": the ways that humans organise and use their living spaces, on all scales. This concept enables students to identify and grasp the objective and methods of learning geography. Using very practical case studies (work, consumption, leisure, etc.), students are introduced to geographical reasoning by discovering, analysing and understanding the dynamics between individuals and societies and the land and places that they use, design and organise.

Firstly, students discover and explore every day, local living environments. They then examine other scales and other social and cultural environments; finally, in the last year of the cycle, they analyse the diversity of "living" environments across the world.

The topics on the curriculum encourage reflection on the challenges and necessity of sustainable development in territories.

Curriculum:

CM1 (year before last of primary school, age 9):

Topic 1: Exploring the place(s) where I live

- Identifying the features of my living environment(s).
- Locating my living environment(s) and situating it/them on different scales.

Topic 2: Living, working, educating and enjoying leisure time in France

- In urban environments.
- In a tourist area.

Topic 3: The consumer society in France

- Meeting energy and water needs.
- Meeting food / nutritional needs.

CM2 (last year of primary, age 10):

Topic 1: Getting around

- Everyday transport in France.
- Everyday transport in another place in the world.
- Getting from town to town in France, Europe and the world.

Topic 2: Communicating across the world via the Internet

- A world of networks.
- A population connected to the world.
- Inequality of connected populations in the world.

Topic 3: Better living

- Promoting the role of "nature" in towns.
- Recycling.
- Living in a green neighbourhood.

Sixième (first year of lower secondary, age 11):

Topic 1: Living in a city

- Cities and their inhabitants.
- The city of the future.

Topic 2: Living in a low density area

- Living in an area with significant natural constraints and/or great biodiversity.

- Living in an area with a low density of agricultural land.

Topic 3: Living on the coast

- Industrial port coastlines, tourist coastlines.

Topic 4: The inhabited world

- Distribution of the global population and its dynamics.
- The variety of forms of spatial occupation in the world.

Science and Technology

During Cycle 2, students "explored" the natural world by observing, questioning and carrying out basic experiments. In Cycle 3, in "Science and Technology", they begin to make an initial rational, coherent representation of this world, by tackling genuine scientific concepts. They also acquire skills and knowledge linked to the world of technology. The "Science and Technology" subject in Cycle 3 will later be subdivided into three separate subjects (Cycle 4 at lower secondary school): Physics and Chemistry, Life and Earth Sciences, and Technology.

In Cycle 3, students are introduced to scientific approaches with support and help from the teacher, in a practical manner: by formulating questions, exploring research areas, then offering explanatory hypotheses, testing them through experiments, observations or simulations, and communicating their results and conclusions. They develop their curiosity, manual skills, precision in using language and rigorous reasoning, and gradually learn to differentiate scientifically validated facts from opinions.

In terms of technology, students explore the technical world, in particular through the history of the development of objects, designing and producing models or prototypes. They improve their skills in using digital tools.

The Science and Technology curriculum covers four topics:

Matter, movement, energy, information

Students learn to distinguish between living and inert matter, and different materials (metals, glass, plastic, etc.) and their physical characteristics. They observe and describe different types of movements, examine the concept of speed, using examples that mean something to them (riding a bike, travelling by train, movements of the planets). Finally, they discover different energy sources and how these are converted to make them usable by humans.

The living world, its diversity and the functions that characterise it

Students learn how to classify living species and discover the relationships between them. By observing changes in species on Earth over time, they examine the concept of the evolution of the species. The role of nutrition in living beings, their

development and reproduction are also studied in this topic.

Materials and technical objects

Students identify that objects respond to needs and that our changing needs lead to the development of new objects. Using everyday examples, they study how technical objects work and how they are made. Finally, they create a technical project, from design to manufacture.

Planet Earth. Living beings in their environment

In this topic, students learn to situate the Earth in the solar system and identify the conditions under which life appears and develops on our planet. Observing different habitats shows students that living beings are distributed across the Earth according to the conditions of their environment. In our use of natural resources (living species and geological resources), human beings modify these habitats. The study of natural phenomena, both geological (volcanoes, earthquakes, etc.) and climatic (storms, floods, etc.) is linked to the risks posed to populations.

Mathematics

During Cycle 3, students will reinforce the techniques they have previously studied, such as mental calculation and written calculation techniques, until these become automatic (addition, subtraction and multiplication), and they will also learn new ones (division).

They discover new mathematical concepts: decimal numbers, proportionality, new measurements (area, volume, angles...). In geometry, they manipulate concrete objects and discover new ways to represent space (templates, perspectives, front, side and top views, etc.). For working on numbers, and in geometry, digital tools - in particular, software - are used in addition to "paper and pencil" activities.

Finally, in Cycle 3, students begin a new form of mathematical exercise: problem solving. They discover that the mathematical skills and concepts they have learned are tools that will help them to solve mathematical problems. Examples of problems are taken from other subjects and from everyday life, and students are encouraged to find problems themselves.

The curriculum covers three major topics:

Numbers and calculation

Students continue to study whole numbers and large numbers (up to 12 figures) orally and in writing, becoming ever more proficient in the number system and knowing how to use it when calculating. They tackle decimal numbers (decimal point), learn to write a number as a fraction and solve basic problems that use fractions and decimals. They practise mental calculation, especially when estimating the magnitude of the result. They perform written calculations: addition, subtraction, multiplication and division. They use a calculator, especially

to check their calculations.

Size and measurements

Students revise the measurements already studied (length, mass, content, price, etc.) and learn new ones (area, perimeter, volume, angle). They measure, compare, and estimate measurements: the perimeter of a square or rectangle; the area of simple geometrical shapes (rectangle, triangle, disc), the volume of a cube, measurement of angles, periods of time, etc. They learn to use the common, official units for measurements.

Space and geometry

Students learn spatial recognition and use representations (maps, plans, etc.) to indicate a position or make movements. In geometry, they construct three-dimensional solids, manipulate them and learn how to represent them (templates, 3D software). They construct geometrical shapes using their instruments (graduated ruler, compass, set square) and give them properties (equality of length, perpendicularity, parallelism, symmetry in relation to an axis, etc.).

They are introduced to coding through location finding activities (for example programming the movements of a robot) or geometrical activities (for example constructing simple shapes on a computer).

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Additional information

French curriculum official links

The Lycée International de Londres follows the French national curriculum and academic progression for all its pupils from GS (Year 1) to CM2 (Year 6). The details of the curriculum can be found below:

GS:

https://eduscol.education.fr/cid48644/ecole-materne...

CP au CE2 (cycle 2)

https://eduscol.education.fr/84/j-enseigne-au-cycle-2

CM1 à 6ème: (cycle 3)

https://eduscol.education.fr/87/j-enseigne-au-cycle-3