

CURRICOLO VERTICALE - INGLESE



IL PERCORSO

Il raccordo tra i tre ordini della scuola nasce dalla consapevolezza dell'importanza dell'apprendimento linguistico nella maturazione globale degli alunni e dalla necessità di potenziare l'apprendimento delle lingue anche nell'ottica della dimensione europea dell'educazione/formazione. Il nostro curriculum va inteso quindi come un «cammino da fare insieme, anziché un tracciato predefinito», un percorso dinamico in continua evoluzione che inizia dalla scuola dell'infanzia e si sviluppa fino alla scuola secondaria di I grado, caratterizzato da una continuità in verticale dei processi di insegnamento/apprendimento. Il termine "continuità" assume soprattutto la valenza di omogeneità nell'approccio metodologico e nel modo di intendere l'apprendimento delle lingue straniere fra insegnanti di ordini di scuola diverse.

TRAGUARDI PER LO SVILUPPO DELLE COMPETENZE

Al termine della scuola primaria l'alunno è in grado di:

- comprendere brevi messaggi orali e scritti relativi ad ambiti familiari
- descrivere oralmente e per iscritto, in modo semplice, aspetti del proprio vissuto e del proprio ambiente ed elementi che si riferiscono a bisogni immediati
- interagire nel gioco; comunicare in modo comprensibile, anche con espressioni e frasi memorizzate, in scambi di informazioni semplici e di routine
- svolgere i compiti secondo le indicazioni date in lingua straniera dall'insegnante chiedendo eventualmente spiegazioni
- individuare alcuni elementi culturali e cogliere rapporti tra forme linguistiche e usi della lingua straniera

LE COMPETENZE CHIAVE EUROPEE

Le competenze chiave sono una combinazione di conoscenze, abilità e attitudini che permettono di adattarsi ai costanti cambiamenti della società. La Raccomandazione sulle competenze chiave definisce la competenza come la "combinazione di conoscenze, abilità e attitudini adeguate per affrontare una situazione particolare". Attraverso

l'acquisizione di esse gli individui saranno in grado di analizzare, ragionare e comunicare in modo efficiente nel momento in cui propongono e interpretano i problemi nei diversi ambiti. Allo stesso tempo le competenze chiave sono quelle di cui tutti gli individui hanno bisogno per la realizzazione, lo sviluppo personale^[1], la cittadinanza attiva, l'inclusione sociale e l'occupazione. Esse servono come base per un apprendimento permanente e perciò dovranno essere acquisite durante il periodo obbligatorio di istruzione e formazione.

CHILDREN'S ENGLISH SCHOOL (Ages 3-5)

Children's English School

3-year-olds

30 hours a week

Learning Objectives		Content	Communicative Functions	Methodologies and Tools
Listening Skills	<p>Listening to short stories or rhymes. Pointing to or naming familiar objects or characters in picture books.</p> <p>Engaging in simple actions or movements related to the story (e.g. clapping, jumping, stomping).</p> <p>Following basic instructions with simple actions, like 'clap your hands', 'sit down', 'wash your hands', 'stand up', and so on.</p>	<p>Lexis</p> <p>Exploring fun activities together based on what we are learning about, like animals, colours, everyday classroom objects, shapes found in nature, such as the stars, the sun, the trees, and so on. The children learn new words and specific vocabulary by listening to songs, stories and rhymes.</p> <p>Grammar</p> <p>As we play and talk together, we</p>	<p>Naming things that we see in the classroom.</p> <p>Naming colours that we see around us.</p> <p>Naming animals that we know.</p> <p>Asking to use the bathroom when needed.</p> <p>Asking simple questions using words that we have already learnt (e.g. 'Can I play...?').</p> <p>Answering questions about feelings and emotions (e.g. 'How are you today?: 'Good!',</p>	<p>Listening: engaging with new sounds and words.</p> <p>Imitating: mimicking sounds and actions while actively taking part.</p> <p>Imagination: using creative play to portray different characters or animals.</p> <p>Language integration and fun: incorporating language into enjoyable activities and games, such as board games (bingo, shopping list, memory, and so on), puppets, props, flashcards, kamishibai theatre, shadow</p>

Speaking Skills	Exploring and learning new words related to their daily activities, surroundings and interests. Experimenting with combining words to express more complex ideas or feelings. Asking simple questions.	learn new words and how to put them together.	'Not so good', 'I am tired'). Answering questions about the weather. Answering questions about what we do every day (e.g. 'I wash my hands', 'I play', and so on). Answering questions about stories we read together.	theatre. Guided learning: encouragement when encountering new challenges. Modeling: encouraging creativity with playdough. Dramatization and language development: stimulating speaking skills through shared storytelling, imaginative play, and dress-up activities. In this way, the children explore ideas and express themselves. Scaffolding: facilitating learning through hands-on activities like building with blocks, constructing train tracks and assembling puzzles. Small group games and activities: the children do some activities in small groups with both the teacher and the assistant. They learn to cooperate and develop their listening skills.
Reading Skills	The children can take books from the shelves and “tell the story” to each other or to imagine it for themselves. They have the opportunity to see and touch books at their own pace. This helps them to find their passion for books and also prepares them for reading in the future.			
Writing Skills	Colouring and drawings to develop fine motor skills and to build hand strength. Pencil control work. This prepares them for writing in the future.			

Children's English School

4-year-olds

35 hours a week

Learning Objectives		Content	Communicative Functions	Methodologies and Tools
Listening Skills	Listening to stories with increasing attention and recall. Following a story with pictures or props. Responding to instructions involving a two-part sequence.	<u>Lexis</u> Vocabulary related to school and daily routines inside the classroom. <u>Grammar</u> Although not formally taught, by listening to the adults in appropriate contexts, children are exposed to the target language and, through trial and error, are able to learn basic grammatical notions.	Identifying objects of the class.	Phonological awareness.
Speaking Skills	Building up vocabulary that reflects the breadth of their experiences. Beginning to use complex sentences to link thoughts, using and , as well as because . Using a variety of questions words such as what and where .		Identifying colours.	Modeling.
Reading Skills	Understanding that print carries meaning and showing interest in print (in books and in the environment). Looking at books independently and handling them carefully. Recognising familiar words and signs such as own names, days of the week, and months of the year.		Identifying animals.	Dramatization and role-play.
			Can ask for permission to go to the bathroom.	Language reinforcement.
			Can formulate simple questions using keywords learnt in class.	Scaffolding.
			Can answer questions related to everyday life.	
			Can answer questions about family and friends.	
			Can answer questions about daily routine.	
			Can answer questions about books read in class.	

Writing Skills	<p>Giving meaning to marks they make as they draw, write, and paint.</p> <p>Using some clearly identifiable letters to communicate meaning.</p> <p>Writing their own names and other things such as friends' names and labels.</p>			
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Children's English School				
5-year-olds				
35 hours a week				
Learning Objectives		Content	Communicative Functions	Methodologies and Tools
Listening Skills	<p>Listening to “chapter” books at circle time.</p> <p>Listening to stories on CDs with various accents and indications.</p> <p>Retelling stories in their own words.</p> <p>Listening to and following three- and four-step directions.</p>	<p>Lexis</p> <p>Following the nursery plans, depending on mini themes, depending on child abilities and preferences. Things evolve as the children grow in their everyday use of language.</p>	<p>Identifying everyday classroom objects and words related to class topics.</p> <p>Identifying songs and poems learnt in class.</p> <p>Identifying lunch materials.</p> <p>Identifying food.</p> <p>Identifying body parts.</p>	<p>Phonological awareness.</p> <p>Modeling.</p> <p>Dramatization and role-play.</p> <p>Language reinforcement.</p> <p>Scaffolding.</p>

Speaking Skills	<p>Speaking in fluid and complete phrases without translation.</p> <p>Asking questions such as 'can I' and 'where is', as well as 'why' with 'because' responses.</p> <p>Speaking in front of the class.</p>	<p>Grammar</p> <p>Although grammar is not formally "taught", children hear the teachers making corrections and repeating something with the correct grammar and/or pronunciation.</p> <p>Over time, the students can understand the differences and, eventually, are able to self-correct.</p>	<p>Asking using 'why' and answering using 'because'.</p> <p>Asking basic questions using where, who, why, when, and how.</p> <p>Asking for permission and clarification.</p> <p>Reporting what is going on in the classroom.</p>	
Reading Skills	<p>Quiet book time, every day after lunch. (Increasing attention span time)</p> <p>Holding books correctly, turning pages, and following the words from left to right.</p> <p>Can take responsibility for books and reading materials.</p>			
Writing Skills	<p>Pencil control work. Using scissors, creating artwork.</p> <p>Fine motor skills in playdough, threading etc.</p> <p>Writing words that they have sounded out.</p> <p>Labelling work that they have created.</p>			

BILINGUAL CLASSES (Ages 4-5)

Bilingual Classes

4-year-olds

5-year-olds

25 hours a week

Learning Objectives		Content	Communicative Functions	Methodologies and Tools
Listening Skills	Listening to stories with increasing attention and recall. Following a story with pictures or props. Responding to instructions involving a two-part sequence.	<u>Lexis</u> Following the nursery plans, depending on mini themes, depending on child abilities and preferences. Things evolve as the children grow in their everyday use of language.	Identifying objects of the class. Identifying colours. Identifying animals. Can ask for permission to go to the bathroom. Can formulate simple questions using keywords learnt in class. Can answer questions related to everyday life.	Phonological awareness. Modeling. Dramatization and role-play. Language reinforcement. Scaffolding.
Speaking Skills	Building up vocabulary that reflects the breadth of their experiences. Beginning to use complex sentences to link thoughts, using and, as well as because. Using a variety of questions words such as what and where.	<u>Grammar</u> Although grammar is not formally “taught”, children hear the teachers making corrections and repeating something	Can answer questions about family and friends. Can answer questions about daily routine. Can answer questions about books read in class.	

Reading Skills	Understanding that print carries meaning and showing interest in print (in books and in the environment). Looking at books independently and handling them carefully. Recognising familiar words and signs such as own names, days of the week, and months of the year.	with the correct grammar and/or pronunciation. Over time, the students can understand the differences and, eventually, are able to self-correct.		
Writing Skills	Giving meaning to marks they make as they draw, write, and paint. Using some clearly identifiable letters to communicate meaning. Writing their own names and other things such as friends' names and labels.			