# Période 1

**Mathématiques**

CE1

Mathématiques 2015-2016

Programmation annuelle « Pour comprendre les maths Éd° 2014 »

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Contenu | S1 | | | | S2 | | | | S3 | | | | S4 | | | | S5 | | | | S6 | | | | S7 | | | |
| Bienvenue au CE1 |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Lire écrire, comparer les nombres jusqu’à 29 |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Décomposer les nombres jusqu’à 29 |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Ajouter un petit nombre (1) |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Retrancher un petit nombre (1) |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Lire, écrire les nombres jusqu’à 59 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. Décomposer les nombres jusqu’à 59 |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. Dizaines et unités |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. Passage de la dizaine : ajouter 1, retrancher 1 |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. Le tableau à double entrée (1) |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19. Situations additives ou soustractives (1) |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Série de problèmes utilisant les 4 opérations – Apprendre à se servir d’un cahier |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Évaluation intermédiaire |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 22. Trouver, compléter un alignement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |
| 23. reproduire une figure sur quadrillage (1) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |
| 24. Comparer les nombres jusqu’à 59 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |
| 25. Trouver le complément à la dizaine supérieure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 26. ajouter un petit nombre (2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| 27. retrancher un petit nombre (2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |
| 28. Lire, écrire les nombres jusqu’à 99 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| Lire, écrire les nombres jusqu’à 99 – séance sup. (VLM ?) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |
| 29. Décomposer les nombres jusqu’à 79 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |
| 30. Tracer et prolonger un segment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |



# Période 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Contenu | S1 | | | | S2 | | | | S3 | | | | S4 | | | | S5 | | | | S6 | | | | S7 | | | |
| 31. Additionner 2 nombres à 2 chiffres – manip ardoise | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 31. Additionner 2 nombres à 2 chiffres |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 32. Situations additives ou soustractives (2) |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Série de problèmes utilisant les 4 opérations – Apprendre à se servir d’un cahier |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Évaluation de fin de période 1 |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 36. Décomposer les nombres jusqu’à 99 |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 37. Comparer les nombres jusqu’à 99 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Séance supplémentaire d’exercices de numération |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 40. Additionner un nombre de 2 chiffres (2) – manip |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 40. Additionner un nombre de 2 chiffres (2) |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 41. Calculer le double d’un nombre |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 42. Le nombre 100 - manipulation |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 42. Le nombre 100 |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 43. Échanger « 10 dizaines contre 1 centaine » - manip |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 43. Échanger « 10 dizaines contre 1 centaine » |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| Découvrir l’écriture des nombres jusqu’à 999 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |
| 44. Lire, écrire les nombres jusqu’à 999 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |
| 38. Identifier les figures planes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 45. Mesurer une longueur par report de l’unité |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |
| Évaluation de fin de période 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 46. Connaitre la monnaie |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x |  |  |  |
| 47. Utiliser un calendrier |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |

# Période 3

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Contenu | S1 | | | | S2 | | | | S3 | | | | S4 | | | | S5 | | | | S6 | | | |
| 50. Calculer la moitié d’un nombre | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 51. Construire la droite numérique |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 52. L’addition posée sans retenue |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Apprendre à poser des additions sur un cahier, sans retenue |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 53. L’addition posée avec retenue |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Apprendre à poser des additions sur un cahier, sans retenue |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 54. Extraire des données |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 55. Construire et utiliser une règle graduée |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 56. Décomposer les nombres jusqu’à 999 |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 57. Passage de la centaine (1) |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 58. L’équerre et l’angle droit |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 59. Tracer un angle droit |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |
| 60. Situations additives ou soustractions (3) |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |
| Série de problèmes utilisant les 4 opérations – cahier |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |
| Évaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |
| 64. Comparer les nombres jusqu’à 999 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |
| 65. Intercaler les nombres jusqu’à 999 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 71. Retrancher un nombre de 2 chiffres (2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| 72. Trouver le complément à un nombre |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |
| 74. Se repérer sur un plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| Évaluation de fin de période |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |
| 75. Choisir une solution (1) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |
| 73. Identifier les rectangles et les carrés. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Période 4

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| Contenu | S1 | | | | S2 | | | | S3 | | | | S4 | | | | S5 | | | | S6 | | | |
| 78. Lire l’heure - découverte | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 78. Lire l’heure |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 81. Lire l’heure (2) |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lire l’heure – exercices supplémentaires |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 79. Reproduire une figure sur quadrillage (2) |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 80. La soustraction posée sans retenue |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 85. La soustraction posée avec retenue |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 82. Mesurer une longueur avec la règle graduée |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 83. Tracer un segment de longueur donnée |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 88. Situations soustractives |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 94. Multiplication et tableau rectangulaire |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 95. Multiplication et addition réitirée |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |
| 98. Multiplier 2 petits nombres |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 99. Situations additives ou multiplicatives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |
| Série de problèmes utilisant les 4 opérations – cahier |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 87. Payer avec la monnaie |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| 93. Rendre la monnaie |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |
| 100. Multiplication : la table de 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 106. Multiplication : la table de 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |
| Évaluation de fin de période |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |

# Période 5

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Contenu | S1 | | | | S2 | | | | S3 | | | | S4 | | | | S5 | | | | S6 | | | | S7 | | | | S8 | | | | S9 | | | | S10 | | | |
| 120. Multiplication : les tables de 3 et 4 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 121. Apprentissages des tables de multiplication |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 102. Utiliser un calendrier (2) |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 103. Choisir une solution (2) |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 107. Multiplier par 10 |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 109. Le nombre 1000 et au-delà |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Au-delà de 1000 – exercices supplémentaires |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 112. Cubes et pavés droits (1) |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 113. Cubes et pavés droits (2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 114. Du centimètre au mètre |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 115. Du mètre au kilomètre |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 116. Situations multiplicatives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Série de problèmes utilisant les 4 opérations – cahier |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Évaluation intermédiaire |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 122. Mesurer des masses (1) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 123. Mesurer des masses (2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 127. Multiplier par un nombre entier de dizaines, de centaines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 128. Le tableau à double entrée (2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 129. Résoudre une situation de division |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| Série de problèmes utilisant les 4 opérations – cahier |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |
| 133. La multiplication posée |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |
| La multiplication posée – entrainement (>2 séances) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |
| 134. Mesurer des contenances – le litre |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 136. La soustraction posée avec retenue (2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| 137. Interpréter un graphique |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |
| 140. Situations additives, soustractives, multiplicatives ou de division |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| Série de problèmes utilisant les 4 opérations – cahier |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x |