

## ELEMENTARY

Elementary school is divided into two cycles (Cycle 2 and Cycle 3) and follows the [Common Core of Knowledge, Skills and Culture curriculum](#). The Common Core identifies knowledge and skills that every student should possess at the end of their schooling years. Students acquire these competencies during the two educational cycles that cover lower elementary and upper elementary education.

Lycée Français International de Mumbai has developed an expertise in bilingual primary education. Each class is equally taught in English and French by qualified native English and French speaking teachers. All the subjects are taught in both languages, following a perfectly balanced teaching timetable.

Our elementary section welcomes children from the age of 6 to 11 years old and is divided into six grades:

Grades (in French)	Grades (in English)	Section
Cours Préparatoire (CP)	Grade 1	Cycle 2 <i>Lower Elementary</i>
Cours Élémentaire 1 (CE1)	Grade 2	
Cours Élémentaire 2 (CE2)	Grade 3	
Cours Moyen 1 (CM1)	Grade 4	Cycle 3 <i>Upper Elementary</i>
Cours Moyen 2 (CM2)	Grade 5	
Sixième (6 <sup>e</sup> )	Grade 6	

## **CYCLE 2**

### **Lower Elementary**

In cycle 2, students are provided with a strong foundation in reading, writing, problem solving and a solid grasp of the English and French languages. They develop their intelligence, artistic sensibility and their physical and athletic abilities. Students build upon their awareness of time and space and their knowledge of the world.

Subjects covered in Cycle 2 include:

1. French and English
2. Art and Music
3. Physical and Sports Education
4. Civic and Moral Education
5. Investigating the World
6. Mathematics

### **French and English**

Learning to read and write is crucial in Cycle 2, continuing on from kindergarten. Students develop their oral expression, acquire vocabulary, discover the alphabet, practice the early stages of writing, listen to texts and learn how to understand them. The teaching of French and English languages are prioritized as it helps students to communicate and socialize with each other and helps them grasp the other subject matters more easily.

The main areas covered in both English and French are comprehension and oral expression, reading, writing, and understanding of the languages (grammar, spelling, vocabulary).

### **Art and Music**

Artistic education allows students to explore art, imagery and music, taking into account the sounds and images that are part of their daily environment, in order to train their eyes and ears, develop their awareness and creativity, stimulate their

curiosity and provide them with the enjoyment of creating or discovering. Artistic or musical expression is always linked to the exploration of major works of art and artistic approaches. Comparing them enriches the student's imagination and establishes important cultural landmarks.

## Physical and Sport Education

The main objectives of physical and sports education are the same throughout the three cycles of kindergarten and elementary school, with levels of learning that increase after each stage.

- Developing motor skills and learning to express yourself using your body.
- Becoming familiar with tools and methods by practicing sports.
- Abiding by 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.

## Civic and Moral Education

The main objectives of civic and moral education are the same throughout the three cycles of kindergarten and elementary school, with levels of learning that increase after each stage.

- **Emotional awareness education:** to learn to identify feelings and emotions, put them into words, discuss them and empathize with other people's feelings and emotions.
- **Education in rules and law:** to understand the meaning of rules in the classroom and to make students (future citizens) aware of the role and importance of law.

- **Education in moral judgement:** to understand and discuss the moral choices encountered in life, requiring students to put forward arguments, debate and justify their choices.
- **Experience of engagement:** to encourage students to participate in the social life of the class and the school, thereby acquiring a spirit of cooperation and a sense of responsibility towards others.

## Mathematics

Students are introduced to the written dimensions of mathematics: writing numbers, mathematical symbols, techniques for doing sums (addition, subtraction, multiplication), creating simple geometrical shapes. Problem-solving becomes central to the students' world of mathematics, developing their ability to find out, reason and communicate their results.

The six main skills developed are: Discovery, modelling, representing, reasoning, calculating and communicating.

## Investigating the World

Students learn how to enquire, describe and understand the world around them, by asking questions, observing, experimenting, and drawing conclusions.

Eight main skills are covered in this area: practicing scientific approaches, imagining and creating, learning tools and methods, practicing languages, using digital tools, adopting ethical, responsible behavior, understanding space and time.

## **CYCLE 3**

### **Upper Elementary**

Cycle 3 has two main objectives: reinforcing the base knowledge learned in Cycle 2 and helping with the transition from elementary to secondary school. It covers the last two years of upper elementary school (Grade 4 and 5) and the first year of lower secondary (Grade 6), in order to reinforce the continuity and consistency of learning. Grade 6 (first year of lower secondary) therefore occupies a key transitional place in this cycle, allowing pupils to adapt to the pace, educational organization and lifestyle of lower secondary school while continuing on from upper elementary.

Subjects covered in Cycle 3 include:

1. French and English
2. Art
3. Music
4. History of Art
5. Physical and Sports Education
6. Civic and Moral Education
7. History and Geography
8. Mathematics
9. Science and Technology.

### **French and English**

The central objective in Cycle 3 is language proficiency, ensuring that all students can read and write independently and attain the necessary skills required for Cycle 4. This proficiency is achieved through daily writing practices and numerous reading and oral activities conducted regularly, complemented by grammar, spelling and vocabulary activities.

The study of French and English literary texts or artistic works takes on an increasingly important role; students gradually learn to identify subtext, go beyond the literal meaning to redevelop the work's figurative meaning and offer their interpretation.

- Comprehension and oral expression
- Writing
- Reading
- Understanding of language (grammar, spelling, vocabulary)
- Literary and artistic culture

## Art

The three main topics covered are:

- Artistic representation and methods of presentation.
- Artistic production and the relationship between space and object.
- The nature of materials involved in art production and the awareness of elements included within the artwork.

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

## Music

The teaching of music combines expressive and creative activities, usually within a group, while listening to and analyzing a variety of musical works. The main objectives are to develop their imagination, creativity and capacity for expression, train their ear, shape their artistic culture and improve their capacity for analyzing music.

## History of Art

Students acquire and consolidate cultural references to major art movements of the past and present, learning how to interpret various artworks, relate them to each

other and develop their tastes and awareness in art. This subject covers local, national and international art forms, academic, popular and traditional; the students are introduced to different works of art and cultural organizations, be it in person or through digital resources.

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## History

The objective in Cycle 3 is not for students to gain an exhaustive historical knowledge, which is premature at this level, but rather to lay the foundations of important historical landmarks, those that will be consolidated in Cycle 4. These landmarks help students to understand that contemporary societies have been shaped and reformed due to various processes, changes and choices made by men and women in the past.

## Mathematics

During this stage, students gain proficiency in the use of basic mathematical techniques that were introduced during the previous cycle (addition, subtraction and multiplication) and they also learn how to divide.

New mathematical concepts are introduced; decimal numbers, proportionality, new measurements (area, volume, angles, etc.). In geometry, they manipulate objects and discover new ways to represent space (templates, perspectives, etc.). In addition to 'paper and pencil' activities, they also use digital mediums and certain softwares.

Finally, students begin a new form of exercise: problem solving. They discover that the mathematical skills and concepts taught to them are tools that will help them



solve problems. Examples of problems are taken from other subjects and from everyday life. Students are encouraged to solve the problems themselves.

The curriculum covers three major topics: numbers and calculation, size and measurements, space and geometry.

## Science and Technology

Students at this stage are encouraged to think rationally by tackling various scientific concepts. They also acquire skills and knowledge linked to the world of technology. In Cycle 4, the "Science and Technology" subject will be sub-divided into three separate subjects: Physics-Chemistry, Human Sciences, and Technology.

The Science and Technology curriculum covers four topics:

- Matter, movement, energy and information.
- The living world, its diversity and the functions that characterize it.
- Materials and technical objects.
- Planet Earth ; living beings in their environment.