

1. Temporalización general

PRIMER TRIMESTRE (12 semanas)						
Evaluación Inicial: Unit 1. Gear Up for 1 st grade						
Learning Outcomes	Vocabulary	Texts	Grammar	Thinking Skills	Meet the World	CLIL
Students will learn...	Students will use words to express or talk about...	Students will make/do...	Students will practice...	Students will develop thinking skills by ...	Students will discover the world through...	Students will use what they know about other subjects by ...
<ul style="list-style-type: none"> and practice English some routines for the English class to know the classmates better to set up the Language Portfolio some activities to get ready for 1st grade 	<ul style="list-style-type: none"> numbers 1-20 days of the week clothes actions food describing words seasons and months of the year weather animals landscapes 	<ul style="list-style-type: none"> an invitation their English Language Portfolio 	<ul style="list-style-type: none"> like/don't like numbers 1-20 seasons and months of the year can-can't adjectives nouns questions: who, what, when, where yes/no short answers 	<ul style="list-style-type: none"> analyzing characters classifying colors comparing choices using a Venn Diagram connecting ideas through a mind map assessing their work 	<ul style="list-style-type: none"> San Diego Zoo 	<ul style="list-style-type: none"> relating animals to the place where they live Integration Activities <ul style="list-style-type: none"> Class Organization Battery Charger Icebreaker Confidence Builder Teamwork Multiple Intelligence Meter
Unit 2. A Very Special Day at School						
Learning Outcomes	Vocabulary	Texts	Grammar	Thinking Skills	Meet the World	CLIL
Students will learn...	Students will use words to express or talk about...	Students will make/do...	Students will practice...	Students will develop thinking skills by ...	Students will discover the world through...	Students will use what they know about other subjects by ...
<ul style="list-style-type: none"> to name people and places at school to tell what to do 	<ul style="list-style-type: none"> sports and hobbies chores at home occupations 	<ul style="list-style-type: none"> a registration form a hobby certificate 	<ul style="list-style-type: none"> do-does: questions, short answers and 	<ul style="list-style-type: none"> comparing hobbies using a Venn Diagram 	<ul style="list-style-type: none"> Britain's most common sport: cricket 	<ul style="list-style-type: none"> making a bar graph about hobbies they like

<p>and what not to do</p> <ul style="list-style-type: none"> • to talk about food you like and you don't like • to say what people do • to ask for permission • to say where things are • to create a name tag 	<ul style="list-style-type: none"> • clothes • sporting goods • numbers 1-100 		<p>contractions (don't – doesn't)</p> <ul style="list-style-type: none"> • like- don't like • adverbs of manner, time, and frequency • numbers 1-100 • how much? • would like • wh questions 	<ul style="list-style-type: none"> • sequencing a story • solving a riddle • classifying information • connecting ideas using a mind map • assessing their work 		
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SEGUNDO TRIMESTRE (12 semanas)

Unit 3. My Family

Learning Outcomes	Vocabulary	Texts	Grammar	Thinking Skills	Meet the World	CLIL
Students will learn...	Students will use words to express or talk about...	Students will make/do...	Students will practice...	Students will develop thinking skills by ...	Students will discover the world through...	Students will use what they know about other subjects by ...
<ul style="list-style-type: none"> to talk about family to talk about possession to describe pets and people to talk about what people like and don't like to count how many to create a family tree 	<ul style="list-style-type: none"> family pets adjectives parts of the body 	<ul style="list-style-type: none"> a family tree 	<ul style="list-style-type: none"> personal pronouns possessive adjectives questions: who? How many? demonstrative adjectives have/has like/don't like 	<ul style="list-style-type: none"> sequencing a story exploring options about a situation comparing two characters using a Venn Diagram solving a riddle connecting ideas using a mind map assessing their work 	<ul style="list-style-type: none"> The Christmas Tree 	<ul style="list-style-type: none"> counting brothers and sisters and comparing results

Unit 4. Daily Life

Learning Outcomes	Vocabulary	Texts	Grammar	Thinking Skills	Meet the World	CLIL
Students will learn...	Students will use words to express or talk about...	Students will make/do...	Students will practice...	Students will develop thinking skills by ...	Students will discover the world through...	Students will use what they know about other subjects by ...
<ul style="list-style-type: none"> to tell what people are doing to describe clothes to talk about the 	<ul style="list-style-type: none"> parts of the body weather clothes food 	<ul style="list-style-type: none"> a weekly routine schedule 	<ul style="list-style-type: none"> actions in present progressive 	<ul style="list-style-type: none"> sequencing a story identifying 	<ul style="list-style-type: none"> Traditional Breakfasts 	<ul style="list-style-type: none"> relating clothes and weather making decisions about healthy habits

<p>weather</p> <ul style="list-style-type: none"> • to say what they want • to talk about good hygiene habits • to say how they feel • to ask for help • to create a daily routine chart 	<ul style="list-style-type: none"> • feelings 		<ul style="list-style-type: none"> • possessive adjectives • short answers (be) • want/wants • feel • can for help 	<p>problem-solution events in a story</p> <ul style="list-style-type: none"> • solving a riddle • connecting ideas using a mind map • assessing their work 		
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TERCER TRIMESTRE (11 semanas)

Unit 5. Come to Play at my House

Learning Outcomes	Vocabulary	Texts	Grammar	Thinking Skills	Meet the World	CLIL
Students will learn...	Students will use words to express or talk about...	Students will make/do...	Students will practice...	Students will develop thinking skills by ...	Students will discover the world through...	Students will use what they know about other subjects by ...
<ul style="list-style-type: none"> to talk about things they can do to be polite, to say please and thank you to say what people are doing to talk about toys and favorite activities to say the number and position of things to say what they need and like to create a collage 	<ul style="list-style-type: none"> food actions toys weather favorite activities 	<ul style="list-style-type: none"> a collage about favorite activities 	<ul style="list-style-type: none"> can for ability questions: what? How many? Where? actions in present progressive numbers 1-20 prepositions of place singular/plural like/don't like 	<ul style="list-style-type: none"> analyzing a character and comparing themselves with him/her comparing favorite activities using a Venn Diagram connecting ideas using a mind map assessing their work 	<ul style="list-style-type: none"> Traditional Children Games 	<ul style="list-style-type: none"> answering information from a rain chart making a rain catcher

Unit 6. Let's Go to the Park

Learning Outcomes	Vocabulary	Texts	Grammar	Thinking Skills	Meet the World	CLIL
Students will learn...	Students will use words to express or talk about...	Students will make/do...	Students will practice...	Students will develop thinking skills by ...	Students will discover the world through...	Students will use what they know about other subjects by ...
<ul style="list-style-type: none"> to talk about seasons to say where people are 	<ul style="list-style-type: none"> seasons nature actions feelings 	<ul style="list-style-type: none"> a book cover 	<ul style="list-style-type: none"> there is/there are in + places 	<ul style="list-style-type: none"> analyzing information according to all senses 	<ul style="list-style-type: none"> The Tooth Fairy 	<ul style="list-style-type: none"> making good choices about safety when riding a bike

<ul style="list-style-type: none"> • to describe natural places • to say what they can and can't do • to make requests • to name more than one • to create a book cover 			<ul style="list-style-type: none"> • descriptive adjectives • can for ability • questions: what? How? • feel • can for request • irregular plurals • a/an 	<ul style="list-style-type: none"> • comparing words with vowels and consonants using a Venn Diagram • solving a riddle • connecting ideas using a mind map • assessing their work 		
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2. Evaluación

La evaluación de los aprendizajes de los alumnos durante el curso será continua y global, y tendrá en cuenta su progreso en el conjunto de las áreas del currículo.

Qué y cómo evaluamos.

Los estándares de aprendizaje son la concreción de los aprendizajes que los alumnos tienen que alcanzar, además al estar relacionados con las competencias serán un elemento básico en el qué evaluar de esta materia. Sobre estos estándares se llevarán a cabo las actividades propuestas por el libro de texto y las que el profesor vaya elaborando para afianzar los aprendizajes.

La evaluación será continua, de manera que los aprendizajes que se vayan llevando a cabo serán la base sobre la que sustentar los siguientes. De esta manera en cada unidad didáctica, habrá que echar mano de aprendizajes que se hayan ido realizando en otras precedentes.

En cada unidad se tendrá en cuenta tanto el trabajo personal del alumno y las actividades de aprendizaje desarrolladas en el aula como el control de contenidos.

La actitud del alumno en el desarrollo de las clases se tendrá en cuenta, de modo especial en las clases en las que se trabaje en grupo y en el desarrollo de las clases en general.

Se valorarán los siguientes ítems:

CONTENIDOS 80%.

GRAMMAR -20%

LISTENING-20%

READING 20%

SPELLING 20%

PROCEDIMIENTOS se les subirá hasta dos puntos .20%

TRABAJO EN CLASE -10%-(: Si tiene 0 - 5 tics al trimestre se le da **un punto**)

ACTITUD 10% (. 0-2 llamadas de atención: positiva. 0,5 puntos, 3- 4 normal.

3. Atención a la diversidad

La diversidad constituye una realidad en los centros educativos que ha de ser atendida por todo el profesorado. La atención a la diversidad pretende eliminar las barreras que algunos alumnos tienen en el proceso del aprendizaje ayudándoles a conseguir los objetivos de su etapa educativa.

El método Amco plantea una cuidadosa planificación de actividades para atender todos los tipos de inteligencias: verbal, visual, lógico-matemática, corporal-kinestésica, musical, intrapersonal, interpersonal, naturalista; esto lo convierte en un método que atiende e incluye a todos los alumnos, cada uno con su propia diversidad. Además en las planificaciones diarias también se sugieren otras estrategias destinadas a ayudar al profesorado a eliminar los obstáculos con los que se encuentran algunos alumnos:

- La estructuración sistemática de las clases y el uso constante de rutinas.
- La cuidadosa planificación de actividades para atender todos los tipos de inteligencias: verbal, visual, lógico-matemática, corporal-kinestésica, musical, intrapersonal, interpersonal, naturalista.

- Los contenidos secuenciales que se revisan y se refuerzan continuamente.
- La planificación de actividades de motivación, preparación, desarrollo y revisión de los contenidos.
- El uso del trabajo colaborativo y cooperativo; las actividades en parejas.
- El uso de mapas mentales y otros organizadores gráficos.
- El constante apoyo visual en el libro y mediante *flashcards* y pósters.

El desarrollo del coeficiente emocional.