

# WELCOME TO CE1 A !

...Beau  
comme le jour  
Fragile  
comme un enfant  
Il nous regarde  
en souriant...

(Prévert)



jeu

LFKL 2023-2024

# SUMMARY

1. Presentation of the teachers
2. The class and its organization
3. The plurilingual organization
4. The schedule
5. The programs
6. Books, notebooks, equipment
7. Evaluations
8. Work at home
9. Activities, projects
10. School-family relationships
11. Election of the delegated parent and his deputy



# 1. Presentation

## French part:

- Sébastien LORIOT
- SCHOOL TEACHER

## English part:

- Hsuan LIU
- TEACHER ENGLISH SECTION INTERNATIONAL
- Dorrine GOVINDARAJU
- ENGLISH PART TEACHER AND EMILE



# **2 The class and its organization**

## **A/ Class**

<b>Objet d'étude</b>	<b>Nombre d'élèves concernés</b>
<b>Total class</b>	<b>23</b>
<b>Total girls</b>	<b>14</b>
<b>Total boys</b>	<b>09</b>
<b>Total born on 2015</b>	<b>0</b>
<b>Total born on 2016</b>	<b>23</b>
<b>Total born on 2019</b>	<b>0</b>

# B / Organization

## Rituals

### *Oral language practice*

*Each day begins and ends with rituals allowing to work on the practice of the oral language (what's new? Assessment ...)*

### *Responsibilities*

*Each week the students have a responsibility in the classroom: head of the row, librarian, maintenance worker, postman, distributor, facilitator, what's new? ...*



## **C/ Material organization**

Children are placed in working groups or individually on tables depending on the activities.

We have individual lockers under each table and shelves, so kids don't have to bring all their notebooks and manuals home every day. I tell them at the end of each day what to put in the binder.

## **D/ Autonomy and tutoring**

When a pupil has completed an activity before the others, he can show his work to the teacher and if this is satisfactory he can choose to: read a book in the class library, do an autonomy sheet, continue a Rally or an activity on the computer ...

We are also setting up a principle of tutoring, a moment supervised by the teacher during which some children can help those who need it. This principle allows children who explain to consolidate their learning and others to hear certain concepts explained in the words of children their age.

# E/ Class rules

We have a classroom rule built with the children.

They must respect it. You will be able to monitor your child's behavior in class each day by consulting the "behavior flower" in their notebook and signing where indicated each week.

We remind people of the rules regularly and organize a class debate when necessary.

The classroom climate should be one of mutual aid and respect.



# **3. The multilingual organization**

## **A/ English LVE:**

Students have 2 hours and 35 minutes of LVE English instruction per week.

- Monday: 8 am to 8.55 am
- Thursday: 8 a.m. / 8.55 a.m.
- Thursday: 1:45 p.m. / 2:30 p.m.
- Friday: Groupe B 10 am to 10.45 am      Groupe A 10.45am to 11.30am

During these school hours the English language is the object of learning, the objectives are centered on the mastery of the English language.

## **B/ EMILE teachings**

EMILE is the Teaching of an Integrated Subject in a Foreign Language.

The English language is then considered as the language of learning. It is used to convey and construct the concepts, knowledge, knowledge and know-how of the chosen disciplines



# **C/ The chosen disciplines and schedules**

- **ARTISTIC PRACTICES** : ( 1h )

- Thursday 1.30 to 2.30 pm

- **PHYSICAL EDUCATION AND SPORT**: ( 1h )

- Tuesday 8.55 am to 9.40 am

# **D/ The International Section**

- Tuesday 12.30 to 1.30 QLM

- Wednesday 11 to 12 Langue et Culture

- Thursday 12.30 to 1.30 QLM

**Some students leave the class to go to the International Section with their English teacher, the English language can then be learned during the English Language and Culture sessions or the learning language during the Questioning The World sessions. During these QLM sessions we follow the same programming in part French.**

# 4. Emploi du temps

	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI
8h-8h15	LVE Anglais	Langue orale	Langue orale	LVE Anglais	Langue orale
8h15-8h55		Orthographe/Lecture	Orthographe/Lecture		Orthographe/Lecture
8h55-9h40	Orthographe/Lecture	EPS EMILE	Grammaire/Lecture	Orthographe/Lecture	Vocabulaire/Lecture/ Ecriture
9h40-10h	Récréation	Récréation	Récréation	Récréation	Récréation
10h-10h45	Ecriture/Lecture	Mathématiques	Mathématiques	Grammaire/Lecture	LVE GPA
10h45-11h30	Mathématiques	BCD Lecture	11h	Mathématiques	LVE GPB
					Etude de la langue Lecture S.I.
11h30-12h30			12h		
12h30-13h30	EPS	QLM SI		QLM SI	EPS
13h30-14h30	EMC/lecture	Mathématiques		Enseignements artistiques EMILE	Enseignements artistiques

# **5 . Programs**

## **A/ Cycle 2**

Cycle 2 covers the period from CP to CE2 thus offering the duration and consistency necessary for progressive and demanding learning. In cycle 2, mastery of the French language is the priority. The class is organized around constant repetitions of the knowledge being acquired. Understanding is essential for the development of solid knowledge that students can reinvest, and the automation of certain skills is the means of freeing up cognitive resources so that they can access more sophisticated operations and comprehension. The mastery of the functioning of the phonographic code, which goes from sounds to letters and vice versa is an essential issue for learning French in cycle 2. However, learning to read also requires understanding narrative or documentary texts, begin to interpret and appreciate texts, understanding what sometimes is not quite explicit. This learning is carried out in writing and reading simultaneously and in a complementary manner. Language is a tool at the service of all learning in the cycle in fields that each have their own language. Appropriating a field of learning means being able to identify and then gradually use specific vocabularies.

**I invite you to consult the official programs on this website:**

<http://www.education.gouv.fr/lesprogrammes-de-l-ecole-elementaire.html>

# **B/ Our multilingual operation**

**We follow the official objectives and programs of National Education and we distribute them by period in a schedule and progression for the year and then by week. This progression is also followed during the learning of disciplines in EMILE and in the International Section.**

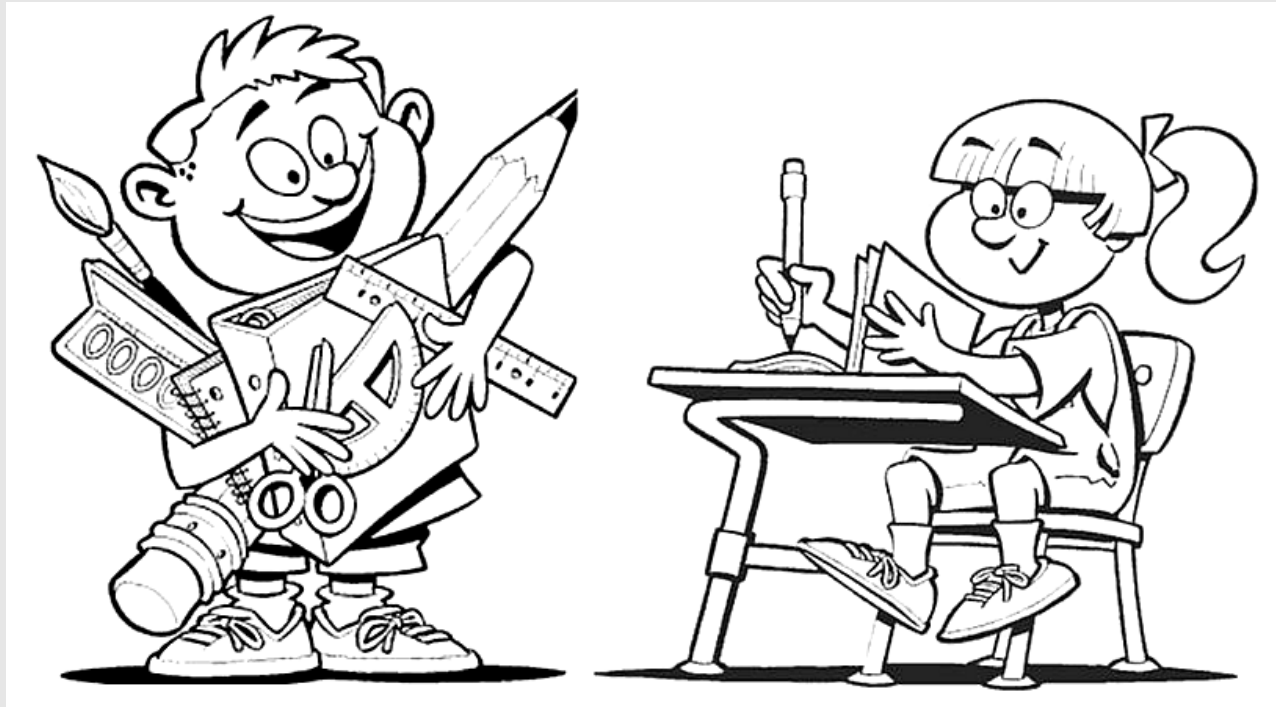
**We have regular meetings that allow us to adjust our progress according to the needs of the students.**

**The pupils thus construct concepts and notions by using two languages in interaction.**



## **6. The books and notebooks used, the material requested**

**Please ensure that your children have the tools they need for classroom work. (ruler, scissors, glue, pencil, eraser, pencil sharpener, colored pencils, pens ...)**



# List of school supplies CE1

## **A kit containing:**

- 1 HB pencil rather than 2B
- 1 blue pen, 1 green, 1 red, 1 black (no 4 colors pen)
- 1 white eraser
- 1 pencil sharpener with reservoir (which can fit in the case)
- 1 stick of white glue (not liquid)
- 1 pair of round-tipped scissors
- 3 slate markers of different colors (avoid yellow)
- 4 highlighters: 1 yellow, 1 blue, 1 orange and 1 green.
- 1 small flat and transparent ruler of 10 cm or 15 cm (which can fit in the case).

## **In a bag (or kit) with closure, marked with the child's name (his reserve)**

- . 3 HB pencils
- 2 red pens, 4 blue, 4 green, 1 black.
- 4 slate markers
- 4 highlighters: 1 yellow, 1 blue, 1 orange and 1 green.
- 6 glue sticks (non-liquid)
- 3 white erasers

## **Other supplies:**

- 1 compass with a good quality pencil (no lead)
- 1 transparent square
- 1 large ruler 30 cm (transparent and rigid)
- 1 white slate type Velleda with eraser or cloth (A4 format)
- 1 simple calculator
- 1 box of 12 colored pencils
- 1 box of 12 markers (pencils and markers can be put together in another pencil case)
- 1 view holder of 60 pages.
- 1 diary with one page per day (see photograph below)
- 1 gourd
- 2 boxes of tissues

# Large notebooks

## A large Arts notebook:

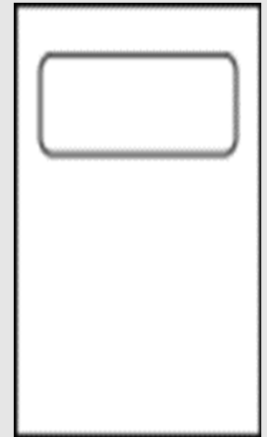
- Activities in songs, poems and arts education with illustrations by the children

## A large notebook “d’écivain” writing productions:

- For writing productions

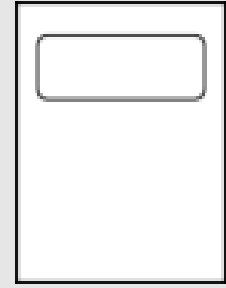
## A large notebook for QLM and EMC:

- Front Questioning The World (except for SI students)
- Back Moral and Civic Education





# Small notebooks



## A small dictation book:

Word dictations and sentence dictations

A diary: Homework is noted on the day it needs to be done.

## The booklets

### 2 spelling booklets:

One study sheet for a particular sound per week

### 4 math lesson booklets:

Calculations; Numeration; Geometry; Measurements and sizes

### 3 French lesson booklets:

Grammar and conjugation 1 and 2; Vocabulary

### 2 graphics booklets:

1 Lowercase letters and numbers; 2 Capital letters

# The document holder:

- 1 / To bring the documents home and have them signed
- 2 / To keep documents in class.
- 3 / To keep the evaluations.



## VARIOUS :

### Mathematics:

- We will use The method “Pour comprendre les maths” in CE1A and the Heuristic Method of Mathematics (MHM) throughout cycle 2, and other materials.

### Reading :

- Reading books from the Ribambelle collection.
- Reading rallies
- Participation in the Incorruptibles project.
- Classroom library.
- School library, one book and one documentary per week.

### A dictionary:

- He will stay in class

# Notebooks to target at home on weekends:

**In order not to overload your children's bags, I suggest the following organization:**

## **Week A:**

- Dictation notebooks
- Notebooks of Questioning the World and Moral and Civic Teaching
- Documents folder with classroom activities

## **Week B:**

- Writing production notebooks
- Art and poetry notebooks
- Documents folder with classroom activities

The other notebooks will be at home very regularly, your children will need them to review lessons, learn the words to spell ...

SEPT	OCT	NOV	DEC	JANV	FEV	MARS	AVRIL	MAI	JUIN
	du 2 au 6 Semaine A	du 6 au 10 Semaine B	du 4 au 8 Semaine B	du 08 au 12 Semaine A	du 05 au 09 Semaine A		du 01 au 05 Semaine B		du 03 au 07 Semaine A
	du 09 au 13 Semaine B	du 13 au 17 Semaine A	du 11 au 15 Semaine A	du 15 au 19 Semaine B	du 12 au 16 Semaine B	du 11 au 15 Semaine A	du 08 au 12 Semaine A	du 13 au 17 Semaine B	du 10 au 14 Semaine B
du 18 au 22 Semaine A	du 16 au 20 Semaine A	du 20 au 24 Semaine B	du 18 au 22 Semaine B	du 22 au 26 Semaine A	du 19 au 23 Semaine A	du 18 au 22 Semaine B	du 15 au 19 Semaine B	Du 20 au 24 Semaine A	du 17 au 21 Semaine A
du 25 au 29 Semaine B		du 27 au 1 dec Semaine A		du 29 au 02 Semaine B		du 25 au 29 Semaine A	du 22 au 26 Semaine A	du 27 au 31 juin Semaine B	du 24 au 28 Semaine B

# **7 .Evaluations**

**Your children will regularly have three types of assessments:**

**Diagnostic: in order to clarify their acquisitions and representations before tackling new concepts.**

**Formative: in order to take stock during the training and to put in place any remedies.**

**Summative: in order to make an overall assessment of the acquisitions for each concept and in each discipline by period.**

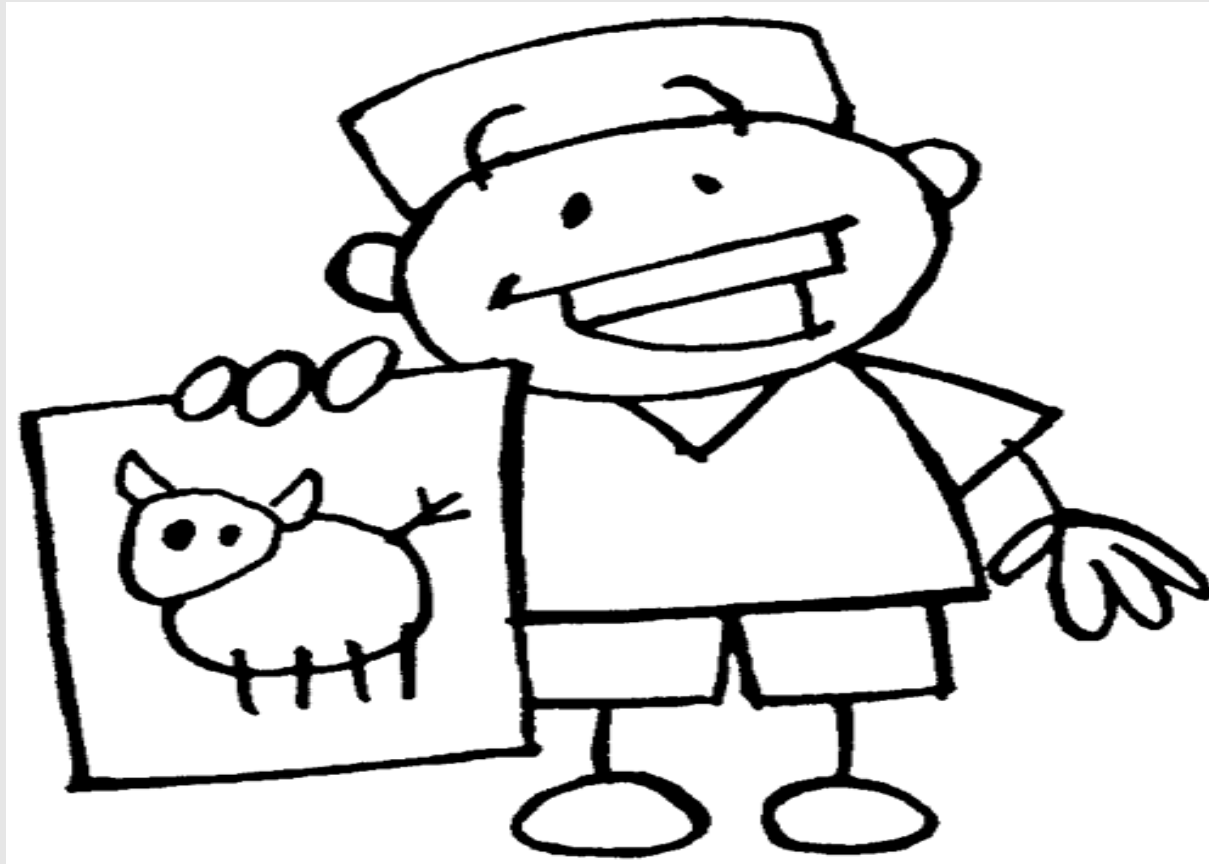


# Programming of summative evaluations

- **Period 1: In October**
- **Period 2: In the month of December**
- **Period 3: In February**
- **Period 4: In April**
- **Period 5: In the month of June**



**These evaluations, when they are written, are recorded in the evaluation document which will be consulted and signed by the parents**



## 8. Work at home

- Your children have a diary in which to write down what they have to do at home. You can find this on our class website.
- Some activities at home may be written down but will be very short and not compulsory.
- They will have lessons to reread and learn, mental arithmetic, poems to learn, readings, words to learn and spell, and revisions to complete before assessments.
- These homework should not exceed 30 to 45 minutes per day.





# 9. Activities, class or school projects

## Drafting projects:

Writing from sequential images

Write a recipe

Write a comic

Write a tale of origins

Write a letter

Write a portrait, a description



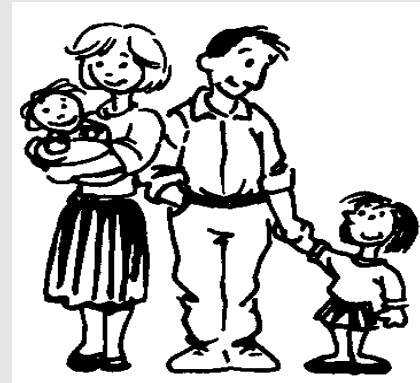
# Projects...

- Participation in the Incorruptibles competition
- Ma Classe Numérique individualized digital course for success in grammar, conjugation, spelling
- Matheros individualized digital path to success in mathematics
- Art projects
- Sports projects



# 10. School-family relations

- You can contact me using my professional email address at this address: [sebastien.loriot@lfkl.edu.my](mailto:sebastien.loriot@lfkl.edu.my).
- On the class site you will find various information during the year, including homework assignments. To access it <http://ce1-bilingue-lfkl-2012-2013.e-monsite.com/>



**THANK YOU FOR YOUR ATTENTION  
GOODBYE !!**

