

ISTITUTO COMPRENSIVO TRENTO 5

SCUOLA PRIMARIA “SANZIO”



“Classi bilingui”:
A Pilot Programme
in the Primary School

June 2013

Change in education is easy to propose,
hard to implement and
extraordinarily difficult to sustain.

Hargreaves and Fink, *Sustainable leadership*, 2006

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Premessa

“*Classi bilingui*”: *A pilot programme at Sanzio Primary school* rappresenta il documento ufficiale, la carta d’identità della sperimentazione *Classi bilingui*.

E’ il frutto del percorso di riflessione che i docenti delle *Classi bilingui* hanno intrapreso e condiviso nei primi cinque anni della sperimentazione.

Tale percorso ci ha progressivamente condotti a strutturare e articolare un progetto educativo-didattico caratterizzato da un profondo radicamento nel contesto locale ma al contempo aperto ad accogliere la sfida rappresentata da una proposta dai tratti fortemente innovativi e stimolanti ma anche molto complessi.

Questo documento risponde all’esigenza, avvertita in primo luogo dai noi docenti, di raccogliere in modo sistematico i principi ispiratori, i contenuti, le linee guida, le proposte e gli spunti di riflessione che costituiscono e connotano questa specifica offerta formativa. Il fine principale è quello di rendere fruibili queste informazioni a tutti coloro che, a diverso titolo, sono interessati a conoscere la proposta *Classi bilingui*, quali autorità scolastiche, esperti in educazione e formazione, insegnanti, genitori.

Il documento si articola in quattro capitoli, un’appendice e un allegato.

Il primo capitolo fornisce informazioni pratiche ed essenziali riguardo la struttura organizzativa della sperimentazione *Classi bilingui*, dalla modalità di iscrizione all’orario settimanale, dal team docenti all’organizzazione del lavoro degli insegnanti.

Il secondo capitolo presenta i Piani di Studio di Istituto (PSI) per le *Classi bilingui* con una premessa che ne illustra sinteticamente la struttura tripartita, i criteri di selezione dei contenuti e di articolazione e raccordo tra le diverse classi. I Piani di Studio *Classi bilingui* per tutte le discipline e classi sono inseriti come allegato finale del documento.

Il terzo capitolo illustra la visione pedagogica generale e la policy di insegnamento e apprendimento che ne consegue.

Il quarto capitolo contiene la riflessione più strettamente metodologica relativa, in dettaglio, alla lingua italiana, alla lingua inglese, alla matematica e alle scienze.

L’appendice, dal titolo *Teaching and learning in a foreign language*, a cura di Maria Luisa Canavesio, docente ricercatrice presso il Dottorato in Scienze Psicologiche e della Formazione dell’università di Trento, può costituire un utile riferimento e lettura per tutti coloro che sono interessati a sapere qualcosa di più dell’approccio CLIL. Essa

rappresenta un'introduzione al CLIL nella sua dimensione storica e di sviluppo in Europa, in Italia e in Trentino, accompagnata da una panoramica dei temi affrontati dagli studi scientifici sul CLIL e da una sintesi dello stato dell'arte delle più recenti prospettive di ricerca in questo ambito.

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“*Classi bilingui*”: A Pilot Programme in the Primary School

1. The Programme

1.1 The “*Classi bilingui*” Programme at Sanzio Primary School

The *Classi bilingui* programme is inserted in every respect in the CLIL implementation policy of the Autonomous Province of Trento (PAT), even though the context of this programme presents features of absolute innovation and uniqueness at the national level.

First of all, it is necessary to clarify that the word “*bilingui*” does not refer to the pupils’ language proficiency but it is used only in reference to the type of educational programme. More precisely, it means that there is neither claim nor even intention that the aim of the programme is the pupils’ attainment of a native or close to native-speaker proficiency.

The key element of the programme is that it is organised to provide an educational semi-immersion programme that is set in an Italian context. This context is practically monolingual and aimed at children who, in the grand majority of the cases, are exclusively Italian, for which the English language is, in all respects, a foreign language (FL).

The *Classi bilingui* programme is an educational laboratory, a work in progress characterized by flexibility both at the organizational and at curricular level, in which the teaching and learning processes, the outcomes and the results are constantly assessed and evaluated, with the goal of continuously adjusting and improving the educational path.

Inspired by the European policy toward multilingualism, which is considered “at the very heart of European identity” (Eurydice, 2006, p.3), the programme can be defined as an educational proposal, that aims at developing in children multilingual attitudes and the linguistic and communicative awareness that stems from the encounter between two languages, two cultures, two worlds.

In providing structured opportunities to study contents through different perspectives, the language is not only considered as a subject *per se*, but also as a means of teaching and learning non-linguistic contents. The implemented methodology has its main reference frame in the CLIL (Content and Language Integrated Learning) approach.

Flexibility is a distinctive feature within the programme at a curriculum (both content and pace), organisational, planning and evaluation levels.

This flexibility is necessary in order to take into account that academic achievement within this educational programme may require different timing and approaches compared to that of a standard programme.

1.2 Why at “Sanzio”?: A Brief History

Sanzio School is one of the three Primary schools that are part of Istituto Comprensivo Trento 5 and it has always represented the flagship of the PAT policy on CLIL implementation.

In recent years, Sanzio has been the first school committed to an educational programme that encompasses 238 CLIL hours per year per class, resulting in 7 hours per week of tuition *in* English with subjects like Music, Art, Physical Education and Geography, totally or partially taught using English as a vehicular language. In addition, 2 hours per week *of* English language lessons need to be taken into account, reaching a total of 9 hours per week *of* and *in* English per class.

Since the academic year 2005-06, this project, called “*Inglese veicolare diffuso*”, has gradually involved the classes of the school that, from the academic year 2009-10, are all the ten classes.

Based on this experience, in November 2007 the PAT Department for School Innovation and Development (Servizio per lo Sviluppo e l’Innovazione del Sistema Scolastico e Formativo) formally asked Istituto Trento 5 to activate at Sanzio School a “*Classi bilingui*” pilot programme, starting from the following school year, under the regulations of the Provincial Law n.5, art. 57/2006.

Soon afterwards, a school board was established with the task of drawing up a report about the feasibility and the sustainability of the project.

At the end of 2007 the PAT Educational Department gave the school its endorsement.

In the meanwhile, the PAT Council, within the financial law for 2008, approved art.72 that, for the very first time in Italy, allowed schools to appoint non-permanent

teaching positions to native speakers. Following the provincial resolution GP 1418/2008, the “*Classi bilingui*” programme began in September 2008 with a pilot class of 23 pupils.

At the current state, the pilot class is now in Year 5 and another four classes are involved, from Year 1 to Year 4, with a total number of 112 pupils.

1.3 The Programme

The programme encompasses 554 CLIL hours per year in Year 1 and 2 and 510 in Year 3, 4 and 5, resulting in 16 hours per week of tuition in English in the first two years and 15 in the other years, with subjects like Mathematics, Science, Music, Art, Physical Education and Geography entirely taught using English as a vehicular language. In addition, 3 weekly hours of English language lessons need to be taken into account, reaching a total amount of 19 weekly hours of and in English in Year 1 and 2 and 18 hours per week in the other years.

The difference between the amount of hours in and of English between Year 1 and 2 and the other years is explained by the introduction from Year 3 of 2 hours of formal instruction in German, as it is foreseen by the curriculum for Primary schools in the PAT.

The weekly timetable encompasses 30 hours of school from 8:10 a.m. to 4:10 p.m., from Monday to Friday, with a lunch break from 12:10 to 2:10 p.m.

Table 1. Language of instruction and amount of weekly hours () per subject

YEAR	ITALIAN	ENGLISH	GERMAN
YEAR 1 and YEAR 2	Italian (7)	Maths (6)	
	History (2)	Science (2)	
YEAR 3, YEAR 4 and YEAR 5	Religion (2)	English (3)	German (2)
		Geography (1)	
		Art (2)	
		Music (1)	
		Physical Education (2)	
	Cross-curricular project (2)		
	Italian (6)	Maths (6)	
	History (2)	Science (2)	
	Religion (2)	English (3)	
		Geography (1)	
		Art (1)	
		Music (1)	
		Physical Education (2)	
	Cross-curricular project (2)		

As it can be noted in the table, the weekly schedule encompasses a two-hour cross-curricular project, developed on Wednesday afternoons and co-taught by the Italian Teacher and the English Teacher. It is to be considered a crucial opportunity of a shared teaching experience at methodological, content and class management levels. Teachers and learners together are engaged in a series of activities related to a variety of topics, diverse but all linked to a common theme, developed through the contribution of different subjects. The added value of this project is the spontaneous and simultaneous use of the two languages.

Differently from the standard Italian Primary school timetable, the four non - mandatory hours per week are instead compulsory in the “*Classi bilingui*” programme.

1.4 The Enrolment Policy

The programme represents also an exception from the PAT policy regarding the enrolment in a Primary school that by default links the pupil’s area of residence to the school, with no opportunities for the parents to choose a specific school.

Instead, the enrolment in the “*Classi bilingui*” programme is based upon parents’ request. Therefore, pupils of the “*Classi bilingui*” come from different areas of the city and also from other towns or villages of the surrounding area. Since the school has always received a number of applications far bigger than the available places, a selection procedure has been implemented, taking into account some criteria like the linguistic history of the parents (e.g. native speaker, level of competence in English). The remaining positions are filled in by randomly drawing from the list of candidates.

When the children are chosen for the “*Classi bilingui*”, the parents are also required to sign an agreement, in which the specific pilot features of the programme are explicitly stated. By signing this agreement the parents make the commitment to collaborate with the school and to help and support the learning process of their children, especially for matters concerning the foreign language (FL) acquisition.

It is worth noting that in 2009 the parents of Sanzio School founded LIVENGLISH, a non-profit association. The purpose of this association is to support and enhance the pilot linguistic programmes of the school in close collaboration with the teachers.

1.5 The Teaching Staff

The teaching team for each pilot class comprises of:

- the Italian Teacher in charge of Italian and History
- the Teacher that teaches English, Geography, Science, Art, Music and Physical Education.

The two Teachers are both in charge of Mathematics, usually being both physically present in the classroom during the Maths classes that are delivered by the English Teacher.

The team also includes the Religion Teacher and from Year 3 on, the German Teacher.

In addition to the teaching hours, the *Classi bilingui* Teacher’s schedule encompasses four hours per week (instead of the standard two) of class teachers team lesson planning, two hours of which are dedicated to Mathematics.

Besides the teaching time, the four weekly hours of lesson planning, the constraints due to the school meetings (collegio docenti, consiglio di plesso, consiglio di

classe, etc.) that account for roughly eighty hours per year and the meetings with the parents, the teachers are committed to the *Classi bilingui* teacher's group meetings. Part of the time allocated to these meetings exceeds the annual teacher's working load and it is rewarded as extra hours.

The particular nature of the programme and its specific innovation features impose on the *Classi bilingui* teaching team the need and the necessity to respond in a collective, systematic and competent way, to the new and multiple requirements that the programme demands in terms of educational, methodological and organizational perspectives.

Given this, the *Classi bilingui* teacher's group meetings are specifically dedicated to sharing, asking for and giving advice, discussing:

- methodological issues
- class management
- teaching strategies and practices
- curriculum development and implementation
- pupils' achievement
- pupils' evaluation and assessment tools
- teacher's self-evaluation practices
- programme assessment issues
- organizational issues
- parents policy
- in-service teacher training
- in-service training needs and proposals.

Since the academic year 2011-2012, two hours of the monthly planning sessions have been allocated to the *programmazione in verticale*. During these meetings the *Classi bilingui* teachers plan together. In the current school year, besides other activities, a “vertical” art project involving all of the bilingual classes was planned and realized.

In addition, a significant amount of extra planning between the teachers of different classes is done every year. Part of the time allocated to these meetings exceeds the annual teacher’s working load and it is rewarded as extra hours.

2. The Curriculum

2.1 The “*Classi bilingui*” Plans of Study

The Plans of Study (PSI) have been drawn up by the *Classi bilingui* teachers at Sanzio School during the academic years 2010-11 and 2011-2012.

These Plans of Study are based upon the guidelines and list of competences that are provided by the PAT curriculum for Primary schools.

The list of skills and knowledge represents the fruit of research and shared reflection on the teaching and learning processes, on the methodological choices and on the educational curriculum implemented in the first years of the programme.

Regarding the skills for each subject, the principle is to maintain their sequential nature, in that the skills are learned gradually, developed, generalised and applied through a cross-curricular approach and through the construction of a spiral curriculum, a teaching

approach in which each subject or skill area is revisited at intervals, at a more sophisticated level each time. In fact, the spiral model allows review, consolidation and progressive broadening and deepening of previously learned skills and knowledge.

The necessity to review the objectives in each discipline (not only those presented in the English language) be it at a content or a linguistic level, has prioritised the identification of the fundamental skills and knowledge for each subject.

In addition, the rich and wide ranging knowledge and contents listed for each subject, sub-divided into the five classes, asks for careful planning and delivery along with flexibility that permits possible anticipation, delay and/or modifications in the arc of the years, in response to specific needs of the different groups of pupils and to the possible connections with the educational opportunities provided by the territory.

In particular, it is fundamental to underline that the development of the mother-tongue language (L1) is of crucial importance for the psychological, linguistic and cognitive well-being of the pupils. An *“Academically beneficial form of bilingualism can only be achieved on the basis of adequately developed first language skill”* (Cummings, 1979)

For this reason, the development and consolidation of the linguistic and communicative skills in Italian represent the prior objective in the first two years of Primary school.

The long-term objective is in fact to provide a bilingual learning environment in an Italian language predominant context, in order to add another language to the pupils repertoire, but without incurring costs for the native language.

From this perspective, as it is clearly indicated in the Plan of Study for English, the pupils do not learn formal reading and writing in the English language before the second term of Year 2, even if the pupils are naturally familiarised with the written form

of English (notice boards, posters, etc.) from the beginning of their scholastic experience.

The writing of these Plans of Study has represented a significant milestone in the development of the curriculum within the careful, collective reflection that have accompanied the programme's implementation and that will follow it in the years to come through the design, monitoring and adjustment of the learning activities proposed and implemented in the different classes.

The Plans of Study themselves are to be considered as 'open' in that they are susceptible to future integrations, modifications and/or revisions to enable them to continue to develop into instruments more suitable to respond to the pupils educational requirements and needs.

Please note that the *Classi bilingui* Plans of Study are inserted as annex at page 74.

3. The Policy

3.1 The Pedagogical Framework

The teaching and learning policy of the *Classi bilingui* programme at Sanzio School has its roots in the theoretical framework of the Cognitivist¹ learning theory. At the core of this perspective lies the idea that human activity is mostly devoted to generate knowledge and meaning through the sequential development of cognitive abilities.

With the focus on mental organization, learning is seen as an active process in which learners select, transform, go beyond the given information, construct hypotheses, make decisions based upon their past and current knowledge and mental models, relying on their cognitive structures. Given this, individuals can integrate new information into their own knowledge and develop and construct new concepts that provide meaning and help to organize their experiences.

From an educational point of view, in this context the teacher plays the role of the facilitator that presents and shapes information and materials to be learned in a way that is organized and appropriate to the learners' current state of understanding. The main goal is the promotion and development of conceptual knowledge by managing the content of the learning activities and by encouraging and guiding learners to discover principles, links and connections by themselves (Brown and Campione, 1994).

¹ As main reference points, see Bruner, J.S., *Towards a theory of instruction*, 1966, Cambridge MA: Harvard University Press; Bruner, J.S., *Acts of meaning*, 1990, Cambridge MA: Harvard University Press; Vygotsky, L.S., *Thought and language*, 1934/1986, A. Kozulin (ed. and trans.), Cambridge MA: The MIT Press; Vygotsky, L.S., *Mind in society: The development of higher psychological processes*, 1978, Cambridge MA: Harvard University Press; Piaget, J., *The Language and Thought of the Child* (3ed edn), 1959, New York: Routledge and Kegan Pau.l

The same concept can be effectively rephrased using the Vygotsky's idea of the zone of proximal development (ZPD). The ZPD is the area defined by the distance between what a child can do without help and what the child can do and complete with the adult's help and guidance. On one hand, the concept of the ZPD gives the idea that not every kind and amount of learning is possible anytime to anyone, as possibilities for cognitive development are limited to certain and individual span of potential. On the other hand, the ZPD of a child is constantly changing as he or she further and continuously develops competences and skills. Moreover, ZPD should be taken into account by teachers as a reminder that the number of skills that can be developed and fostered with guidance are definitely more numerous and wider than the ones that can be achieved alone.

In parallel, the idea of scaffolding makes a perfect match with the ZPD. Firstly introduced by Bruner in the late '50s as a term used to describe the help given by parents to scaffold children's oral language acquisition, the term was later and extensively applied to educational contexts. Scaffolding is the support provided by teachers with the aim of helping the learners to master a task or a concept. The forms of the support can be many and diverse, ranging from resources and templates to guidance, advice and coaching, but, to sum up, instructional scaffolding can be defined as an effective learning environment in which the support is gradually introduced and modified according to the learners' needs and finally removed as the students develop autonomous learning strategies.

The definition of scaffolding as "the way the adult guides the child's learning via focused questions and positive interactions" (Balaban 1995, p. 52) throws a light on the

other essential cornerstone that defines the cognitivist learning theory together with scaffolded learning and sequential development of mental processes. Namely, the idea that learning occurs in social contexts and takes place through social interactions. *“Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge”*. (Brown, Collins and Duguid, 1989, 39). In this perspective social interactions play an essential role in the development of the cognitive functions which are not even conceivable apart from the individual’s interactions with the social environment. Since social interactions are established and carried out mostly, and to a significant degree through linguistic acts, it is consequentially undeniable that language plays a key role. If in children’s development, thought and language are clearly and strictly dependent and entwined, in educational contexts the core idea is that learners firstly and mainly use language for social interaction and communication with peers and experts. In the perspective of the Sociocultural Theory, grounded in Vygotsky’s ideas and thoughts, the language assumes the key role of the mediator between the social level and the individual level. Mental processing in general, and higher forms of mental processing in particular, develop through and thanks to social actions and interactions and are mediated by means that can be physical tools or symbolic means, such as, above all, language. *“Mediation, whether physical or symbolic, is understood to be the introduction of an auxiliary device into an activity that then links humans to the world of objects or the world of mental behavior. Just as physical tools (e.g. hammers, bulldozers, computers etc.) allow humans to organize and alter their physical world, Vygotsky reasoned that symbolic tools empower humans to organize and control such mental processes as*

voluntary attention, logical problem solving, planning and evaluation, voluntary memory, and voluntary learning” (Lantolf, 1994, 418). Therefore, language is to be considered as a social rather than a purely cognitive phenomenon since it is learned via interaction and acquired through a socially constructed process. At the same time, language in its dialogic nature is also the main instrument for the joint creation and construction of knowledge.

In addition to this, it is essential to highlight that the main principal of bilingual education lies in the linguistic interdependence. The experience of different languages can and must be oriented at the promotion of the development of not only greater linguistic competence, but also and above all of cross cognitive skills and common competences across the languages. On one hand, an educational environment characterised by a richer linguistic context favours and promotes the acquisition of a broad and diverse linguistic and communicative ability. On the other hand, it favours, in parallel, learning experiences that might be more motivating and stimulating.

Keeping all these issues in the backdrop of our educational experience, the *Classi bilingui* should be considered as a “community of practice” in which the social dimension of learning is achieved through the active participation and strong commitment of both the teachers and the learners. Based on dynamic interactions, continuous dialogue and reflection, our “community of practice” can be seen as an organized space in which knowledge is built, cognitive and social skills are promoted and fostered, taking into account the essential interactive nature of learning and emphasizing the collaborative construction of knowledge via social negotiation instead of knowledge reproduction and competition among learners.

3.2 The Teaching and Learning Policy

Given this pedagogical perspective, the following basic and guiding principles are to be considered the fundamental pillars of the teaching and learning policy of the *Classi bilingui* programme.

The *Classi bilingui* are pupil-centred environments in which teachers act as facilitators in:

- promoting active learning
- building learning on students' existing knowledge, skills, attitudes and experience
- creating a rich and challenging learning environment that encourages learners to interact, discover and enjoy learning
- providing engaging and challenging tasks that refer to the skills and knowledge just beyond the learners' current level of mastery
- offering a wide variety of different types of activities, responding to different learning styles
- providing instructional scaffolding
- facilitating pupil-centred learning
- favouring a cross-curriculum approach that integrates contents from different subjects and promotes high level cognitive functions
- supporting and challenging learners' thinking
- adopting problem-based and inquiry methods
- promoting dynamic interaction between teachers and learners and between the learners themselves

- encouraging peer, pair and cooperative work
- providing clear guidance and parameters within which to achieve the learning objectives
- enhancing learning confidence
- considering the assessment as a continuous and interactive process that measure the learner's achievement and evaluate the quality of the learning experience
- promoting the assessment for learning (AfL) through the learners' systematic training in assessing and evaluating their work and commitment
- building a partnership with students, teachers and parents

The *Classi bilingui* programme aims to have pupils achieve:

- a grade-appropriate proficiency in speaking, reading and writing in Italian
- grade-appropriate levels of academic achievement in all subjects taught in English
- the ability to understand and use the English language in everyday contexts, for general communication, to learn across the subject areas and to express their own opinions and ideas; the ability to speak, read and write confidently in English
- a heightened communicative and linguistic sensibility
- an understanding and appreciation of the cultures linked with the languages
- age-appropriate cognitive and social skills.

4. The Methodology

4.1 The Linguistic Methodology

As extensively mentioned above, the dynamic nature of learning and the interactive feature of the *Classi bilingui* lead to a methodological perspective rooted in the recognition that the “*links between language and content represent an important means for creating a support system for quality language learning, be it the mother tongue or a non-native language*” (Coonan, 2010, 13). In this respect, the distinctive feature of the programme can be summed up in its language-sensitive approach and its focus on the deeply and essentially entwined relationship between language and content. Given this, an integrated cross-subjects and cross-contents language pedagogy represents the first direct implication of this approach. Among the key points of this integrated pedagogy, it is essential to mention:

- the use of a similar methodological framework and strategies
- the definition of parallel and complementary objectives
- the emphasis on the development of oral skills through participation in meaningful discussions
- the stress on reading comprehension through the use of strategic and purposeful reading strategies
- the adoption of the same grammatical framework
- the use of etymology to illustrate the common roots in both Italian and English words.

4.2 Lingua italiana

In primo luogo, si ritiene fondamentale sottolineare e ricordare ancora una volta il già menzionato principio, suffragato da prove ed evidenze scientifiche (Cummins, 1984b; Cummins, Swain, 1986), secondo il quale lo sviluppo della L1, in questo caso dell'italiano, riveste un'importanza fondamentale e un ruolo cruciale per il benessere psicologico e cognitivo dell'alunno e anche, in prospettiva, per l'acquisizione della competenza in lingua straniera (LS). Per questa ragione lo sviluppo e il consolidamento della competenza linguistica e comunicativa in italiano rappresenta l'obiettivo assolutamente prioritario dei primi due anni di scuola. In questa prospettiva, l'obiettivo di lungo periodo è rappresentato dal cosiddetto bilinguismo additivo (Swain, 1983) che, in un contesto di fatto di lingua italiana dominante, aggiunge un'altra lingua al repertorio di competenze acquisite, senza costi per la lingua nativa.

Lo sviluppo della capacità comunicativa ed espressiva di ciascun alunno si declina prioritariamente attraverso la creazione e la proposta di situazioni motivanti e stimolanti attraverso le quali costruire, consolidare e progressivamente potenziare le abilità di ascolto, lettura e produzione linguistica a livello orale e scritto.

La comunicazione orale, nelle forme dell'ascolto e del parlato, è la modalità naturale e principale con cui il bambino entra in contatto con l'altro e con il mondo, anche a scuola. Attraverso la comunicazione orale il bambino impara a prestare attenzione, a riconoscere il senso e i significati dei messaggi, ad ascoltare gli altri, a intervenire in modo pertinente.

Nel corso dei cinque anni di scuola primaria, all'interno di un percorso aperto e flessibile ma ordinato, il progressivo allargamento e arricchimento delle opportunità e

delle modalità di comunicazione conduce, da un lato, a una capacità di ascolto sempre più consapevole e strutturata sia dell'insegnante sia dei compagni e, dall'altro lato, a una capacità di esposizione orale progressivamente più autonoma, ricca e personale. Quest'ultima si configura come capacità di utilizzo sempre più consapevole ed efficace delle diverse funzioni comunicative quali, tra le altre, il raccontare esperienze, verbalizzare un'attività, un'osservazione, porre domande, formulare ipotesi, proporre spiegazioni, partecipare a una discussione, esprimere e motivare il proprio giudizio, discutere in piccolo gruppo per scambiarsi idee, progettare un lavoro, riferire su un argomento di studio o un lavoro svolto, presentare un argomento preparato, esprimere e sostenere il proprio punto di vista.

Coerentemente, proprio sullo sviluppo dell'ascoltare e del parlare si innesta e si articola nelle classi prima e seconda il percorso strutturato di apprendimento della lettura e della scrittura. L'acquisizione delle abilità strumentali relative alla letto-scrittura, intese come capacità di decifrazione e riproduzione del codice scritto, il loro rinforzo e un adeguato livello di padronanza sono gli obiettivi prioritari e fondamentali dei primi due anni di scuola elementare.

In particolare però, la peculiarità della sperimentazione obbliga a tenere nella debita considerazione e mai trascurare il fatto che nelle classi bilingui il numero di ore di esposizione alla lingua italiana è, di fatto, molto ridotto in quanto la lingua di istruzione della maggioranza dei contenuti disciplinari non è l'italiano, bensì l'inglese. Pertanto, considerata:

- la specificità del contesto curricolare e organizzativo
- la riflessione dei docenti sull'esperienza degli anni precedenti

- la presenza di una marcata eterogeneità determinata dal fatto che i bambini iniziano il loro percorso scolastico nella scuola primaria con competenze molto diversificate, anche per quanto concerne la letto-scrittura
- la consapevolezza che il raggiungimento delle competenze richieste prevede tempi diversi e dilatati
- la presenza nelle classi prime bilingui di alunni, spesso in numero rilevante, per i quali l'italiano non è la lingua madre
- la provenienza da diversi bacini di utenza che determina per la maggioranza dei bambini la mancanza di un vissuto relazionale condiviso antecedente l'inserimento nella scuola primaria e del senso di comune appartenenza a un territorio
- la mancanza di una modalità strutturata e condivisa di comunicazione con le diverse scuole dell'infanzia da cui gli alunni provengono e la sostanziale assenza di informazioni sulle esperienze di apprendimento pregresse, in particolare sul possesso dei prerequisiti della letto-scrittura
- la possibile presenza, al pari di una classe tradizionale, di alunni con specifici disturbi di apprendimento (DSA)
- la necessità di garantire un percorso di apprendimento della letto-scrittura efficace e di qualità,

le docenti ritengono fondamentale il riferimento puntuale alle seguenti linee guida e indicazioni metodologiche:

- predisporre un ambiente stimolante e creare un clima sereno, favorevole ad una relazione positiva rispondente ai bisogni specifici degli alunni

- rispettare i ritmi e gli stili di apprendimento, permettendo a ciascuno di avanzare nella scoperta della letto-scrittura
- proporre molti esercizi linguistici, operazioni metafonologiche sotto forma di gioco, stimolando la formazione dei prerequisiti cognitivi e percettivi (percezione e analisi visiva, discriminazione uditiva, orientamento e integrazione spazio-temporale, coordinazione oculo-manuale, ecc.) indispensabili per il processo di concettualizzazione della lingua scritta
- procedere con gradualità, profondità e coerenza per garantire a tutti di maturare i prerequisiti della letto-scrittura, le capacità linguistiche e percettivo-motorie fondamentali
- dedicare tempo alla scrittura spontanea per valutare i livelli di concettualizzazione della lingua scritta e i processi di costruzione, stimolandone lo sviluppo
- utilizzare il metodo fono-sillabico e sillabico con esercizi di analisi, sintesi sillabica, fusione, proponendo frequenti e ripetuti giochi fonologici per tutti gli alunni
- presentare le consonanti in modo graduale, evitando di analizzare in successione lettere dal suono simile
- in classe prima dedicare tutto il tempo necessario all'acquisizione dello stampato maiuscolo, che è la forma grafica più semplice e rimandare il riconoscimento e la lettura in stampato minuscolo (script) a quando i bambini sono già in grado di leggere brevi frasi
- proporre lo stampato minuscolo (script) solo per la lettura e non come scrittura anche negli anni successivi

- presentare il carattere corsivo in classe seconda
- fornire precise indicazioni di scrittura: corretta impugnatura, organizzazione dello spazio-foglio, direzionalità e dimensione delle lettere, offrendo modelli relativi al movimento, alla direzione e alla disposizione delle lettere rispetto allo spazio del foglio
- utilizzare strumenti e sussidi che aiutino a stimolare l'associazione tra il suono, il segno grafico e l'immagine relativa
- condurre in modo costante semplici attività di screening volte all'individuazione precoce di possibili difficoltà relative alla fonologia, alla metafonologia, alla lettura e alla scrittura.

Inoltre, si richiama l'attenzione sulla necessità da parte della famiglia di evitare la proposta di codici scritti relativi ad altre lingue, almeno per i primi due anni di scuola primaria. Mentre l'utilizzo orale di lingue etniche nella comunicazione familiare è da considerarsi un elemento di ulteriore arricchimento dell'esperienza linguistica e come tale auspicabile, è invece da ritenersi assolutamente non appropriata la proposta di attività di lettura e scrittura di codici diversi dall'italiano, spesso relativi a lingue "opache" o che addirittura utilizzano altri sistemi di notazione alfabetica. Al proposito, l'indicazione, molto chiara e circostanziata che proviene dalla ricerca, suffragata da evidenze scientifiche (Swain, Cummins, 1979; Cummins, 1984), è quella di evitare la contemporaneità di due diversi codici scritti fino a quando le abilità strumentali relative, in questo caso, alla lingua italiana non siano state adeguatamente acquisite, consolidate e padroneggiate con sufficiente sicurezza.

Parallelamente al percorso strutturato di apprendimento della letto-scrittura, le insegnanti ritengono essenziale sostenere l'iniziale interesse e motivazione degli alunni

nei confronti della lettura stimolando e promuovendo fin dall'inizio il gusto del leggere e il piacere della lettura. Tale percorso, nelle sue fasi iniziali, prende le mosse con l'organizzazione, all'interno del tempo scuola, di "appuntamenti" fissi dedicati alla lettura, con una scelta accurata dei testi, il ricorso alla lettura dell'insegnante e la proposta di letture adeguate alle capacità strumentali e di comprensione degli alunni. Successivamente, l'attenzione si rivolge anche all'aspetto relativo all'espressività della lettura, con la proposta di tipologie testuali diverse e varie attraverso le quali la lettura diventa sempre più strumento di conoscenza e occasione per incontrare il mondo attraverso gli occhi di altri.

La fase di acquisizione strumentale della lettura, intesa come decifrazione del codice scritto, rappresenta chiaramente l'obiettivo prioritario dei primi due anni della scuola primaria e su di esso si concentra l'intervento didattico, anche in termini quantitativi. A questo obiettivo si affianca sempre, per poi diventare prioritaria a partire dalla classe terza, l'attenzione alla lettura intesa come comprensione del significato verbale scritto, attraverso la proposta di testi progressivamente più complessi e appartenenti a diverse tipologie testuali che richiedono l'utilizzo di diverse strategie di lettura e di tecniche di elaborazione e rielaborazione attraverso le quali sviluppare le competenze necessarie per una decodifica e comprensione profonda.

Per quanto riguarda la scrittura, obiettivo principale ma anche di lungo periodo è la formazione negli alunni dell'*habitus* allo scrivere, inteso come consuetudine e capacità di produrre testi coerenti, coesi e formalmente corretti per attestare e comunicare il pensiero. A partire dall'iniziale *focus* sulla competenza ortografica, intesa come capacità di corretta riproduzione del codice scritto, che rappresenta l'obiettivo

fondamentale del primo biennio, ci si muove progressivamente nella direzione della costruzione e dello sviluppo delle diverse e complesse abilità di cui si compone la competenza di scrittura. Quest'ultima, non esaurita dalla competenza strumentale, è un processo complesso che si articola in diverse fasi (progettazione, stesura, revisione), richiede specifiche strategie (utilizzo di parole-guida, connettivi, parole chiave per organizzare il testo, schemi, modelli, ecc.) e pratica (scrittura collettiva, guidata, a coppie, in piccolo gruppo, individuale). La capacità di controllo del processo di scrittura, dall'ideazione alla revisione, insieme all'utilizzo di strategie di scrittura adeguate ai testi da produrre, sono le complesse abilità da promuovere e sviluppare per fornire agli alunni gli strumenti indispensabili per utilizzare in modo efficace la scrittura. Essa diventa così strumento per comunicare, mezzo per pensare e rielaborare conoscenze, attraverso la produzione di testi strumentali mirati allo studio, e strumento per creare con la produzione di testi connotativi ed espressivi.

La riflessione sulle strutture della lingua (morfologia, sintassi, lessico) è uno dei momenti fondamentali e irrinunciabili dell'educazione linguistica, intesa come approfondimento e presa di coscienza del sapere linguistico implicito ed esercitazione nell'uso della lingua in vista di una sempre maggior correttezza e proprietà nella produzione di testi. Infatti, il maturare della riflessione sulla lingua (momento metalinguistico) e la crescita della testualità (momento linguistico) sono favoriti da occasioni didattiche a volte distinte, ma sempre integrate.

In particolare, nei primi anni la riflessione sulla lingua non si configura come disciplina a sè stante, ma piuttosto come presa di consapevolezza che avviene di pari passo con la prassi della scrittura e della lettura, con speciale attenzione alla fonetica e all'ortografia.

Dalla classe terza, invece, si introduce in modo sistematico la riflessione linguistica intesa come identificazione dell'uso corretto della lingua a livello morfo-sintattico, attraverso la scoperta e la conoscenza delle categorie della lingua. Dal momento che l'indagine linguistica richiede diversi gradi di problematicità e di astrazione, il percorso è impostato in termini ricorsivi e di successivo approfondimento delle strutture, sempre però secondo un'impostazione descrittivo-induttiva (dall'occasione testuale alla categoria) che, attraverso pratiche riflessive, cerca uguaglianze, somiglianze, differenze e categorizza in modo naturale e attivo.

Allo stesso tempo, grande attenzione viene dedicata alla proposta di una didattica integrata per la riflessione linguistica sia in italiano sia in inglese, focalizzata soprattutto sull'approfondimento dei significati intrinseci ai vocaboli e dei rapporti di significato fra le parole, anche attraverso il ricorso all'etimologia e a strumenti e tipologie/format di lezione simili e comuni alle due lingue.

4.3.1 English

The assumption “*that foreign language development occurs through subject-matter learning and that content be learnt through the foreign language*” (Coonan, 2010, 9) underlies the choice of using a language other than the mother tongue as a medium of instruction for curriculum subjects. Undeniably, this assumption is a big challenge that “*resides in the necessity to recognize the obstacles to this development and in the ability to choose suitable teaching strategies*” (Coonan, *ibid.*).

First of all, a language-sensitive approach and the entwinement between language and content ask for a careful reflection and concrete fine-tuned work on identifying and

categorizing the language objectives for each of the subjects. These objectives need to include both the content-specific lexis and the language structures; the latter are required by the contents and by the thinking skills that are to be acquired and developed through the contents themselves. With the specific aim of actualizing this identification, an additional column has been added in the two-month planning format for each of the subjects. The column, entitled “Language: keywords and key phrases”, includes the language objectives derived from the content and linked to the selected knowledge and skills.

In fact, the use of a FL as the language of instruction for a subject’s content means greater exposure to the language in terms of the quantity of hours and the potential use of the language at a communicative and practical level (BICS)². But, in addition to this, the foreign language is also used for learning (CALP)³. Consequently, the subjects’ contents and concepts are learned directly in the language in which they are taught in, using a process similar to that of the native language. At the same time, this process should lead to the construction and development of complex cognitive abilities across the subject areas, including comprehension, analytical skills, application skills, evaluation skills and critical and independent thinking.

Purposeful, intentional and planned actions need to be taken in order to promote the language competence with and along the content objectives, avoiding the danger

² According to the definition of Cummins (1984), BICS (*Basic Interpersonal Communicative Skills*), are the communicative interpersonal skills that are the basis for the acquisition of the linguistic skills required for facing daily situations and interacting with others.

³³³ According to another definition of Cummins, the objective is the development of CALP (*Cognitive Academic Learning Proficiency*), that is the cognitive facility for the acquisition of the linguistic skills useful in the conceptualization and comprehension of the different subjects.

related to the possible mismatch between the learners' communicative competence and the requirements of the content learning.

From this perspective and being communication “*the means by which learning in a lesson takes place (...), the way the teacher communicates is fundamental for the comprehension of the concepts; idem for the way the materials ‘communicate’.* Furthermore, the opportunities the pupils have to communicate – speaking to the teacher, with their companions, writing down ideas to sort out understanding – is the means whereby s/he can master the content as well as show mastery of it (...). However, given the fact that (...) communication occurs in the foreign language, we can presume that it will present levels of difficulty than is normally the case” (Coonan, *ibid.*). In the *Classi bilingui* context, learners are exposed to a huge amount of input in the FL. But the pure exposure or immersion is definitely not enough for the language acquisition. This is why a careful attention paid to teacher discourse (TD), communication and interaction in class is a fundamental pillar of our language methodology.

First of all, it is very important to create a supportive and encouraging environment where the children feel comfortable to express themselves either in English or Italian. The input should be comprehensible (Krashen, 1982) using a variety of materials and resources to expose the children to different accents/genres. In order to make learning accessible, the following methodological procedures are adopted.

In case of oral inputs, the strategic and purposeful use of:

- suprasegmental features of language such as slowing down the speed of the speech, use of intonation and stress for emphasis, change in voice (e.g. tone and volume)

- paralinguistic features: gesture and mime
- adaptation of the teacher's vocabulary and language level
- visual aids (pictures/flashcards, realia, gestures, symbols, etc.)
- additional verbal clues such as repetition, reformulation, exemplification
- more frequent interaction strategies such as asking questions for checking comprehension, asking for or giving confirmation, children sharing ideas and explanations, providing clarification

In case of structured listening and reading tasks, the purposeful use of:

- pre-teaching vocabulary (e.g. teaching key words that will appear in a story and vocabulary games)
- pre-listening/reading activities for promoting links with previous knowledge and motivating the children for the task (e.g. brainstorming and forming hypotheses)
- while-listening/reading activities for gist and specific information
- activities for supporting and deepening comprehension through the guided use of appropriate and effective listening and reading strategies
- post-listening/reading activities in order to check the comprehension and propose application, analysis, synthesis, evaluation activities and exploit the material into production tasks.

At the same time, the different types of tasks that the learners carry out on the given inputs require active participation and response. These responses could either be non-linguistic (e.g., Total Physical Response (TPR), matching words to actions, etc.) especially at the first stage of learning, or linguistic (oral, written, or both). Given this,

careful and purposeful attention should be directed towards the productive skills. As clearly highlighted by a considerable amount of research (Swain, 1985; Lyster, 1997), comprehensible input is not enough. Only within an adequate range of language production opportunities can the learners practice and finally automatize more and more lexis, language chunks and structures that are essential in attaining a balanced CALP competence.

In order to encourage and stimulate language outputs, the following methodological procedures are adopted:

- finding enough space for pupils' language production
- developing vocabulary (e.g. key words, repetition of phrases, words and phrases visually displayed, vocabulary games and vocabulary of the week/month)
- recycling vocabulary whenever possible (across the subjects and making associations with Italian terminology)
- the strategic and purposeful use of eliciting strategies such as:
 - repetition (chorally and individually)
 - naming and describing realia/ pictures
 - drama and role-play
 - prompts
 - open-ended questions
 - clarification request
 - planned talk
 - discussion/ feedback and recap after inputs

- the strategic and purposeful use of eliciting materials such as:
 visual aids
 outlines
 visual organizers (mental map, spider-gram, table, flowchart, etc.)

The teacher's control and monitoring of language production aims at promoting and fostering the accuracy and correctness of the learners' outputs. Taking into account the primary need of assuring a linguistic environment in which the pupils feel free to express themselves and are highly encouraged to perform "linguistic trials", teachers are sensitive to the issue of adopting a balanced approach in giving corrective feedback, in terms of quantity and quality. In general, at the first stages corrective feedback applies mostly at the phonological and lexical levels while later on it is focused more explicitly on the morph-syntactical level. A balanced and mixed use of the following monitoring and corrective strategies are to be adopted:

- explicit modelling of the correct utterance by the teacher with optional request for repetition
- use of prompts
- clarification request
- summarizing the pupil's speech
- eliciting from others
- teachers guide towards self-correction, pair/group correction
- praise/rewards for spontaneous and/or correct production

It is essential to bear in mind that in the first two years the emphasis is on building comprehension, key language in familiar situations and vocabulary. It is important for the children to build a language foundation, which will be achieved by processing and internalizing all of the linguistic inputs. Therefore, speech production is not the focus for the first two years. However, the children are gently encouraged to use English for everyday requests and limited subject-related phrases or sentences.

From Year 3 to Year 5, children are encouraged to use not only key words and phrases and content specific vocabulary but also to express ideas and opinions and to explain their reasoning using the English language. At this stage children are expected to communicate with the English Teacher using only English. However, not at the expense of them not expressing their ideas. At the same time, while working in groups or pairs, children are also pushed to speak in English.

4.3.2 English Literacy Methodology and Policy

In the first two years of the *Classi bilingui* programme the focus is on the children gaining an understanding of the English language. All of the children in the class come with different experiences and levels of knowledge of English. Therefore, it is important that all of the children's levels of comprehension of the English language are brought up to a similar level. This is achieved through the use of English in the daily routines of the class, naming familiar class equipment and focusing on the comprehension of usual class instructions as well as the more specific subject content. Increasing vocabulary and comprehension is achieved through the use of images, gestures, repetition of the language in various settings, games, songs and stories. As the

focus is on building the children's comprehension of English, the children are not pressured to speak English. If they feel comfortable to express themselves in English, then this encouraged and rewarded. As a result, any opportunities to have exposure to the English language at home should be motivating and fun (e.g. games, songs, DVD's). At no point should the children be tested or put under pressure to speak in English at home.

The children do not do any reading or writing in English in Years 1 and 2. This is an extremely important element of the *Classi bilingui* programme. The reason for this decision is that it is fundamental that the children acquire a strong foundation in reading and writing in Italian. The reasons for this are twofold. Firstly, the children are in the Italian school system and live in an Italian environment, so the focus for their literacy must be upon gaining confidence with reading and writing in the Italian language. Secondly, research has shown that children find learning a second language much easier once they have a strong foundation in their first language.

While the children will not be formally taught how to read and write in English, this does not mean that they will not be exposed to the written English language in their environment (e.g. instructions on worksheets will be written in English, posters and key words will be on the walls in the classroom and around the school). If the children are curious and wish to try to read what they see, they are free to do so. However, the children are not asked to try to read any English.

During the second half of Year 2 the children will be introduced to English literacy skills. The teachers at the Sanzio School have chosen to follow the 'Read Write Phonics Inc.' methodology. This methodology is also affectionately known as 'Ruth

Miskin', after its creator. This methodology of teaching children to read and write in English was created by Ruth Miskin, a Headteacher at an English school. Her methodology has been widely accepted in English schools and so it was seen as an appropriate tool to help the children at the Sanzio School to learn how to read and write in English.

The Read Write Phonics Inc. programme is designed to teach mother-tongue English children in English schools, so it is necessary to adapt the methodology slightly in order to fit in with the scholastic system in Italy. The methodology is used to provide the children with a phonics (sound) based approach to the English language. The English language is much more opaque than the Italian language. For example, the English have many different ways of writing the same sound. The sound 'ay' (as in play) can also be written in six other ways.

The Ruth Miskin methodology introduces the children to the different phonics in the English language. Once the children are confident with these sounds then they begin to use them to write simple words. The children then progress onto 'Ditties'. These are short phrases that the children read by applying their phonic knowledge to date. Once the children are confident with reading the ditties, then they will begin to start reading short stories. The programme encourages peer teaching and so the children work in pairs for their reading tasks. The children are also introduced to writing tasks associated with each story. These writing tasks are both guided by the teacher and an opportunity for the children to begin to freely express themselves but within the context of the story. There are seven levels of story books and the children will not read every book from

each level, the class teacher will move them on to the next level as soon as he or she feels that the children are ready.

As the children read each book they will also continue to learn different ways of writing (the graphemes) the phonics that they have already learned. At this point the teacher will guide the children to learn the letter names, as the English alphabet will then be used to help them with their spelling. Once the children have learned all of the phonics and their associated graphemes, they can then read the sixth and seventh level books. Once they have completed these then they have completed the Ruth Miskin programme and the teacher will broaden their horizons by guiding them to read other books for their ability level, always with the aim to improve their reading and spelling. The aim is for the class to complete the Ruth Miskin Programme by the end of year four.

While the Read Write Phonics Inc. is an excellent tool for helping the children to gain a solid foundation in reading and writing, it does not include teaching the children about English grammar. Therefore, it is important to remember that while the children are writing in English on their Ruth Miskin activities, the focus is on using the phonics (also known as Speed Sounds) to help them with their spelling. Grammar is obviously a very important part of learning a language and will be taught to the children in various ways both informally in their daily activities and in a more formal and structured way.

When children learn to read in Italian the words are presented in upper case first and then in lower case, but they learn to write using only upper case letters for all of Year 1 and then cursive writing from Year 2. In Italian the children never use lower case in their writing as they go straight from upper case to cursive handwriting. This methodology follows speech therapists written and spoken advice that this is the best

method to help all children to learn to read and write, including those who may have learning difficulties.

As this method is used in Italian to help all children to learn to read and write, it has been agreed that the children will only write in upper case in English until they have a strong foundation in reading and writing in Italian. Again, the aim is to follow professional advice, to avoid confusion between the two languages and to help the children to easily distinguish between writing in one language or another. This approach will support all pupils but especially those that may have difficulties with reading or writing in Italian.

4.4 Mathematics

Mathematics is a language in itself that describes and explains the reality and the world around us. Moving from perception and concrete experiences, Mathematics is a way to understand reality, through abstraction processes and the use of a specific language with its symbols. It leads to a logical organization of the experience that aims at describing and explaining events and facts, investigating their quantitative aspects and the relations between them. Mathematics can be considered as a way of making sense of the world around us, of reading the experience and of describing it using an appropriate language.

It starts from observation, carefully focused on recognizing relations between quantities and objects, patterns, differences, changes in space and time. Later, the description comes, firstly using the common language that gradually evolves with the use of visual language and unconventional symbols and finally employing appropriate symbols,

which little by little, become more specific and effective (numbers, shapes, measures, graphs, etc.). Starting from concrete experiences that are found, created or recreated in the school context, the final goal is the achievement of an organized and structured logical reasoning, through the development of high-order thinking skills (HOTs), such as, among many others, the ability to observe, recognize, locate, identify, collect, categorize, select, hypothesize and generalize.

In this perspective and considering all these issues, it is essential to highlight the fact that the specific context of the *Classi bilingui* programme adds an additional and big challenge, being that Mathematics is taught always and only in a language other than the mother tongue of the pupils.

Taking on board this very relevant issue, teachers' experience and the systematic reflection on teaching Maths in English at the Primary school level have led to the need to shape and adopt a precise methodological framework.

Grounded in concrete experiences, our methodological approach encompasses four consecutive steps:

- 1) the kinaesthetic phase in which the mathematical concepts are experienced with the body;
- 2) the manipulative phase in which mathematical knowledge and skills are built through the manipulation of different objects, realia and, later on, also concepts;
- 3) the “reading” phase addressed at representing what has been done concretely by the use of pictures, symbols and signs that are unconventional but nevertheless meaningful because their choice is the result of social negotiation;

- 4) the “translation” phase with the adoption and use of conventional mathematical language and symbols.

Other three fundamental pillars of teaching Mathematics are:

- the extensive use of group work (peer work, pair work, cooperative learning, group investigation, heterogeneous/homogeneous groups, mutual help group) that represents a structured place and environment in which children, interacting in any language, can discuss, work out solutions, try to go through, take a challenge, have a go at and/or invent “their” Mathematics;
- the proposal of a wide range of diverse types of activities and exercises through which all of the pupils can access their learning through their preferred learning style and at their own pace;
- the assessment for learning (AfL) through which the pupils are trained to assess and evaluate their work using given success criteria. Empowering children in self-assessment can also become a strategy to support those with difficulties.

Moreover, the children should be supported and guided in finding Mathematics, as a language of reality, in any other subject’s content. This perspective could be helpful and effective in avoiding the development of the idea of Mathematics as a dry and abstract subject, which can lead many students to dislike or reject Mathematics.

At the same time, careful attention should be given to the language as the vehicle for the contents, with special care on the language used for instructions. The language that goes with the activities, the operational linguistic structures are to be learnt and mastered, also at the mnemonic level. This is the “closed” language, strictly linked to the experience, and therefore meaningful, that plays an essential role in guiding and self-

guiding. It is extremely important that from the beginning the children are anchored to fixed patterns, routines and recurrent language structures, that build and assure confidence and emotional support. These are the necessary, fundamental foundations for encouraging and moving towards independence and autonomy in critical thinking and reasoning.

4.5 Science

Perhaps the most important thing that Science can do for young children is foster an appreciation of the world around them and to encourage close observation of the physical world. Of course other subjects such as art can also do this so what has science in particular got to offer?

Firstly, it can develop an understanding of how living things are related to one other. It can help equip future adults with the scientific literacy necessary to engage with public scientific debates and it has a particular approach of basing its claims to knowledge on evidence and logic.

A feature of scientific knowledge is an element of tentativeness in its claims. New evidence and theories can always emerge to replace current ideas. It is a mistake therefore to present Science as a body of rigid 'Truth' as sooner or later students will realize the fallible nature of scientific truth, not to mention of the scientific enterprise itself. Nevertheless despite these or perhaps because of them, it is arguably our most important cultural achievement.

In terms of education, this lends itself to a constructivist approach, that is that ideas are actively constructed based on interaction with the world. Thus the central role

of direct experience of the areas and topics thought at least initially. The importance of observation and of evidence and logic can be conveyed to children through the use of controlled tests and sampling, putting these as essential to what we want children to understand about Science (rather than colourful extras). If children bring a critical and questioning attitude to their work in Science, so much the better.

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Teaching and Learning in a Foreign Language

Appendix

A.1 Content and Language Integrated Learning (CLIL): A Tentative Definition and a Brief History

Over the past twenty years, the issue about multilingualism has become more and more important throughout Europe, due to the new social and cultural demands raised by the growing international mobility and the globalization of the manufacturing and economic processes. Moreover, multilingualism has been seen as one of the key elements of the European identity and competence in more than one language is an essential aspect of the European citizenship.

In fact, multilingualism has been defined “*part and parcel of both European identity/citizenship and the learning society. Proficiency in languages helps to build up the feeling of being European with all its cultural wealth and diversity and of understanding between the citizens of Europe*” (White paper on Education and Training: Teaching and Learning. Towards the Learning Society, 1995, 47).

Being multilingual is considered an essential element of both the identity and citizenship of Europe and of the European society; hence, the formation of multilingual

skills among the population is fundamental for the integration and cohabitation in a multi-cultural society.

In this perspective, multilingualism represents indeed a big challenge that calls for action from each European country at both cultural and educational policy levels.

This attention on foreign languages has come in response to social and cultural needs linked to the process of internationalisation⁴ as expressed in numerous documents and studies of the European Union⁵ (e.g., White Paper on Education and Training: Teaching and Learning. Towards the Learning Society, 1995; Promoting language learning and linguistic diversity. An action Plan 2004-2006, 2003; The European Indicator of Language Competence, 2004; A New Framework Strategy for Multilingualism, 2005; Multilingualism: An asset for Europe and a shared commitment, 2008; An updated strategic framework for European cooperation in education and training, 2008; Council conclusions on a strategic framework for European cooperation in education and training ("ET 2020"), 2009; An Inventory of Community actions in the field of multilingualism - 2011 update, 2011), following the European Commission recommendation that *"(...) it is becoming necessary for everyone (...) to be able to acquire and keep up their ability to communicate in at least two Community languages in addition to their mother tongue"* (White Paper, 1995, 47). Therefore *"(...) all European citizens should be able to communicate in at least two languages other than their mother tongue"* (Promoting language learning and linguistic diversity. An action

⁴ *"The further development of foreign language skills is important to encourage mobility within the Union; it will contribute to the creation of a truly European labour market by allowing citizens to take full advantage of the freedom to work or study in another Member State. Furthermore, a labour force with practical language and intercultural skills enables European enterprise to compete effectively in the global market place"* (Communication from the Commission to the European Parliament and the Council, *The European Indicator of Language Competence*, Brussels, 2005, 3).

⁵ Available at <http://ec.europa.eu/langauges/documents>

plan 2004-2006, Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions, 2003, 1).

No wonder that in the last two decades a lot of attention has been paid on foreign languages across Europe, as teaching and learning subjects at all the levels of the educational systems and many innovation efforts have been concentrated on this aspect.

Classical theories about the acquisition of a foreign language (e.g., Chomsky's generative grammar⁶ and Krashen's studies of second language acquisition⁷) have given the conceptual framework of the communicative approaches that are nowadays an essential reference point for any foreign language teaching methods. Without mentioning the differences and the specific features that mark each of the methods, it is relevant to underline the common points such as the importance of the communicative, and not only linguistic, competence as the main goal of the teaching/learning process as well as the essential connection between language and culture. Besides, it is essential to take into account not only the formal, grammatical accuracy of the language but also, and even more, its social effectiveness, namely the ability of a proper use of the language in context. From the same theoretical perspective, starting from the 1990s, the attention has been paid to the so called "integrated" methods that gather issues, suggestions and ideas from different language teaching methods and practices and also from the cognitive sciences.

⁶ Chomsky, N. (1959), A review of B. F. Skinner's Verbal Behavior. *Language*, XXXV.

Chomsky, N. (1968), *Language and Mind*. Harcourt, Brace and World.

⁷ Krashen, S.D., Terrel, T.D. (1983), *The Natural Approach: Language Acquisition in the Classroom*. Oxford, Pergamon.

Krashen, S. D. (1985), *The Input Hypothesis*. London, Longman.

The word “integrated” leads to CLIL, the acronym of Content and Language Integrated Learning. The name CLIL was coined by David Marsh in 1994⁸ and officially launched by Marsh and Ann Maljers in 1996. CLIL cannot be defined as a new methodological approach in itself but it is rather a generic term, an “umbrella” word that encompasses other terms and covers different methodological approaches, all of them in the mainstream of the communicative approach. Nevertheless, according to a definition that is commonly shared by both the scientific community and the European institutions, “*CLIL refers to any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content*” (Marsh and Langè, 2000). CLIL is a teaching practice in which there is integration between content and language and it can be applied to any teaching and learning experience in which the acquisition of the foreign language (FL) is not considered the end result but an instrument for learning different subjects. In this context, the FL is not just a curriculum subject but is part of the means of teaching and learning non-linguistic subjects. CLIL is therefore defined as a dual focused education, in which the two focuses are the content and the language.

“Within CLIL, language is used as a medium for learning content, and the content is used in turn as a resource for learning languages. Students can put the language they are learning into practice instantaneously” (European language policy and CLIL, 2006)

⁸ “*CLIL refers to situations where subjects, or part of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and simultaneous learning of a foreign language*” (D. Marsh, Bilingual Education & Content and Language Integrated Learning. International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union, University of Sorbonne, Paris, 1994).

From the beginning, CLIL has been seen as a solution for providing a larger exposure time to the FL within the curricula. It is true that the larger exposure in itself does not reflect an automatic improvement in the quality of the language teaching but when it is conjugated with appropriate methods can certainly work out as a booster. In this respect, CLIL can help in providing an educational context for implementing and achieving good practises in the frame of the available school time and resources.

Clearly, CLIL has not been something completely new on the European scene. In fact, consolidated and well documented examples of bilingual educational programmes (see the extensive research promoted by the European Union and published in 1993⁹) have been pretty widespread in numerous and diverse European countries (e.g., Great Britain, Spain, The Netherlands, Germany). These programmes have been usually active in areas not as large as an entire country but limited to bilingual contexts with the aim of preserving and consolidating the weakest language (e.g., Welsh, Catalan, Basque).

The same can be stated about the French immersion programmes in Canada and the North American bilingual teaching models. Dating back from the 1950s when the impact of the French immersion schools started to be investigated in Montreal's area, a huge amount of research and studies (Dulay, Burt and Krashen, 1982; Swain, 1984; Cummins and Swain, 1986; Cummins, 1979; Genesee, 1987, 1994, 2004; Green 1997; Krashen 1996, 2005; Lapkin et al., 1981; Lyster, 1987; De Jong, 2002) have investigated the linguistic and subject achievements and the cognitive and attitudinal outcomes of the students of these programmes. While the French immersion programmes represent undeniably the predecessors of CLIL, the body of research

⁹ Baetens Beardsmore H. (ed.), *European Models of Bilingual Education*, Multilingual Matters, Clevedon, 1993

carried out in North America still plays a crucial role as a reference point. As we will come back later to the detailed results of these studies, for now it is important to underline that the general conclusion that can be drawn up is that FL instruction integrated with content has proved to be more effective than FL instruction in isolation (Genesee, 1994).

However, CLIL cannot simply be seen as a translation or an adaptation of these bilingual programmes into the European context. Even though one of the most distinctive features of CLIL is that it is a multi-faceted approach, some specific methodological and organizational features are highly European-specific and deeply rooted in the European context and in the linguistic and cultural needs of the European Union.

First of all, CLIL is explicitly conceived for the majority group of, if not all, the learners in any European country with the aim of achieving a functional competence as opposed to a native-like competence. As clearly mentioned by the European Community, *“Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union’s language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education”* (An action plan 2004-2006, 2003, 8). In addition, the egalitarianism represents indeed one of the success factors of CLIL that *“it is viewed as inclusive*

because both below average and above average ability learners have been seen to benefit from exposure” (Marsh, 2003).

If CLIL is clearly mentioned and considered as a priority intervention area since the Action Plan 2004-2006, the European Symposium on “*The Changing European Classroom – The Potential of Plurilingual Education*” held in Luxemburg in March 2005 firmly stressed the need of introducing CLIL in the mainstream school systems and the pivotal role that should be played by the national and European agencies in promoting the introduction, development, implementation and coordination of CLIL programmes all over the European Union. At the same time it emphasized also the need of specific CLIL training programmes for teachers.

Moreover, the Communication of the European Commission “*A new framework for multilingualism*” (2005) stressed again the success of CLIL as an opportunity for increasing the exposure to a FL within the curricula and the request to the Member States of promoting this approach, of exchanging information, materials, the best educational practices about CLIL experiences and teachers professional development courses.

In order to summarize the general framework in which CLIL is depicted by the European policy, it is essential to underline that, from the methodological side, CLIL is seen as an approach effective both in bridging the delivery gap existing between what is provided as FL education and the outcomes of the learners performance and also in favoring the development of intercultural competences.

The following listed benefits of CLIL are identified and recognized by the European Commission that explicitly claims that “*CLIL's multi-faceted approach can offer a variety of benefits. It:*

- *builds intercultural knowledge and understanding*
- *develops intercultural communication skills*
- *improves language competence and oral communication skills*
- *develops multilingual interests and attitudes*
- *provides opportunities to study content through different perspectives*
- *allows learners more contact with the target language*
- *does not require extra teaching hours*
- *complements other subjects rather than competes with them*
- *diversifies methods and forms of classroom practice*
- *increases learners' motivation and confidence in both the language and the subject being taught*” (European Commission website).

In this perspective, the European Commission and the European Centre of Modern Languages (ECML) have supported many European projects (e.g., CLILCom, CLIL Matrix, the CLIL Compendium, TIE-CLIL, the CLIL Consortium) that have shown the strong points of CLIL practices in effectively encouraging and fostering an integrated, multilingual, linguistic education. Besides the aim of promoting CLIL and raising awareness on the validity of this approach, these initiatives have above all played a significant role in implementing the exchange of information on best practices through the creation of collaborative nets of researchers and teachers (e.g., CLIL Cascade Network, eCLIL, EuroCLIC). In particular, most of these projects (mainly

CLILCom and CLILMatrix) have aimed at increasing the teacher awareness about the necessary abilities and knowledge for putting into action high quality CLIL models.

A.2 CLIL in Europe

Following instructions and recommendations continuously repeated and reinforced by practically all policy documents, reports and surveys concerning language teaching and learning and linguistic matters issued from the European Commission and Council (for a complete overview see the European Commission website), over the past two decades many European countries have developed an increasing interest towards CLIL that has originated a large amount of practical experiences and applications in the educational field.

Starting with a few pioneer experiences in some European countries, such as Finland, Germany, The Netherlands and Italy, CLIL practice has spread faster in the past fifteen years all over Europe. According to the CLIL/EMILE¹⁰ report, in 2002 it was “(...) *estimated that, overall, some 3% of schools in Europe teach through CLIL (...) methodologies*” providing that “(...) *the scale of activity needs to be considered in terms of exposure which may range from 5-100%*” (CLIL/EMILE, 2002, 89). While the report underlined the difficulty in obtaining figures and statistics on kindergarten and pre-schooling CLIL provision (with an estimation at about 0.5%), Germany, Finland, Spain, Italy, Estonia, Austria and Belgium were reported to be involved in small-scale and project-based CLIL experiences at primary level that encompassed usually English

¹⁰ Acronym of Enseignement d’une matière par l’intégration d’une langue étrangère is the other acronym for Content and Language Integrated Learning

and French as the main target languages but also a few examples, above all in Spain, of trilingual education experiments, involving both the FL and a minority language. On the other hand, it was reported a more widespread and significant CLIL implementation at the secondary and vocational levels, involving all the countries above mentioned and also France, Bulgaria, Czech Republic, Luxembourg, Hungary, The Netherlands, Sweden and The United Kingdom.

The two studies “*Content and Language Integrated Learning (CLIL) at School in Europe*” (2006 and 2012) published by Eurydice European Unit¹¹ considered the role and the state of CLIL in the educational systems of thirty Member States. The survey highlighted that CLIL is part of mainstream school education at primary and secondary levels in all the European countries with the exception of only four of them (Denmark, Greece, Turkey and Iceland) in which CLIL does not exist at any level of the educational system.

Although CLIL exists in nearly all countries at primary and general secondary levels, it is definitely not widespread. While most of the countries, starting from the 1990s, have introduced a legislation framework to establish CLIL, the main feature of the CLIL landscape in Europe remains the degree of variability. Ranging from Luxembourg, Malta and the German-speaking community in Belgium where CLIL provision is offered in all schools throughout the whole education system, to Cyprus, Portugal and the Flemish community in Belgium where CLIL is provided only in schools involved in specific pilot projects, the studies provided figures and statistics also about the wide range of combinations of foreign, regional and/or minority languages associated with

¹¹ www.eurydice.org

CLIL provision. It is also highlighted the great variety of the nature and the scale of the CLIL-based activities in the different countries, regarding the subjects involved and the average and/or minimum amount of weekly CLIL lesson time that, in most of the cases, depend on the regional or even on local school policies, without following any official or national recommendation.

In conclusion, the most distinctive feature of CLIL provision all over Europe is undeniably the great degree of variability, due to the strong differences between the national educational systems and the considerable degree of school autonomy in most of the European countries. In fact, CLIL has been implemented through a myriad of very different and diverse experiences and organizational models, usually being strongly related to the national and specific educational contexts and therefore difficult, if not impossible, to compare.

Except for a few obvious common features, such as teaching non-language subjects using a FL as a tool and the fact that English is by far the most widely taught FL, CLIL implementation has originated an incredible variety of combinations concerning the number of subjects involved, the percentage of CLIL within the curricula, continuity or discontinuity between the different school levels, starting class, teachers professional requirements and training, presence or absence of admission criteria as well as of centralized or school-based CLIL measures, monitoring actions and quality control systems.

In this heterogeneous landscape, what represents indeed a common point is the fact that *“the evaluation of CLIL application in schools is practically nonexistent”* (Perez-Canado, 2011, 320). This remark might not fit only the situation in two countries,

Estonia and The Netherlands, in which a national-based CLIL model has been proposed, implemented and assessed but also the one in a few other countries, such as the Czech Republic and Wales which have an established tradition of formal assessment of schools carried out by the educational authorities.

However, the undeniable success and spread of CLIL have marked a strong point in favor of promoting the issue also from a theoretical point of view.

A.3 CLIL in Italy

The widespread implementation of CLIL in Italy shares most of the distinctive features of the CLIL provision throughout Europe. Over the last fifteen years CLIL has developed as a grassroots movement, which is particularly difficult to map and to track due to both a lack of documentation and to a total lack of centralized planning and guidelines for CLIL introduction and implementation.

Following the introduction of the law on school autonomy (L. n.59/1997; DPR 275/1999), some CLIL experiences were undertaken by regional and provincial educational authorities in the north of Italy (Lombardia, Piemonte, Veneto, Friuli Venezia Giulia, Trentino) and also by schools and groups of teachers practically on individual basis and often as a result of informal training.

The implementation of CLIL has widely employed a short term organizational model that foresees the planning and the delivery of CLIL modules ranging from 10 to 30 hours of CLIL provision per year. A survey promoted by the Ministry of Education (2001) showed a still very limited implementation of CLIL, more widespread at the

secondary level than at the primary level and generally implemented through the activation of short modules based on a team-teaching approach. After that, no data were collected at the national level. The lack of systematic monitoring has, as a result, made it almost impossible to complete a map of the availability of CLIL programmes and therefore to create a clear picture of the CLIL experience in Italy (Infante, Benvenuti, Lastrucci, 2008).

Regarding Northern Italy, the Regional Institute of Research in Education (IRRE) of Lombardia was the coordinator of one of the first European CLIL projects (TIE-CLIL, 1998). The project provided pre- and in-service CLIL training programmes for language teachers and non-linguistic subject teachers.

Later on, the ALI CLIL (2001) project, managed again by IRRE Lombardia, provided professional development courses on CLIL, using also an online platform.

In the same year IRRE Piemonte promoted the SLIL (Science and Language Integrated Learning) focused on teaching modules for scientific contents (Boella, Barbero, 2003).

In 2002 IRRE Veneto in collaboration with “Ca’ Foscari” University of Venice started “Apprendo in Lingua 2”. The project involved several secondary schools with the aim of evaluating the improvement of the communicative competence in CLIL students and the absence of pitfalls in the content knowledge (Coonan, Marangon, 2007). Also the IRRE of Friuli Venezia Giulia created a net (Rete CLIC\CLIL) of secondary schools in order to share and foster good CLIL practices.

It is also worth mentioning that Laboratorio Itals of “Ca’ Foscari” for some years has been organizing a two-year CLIL on line course.

At the national level, for more than a decade, the Italian school system has been subject to a variety of changes and reform laws (L.10-2-2000 n.30; L.53/2003; L.133/2008 and 169/2008) that have impacted upon the organization and the curriculum, even if they have not always been implemented in a systematic and complete way.

In this context, foreign languages have undoubtedly represented one of the aspects on which a specific attention has been focused, in response to social and cultural needs linked to the process of internationalization and following recommendations and guidelines expressed by the European Union.

Recently, the law concerning the last school reform (L.169/2008), effective for the Secondary school in 2010 (DPR n.89/2010), has provided a new curriculum with the introduction of a mandatory non-linguistic subject taught through a foreign language, starting from Year 3 for the students on the “language” pathway (Liceo Linguistico) and in the last year (Year 5) for the students of the other Lyceums and Technical Institutes. The gradual introduction of CLIL in Secondary education at the national level has started in the current year in Year 3 of Liceo Linguistico and should be implemented in Year 5 in all of the different types of Secondary school from the academic year 2014-2015, even though regulations and conditions are still to be clarified.

In parallel, in this academic year a few universities have activated specific professional development courses on CLIL methodology for teachers of non-linguistic subjects together with language courses aiming at achieving the C1 level of language competence.

A.4 CLIL in Trentino

Trentino is an autonomous Province in the north-eastern part of Italy. The status of autonomy (Constitutional Law 5/1948, revised and amended in the DPR 670/1972) partly empowers the local government of legislative authority upon matters, such as the school legislation (DPR 405/1988, revised with the DL 346/2003), that in the other Italian Provinces are totally under the national regulation.

Regarding foreign languages, in 1974 Trentino introduced German as a compulsory first FL in the Primary school curriculum from Year 3. It is important to remember that at the national level a mandatory FL was introduced in the Italian Primary school curriculum only in 1991.

Given this background, the promotion of multilingualism has been for some years now an element that strongly characterizes the school system of the Autonomous Province of Trento (PAT).

Following the Provincial Law (LP 11/1997) on FL provision at school, the teaching of a first FL (mostly German) was then extended to all the classes of the Primary school (Year 1-5, age 6-11) and a mandatory second FL (generally English) was introduced in the Middle school (age 11-13).

In 2004 the revision and integration of the LP 11/1997 introduced a second mandatory FL in the Primary school from Year 3 and at the same time allowed the schools to organize and implement pilot programmes, taking advantages of the numerous and diverse guidelines for innovation and room for autonomy that the law foresaw, such as the opportunity of employing native speaker teachers at all the school levels (LP 11/97, art.9) and the explicit reference to the possibility of introducing CLIL provision for

some portion of the curriculum (LP 11/97, art.2). It is undeniable that strong elements and opportunities for innovation were already present in the Provincial Law, but it is true that innovation and pilot programmes could really take off and be implemented only later on, after the law on school autonomy (DPGP n.11-12-13/1999, following the Italian law on school autonomy DPR 275/1999).

From 1999 to 2005 the slow but progressive introduction of CLIL initiatives has included also experiences of CLIL with minority languages (cimbri and mocheno) linked to specific local contexts and a bilingual (Italian and German) pilot programme in a public Primary school with a curriculum that integrates Austrian and Italian curricula and foresees teachers' exchanges between the schools in Trento and Innsbruck.

At the same time the Provincial Institute for Research, Professional Development and Innovation in Education (IPRASE) supported the innovation in FL teaching promoting research and professional development projects.

Firstly, from 2002 to 2005 IPRASE was the coordinator of LI.VE. (Lingue Veicolari), a research project in collaboration with the University of Trento, the University of Venice and the IRRE of Veneto and Friuli Venezia Giulia. The project aimed at identifying standard criteria for assuring a quality CLIL provision and some insights about CLIL practices and pedagogy in real classroom contexts (Ricci Garotti, 2006).

Secondly, IPRASE promoted ALIS (Apprendimento delle Lingue Straniere), a multi-year (2003-2007) project for teachers' professional development funded by the European Social Fund. ALIS was mainly addressed to FL teachers in order both to strengthen their language competence and to develop their pedagogical and

methodological skills. It also foresaw some activities for non-foreign language teachers of all the levels of the school system, including the nursery school. The aim was to develop their language competence as the first step towards the implementation of CLIL modules in their schools, in order to favor the progressive introduction of CLIL experiences managed by a teaching team, including the language and non-language teachers, and delivered by the subject teachers (Lucietto, 2006). All these activities were aimed at attaining language certifications based on the Common European Framework of Reference (CEFR) and internationally recognized. No evaluation of the outcomes of the project was undertaken.

In between these two projects, IPRASE offered also some consultancy to a few schools involved in the introduction and implementation of CLIL provision (Lucietto, 2008).

More recently, since the school year 2005-2006, the PAT has implemented a project integrating the progressive diffusion of pilot educational programmes in which is foreseen the use of English or German as a means for teaching some parts of the curriculum. These pilot programmes have affected all of the schools, from nursery schools to secondary education, with an increasing involvement especially within Primary schools.

All these programmes have referred to CLIL as the recognised methodology of teaching and learning where the acquisition of the FL is not considered the end result, but an instrument for learning other subject contents. The FL is not just a curriculum subject but part of the weekly timetable is dedicated to the teaching of subjects or subject modules using the FL.

According to the figures released by the technical report¹² of the PAT Dipartimento della Conoscenza, with reference only to the public Primary schools and to the current school year, out of 1438 Primary school classes, 865 belong to Istituti Comprensivi¹³ (33) that foresee CLIL experiences. It means that 60% of the Istituti Comprensivi (IC) in Trentino provide a school curriculum at Primary level that encompasses CLIL. Among them, 10 ICs offer CLIL in English, 7 in German and 16 in English or in German. Because CLIL is not always offered in all the Primary schools of each IC, regarding to the number of classes, only 312 out of 865 may be defined as ‘CLIL classes’. Of these, 196 classes offer CLIL experience in English, 140 in German, with a small number of ICs (4) having classes (35) with CLIL in English or in German. In terms of human resources, the PAT investment for CLIL amounts to 58 additional positions of teaching staff.

Compared to the figures of the previous school year¹⁴, a little increase is observed in the number of ICs with CLIL experience (with two new entries) and also in the number of classes (837 in 2011-2012); it is worth noting that 4 ICs have moved from CLIL only in German to CLIL in German or in English.

¹² *Analisi quantitativa esperienze di insegnamento in modalità CLIL (Content and Language Integrated Learning) anno 2012*, a cura di M. Turri, Dipartimento della Conoscenza Servizio Istruzione Provincia, giugno 2012.

¹³ In the Italian system, the Istituto Comprensivo (IC) is an educational institution, established at the end of the '90s, that consists of different schools at different levels. It can include Nursery schools (Scuola Materna, not compulsory, for children from 3 to 5 years old), Primary schools (Scuola Primaria, Year 1-5 for children from 6 to 11) and Middle schools (SSDPG, Scuola Secondaria di 1° grado, Year 1-3 for pupils from 11 to 13). In Trentino the ICs include only Primary and Middle schools.

¹⁴ *Analisi quantitative esperienze di insegnamento in modalità CLIL*, a cura di M. Turri, PAT, giugno 2011.

The total amount results in 45250 hours delivered in CLIL with an average of 1371 hours per year per IC. The subjects that are mostly involved in CLIL are, in order, Art, Music and Physical Education, followed by Geography and Science.

In the last two years, one of the main objectives of the PAT policy regarding CLIL (provincial resolution GP 1753/2010) has been the reduction of the differences between the ICs and also within the IC in CLIL provision. Compared with the previous year, a little increase in homogeneity can be perceived but this is mostly due to the implementation of CLIL, both in the number of classes and in the number of hours per class, promoted by the ICs with long standing CLIL experience. With reference mostly to these ICs, the picture of CLIL in Trentino shows traits of dynamism and a growing trend.

In conclusion, from a quantitative perspective, the degree of diffusion and the weight of CLIL in relation to the small size of the school system put the CLIL experience in Trentino in an interesting position certainly in the Italian and maybe also in the European context.

A.5 CLIL research

CLIL practices were introduced in schools thanks to the initiative of interested and motivated teachers, often on an individual base or in small groups, with an almost complete lack of presence, action and planning from the side of the national educational systems. The introduction of CLIL can be therefore defined as a grassroots process, parallel to and somehow even preceding the issue and the policy on multilingualism

fostered by the European institutions. This is the main reason why the spread of CLIL has originated such a large amount of very diverse and different experiences and implementation models. About this, it can be rightly stated that “*CLIL practice has largely preceded research*” (CLIL Matrix report, 2005, 7).

In the first period, roughly the 1990s, CLIL implementation has been associated for some degrees to large and productive discussions focused mostly on the methodological aspects. The debate was carried on by the first driving force and CLIL experts at European level, such as David Marsh, Peter Meehisto, Do Coyle, Dietger Wolff and Gisella Langè that were also the proposers, coordinators and participants of European projects on CLIL. As mentioned before, methodology was the core of the discussion, considering that the methodological issue is the key element for achieving the full integration of language and content that is the essential trait of good quality CLIL. Given that “*changing the medium of instruction, for whatever reason, without adaptation of methods can easily lead to poor overall outcomes*” (CLIL Matrix report, 2005, 6), the attempt of strengthening the CLIL identity has led to clarifying and pinning down the methodological essence of CLIL and to highlighting the essential and necessary features that a specific CLIL methodology should encompass.

First of all, the adoption of a language-sensitive and at the same time a content-based approach that makes concrete the cross-curricular perspective. In particular, the Secondary school CLIL methodology needs to take into account the central role of reading and the promotion of reading skills and strategies.

Moreover, CLIL asks for a change of the educational philosophy, concerning especially a general rethink about class management and organization. In fact, CLIL activities are

based more on interaction than on teacher's talk and favour pair and group work, usually inspired by the Collaborative Learning approach (Johnson & Johnson, 1994).

Once the methodological issue has been framed and with the progressive spread of CLIL in Europe, research on CLIL has developed basically in two directions: action research in CLIL classrooms and collection of good teaching practices.

Regarding the first category, most of the research consists of exploratory studies based on analysis of lesson excerpts, classroom interactions and class observations, focusing mainly on language competence and attitude towards the FL of the students involved in CLIL programmes compared to students in monolingual classes (Jarvinen, 1999, 2005; Airey, 2004; Sylven, 2006; Stotz and Meuter, 2003; Lasagabaster, 2008; Lorenzo et al., 2009). The background and the reference point of these studies are represented by the above mentioned research about the Canadian French immersion programmes. These studies have demonstrated, first of all, that schooling in a FL does not cause any negative 'side effect', given that the development of the first language skills is not at all impaired and the achievement in the subject matters taught in a FL is positive. Secondly, they have attested extremely positive results in the students' attitude towards the FL and also in the receptive skills, in which the students attain a native-like competence. However, far less positive results have been found for the productive skills, especially speaking and also for grammar competence and vocabulary knowledge. The consideration of these weaknesses have led to state that exposure and authentic communication are not enough, pushing more recently some authors (Genesee, 1994; Lyster 1998, 2006) to highlight the need of inserting FL in the

curriculum as a subject, with a systematic focus on language objectives, form, metalinguistic awareness and opportunities for production practice.

Regarding the second category, a series of studies have investigated students, parents and teachers perceptions on CLIL through qualitative research paradigm (Romu and Sjoberg-Heino, 1999; Sodergard, 2006; Coonan, 2008; Mehisto and Asser, 2007) and FL teaching in CLIL with the aim of identifying the indicators of an effective CLIL pedagogy (Admiraal et al., 2006; Serra, 2007; De Graaff et al., 2007), while other studies have produced a wide collection of good and effective teaching methodologies and class materials, such as teaching and class management strategies, lesson plans, class activities, cross-curricular projects (Coonan, 2002, 2008; Ricci Garotti, 2006).

Despite the growing literature and number of studies on the implementation and effect of CLIL, only few of them (Dalton Puffer, 2007, 2008; Ruiz de Zarobe, 2011) can be defined as outcome-oriented research as much as it can be asserted that “*solid empirical studies have been sparse. As Navés (2009) underscores, in the last two decades, whereas North America has been busy researching the features and effects of successful bilingual programs, Europe has merely been occupied in describing their benefits*” (Pérez-Canado, 2011, 329).

At this point it seems that is still very much up-to-date the remark that “*research on CLIL is, unfortunately, still in its infancy*” (Wolff, CLILMatrix report, 2005, 20) and that the development of more substantial evidence-based studies is considered the main challenge to be addressed (Meyer, 2010).

In this respect, one of the crucial urgencies to be addressed is the need of empirical studies based on research designs that can be mixed, combining both quantitative and qualitative research methods, and that can favour a longitudinal perspective.

In addition to this, among the different fields of research interests, whereas the one concerning the acquisition of the linguistic competence in CLIL classrooms has been by far the most tackled, other areas have been less well researched. At the extreme, research both on the acquisition of subjects' competence and research focuses on subject-specific pedagogy are almost completely neglected. It might be that the main reason lies in the fact that most of the researchers are linguists, applied linguists or specialists in foreign language pedagogy.

However, it is clear that the most recent European perspectives on teaching and learning in CLIL (De Graaff, 2013) have drawn the need for a shift from language learning to subject learning that means a shift from the subjects intended as contexts for language learning to the language as a vehicle for subjects learning. This assumption implies an explicit demand for a more careful focus on the subjects' conceptual development that should be considered a priority compared to language proficiency. Moreover, the need for an assessment concerning both language and content knowledge runs parallel to this perspective.

In conclusion, a subject class is also a language class as the language is always the means through which teaching and learning take place. Whereas CLIL explicitly takes the challenge of teaching subject contents in a language other than the mother tongue, its added value should not be delimited or related only to the FL language learning.

In this respect, CLIL can be considered as an educational approach that emphasizes the role of the language, being either the L1 or a FL or a regional or minority language, and of the language learning throughout the all curriculum.

In this perspective the definition of CLIL as “*a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language*” (Coyle, Hood and Marsh, 2010) can be rephrased by the following: “*CLIL is a dual-focused educational approach in which there is an additional (in italics) focus on language for the learning and teaching of the content, which also (in italics) support language learning*” (De Graaff, 2013).

If CLIL has been considered, probably in a too optimistic and triumphalist way, the most important innovation in foreign language teaching in the last decades, the latter definition allows the chance that in the near future CLIL might hopefully become an important innovation for subject teaching and learning.

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The *Classi bilingui* Plans of Study

Annex

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EDUCAZIONE alla CITTADINANZA

Year 1- 5

COMPETENZE	ABILITA'	CONOSCENZE
<p>Esprimere e manifestare convinzioni sui valori della democrazia e della cittadinanza. Avviarsi a prendere coscienza di sé come persona in grado di agire sulla realtà apportando un proprio originale e positivo contributo.</p> <p>Sviluppare modalità consapevoli di esercizio della convivenza civile, di rispetto delle diversità, di confronto responsabile e di dialogo; comprendere il significato delle regole per la convivenza sociale e le rispetta.</p> <p>A partire dall'ambito scolastico, assumere</p>	<p>Prendere coscienza di sé e degli altri.</p> <p>Comunicare la percezione di sé e del proprio ruolo nella classe, nella famiglia, nel gruppo dei pari.</p> <p>Esprimere in situazioni di gioco e lavoro la propria emotività con adeguata attenzione agli altri.</p> <p>Manifestare il proprio punto di vista e le esigenze personali in forme corrette.</p> <p>Mettere in atto comportamenti di autonomia, autocontrollo e fiducia in sé.</p> <p>Interagire con persone conosciute e non, usando buone maniere.</p> <p>Accettare, rispettare e aiutare gli altri e i diversi da sé.</p> <p>Assumere incarichi e svolgere compiti per lavorare insieme.</p> <p>Elaborare e scrivere un primo e semplice regolamento di classe.</p>	<p>Io e gli altri: uguale e diverso.</p> <p>Il sé, le proprie capacità, i propri interessi, i cambiamenti nel tempo.</p> <p>Forme diverse di espressione personale di sentimenti, stati d'animo ed emozioni.</p> <p>Lavoro di gruppo (strutturato e non); cooperative learning, peer tutoring, giochi di simulazione, role playing, etc.</p> <p>La funzione della regola e della legge nei diversi ambienti di vita quotidiana.</p> <p>La segnaletica stradale: norme e regole.</p> <p>La scuola e i suoi servizi.</p> <p>Il percorso casa-scuola.</p> <p>Comportamenti corretti del pedone: pericoli e prevenzione.</p> <p>Progetto legati a organizzazioni internazionali, governative e non, a sostegno della pace e dei diritti-doveri dei popoli.</p> <p>I diritti dei bambini e delle bambine.</p> <p>La Costituzione Italiana: conoscenza globale e alcuni articoli; il valore della democrazia.</p> <p>Natura e struttura della Provincia Autonoma di Trento.</p> <p>Progetti/gemellaggi tra scuole nazionali e/o</p>

<p>responsabilmente atteggiamenti e ruoli e sviluppare comportamenti di partecipazione attiva e comunitaria.</p> <p>Riconoscere i meccanismi, i sistemi e le organizzazioni che regolano i rapporti tra i cittadini (istituzioni statali e civili), a livello locale e nazionale, e i principi che costituiscono il fondamento etico delle società (equità, libertà, coesione sociale), sanciti dal diritto nazionale e internazionale</p>	<p>Usare correttamente gli spazi scolastici.</p> <p>Conoscere i cartelli relativi al pedone e il codice stradale.</p> <p>Impegnarsi collettivamente in iniziative di solidarietà.</p> <p><i>Gaining awareness of myself and others.</i></p> <p><i>Communicating my perceptions of myself and of my role in the class, family and peer group.</i></p> <p><i>Expressing my emotions in work and play while also paying attention to others.</i></p> <p><i>Expressing my point of view and personal needs in an acceptable way.</i></p> <p><i>Behaving with autonomy, self-control and confidence.</i></p> <p><i>Interacting and using good manners with strangers and people I know.</i></p> <p><i>Accepting, respecting and helping others and those who are different from me.</i></p> <p><i>Taking on and carrying out tasks to work together.</i></p> <p><i>Devising and writing up a simple set of rules for the class.</i></p>	<p>internazionali.</p> <p><i>Myself and others: the same and different Individuals, their abilities and interests, changes in time.</i></p> <p><i>Different ways of expressing thoughts, feelings and emotions.</i></p> <p><i>Structured and unstructured group work: cooperative learning, peer tutoring, role playing, etc.</i></p> <p><i>The role of rules and laws in different areas of daily life.</i></p> <p><i>Road signs, rules and practices.</i></p> <p><i>The school and the services it offers.</i></p> <p><i>The route from home to school.</i></p> <p><i>How pedestrians should act: dangers and how to avoid them.</i></p> <p><i>Projects linked to international governmental organisations and NGOs, promoting peace and the rights and duties of citizens.</i></p> <p><i>Children's rights.</i></p> <p><i>The Italian constitution: general understanding and knowledge of some articles, the value of democracy.</i></p> <p><i>The nature and structure of the Autonomous Province of Trento.</i></p> <p><i>Projects and twinning with both Italian and foreign schools.</i></p>
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	<p><i>Using the learning environment properly.</i></p> <p><i>Understanding road signs, particularly those aimed at pedestrians.</i></p> <p><i>Making a collective commitment to initiatives aimed at promoting solidarity.</i></p>	
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COMPETENZE TRASVERSALI

OBIETTIVI Competenze chiave	Competenze da realizzare
Imparare a imparare	Competenza conoscitiva (costruire conoscenza)
Progettare	Competenza linguistico – comunicativa (acquisire un linguaggio, saper parlare e ascoltare)
Risolvere problemi	Competenza metodologico – operativa (saper operare in base a criteri, autovalutarsi, sperimentare e collaborare, ricostruire, matematizzare, eseguire, elaborare)
Individuare collegamenti e relazioni	Competenza relazionale (saper valutare i propri comportamenti, sapersi relazionare, saper agire, riflettere, rispettare, pazientare, interagire)
Comunicare	<i>Cognitive competence (building knowledge)</i>

<p>Collaborare e partecipare</p> <p>Agire in modo autonomo e responsabile</p> <p>Acquisire in modo autonomo le informazioni</p>	<p><i>Linguistic competence- communicative (acquiring a language, knowing how to speak and listen)</i></p> <p><i>Methodological competence- operative (knowing how to behave within a set of rules, to assess oneself, to experiment and co-operate, to rebuild, devise and carry out tasks)</i></p> <p><i>Relational competence (knowing how to assess one's own behaviour, knowing how to report, act, reflect, be patient , respect and interact with others.</i></p>
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ITALIANO

Year 1

COMPETENZE	ABILITÀ	CONOSCENZE
<p>Interagire e comunicare verbalmente in contesti di diversa natura</p>	<p><i>Nell'ascolto:</i> Distinguere fra sentire e ascoltare Assumere l'ascolto come compito individuale e collettivo</p> <p>Mantenere l'attenzione per un tempo sufficiente a comprendere il messaggio, in momenti strutturati e non</p> <p>Comprendere le informazioni essenziali di un messaggio orale e individuarne l'argomento centrale</p> <p><i>Negli scambi comunicativi:</i> Partecipare a un dialogo, a una conversazione, a una discussione e prendere la parola in modo pertinente</p> <p>Osservare il proprio turno d'intervento</p> <p>Ascoltare e rispettare le opinioni altrui, chiedere e/o aggiungere informazioni pertinenti, in situazioni ludiche e/o relative a esperienze personali</p> <p>Esprimere le proprie idee in modo comprensibile e completo arricchendole con semplici motivazioni</p> <p><i>Nell'esposizione verbale:</i></p>	<p>Conversazioni libere e guidate Discussioni a tema Letture dell'insegnante e/o dei compagni/e Monitoraggio dell'insegnante con feedback degli alunni/e Attività svolte secondo il metodo cooperativo Drammatizzazioni</p>

	<p>Riferire esperienze personali organizzando l'esposizione in modo chiaro e rispettando un ordine logico</p> <p>Organizzare una breve esposizione su un tema affrontato in classe o su esperienze comuni o personali, sostenuti da domande-guida dell'insegnante</p>	
<p>Leggere, analizzare e comprendere testi</p>	<p><i>Nella lettura:</i></p> <p>Leggere immagini e abbinarne il nome in lingua italiana.</p> <p>Rappresentare "significati" mediante il disegno.</p> <p>Correlare grafema – fonema.</p> <p>Articolare e pronunciare correttamente vocali, consonanti e suoni complessi.</p> <p>Leggere sillabe, digrammi e suoni difficili.</p> <p>Confrontare parole individuando somiglianze e differenze.</p> <p>Leggere lo stampato maiuscolo e minuscolo.</p>	<p>Lettura di immagini Lettura di frasi e brevi testi Libri della biblioteca Lettura silenziosa e ad alta voce (= leggere per sé e per gli altri) Letture di diverse tipologie di testo (filastrocca, poesia, fiaba, favola).</p>

	<p>Leggere immagini e parole e trovare eventuali corrispondenze.</p> <p>Leggere e comprendere brevi frasi.</p> <p>Leggere brevi testi in modo chiaro e scorrevole.</p> <p>Avviare a consultare testi specifici (diario scolastico/calendario).</p> <p><i>Nell'analisi del testo:</i></p> <p>Leggere e comprendere il contenuto globale di un testo. rispondendo a domande.</p>	
<p>Produrre testi in relazione a diversi scopi comunicativi</p>	<p><i>Nella produzione di testi scritti:</i></p> <p>Rappresentare graficamente vocali, consonanti, sillabe, digrammi e fonemi difficili.</p> <p>Utilizzare esclusivamente lo stampato maiuscolo.</p> <p>Completare e scrivere parole anche auto dettate.</p> <p>Scrivere correttamente brevi frasi relative a disegni.</p> <p>Scrivere brevi enunciati per dettatura, copiatura o auto dettatura.</p>	<p>Giochi di composizione e scomposizione di parole e frasi.</p> <p>Dettato settimanale.</p> <p>Esercizi di ortografia .</p> <p>Produzione di brevi testi in autonomia, guidati e a gruppi.</p> <p>Autovalutazione degli elaborati con l'uso del bersaglio, del semaforo e della griglia "simboli di correzione".</p> <p>Correzione autonoma e/o guidata.</p>

	<p>Ricomporre una frase spezzata; completare una frase incompleta.</p> <p>Comporre semplici pensieri su esperienze personali.</p>	
<p>Riflettere sulla lingua e sulle regole di funzionamento</p>	<p><i>Nella riflessione sulla lingua:</i></p> <p>Riconoscere le principali difficoltà ortografiche: digrammi, trigrammi, doppie, accento, divisione in sillabe.</p> <p>Comprendere l'utilizzo del punto: fermo, interrogativo ed esclamativo.</p> <p>Riordinare le parole in modo logico.</p> <p>Avviare ad arricchire progressivamente il lessico.</p>	<p>Giochi con parole e frasi.</p> <p>Analisi e classificazioni di parole e frasi.</p>

Year 2

COMPETENZE	ABILITÀ	CONOSCENZE
<p>Interagire e comunicare verbalmente in contesti di diversa natura</p>	<p><i>Nell'ascolto:</i></p> <p>Mantenere l'attenzione gradualmente più costante su messaggi orali di diverso tipo, in momenti strutturati e non.</p> <p>Ascoltare e comprendere istruzioni e semplici comunicazioni d'uso pragmatico.</p>	<p>Conversazioni libere e guidate.</p> <p>Discussioni a tema.</p> <p>Lecture dell'insegnante e/o dei compagni/e.</p> <p>Invenzione di storie realistiche e fantastiche; di filastrocche e rime.</p> <p>Monitoraggio dell'insegnante con feedback degli alunni/e.</p>

	<p>Comprendere le informazioni essenziali di un messaggio orale di vario genere e individuarne l'argomento centrale.</p> <p>Ricavare le informazioni essenziali da un testo espositivo ascoltato.</p> <p>Ascoltare e comprendere gli interventi dei compagni.</p> <p>Comprendere nuovi termini o espressioni in base al contenuto e a più contesti.</p> <p><i>Negli scambi comunicativi:</i></p> <p>Esprimersi spontaneamente nelle diverse situazioni comunicative, avviandosi a interagire e cooperare con compagni e/o altri interlocutori.</p> <p>Partecipare alle conversazioni/discussioni in modo pertinente (rispettando il tema e il meccanismo dei turni).</p> <p>Usare in modo pertinente i vocaboli appresi nei diversi contesti.</p> <p>Memorizza e recita poesie e filastrocche.</p> <p><i>Nell'esposizione verbale:</i></p> <p>Riferire esperienze personali organizzando</p>	<p>Attività svolte secondo il metodo cooperativo. Drammatizzazioni.</p>
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	<p>l'esposizione in modo chiaro utilizzando correttamente le coordinate spazio-temporali e causali.</p> <p>Organizzare una breve esposizione su un tema affrontato in classe o su esperienze comuni o personali, sostenuti da domande-guida dell'insegnante</p>	
<p>Leggere, analizzare e comprendere testi</p>	<p><i>Nella lettura:</i></p> <p>Leggere brani in stampato e in corsivo.</p> <p>Leggere correttamente ad alta voce in modo scorrevole, rispettando la punteggiatura.</p> <p>Utilizzare la tecnica di lettura silenziosa per leggere testi di vario genere.</p> <p>Avviare a consultare testi specifici (diario scolastico/calendario).</p> <p>Comprendere ed eseguire consegne di lavoro scritte.</p> <p><i>Nell'analisi del testo:</i></p> <p>Mettere in corrispondenza immagini e didascalie.</p> <p>Riordinare frasi per costruire un testo.</p> <p>Individuare la struttura di un testo: parte iniziale,</p>	<p>Lettura di immagini.</p> <p>Libri di testo, della biblioteca, di genere narrativo e descrittivo.</p> <p>Lettura silenziosa e ad alta voce (= leggere per sé e per gli altri).</p> <p>Letture di diverse tipologie di testo (filastrocca, poesia, fiaba, favola, descrizione).</p>

	<p>centrale, finale.</p> <p>Cogliere il significato globale di semplici testi e rispondere a domande relative a personaggi – tempi – luoghi.</p> <p>Leggere e comprendere le informazioni di un testo cogliendo il significato di termini specifici.</p> <p>Iniziare a cogliere il significato e l'origine delle parole.</p> <p>Cogliere il significato globale e/o il gioco delle rime in semplici filastrocche/poesia guidati dall'insegnante.</p>	
<p>Produrre testi in relazione a diversi scopi comunicativi</p>	<p><i>Nella produzione di testi scritti:</i></p> <p>Consolidare la tecnica della scrittura nei diversi caratteri.</p> <p>Copiare correttamente dalla lavagna e/o da materiale predisposto.</p> <p>Scrivere sotto dettatura: parole complesse, frasi, brani e poesie.</p> <p>Scrivere in auto dettatura brevi frasi con l'aiuto di immagini.</p> <p>Produrre semplici testi per raccontare esperienze personali/collettive, anche con l'aiuto di osservazioni,</p>	<p>Giochi di diversa tipologia con parole e frasi.</p> <p>Dettato settimanale.</p> <p>Esercizi e verifiche di ortografia.</p> <p>Produzione di brevi testi in autonomia, guidati e a gruppi, rispettando la struttura logica di inizio, svolgimento e conclusione.</p> <p>Brevi descrizioni di persone, animali, oggetti di uso comune e luoghi.</p> <p>Autovalutazione degli elaborati con l'uso del bersaglio, del semaforo e della griglia "simboli di correzione".</p> <p>Correzione autonoma e/o guidata.</p>

	<p>schemi, tracce-guida.</p> <p>Scrivere testi descrittivi, anche con l'aiuto di dati sensoriali, osservazioni, schemi, tracce-guide, mappe concettuali.</p> <p>Produrre in modo autonomo o in gruppo semplici testi creativi/poetici.</p> <p>Manipolare parole e testi anche in modo creativo (giochi di parole, titolazioni, parti iniziali/finali).</p> <p>Utilizzare semplici strategie di autocorrezione.</p>	
<p>Riflettere sulla lingua e sulle regole di funzionamento</p>	<p><i>Nella riflessione sulla lingua:</i></p> <p>Riconoscere e rispettare le convenzioni grafiche e ortografiche: accento, doppie, digrammi, trigrammi, apostrofo, divisione in sillabe, uso dell'h.</p> <p>Riconoscere e utilizzare i segni di punteggiatura: punto fermo, esclamativo, interrogativo.</p> <p>Riconoscere, distinguere e classificare le più semplici categorie morfo-sintattiche: scoperta di articoli e nomi e loro variabilità riferita a genere e numero.</p> <p>Scoperta del verbo come azione e dell'aggettivo come qualità.</p>	<p>Giochi con parole e frasi. Analisi e classificazioni di parole e frasi. Grammatica attiva: giochi col corpo e di gruppo come avviamento all'analisi grammaticale.</p>

	<p>Scoperta di frasi come sequenza ordinata di parole.</p> <p>Scoperta dell'enunciato minimo.</p> <p>Ampliare progressivamente il lessico.</p>	
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Year 3

COMPETENZE	ABILITÀ	CONOSCENZE
<p>Interagire e comunicare verbalmente in contesti di diversa natura</p>	<p><i>Nell'ascolto:</i></p> <p>Mantenere un'attenzione gradualmente più costante su messaggi orali di diverso tipo.</p> <p>Ascoltare e comprendere istruzioni e comunicazioni d'uso pragmatico.</p> <p>Ascoltare e comprendere spiegazioni, narrazioni e descrizioni.</p> <p>Ascoltare e comprendere gli interventi dei compagni.</p> <p>Comprendere nuovi termini o espressioni in base al contenuto e a più contesti.</p> <p>Individuare e costruire strategie personali di ascolto finalizzato e di ascolto attivo; rendersi conto di non aver capito e cercare o chiedere spiegazioni.</p> <p>Iniziare a rendersi conto dei diversi punti di vista.</p>	<p>Conversazioni libere e guidate.</p> <p>Discussioni a tema.</p> <p>Lecture dell'insegnante e/o dei compagni/e.</p> <p>Invenzione di storie realistiche e fantastiche; di filastrocche e rime.</p> <p>Monitoraggio dell'insegnante con feedback degli alunni/e e automonitoraggio degli alunni/e.</p> <p>Attività svolte secondo il metodo cooperativo.</p> <p>Drammatizzazioni.</p>

Negli scambi comunicativi:

Esprimersi spontaneamente nelle diverse situazioni comunicative, avviandosi a interagire e cooperare con compagni e/o altri interlocutori.

Partecipare alle conversazioni/discussioni in modo pertinente (rispettando il tema e il meccanismo dei turni).

Usare in modo pertinente i vocaboli appresi nei diversi contesti.

Avviarsi a comunicare in modo più chiaro e corretto esprimendosi con registri linguistici diversi in relazione ai contesti e ai destinatari.

Memorizzare e recitare poesie e filastrocche.

Nell'esposizione verbale:

Riferire esperienze personali organizzando l'esposizione in modo chiaro utilizzando correttamente le coordinate spazio-temporali e causali.

Esprimere oralmente in modo chiaro, corretto e parzialmente pianificato i propri vissuti, emozioni e idee utilizzando registri linguistici diversi.

	<p>Organizzare una breve esposizione su un tema affrontato in classe o su esperienze comuni o personali, in modo chiaro, corretto e parzialmente pianificato, utilizzando una scaletta mentale o scritta.</p>	
<p>Leggere, analizzare e comprendere testi</p>	<p><i>Nella lettura:</i></p> <p>Consolidare la tecnica della lettura ad alta voce, leggendo in modo corretto, scorrevole ed espressivo, rispettando i tratti prosodici (intensità, velocità, ritmo/tono..).</p> <p>Utilizzare la tecnica della lettura silenziosa per leggere testi di vario genere.</p> <p>Leggere poesie e filastrocche rispettando il ritmo.</p> <p>Comprendere ed eseguire consegne di lavoro scritte.</p> <p><i>Nell'analisi del testo:</i></p> <p>Riordinare frasi per ricostruire un testo.</p> <p>Rappresentare "significati" mediante il disegno (metafore, personificazioni e similitudini).</p> <p>Individuare la struttura di un testo: parte iniziale, centrale, finale.</p> <p>Comprendere testi e rispondere a domande per la</p>	<p>Lettura di immagini.</p> <p>Libri di testo e della biblioteca; di genere narrativo, descrittivo, regolativo; a carattere storico-geografico-scientifico.</p> <p>Lettura silenziosa e ad alta voce (= leggere per sé e per gli altri).</p> <p>Letture di diverse tipologie di testo (filastrocche, poesie, fumetti, fiabe, favole, miti, leggende, descrizioni e narrazioni).</p> <p>Uso del dizionario monolingue e bilingue.</p>

	<p>lettura approfondita (domande su personaggi, luoghi, tempi, informazioni esplicite/implicite).</p> <p>Distinguere nei testi le informazioni essenziali con strategie diverse (sottolineature, cancellature, capoversi, schemi e mappe concettuali).</p> <p>Comprendere il significato e la funzione, descrittiva e narrativa, di testi letti.</p> <p>Ricerca il significato e l'origine delle parole.</p> <p>In filastrocche/poesie cogliere il significato globale e/o il gioco delle rime.</p> <p>Consultare testi specifici: indice, elenchi, dizionario monolingue e bilingue.</p> <p>Scoprire il dialogo scritto e il discorso diretto.</p>	
<p>Produrre testi in relazione a diversi scopi comunicativi</p>	<p><i>Nella produzione di testi scritti:</i></p> <p>Scrivere sotto dettatura testi vari.</p> <p>Produrre semplici testi a carattere pratico comunicativo: elenchi, schede biblioteca, avvisi, inviti, lettere, moduli, schemi.</p> <p>Rappresentare testi scritti attraverso mappe concettuali, in modo guidato e autonomo.</p>	<p>Giochi di diversa tipologia con parole e frasi. Dettato settimanale. Esercizi e verifiche di ortografia e di grammatica. Produzione di testi in autonomia, guidati e a gruppi, rispettando la struttura logica di inizio, svolgimento e conclusione. Descrizioni di persone, animali, oggetti di</p>

	<p>Elaborare testi espressivi/narrativi anche partendo da esperienze personali/collettive e con l'aiuto di osservazioni, schemi, tracce-guida.</p> <p>Produrre testi descrittivi, utilizzando dati sensoriali, emozioni e sentimenti, schemi, tracce-guida.</p> <p>Completare storie scegliendo, trovando, modificando la parte iniziale – centrale – finale.</p> <p>Produrre in modo autonomo o in gruppo testi creativo-poetici.</p> <p>Manipolare parole e testi anche in modo creativo.</p>	<p>uso comune e luoghi; realistiche e fantastiche.</p> <p>Poesie e racconti a ricalco.</p> <p>Autovalutazione degli elaborati con l'uso del bersaglio, del semaforo e della griglia "simboli di correzione".</p> <p>Correzione autonoma e/o guidata.</p>
<p>Riflettere sulla lingua e sulle regole di funzionamento</p>	<p><i>Nella riflessione sulla lingua:</i></p> <p>Applicare correttamente le norme grafiche e ortografiche con particolare riferimento all'uso dell'H.</p> <p>Conoscere e usare correttamente i principali segni di punteggiatura (forte e debole).</p> <p>Riconoscere la punteggiatura utilizzata nel discorso diretto.</p> <p>Riconoscere, distinguere e classificare le più semplici categorie morfo-sintattiche: articoli e nomi</p>	<p>Grammatica attiva col corpo, in gruppo, tutti insieme.</p> <p>Giochi con parole e frasi.</p> <p>Analisi grammaticale e logica.</p> <p>Esercizi e verifiche scritte.</p> <p>Costruzione del quaderno di grammatica con la formalizzazione scritta delle regole (completato in classe quinta).</p>

	<p>aggettivi qualificativi con variabilità riferita a genere e numero azioni collocate nel presente, passato, futuro la frase semplice e complessa l'enunciato minimo con individuazioni di soggetto e predicato.</p> <p>Scoprire nuovi termini correlati alla specificità di alcune discipline e riflettere sul loro significato.</p>	
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Year 4

COMPETENZE	ABILITÀ	CONOSCENZE
<p>Interagire e comunicare verbalmente in contesti di diversa natura</p>	<p><i>Nell'ascolto:</i></p> <p>Ascoltare con attenzione e comprendere le diverse comunicazioni degli adulti: consegne, spiegazioni, narrazioni.</p> <p>Ascoltare e comprendere gli interventi dei compagni.</p> <p>Prestare attenzioni alle conversazioni e ai diversi interlocutori.</p> <p>Ascoltare e comprendere messaggi trasmessi provenienti da mezzi audiovisivi.</p> <p>Rendersi conto dei diversi punti di vista.</p> <p>Iniziare a comprendere comunicazioni via via più</p>	<p>Conversazioni libere e guidate. Discussioni a tema. Lecture dell'insegnante e/o dei compagni/e. Lecture e attività di confronto, analisi, riconoscimento e individuazione delle caratteristiche costitutive di diverse tipologie testuali (racconto, fiaba, favola, leggenda, mito, lettera, filastrocca, testo teatrale). Esposizioni orali (interrogazioni ed esposizioni). Esposizioni orali con l'uso di mezzi multimediali (powerpoint) Monitoraggio dell'insegnante con feedback degli alunni/e e automonitoraggio degli alunni/e.</p>

	<p>complesse dal punto di vista sintattico-lessicale.</p> <p>Chiedere spiegazioni quando ci si rende conto di non aver capito.</p> <p><i>Negli scambi comunicativi:</i></p> <p>Esprimersi spontaneamente nelle diverse situazioni comunicative, interagendo e cooperando con compagni e/o altri interlocutori.</p> <p>Riconoscere un problema affrontato e le principali opinioni espresse a riguardo.</p> <p>Partecipare alle conversazioni/discussioni in modo pertinente rispettando i turni secondo le modalità stabilite.</p> <p>Usare in modo pertinente i vocaboli appresi nei diversi contesti.</p> <p>Comunicare in modo più chiaro e corretto esprimendosi con registri linguistici diversi in relazione ai contesti e ai destinatari.</p> <p>Memorizzare e recitare poesie e filastrocche.</p> <p><i>Nell'esposizione verbale:</i></p> <p>Riferire esperienze personali organizzando</p>	<p>Attività svolte secondo il metodo cooperativo.</p> <p>Drammatizzazioni.</p>
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	<p>l'esposizione in modo chiaro utilizzando correttamente le coordinate spazio-temporali e causali.</p> <p>Esprimere oralmente i propri vissuti, emozioni e opinioni utilizzando registri linguistici diversi e prestando attenzione agli interlocutori comprendendone idee e sensibilità.</p> <p>Organizzare una breve esposizione su un tema affrontato in classe o su esperienze comuni o personali, in modo chiaro, corretto e parzialmente pianificato, utilizzando una scaletta mentale o scritta.</p> <p>Esprimersi in modo più chiaro e corretto utilizzando un lessico via via più ricco e specifico, avvalendosi dell'apporto delle varie discipline.</p> <p>Organizzare le esposizioni in modo autonomo secondo schemi opportuni.</p>	
<p>Leggere, analizzare e comprendere testi</p>	<p><i>Nella lettura:</i></p> <p>Consolidare la tecnica della lettura ad alta voce, leggendo in modo corretto, scorrevole ed espressivo, rispettando i tratti prosodici (intensità, velocità, ritmo/tono).</p> <p>Eseguire la lettura silenziosa di testi di vario genere.</p> <p>Leggere poesie e filastrocche in modo espressivo.</p>	<p>Lettura di immagini.</p> <p>Libri di testo e della biblioteca; di genere narrativo, descrittivo, regolativo; a carattere storico-geografico-scientifico.</p> <p>Lettura silenziosa e ad alta voce (= leggere per sé e per gli altri).</p> <p>Letture di diverse tipologie di testo (filastrocche, poesie, fumetti, fiabe, favole,</p>

	<p>Comprendere ed eseguire consegne di lavoro scritte.</p> <p><i>Nell'analisi del testo:</i></p> <p>Operare una classificazione dei generi letterari.</p> <p>Rappresentare "significati" mediante il disegno (metafore, personificazioni e similitudini).</p> <p>Individuare la struttura di un testo: parte iniziale, centrale, finale.</p> <p>Comprendere testi e rispondere a domande per la lettura approfondita (domande su personaggi, luoghi, tempi, informazioni esplicite/implicite).</p> <p>Consultare, estrapolare dati e parti specifiche da testi legati a temi di interesse scolastico e/o a progetti di studio e di ricerca (dizionari, enciclopedie, atlanti geostorici, testi multimediali)</p> <p>Individuare le sequenze e i capoversi in un testo.</p> <p>Rilevare le informazioni principali e secondarie, esplicite e implicite, in testi di diversa tipologia.</p> <p>Sintetizza testi mediante strategie diverse (sottolineature, cancellature, schemi, domande-guida, riduzioni progressive).</p>	<p>miti, leggende, descrizioni e narrazioni). Uso del dizionario monolingue e bilingue, dei sinonimi e contrari, etimologico.</p>
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	<p>Rilevare forme linguistiche nuove: parole-chiave, modi di dire, proverbio.</p> <p>Ricerca il significato e l'origine delle parole.</p> <p>In filastrocche/poesie cogliere il significato globale e/o il gioco delle rime.</p> <p>Consultare testi specifici: indice, elenchi, dizionario monolingue e bilingue.</p>	
<p>Produrre testi in relazione a diversi scopi comunicativi</p>	<p><i>Nella produzione di testi scritti:</i></p> <p>Scrivere sotto dettatura testi vari.</p> <p>Produrre semplici testi a carattere pratico comunicativo: elenchi, schede biblioteca, avvisi, inviti, lettere, moduli, schemi.</p> <p>Rappresentare testi scritti attraverso mappe concettuali, in modo guidato e autonomo.</p> <p>Elaborare testi espressivi/narrativi anche partendo da esperienze personali/collettive e con l'aiuto di osservazioni, schemi, tracce-guida.</p> <p>Produrre testi descrittivi e narrativi, utilizzando dati sensoriali, emozioni e sentimenti, schemi, tracce-</p>	<p>Giochi di diversa tipologia con parole e frasi. Dettato settimanale. Esercizi e verifiche di ortografia e di grammatica. Produzione di testi in autonomia, guidati e a gruppi, rispettando la struttura logica di inizio, svolgimento e conclusione. Descrizioni di persone, animali, oggetti di uso comune e luoghi; realistiche e fantastiche. Produzione di testi narrativi. Poesie e racconti a ricalco. Autovalutazione degli elaborati con l'uso del bersaglio, del semaforo e della griglia "simboli di correzione".</p>

	<p>guida.</p> <p>Produrre in modo autonomo o in gruppo testi creativo-poetici.</p> <p>Operare pudicamente con le parole: inventare e utilizzare codici, risolvere rebus, anagrammi, parole crociate, indovinelli, acrostici.</p> <p>Completare storie scegliendo, trovando, modificando la parte iniziale – centrale – finale.</p> <p>Riproporre per iscritto con parole proprie i contenuti di testi.</p> <p>Avviarsi a trasporre semplici testi passando dal discorso diretto al discorso indiretto e viceversa.</p> <p>Tradurre testi in grafici, tabelle, schemi, mappe concettuali e viceversa.</p> <p>Manipolare parole e testi anche in modo creativo.</p>	<p>Correzione autonoma e/o guidata.</p>
<p>Riflettere sulla lingua e sulle regole di funzionamento</p>	<p><i>Nella riflessione sulla lingua:</i></p> <p>Consolidare le norme grafiche e ortografiche.</p> <p>Conoscere e usare correttamente i principali segni di punteggiatura (forte e debole).</p>	<p>Grammatica attiva col corpo, in gruppo, tutti insieme.</p> <p>Giochi con parole e frasi.</p> <p>Analisi grammaticale e logica.</p> <p>Esercizi e verifiche scritte.</p>

	<p>Riconoscere la punteggiatura utilizzata nel discorso diretto.</p> <p>Riconoscere, distinguere e classificare le più semplici categorie morfo-sintattiche: articoli, nomi e preposizioni aggettivi qualificativi, possessivi, dimostrativi i gradi dell'aggettivo qualificativo pronomi personali avverbi e congiunzioni verbi: modo indicativo, tempi semplici e composti la frase semplice e complessa l'enunciato minimo con individuazioni di soggetto, predicato e alcuni complementi.</p> <p>Scoprire nuovi termini correlati alla specificità di alcune discipline e riflettere sul loro significato.</p> <p>Usare il dizionario monolingue e bilingue, dei sinonimi e contrari, etimologico.</p> <p>Riconoscere vocaboli entrati nell'uso comune, provenienti da lingue straniere.</p>	<p>Continuazione del quaderno di grammatica con la formalizzazione scritta delle regole (completato in classe quinta).</p>
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Year 5

COMPETENZE	ABILITÀ	CONOSCENZE
Interagire e comunicare verbalmente in contesti	<p><i>Nell'ascolto:</i></p> <p>Assumere l'ascolto come compito, individuale e</p>	<p>Elementi basilari della comunicazione. Modalità dell'ascolto efficace: attenzione</p>

<p>di diversa natura</p>	<p>collettivo, cercando di eliminare gli elementi di distrazione. Mantenere la concentrazione con intensità e durata adeguate. Intuire le prime tecniche di supporto alla memoria e alla rielaborazione, durante l'ascolto e dopo l'ascolto. Comprendere il contenuto, distinguere informazioni principali e secondarie, cogliere il tema di un testo orale e il messaggio espresso.</p> <p><i>Negli scambi comunicativi:</i></p> <p>Partecipare a un dialogo, a una conversazione, a una discussione rispettando tempi e turni di parola, tenendo conto del destinatario. Adottare, nell'interazione verbale, un lessico appropriato.</p> <p><i>Nell'esposizione verbale:</i></p> <p>Esprimere le proprie idee in modo chiaro. Raccontare fatti, esperienze, storie, in maniera chiara e ordinata. Riferire su un argomento di studio.</p>	<p>adeguata, analisi del messaggio, individuazione degli elementi fondamentali, formulazione di domande. Tecniche di base per la stesura degli appunti. La differenza tra informazioni principali e secondarie. Modalità che regolano la conversazione e la discussione. Gli elementi fondamentali della struttura della frase. Lessico di uso quotidiano e lessico di base relativo alle discipline di studio. Criteri per l'esposizione orale. Tecniche di esposizione orale con l'uso di mezzi multimediali (powerpoint) o altra strategia (memo paper).</p>
<p>Leggere, analizzare e comprendere testi</p>	<p><i>Nella lettura:</i></p> <p>Riconoscere e applicare alcune tecniche di lettura. Dimostrare capacità espressiva leggendo con scorrevolezza, dando la giusta intonazione ed</p>	<p>Modalità di lettura: lettura ad alta voce e lettura silenziosa. Punteggiatura: elementi e funzioni principali. Principali tipologie testuali: il testo narrativo,</p>

	<p>effettuando le pause necessarie. Consultare dizionari e testi di studio. Riconoscere le principali strutture morfologiche presenti nel testo. Ricerca i significati di vocaboli ed espressioni.</p> <p><i>Nell'analisi del testo:</i></p> <p>Riconoscere la tipologia testuale, identificando i principali elementi strutturali che la caratterizzano e il contenuto fondamentale. Individuare gli scopi comunicativi di alcuni testi. Consultare testi specifici: indice, elenchi, dizionari.</p>	<p>descrittivo, informativo, espositivo, regolativo e poetico. Scopi e finalità dei testi presi in esame. Elementi costitutivi del testo narrativo: voce narrante, personaggi, trama, collocazione nel tempo e nello spazio, tema, messaggio. In un testo descrittivo, le caratteristiche principali. In testi di studio e di tipo informativo-espositivo, le informazioni principali. Utilizzo in contesti diversi delle informazioni ricavate dai testi. Lettura di rappresentazioni schematiche al fine di ricavare informazioni. Alcune caratteristiche dei testi poetici. Analisi di un testo poetico: argomento, tema e messaggio principale. Descrizione oggettiva e soggettiva. Informazioni principali e secondarie. La "regola delle 5W" (chi, cosa, dove, quando, perché). Figure di suono e di significato: rima, similitudine, metafora. Uso del dizionario monolingue e bilingue, dei sinonimi e contrari, etimologico.</p>
<p>Produrre testi in relazione a diversi scopi comunicativi</p>	<p><i>Nella produzione di testi scritti:</i></p> <p>Individuare e correggere nelle proprie produzioni scritte errori di ortografia e di punteggiatura segnalati.</p>	<p>Principali elementi della comunicazione: emittente, destinatario, scopo. Significato delle parole e sinonimi.</p>

	<p>Costruire una trama in modo adeguato alla consegna secondo una scaletta prestabilita:</p> <ul style="list-style-type: none"> - seguendo un ordine cronologico e logico; - arricchendo la narrazione con la descrizione di ambienti e personaggi; - arricchendo la narrazione con riflessioni/impressioni personali. <p>Produrre una semplice relazione informativa su attività svolte, esperienze fatte. Sintetizzare/riassumere. Espandere, trasformare i testi sulla base delle consegne. Manipolare parole e testi anche in modo creativo.</p>	<p>Ampliamento del lessico. Segni di punteggiatura nelle frasi. Discorso diretto e indiretto. Strutture morfologiche della lingua italiana. Tempi e modi verbali.</p> <p>Elementi per la sintesi di un testo: suddivisione del testo in sequenze individuazione delle parole chiave ampliamento del repertorio lessicale.</p> <p>Testi attraverso i quali la competenza può essere costruita: testi descrittivi; testi narrativi di vario genere; testi informativi; semplici relazioni; commenti.</p> <p>Autovalutazione degli elaborati con l'uso del bersaglio, del semaforo e della griglia "simboli di correzione". Correzione autonoma e/o guidata.</p>
<p>Riflettere sulla lingua e sulle regole di funzionamento</p>	<p><i>Nella riflessione sulla lingua:</i></p> <p>Utilizzare un'ortografia corretta. Individuare scopi e funzioni principali in un atto comunicativo. Ricavare informazioni utili per la comprensione di una parola dalle sue componenti morfematiche (radice, desinenza; prefissi, suffissi). Utilizzare dizionari (monolingue e bilingue, inglese e</p>	<p>L'uso delle convenzioni ortografiche e dei segni di punteggiatura. Gli elementi della comunicazione. La struttura della parola. Il senso delle parole dal contesto: omonimia, sinonimia, derivazione. Le diverse parti del discorso: variabili e invariabili.</p>

	<p>italiano, etimologico) ed enciclopedie, anche via internet, per ricavare informazioni riguardanti il significato delle parole.</p> <p>Riconoscere vocaboli entrati nell'uso comune, provenienti da lingue straniere.</p> <p>Riconoscere le diverse parti del discorso.</p> <p>Riconosce la struttura della frase semplice e i suoi elementi fondamentali.</p>	<p>La struttura della frase semplice.</p> <p>Il ruolo del predicato, del soggetto e delle principali espansioni.</p> <p>Continuazione del quaderno di grammatica con la formalizzazione scritta delle regole.</p>
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ENGLISH CULTURE

Year 1

In Year 1 the children **do not read or write** in English in order to allow them to develop a strong foundation in the Italian Language. The focus for Year 1 is understanding the English language through the use of visual aids, actions and total physical response. The children are not required to speak in English but are encouraged, especially for daily routines and the their basic needs.

COMPETENCES	SKILLS	KNOWLEDGE
<p>Comprendere e ricavare informazioni dall’ascolto della lingua parlata e dalla visione di brevi testi mediali, nella loro natura linguistica, paralinguistica ed extralinguistica</p> <p>Interagire oralmente in situazioni di vita quotidiana</p>	<p>Listening and understanding Listening to and understanding instructions and messages, providing that they are stated clearly and slowly. Listening to, understanding and answering simple questions and requests. Listening to and understanding short audio and audiovisual material. Listening to and understanding the general meaning of conversations about familiar topics (e.g. topics related to the pupils’ experience). Listening to, understanding and playing with gestures, songs, chants, nursery rhymes, tongue twisters Listening to stories and fairy tales and undertaking associated comprehension tasks.</p> <p>Speaking and interacting Greeting, thanking and apologizing. Introducing him/herself. Saying his/her name and asking somebody else’s name. Asking for something.</p>	<p>Listening and understanding Classroom language. Classroom organization.</p> <p>Rules and expected behavior. What’s? Where’s...? How many ...? Would you like...? When...? How ...?</p> <p>Audio and audiovisual stories, songs or poems. Short DVDs of stories, songs or poems.</p> <p>Class conversations.</p> <p>Songs, chants, nursery rhymes, tongue twisters (including pronunciation of new sounds that are not in the Italian vocabulary, e.g. h, th sounds).</p> <p>Stories (e.g. The Hungry Caterpillar, Jack and the Beanstalk, Alice in Wonderland, The Three Little Pigs, Going to the Bear</p>

	<p>Asking for permission. Expressing likes and dislikes. Expressing feelings. Learning basic vocabulary. Repeating words, simple sentences and expressions. Role playing and dramatizing short dialogues and stories. Celebrating national and international festivals.</p>	<p>Hunt, Little Red Riding Hood, Humpty Dumpty).</p> <p>Speaking and interacting Greetings, thank you, sorry. I'm ..., My name is ... What's your name? Can I have, please? Can I go to the toilet, please? I like \ don't like ... I'm happy \ sad, etc. <i>Basic Vocabulary</i> Classroom instructions and classroom objects. Colours. Shapes. Prepositions of place (e.g. on, under, etc.). Body parts. Feelings. Animals. Food and drink. Weather. Days of the week, dates. Months and seasons. Traditional celebrations and festivals (e.g. Halloween, Bonfire Night, Christmas, Pancake Day, Peace day).</p>
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Year 2

In Year 2, from September until December the children are exposed to the written form of the English language in a natural way (e.g. posters in the classroom, worksheets, flashcards, etc.) In January we introduce teaching reading and writing in English using a phonic method (Read Write Phonics Inc. AKA Ruth Miskin).

COMPETENCES	SKILLS	KNOWLEDGE
<p>Comprendere e ricavare informazioni dall’ascolto della lingua parlata e dalla visione di brevi testi mediali, nella loro natura linguistica, paralinguistica ed extralinguistica</p> <p>Interagire oralmente in situazioni di vita quotidiana</p>	<p>Listening and understanding Listening to, understanding and following instructions. Listening to and understanding dialogues and short conversations, providing that they are clearly and slowly stated. Listening to and understanding short audio and audiovisual material. Listening to and understanding the general meaning of conversations about familiar topics (e.g. topics related to the pupils’ experience). Listening to, understanding and playing with gestures, songs, chants, nursery rhymes and tongue twisters. Listening to stories, nursery rhymes and fairy tales and undertaking associated comprehension tasks.</p> <p>Speaking and interacting Answering questions and simpler quests. Using basic language structures to fulfill basic needs. Giving some basic personal information. Expressing likes and dislikes. Expressing abilities. Learning basic vocabulary.</p>	<p>Listening and understanding Classroom language. Classroom organization and schedule. Rules and expected behavior.</p> <p>Audio and audiovisual stories, songs or poems. Short DVDs of stories, songs or poems. Class conversations.</p> <p>Songs, chants, nursery rhymes, tongue twisters.</p> <p>Stories (e.g. The Tiny Seed, Room on a Broom, Winnie the Witch, Sharing a Shell, Hooray for Fish).</p> <p>Speaking and interacting W – questions. What ‘s the time? How much ...? How many ...? Can I ...,please? Can you ..., please? I don’t know \ remember \ ... etc.</p>

	<p>Repeating words, simple sentences and expressions.</p> <p>Repeating songs, chants, tongue twisters.</p> <p>Role playing and dramatizing short dialogues and stories.</p> <p>Using words and basic language structures to describe pictures and objects (guided oral production).</p> <p>Celebrating national and international festivals, holidays and traditions.</p> <p>Reading and writing Matching pictures with written labels of simple (known) words. Identifying the written forms of words. Writing simple (known) words.</p> <p>Introducing the Speed sounds and understanding that they are the phonetic building blocks of the English Language.</p> <p>Starting to construct words using Fred Talk. Learning to identify Green words and being able to spell them using Fred Talk.</p> <p>Reading the Ruth Miskin Ditty Books and Storybooks and completing associated simple writing tasks.</p>	<p>I'm..., I'm ... years old, I live in ...; I'm in Il B at Sanzio school, I like ..., I don't like ..., My favourite ... is ..., I can ..., I can't ...</p> <p><i>Basic vocabulary</i> Classroom instructions and objects. Toys and games. Sports and hobbies. Family. Clothes. Homes and furniture. Shops and products. Public buildings. Means of transport. Adjectives. Road signs. Actions.</p> <p>Dates and time words (e.g. on, at, now, today, yesterday, tomorrow, etc.) There is \ are ...</p> <p>Traditional celebrations and festivals (e.g. Halloween, Bonfire Night, Christmas, Pancake Day, Peace day, Patron Saints).</p> <p>Reading and writing Simple (known) words (e.g. cardinal and ordinal numbers, days of the week, months, colours, shapes, seasons etc.).</p>
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		<p>Speed sounds set 1 and 2.</p> <p>Knowledge of the Fred Talk system and how to say, blend and spell words using pure sounds (Green words, sets 1 and 2) Call for attention movement.</p> <p>Using taught strategies to sound out the word, read it and write it. Green and Purple Storybooks</p>
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Year 3

In Year 3 there is more focus on oral and written production of the English language. We continue with the Ruth Miskin approach and introduce the reading books and the associated writing tasks.

COMPETENCES	SKILLS	KNOWLEDGE
<p>Comprendere e ricavare informazioni dall'ascolto della lingua parlata e dalla visione di brevi testi mediali, nella loro natura linguistica, paralinguistica ed extralinguistica</p>	<p>Listening and understanding Listening to, understanding and following instructions. Listening to and understanding dialogues. Listening to and understanding audio and audiovisual material. Listening to and understanding conversations about familiar topics. Listening to and understanding the general meaning of talks and discussions about different topics. Listening to stories, understanding the general meaning and identifying specific information</p>	<p>Listening and understanding Classroom language. Classroom organization and schedule. Rules and expected behaviour. Audio and audiovisual stories, songs or poems. Short DVDs of stories, songs or poems. Class conversations and discussions. Stories .</p>

<p>Interagire oralmente in situazioni di vita quotidiana anche attraverso l'uso degli strumenti digitali</p> <p>Comprendere e ricavare informazioni dalla lettura di brevi testi scritti, ipertestuali e digitali</p> <p>Interagire per iscritto, anche in formato digitale e in rete, per esprimere informazioni e stati d'animo</p>	<p>(characters, place, events, sequence of actions, etc.)</p> <p>Speaking and interacting Answering questions and requests with increasing accuracy. Using language structures to fulfill basic needs. Asking and giving some basic personal information with increasing accuracy. Expressing personal preferences and those of others. Expressing dislikes and abilities. Learning basic vocabulary.</p> <p>Repeating words, sentences and expressions.</p> <p>Repeating songs, chants, tongue twisters.</p> <p>Role playing and dramatizing dialogues and stories.</p> <p>Using words and basic language structures for: talking about the daily routine; describing people, animals, objects, homes and rooms; giving road instructions (guided oral production)</p> <p>Celebrating national and international festivals, holidays and traditions.</p>	<p>Speaking and interacting W – questions</p> <p>Can I ...,please? Can you ..., please? I don't ..., I would like ... What' your name? How old are you? Where are you from? Where do you live? I like, he \ she likes ..., I don't like ..., he \ she doesn't like, I \ he \ she can ..., can't ...</p> <p><i>Basic vocabulary</i> Sports and games. Family. Clothes. Homes and furniture. Shops and products. Public buildings. Jobs. Adjectives. Road directions.</p> <p>Dates and time words.</p> <p>Space words (e.g. in front, next to, etc.).</p> <p>Actions of the daily routine (e.g. get up, have breakfast, go to school, etc.). There is \ are ... I'm wearing ..., he \ she is wearing ... Turn right \ left, go straight, etc.</p>
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	<p>Reading and writing Rehearsing the Speed sounds and understanding that they are the phonetic building blocks of the English Language.</p> <p>Constructing words using Fred Talk.</p> <p>Identifying Green words and being able to spell them using Fred Talk.</p> <p>Identifying Red words and being able to spell them from memory.</p> <p>Reading the Ruth Miskin Storybooks and completing the associated writing tasks such as Hold a Sentence and Write about the Pictures.</p> <p>Learning basic grammar rules.</p> <p>Recognizing etymology (Greek and Latin roots of the word) common in the L1.</p> <p>Writing letters.</p>	<p>Traditional celebrations and festivals (e.g. Halloween, Bonfire Night, Christmas, Pancake Day, Peace day, Patron Saints etc).</p> <p>Reading and writing Speed Sounds sets 1, 2 and 3.</p> <p>Knowledge of the Fred Talk system and how to say, blend and spell words using pure sounds.</p> <p>Green words: sets 1, 2 and 3. 3,2,1 procedure for moving around the classroom. Call for attention movement.</p> <p>Pink, Orange and Yellow Storybooks and Get Writing Activities.</p> <p>Plurals. Pronouns. Verbs: to be, to have. Capitalisation. Sentence structure. Letters to pen friends.</p>
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Year 4

In Year 4 we continue to work with the Ruth Miskin approach and increase the difficulty. Sentence structure and grammar become more important. As a result, the children are introduced to basic grammar concepts. The pupils are encouraged to identify similarities and differences between the Italian and English languages focusing on the grammatical structures.

COMPETENCES	SKILLS	KNOWLEDGE
<p>Comprendere e ricavare informazioni dall’ascolto della lingua parlata e dalla visione di brevi testi mediali, nella loro natura linguistica, paralinguistica ed extralinguistica</p> <p>Interagire oralmente in situazioni di vita quotidiana anche attraverso l’uso degli strumenti digitali</p> <p>Comprendere e ricavare informazioni dalla lettura di testi scritti, ipertestuali e digitali</p>	<p>Listening and understanding Listening to, understanding and following instructions. Listening to and understanding audio and audiovisual material. Listening to and understanding conversations and discussions. Listening to and understanding the general meaning of complex talks and discussions about different topics. Listening to stories, understanding the general meaning and identifying specific information (characters, place, events, sequence of actions, etc.).</p> <p>Speaking and interacting Answering questions and requests with increasing accuracy and fluency. Using formal language structures to fulfill basic needs, formal language. Asking for and giving some basic personal information with increasing accuracy and fluency. Expressing personal preferences and those of others. Expressing dislikes and abilities. Expressing personal agreement, disagreement and</p>	<p>Listening and understanding Classroom language. Classroom organization and schedule. Rules and expected behavior. Audio and audiovisual stories, songs or poems. DVDs of stories, songs, poems or non-fiction subjects. Class conversations and discussions. Stories.</p> <p>Speaking and interacting W – questions. May I ...,please? Could you ..., please? I would like ... What’ your name? How old are you? Where are you from? Where do you live? I like, he \ she likes ..., I don’t like ..., he \ she doesn’t like, I \ he \ she can ..., can’t ... I agree with ..., I don’t agree, I think..., in my opinion ..., etc.</p>

<p>Interagire per iscritto, anche in formato digitale e in rete, per esprimere informazioni e stati d'animo</p>	<p>opinions. Learning basic vocabulary.</p> <p>Repeating words, sentences and expressions.</p> <p>Singing songs.</p> <p>Role playing and dramatizing dialogues and stories.</p> <p>Using words and basic language structures for: describing people, animals, objects, places; narrating sequence of events and actions (guided oral production).</p> <p>Celebrating national and international festivals, holidays and traditions.</p> <p>Reading and writing Rehearsing the Speed Sounds and understanding that they are the phonetic building blocks of the English Language.</p> <p>Identifying Green Words and being able to read them on sight.</p> <p>Identifying Red Words and being able to spell them from memory.</p>	<p><i>Basic vocabulary</i> Sports, games and hobbies. Family. Clothes. Shops and products. Journeys and trips. Animals and different environment. Jobs. Adjectives. Actions. Dates and time words. Space words.</p> <p>Traditional celebrations and festivals (e.g. Halloween, Bonfire Night, Christmas, Pancake Day, Peace day, Patron Saints).</p> <p>Reading and writing Speed sounds sets 1, 2 and 3.</p> <p>Green words sets 1, 2 and 3. 3,2,1 procedure for moving around the classroom. Call for attention movement.</p> <p>Blue and Grey Storybooks and Get Writing books.</p>
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	<p>Reading the Ruth Miskin Storybooks and completing the associated writing tasks such as Hold a Sentence and Write about the Pictures.</p> <p>Learning basic grammar rules.</p> <p>Writing short answers, summaries of stories and expressing their own opinions using written language. Recognizing etymology (Greek and Latin roots of the word) common in the L1. Starting to read independently.</p> <p>Writing letters.</p>	<p>Conjugation of regular and irregular verbs. Present and past tense (simple). Grammar Exercises. Quasi sentence structure model. Questions into answers.</p> <p>English language books borrowed from the class library.</p> <p>Letters to pen pals in England.</p>
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Year 5

In Year 5 the Ruth Miskin programme should now be complete. At this stage the children should be able to write in English independently (using writing frames and progressing to different types of creative writing). One lesson a week, the children must work on specific grammar concepts which are then reinforced and generalized across their writing in the other subject areas.

COMPETENCES	SKILLS	KNOWLEDGE
<p>Comprendere e ricavare informazioni dall'ascolto della lingua parlata e dalla visione di brevi testi mediali, nella loro natura linguistica, paralinguistica ed extralinguistica</p>	<p>Listening and understanding Listening to, understanding and following instructions. Listening to and understanding audio and audiovisual material. Listening to and understanding conversations and discussions. Listening to and understanding the general meaning of complex talks and discussions about different topics.</p>	<p>Listening and understanding Classroom language. Classroom organization and schedule. Rules and expected behavior. Audio and audiovisual stories, songs or poems. DVDs of stories, songs, poems or non-fiction subjects.</p>

<p>Interagire oralmente in situazioni di vita quotidiana anche attraverso l'uso degli strumenti digitali</p> <p>Comprendere e ricavare informazioni dalla lettura di testi scritti, ipertestuali e digitali</p> <p>Interagire per iscritto, anche in formato digitale e in rete, per esprimere informazioni e stati d'animo</p>	<p>Listening to stories, understanding the general meaning and identifying specific information (characters, place, events, sequence of actions, etc.).</p> <p>Speaking and interacting Answering questions and requests with increasing accuracy and fluency. Using formal language structures to fulfill basic needs, formal language. Asking for and giving some basic personal information with increasing accuracy and fluency. Expressing personal preferences and those of others. Expressing dislikes and abilities. Expressing personal agreement, disagreement and opinions. Learning basic vocabulary.</p> <p>Repeating words, sentences and expressions.</p> <p>Singing songs.</p> <p>Role playing and dramatizing dialogues and stories.</p> <p>Using words and basic language structures for: describing people, animals, objects, places; narrating sequence of events and actions (guided oral production).</p> <p>Celebrating national and international festivals, holidays</p>	<p>Class conversations and discussions. Stories.</p> <p>Speaking and interacting W – questions. May I ...,please? Could you ..., please? I would like ... What' your name? How old are you? Where are you from? Where do you live? I like, he \ she likes ..., I don't like ..., he \ she doesn't like, I \ he \ she can ..., can't ... I agree with ..., I don't agree, I think..., in my opinion ..., etc.</p> <p><i>Basic vocabulary</i> Sports, games and hobbies. Family. Clothes. Shops and products. Journeys and trips. Animals and different environment. Jobs. Adjectives. Actions.</p> <p>Dates and time words.</p>
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	<p>and traditions.</p> <p>Reading and writing Reading in groups and individually, stories and text of various difficulty levels.</p> <p>Reading non-fiction texts linked to topics in the other subject areas. Reading for specific purposes (e.g. studying and learning).</p> <p>Producing written answers, summaries of stories and expressing their own opinions using written language. Recognizing etymology (Greek and Latin roots of the word) common in the L1.</p> <p>Writing letters. Writing rhymes, limericks, poems. Writing newspaper articles. Writing stories. Writing descriptions.</p> <p>Consolidating and applying grammar rules.</p>	<p>Space words.</p> <p>Traditional celebrations and festivals (e.g. Halloween, Bonfire Night, Christmas, Pancake Day, Peace day, Patron Saints).</p> <p>Reading and writing English language books borrowed from the class library.</p> <p>Excerpts from classic English literature from throughout history.</p> <p>Reading non-fiction texts (e.g. scientific, geographic, historical)</p> <p>Writing different types of texts, with and without the support of writing frames.</p> <p>Letters to pen pals in England.</p> <p>Conjugation of regular and irregular verbs. Tenses: Present, past, future. Verbs: Affirmative, negative and interrogative. Articles: Definite, indefinite Nouns: Common, proper; animal, person, thing; singular, plural; concrete,</p>
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		<p>abstract; countable, uncountable. Adjectives: Qualifier (positive, comparative, superlative); possessive, demonstrative. Pronouns: Personal, possessive, demonstrative and relative. Conjunctions. Prepositions. Adverbs. Grammar Exercises. Comparison of English and Italian linguistic systems.</p>
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MATHS

Year 1

COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere e risolvere problemi di vario genere, individuando le strategie appropriate, giustificando il procedimento seguito e utilizzando in modo consapevole i linguaggi specifici</p> <p>Utilizzare con sicurezza le tecniche e le procedure del calcolo aritmetico e algebrico scritto e mentale, anche con riferimento a contesti reali</p> <p>Rappresentare, confrontare e analizzare figure geometriche, individuandone varianti, invarianti, relazioni, soprattutto a partire da situazioni reali</p>	<p>Identifying, representing and solving problems Identifying and forming simple mathematical problems from everyday situations Knowing how to demonstrate and represent problems concretely using objects and diagrams Solving simple problems Knowing how to create new mathematical problems based on a given model</p> <p>Numbers and calculating Understanding that each number represents a quantity Associating each numeral with its quantity Saying numbers 0-20 Ordering the numbers, forwards and backwards, from 0-20 Associating numbers with quantity (using their box of objects) then progressing to the ‘regoli’ Recognizing odd and even numbers up to 20 Comparing numbers and recognizing if the target number is the same, bigger or smaller Comparing numbers up to 20 using the signs $>$, $<$ and $=$ Ordering numbers 0-20, in increasing and decreasing order, using a number line Adding and subtracting up to 20 Forming number bonds up to 10</p>	<p>Identifying, representing and solving problems Different strategies for solving mathematical problems How to create new mathematical problems based on a given model</p> <p>Numbers and calculating Number names in familiar contexts such as songs and rhymes, counting everyday objects Whole numbers up to 20 Numbers in sequence 0-20 Quantities (0-20) using the concepts of ‘greater than’, ‘smaller than’ and ‘equal to’ Vocabulary involved in addition and subtraction in rhymes and games Differences in quantity when comparing sets of objects Addition as a combining of two or more groups Subtraction as taking away Vocabulary involved in adding and subtracting</p>

<p>Rilevare dati significativi, analizzarli, interpretarli, sviluppare ragionamenti sugli stessi, utilizzando consapevolmente rappresentazioni grafiche e strumenti di calcolo</p>	<p>Beginning learning the two times table Using real situations to help them to form simple problem solving questions Representing numbers with objects and graphs Solving simple mathematical problems</p> <p>Shape, Space and Measure Understanding the concept of open and closed lines Recognizing and compare shapes Recognizing, manipulating and comparing 2D and 3D shapes Drawing simple geometric shapes Beginning to understand the concept of symmetry</p> <p>Rational Thought, Estimation, Data and Technology Observing, recognizing and describing shape, size and colour Observing, recognizing and describing similarities and differences between objects Grouping objects depending on their similarities or</p>	<p>One more or one less than a given number Strategies for addition and subtraction Odd and even numbers (1-20) Counting in twos up to 20 Mental Maths strategies (see attachment "Mental Math") Mathematical ideas and methods to solve practical problems</p> <p>Shape, Space and Measure Shapes in simple models, pictures and patterns Language including the names of shapes (circle, square, triangle etc.) and comparatives (bigger, smaller) to describe the shape and size of solid and flat shapes 3D objects in the environment that have parts similar to a given 2D shape Mathematical language to describe 3D objects and 2D objects</p> <p>Rational Thought, Estimation and Data and Technology Sets: observation, recognition, estimation</p> <p>Technology and information technology</p>
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	differences Recognizing patterns and to be able to continue them Following simple instructions Create and read simple graphs, tables and diagrams	
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Year 2

In Year 2 the pupils are required to complete the national standardised tests in Mathematics (INValSI) which are presented in Italian. During this academic year there are moments of 'Palestra INValSI' in order for the children to acquire the specific mathematical language in Italian. In the 'Palestra INValSI' lessons, the work is in Italian and the children are encouraged to identify that the mathematical concepts, learned in English, are the same as those presented in Italian. The pupils apply their previously learned Maths knowledge and skills when Maths exercises are presented in Italian. The 'Palestra INValSI' should start in the second half of the academic year (secondo quadrimestre), once a month, during a two hour block lesson.

COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere e risolvere problemi di vario genere, individuando le strategie appropriate, giustificando il procedimento seguito e utilizzando in modo consapevole i linguaggi specifici</p> <p>Utilizzare con sicurezza le tecniche e le procedure del calcolo aritmetico e</p>	<p>Identifying, representing and solving problems Using words, symbols and simple diagrams to record what to do in a mathematical way Explaining how to solve a problem Using real situations to help them to form simple problem solving questions Using + – to solve problems Solving simple problems Knowing how to create new mathematical problems based on a given a model</p> <p>Numbers and calculating Understanding that each number represents a quantity Associating each numeral with its quantity</p>	<p>Identifying, representing and solving problems Problem solving (picture and word problems) using appropriate operations Different strategies for solving mathematical problems New mathematical problems based on a given model</p> <p>Numbers and calculating Number names in familiar contexts such as songs and rhymes, counting everyday</p>

<p>algebrico scritto e mentale, anche con riferimento a contesti reali</p> <p>Rappresentare, confrontare e analizzare figure geometriche, individuandone varianti, invarianti, relazioni, soprattutto a partire da situazioni reali</p> <p>Rilevare dati significativi, analizzarli, interpretarli, sviluppare ragionamenti sugli stessi, utilizzando consapevolmente rappresentazioni grafiche e strumenti di calcolo</p>	<p>Saying numbers 0-100 Ordering the numbers correctly, forwards and backwards from 0-100 Associating numbers with quantity (using their box of objects and progressing to the 'regoli') Recognizing odd and even numbers up to 100 Comparing numbers and recognizing if the target number is the same, bigger or smaller Comparing numbers up to 100 using the signs $>$, $<$ and $=$ Ordering, estimating, rounding numbers according to their place value Counting, reading and writing whole numbers up to 100 Adding and subtracting up to 100 Using addition to show the accumulation of objects Using the subtraction to show the loss of objects Showing addition as a commutative property Showing subtraction as dependent on order Forming number bonds up to 10, 20, 100 Using multiplication to show series of additions problems Using the multiplication tables Using mental calculation strategies Using standard written method addition, subtraction, multiplication</p> <p>Shape, Space and Measure Recognizing, manipulating and comparing 2D and 3D shapes Drawing simple geometric shapes</p>	<p>objects Whole numbers up to 100 Numbers in sequence 0-100 Quantities (0-200) by using the concepts of 'greater than', 'smaller than' and equal to' Vocabulary involved in addition and subtraction Relate addition to combining two groups Relate subtraction to taking away Vocabulary involved in adding and subtracting Find one more or one less than a number from 1-200 Mental Maths strategies (see attachment "Mental Maths") Develop Mathematical ideas and methods to solve practical problems</p> <p>Shape, Space and Measure Shapes in simple models, pictures and patterns Language including the names of shapes</p>
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	<p>Understanding the concept of symmetry</p> <p>Rational Thought, Estimation, Data and Technology Observing, recognizing and describing shape, size and colour Observing, recognizing and describing similarities and differences between objects Grouping objects depending on their similarities or differences Recognizing patterns and being able to continue them Following simple instructions Creating and reading simple graphs, tables and diagrams Represent numbers with objects and graphs.</p>	<p>(circle, square, triangle etc.) and comparatives (bigger, smaller) to describe the shape and size of solid and flat shapes 3D objects in the environment that have parts similar to a given 2D shape Mathematical language to describe 3D objects and 2D objects</p> <p>Rational Thought, Estimation and Data and Technology Sets: observation, recognition, estimation</p> <p>Technology and information technology</p>
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Year 3

COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere e risolvere problemi di vario genere,</p>	<p>Identifying, representing and solving problems Choosing a sensible approach to tackle a problem Using words, symbols and simple diagrams to record</p>	<p>Identifying, representing and solving problems Problem solving (word problems) using</p>

<p>individuando le strategie appropriate, giustificando il procedimento seguito e utilizzando in modo consapevole i linguaggi specifici</p> <p>Utilizzare con sicurezza le tecniche e le procedure del calcolo aritmetico e algebrico scritto e mentale, anche con riferimento a contesti reali</p> <p>Rappresentare, confrontare e analizzare figure geometriche, individuandone varianti, invarianti, relazioni, soprattutto a partire da situazioni reali</p> <p>Rilevare dati significativi, analizzarli, interpretarli, sviluppare ragionamenti sugli stessi, utilizzando consapevolmente</p>	<p>what to do in a mathematical way Explaining how to solve a problem Using + – x ÷ to solve problems given in words, which could be about numbers or measures Telling the time and solve problems involving time on a 12-hour or 24-hour clock</p> <p>Numbers and calculating Knowing the place value: ordering, estimating, rounding Counting, reading and write whole numbers up to 1000 and putting them in order Knowing by heart all adding and subtracting facts for each number up to 10, 20 and 100 Using mental calculation strategies Using standard written methods for addition, subtraction, multiplication and division involving whole numbers, decimals and fractions Multiplying and dividing whole numbers and decimals by 10, 100 or 1000 in their heads Putting in order a set of numbers with up to three decimal places Working with decimals to add and subtract on paper Working out fractions of numbers or quantities Recognizing the equivalence of fractions, percentages and decimals Understanding that a percentage is the number of parts in every hundred and working out simple percentages of whole numbers Knowing all the times tables and using them to divide</p>	<p>appropriate operations, including more than one operation Clocks and timetables - using 24 hour time</p> <p>Numbers and calculating Place Value (what each digit represents – H T U) Whole numbers up to 1000 Decimals (and roundings) Fractions Percentages (simple percentages of whole number quantities) Addition and subtraction in columns with 3-digit numbers Multiplications in columns with 2- and 3-digit numbers as factors Divisions with 2-, 3- and 4-digit numbers as dividends and 1- or 2-digit numbers as divisors Divisions without and with remainder Multiplications and divisions by 10, 100 and 1000 Mental methods: 1- and 2-digit numbers (see attachment “Mental Maths”) Written methods: 2- and 3-digit numbers</p>
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<p>rappresentazioni grafiche e strumenti di calcolo</p>	<p>as well as multiply</p> <p>Shape, Space and Measure Using the mathematical names for common two-dimensional and three-dimensional shapes Saying how many sides and corners a shape has, and if it has any right angles Knowing and using formulae to calculate the perimeter of the most common 2-D shapes Measuring using units such as centimetres and metres, litres or kilograms Using a ruler to draw and measure lines to the nearest centimetre</p> <p>Rational Thought, Estimation, Data and Technology Notice patterns and describe them Solve a problem by collecting and using information in tables, graphs, charts and mind maps</p>	<p>Shape, Space and Measure Metric System (MS) - Metric units and relationships between them Perimeters - simple shapes Area - as a number of square units</p> <p>Rational Thought, Estimation and Data and Technology Tables, graphs, diagrams, charts and mind maps (to extract and interpret information)</p>
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Year 4

COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere e risolvere problemi di vario genere, individuando le strategie appropriate, giustificando il procedimento seguito e</p>	<p>Identifying, representing and solving problems Representing a puzzle or problem using number sentences, statements or diagrams; using these to solve the problem; presenting and interpreting the solution in the context of the problem. Solving one-step and two-step problems involving</p>	<p>Identifying, representing and solving problems One- and two-step word problems involving numbers, fractions, money or measures: how to analyse and solve them; how to invent new ones.</p>

<p>utilizzando in modo consapevole i linguaggi specifici</p> <p>Utilizzare con sicurezza le tecniche e le procedure del calcolo aritmetico e algebrico scritto e mentale, anche con riferimento a contesti reali</p> <p>Rappresentare, confrontare e analizzare figure geometriche, individuandone varianti, invarianti, relazioni, soprattutto a partire da situazioni reali</p> <p>Rilevare dati significativi, analizzarli, interpretarli, sviluppare ragionamenti sugli stessi, utilizzando consapevolmente rappresentazioni grafiche e strumenti di calcolo</p>	<p>numbers, money or measures, including time; choosing and carrying out appropriate calculations.</p> <p>Numbers and calculating Partitioning, rounding and ordering four-digit whole numbers; using positive numbers in context and positioning them on a number line; stating inequalities using the symbols < and >. Recognising and continuing number sequences formed by counting on or back in steps of constant size. Using decimal notation for tenths, hundredths and thousandths and partitioning decimals; relating the notation to money and measurement; positioning one-place and two-place decimals on a number line. Recognising equivalence between decimal and fraction forms. Finding fractions of numbers, quantities or shapes (e.g. $\frac{1}{5}$ of 20 oranges, $\frac{3}{8}$ of a pizza or rectangle). Using knowledge of addition and subtraction facts and place value to derive sums and differences of pairs of multiples of 10, 100 or 1000. Mentally adding and subtracting pairs of two-digit whole numbers (e.g. 45+23, 89-26). Refining and using efficient written methods to add and subtract two-digit, three-digit and four-digit whole numbers. Deriving and recalling multiplication facts up to 10×10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple.</p>	<p>Numbers and calculating Whole numbers up to 10 000. Decimals. Addition and subtraction, written methods (whole numbers: TH, H, T, U and decimals: t, h and th). Multiplication and division, written methods (whole numbers and decimals) Tables to 10×10; multiplying by 10, 100 and 1000 (whole numbers and decimals). Fractions (of wholes and groups): proper, improper and apparent fractions; equivalent fractions; decimal fractions. Mental methods: pairs of 2-digit numbers (addition and subtraction).</p>
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Multiplying and dividing numbers to 1000 by 10, 100 and then 1000 (whole-number answers); relating to scaling up or down.
 Saying a subtraction fact as the inverse of an addition fact, and a multiplication fact as the inverse of a division fact, and vice versa.
 Developing and using written methods to record, support and explain multiplication and division of two-digit and three-digit numbers by a one-digit and two-digit numbers, including division with remainders (e.g. 415×29 , $398 \div 12$).
 Using knowledge of rounding, number operations and inverses to estimate and check calculations.

Shape, Space and Measure

Drawing polygons (regular and irregular polygons) and classifying them by identifying their properties, including their lines of symmetry.
 Drawing triangles, rectangles, squares, parallelograms, rhombus and trapeziums, measuring and calculating their perimeters; finding the area by using their formulas.
 Visualising 3-D objects from 2-D drawings; making sets of common solids.
 Knowing that angles are measured in degrees and that one whole turn is 360° ; comparing and ordering angles less than 180° .
 Reading time to the nearest minute; using am, pm and 12-hour clock notation; choosing units of time to measure time intervals; calculating time intervals from

Shape, Space and Measure

Regular and irregular polygons: basic characteristics and properties.
 2-D shapes comparisons: similar and congruent shapes.
 Angles (acute, right, obtuse; straight, reflex and full rotation).
 Use of the protractor.
 Perimeter and area formulas of common 2-D shapes.
 Clock and timetable: am, pm, 12-hour clock and time intervals.
 Standard metric units to estimate, measure and record measurements (Metric System).

	<p>clocks and timetables. Choosing and using standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; knowing the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, using decimal notation to record measurements (e.g. 0.4 m or 1.2 kg).</p> <p>Rational Thought, Estimation, Data and Technology Suggesting a line of enquiry and the strategy needed to follow it; collecting, organising and interpreting selected information to find answers. Answering a question by identifying what data to collect; organising, presenting, analysing and interpreting the data in tables, diagrams, tally charts, pictograms and bar charts, mind maps using ICT where appropriate.</p>	<p>Rational Thought, Estimation, Data and Technology Tables, diagrams (Venn diagrams and Carroll diagrams), tally charts, pictograms, mind maps and bar charts. Collection, organising, presenting and interpreting data to answer related questions.</p>
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Year 5

In Year 5 the pupils are required to complete the national standardised tests in Mathematics (INValSI) which are presented in Italian (as in Year 2). In the 'Palestra INValSI' lessons, there is the simulation of the INValSI tests, this gives the children the opportunity to construct and/or consolidate the specific mathematical language in Italian.

As the children will all continue different educational paths, it is fundamental that they are confident with all of the primary mathematical concepts and are able to apply them both in English and Italian.

The 'Palestra INValSI' should start in the second half of the academic year (secondo quadrimestre), twice a month, during a two hour block lesson.

COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere e risolvere problemi di vario genere, individuando le strategie appropriate, giustificando il procedimento seguito e utilizzando in modo consapevole i linguaggi specifici</p> <p>Utilizzare con sicurezza le tecniche e le procedure del calcolo aritmetico e algebrico scritto e mentale, anche con riferimento a contesti reali</p> <p>Rappresentare, confrontare e analizzare figure geometriche, individuandone varianti, invarianti, relazioni, soprattutto a partire da situazioni reali</p> <p>Rilevare dati significativi,</p>	<p>Identifying, representing and solving problems Representing a puzzle or problem using number sentences, statements or diagrams; using these to solve the problem; presenting and interpreting the solution in the context of the problem. Solving multiple-step problems involving numbers, money or measures, including time; choosing and carrying out appropriate calculations.</p> <p>Numbers and calculating Partitioning, rounding and ordering five and six-digit whole numbers; using positive numbers in context and positioning them on a number line; stating inequalities using the symbols < and >. Recognising and continuing number sequences formed by counting on or back in steps of constant size. Using decimal notation for tenths, hundredths and thousandths and partition decimals; relating the notation to money and measurement; positioning one, two and three-place decimals on a number line. Recognising equivalence between decimal and fraction forms. Finding fractions of numbers, quantities or shapes (e.g. $\frac{1}{5}$ of 20 oranges, $\frac{3}{8}$ of a pizza or rectangle). Using knowledge of addition and subtraction facts and place value to derive sums and differences (whole and decimal number answers).</p>	<p>Identifying, representing and solving problems Multi-step word problems involving numbers, fractions, money or measures: how to analyse and solve them; how to invent new ones.</p> <p>Numbers and calculating Whole numbers up to 1 000 000. Decimals. Terminology of the 4 operations. Prime numbers, multiples and factors. BODMAS: Bracket Order Division and Multiplication, Addition and Subtraction. Addition and subtraction, written methods (whole numbers: M, HT, TTH, TH, H, T, U and decimals: t, h and th). Multiplication and division, written methods (whole numbers and decimals) Tables to 12×12; multiplying by 10, 100 and 1000 (whole numbers and decimals). Fractions (of wholes and groups): proper, improper and apparent fractions; equivalent fractions; decimal fractions. Mental methods: pairs of 2-digit numbers (addition and subtraction).</p>

<p>analizzarli, interpretarli, sviluppare ragionamenti sugli stessi, utilizzando consapevolmente rappresentazioni grafiche e strumenti di calcolo</p>	<p>Mentally adding and subtracting pairs of two-digit whole numbers (e.g. $45+23$, $89-26$).</p> <p>Adding and subtracting according to our Maths tricks (whole and decimal number answers).</p> <p>Refining and using efficient written methods to add and subtract multiple-digit whole numbers.</p> <p>Deriving and recalling multiplication facts up to 12×12, the corresponding division facts and multiples.</p> <p>Multiplying and dividing numbers to 100 000 by 10, 100 and 1000 (whole and decimal number answers); relating to scaling up or down.</p> <p>Saying a subtraction fact as the inverse of an addition fact, and a multiplication fact as the inverse of a division fact, and vice versa.</p> <p>Developing and using written methods to record, support and explain multiplication with three-digit multipliers (whole and decimal number answers).</p> <p>Developing and using written methods to record, support and explain division with one and two-digit divisors, including division with remainders (whole and decimal number answers).</p> <p>Using knowledge of rounding, number operations and inverses to estimate and check calculations.</p> <p>Shape, Space and Measure</p> <p>Drawing polygons (regular and irregular polygons) and classifying them by identifying their properties, including their lines of symmetry.</p> <p>Drawing triangles, rectangles, squares, parallelograms, rhombus and trapeziums, measuring and calculating</p>	<p>Shape, Space and Measure</p> <p>Regular and irregular polygons: basic characteristics and properties.</p> <p>2-D shapes comparisons: similar and congruent shapes.</p> <p>Angles (acute, right, obtuse; straight,</p>
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their perimeters; finding the area by using their formulas.
Visualising 3-D objects from 2-D drawings; making sets of common solids.
Choosing and using standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; knowing the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, using decimal notation to record measurements (e.g. 0.4 m or 1.2 kg).

Rational Thought, Estimation, Data and Technology

Suggesting a line of enquiry and the strategy needed to follow it; collecting, organising and interpreting selected information to find answers.
Answering a question by identifying what data to collect; organising, presenting, analysing and interpreting the data in tables, diagrams, tally charts, pictograms and bar charts, mind maps using ICT where appropriate.

reflex and full rotation).
Use of the protractor.
Use of compasses.
Perimeter and area formulas of common 2-D shapes.
Standard metric units to estimate, measure and record measurements (Metric System).

Rational Thought, Estimation, Data and Technology

Tables, diagrams (Venn diagrams and Carroll diagrams), tally charts, pictograms, mind maps and bar charts.
Collection, organising, presenting and interpreting data to answer related questions.

MATHS TRICKS

Year 1B

ADDITIONS				
Up to 5 $1 + 2 = 3$ $4 + 1 = 5$ $2 + 2 = 4$	Bonds of numbers up to 10 $4 + 3 = 7$ $5 + 2 = 7$ $6 + 1 = 7$	Bonds of 10 $8 + 2 = 10$ $3 + 7 = 10$ $5 + 5 = 10$	Up to 20 adding 10 $10 + 4 = 14$ $10 + 2 = 12$ $7 + 10 = 17$ $1 + 10 = 11$	Up to 18 (with 1 change) $6 + 9 = 15$ $9 + 9 = 18$ $8 + 4 = 12$
Up to 20 (no change) $11 + 2 = 13$ $14 + 1 = 15$ $12 + 2 = 14$	$14 + 3 = 17$ $15 + 2 = 17$ $16 + 1 = 17$	Bonds of 20 $3 + 17 = 20$ $17 + 3 = 20$ $9 + 11 = 20$ $11 + 9 = 20$	Up to 30 adding 20 $20 + 1 = 21$ $20 + 2 = 22$ $20 + 3 = 23$	Adding 9 (+10 -1) $2 + 9 = 11$ $5 + 9 = 14$ $8 + 9 = 17$
SUBTRACTIONS				
Up to 5 $5 - 3 = 2$ $4 - 1 = 3$ $3 - 3 = 0$	Bonds of numbers up to 10 $7 - 2 = 5$ $7 - 4 = 3$ $7 - 3 = 4$	Bonds of 10 $10 - 4 = 6$ $10 - 5 = 5$ $10 - 2 = 8$	From 10 up to 20 subtracting 10 $14 - 10 = 4$ $12 - 10 = 2$ $19 - 10 = 9$	Up to 18 (with 1 change) $14 - 7 = 7$ $11 - 8 = 3$ $12 - 8 = 4$
Up to 20 (no change) $15 - 3 = 12$	$17 - 4 = 13$ $17 - 5 = 12$	Bonds of 20 $20 - 1 = 19$ $20 - 6 = 14$	Up to 30 subtracting 20 $21 - 20 = 1$ $22 - 20 = 2$	Subtracting 9 (-10 +1) $11 - 9 = 2$ $14 - 9 = 5$

$14 - 1 = 13$ $13 - 3 = 10$	$17 - 7 = 10$	$20 - 15 = 5$	$23 - 20 = 3$	$17 - 9 = 8$
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Year 2B

ADDITIONS				
$4 + 3 = 7$ $14 + 3 = 17$ $34 + 3 = 37$ $84 + 3 = 87$ $54 + 3 = 57$	$4 + 6 = 10$ $14 + 6 = 20$ $34 + 6 = 40$ $84 + 6 = 90$ $94 + 6 = 100$	$8 + 6 = 14$ $18 + 6 = 24$ $88 + 6 = 94$ $98 + 6 = 104$ $68 + 6 = 74$	$4 + 5 = 9$ $2 + 4 = 6$ $3 + 3 = 6$ $40 + 5 = 45$ $20 + 4 = 24$ $30 + 3 = 33$	$4 + 5 = 9$ $2 + 4 = 6$ $3 + 3 = 6$ $4 + 50 = 54$ $4 + 20 = 24$ $3 + 30 = 33$
$13 + 5 = 18$ $43 + 5 = 48$ $33 + 5 = 38$ $83 + 5 = 88$ $53 + 5 = 58$	$2 + 8 = 10$ $6 + 8 = 10$ $5 + 5 = 10$ $20 + 80 = 100$ $60 + 40 = 100$ $50 + 50 = 100$	$2 + 10 = 12$ $2 + 20 = 22$ $2 + 30 = 32$ $2 + 80 = 82$ $2 + 100 = 102$	$9 + 1 = 10$ $59 + 1 = 60$ $99 + 1 = 100$ $19 + 1 = 20$ $79 + 1 = 80$	$9 + 10 = 19$ $59 + 10 = 69$ $99 + 10 = 109$ $39 + 10 = 49$ $79 + 10 = 89$
SUBTRACTIONS				
$9 - 3 = 6$ $19 - 3 = 16$ $39 - 3 = 36$ $89 - 3 = 86$ $59 - 3 = 56$	$10 - 8 = 2$ $90 - 8 = 82$ $30 - 8 = 22$ $50 - 8 = 42$ $70 - 8 = 62$	$14 - 5 = 9$ $24 - 5 = 19$ $34 - 5 = 29$ $84 - 5 = 79$ $104 - 5 = 99$	$9 - 5 = 4$ $6 - 4 = 2$ $6 - 3 = 3$ $90 - 5 = 85$ $60 - 4 = 56$ $60 - 3 = 57$	$9 - 5 = 4$ $6 - 4 = 2$ $6 - 3 = 3$ $90 - 50 = 40$ $60 - 40 = 20$ $60 - 30 = 30$

18 – 5 = 13 48 – 5 = 43 38 – 5 = 33 88 – 5 = 83 108 – 5 = 103	10 – 6 = 4 100 – 70 = 30 100 – 20 = 80 100 – 10 = 90 100 – 50 = 50	12 – 10 = 2 22 – 20 = 2 42 – 40 = 2 92 – 90 = 2 62 – 60 = 2	10 – 1 = 9 20 – 1 = 19 80 – 1 = 79 100 – 1 = 99 40 – 1 = 39	MULTIPLICATIONS Up to 10x10 5 x 7 = 35 6 x 6 = 36 3 x 0 = 0
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Year 3B

Introduction

The ability to carry out mental calculations correctly with confidence depends upon three basic factors:

1. the ability to calculate up to 20 (i.e. when you can solve any operation mentally up to 20 “from memory”, as “an immediate and spontaneous response”). Any difficulties or uncertainties in this will have an effect on your ability to calculate mentally
2. confidence with place value: TH H T U
3. the capacity to find and apply Maths tricks (learned – discovered in Year 1B and 2B) that will allow the generalisation of techniques even in various number ranges.

4 + 3 = 7 14 + 3 = 17 34 + 3 = 37 84 + 3 = 87 54 + 3 = 57 74 + 3 = 77	4 + 6 = 10 14 + 6 = 20 34 + 6 = 40 84 + 6 = 90 54 + 6 = 60 94 + 6 = 100	8 + 6 = 14 18 + 6 = 24 38 + 6 = 44 88 + 6 = 94 98 + 6 = 104 68 + 6 = 74	4 + 5 = 9 2 + 4 = 6 40 + 50 = 90 400 + 500 = 900 20 + 40 = 60 200 + 400 = 600	9 + 1 = 10 9 + 10 = 19 9 + 100 = 109 59 + 1 = 60 59 + 10 = 69 59 + 100 = 159
4 + 3 = 7 3 + 3 = 6 1 + 8 = 9 40 + 30 = 70	40 + 60 = 100 140 + 60 = 200 340 + 60 = 400 840 + 60 = 900	10 + 7 = 17 10 + 2 = 12 10 + 9 = 19 100 + 7 = 107	10 + 7 = 17 20 + 7 = 27 50 + 7 = 57 100 + 7 = 107	13 + 5 = 18 43 + 5 = 48 33 + 5 = 38 83 + 5 = 88

$30 + 30 = 60$ $10 + 80 = 90$	$540 + 60 = 600$ $940 + 60 = 1000$	$100 + 2 = 102$ $100 + 9 = 109$	$200 + 7 = 207$ $500 + 7 = 507$	$53 + 5 = 58$ $93 + 5 = 98$
$400 + 5 = 405$ $400 + 50 = 450$ $400 + 500 = 900$ $500 + 3 = 503$ $500 + 30 = 530$ $500 + 300 = 800$	$120 + 5 = 125$ $120 + 50 = 170$ $120 + 500 = 520$ $160 + 2 = 162$ $160 + 20 = 180$ $160 + 200 = 360$	$4 + 6 = 10$ $40 + 60 = 100$ $400 + 600 = 1000$ $7 + 2 = 9$ $70 + 20 = 90$ $700 + 200 = 900$	$300 + 60 + 4 = 364$ $500 + 70 + 2 = 572$ $800 + 20 + 9 = 829$	$130 + 50 = 180$ $430 + 50 = 480$ $330 + 50 = 380$ $830 + 50 = 880$ $530 + 50 = 580$ $930 + 50 = 980$
$9 - 3 = 6$ $19 - 3 = 16$ $39 - 3 = 36$ $89 - 3 = 86$ $59 - 3 = 56$ $79 - 3 = 76$	$10 - 8 = 2$ $90 - 8 = 82$ $30 - 8 = 22$ $80 - 8 = 72$ $50 - 8 = 42$ $70 - 8 = 62$	$14 - 5 = 9$ $24 - 5 = 19$ $34 - 5 = 29$ $84 - 5 = 79$ $94 - 5 = 89$ $104 - 5 = 99$	$9 - 5 = 4$ $6 - 4 = 2$ $90 - 50 = 40$ $900 - 500 = 400$ $60 - 40 = 20$ $600 - 400 = 200$	$109 - 1 = 108$ $109 - 10 = 99$ $109 - 100 = 9$ $189 - 1 = 188$ $189 - 10 = 179$ $189 - 100 = 89$
$7 - 3 = 4$ $6 - 3 = 3$ $9 - 8 = 1$ $70 - 30 = 40$ $60 - 30 = 30$ $90 - 80 = 10$	$100 - 60 = 40$ $200 - 60 = 140$ $400 - 60 = 340$ $900 - 60 = 840$ $600 - 60 = 540$ $1000 - 60 = 940$	$17 - 10 = 7$ $12 - 10 = 2$ $19 - 10 = 9$ $107 - 100 = 7$ $102 - 100 = 2$ $109 - 100 = 9$	$17 - 7 = 10$ $27 - 7 = 20$ $57 - 7 = 50$ $107 - 7 = 100$ $207 - 7 = 200$ $507 - 7 = 500$	$18 - 5 = 13$ $48 - 5 = 43$ $38 - 5 = 33$ $88 - 5 = 83$ $108 - 5 = 103$ $68 - 5 = 63$
$400 - 2 = 398$ $400 - 20 = 380$ $400 - 200 = 200$	$170 - 5 = 165$ $170 - 50 = 120$ $160 - 2 = 158$	$10 - 6 = 4$ $100 - 60 = 40$ $1000 - 600 = 400$	$364 - 60 = 304$ $364 - 4 = 360$ $364 - 300 = 64$	$180 - 50 = 130$ $480 - 50 = 430$ $380 - 50 = 330$

$500 - 3 = 497$ $500 - 30 = 470$ $500 - 300 = 200$	$160 - 20 = 140$	$9 - 2 = 7$ $90 - 20 = 70$ $900 - 200 = 700$	$772 - 700 = 72$ $772 - 2 = 770$ $772 - 70 = 702$	$880 - 50 = 830$ $580 - 50 = 530$ $980 - 50 = 930$
MULTIPLICATIONS Time Tables up to 10 x 10 x 10, x 100, x 1000 (whole numbers and decimals)		DIVISIONS Times Tables without and with remainder ÷ 10, ÷ 100, ÷ 1000 (whole numbers and decimals)		

Year 4B/5B

Introduction

In Year 4 we learn numbers up to 100 000, in Year 5 up to 1 000 000 and decimal numbers. (**t** = tenths, **h** = hundredths, **th** = thousandths). During the weekly MMT (Mental Maths Test), the number dictation is about: whole numbers up to 100 000, then up to 1 000 000, decimal numbers, fractions and decimal fractions; power of 10, percentage.

As far as mental calculations are concerned, we continue to “find and discover” Maths tricks: they are always the same but we use them with bigger numbers or with decimals.

The ability to carry out mental calculations correctly and with confidence depends upon three basic factors:

1. the **ability to calculate** up to 20 (i.e. when you can solve any operation mentally up to 20 “from memory”, as “an immediate and spontaneous response”). Any difficulties or uncertainties in this will have an effect on your ability to calculate mentally
2. **confidence** with place value: **M HTH TTH TH H T U . t h th**
3. the **capacity** to find and apply Maths tricks, that will allow the generalisation of techniques in number ranges that become bigger and bigger year by year.

ADDITIONS				
$4 + 3 = 7$ $414 + 3 = 417$ $634 + 3 = 637$ $284 + 3 = 287$	$4 + 6 = 10$ $8 + 2 = 10$ $40 + 60 = 100$ $400 + 600 = 1000$	$8 + 6 = 14$ $418 + 6 = 424$ $238 + 6 = 244$ $688 + 6 = 694$	$4 + 5 = 9$ $2 + 4 = 6$ $40 + 50 = 90$	$9 + 1 = 10$ $9 + 10 = 19$ $9 + 100 = 109$ $9 + 1000 = 1009$

$1154 + 3 = 1157$ $2974 + 3 = 2977$ $4564 + 3 = 4567$ $6704 + 3 = 6707$ $16704 + 3 = 16707$ $467004 + 3 = 467007$	$4000 + 6000 = 10000$ $80 + 20 = 100$ $800 + 200 = 1000$ $8000 + 2000 = 10000$ $80000 + 20 = 80020$ $800000 + 20 = 800020$	$898 + 6 = 904$ $998 + 6 = 1004$ $1208 + 6 = 1214$ $3448 + 6 = 3454$ $23568 + 6 = 23574$ $567488 + 6 = 567494$	$400 + 500 = 900$ $4000 + 5000 = 9000$ $20 + 40 = 60$ $200 + 400 = 600$ $2000 + 4000 = 6000$	$9 + 10000 = 10009$ $59 + 1 = 60$ $59 + 10 = 69$ $59 + 100 = 159$ $59 + 1000 = 1059$ $59 + 10000 = 10059$ $59 + 100000 = 100059$
$4 + 3 = 7$ $3 + 3 = 6$ $1 + 8 = 9$ $40 + 30 = 70$ $30 + 30 = 60$ $10 + 80 = 90$ $400 + 300 = 700$ $300 + 300 = 600$ $100 + 800 = 800$ $4000 + 3000 = 7000$ $3000 + 3000 = 6000$ $1000 + 8000 = 9000$ $40000 + 30000 = 70000$ $400000 + 300000 = 700000$ $10000 + 80000 = 90000$ $100000 + 800000 = 900000$	$14 + 6 = 20$ $140 + 60 = 200$ $340 + 60 = 400$ $840 + 60 = 900$ $540 + 60 = 600$ $940 + 60 = 1000$ $1400 + 600 = 2000$ $3400 + 600 = 4000$ $8400 + 600 = 9000$ $5400 + 600 = 6000$ $9400 + 600 = 10000$ $14000 + 6000 = 20000$ $140000 + 60000 = 200000$	$10 + 7 = 17$ $10 + 2 = 12$ $10 + 9 = 19$ $100 + 7 = 107$ $100 + 2 = 102$ $100 + 9 = 109$ $1000 + 7 = 1007$ $1000 + 2 = 1002$ $1000 + 9 = 1009$ $10000 + 7 = 10007$ $10000 + 2 = 10002$ $10000 + 9 = 10009$ $100000 + 7 = 100007$ $100000 + 2 = 100002$ $100000 + 9 = 100009$	$10 + 7 = 17$ $20 + 7 = 27$ $50 + 7 = 57$ $100 + 7 = 107$ $200 + 7 = 207$ $500 + 7 = 507$ $1000 + 7 = 1007$ $2000 + 7 = 2007$ $5000 + 7 = 5007$ $10000 + 7 = 10007$ $20000 + 7 = 20007$ $50000 + 7 = 50007$ $100000 + 7 = 100007$ $200000 + 7 = 200007$ $500000 + 7 = 500007$	$13 + 5 = 18$ $43 + 5 = 48$ $33 + 5 = 38$ $83 + 5 = 88$ $443 + 5 = 448$ $933 + 5 = 938$ $683 + 5 = 688$ $1443 + 5 = 1448$ $2933 + 5 = 2938$ $8683 + 5 = 8688$ $45703 + 5 = 45708$ $985073 + 5 = 985078$

$400 + 5 = 405$ $400 + 50 = 450$ $400 + 500 = 900$ $400 + 5000 = 5400$ $500 + 3 = 503$ $500 + 30 = 530$ $500 + 300 = 800$ $500 + 3000 = 3500$ $400 + 50000 = 500400$ $500 + 30000 = 300500$ $400 + 500000 = 5000400$ $500 + 300000 = 3000500$	$1200 + 5 = 1205$ $1200 + 50 = 1250$ $1200 + 500 = 1700$ $1200 + 5000 = 6200$ $3600 + 2 = 3602$ $3600 + 20 = 3620$ $3600 + 200 = 3800$ $3600 + 2000 = 5600$ $1200 + 20000 = 21200$ $3600 + 200000 = 203600$	$4 + 6 = 10$ $40 + 60 = 100$ $400 + 600 = 1000$ $4000 + 6000 = 10000$ $7 + 2 = 9$ $70 + 20 = 90$ $700 + 200 = 900$ $7000 + 2000 = 9000$ $40000 + 60000 = 100000$ $70000 + 20000 = 90000$	$300 + 60 + 4 = 364$ $500 + 70 + 2 = 572$ $800 + 20 + 9 = 829$ $8000+100+50+3= 8153$ $4000+800+30+1= 4831$ $2000+700+20+9= 2729$ $30000+2000+500+70+8=$ $500000+600+80=$ $70000+3000+9=$ $800008+60+2=$	$130 + 50 = 180$ $1300 + 500 = 1800$ $4300 + 500 = 4800$ $8300 + 500 = 8800$ $5300 + 500 = 5800$ $9300 + 500 = 9800$ $1300 + 500 = 1800$ $2300 + 500 = 2800$ $13000 + 5000 =$ $130000 + 50000 =$
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DECIMAL NUMBERS

<h2 style="margin: 0;">U. t h th</h2> <p style="margin: 0;">It is extremely important to “build” a mental abacus in order to become quick and correct in mental calculations.</p>	<p style="text-align: center;">1U with t (= 10 t)</p> $0.8 + 0.2 = 1$ $0.3 + 0.7 = 1$ $0.5 + 0.5 = 1$ $0.4 + 0.6 = 1$ $0.1 + 0.9 = 1$	<p style="text-align: center;">1U with h (= 100 h)</p> $0.98 + 0.02 = 1$ $0.93 + 0.07 = 1$ $0.95 + 0.05 = 1$ $0.36 + 0.64 = 1$ $0.28 + 0.72 = 1$ $0.41 + 0.59 = 1$	<p style="text-align: center;">1U with th (= 1000th)</p> $0.998 + 0.002 = 1$ $0.993 + 0.007 = 1$ $0.995 + 0.005 = 1$ $0.006 + 0.994 = 1$ $0.009 + 0.991 = 1$ $0.003 + 0.997 = 1$	<p style="text-align: center;">Using the mental abacus</p> $0.2 + 1.08 = 1.28$ $3 + 0.009 = 3.009$ $2.6 + 1.04 = 3.64$ $0.2 + 5.7 = 5.9$ $0.78 + 0.3 = 1.03$ $12 + 4.07 = 16.07$
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<p>+ 1U (U. t h th)</p> <p>0.4 + 1 = 1.4 0.03 + 1 = 1.03 0.009 + 1 = 1.009</p> <p>1 + 0.2 = 1.2 1 + 0.34 = 1.34 1 + 0.092 = 1.092</p>	<p>+ 1t (U. t h th)</p> <p>0.6 + 0.1 = 0.7 0.09 + 0.1 = 0.19 0.002 + 0.1 = 0.102</p> <p>0.1 + 0.7 = 0.8 0.1 + 0.54 = 0.64 0.1 + 0.034 = 0.134</p>	<p>+ 1h (U. t h th)</p> <p>0.8 + 0.01 = 0.81 0.07 + 0.01 = 0.08 0.005 + 0.01 = 0.015</p> <p>0.01 + 2.4 = 2.41 0.01 + 0.23 = 0.24 0.01 + 1.078 = 1.088</p>	<p>+1 th (U. t h th)</p> <p>0.2 + 0.001 = 0.201 0.65 + 0.001 = 0.651 1.078 + 0.001 = 1.079</p> <p>0.001 + 4.5 = 4.501 0.001 + 0.08 = 0.081 0.001 + 0.061 = 0.062</p>	<p>With changes</p> <p>0.05 + 1.05 = 1.1</p> <p>0.037 + 0.033 = 0.07</p> <p>0.8 + 0.24 = 1.04</p> <p>3.91 + 0.09 = 4</p>
SUBTRACTIONS				
<p>9 - 3 = 6</p> <p>819 - 3 = 816 639 - 3 = 636 389 - 3 = 386</p> <p>1959 - 3 = 1956 3179 - 3 = 3176 8449 - 3 = 8446</p> <p>57009 - 3 = 57006 456099 - 3 = 456096</p>	<p>10 - 8 = 2</p> <p>900 - 8 = 892 300 - 8 = 292 800 - 8 = 792</p> <p>5000 - 8 = 4992 7000 - 8 = 6992 9000 - 8 = 8992 10000 - 8 = 9992</p> <p>40000 - 8 = 39992 600000 - 8 = 599992</p>	<p>14 - 5 = 9</p> <p>24 - 5 = 19 34 - 5 = 29 84 - 5 = 79</p> <p>394 - 5 = 389 104 - 5 = 99 984 - 5 = 979 1004 - 5 = 999</p> <p>34004 - 5 = 33999 76884 - 5 = 76879</p> <p>215674 - 5 = 215669 750004 - 5 = 749999</p>	<p>9 - 5 = 4 6 - 4 = 2</p> <p>90 - 50 = 40 900 - 500 = 400 9000 - 5000 = 4000 90000 - 50000 = 40000</p> <p>60 - 40 = 20 600 - 400 = 200 6000 - 4000 = 2000 60000 - 40000 = 20000</p> <p>900000 - 5 = 900000 - 50 = 900000 - 500 = 900000 - 5000 = 900000 - 50000 = 900000 - 500000 =</p>	<p>3400 - 1 = 3399 3400 - 10 = 3390 3400 - 100 = 3300 3400 - 1000 = 2400</p> <p>6000 - 1 = 5999 6000 - 10 = 5990 6000 - 100 = 5900 6000 - 1000 = 5000</p> <p>34000 - 1 = 34000 - 10 = 34000 - 100 = 34000 - 1000 =</p> <p>340000 - 1 = 340000 - 10 = 340000 - 100 = 340000 - 1000 =</p>

				$340000 - 10000 =$ $340000 - 100000 =$
$6 - 3 = 3$ $9 - 5 = 4$ $60 - 30 = 30$ $90 - 50 = 40$ $600 - 300 = 300$ $900 - 500 = 400$ $6000 - 3000 = 3000$ $9000 - 5000 = 4000$ $60000 - 30000 =$ $600000 - 300000 =$ $90000 - 50000 =$ $900000 - 500000 =$	$100 - 60 = 40$ $1000 - 600 = 400$ $10000 - 6000 = 4000$ $2000 - 600 = 1400$ $4000 - 600 = 3400$ $9000 - 600 = 8400$ $6000 - 600 = 5400$ $10000 - 600 = 9400$ $100000 - 60000 = 40000$ $200000 - 60000 = 140000$ $400000 - 60000 = 340000$ $900000 - 60000 = 840000$	$17 - 10 = 7$ $12 - 10 = 2$ $107 - 100 = 7$ $102 - 100 = 2$ $1007 - 1000 = 7$ $1002 - 1000 = 2$ $10007 - 10000 = 7$ $10002 - 10000 = 2$ $100007 - 100000 = 7$ $100002 - 100000 = 2$	$27 - 7 = 20$ $57 - 7 = 50$ $207 - 7 = 200$ $507 - 7 = 500$ $2007 - 7 = 2000$ $5007 - 7 = 5000$ $20007 - 7 = 20000$ $50007 - 7 = 50000$ $200007 - 7 = 200000$ $500007 - 7 = 500000$	$100 - 54 = 46$ $100 - 32 = 68$ $100 - 75 = 25$ $100 - 86 = 14$ $100 - 43 = 57$ $100 - 11 = 89$ $1000 - 320 = 680$ $1000 - 750 = 250$ $1000 - 860 = 140$ $1000 - 430 = 570$ $1000 - 110 = 890$
$4000 - 2 = 3998$ $4000 - 20 = 3980$ $4000 - 200 = 3800$ $4000 - 2000 = 2000$ $5700 - 3 = 5697$ $5700 - 30 = 5670$ $5700 - 300 = 5400$ $5700 - 3000 = 2700$ $57000 - 3 =$ $57000 - 30 =$	$1700 - 5 = 1695$ $1700 - 50 = 1650$ $1700 - 500 = 1200$ $1600 - 2 = 1598$ $1600 - 20 = 1940$ $1600 - 200 = 1400$ $17000 - 5 =$ $17000 - 50 =$ $17000 - 500 =$ $17000 - 5000 =$	$10 - 6 = 4$ $100 - 60 = 40$ $1000 - 600 = 400$ $9 - 2 = 7$ $90 - 20 = 70$ $900 - 200 = 700$ $10000 - 6 =$ $10000 - 60 =$ $10000 - 600 =$ $10000 - 6000 =$	$364 - 60 = 304$ $364 - 4 = 360$ $364 - 300 = 64$ $772 - 700 = 2$ $772 - 2 = 770$ $772 - 70 = 702$ $1364 - 60 =$ $1364 - 4 =$ $1364 - 1000 =$ $1364 - 300 =$	$180 - 50 = 130$ $480 - 50 = 430$ $380 - 50 = 330$ $880 - 50 = 830$ $580 - 50 = 530$ $980 - 50 = 930$ $1800 - 500 = 1300$ $4800 - 500 = 4300$ $3800 - 500 = 3300$

$57000 - 300 =$ $57000 - 3000 =$ $57000 - 30000 =$	$16000 - 2 =$ $16000 - 20 =$ $16000 - 200 =$ $16000 - 2000 =$	$90000 - 2 =$ $90000 - 20 =$ $90000 - 200 =$ $90000 - 2000 =$ $90000 - 20000 =$	$2772 - 700 =$ $2772 - 2 =$ $2772 - 70 =$ $2772 - 2000 =$	$8800 - 500 = 8300$ $5800 - 500 = 5300$ $9800 - 500 = 9300$
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DECIMAL NUMBERS

<p>U. t h th</p> <p>When the subtraction needs a change to be solved, it is useful to think of the minuend and the subtrahend as whole numbers. Finally, add the decimal point to the difference in the right place.</p> <p>1.1-0.05 → 110-5= 105 → 1.05</p> <p>4-0.21 → 400-21= 379 → 3.79</p>	<p>1U with t (= 10 t)</p> <p>$1 - 0.8 = 0.2$ $1 - 0.3 = 0.7$ $1 - 0.5 = 0.5$ $1 - 0.4 = 0.6$ $1 - 0.1 = 0.9$</p>	<p>1U with h (= 100 h)</p> <p>$1 - 0.98 = 0.02$ $1 - 0.93 = 0.07$ $1 - 0.95 = 0.05$</p> <p>$1 - 0.36 = 0.64$ $1 - 0.28 = 0.72$ $1 - 0.41 = 0.59$</p>	<p>1U with th (= 1000th)</p> <p>$1 - 0.998 = 0.002$ $1 - 0.993 = 0.007$ $1 - 0.995 = 0.005$</p> <p>$1 - 0.006 = 0.994$ $1 - 0.009 = 0.991$ $1 - 0.003 = 0.997$</p>	<p>Using the mental abacus</p> <p>$5.6 - 0.3 = 5.3$ $0.345 - 0.004 = 0.341$ $5.2 - 0.2 = 5$ $6.2 - 2.1 = 4.1$ $1.73 - 1.01 = 0.72$ $12.6 - 1.4 = 11.2$</p>
<p>- 1U (U. t h th)</p> <p>$1.4 - 1 = 0.4$ $1.03 - 1 = 0.03$ $1.009 - 1 = 0.009$</p>	<p>- 1t (U. t h th)</p> <p>$0.7 - 0.1 = 0.6$ $0.19 - 0.1 = 0.09$ $0.102 - 0.1 = 0.002$</p>	<p>- 1h (U. t h th)</p> <p>$0.81 - 0.01 = 0.8$ $0.08 - 0.01 = 0.07$ $0.015 - 0.01 = 0.005$</p>	<p>-1 th (U. t h th)</p> <p>$0.201 - 0.001 = 0.2$ $0.651 - 0.001 = 0.65$ $1.079 - 0.001 = 1.078$</p>	<p>With changes</p> <p>$1.1 - 0.05 = 1.05$ $5 - 1.2 = 3.8$</p>

$1.2 - 1 = 0.2$ $1.34 - 1 = 0.34$ $1.092 - 1 = 0.092$	$0.8 - 0.1 =$ $0.64 - 0.1 = 0.54$ $0.134 - 0.1 = 0.034$	$2.41 - 0.01 = 2.4$ $0.24 - 0.01 = 0.23$ $1.088 - 0.01 = 1.078$	$4.501 - 0.001 = 4.5$ $0.081 - 0.001 = 0.08$ $0.062 - 0.001 = 0.061$	$1.3 - 0.24 = 1.06$ $4 - 0.21 = 3.79$
MULTIPLICATIONS Time Tables up to 12 x 12 x 10, x 100, x 1000 (whole numbers and decimals) With 2/3-digit multiplicands		DIVISIONS Times Tables without and with remainder ÷ 10, ÷ 100, ÷ 1000 (whole numbers and decimals) With 2/3-digit dividends and 2-digit divisors without and with remainders		
$4 \times 10 = 40$ $4 \times 100 = 400$ $4 \times 1000 = 4000$ $70 \times 10 = 700$ $70 \times 100 = 7000$ $70 \times 1000 = 70000$ $456 \times 10 = 4560$ $456 \times 100 = 45600$ $456 \times 1000 = 456000$	$0.007 \times 10 = 0.07$ $0.007 \times 100 = 0.7$ $0.007 \times 1000 = 7$ $70.2 \times 10 = 702$ $70.2 \times 100 = 7020$ $70.2 \times 1000 = 70200$ $7.8 \times 10 = 78$ $7.8 \times 100 = 780$ $7.8 \times 1000 = 7800$	$9000 \div 10 = 900$ $9000 \div 100 = 90$ $9000 \div 1000 = 9$ $2300 \div 10 = 230$ $2300 \div 100 = 23$ $67000 \div 10 = 6700$ $67000 \div 100 = 670$ $67000 \div 1000 = 67$	$5 \div 10 = 0.5$ $5 \div 100 = 0.05$ $5 \div 1000 = 0.005$ $320 \div 10 = 32$ $320 \div 100 = 3.2$ $320 \div 1000 = 0.32$ $0.8 \div 10 = 0.08$ $0.8 \div 100 = 0.008$	
$14 \times 5 =$ $35 \times 4 =$ $17 \times 3 =$ $21 \times 4 =$ $45 \times 6 =$	$40 \times 8 =$ $40 \times 80 =$ $60 \times 4 =$ $60 \times 40 =$ $80 \times 9 =$ $80 \times 90 =$ $500 \times 6 =$	$100 \div 25 =$ $96 \div 32 =$ $108 \div 35 =$ $65 \div 13 =$ $58 \div 18 =$	$640 \div 80 =$ $810 \div 90 =$ $500 \div 70 =$ $480 \div 8 =$	

$49 \times 3 =$

$700 \times 4 =$

$400 \times 7 =$

$185 \div 45 =$

$420 \div 5 =$

$170 \div 4 =$

MENTAL MATHS

<p>Who?</p> <ul style="list-style-type: none"> ▪ Bilingual classes <p>Class 1B Class 2B Class 3B Class 4B Class 5B</p>	<p>When?</p> <ul style="list-style-type: none"> ▪ Once a week ▪ Year 1B – from January to May ▪ Year 2B, 3B, 4B, 5B – from September to May 	<p>Where?</p> <ul style="list-style-type: none"> ▪ Classroom <p><i>Setting</i></p> <ul style="list-style-type: none"> ▪ All the desks spread in the room ▪ Silence and good light <p>Teacher standing in front of the students</p>
<p>How long?</p> <ul style="list-style-type: none"> ▪ 1 hour (Year 1B) ▪ less than 1 hour (Year 2B, 3B, 4B, 5B) 	<p>What with? <i>Teacher and students' equipment</i></p> <ul style="list-style-type: none"> ▪ Blank grid 	<p>Subject</p> <p>MATHS – Number dictation and mental calculation</p>
<p>Contents</p> <p>Year 1B</p> <ul style="list-style-type: none"> ▪ Number dictation: numbers from 0 up to 10, then up to 20 (or 29) ▪ Additions and subtractions up to 20 (+ tricks) <p>Year 2B</p> <ul style="list-style-type: none"> ▪ Number dictation: numbers from 0 up to 100, then up to 999 (or 1 000) ▪ Additions and subtractions up to 100 (+ tricks) ▪ Multiplications (up to 10 x 10) <p>Year 3B</p> <ul style="list-style-type: none"> ▪ Number dictation: whole numbers from 0 up to 1 000, then up to 9 999 (or 10 000); fractions, decimal numbers 		

- Additions and subtractions up to 1 000
- Multiplications (times tables up to 12 x 12)
- Divisions as inverse operations of times tables, without and with remainders

Year 4B

- Number dictation: whole numbers from 0 up to 10 000, then up to 99 999 (or 100 000); fractions, decimal fractions, decimal numbers
- Additions and subtractions up to 10 000 (+ tricks)
- Multiplications (times tables up to 12 x 12), (+ tricks)
- X 10, 100, 1 000 with whole and decimal numbers
- With 2/3-digit multiplicands
- Divisions as inverse operations of times tables, without and with remainders (+ tricks)
- \div 10, 100, 1000 with whole and decimal numbers
- With 2/3-digit dividends and 2-digit divisors without and with remainders

Year 5B

- Number dictation: whole numbers from 0 up to 100 000, then up to 999 999 (or 1 000 000); fractions, decimal fractions, decimal numbers, percentage
- Additions and subtractions up to 100 000 (+ tricks)
- Multiplications (times tables up to 12 x 12), (+ tricks)
- X 10, 100, 1 000 with whole and decimal numbers
- With 2/3-digit multiplicands
- Divisions as inverse operations of times tables, without and with remainders (+ tricks)
- \div 10, 100, 1000 with whole and decimal numbers
- With 2/3-digit dividends and 2-digit divisors without and with remainders.

How?

Students

- Independent work
- Year 1B – They can use their fingers or

Teacher:

- S/he dictates 1 number at a time and repeats it once (Year 3/4/5B – each

Language

- Whole numbers
- 4 operation signs (+, -, x, \div , =)
- Fractions

structured/unstructured material for the calculation	number been said only once) <ul style="list-style-type: none"> ▪ S/he says 1 operation at a time, then s/he waits a few seconds and repeats it again. Students don't write the operation, just the result in the corresponding column 	<ul style="list-style-type: none"> ▪ Decimal fractions ▪ Decimal numbers ▪ Percentage
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What?
Activity

Year 1B

- Number dictation (at the beginning 5 numbers with movements only and 5 with voice), up to 10; middle term 7 with movements only and 7 with voice numbers up to 20; final term 10 with movements only and 10 with voice numbers, up to 20 (or to 29)
- Additions (at the beginning 5 additions, up to 5; middle term 7 additions up to 10; final term 7 additions up to 20)
- Subtractions (at the beginning 5 subtractions, up to 5; middle term 7 subtractions up to 10; final term 7 subtractions up to 20)

Year 2B

- Number dictation (at the beginning 7 numbers, up to 20; then 10 numbers up to 100)
- Additions (at the beginning 5 additions, up to 20; middle term 7 additions up to 100; final term 10 additions up to 100)
- Subtractions (at the beginning 5 subtractions, up to 20; middle term 7 subtractions up to 100; final term 10 subtractions up to 100)
- Multiplications (at the beginning 5 multiplications; middle term 7; final term 10)

Year 3B

- Number dictation (10 numbers: they can be whole numbers up to 1000, fractions, decimals numbers according to the program the class is working on)
- Additions (10 additions up to 1000 and/or up to 9 999)
- Subtractions (10 subtractions up to 1000 and/or up to 9 999)
- Multiplications (10 multiplications – times table and/or x10, 100, 1000)
- Divisions without and with remainder (10 divisions – times table and/or ÷10, 100, 1000)

Year 4B – (see “Contents”)

- Number dictation
- 10 additions
- 10 subtractions
- 10 multiplications
- 10 divisions

Year 5B – (see “Contents”)

- Number dictation
- 10 additions
- 10 subtractions
- 10 multiplications
- 10 divisions

Assessment

How to correct and mark the Mental Maths Test

1. Dictation

- Circle the wrong number and re-write the correct one next to it (T)
- No mark for the dictation

2. Operations

- Circle the wrong result and write the operation next to it (T); ask to solve it and to write the correct result next to the written operation (S)

- Year 1B: every 2 mistakes 1 point less (1 mistake $\frac{1}{2}$ point less)
- Year 2B: every 3 mistakes 1 point less (1 or 2 mistakes $\frac{1}{2}$ point less)
- Year 3B: every 4 mistakes 1 point less (1, 2 or 3 mistakes $\frac{1}{2}$ point less)

- In order to help the children to become aware of what they can do and where they have more difficulties, in Year 3B we can write in each column of operations the fraction of the correct results. The

denominator represents the total number of additions, subtractions..., the numerator represents the correct results.

Example: $\frac{4}{10}$ means that there are 4 correct answers out of ten additions...

- In this way the children can also understand fractions better by using them in their daily school life. It is useful for the parents, too. For they can visualize where their child needs more exercise.

Students' self-monitoring

- There are many ways to visualize the results and improvements of their MMT. The Traffic Lights is one of these (the Bullseye is another one). Students colour the circle according to the mark they've received:
RED - 5, 5/6, 6, 6/7, 7
ORANGE - 7/8, 8, 8/9
GREEN - 9, 9/10, 10, 10 L
- We can introduce the Traffic Lights or the Bullseye in Year 1B or in Year 2B; in Year 3B students should work with it independently
- Self-monitoring is effective because it helps students to be self-aware through the display of their own levels of confidence, progression, accuracy and mastery of basic skills (according to Metacognition)

Teacher's assessment

- The whole class results help the teacher to know where the children are confident and where not. It is easy then to plan new work based on previous learning that needs to be consolidated.
The weekly results per child help the teacher, the child and the family to know which are the strength and weaknesses in numbers and mental calculations. That makes more effective the organization of the work on the individual needs(at school and at home).

Notes

Pre-requisites/Prior Knowledge

- In each class what we call "tricks" represent the prior knowledge

Emotional impact

- It is not easy for our students to cope with the emotional impact of the Mental Maths Test... in English!
- What we can do to help them is to reassure them by giving clear instructions, the right time to write the answers, keeping the group

silent, telling them they can write a short line (–) when they don't know a result, being consistent (= MMT every week in the same way – explain any change it is time to introduce)

- We can also give them rational tools - positive thoughts, that we call “Light Thoughts” such as “I try. I can do it. If I make a mistake is not a tragedy”, according to what Rational-Emotional Education states

Dictation

- Numbers such as 13 and 14, 12 and 20, 13 and 30, 14 and 40, 15 and 50, 16 and 60, 17 and 70, 18 and 80, 19 and 90 are very difficult to distinguish for most of our Italian students. For this reason it is important to dictate them almost in every Mental Maths Test
- At the beginning we dictate them separately, but once the students become more secure, we can make some “tricky dictations” such as: 2, 20, 12, 14, 13, 43, 34,...

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Operations

- It is fundamental to work with the Mental Maths Tricks in Year 2B (as shown in the attachment). These “tricks” will enable our students to build their own mental calculation skills the following years
- The teacher keeps record on one grid of the numbers and operations s/he dictates.

I.C.T

The following yearly plan can only be guaranteed if the appropriate software and hardware are available and functioning correctly.

Year 1

COMPETENCES	SKILLS	KNOWLEDGE
<p>Progettare e realizzare semplici manufatti e strumenti spiegando le fasi del processo</p> <p>Utilizzare con dimestichezza le più comuni tecnologie, in particolare quelle dell'informazione e della comunicazione, individuando le soluzioni potenzialmente utili ad un dato contesto applicativo, a partire dall'attività di studio</p> <p>Essere consapevole delle potenzialità, dei limiti e dei rischi dell'uso delle tecnologie, con particolare</p>	<p>Identifying and using computer hardware.</p> <p>Navigating the Keyboard.</p> <p>Managing files.</p> <p>Using widely known programs.</p>	<p>Computer: turn on, log in, shut down . Monitor: Switch on, switch off. Mouse: Left click, right click, double click, single click, scroll.</p> <p>Typing, numbers, space bar, control, alt, delete.</p> <p>How to: Open and save files of different types.</p> <p>Paint.</p>

riferimento al contesto produttivo, culturale e sociale in cui vengono applicate		
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Year 2

COMPETENCES	SKILLS	KNOWLEDGE
<p>Progettare e realizzare semplici manufatti e strumenti spiegando le fasi del processo</p> <p>Utilizzare con dimestichezza le più comuni tecnologie, in particolare quelle dell'informazione e della comunicazione, individuando le soluzioni potenzialmente utili ad un dato contesto applicativo, a partire dall'attività di studio</p> <p>Essere consapevole delle potenzialità, dei limiti e dei rischi dell'uso delle</p>	<p>Identifying and using computer hardware.</p> <p>Navigating the Keyboard.</p> <p>Internet: Entering a specific website via a given URL or guided search.</p> <p>Managing files.</p> <p>Using widely known programs.</p>	<p>Computer: turn on, log in, shut down. Monitor: Switch on, switch off. Mouse: Left click, right click, double click, single click, scroll. Printer and cables.</p> <p>Typing, numbers, shift, space bar, control, alt, delete, backspace vs delete, caps lock.</p> <p>Location of address bar and search bar.</p> <p>How to: Open and save files of different types.</p> <p>Word, Powerpoint, Paint.</p>

<p>tecnologie, con particolare riferimento al contesto produttivo, culturale e sociale in cui vengono applicate</p>		
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Year 3

COMPETENCES	SKILLS	KNOWLEDGE
<p>Progettare e realizzare semplici manufatti e strumenti spiegando le fasi del processo</p> <p>Utilizzare con dimestichezza le più comuni tecnologie, in particolare quelle dell'informazione e della comunicazione, individuando le soluzioni potenzialmente utili ad un dato contesto applicativo, a partire dall'attività di studio</p> <p>Essere consapevole delle</p>	<p>Identifying and using computer hardware.</p> <p>Navigating the Keyboard.</p> <p>Internet: Entering a specific website via a given URL or guided search.</p> <p>Managing files.</p> <p>Using widely known programs.</p>	<p>Computer: turn on, log in, shut down. Monitor: Switch on, switch off. Mouse: Left click, right click, double click, single click, scroll. Printer and cables.</p> <p>Typing, numbers, shift, number lock, space bar, control, alt, delete, backspace vs delete, caps lock.</p> <p>Location of address bar and search bar.</p> <p>How to: Open and save files of different types.</p> <p>Word, Powerpoint, Excel, Paint.</p>

<p>potenzialità, dei limiti e dei rischi dell'uso delle tecnologie, con particolare riferimento al contesto produttivo, culturale e sociale in cui vengono applicate</p>		
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Year 4

COMPETENCES	SKILLS	KNOWLEDGE
<p>Progettare e realizzare semplici manufatti e strumenti spiegando le fasi del processo</p> <p>Utilizzare con dimestichezza le più comuni tecnologie, in particolare quelle dell'informazione e della comunicazione, individuando le soluzioni potenzialmente utili ad un dato contesto applicativo, a partire dall'attività di studio</p>	<p>Identifying and using computer hardware.</p> <p>Navigating the Keyboard.</p> <p>Internet: Entering a specific website via a given URL or guided search. Conducting research on the internet independently.</p> <p>Managing files.</p> <p>Using widely known programs.</p>	<p>Computer: turn on, log in, shut down. Monitor: Switch on, switch off. Mouse: Left click, right click, double click, single click, scroll. Printer and cables.</p> <p>Typing, numbers, shift, number lock, space bar, control, alt, delete, backspace vs delete, caps lock.</p> <p>Location of address bar and search bar. Awareness of advantages, disadvantages and dangers of using the internet (e.g. not divulging personal information, viruses).</p> <p>How to: Open and save files of different types and from different locations (e.g. computer</p>

<p>Essere consapevole delle potenzialità, dei limiti e dei rischi dell'uso delle tecnologie, con particolare riferimento al contesto produttivo, culturale e sociale in cui vengono applicate</p>		<p>harddrive, USB stick). Copy, paste, cut, delete, move, rename, close.</p> <p>Word, Powerpoint, Excel, Paint.</p>
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Year 5

COMPETENCES	SKILLS	KNOWLEDGE
<p>Progettare e realizzare semplici manufatti e strumenti spiegando le fasi del processo</p> <p>Utilizzare con dimestichezza le più comuni tecnologie, in particolare quelle dell'informazione e della comunicazione, individuando le soluzioni potenzialmente utili ad un dato contesto applicativo,</p>	<p>Identifying and using computer hardware.</p> <p>Navigating the Keyboard and exploring the basic skill of touch typing.</p> <p>Internet: Entering a specific website via a given URL or guided search. Conducting research on the internet independently. Designing the layout and creating the pages for a website.</p> <p>Managing files.</p> <p>Using widely known programs.</p>	<p>Computer: turn on, log in, shut down. Monitor: Switch on, switch off. Mouse: Left click, right click, double click, single click, scroll. Printer and cables.</p> <p>Typing, numbers, shift, number lock, space bar, control, alt, delete, backspace vs delete, caps lock. Typing the major letter groups without looking at the keyboard.</p> <p>Location of address bar and search bar. Awareness of advantages, disadvantages and dangers of using the internet (e.g. not</p>

<p>a partire dall'attività di studio</p> <p>Essere consapevole delle potenzialità, dei limiti e dei rischi dell'uso delle tecnologie, con particolare riferimento al contesto produttivo, culturale e sociale in cui vengono applicate</p>		<p>divulging personal information, viruses). Visual impact and ease of access to information.</p> <p>How to: Open and save files of different types and from different locations (e.g. computer harddrive, USB stick). Copy, paste, cut, delete, move, rename, close.</p> <p>Word, Powerpoint, Excel, Paint.</p>
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STORIA

Year 1

COMPETENZE	ABILITA'	CONOSCENZE
<p>Comprendere che la storia è un processo di ricostruzione del passato condizionata dalla tipologia e dalla disponibilità delle fonti e soggetta a continui sviluppi</p> <p>Utilizzare i procedimenti del metodo storiografico e il lavoro su fonti</p> <p>Riconoscere le componenti costitutive delle società organizzate</p> <p>Comprendere fenomeni relativi al passato e alla contemporaneità, saperli contestualizzare nello spazio e nel tempo, cogliere relazioni causali e interrelazioni</p>	<p>Individuare e definire gli eventi come una serie di azioni successive.</p> <p>Costruire strisce del tempo riferite a scansioni temporali note.</p> <p>Usare i nessi temporali di successione.</p> <p>Iniziare a conoscere strumenti convenzionali e non per la misurazione del tempo e per la periodizzazione: calendario, diario.</p> <p>Riconoscere la ciclicità dei fenomeni regolari: giorno-notte, settimana, mese e stagione.</p> <p>Iniziare a conoscere gli elementi che caratterizzano la famiglia, il gruppo classe, le regole di convivenza.</p> <p>Rappresentare conoscenze e concetti appresi mediante racconti orali e disegni.</p> <p>Studiare la storia come educazione alla tolleranza, alla pace, alla solidarietà.</p>	<p>Tempo lineare e tempo ciclico-circolare. Parti del giorno e della giornata, giorni della settimana, mesi, stagioni. Giochi e drammatizzazioni sulla ciclicità o linearità di fatti ed eventi vicini e lontani nel tempo e nella quotidianità. Uso giornaliero di routines legate al passare del tempo: oggi è..., ieri era..., domani sarà... (in italiano e in inglese). Registrazioni del tempo meteorologico. Riordino di storie in sequenze temporali. Uso di esperimenti per l'osservazione diretta del passare del tempo (crescita di un bulbo). Letture di testi appartenenti a popoli e culture diverse.</p>

<p>Operare confronti tra le varie modalità con cui gli uomini-le donne-i popoli nel tempo hanno dato risposta ai loro bisogni e problemi rilevando nel processo permanenze, mutamenti e contaminazioni</p> <p>Utilizzare conoscenze e abilità per orientarsi nel presente, per comprendere i problemi fondamentali del mondo contemporaneo, per sviluppare atteggiamenti critici e consapevoli</p>		
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Year 2

COMPETENZE	ABILITA'	CONOSCENZE
<p>Comprendere che la storia è un processo di ricostruzione del passato condizionata dalla tipologia e dalla disponibilità delle fonti e soggetta a continui sviluppi</p>	<p>Cogliere la differenza tra tempo storico e tempo meteorologico.</p> <p>Consolidare i concetti di successione cronologica e ciclica.</p> <p>Acquisire il concetto di contemporaneità applicando in modo adeguato gli indicatori</p>	<p>Tempo lineare e tempo ciclico-circolare. Parti del giorno e della giornata, giorni della settimana, mesi, stagioni. Giochi e drammatizzazioni sulla ciclicità o linearità di fatti ed eventi vicini e lontani nel tempo e nella quotidianità. Uso giornaliero di routines legate al passare del tempo: oggi è..., ieri era...,</p>

<p>Utilizzare i procedimenti del metodo storiografico e il lavoro su fonti</p> <p>Riconoscere le componenti costitutive delle società organizzate</p> <p>Comprendere fenomeni relativi al passato e alla contemporaneità, saperli contestualizzare nello spazio e nel tempo, cogliere relazioni causali e interrelazioni</p> <p>Operare confronti tra le varie modalità con cui gli uomini-le donne-i popoli nel tempo hanno dato risposta ai loro bisogni e problemi rilevando nel processo permanenze, mutamenti e contaminazioni</p> <p>Utilizzare conoscenze e abilità per orientarsi nel presente, per</p>	<p>temporali.</p> <p>Riordinare fatti ed eventi in successione logica: narrazione, giornata, settimana, gita, di un periodo particolare.</p> <p>Riflettere sulla durata come quantità di tempo.</p> <p>Iniziare a conoscere e a usare il sistema e gli strumenti convenzionali per la misurazione e la periodizzazione: calendario, orologio, linee e ruote del tempo.</p> <p>Individuare e definire cause e conseguenze di fatti e situazioni.</p> <p>Osservare i cambiamenti nel tempo riferiti a persone, animali e cose.</p> <p>Individuare cambiamenti reversibili e irreversibili.</p> <p>Cogliere i mutamenti dell'ambiente di vita e delle abitudini causate dal variare delle stagioni.</p> <p>Ricostruire la storia personale utilizzando tracce e fonti.</p> <p>Rappresentare conoscenze e concetti appresi mediante racconti orali e disegni.</p>	<p>domani sarà... (in italiano e in inglese). Registrazioni del tempo meteorologico. Riordino di storie in sequenze temporali. Uso di esperimenti per l'osservazione diretta del passare del tempo. Attività ed esercizi sul concetto di testimone e di ricostruzione di un evento e/o di periodi. Ricostruzione di periodi passati legati al vissuto personale/di classe con utilizzo di fonti. Lecture di testi appartenenti a popoli e culture diverse.</p> <p>Secondo il metodo dei <i>"Cassettoni"</i>: Big Bang e nascita della Terra I dinosauri Paleolitico e Neolitico.</p>
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comprendere i problemi fondamentali del mondo contemporaneo, per sviluppare atteggiamenti critici e consapevoli	<p>Ricostruire e descrivere la storia della Terra per grandi sintesi.</p> <p>Studiare la storia come educazione alla tolleranza, alla pace, alla solidarietà.</p>	
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Year 3

COMPETENZE	ABILITA'	CONOSCENZE
<p>Comprendere che la storia è un processo di ricostruzione del passato condizionata dalla tipologia e dalla disponibilità delle fonti e soggetta a continui sviluppi</p> <p>Utilizzare i procedimenti del metodo storiografico e il lavoro su fonti</p> <p>Riconoscere le componenti costitutive delle società organizzate</p> <p>Comprendere fenomeni relativi</p>	<p>Conoscere gli strumenti essenziali per indagare e comprendere i fenomeni del passato: cronologia, contemporaneità, periodizzazione.</p> <p>Consolidare il concetto di evento come momento significativo e documentabile.</p> <p>Individuare e definire relazioni di causa-effetto in situazioni differenti ed eventi d'importanza storica: ambiente-evoluzione, ambiente-adattamento umano.</p> <p>Scoprire l'importanza delle fonti per ricostruire un evento passato, classificando e confrontando i diversi tipi: orali, scritte, testimonianze, reperti, documenti.</p> <p>Scoprire lo scopo e l'importanza del lavoro dello storico e degli scienziati che collaborano con lui.</p>	<p>Tempo lineare e tempo ciclico-circolare. Parti del giorno e della giornata, giorni della settimana, mesi, stagioni. Giochi e drammatizzazioni sulla ciclicità o linearità di fatti ed eventi vicini e lontani nel tempo e nella quotidianità. Uso giornaliero di routines legate al passare del tempo: oggi è..., ieri era..., domani sarà... (in italiano e in inglese). Registrazioni del tempo meteorologico. Riordino di storie in sequenze temporali. Uso di esperimenti per l'osservazione diretta del passare del tempo. Attività ed esercizi sul concetto di testimone e di ricostruzione di un evento e/o di periodi. Letture di testi appartenenti a popoli e culture diverse.</p> <p>L'origine della Terra.</p>

<p>al passato e alla contemporaneità, saperli contestualizzare nello spazio e nel tempo, cogliere relazioni causali e interrelazioni</p> <p>Operare confronti tra le varie modalità con cui gli uomini-le donne-i popoli nel tempo hanno dato risposta ai loro bisogni e problemi rilevando nel processo permanenze, mutamenti e contaminazioni</p> <p>Utilizzare conoscenze e abilità per orientarsi nel presente, per comprendere i problemi fondamentali del mondo contemporaneo, per sviluppare atteggiamenti critici e consapevoli</p>	<p>Conoscere alcuni sistemi – strumenti di misura del tempo: orologio, decenni, secoli, millenni.</p> <p>Conoscere i grandi periodi storici in cui il tempo è convenzionalmente diviso: preistoria e storia.</p> <p>Conoscere le teorie sull'origine della Vita e l'evoluzione degli organismi viventi.</p> <p>Conoscere miti e leggende delle origini e individuare le differenze con il racconto storico.</p> <p>Conoscere le tappe principali dell'evoluzione dell'uomo e delle esperienze umane preistoriche correlate all'ambiente e al soddisfacimento dei bisogni.</p> <p>Conoscere scoperte, conquiste e cambiamenti che hanno portato allo sviluppo delle prime civiltà umane.</p> <p>Ricostruire e descrivere la storia della Terra per grandi sintesi.</p> <p>Studiare la storia come educazione alla tolleranza, alla pace, alla solidarietà</p>	<p>Le ere geologiche. La spirale del tempo per lo studio degli esseri viventi (animali, vegetali e uomini). Paleolitico e neolitico.</p> <p>Secondo il metodo dei <i>“Cassettoni”</i>: Paleolitico e neolitico a confronto. Evoluzione dal villaggio alla città. Ricostruzione storica con mappe concettuali delle grandi civiltà del passato: Sumeri, Assiri, Babilonesi, Egizi, Fenici, Greci, Etruschi e Romani; Cinesi, Indiani e Maya</p> <ul style="list-style-type: none"> ▪ <i>vita materiale (rapporto uomo-ambiente, strumenti e tecnologie)</i> ▪ <i>economia</i> ▪ <i>organizzazione politico-sociale</i> ▪ <i>religione</i> ▪ <i>cultura</i> <p>Trento romana.</p> <p>Metodo storico scelta del problema/tema analisi di fonti e documenti utilizzo di testi storici raccolta delle informazioni produzione di un testo storico</p> <p>Ricostruzione della storia della Terra</p>
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utilizzando i cassettoni e le cartine.

Year 4

COMPETENZE	ABILITA'	CONOSCENZE
<p>Comprendere che la storia è un processo di ricostruzione del passato condizionata dalla tipologia e dalla disponibilità delle fonti e soggetta a continui sviluppi</p> <p>Utilizzare i procedimenti del metodo storiografico e il lavoro su fonti</p> <p>Riconoscere le componenti costitutive delle società organizzate</p> <p>Comprendere fenomeni relativi al passato e alla contemporaneità, saperli contestualizzare nello spazio e nel tempo, cogliere relazioni</p>	<p>Individuare elementi di contemporaneità, di sviluppo nel tempo e di durata nei quadri storici di civiltà studiate.</p> <p>Analizzare diversi tipi di fonte.</p> <p>Leggere e interpretare carte storico-geografiche.</p> <p>Collocare nello spazio gli eventi, individuando possibili nessi tra eventi storici e caratteristiche geografiche di un territorio.</p> <p>Conoscere il contesto ambientale, sociale, economico, religioso in cui si svilupparono le antiche civiltà.</p> <p>Leggere testi di mitologia e di epica.</p> <p>Arricchire la conoscenza di termini specifici del linguaggio disciplinare.</p> <p>Scoprire radici storiche nella realtà locale e nel mondo anglosassone.</p>	<p>Tempo lineare e tempo ciclico-circolare. Parti del giorno e della giornata, giorni della settimana, mesi, stagioni. Giochi e drammatizzazioni sulla ciclicità o linearità di fatti ed eventi vicini e lontani nel tempo e nella quotidianità. Uso giornaliero di routines legate al passare del tempo: oggi è..., ieri era..., domani sarà... (in italiano e in inglese). Riordino di storie in sequenze temporali. Uso di esperimenti per l'osservazione diretta del passare del tempo. Attività ed esercizi sul concetto di testimone e di ricostruzione di un evento e/o di periodi. Letture di testi appartenenti a popoli e culture diverse.</p> <p>Le civiltà antiche: Sumeri, Assiri, Babilonesi, Egizi, Fenici, Greci, Etruschi, Popoli Italici e Romani; Cinesi, Indiani e Maya.</p>

<p>causali e interrelazioni</p> <p>Operare confronti tra le varie modalità con cui gli uomini-le donne-i popoli nel tempo hanno dato risposta ai loro bisogni e problemi rilevando nel processo permanenze, mutamenti e contaminazioni</p> <p>Utilizzare conoscenze e abilità per orientarsi nel presente, per comprendere i problemi fondamentali del mondo contemporaneo, per sviluppare atteggiamenti critici e consapevoli</p>	<p>Rappresentare conoscenze e concetti appresi mediante disegni, mappe concettuali, schemi, flashcards.</p> <p>Elaborare in forma di racconto e/o gli argomenti studiati.</p> <p>Ricostruire e descrivere la storia della Terra per grandi sintesi.</p> <p>Studiare la storia come educazione alla tolleranza, alla pace, alla solidarietà.</p>	<p>Secondo il metodo dei <i>"Cassettoni"</i>: ricostruzione storica con uso di mappe concettuali, presentazioni powerpoint, lezioni orali, laboratori e visite guidate dei periodi storici: Alto Medioevo Basso Medioevo Umanesimo e Rinascimento.</p> <p>Metodo storico</p> <ul style="list-style-type: none"> ▪ scelta del problema/tema ▪ analisi di fonti e documenti ▪ utilizzo di testi storici ▪ raccolta delle informazioni ▪ produzione di un testo storico ▪ sintesi degli argomenti trattati usando il modello GRASP (Chi, quando, dove, con che cosa – economia, come – struttura politico-sociale, che cosa – cultura e religione, con chi – relazioni tra popoli, qualcosa di uguale o simile nel tempo – ciclicità storica e rapporti temporali, quali conseguenze – rapporti di causa-effetto). <p>Metodo del Jigsaw. Metodo del maestro/a. Le sei fasi di Margiotta.</p> <p>Ricostruzione della storia della Terra</p>
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		utilizzando i cassettoni e le cartine. Trento romana, medievale e rinascimentale.
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Year 5

COMPETENZE	ABILITA'	CONOSCENZE
<p>Comprendere che la storia è un processo di ricostruzione del passato condizionata dalla tipologia e dalla disponibilità delle fonti e soggetta a continui sviluppi</p> <p>Utilizzare i procedimenti del metodo storiografico e il lavoro su fonti</p> <p>Riconoscere le componenti costitutive delle società organizzate</p> <p>Comprendere fenomeni relativi al passato e alla contemporaneità, saperli</p>	<p>Individuare un tema e classificare le principali informazioni.</p> <p>Attribuire una collocazione storica a eventi e disporre le informazioni cronologicamente, riconoscendo successioni e contemporaneità.</p> <p>Compiere operazioni su fonti predisposte (ricavare informazioni, confrontare, costruire schemi per organizzare le fonti).</p> <p>In un ambito delimitato, con la guida dell'insegnante, compiere ricerche sul passato e fornire informazioni in testi scritti adeguati. Fruire di musei, archivi, monumenti, siti archeologici e centri storici.</p> <p>Riconoscere il rapporto tra uomo/donna e ambiente e quali risposte uomini/donne e popoli hanno trovato per soddisfare i bisogni di sussistenza/sopravvivenza e spirituali.</p>	<p>Tempo lineare e tempo ciclico-circolare. Parti del giorno e della giornata, giorni della settimana, mesi, stagioni. Giochi e drammatizzazioni sulla ciclicità o linearità di fatti ed eventi vicini e lontani nel tempo e nella quotidianità.</p> <p>Uso giornaliero di routines legate al passare del tempo: oggi è..., ieri era..., domani sarà... (in italiano e in inglese). Riordino di storie in sequenze temporali. Uso di esperimenti per l'osservazione diretta del passare del tempo. Attività ed esercizi sul concetto di testimone e di ricostruzione di un evento e/o di periodi. Letture di testi appartenenti a popoli e culture diverse.</p> <p>L'Impero Romano La caduta dell'Impero Romano d'Occidente</p>

<p>contestualizzare nello spazio e nel tempo, cogliere relazioni causali e interrelazioni</p> <p>Operare confronti tra le varie modalità con cui gli uomini-le donne-i popoli nel tempo hanno dato risposta ai loro bisogni e problemi rilevando nel processo permanenze, mutamenti e contaminazioni</p> <p>Utilizzare conoscenze e abilità per orientarsi nel presente, per comprendere i problemi fondamentali del mondo contemporaneo, per sviluppare atteggiamenti critici e consapevoli</p>	<p>Riconoscere gli aspetti costitutivi di un quadro di civiltà: chi (popolo/gruppo umano), dove (territorio/ambiente), quando (linea del tempo), organizzazione sociale e politica, religione, economia, arte, la cultura e la vita quotidiana: Riconoscere i modi di produzione (agricoltura, industria, commercio), i rapporti di produzione, i consumi ecc. (economia). Riconoscere il modo in cui sono organizzati i gruppi umani e sono regolati i rapporti tra gli uomini (società) Riconoscere le varie forme di governo. Cogliere alcune relazioni e interdipendenze tra i vari aspetti (economico, sociale, politico, istituzionale, culturale, religioso) delle società organizzate. Cogliere elementi di analogia e di differenza tra le espressioni culturali dei vari popoli (ad es. modi di sepoltura, forme di culto, cosmogonie, letteratura, forme d'arte, architettura ...). Cogliere ciclicità storiche evidenziando analogie e differenze e relazioni di causa/effetto.</p> <p>Riconoscere nel territorio tracce e reperti della storia passata e comprendere che la storia generale studiata sui libri di testo è riscontrabile anche nel territorio in cui vive sotto forma di tracce e fonti di vario tipo.</p>	<p>Secondo il metodo dei <i>"Cassettoni"</i>: ricostruzione storica per grandi sintesi, con uso di mappe concettuali, presentazioni powerpoint, lezioni orali, laboratori e visite guidate dei seguenti periodi storici: Riforma e Controriforma; Illuminismo; Nascita dell'Italia come stato nazionale; Prima Guerra Mondiale; Seconda Guerra Mondiale; dal dopoguerra alla fine del secondo millennio.</p> <p>Metodo storico</p> <ul style="list-style-type: none"> ▪ scelta del problema/tema ▪ analisi di fonti e documenti ▪ utilizzo di testi storici ▪ raccolta delle informazioni ▪ produzione di un testo storico ▪ sintesi degli argomenti trattati usando il modello GRASP (Chi, quando, dove, con che cosa – economia, come – struttura politico-sociale, che cosa – cultura e religione, con chi – relazioni tra popoli, qualcosa di uguale o simile nel tempo – ciclicità storica e rapporti temporali, quali conseguenze – rapporti di causa-effetto). <p>Metodo del Jigsaw. Metodo del maestro/a.</p>
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	<p>Ricostruire e descrivere la storia della Terra per grandi sintesi, collocando fatti e eventi sulla linea del tempo.</p> <p>Studiare la storia come educazione alla tolleranza, alla pace, alla solidarietà.</p>	<p>Le sei fasi di Margiotta.</p> <p>Intervista a nonni e parenti vissuti durante la seconda guerra mondiale; intervista a nonno Zac (ebreo esule in America).</p> <p>Ricostruzione della storia della Terra utilizzando i cassettoni e le cartine.</p> <p>Visite alla Trento romana, medievale e rinascimentale, al Museo degli Alpini sul Doss Trento</p>
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GEOGRAPHY

Year 1

COMPETENCES	SKILLS	KNOWLEDGE
<p>Leggere l'organizzazione di un territorio, utilizzando il linguaggio, gli strumenti e i principi della geografia; saper interpretare tracce e fenomeni e compiere su di essi operazioni di classificazione, correlazione, inferenza e generalizzazione.</p> <p>Partendo dall'analisi dell'ambiente regionale, comprendere che ogni territorio è una struttura complessa e dinamica, caratterizzata dall'interazione tra uomo e ambiente: riconoscere le modificazione apportate nel tempo dall'uomo sul territorio.</p> <p>Conoscere territori vicini e lontani e ambienti diversi,</p>	<p>Using simple graphic, bodily or other solutions to represent movements in space. Understanding how spaces are used and how they can be reorganised to meet specific needs. Using points of reference. Understanding the location of objects from various points of view.</p> <p>Respecting the local environment and treating it in a way as to not impair others enjoyment of it.</p> <p>Using observation to understand and know environments around the school.</p> <p>Respecting and saving natural resources including water, energy and reducing carbon emissions.</p>	<p>The routes around the school environment. The classroom, the school, the town. The topological concepts e.g. above, below, in, on etc. Satellite images to show location and local environment. The space immediately around and the child's relationship with it.</p> <p>Different types of local environment and how it has been altered by humans for what purpose. E.g. a park, a shopping street.</p> <p>Routes between local landmarks and the features that are located along that way.</p> <p>Principal environmental issues for the local area e.g. litter in the playground. Strategies to confront local environmental problems for example sensible use of energy and water.</p>

<p>saperli confrontare, cogliendo i vari punti di vista con cui si può osservare la realtà geografica (geografia fisica, antropologica, economica, politica, ecc).</p> <p>Avere coscienza delle conseguenze positive e negative dell'azione dell'uomo sul territorio, rispettare l'ambiente e agire in modo responsabile nell'ottica di uno sviluppo sostenibile.</p>		
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Year 2

COMPETENCES	SKILLS	KNOWLEDGE
<p>Leggere l'organizzazione di un territorio, utilizzando il linguaggio, gli strumenti e i principi della geografia; saper interpretare tracce e fenomeni e compiere su di essi operazioni di classificazione, correlazione, inferenza e generalizzazione.</p>	<p>Move according to given directions. Orientating and moving in space using simple plans and maps (digital, hardcopy and mental). Understanding and using simple maps and plans.</p> <p>Understanding the concepts of boundaries, of inside and outside space.</p> <p>Understanding that places and environments</p>	<p>Terms left, right, forward, backwards. Concept of "bird's eye view". Creation of simple maps, plans or other spatial representations. Simple cartographic features and symbols. Simple coordinate systems. The concept of scale.(graphic e.g. big vs small) Concept of the world and the continents.</p>

<p>Partendo dall'analisi dell'ambiente regionale, comprendere che ogni territorio è una struttura complessa e dinamica, caratterizzata dall'interazione tra uomo e ambiente: riconoscere le modificazione apportate nel tempo dall'uomo sul territorio.</p> <p>Conoscere territori vicini e lontani e ambienti diversi, saperli confrontare, cogliendo i vari punti di vista con cui si può osservare la realtà geografica (geografia fisica, antropologica, economica, politica, ecc).</p> <p>Avere coscienza delle conseguenze positive e negative dell'azione dell'uomo sul territorio, rispettare l'ambiente e agire in modo responsabile nell'ottica di uno</p>	<p>are different and are used differently.</p> <p>Awareness of the relationship between humans and the environment. Reflecting on the positive and negative effects that humans have on the environment. Formulating different strategies for improving the environment in which they live.</p>	<p>The terms open and closed space.</p> <p>Human and physical geographical features.</p> <p>Impacts humans have had on the local environment (e.g. ski slopes, golf courses, graffiti in town etc).</p>
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sviluppo sostenibile.

Year 3

COMPETENCES	SKILLS	KNOWLEDGE
<p>Leggere l'organizzazione di un territorio, utilizzando il linguaggio, gli strumenti e i principi della geografia; saper interpretare tracce e fenomeni e compiere su di essi operazioni di classificazione, correlazione, inferenza e generalizzazione.</p> <p>Partendo dall'analisi dell'ambiente regionale, comprendere che ogni territorio è una struttura complessa e dinamica, caratterizzata dall'interazione tra uomo e ambiente: riconoscere le modificazioni apportate nel tempo dall'uomo sul territorio.</p>	<p>Using points of reference to orientate themselves in the surrounding environments. Becoming aware of and using the cardinal points. Discovering the concepts of scale. Drawing and interpreting simple maps and plans including symbols and key.</p> <p>Recognize the differences between different types of environment: short term, long term, human, physical.</p> <p>Contrasting and comparing different types of environment and their interdependence. Observing and understanding of the different environments of their local territory.</p> <p>Recognising how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives.</p>	<p>Terminology North, South East, West.</p> <p>The concepts of graphic and numeric scale.</p> <p>The world map, major lines of longitude and latitude (eg equator and Greenwich meridian) the continents.</p> <p>The geographic origins of the local territory and their interrelations with the first settlers.</p> <p>Appropriate terminology to describe various environments.</p> <p>Schemes in the local area for environmental improvement.</p> <p>Ways in which they can make a difference to the environment.</p>

<p>Conoscere territori vicini e lontani e ambienti diversi, saperli confrontare, cogliendo i vari punti di vista con cui si può osservare la realtà geografica (geografia fisica, antropologica, economica, politica, ecc).</p> <p>Avere coscienza delle conseguenze positive e negative dell'azione dell'uomo sul territorio, rispettare l'ambiente e agire in modo responsabile nell'ottica di uno sviluppo sostenibile.</p>		
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Year 4

COMPETENCES	ABILITA'	CONOSCENZE
<p>Leggere l'organizzazione di un territorio, utilizzando il linguaggio, gli strumenti e i principi della geografia; saper interpretare tracce e fenomeni e compiere su di essi operazioni di classificazione,</p>	<p>Orientating and moving in space using town plans and street maps. Orientating and moving in space using a compass and the cardinal points. Draw different types of geographic sketch and thematic map.</p> <p>Understanding geographical elements of their</p>	<p>Graphs, maps at different scales, thematic maps, aerial photography, and satellite images.</p> <p>The relative positions of the regions of Italy and the British Isles.</p> <p>Human and physical differences between</p>

<p>correlazione, inferenza e generalizzazione.</p> <p>Partendo dall'analisi dell'ambiente regionale, comprendere che ogni territorio è una struttura complessa e dinamica, caratterizzata dall'interazione tra uomo e ambiente: riconoscere le modificazione apportate nel tempo dall'uomo sul territorio.</p> <p>Conoscere territori vicini e lontani e ambienti diversi, saperli confrontare, cogliendo i vari punti di vista con cui si può osservare la realtà geografica (geografia fisica, antropologica, economica, politica, ecc).</p> <p>Avere coscienza delle conseguenze positive e negative dell'azione dell'uomo sul territorio, rispettare</p>	<p>country. Comparing and contrasting different environments and regions. Using an atlas to find information.</p> <p>Understanding the physical geography of Italy including morphology, hydrology and climate. Understand the cultural, political and economic differences of different regions of Italy.</p> <p>Using photography and maps understand the modifications that humans have had on the environment. Understanding the link between resources and the conditions of human life. Research and propose solutions to the problems of protection, conservation, and recognizing the value of local culture and environment.</p>	<p>the regions of Italy and the British Isles.</p>
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<p>l'ambiente e agire in modo responsabile nell'ottica di uno sviluppo sostenibile.</p>		
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Year 5

COMPETENCES	SKILLS	KNOWLEDGE
<p>Leggere l'organizzazione di un territorio, utilizzando il linguaggio, gli strumenti e i principi della geografia; saper interpretare tracce e fenomeni e compiere su di essi operazioni di classificazione, correlazione, inferenza e generalizzazione.</p> <p>Partendo dall'analisi dell'ambiente regionale, comprendere che ogni territorio è una struttura complessa e dinamica, caratterizzata dall'interazione tra uomo e ambiente: riconoscere le modificazione apportate nel tempo dall'uomo sul territorio.</p>	<p>Orientating and moving in space using town plans and street maps. Orientating and moving in space using a compass and the cardinal points. Draw different types of geographic sketch and thematic map.</p> <p>Understanding geographical elements of their country. Comparing and contrasting different environments and regions. Using an atlas to find information.</p> <p>Understanding the physical geography of Italy including morphology, hydrology and climate. Understand the cultural, political and economic differences of different regions of Italy.</p> <p>Using photography and maps understand the modifications that humans have had on the environment. Understanding the link between resources and</p>	<p>Graphs, maps at different scales, thematic maps, aerial photography, and satellite images.</p> <p>Maps of the local environment used as a tool for orientation and movement.</p> <p>Atlas as a source of information for understanding about the world.</p> <p>Geography and science of the solar system and the planets thereof.</p> <p>Earth processes pertinent to the local and national landscape.</p> <p>The physical and human effects on the local, national and international territories brought about by the industrial revolution.</p> <p>Distribution, uses and effects of physical and human geographic features of Italy</p>

<p>Conoscere territori vicini e lontani e ambienti diversi, saperli confrontare, cogliendo i vari punti di vista con cui si può osservare la realtà geografica (geografia fisica, antropologica, economica, politica, ecc). Avere coscienza delle conseguenze positive e negative dell'azione dell'uomo sul territorio, rispettare l'ambiente e agire in modo responsabile nell'ottica di uno sviluppo sostenibile.</p>	<p>the conditions of human life. Research and propose solutions to the problems of protection, conservation, and recognizing the value of local culture and environment.</p>	<p>and U.K. and their administrative regions. Including climate, relief, water features and economy.</p> <p>Human and physical differences between the regions of Italy and the British Isles.</p>
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SCIENCE

Year 1

COMPETENCES	SKILLS	KNOWLEDGE
<p>Osservare, analizzare e descrivere fenomeni appartenenti alla realtà naturale e agli aspetti della vita quotidiana, formulare e verificare ipotesi, utilizzando semplici schematizzazioni e modellizzazioni.</p> <p>Riconoscere la principali interazioni tra mondo biotico e abiotico, individuando la problematicità dell'intervento antropico negli ecosistemi.</p> <p>Utilizzare il proprio patrimonio di conoscenze per comprendere le problematiche scientifiche di attualità e per assumere comportamenti responsabili in relazione al proprio stile di vita, alla</p>	<p>GENERAL SCIENTIFIC SKILLS Using first-hand experience and simple information sources to ask and answer questions. Making simple experiments. Communicating what happened in a variety of ways and mediums. Understanding simple cause and effect relationships.</p> <p>PARTS OF THE BODY & LOOKING AFTER THEM Recognizing similarities and differences between themselves and others and treating others with sensitivity. Recognizing that there are hazards in living things, materials and in the school environment. Assessing risks and taking action to reduce risks to themselves and others.</p> <p>FIVE SENSES Recognising and naming the five senses Describing, comparing elements in the environment. Making and recording observations.</p>	<p>PARTS OF THE BODY & LOOKING AFTER THEM Safety rules within the school. Environmental safety. Healthy behavior at school.</p> <p>FIVE SENSES We know the world through our five senses. Observations using the five senses. Description of objects using the five senses (e.g. seasonal fruit and vegetables).</p> <p>NATURE Animal, vegetable, and mineral kingdoms. Living versus non-living.</p> <p>ANIMALS Animal classification e.g. number of legs, ability to swim/fly, vertebrates/invertebrates Animals: necessities for life.</p> <p>PLANTS What is a plant? Plant parts.</p>

<p>promozione della salute ed all'uso delle risorse.</p>	<p>Making simple comparisons.</p> <p>NATURE Recognizing the difference between things that are living and things that have never been alive.</p> <p>ANIMALS Understanding and identifying the needs of humans and other animals. Grouping living things according to observable similarities and differences. Comparing the main external parts of the bodies of humans and other animals.</p> <p>PLANTS Understanding and recognizing the needs of plants. Labeling the various parts of a plant.</p> <p>SEASONS/WEATHER Naming the seasons and types of weather and identifying their characteristics.</p>	<p>Plants: necessities for life. Seeds: plant growth. Plants classification. Evergreen/deciduous, grasses/bushes/trees.</p> <p>SEASONS/WEATHER The four seasons & how living beings adapt seasonally. The weather.</p>
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Year 2

COMPETENCES	SKILLS	KNOWLEDGE
<p>Osservare, analizzare e descrivere fenomeni</p>	<p>SCIENTIFIC ENQUIRY Making and recording observations and measurements. Identifying simple patterns and associations.</p>	<p>SCIENTIFIC ENQUIRY Observations using 5 senses Data collection Hypothesis</p>

<p>appartenenti alla realtà naturale e agli aspetti della vita quotidiana, formulare e verificare ipotesi, utilizzando semplici schematizzazioni e modellizzazioni.</p> <p>Riconoscere la principali interazioni tra mondo biotico e abiotico, individuando la problematicità dell'intervento antropico negli ecosistemi.</p> <p>Utilizzare il proprio patrimonio di conoscenze per comprendere le problematiche scientifiche di attualità e per assumere comportamenti responsabili in relazione al proprio stile di vita, alla promozione della salute ed all'uso delle risorse.</p>	<p>Comparing what happened with what they expected would happen and trying to explain it. Developing and explaining a hypothesis. Describing and predicting simple cause and effect relationships. Answering a question by collecting evidence and making observations. Designing and making simple experiments. Understanding how to use simple scientific instruments.</p> <p>MATERIAL PROPERTIES Recognizing and naming common types of material. Sorting objects into groups on the basis of simple material properties. Finding out about the uses of a variety of materials. Using senses to explore and recognize the similarities and differences between materials.</p> <p>WATER Naming and identifying the different states of water. Understanding factors affecting state change in water. Recognising and naming different elements of the water cycle. Knowing how to use water responsibly.</p>	<p>Experimentation Development Theory / conclusion.</p> <p>MATERIAL PROPERTIES Sink/float, plastic/metal/wood... , hard/soft, smooth/rough etc.</p> <p>WATER Water properties/principal characteristics. The 3 states of water: solid, liquid, gas. Water cycle. Human utilization of water. Proper water usage.</p> <p>ANIMALS Animal main characteristics:</p> <ul style="list-style-type: none"> ▪ bones – no bones ▪ live births – no live births ▪ gills – no gills ▪ scales – no scales ▪ feathers – no feathers ▪ wings – no wings ▪ beak – no beak ▪ nurse their young = milk – no milk ▪ lay eggs – no eggs ▪ live on land – in water – on land and in water ▪ metamorphose – no metamorphose <p>➤ vertebrates- fish, reptiles, amphibians,</p>
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	<p>ANIMALS Understanding and identifying the needs of humans and other animals. Classifying living things according to observable similarities and differences. Comparing the main external parts of the bodies of humans and other animals.</p> <p>PLANTS Discovering different kinds of plants and animals. Describing how a plant grows. Classifying plants based on common features.</p> <p>SEASONS/WEATHER Naming the seasons and types of weather and identifying their characteristics. Identifying seasonal changes that animals and humans undergo (physical and behavioural).</p>	<p>birds, mammals ➤ invertebrates- insects vs. arachnids/spiders</p> <p>PLANTS What is a plant? (incl. make their own food) Plant parts Plants: necessities for life. Seeds: plant growth. Plants classification (Leaf types)</p> <p>SEASONS/WEATHER The four seasons & how living beings adapt seasonally. The weather.</p>
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Year 3

COMPETENCES	SKILLS	KNOWLEDGE
<p>Osservare, analizzare e descrivere fenomeni appartenenti alla realtà naturale e agli aspetti della vita quotidiana, formulare e</p>	<p>SCIENTIFIC ENQUIRY Making and recording observations and measurements. Identifying simple patterns and associations. Comparing what happened with what they expected would happen and trying to explain it. Developing and explaining a hypothesis.</p>	<p>SCIENTIFIC ENQUIRY Observations using 5 senses General observations Data collection Testable hypotheses Experimentation Development</p>

<p>verificare ipotesi, utilizzando semplici schematizzazioni e modellizzazioni.</p> <p>Riconoscere la principali interazioni tra mondo biotico e abiotico, individuando la problematicità dell'intervento antropico negli ecosistemi.</p> <p>Utilizzare il proprio patrimonio di conoscenze per comprendere le problematiche scientifiche di attualità e per assumere comportamenti responsabili in relazione al proprio stile di vita, alla promozione della salute ed all'uso delle risorse.</p>	<p>Describing and predicting simple cause and effect relationships. Answering a question by collecting evidence and making observations. Designing and making simple experiments. Understanding how to use simple scientific instruments.</p> <p>MATTER Classifying substances into one of the states of matter Identifying the differences between the 3 states of matter. Understanding how one state changes to another with the addition of energy (e.g. heat).</p> <p>AIR Identifying the principal characteristics of air Learning that air is a necessary part of a living environment . Understanding how pollution can have an impact on air quality.</p> <p>HUMAN BODY Learning good health habits include hand washing and personal cleanliness, avoiding harmful substances (including alcohol, tobacco, illicit drugs), eating a balanced diet, engaging in regular exercise. Maintaining good health humans need a variety</p>	<p>Theory / conclusion.</p> <p>MATTER Three states of matter (liquid, solid, gas).</p> <p>AIR Principal characteristics. Air properties, it:</p> <ul style="list-style-type: none"> ▪ takes up space ▪ can make sounds when it moves ▪ is everywhere ▪ is invisible ▪ can move ▪ can push things <p>Air pollution.</p> <p>HUMAN BODY Human digestive system Human skeleton Nutrition Food groups: grain, fruit, vegetables, dairy, protein, oils and extras (sweets) Good health and growth in humans</p> <p>ANIMALS Animals: vertebrates (mammals, fish, birds, reptiles and amphibians) and invertebrates. Food chain. Animal classification based on diet (herbivore, carnivore, omnivore).</p>
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	<p>of healthy foods, exercise, and rest in order to grow.</p> <p>ANIMALS Explaining that the animal kingdom can be subdivided into vertebrates and invertebrates. Comparing body structures of vertebrates and invertebrates. Understanding that to survive in their environment, plants and animals must be adapted to that environment.</p> <p>NATURAL ENVIRONMENT Caring for the environment. Understanding and explaining waste disposal processes. Comprehending that humans, as individuals or communities change environments in ways that can be either helpful or harmful for themselves and other organisms.</p>	<p>Plant and animal interaction with the environment and with each other. Adaptation.</p> <p>NATURAL ENVIRONMENT Man's impact on the environment. Pollution.</p>
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Year 4

COMPETENCES	SKILLS	KNOWLEDGE
<p>Osservare, analizzare e descrivere fenomeni appartenenti alla realtà naturale e agli aspetti della vita</p>	<p>SCIENTIFIC ENQUIRY Making and recording observations and measurements. Identifying simple patterns and associations. Comparing what happened with what they expected would happen and trying to explain it.</p>	<p>SCIENTIFIC ENQUIRY Observations using 5 senses General observations Data collection Testable hypotheses Experimentation</p>

<p>quotidiana, formulare e verificare ipotesi, utilizzando semplici schematizzazioni e modellizzazioni.</p> <p>Riconoscere la principali interazioni tra mondo biotico e abiotico, individuando la problematicità dell'intervento antropico negli ecosistemi.</p> <p>Utilizzare il proprio patrimonio di conoscenze per comprendere le problematiche scientifiche di attualità e per assumere comportamenti responsabili in relazione al proprio stile di vita, alla promozione della salute ed all'uso delle risorse.</p>	<p>Developing and explaining a hypothesis. Describing and predicting simple cause and effect relationships. Answering a question by collecting evidence and making observations. Designing and making simple experiments. Understanding how to use simple scientific instruments.</p> <p>ECOSYSTEMS & BIODIVERSITY Classifying animals based on their diet. Understanding that animals and plants are reliant on each other for survival. Understanding the necessary interaction between predators and prey. Constructing simple food chains/web. Identifying different ecosystems and possible threats to them. Learning the theory of evolution as an explanation for modern biodiversity.</p> <p>PLANTS Comparing and contrasting the processes of photosynthesis and respiration. Explaining the purpose of a classification system. Recognizing that things can be classified in many different ways.</p> <p>Looking at soil as a necessary element of life for</p>	<p>Development Theory / conclusion.</p> <p>ECOSYSTEMS & BIODIVERSITY Biotic/abiotic factors Classification of animals based on what they eat: herbivore (plant-eater) carnivore (meat eater) omnivore</p> <p>Food chain/web producers primary consumers secondary consumers decomposers</p> <p>Ecosystems: what it is, different ecosystems, threatens of the ecosystem. Theory of Evolution (natural selection).</p> <p>Animal relationships, communities socialization.</p> <p>PLANTS Types of plants (trees, bushes, grasses). Parts of plants (including chlorophyll). How plants makes food (photosynthesis). Types of soil- soil layers/profile- soil erosion.</p>
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	<p>both plants and animals. Understanding the impact of human development on erosion.</p> <p>HUMAN PULMONARY SYSTEM Identifying the parts of the human pulmonary system. Understanding the processes involved in respiration. Caring for lungs (i.e. avoiding smoking).</p>	<p>Growing plants with experiments (without water/light/soil). HUMAN PULMONARY SYSTEM Anatomy & processes (incl. gas exchange).</p>
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Year 5

NB: Mission X is an International schools project organized by various national space organizations and encompasses human body and solar system topics in grade 5. This is cross-curricular with P.E.

COMPETENCES	SKILLS	KNOWLEDGE
<p>Osservare, analizzare e descrivere fenomeni appartenenti alla realtà naturale e agli aspetti della vita quotidiana, formulare e verificare ipotesi, utilizzando semplici schematizzazioni e modellizzazioni.</p>	<p>SCIENTIFIC ENQUIRY Making and recording observations and measurements. Identifying simple patterns and associations. Comparing what happened with what they expected would happen and trying to explain it. Developing and explaining a hypothesis. Describing and predicting simple cause and effect relationships. Answering a question by collecting evidence and making observations. Designing and making simple experiments.</p>	<p>SCIENTIFIC ENQUIRY Observations using 5 senses General observations Data collection Testable hypotheses Experimentation Development Theory / conclusion.</p> <p>CELLS What is a cell? Plants vs animals cells.</p>

<p>Riconoscere la principali interazioni tra mondo biotico e abiotico, individuando la problematicità dell'intervento antropico negli ecosistemi.</p> <p>Utilizzare il proprio patrimonio di conoscenze per comprendere le problematiche scientifiche di attualità e per assumere comportamenti responsabili in relazione al proprio stile di vita, alla promozione della salute ed all'uso delle risorse.</p>	<p>Understanding how to use simple scientific instruments.</p> <p>CELLS Describing the basic structure of cells. Identifying cells as the smallest components of organisms. Recognizing the role of organelles.</p> <p>HUMAN BODY Learning good health habits include hand washing and personal cleanliness, avoiding harmful substances (including alcohol, tobacco, illicit drugs), eating a balanced diet, engaging in regular exercise. Identifying the different muscles and muscle groups. Delving into the interrelationships between the muscular and skeletal systems. Identifying the parts of the human heart and circulatory system. Understanding the processes within the circulatory system and how all the systems interact.</p> <p>ENERGY Learning the definition of energy. Identifying the main forms of energy. Recognising the sun as the primary source of energy.</p>	<p>Organelles & their functions.</p> <p>HUMAN BODY Muscular-Skeleton System, Circulatory System.</p> <p>ENERGY Energy: what energy is; different types of energies, food energy. Sun as primary source of energy for life.</p> <p>SOLAR SYSTEM Sun and planets in the Solar System. Earth and Moon. Rotation and revolution of the Earth in space.</p>
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	<p>SOLAR SYSTEM Learning the main characteristics of the solar system.</p>	
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ART

Year 1

COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere gli elementi fondamentali del linguaggio visuale e utilizzarli nelle proprie rappresentazioni grafiche, pittoriche e plastiche</p> <p>Comunicare emozioni ed esperienze del proprio vissuto, attraverso la pratica di tecniche artistiche bidimensionali e tridimensionali</p> <p>Rielaborare, ricombinare e modificare creativamente immagini, forme e materiali</p>	<p>Recording from first-hand observation. Exploring ideas, using experience and imagination to make images and artifacts.</p> <p>Using the materials provided in a correct manner: e.g. holding a paintbrush correctly, pencil control, controlling the pressure of pencil onto paper, creating different shades of colour.</p> <p>Using various techniques to overcome the use of stereotypes.</p> <p>Using a range of techniques and materials.</p> <p>Creatively reworking, changing or modifying images, shapes and materials.</p>	<p>Visual and tactile elements including colour, texture, lines, shape, form and space.</p> <p>Emotions and facial expressions. Self –portraits. Drawings of important situations or events that they have experienced through art.</p> <p>Non-stereotypical drawings (e.g. tree, house).</p> <p>Different techniques and materials (e.g. painting, finger painting, watercolours, felt tip pens, oil pastels, colouring pencils, stamping and sponge painting, acrylic paints).</p> <p>Adaptation of shapes, pictures and materials to create a piece of art work.</p>

Year 2

COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere gli elementi</p>	<p>Recording from first-hand observation. Exploring ideas, using experience and</p>	<p>Visual and tactile elements including colour, texture, lines, shape, form and</p>

<p>fondamentali del linguaggio visuale e utilizzarli nelle proprie rappresentazioni grafiche, pittoriche e plastiche</p> <p>Comunicare emozioni ed esperienze del proprio vissuto, attraverso la pratica di tecniche artistiche bidimensionali e tridimensionali</p> <p>Rielaborare, ricombinare e modificare creativamente immagini, forme e materiali</p>	<p>imagination to make images and artifacts.</p> <p>Using the materials provided in a correct manner: e.g. holding a paintbrush correctly, pencil control, controlling the pressure of pencil onto paper, creating different shades of colour.</p> <p>Using various techniques to overcome the use of stereotypes.</p> <p>Using a range of techniques and materials.</p> <p>Creatively reworking, changing or modifying images, shapes and materials. Using modeling materials to create models. Using everyday materials and transforming them into something new.</p> <p>Using the concepts of where, when and why.</p> <p>Using all of the space on the page. Using colour and different tones.</p>	<p>space.</p> <p>Emotions and facial expressions. Self –portraits. Drawings of important situations or events that they have experienced through art.</p> <p>Non-stereotypical drawings (e.g. tree, house).</p> <p>Different techniques and materials (e.g. painting, finger painting, watercolours, felt tip pens, oil pastels, colouring pencils, stamping and sponge painting, acrylic paints).</p> <p>Adaptation of shapes, pictures and materials to create a piece of art work. Modeling materials (e.g. plastacine, DAS, salt dough). Create a piece of artwork from everyday materials (e.g. stones, plastic bottles, small terracotta flowerpots, yoghurt pots). Create a cartoon strip about themselves and their experiences.</p> <p>Still life drawing.</p>
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COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere gli elementi fondamentali del linguaggio visuale e utilizzarli nelle proprie rappresentazioni grafiche, pittoriche e plastiche</p> <p>Comunicare emozioni ed esperienze del proprio vissuto, attraverso la pratica di tecniche artistiche bidimensionali e tridimensionali</p> <p>Rielaborare, ricombinare e modificare creativamente immagini, forme e materiali</p> <p>Prestare attenzione alle espressioni del patrimonio artistico culturale presenti sul territorio e apprezzarle</p>	<p>Recording from first-hand observation. Exploring ideas, using experience and imagination to make images and artifacts.</p> <p>Using the materials provided in a correct manner: e.g. holding a paintbrush correctly, pencil control, controlling the pressure of pencil onto paper, creating different shades of colour.</p> <p>Using various techniques to overcome the use of stereotypes.</p> <p>Using a range of techniques and materials.</p> <p>Creatively reworking, changing or modifying images, shapes and materials.</p> <p>Using modeling materials to create models. Using everyday materials and transforming them into something new.</p> <p>Using the concepts of where, when and why. Using all of the space on the page. Using colour and different tones.</p> <p>Collecting visual and other information (images, materials) to help them develop their ideas,</p>	<p>Visual and tactile elements including colour, texture, lines, shape, form and space.</p> <p>Emotions and facial expressions. Self –portraits . Drawings of important situations or events that they have experienced through art.</p> <p>Non-stereotypical drawings (e.g. tree, house).</p> <p>Different techniques and materials (e.g. painting, finger painting, watercolours, felt tip pens, oil pastels, colouring pencils, stamping and sponge painting, acrylic paints).</p> <p>Adaptation of shapes, pictures and materials to create a piece of art work.</p> <p>Modeling materials (e.g. Plastacine, DAS, Salt Dough). Create a piece of artwork from everyday materials (e.g. plastic bottles, small terracotta flowerpots, yoghurt pots). Create a cartoon strip about themselves</p>

	<p>including using a sketchbook. Using visual media in a creative way (photos, paintings, drawings, cartoon strips).</p> <p>Appreciating and analyzing the cultural and artistic heritage of the county and in the local environment.</p>	<p>and their experiences. Big and small drawings (scenery, enlarging, dimensions). Quick sketch then develop in class. Still life drawing. Different uses of Art (e.g. drawing used in Maths, Science etc. differs from the use in Art). Different creative strategies (collage with different materials, expanding upon a given picture, photos).</p> <p>Local historical buildings, statues and sites.</p>
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Year 4

COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere gli elementi fondamentali del linguaggio visuale e utilizzarli nelle proprie rappresentazioni grafiche, pittoriche e plastiche</p> <p>Comunicare emozioni ed esperienze del proprio vissuto, attraverso la pratica di tecniche bidimensionali e</p>	<p>Recording from first-hand observation. Exploring ideas, using experience and imagination to make images and artifacts.</p> <p>Using the materials provided in a correct manner: e.g. holding a paintbrush correctly, pencil control, controlling the pressure of pencil onto paper, creating different shades of colour. Using various techniques to overcome the use of stereotypes. Using a range of techniques and materials.</p>	<p>Visual and tactile elements including colour, texture, lines, shape, form and space.</p> <p>Emotions and facial expressions. Self –portraits. Drawings of important situations or events that they have experienced through art.</p> <p>Non-stereotypical drawings (e.g. tree, house). Different techniques and materials (e.g. painting, finger painting, watercolours, felt</p>

<p>tridimensionali</p> <p>Rielaborare, ricombinare e modificare creativamente immagini, forme e materiali</p> <p>Prestare attenzione alle espressioni del patrimonio artistico culturale presenti sul territorio e apprezzarle</p> <p>Dimostrare consapevolezza del sé attraverso la rappresentazione della figura umana</p>	<p>Creatively reworking, changing or modifying images, shapes and materials. Using modeling materials to create models. Using everyday materials and transforming them into something new.</p> <p>Using the concepts of where, when and why. Using all of the space on the page. Using colour and different tones.</p> <p>Collecting visual and other information (images, materials) to help them develop their ideas, including using a sketchbook.</p> <p>Using visual media in a creative way (photos, paintings, drawings, cartoon strips).</p> <p>Appreciating and analyzing the cultural and artistic heritage of the county, in the local environment and the Scuola Sanzio building.</p> <p>Analyzing gestures and facial expressions of people in photos or paintings and reproducing them. Drawing the human body in different positions.</p>	<p>tip pens, oil pastels, colouring pencils, stamping and sponge painting, acrylic paints).</p> <p>Adaptation of shapes, pictures and materials to create a piece of art work. Modeling materials (Plastacine, DAS, Salt Dough) Create a piece of artwork from everyday materials (e.g. plastic bottles, small terracotta flowerpots, yoghurt pots). Create a cartoon strip about themselves and their experiences. Big and small drawings (scenery, enlarging, dimensions). Still life drawing. Quick sketch then develop in class. Different uses of Art (e.g. drawing used in Maths, Science etc. differs from the use in Art). Different creative strategies (collage with different materials, expanding upon a given picture, photos). Different creative methodologies (including class decorations).</p> <p>Local historical buildings, statues and sites History of the school. Architect who designed the school: 'A. Libera'.</p>
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Recognition of works of Art .
The human body, postures, proportions and facial expressions.

Year 5

COMPETENCES	SKILLS	KNOWLEDGE
<p>Riconoscere gli elementi fondamentali del linguaggio visuale e utilizzarli nelle proprie rappresentazioni grafiche, pittoriche e plastiche</p> <p>Comunicare emozioni ed esperienze del proprio vissuto, attraverso la pratica di tecniche bidimensionali e tridimensionali</p> <p>Rielaborare, ricombinare e modificare creativamente immagini, forme e materiali</p> <p>Prestare attenzione alle espressioni del patrimonio</p>	<p>Recording from first-hand observation. Exploring ideas, using experience and imagination to make images and artifacts.</p> <p>Using the materials provided in a correct manner: e.g. holding a paintbrush correctly, pencil control, controlling the pressure of pencil onto paper, creating different shades of colour. Using various techniques to overcome the use of stereotypes. Using a range of techniques and materials.</p> <p>Creatively reworking, changing or modifying images, shapes and materials. Using modeling materials to create models. Using everyday materials and transforming them into something new.</p> <p>Using the concepts of where, when and why. Using all of the space on the page. Using colour and different tones.</p>	<p>Visual and tactile elements including colour, texture, lines, shape, form and space.</p> <p>Drawings of important situations or events that they have experienced through art. Non-stereotypical drawings. Different techniques and materials.</p> <p>Adaptation of shapes, pictures and materials to create a piece of art work. Modeling materials. Create a piece of artwork from everyday materials. Create a cartoon strip about themselves and their experiences. Big and small artwork (scenery, enlarging, dimensions). Still life drawing. Different uses of Art: cross curricular art. Different creative strategies (collage with different materials, expanding upon a given</p>

<p>artistico culturale presenti sul territorio e apprezzarle</p> <p>Dimostrare consapevolezza del sé attraverso la rappresentazione della figura umana</p>	<p>Collecting visual and other information (images, materials) to help them develop their ideas, including using a sketchbook.</p> <p>Using visual media in a creative way (photos, paintings, drawings, cartoon strips).</p> <p>Appreciating and analyzing the cultural and artistic heritage of the county, in the local environment and the Scuola Sanzio building.</p> <p>Analyzing gestures and facial expressions of people in photos or paintings and reproducing them.</p> <p>Drawing the human body in different positions.</p>	<p>picture, photos).</p> <p>Different creative methodologies (including class decorations).</p> <p>Recognition of works of Art.</p> <p>Different artists and their techniques linked with historical conditions.</p>
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MUSIC

Year 1

COMPETENCES	SKILLS	KNOWLEDGE
<p>Eseguire in modo espressivo, collettivamente e individualmente, brani vocali appartenenti a repertori di vario genere e provenienza, avvalendosi anche di strumentazione ritmico e/o melodica</p> <p>Interpretare semplici elementi formali e strutturali costitutivi del linguaggio musicale facendo uso di sistemi di scrittura tradizionali e non.</p> <p>Attribuire significato a ciò che si ascolta</p>	<p>Controlling sounds through singing and playing Understanding the connection between breath and voice and being able to control breathing while singing. Using their voices expressively by singing songs and speaking chants and rhymes. Understanding the meaning of the songs through actions, images and props. Rehearsing and performing with others [for example, starting and finishing together, keeping to a steady pulse].</p> <p>Listening, applying knowledge and understanding Listening with concentration, internalising and recalling sounds with increasing aural memory. Being aware that sounds can be made in different ways [for example, vocalising, clapping, by musical instruments and in the environment].</p> <p>Responding and reviewing Exploring and expressing their ideas and feelings about music using movement, dance and basic musical elements.</p>	<p>Breathing exercises. Children’s songs in English and in Italian (both traditional and modern). Introduction of songs with words and actions simultaneously. Repetition of selected songs. Music games (to encourage team work). Role play using voice for different characters.</p> <p>Indoor and outdoor listening exercises (to explore and recall sounds). <i>Sound classification categories</i> natural and artificial (man-made) long or short loud or quiet near or far common or uncommon sound source. Analysis of sounds (like/dislike). Listening to different genres of music followed by a class discussion (to encourage children to express their preferences and feelings). Listening to calming music to settle children.</p>

Expressive dances to the music.

Year 2

COMPETENCES	SKILLS	KNOWLEDGE
<p>Eseguire in modo espressivo, collettivamente e individualmente, brani vocali appartenenti a repertori di vario genere e provenienza, avvalendosi anche di strumentazione ritmico e/o melodica</p> <p>Interpretare semplici elementi formali e strutturali costitutivi del linguaggio musicale facendo uso di sistemi di scrittura tradizionali e non.</p> <p>Attribuire significato a ciò che si ascolta</p>	<p>Controlling sounds through singing and playing Using their voices expressively by singing songs and speaking chants and rhymes. Rehearsing and performing with others [for example, starting and finishing together, keeping to a steady pulse].</p> <p>Creating and developing musical ideas Producing musical patterns [original or guided], using voice and percussion [instruments and body]. Exploring, choosing and classifying sounds and pieces of music.</p> <p>Listening, applying knowledge and understanding Listening with concentration, internalising and recalling sounds with increasing aural memory. Understanding that combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for</p>	<p>Breathing exercises. Children’s songs in English and in Italian (both traditional and modern). Introduction of songs with words and actions simultaneously. Repetition of selected songs. Music games (to encourage team work). Role play using voice for different characters.</p> <p>Indoor and outdoor listening exercises (to explore and recall sounds). Performance of a piece of music following specified criteria (e.g., weather sounds, nature sounds, to accompany familiar songs, using music to tell a story, etc.) <i>Sound classification categories</i> natural and artificial (man-made) long or short loud or quiet near or far common or uncommon sound source.</p>

	<p>example, beginning, middle, end]. Being aware that sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols. Recognising when a music is used for particular purposes [for example, for dance, as a lullaby].</p> <p>Responding and reviewing Exploring and expressing ideas and feelings about music using movement, dance and expressive and musical language.</p>	<p><i>Analysis of sounds</i> like/dislike visual imagery(drawings using colours, lines, different textures,...) emotions.</p> <p>Listening to different genres of music followed by a class discussion (to encourage children to express their preferences and feelings). Comparison of two pieces of music and description of similarities and differences. Listening to calming music to settle children.</p> <p>Expressive dance to music with/without instructions.</p>
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Year 3

COMPETENCES	SKILLS	KNOWLEDGE
<p>Eseguire in modo espressivo, collettivamente e individualmente, brani vocali appartenenti a repertori di vario genere e provenienza, avvalendosi anche di strumentazione ritmico e/o</p>	<p>Controlling sounds through singing and playing Using their voices expressively by singing songs and speaking chants and rhymes. Rehearsing and performing with others [for example, starting and finishing together, keeping to a steady pulse].</p>	<p>Breathing exercises. Children's songs in English and in Italian (both traditional and modern). Introduction of songs with words and actions simultaneously. Repetition of selected songs. Music games (to encourage team work).</p>

<p>melodica</p> <p>Interpretare semplici elementi formali e strutturali costitutivi del linguaggio musicale facendo uso di sistemi di scrittura tradizionali e non.</p> <p>Attribuire significato a ciò che si ascolta</p>	<p>Creating and developing musical ideas Producing musical patterns [original or guided], using voice and percussion [instruments and body]. Exploring, choosing and classifying sounds and pieces of music.</p> <p>Listening, applying knowledge and understanding Listening with concentration, internalising and recalling sounds with increasing aural memory. Understanding that the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]. Being aware that sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols. Recognising when a music is used for particular purposes [for example, for dance, as a lullaby]. Exploring and classifying different musical instruments based on physical structure and sound.</p> <p>Responding and reviewing Exploring and expressing ideas and feelings about music using movement, dance and</p>	<p>Role play using voice for different characters.</p> <p>Indoor and outdoor listening exercises (to explore and recall sounds). Performance of a piece of music following specified criteria (e.g. weather sounds, nature sounds, to accompany familiar songs, using music to tell a story, etc.) <i>Sound classification categories</i> natural and artificial (man-made) long or short loud or quiet near or far common or uncommon sound source. <i>Analysis of sounds</i> like/dislike visual imagery(drawings using colours, lines, different textures,...) emotions.</p> <p>Listening to different genres of music followed by a class discussion (to encourage children to express their preferences and feelings). Comparison of two pieces of music and description of similarities and differences. Classify different instruments using visuals (e.g. pictures or concrete objects),</p>
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	expressive and musical language.	<p>according to criteria: string, wind and percussion how it is played material. Classify different instrument based on sound. Listening to calming music to settle children.</p> <p>Expressive dance to music with/without instructions.</p>
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Year 4

COMPETENCES	SKILLS	KNOWLEDGE
<p>Eseguire in modo espressivo, collettivamente e individualmente, brani vocali appartenenti a repertori di vario genere e provenienza, avvalendosi anche di strumentazione ritmico e/o melodica</p> <p>Interpretare semplici elementi formali e strutturali costitutivi del linguaggio musicale facendo uso di sistemi di</p>	<p>Controlling sounds through singing and playing Using their voices expressively by singing songs and speaking chants and rhymes. Rehearsing and performing with others [for example, starting and finishing together, keeping to a steady pulse].</p> <p>Creating and developing musical ideas Producing musical patterns [original or guided], using voice and percussion [instruments and body]. Exploring, choosing and classifying sounds and pieces of music.</p>	<p>Breathing exercises. Children's songs in English and in Italian (both traditional and modern). Introduction of songs with words and actions simultaneously. Repetition of selected songs. Music games (to encourage team work). Role play using voice for different characters.</p> <p>Indoor and outdoor listening exercises (to explore and recall sounds). Performance of a piece of music following specified criteria (e.g., weather sounds, nature sounds, to accompany familiar</p>

<p>scrittura tradizionali e non.</p> <p>Attribuire significato a ciò che si ascolta</p>	<p>Listening, applying knowledge and understanding Listening with concentration, internalising and recalling sounds with increasing aural memory. Understanding that the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]. Being aware that sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols. Recognising when a music is used for particular purposes [for example, for dance, as a lullaby]. Exploring and classifying different musical instruments based on physical structure and sound. Identifying links between geographical regions and music genres.</p> <p>Responding and reviewing Exploring and expressing ideas and feelings about music using movement, dance and expressive and musical language.</p>	<p>songs, using music to tell a story, etc.) <i>Sound classification categories</i> natural and artificial (man-made) long or short loud or quiet near or far common or uncommon sound source. <i>Analysis of sounds</i> like/dislike visual imagery (drawings using colours, lines, different textures, etc.) emotions.</p> <p>Listening to different genres of music followed by a class discussion (to encourage children to express their preferences and feelings).</p> <p>Pitch, duration, dynamics, tempo, timbre, texture and silence.</p> <p>Comparison of two pieces of music and description of similarities and differences. Classify different instruments using visuals (e.g. pictures or concrete objects), according to criteria: string, wind and percussion how it is played material.</p>
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		<p>Classify different instrument based on sound.</p> <p>Listening to calming music to settle children.</p> <p>Introduction of different music genres and their geographical origins (Music around the World).</p> <p>Expressive dance to music with/without instructions.</p>
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Year 5

COMPETENCES	SKILLS	KNOWLEDGE
<p>Eseguire in modo espressivo, collettivamente e individualmente, brani vocali appartenenti a repertori di vario genere e provenienza, avvalendosi anche di strumentazione ritmico e/o melodica</p> <p>Interpretare semplici elementi formali e strutturali costitutivi del linguaggio musicale facendo uso di sistemi di</p>	<p>Controlling sounds through singing and playing Using their voices expressively by singing songs and speaking chants and rhymes. Rehearsing and performing with others [for example, starting and finishing together, keeping to a steady pulse].</p> <p>Creating and developing musical ideas Producing musical patterns [original or guided], using voice and percussion [instruments and body]. Exploring, choosing and classifying sounds and pieces of music.</p>	<p>Children’s songs in English and in Italian (both traditional and modern). Repetition of selected songs. Music games (to encourage team work). Role play using voice for different characters.</p> <p>Performance of a piece of music following specified criteria (e.g., weather sounds, nature sounds, to accompany familiar songs, using music to tell a story, etc.) <i>Sound classification categories</i> natural and artificial (man-made) long or short loud or quiet</p>

<p>scrittura tradizionali e non. Attribuire significato a ciò che si ascolta</p>	<p>Listening, applying knowledge and understanding Listening with concentration, internalising and recalling sounds with increasing aural memory. Understanding that the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]. Being aware that sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols. Recognising when a music is used for particular purposes [for example, for dance, as a lullaby]. Exploring and classifying different musical instruments based on physical structure and sound. Identifying links between historical periods and music genres.</p> <p>Responding and reviewing Exploring and expressing ideas and feelings about music using movement, dance and expressive and musical language.</p>	<p>near or far common or uncommon sound source. <i>Analysis of sounds</i> like/dislike visual imagery(drawings using colours, lines, different textures, etc.) emotions.</p> <p>Listening to different genres of music followed by a class discussion (to encourage children to express their preferences and feelings).</p> <p>Pitch, duration, dynamics, tempo, timbre, texture and silence.</p> <p>Comparison of two pieces of music and description of similarities and differences. Introduction of different music genres and their historical origins. Expressive dance to music with/without instructions.</p>
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GYM

Gym for the bilingual classes is a unique environment where the English language is critically linked to the health and safety of the students, for this reason extra emphasis is given to vocabulary and ensuring children's understanding.

Year 1

COMPETENCES	SKILLS	KNOWLEDGE
<p>Essere consapevole del proprio processo di crescita e sviluppo e riconoscere le attività volte al miglioramento delle proprie capacità fisiche</p> <p>Partecipare alle attività ludiche, didattiche e presportive con buona autonomia e corretta gestione degli spazi e delle attrezzature</p> <p>Partecipare in modo corretto a giochi di movimento, drammatizzazioni, giochi tradizionali e attività</p>	<p>Understanding gym vocabulary. Following instructions in the gym environment. Recognising and naming the different parts of the body.</p> <p>Performing basic skills. Copying and repeating simple skills and actions with basic control and coordination. Changing the rhythm, speed and direction of the movement. Balancing. Applying skills and actions in sequence and in combination. Travelling with, sending and receiving a ball and other equipment in different ways. Playing games following and respecting the rules.</p> <p>Using movement imaginatively responding to stimuli, including music. Using the bodies to express and communicate feelings and emotions.</p>	<p>Gym language (e.g. walk to and from the gym, change shoes, ready position, etc.). Gym instructions. Names of different body parts, actions.</p> <p>Travelling, being still, gesturing. Walking, running, marching, hopping, skipping, jumping, leaping. Slow and fast, backwards and forwards and side. 1 and 2 point balances. Gymnastic activities both on the floor and using apparatus (bench, skipping ropes, hula hoops, wooden blocks, cones, mats, balls of different sizes, shapes and weight). Games (e.g. field and invasion type-games).</p> <p>Body positions copied from others or flashcards. Creation of different body forms and movements.</p>

<p>presportive</p> <p>Saper assumere comportamenti rivolti alla salvaguardia della propria ed altrui sicurezza, nelle attività motorie, nei giochi e nell'utilizzo di attrezzi e strutture</p>	<p>Understanding the importance of warming up and cooling down. Being aware of changes to your body with exercise.</p> <p>Finding space and using it safely. Understanding and learning safe gym behaviour.</p>	<p>Warming up and stretching exercises. Changes to the body (e.g. hot, cold, breathing, heart rate, perspiration, thirst, tired).</p> <p>Safety in the gym. Safe use of equipment.</p>
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Year 2

COMPETENCES	SKILLS	KNOWLEDGE
<p>Essere consapevole del proprio processo di crescita e sviluppo e riconoscere le attività volte al miglioramento delle proprie capacità fisiche</p> <p>Partecipare alle attività ludiche, didattiche e presportive con buona autonomia e corretta gestione degli spazi e delle attrezzature</p>	<p>Reinforcing gym vocabulary. Following instructions. Describing what they have done.</p> <p>Exploring, remembering and repeating simple skills and actions with increasing control and coordination. Developing range of skills and actions. Changing the rhythm, speed and direction of the movement. Being aware of spatial orientation. Linking skills and actions in short movement sequence. Developing fine eye-hand and eye-foot coordination. Practicing ball skills: throwing, passing, striking,</p>	<p>Gym language. Gym instructions.</p> <p>Walking, running, marching, hopping, skipping, jumping, leaping. Balancing, taking off and landing, turning and rolling. Slow and fast, backwards, forwards and side, right and left. Spatial orientation exercises. Gymnastic activities both on the floor and using apparatus (e.g. balance beam, bench, wooden blocks, skipping ropes, hula hoops, cone, mats, balls of different sizes, shapes and weight).</p>

<p>Partecipare in modo corretto a giochi di movimento, drammatizzazioni, giochi tradizionali e attività presportive</p> <p>Saper assumere comportamenti rivolti alla salvaguardia della propria ed altrui sicurezza, nelle attività motorie, nei giochi e nell'utilizzo di attrezzi e strutture</p>	<p>rolling, bouncing, dribbling. Varying the way of performing skills by using simple tactics and movement phrases. Playing team games using simple tactics and following and respecting the rules.</p> <p>Using movement imaginatively responding to stimuli, including music. Using the bodies to express and communicate feelings and emotions.</p> <p>Understanding the importance of warming up and cooling down. Recognising and describing how the body feels during different activities.</p> <p>Being prepared for safe behavior in the gym. Understanding how to exercise safely.</p>	<p>Strength building exercises: push-ups, sit ups, crunches. Gymnastic courses. Games (e.g. striking, fielding and invasion-type games).</p> <p>Use their bodies to create different forms and express different emotions. Performance of simple dances using movement patterns.</p> <p>Warming up and stretching exercises. Changes to the body (e.g. hot, cold, breathing, heart rate, perspiration, thirst, tired).</p> <p>Safe behavior in the gym. Safe use of equipment.</p>
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Year 3

COMPETENCES	SKILLS	KNOWLEDGE
<p>Essere consapevole del proprio processo di crescita e sviluppo e riconoscere le attività volte al miglioramento delle proprie capacità fisiche</p>	<p>Using gym etiquette. Following instructions. Describing what they and others have done.</p> <p>Consolidating their existing skills and developing advanced movement skills with increasing fluidity and rhythm.</p>	<p>Gym language. Gym instructions.</p> <p>Walking, running, marching, hopping, skipping, jumping, leaping, kicking, throwing, bouncing, passing, dribbling,</p>

<p>Partecipare alle attività ludiche, didattiche e presportive con buona autonomia e corretta gestione degli spazi e delle attrezzature</p> <p>Partecipare in modo corretto a giochi di movimento, drammatizzazioni, giochi tradizionali e attività presportive</p> <p>Saper assumere comportamenti rivolti alla salvaguardia della propria ed altrui sicurezza, nelle attività motorie, nei giochi e nell'utilizzo di attrezzi e strutture</p>	<p>Performing actions and skills with more consistent control and quality. Performing fluent sequences on the floor and using apparatus. Exploring how to choose and apply skills and actions in sequence and in combination. Creating and performing short, linked movement sequence, including variation in speed and directions. Using running, jumping and throwing skills both singly and in combination. Applying rules and conventions for different activities. Creating and making up gymnastic courses. Participating in team games. Working with others to organize and keep the games going.</p> <p>Using movement imaginatively responding to stimuli, including music. Creating and performing dances using a range of movement patterns.</p> <p>Understanding the importance of warming up, cooling down and of a appropriate preparation for different activities. Understanding why physical activity is good for health and well-being.</p> <p>Being prepared for safe behavior in the gym.</p>	<p>striking, rolling, balancing, taking off and landing, turning. Gymnastic activities both on the floor and using apparatus (e.g. balance beam, bench, wooden blocks, skipping ropes, hula hoops, cone, mats, bats, balls of different sizes, shapes and weight). Strength building exercises: push-ups, sit ups, crunches. Individual, pair and small-group gymnastic activities. Gymnastic courses. Games (e.g. Tennis, Volleyball, Football, Rugby, Cricket, Mat Ball, Tennis, Basketball, Baseball, Netball, Rounders, Bocce). Rules and tactics.</p> <p>Use their bodies to create different forms and express different emotions. Performance of simple dances using movement patterns.</p> <p>Warming up and stretching exercises targeting specific muscle groups. Individual warming up exercises. Healthy habits and their effect on your body.</p>
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	Understanding how to exercise safely.	Safe behavior in the gym. Safe use of equipment.
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Year 4

COMPETENCES	SKILLS	KNOWLEDGE
<p>Essere consapevole del proprio processo di crescita e sviluppo e riconoscere le attività volte al miglioramento delle proprie capacità fisiche</p> <p>Partecipare alle attività ludiche, didattiche e presportive con buona autonomia e corretta gestione degli spazi e delle attrezzature</p> <p>Partecipare in modo corretto a giochi di movimento,</p>	<p>Using gym etiquette. Following instructions. Describing what they and others have done. Describing what they are planning to do.</p> <p>Consolidating their existing skills and developing advanced movement skills with increasing fluidity and rhythm. Performing actions and skills with precision, control and fluency. Performing fluent sequences on the floor and using apparatus. Selecting and using skills, actions and ideas appropriately, applying them with coordination and control. Creating and performing short, linked movement sequence, that show a clear beginning, middle and end and have contrasts in direction, level and speed. Planning, using and adapting strategies, tactics</p>	<p>Gym language. Gym instructions.</p> <p>Walking, running, marching, hopping, skipping, jumping, leaping, kicking, throwing, bouncing, passing, dribbling (hands/feet), striking, rolling, balancing, taking off and landing, turning. Gymnastic activities both on the floor and using apparatus (e.g. balance beam, bench, wooden blocks, skipping ropes, hula hoops, cone, mats, bats, balls of different sizes, shapes and weight). Strength building exercises: push-ups, sit ups, crunches. Individual, pair and small-group gymnastic activities and games. Gymnastic courses.</p>

<p>drammatizzazioni, giochi tradizionali e attività presportive</p> <p>Saper assumere comportamenti rivolti alla salvaguardia della propria ed altrui sicurezza, nelle attività motorie, nei giochi e nell'utilizzo di attrezzi e strutture</p>	<p>and ideas for individual, pair, small-group activities. Participating in team games. Working with others to organize and keep the games going. Taking part in design challenges and competitions that call for precision, speed and power. Pacing themselves in these challenges and competitions. Identifying what makes a performance effective.</p> <p>Using movement imaginatively responding to a range of stimuli, including music. Creating and performing dances using a range of movement patterns.</p> <p>Understanding the importance of warming up, cooling down and of a appropriate preparation for different activities. Understanding why physical activity is good for health and well-being.</p> <p>Being prepared for safe behavior in the gym.</p>	<p>Games (e.g. Tennis, Volleyball, Football, Rugby, Cricket, Mat Ball, Tennis, Basketball, Baseball, Netball, Rounders, Bocce). Games rules. Tactics. The principle of taking turns. Team spirit.</p> <p>Use their bodies to create different forms and express different emotions. Performance of simple dances using a range of movement patterns, including those from different times, places and cultures.</p> <p>Warming up and stretching exercises targeting specific muscle groups. Leading others in warm-up Individual warming up exercises. Aerobic exercises (e.g. Windmills, Toe touches, Way backs). Relation of body parts to specific physical activities. Healthy habits and their effect on your body.</p>
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	Understanding how to exercise safely. Explaining and applying basic safety principles in preparing for exercise and during the activities.	Safe behavior in the gym. Safe use of equipment.
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Year 5

COMPETENCES	SKILLS	KNOWLEDGE
<p>Essere consapevole del proprio processo di crescita e sviluppo e riconoscere le attività volte al miglioramento delle proprie capacità fisiche</p> <p>Partecipare alle attività ludiche, didattiche e presportive con buona autonomia e corretta gestione degli spazi e delle attrezzature</p> <p>Partecipare in modo corretto a giochi di movimento, drammatizzazioni, giochi tradizionali e attività</p>	<p>Using gym etiquette. Following instructions. Describing what they and others have done. Describing what they are planning to do.</p> <p>Consolidating their existing skills and developing advanced movement skills with increasing fluidity and rhythm. Performing actions and skills with precision, control and fluency. Performing fluent sequences on the floor and using apparatus. Selecting and using skills, actions and ideas appropriately, applying them with coordination and control. Creating and performing short, linked movement sequence, that show a clear beginning, middle and end and have contrasts in direction, level and speed. Planning, using and adapting strategies, tactics and ideas for individual, pair, small-group</p>	<p>Gym language. Gym instructions.</p> <p>Walking, running, marching, hopping, skipping, jumping, leaping, kicking, throwing, bouncing, passing, dribbling (hands/feet), striking, rolling, balancing, taking off and landing, turning. Gymnastic activities both on the floor and using apparatus (e.g. balance beam, bench, wooden blocks, skipping ropes, hula hoops, cone, mats, bats, balls of different sizes, shapes and weight). Strength building exercises: push-ups, sit ups, crunches. Individual, pair and small-group gymnastic activities and games. Gymnastic courses. Mission X</p>

<p>presportive</p> <p>Saper assumere comportamenti rivolti alla salvaguardia della propria ed altrui sicurezza, nelle attività motorie, nei giochi e nell'utilizzo di attrezzi e strutture</p>	<p>activities. Participating in team games. Working with others to organize and keep the games going. Taking part in design challenges and competitions that call for precision, speed and power. Pacing themselves in these challenges and competitions. Identifying what makes a performance effective.</p> <p>Using movement imaginatively responding to a range of stimuli, including music. Creating and performing dances using a range of movement patterns.</p> <p>Understanding the importance of warming up, cooling down and of a appropriate preparation for different activities. Leading warm up and cool down sessions.</p> <p>Understanding why physical activity is good for health and well-being</p> <p>Being prepared for safe behavior in the gym. Understanding how to exercise safely. Explaining and applying basic safety principles in preparing for exercise and during the activities.</p>	<p>Judo Games (e.g. Short Tennis, Rounders, Cricket). Games rules. Tactics. The principle of taking turns. Team spirit.</p> <p>Use their bodies to create different forms and express different emotions. Performance of simple dances using a range of movement patterns, including those from different times, places and cultures.</p> <p>Warming up and stretching exercises. targeting specific muscle groups. Leading others in warm-up Individual warming up exercises. Aerobic exercises (e.g. Windmills, Toe touches, Way backs). Relation of body parts to specific physical activities. Healthy habits and their effect on your body.</p> <p>Safe behavior in the gym. Safe use of equipment.</p>
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