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PIANI DI LAVORO SEZIONE BILINGUE

SYLLABUS - PRIMARY SCHOOL

**ART
SCIENCE
GEOGRAPHY
TECHNOLOGY
MOTOR AND SPORTS ACTIVITIES
MUSIC**

ARTE SYLLABUS - FIRST GRADE - PRIMARY SCHOOL

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|--------------------------------|--|--|---|---|
| The pupils use different colours and simple techniques to express and communicate their experiences. | Listening Speaking | <p>Recognize and name the main colours used.</p> <p>Use the colours within the background's outlines.</p> <p>Experiment with various colouring techniques and tools.</p> | <p>Listen and perform simple songs related to the main colours (red, pink, yellow, green, blue, purple, orange, white, black, brown).</p> <p>COLOR WITCH GAME for colour recognition.</p> <p>Perform simple drawings individually, in pairs, in groups to illustrate situations or things using the appropriate colours.</p> <p>Recognise and name the simple tools used (pencil, pen, crayon, rubber, felt-tip, glue, brush).</p> | 4/6 weeks (repeated informally throughout the year). | <p>Collective playful lesson: listen and show flash cards with a labelled colour. If possible, mime what was said in the song (e.g. YELLOW - SUN) initially prompted by the teacher and then performed with the children. Collective and individual repetitions with questions and answers.</p> <p>COLOR WITCH GAME</p> <p>Collective play. One person is the witch and the others carry out the commands (I am a Colour Witch, I say TOUCH THE COLOR RED I COUNT ...) The first to identify the declared colour wins and the competitors are eliminated.</p> <p>Individual drawings and colouring, in pairs, in groups and creation of various colour posters (ex. Red poster: fire, apple, cherry, bus).</p> <p>MATERIAL: Flash cards, various colours, sheets, cards, brushes, paints, plastic cups, sponges and rags, aprons, IWB, computer or other instrument to play songs.</p> |
| Cross curriculum: MOTORY - MUSIC (songs and rhythms) - TECHNOLOGY - ENGLISH | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---------------------|--------------------------------|--|--|---|--|
| | Listen Speak | Representing the human figure with a simple structured body diagram. | <p>Listen to and perform simple songs with the help of mimes to indicate the main parts of the body (body, head, shoulder, knees, toes, arms, legs, hands, eyes, ears, nose, mouth).</p> <p>The teacher displays two large silhouettes on the IWB (a boy, a girl). Pointing to the various parts and inviting the pupils to repeat together, then pointing to the parts she asks: What is this? A nose, a mouth. What are these? Eyes, ears, hands.</p> <p>CONNECTION BETWEEN SENSORY ORGANS AND THE 5 SENSES. (science)</p> <p>Presentation of flash cards and speaking:</p> <p>EYES: I SEE COLORS</p> <p>EARS: I HEAR MUSIC</p> <p>NOSE: I SMELL A FLOWER</p> <p>MOUTH: I TASTE PIZZA</p> <p>HANDS: I TOUCH MY TEDDY</p> <p>Verbalization and collective repetition of sentences, touching the named organs.</p> <p>Group creation of a simple DOMINO / MEMORY GAME Drawing on coloured cards of the 5 organs, 5 senses and 5/10 objects. Everything should be named in English.</p> | 4/6 weeks An option to play when there is free time. | <p>Collective listening lesson, showing relevant flash cards, touching words sung on the song. Initially the teacher gives examples which the children copy. Then collective and individual repetitions.</p> <p>Individual drawings and completion of prepared cards.</p> <p>Display selected drawings, videos on the IWB.</p> <p>Dialogue in English between teacher and pupils, between classmates, in pairs.</p> <p>MATERIAL: Flash cards, various colours, sheets, cards ...</p> <p>IWB, computer or other instrument for playing songs.</p> <p>Work in a group to make the DOMINO cards / memory challenges. Repeat the name of what is represented on the cards.</p> |

Cross curriculum: MOTOR, ART-IMAGE, MUSIC (songs, rhythms) - SCIENCE, ENGLISH

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------------|---|---|-------------|---|
| Read and understand simple visual messages to understand basic elements of our lived reality. | Listening Speaking | Observe images and objects of lived environments (classroom) using spatial orientation to capture the relationships between objects, people, animals. | Graphical representation by completing cards individually, collectively and in pairs showing real situations that can be observed or represented using colours and words in the immediate environment (GEOGRAPHY) | 6 / 8 weeks | Collective, pairs and individual work as seen in geography, verbalizing and repeating the structures used and representing real lived situations. MATERIAL: Flash cards, various colours, sheets, cards. IWB, computer or other instrument for playing songs. |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------------|---|--|------------|--|
| Present the work carried out during the school year in a simple exhibition. | Listening Speaking | Observe the reproduction of works of art connected with the succession of the seasons. Set up a simple collective exhibition of the work done. | <p>Collective reading of images proposed on the IWB relating to the 4 seasons: winter; spring; summer; autumn. Analyse colours (cold - warm) and natural and non-natural elements, discovering their relationships.</p> <p>Creation of drawings relating to the season analysed using colours and various techniques learned.</p> <p>Group production of posters illustrating the seasons</p> <p>Collective design of the simple exhibition for the presentation of the works carried out with conversation and collective discussion.</p> <p>Teamwork for project ideation exhibition.</p> <p>Pooling, comparison and choice of the project to be carried out.</p> <p>Collaboration in the set-up led by the teacher.</p> | 8/10 weeks | <p>Collective work that is linked to History.</p> <p>Individual and group work.</p> <p>Verbalization with repetition, questions and answers.</p> <p>Listen to and repeat songs / rhythms in English relating to the seasons.</p> <p>View images and videos on the IWB.</p> <p>Create and exhibition.</p> <p>MATERIAL: Flash cards, various colours, sheets, cards, brushes, plastic cups, sponges and rags, aprons.</p> <p>Media for exhibiting the works.</p> <p>IWB, computer or other instrument for playing songs.</p> |
| Cross curriculum: GEOGRAPHY, HISTORY, MUSIC, SCIENCE, TECHNOLOGY, ENGLISH | | | | | |

ARTE SYLLABUS - THIRD GRADE - PRIMARY SCHOOL

KEY SKILLS: learning to learn - awareness and expression - spirit of initiative

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|---|--|---|-----------|---|
| The pupil expresses feelings, emotions, thoughts with personal productions with simple graphic-pictorial and / or manipulative techniques by integrating the different languages. | Listening Speaking Reading Writing | Using colours to represent reality in an original and creative way. Using colours to represent reality in a descriptive and symbolic way. | Collective review activities (warming up) with songs / rhythms and games. Start by expanding and enriching knowledge and vocabulary for the use of colours in graphic pictorial representations of sensations, emotions, personal feelings or to tell stories. The teacher presents the class with examples of famous paintings and initiates a better understanding of the use of colours and light, lines and points, and different techniques. We proceed with collective activities, in pairs, in groups and individually to enrich the vocabulary with the aid of cards and drawings and simple verbalizations and descriptions. In support of the geography objectives, the teacher guides the students to decode maps / plans, geographical maps to understand the symbolic meaning of colours, lines, points and shapes present in the combined LEGENDS (identification of different types of codes). | 6/8 weeks | METHODOLOGY We proceed with conversations and collective activities to introduce the topics with the support of songs / rhythms and mime what has been said using flash cards, images and videos on the IWB. Collective oral repetitions with the use of questions / answers. Individual work, in pairs, in groups alternating, if necessary, to complete cards and produce drawings and posters. MATERIAL Flash cards, various colours, sheets, cards, maps of the town, the lake, Valle Camonica, Brescia Province. IWB, computer and / or other tools to reproduce songs and the possibility of viewing images and films. |
| Cross curriculum: ENGLISH - GEOGRAPHY - MUSIC - TECHNOLOGY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|--|---|---|-------------------|--|
| <p>Understanding the meaning of what an image or work of art communicates and / or recognize the moods it arouses.</p> <p>Recognize some formal aspects of images / works of art and identify different types of codes.</p> | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | <p>Recognize and place the elements of the image / work of art under consideration in the space represented.</p> <p>Grasp both the objective and the subjective aspects in images / works of art capable of arousing emotions, intentions and communicative purposes (also as enrichment of a written or musical text).</p> | <p>Collective presentations of images / works of art (photographs, paintings, films, descriptions, listening to music).</p> <p>Conversations with questions and answers.</p> <p>Practical tests, problem solving, guided structured observations to observe, understand, reflect and verbalize what has been seen or heard.</p> | <p>8/10 weeks</p> | <p>METHODOLOGY</p> <p>Continue with conversations and collective activities for observing images / works of art presented with the IWB or with cards and illustration books.</p> <p>Oral repetitions in groups with the use of questions / answers (<i>what is / are there in this / these picture (s)? I see; Where is / are the lake, the mountains; The lake is near the hill</i>)</p> <p>Individual work, in pairs, in groups alternate, if necessary, to complete cards and produce drawings, posters.</p> <p>MATERIAL</p> <p>Flash cards, various colours, sheets, cards, maps of the town, lake, Valle Camonica, Brescia Province; IWB, computer and / or other tools to play songs and the possibility of viewing images and videos.</p> |
| Cross curriculum: MOTOR, GEOGRAPHY, MUSIC (SONGS, RHYTHMS, LISTENING TO MUSICAL SONGS), TECHNOLOGY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|---|---|---|-----------|---|
| Representation of what the pupils see and hear with a focus on the expression feelings, emotions and reflections. | Listening Speaking Reading Writing | <p>Observing an image / work of art in its denotative aspect and, with the help of the teacher, in its connotative aspect.</p> <p>Understanding that an image has meaning according to the context in which it is inserted.</p> <p>Recognize and appreciate the cultural heritage present in one's territory.</p> | <p>Collective presentations of images / works of art (photographs, paintings, films, descriptions relating to their territory (town, lake, mountain).</p> <p>Conversations with questions and answers.</p> <p>Practical tests, problem solving, guided structural observations to observe, understand, reflect and verbalize what has been seen and analysed.</p> | 6/8 weeks | <p>Continue with conversations and collective activities for observing images / works of art presented with the IWB or with cards, book illustrations.</p> <p>Collective oral repetitions with the use of questions / answers (<i>what is / are there in this / these picture / s? I see; where is / are the lake, the mountains; The lake is near the hill</i>).</p> <p>Individual work, in pairs, in groups alternating if necessary, to complete cards and produce drawings, posters.</p> <p>MATERIAL</p> <p>Flash cards, various colours, sheets, cards, maps of the town, lake, Valle Camonica, Brescia Province; IWB, computer and / or other tools to play music and the possibility of viewing images and videos.</p> |
| Cross curriculum: MOTOR, GEOGRAPHY, MUSIC (SONGS, RHYTHMS, LISTENING TO MUSICAL SONGS), TECHNOLOGY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--------------------------------------|-----------------------------------|--|---|---------|---|
| | | Set up a simple collective exhibition and / or multimedia product of the work completed. | Collective planning and with the teacher's guidance for a simple exhibition and / or multimedia presentation of the completed work with conversation and collective discussion. Group work for project design. Collective communication, comparison / discussion for the choice of the products to be made. Cooperation in the realization of what has been chosen. | 4 weeks | <p>MATERIAL</p> <p>Various colours, sheets, cards, brushes, tempera, plastic cups, sponges and rags, aprons, glue.</p> <p>Media for exhibiting the works: IWB, computer or other means of playing songs.</p> <p>Tablet for any filming.</p> |
| Cross curriculum: TECHNOLOGY - MUSIC | | | | | |

GEOGRAPHY SYLLABUS - FIRST GRADE - PRIMARY SCHOOL

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|-----------------------------------|---|--|------------|--|
| Use topological indicators for orientation. Define the position of oneself, objects and people. | Listening Speaking | Grasp the main topological and spatial relationships. Orient yourself in the surrounding space using topological concepts (<i>in / out; on / under; high / low; near / far; in front of / behind, on right / on left</i>). | MOTOR GAMES WHERE ARE YOU? WHERE ARE YOUR HANDS? MIRROR GAME Initially in the main group the teacher leads the game, showing one or more positions with her own body. She invites the children to copy her and verbalize the position taken (<i>I am in / out my classroom; in gym; my hands are on my head; I am on my chair; my bag is under my chair; I am near a desk</i>). Then the pupils take turns giving the commands. THREE-DIMENSIONAL REPRESENTATION, GRAPHICS Using simple models, drawings and / or cards to repeat what has been tried, experienced and learnt in real situations. VERBALIZATION Answering guided questions, asking the questions to a partner. | First term | The games take place individually in the large groups, in pairs, in small groups. Materials: Building blocks; boxes of various sizes; cards; notebooks; sheets. The teacher will take care to refer to the topological concepts learned by using them in everyday language when giving instructions (e.g. put your pencil on the desk; I am in front of you; get in line; take your books out of the bag) |
| Cross curriculum: MOTOR, ART | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|----------------------------------|--|---|---------------------|--|
| <p>Orientation in the school space. Make movements and routes on command or independently, including changes of direction.</p> <p>Know the exit route in case of evacuation.</p> | <p>Listening</p> <p>Speaking</p> | <p>Use topological indicators referring to oneself and / or to another person to orientate oneself in the school space. Make movements and routes on command or independently, with changes of direction.</p> <p>Describe verbally and graphically using simple symbols for simple maps.</p> | <p>Simple brainstorming related to the knowledge of the various school environments: classrooms; gym; lobby; corridor; yard.</p> <p>Find reference points to transform into simple symbols (start, door, window, end) and carry out practical tests of some paths inside / outside the school.</p> <p>Take part in a simple treasure hunt as a group.</p> <p>Play hide and seek.</p> <p>Record and describe positions.</p> <p>Where are my friends?</p> <p>Find a child and say:</p> <p>WHERE ARE YOU? YOU ARE UNDER THE DESK....</p> <p>Invent and graphically create simple maps in pairs or in groups.</p> | <p>Second term.</p> | <p>Posters of drawings of places of the school and choose simple symbols.</p> <p>Take multiple routes through the school.</p> <p>Then orally review the path followed with chosen reference points.</p> <p>Produce posters in groups on what was tried.</p> <p>Conversations, frontal lessons, individual self-employment, in pairs and in groups.</p> <p>MATERIAL:</p> <p>White and coloured cards; colours; glue; scissors; pencils.</p> |
| Cross curriculum: MOTOR, ART, MUSIC (SONGS, RHYTHMS), TOPOLOGY | | | | | |

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GEOGRAPHY SYLLABUS - SECOND GRADE - PRIMARY SCHOOL

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|----------------------------------|---|--|----------------------|---|
| <p>Observe the surrounding environment.</p> <p>Identify the characteristics of the main elements and their function.</p> <p>Live the environment.</p> | <p>Listening</p> <p>Speaking</p> | <p>Identify the main elements that characterize an environment.</p> <p>Discover elements' functions.</p> <p>Live the environment in a suitable way.</p> | <p>Initial brainstorming to check pupils' knowledge.</p> <p>Collective conversation to introduce the distinction between fixed elements and mobile elements.</p> <p>Practical group reconnaissance around the school: classroom, gym, courtyard and laboratory with cards prepared for the collection of the names of the main elements / furniture.</p> <p>Creation of explanatory drawings / posters.</p> <p>Pooling of collected data.</p> <p>Minutes conducted by the teacher: <i>In my classroom there are desks, chairs, a blackboard, an IWB; What is / are this / these? It / they is / are fixed element / elements. In my classroom there are the windows, a door, three radiators. What is / are this / these? It / they is / are a mobile element / elements.</i></p> <p>Ask pupils to ask questions and answers to each other. During a collective conversation to propose hypotheses on the function of the identified elements (<i>I write on my desk, I sit on my chair; I open a door, I put my book on a shelf</i>).</p> <p>Discover the function of an environment.</p> | <p>First quarter</p> | <p>Conversations, cooperative work, practical tests, drawing and speaking all together in a group.</p> <p>Making simple models with cardboard and glue of the furniture.</p> <p>Drawing on posters</p> <p>MATERIALS</p> <p>Papers, colour pencils, felt tips, glue, scissors.</p> |
| Cross curriculum: MOTOR, ART, MUSIC (SONGS, RHYTHMS), TECHNOLOGY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
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| <p>Analyse the elements of lived spaces / environments.</p> <p>Understand the function of the various environments close to him.</p> <p>Distinguish between natural and artificial elements.</p> | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | <p>Recognize and distinguish the elements present in a space / environment.</p> <p>Know how to ask questions about the use of spaces / environments in daily life both inside and outside.</p> | <p>Ask yourself questions about the use / function of the spaces / environments lived outside the house and school.</p> <p>We work in a group on the rooms of the house: kitchen, bathroom, sitting room, bedroom, garage... ex. <i>What is there in my kitchen? There is / are: a table, four chairs, a fridge, a cooker, a sink, a hover.</i></p> <p>Search your computer or booklets for the necessary words.</p> <p>Draw and write the kitchen and bathroom words.</p> <p>Presentation of the work done to the classmates.</p> <p>Production of various LAP-BOOKS concerning the various environments.</p> <p>Ask the questions: <i>What do you in the kitchen? In the bathroom, in the bedroom?</i></p> <p>E.g. <i>In the kitchen I eat, I have my breakfast; In bedroom I wash my hands.</i></p> <p>Repetition of questions and answers in the small group and in the class.</p> <p>Watching simple videos illustrating the parts of the house.</p> <p>Song or chant.</p> | 8/ 10 weeks | <p>Conversations</p> <p>Teacher lesson</p> <p>Group work</p> <p>Work in pairs</p> <p>Reading, writing, drawing individual and together.</p> <p>Material:</p> <p>Pens, pencils, felt tips, crayon, colour papers, videos, simple books.</p> <p>Songs and / or chants.</p> |
| Cross curriculum: ART, MUSIC, TECHNOLOGY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
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| Distinguishes between natural and artificial elements. | Listening Speaking Reading Writing | Recognize and distinguish natural and anthropogenic elements in the nearby landscape: school yard, park, hill / mountain, lake. | <p>Continue with activities around the school and home environments.</p> <p>Ask simple questions and give simple answers.</p> <p>Ex. <i>What do you see in the school yard?</i></p> <p><i>I see a tree, flowers, birds, two benches.</i></p> <p>Listening to videos and simple songs, researching illustrated books.</p> <p>Production of large billboards.</p> | | <p>Proceed with activities around to the school and home environments.</p> <p>Conversations.</p> <p>Teacher lessons</p> <p>Group work</p> <p>Pair work</p> <p>Reading, writing, drawing individual and together</p> <p>Material:</p> <p>Pens, pencils, felt tips, crayon, colour papers.</p> <p>Videos, simple books, song or chant.</p> |
| Cross curriculum: | | | | | |

DISCIPLINARY DESIGN OF MOTOR AND SPORTS ACTIVITIES - SECOND CLASS - PRIMARY SCHOOL

KEY SKILLS: LEARNING TO LEARN - SOCIAL SKILLS - THE SENSE OF INITIATIVE AND ENTREPRENEURSHIP - AWARENESS AND CULTURAL EXPRESSION

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|--|---|---|---------|--|
| Start with an ever-greater self-awareness through awareness of one's body and motor and postural patterns. | Express your moods through the language of your body and movement. | To master the basic motor patterns in an ever more complete way and to know how to use them in a space-time function. | <p>Continue collective playful-musical and mime activities to broaden the perception and knowledge of one's body and its various parts, discovering its various functions. (SONGS, CHANTS, RHYTHMS).</p> <p>Individual game activities (BOXES GAME) and in pairs (MIRROR GAME).</p> <p>Simple verbalization in English with names of body parts and positions.</p> <p>Collective and individual activities to increasingly master the motor and postural patterns by adapting to the spatial and temporal variables in the various lived situations of work and / or play.</p> <p>Carry out simple / complex routes with increasing awareness of the movements and positions taken.</p> | 6 weeks | <p>Conduct of gradual collective play activities with initials and simplification and verbalization by the teacher.</p> <p>Repetition of this process.</p> <p>Activities in pairs and small groups (review of 1st class activities in connection with SCIENCE activities).</p> |

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| | | Knowing how to move along routes in one's environment and understand the movements made and recognize the position as it is occupied. | Verbalizing in English what has been tried (ex. start: <i>I am in my class, I am going straight, now I am going on left. At the end: I am in gym, in yard</i>) | 6/8 weeks | <p>Similar methods to those above.</p> <p>Concrete realization of paths carried out in school environments inside and outside school.</p> <p>Verbalization guided by the teacher.</p> <p>Creation of graphic transpositions of paths with shared choice of reference points.</p> <p>Verbalizations with collective and individual repetitions in English with the use of questions / answers (connection with GEOGRAPHY)</p> <p>The various play activities are repeated on several occasions and moments of the motor lesson in the gym and in the courtyard.</p> <p>MATERIALS</p> <p>Equipment in the gym, sheets, billboards, cards, colours of various kinds.</p> <p>Instruments for listening to songs and music.</p> |
| Cross curriculum: ENGLISH, SCIENCE, GEOGRAPHY, ART, MUSIC, TECHNOLOGY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|-----------------------------------|---|---|-----------|---|
| Express moods with body and motor language through mime, following rhythm and music. Ideation with a simple event / show in English of what has been learned. | | Use body language to express emotions and moods. Knowing how to express and understand various expressions and postures of the body when they express emotions and feelings. Being capable of simple dramatizations with the use of mimic gestures and interpreting easy songs and rhythmic / musical pieces. | Expressive playful activities that allow the use and movement of the body to express emotions, feelings, moods. Collective guided conversations in Italian to explain and deepen the main emotions (HAPPINESS, SADNESS, FEAR, ANGER). Repetition and collective and individual verbalization, paired with questions and answers: <i>How are you? I am happy.</i> Work in a team and in close collaboration with the ART team. | 6/8 weeks | We proceed as written above by introducing new words and structures in English suitable for the objectives to be pursued. MATERIALS Equipment in the gym, sheets, billboards, cards, colours of various kinds. Instruments for listening to songs and music. |
| Cross curriculum: MOTOR, ART, MUSIC (SONGS, RHYTHMS), TOPOLOGY | | | | | |

DISCIPLINARY DESIGN OF MOTOR AND SPORTS ACTIVITIES - THIRD CLASS - PRIMARY SCHOOL

KEY SKILLS: LEARNING TO LEARN - SOCIAL SKILLS - SPIRIT OF INITIATIVE - AWARENESS AND CULTURAL EXPRESSION

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|--|---|---|---------------------|---|
| <p>Consolidate self-awareness through the perception of one's own body and expand the mastery of motor and postural patterns.</p> <p>Organize increasingly complex movements by coordinating various movement patterns simultaneously and in succession.</p> | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | <p>Recognize and name a greater number of body parts referring to oneself and others in English.</p> <p>Coordinate and use different motor sequences combined with each other.</p> <p>Check and manage the static-dynamic balance conditions of your body.</p> <p>Organize and manage the orientation of your body in motion.</p> <p>Reproduce increasingly complex rhythmic sequences.</p> | <p>WARMING UP: collective, with the resumption of playful and musical activities from previous years.</p> <p>Increase vocabulary and actions that can be carried out with the various parties.</p> <p>Collective activities / couples / small groups to repeat motor exercises that gradually get more complex including the use of simple tools.</p> <p>Develop self-control and comparison between peers.</p> | <p>8 / 10 weeks</p> | <p>Collective and individual play and singing / rhythm activities. Game example: SIMONE SAYS.</p> <p>In a large space arrange yourself in a circle with a person or a couple in the centre. Give commands to execute saying: <i>Simone says touch your head... the shoulder... Or simply: Touch your head... the face...</i></p> <p>SIMONE SAYS... TURN AROUND...</p> <p>The players must perform the gestures in an appropriate way only with the words SIMONE SAYS but never in the second otherwise they are eliminated.</p> <p>The winner is the last one / the last ones left to take their place in the centre.</p> <p>Repetition of the games with verbalization first proposed by the teacher and then repeated by the pupils until complete acquisition.</p> <p>Exercises with the use of the ball, hoops, relay courses, somersaults and jumps with mattresses and free body.</p> <p>MATERIALS</p> <p>Use of the gym or the courtyard with the sports equipment provided.</p> |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|--|--|--|------------------------|--|
| <p>Experiment with some basic notions of sports and apply them through play.</p> <p>Grasp the importance and value of respecting the rules.</p> | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | <p>Strengthen one's knowledge of various sports, perform preparatory activities individually or in teams, respecting the rules.</p> <p>Knowing, understanding and respecting the rules of the games.</p> <p>Collaborating in a positive and constructive way with teammates.</p> <p>Recognize and accept their limits, accept the outcomes of the comparison (savoir-faire).</p> | <p>Collective brainstorming with respect to the foreknowledge possessed by the pupils about some games - sports they know and already practice.</p> <p>Clarification of the words relating to the named sports. Collective verbalization with questions - answers and individuals / couples.</p> <p>Playing sports games paying attention to the main rules.</p> <p>Highlight and then repeat BASIC RULES in English, transcribing them and illustrating them as a group on clear billboards.</p> <p>Creation of a summary billboard (decatalogue) of the rules.</p> <p>Necessary to respect and the values / behaviours that inspire sporting practices: teamwork, collaboration, fairness, loyalty, between teammates and towards opponents.</p> | <p>Around 3 months</p> | <p>Collective conversations, discussions, verbalizations in English together and individually.</p> <p>Creation of clear lists of words and structures to talk about the various sports-games to be played and known.</p> <p>Practice of games and sports chosen individually or in groups.</p> <p>Viewing of simple films in Italian / English relating to the topic.</p> <p>With guided conversations, research and focus on BASIC RULES and about SPORTING VALUES.</p> <p>Group work for the creation of explanatory posters to be displayed in the gym and to be communicated to other classes for when they practice sports in the courtyard or gym or an inherent multimedia realization</p> <p>MATERIALS</p> <p>Use of the gym or courtyard with the sports equipment provided. Sheets, cards, colours, computers.</p> |
| Cross curriculum: ENGLISH, MUSIC, ART, ITALIAN, TECHNOLOGY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|---|---|--|------------|---|
| Practice appropriate basic safety behaviours for oneself and others. | Listening Speaking Reading Writing | <p>Know and use the tools and spaces correctly.</p> <p>Move alone or in a group respecting the rules even in emergency situations.</p> <p>Begin to assume appropriate lifestyles in relation to nutrition, movement, physical exercise.</p> | <p>Guided recording and verbalization in relation to previous knowledge relating to school spaces and environments, and to paths in the school environment and in the village (See GEOGRAPHY).</p> <p>Conversations and discussions regarding safety and behaviour - rules to be respected in various situations, including emergencies.</p> <p>Meeting with security or civil protection experts.</p> <p>Group work to hypothesize paths and formulate a series of rules for one's own and everyone's safety in English.</p> <p>Practical test with sharing of results.</p> | 5/ 7 weeks | <p>We proceed in a similar way to the previous UDAs with activities, verbalizations, collective repetitions, in pairs, in small groups.</p> <p>Use of the material already available.</p> |
| Cross curriculum: ENGLISH, MUSIC, ART, ITALIAN, TECHNOLOGY | | | | | |

MUSIC SYLLABUS - FIRST GRADE - PRIMARY SCHOOL

KEY SKILLS: learning to learn - cultural awareness and expression - social and civic skills - digital competence

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------|--|--|---|--|
| <p>Listen to and describe musical pieces of different genres.</p> <p>Explore and discriminate simple sound events from a spatial point of view and with reference to their source.</p> <p>Explore different expressive possibilities of the voice, of some sound objects, learning to listen to oneself and others.</p> | <p>Listen</p> <p>Speak</p> | <p>Listen, recognize and classify the basic elements of musical language (sounds).</p> <p>Recognize the contexts of music and the sounds in reality (noises of one's own body and of the environment. Of atmospheric elements and animals)</p> | <p>The work proceeds in close interaction with what is being explored in science with regards the five senses but with a focus on the ears and hearing. Focus on expanding the vocabulary with the distinction between pleasant sounds and unpleasant noises and animal sounds e.g. <i>I like the music or song; I do not like that noise; the dog goes woof, woof; the cat meows.</i></p> <p>Play: guess the animal / the noise?</p> <p>Presentation on the IWB of a card with simple drawings of the sources of the noises / sounds with attention to onomatopoeia.</p> <p>Group work with subdivision between the groups of the various types of sounds / noises to create an illustrative poster. Presentation of the work to the class with mimes and sounds.</p> | <p>To be carried out during science</p> <p>4/ 6 weeks</p> | <p>Proposal by the teacher of the song OLD MCDONALD HAD A FARM:</p> <p>Collective listening and viewing of the cartoon on the IWB, mime of the various animals named and repeated practice supported by the IWB.</p> <p>Collective listening to pleasant pieces of music, others related to known sounds (street traffic, bells, children playing).</p> <p>Proposed questions: <i>Do you like the sounds of street? Yes, I do / No, I don't.</i></p> <p>Classify with a simple sound / noise scheme.</p> <p>Creation of explanatory cards and posters with figures, comics and onomatopoeias.</p> <p>MATERIAL: Various colours, sheets, cards, sheets of wrapping paper, cards, IWB, computer and / or other tools to play songs and the ability to see images and videos.</p> |
| Cross curriculum: SCIENCE, ART, MOTOR, TECHNOLOGY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|--------------------------------|---|---|-------------|--|
| <p>Improvise freely and in an original way.</p> <p>Perform alone and in a group, simple vocal and instrumental pieces belonging to different genres and cultures.</p> | <p>Listen</p> <p>Speak</p> | <p>Collectively perform simple vocal and instrumental pieces.</p> <p>Gradually use your voice and simple instruments in a creative way.</p> | <p>Collective listening to a well-known English fairy tale (e.g. THE MUCIANS OF BREMEN). Presentation of the story with a cartoon version.</p> <p>The teacher re-reads the fairy tale animating it with sounds and mime.</p> <p>Guided subdivision of the tale into the main parts (beginning, development, end), identification of the main characters of the places and times with simple questions and answers: e.g. <i>What animals are there? A donkey, a dog, a cat, a rooster. Where are the animals? They are along the way, in the wood, at home. When does the story take place? In the morning, in the evening, at night.</i></p> <p>Individual work with cards prepared to represent the fairy tale in succession and the characters.</p> <p>Work in a group to create the various sequences in an original way with panels (also with comics and onomatopoeias of animal sounds and / or atmospheric phenomena).</p> <p>Final presentation of the work with simple verbalization with gestures and sounds, animal sounds.</p> <p>In conjunction with the main holidays, present songs and rhythms related to the traditions. Include other cultures.</p> <p>Individual graphic representation, repetition and guided execution and set of selected pieces.</p> | 10/12 weeks | <p>Work is set up collectively with the help of the IWB.</p> <p>Preparation of cards and individual work, group work and collective final presentation.</p> <p>MATERIAL</p> <p>Booklets with the story and illustrations of the chosen fairy tale in Italian and English. Various colours, sheets, cards, sheets of wrapping paper, cards. IWB, computer and / or other tools to play songs and the ability to see images and videos.</p> <p>Choice by the teacher of simple songs / rhythms related to Christmas, Easter etc.</p> |
| Cross curriculum: MOTOR, ART, MUSIC (SONGS, RHYTHMS), ITALIAN LANGUAGE | | | | | |

MUSIC SYLLABUS - SECOND GRADE - PRIMARY SCHOOL

KEY SKILLS: Learning to learn - cultural awareness and expression - digital skills

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|--------------------------------|--|---|---------------------|--|
| Discriminate and process sound events from a spatial point of view and with reference to their source. | Listening Speaking | Discriminate sounds / noises. Recognize the sounds and noises in the surrounding environment. | <p>WARMING UP with a collective review of what has been learned in cl. 1[^] referring to the distinction of sounds and noises.</p> <p>Pay attention by listening to sounds / noises present in the school and family environment (classroom, school, home, country) by expressing simple questions and answers. In my classroom: <i>What do you hear in your class / school / house / town? The teacher talks; The children talk, sing, play; The music on the IWB; The other children do gym; The school bell rings; My mum cooks my food; The noise of the cars; the bells of the church ring.</i></p> <p>Each time repeat what has been learned collectively and individually.</p> <p>GAME: GUESS THE PLACE</p> <p>The class is divided into pairs or groups of three students. A couple secretly chooses a known place and communicates it to the class with sounds / noises and mime. The classmates who guess it in English first win: <i>it is a classroom; It is the gym.</i> They then become the leaders of the game.</p> <p>Classify the places and their sounds / noises with a simple scheme. Verbalization in turn with the class and repetition of what has been heard.</p> <p>Create explanatory cards and posters with figures, comics and onomatopoeias.</p> | 1 [^] term | <p>Listening and collective viewing on the IWB of songs / videos relating to the sounds and noises of the city, repeated execution of what has been heard combined with gestures with the support of the IWB.</p> <p>Collective listening to pleasant pieces of music, others referring to known sounds (street traffic, bells, children playing).</p> <p>Proposed questions: <i>Do you like the sounds in school? Yes, I do; No, I don't.</i></p> |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|-----------------------------------|---|---|---------------------|--|
| <p>Explore different expressive possibilities of the voice and of sound objects by learning to listen to oneself and others.</p> <p>Invent sequences of sounds / noises with differences in timbre and rhythm, representing them with elementary symbolic schemes to be performed with the voice and the body.</p> <p>Listening, alone and in groups, to simple vocal pieces (songs, dances) that belong to different genres and cultures.</p> <p>Listen and represent different kinds of music.</p> | | <p>In continuity with the previous work, students are encouraged to use their voice to express themselves, both listening to themselves and others.</p> <p>Create rhythms with simple symbolic representations to perform with the voice and body both collectively and individually.</p> <p>Learn to sing vocal pieces from different genres and cultures.</p> <p>Listen, compare and search for the main features of music / songs related to holidays and times of the year / seasons.</p> | <p>At the beginning of each lesson review the songs / rhythms from previous lessons.</p> <p>The activities are similar to the previous ones, working both collectively and in groups, in pairs and individually.</p> <p>Each time follow the teacher's example several times both collectively and individually, repeating what was learnt with reference to recognized gestures and posters.</p> | 2 [^] term | <p>MATERIAL</p> <p>Various colours, sheets, cards, sheets of wrapping paper, IWB cards, computers and / or other tools to play songs and the possibility of viewing images and videos.</p> |
| Cross curriculum: GEOGRAPHY, ART, MOTORY, HISTORY, ENGLISH | | | | | |

MUSIC SYLLABUS - THIRD GRADE - PRIMARY SCHOOL

KEY SKILLS: Learning to learn - cultural awareness and expression - social and civic skills - technological skills

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|---|--|--|--------------|--|
| Explore the expressive possibilities of the voice and of various sound objects and musical instruments, learning to listen to oneself and others. | Listening Speaking Reading Writing | Gradually use your voice and simple instruments in a creative way. Performing vocal / instrumental pieces collectively and individually, taking care of the intonation. | Carry out concomitant activities to support and expand the objectives from geography (school environment, town, lake, mountain). Design and create a pleasant and original presentation of an environment of your choice in PowerPoint by combining images and sounds / noises / songs. | 8 / 10 weeks | Guided group lesson to set up the possible connections with Geography from the sound / musical point of view (brainstorming). Identification and clarification of the above. Proposal for the production of a presentation of the same with drawings and onomatopoeias working in groups (production of lap-book). Consolidate the ideas that are generated with simple oral recapitulation. Transform what was produced into a collective PowerPoint presentation, guided by the teacher, with images, videos with sound and music. |
| Cross curriculum: MUSIC, SCIENCE, GEOGRAPHY, ITALIAN, ART, TECHNOLOGY, ENGLISH | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------|--|--|------------|--|
| Articulate timbral, rhythmic and melodic combinations, applying elementary schemes. Perform them with the voice, body and rhythmic instruments. | | <p>Recognize music from different cultures.</p> <p>Recognize and classify the basic building blocks of musical language within pieces of various genres.</p> | <p>Listen to modern musical pieces suitable for children prepared by the teacher with understandable and easily distinguishable lyrics and music (lullabies, hymns, songs, ballads and nursery rhymes, very rhythmic-rap songs).</p> <p>Analysis of the pieces and illustration in pairs of a chosen piece.</p> <p>Consolidate and compare to identify characteristics.</p> <p>In relation to Science and Geography including the school environment and respect for this environment, have the children invent simple rhythmic slogans in Italian and English for a performance: <i>I love my school classes; I am here; I don't waste paper; i don't waste water; I don't waste electricity; I want save the trees; I want always turn off the taps; And I want turn off switches when I have finished.</i></p> <p>Try turning them into a ballad or a rap song.</p> | 8/10 weeks | <p>Guided collective work in pairs or groups.</p> <p>Share with oral Italian and simple transposition into English guided by the teacher.</p> <p>Collective identification of the main rules for respecting the school environment and creation of signs with rules / advice or prohibitions in English to be affixed in the designated places.</p> <p>Drawings in pairs or in groups of what is addressed.</p> <p>Invention of simple slogans.</p> <p>MATERIAL: Various colours, sheets, cards, sheets of wrapping paper, cards. IWB, computer and / or other tools to play songs and the ability to see images and videos.</p> |
| Cross curriculum: MUSIC, HISTORY, GEOGRAPHY, ART, TECHNOLOGY, ENGLISH | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|--|---|---|--|---|
| <p>Performing vocal pieces belonging to other cultures alone and in groups, accompanied by didactic and self-built instruments.</p> <p>Listen to and describe musical pieces of different genres.</p> | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | <p>Represent the basic syntactic elements of sound and musical events through conventional and non-conventional symbolic systems.</p> <p>Recognize sound and musical contexts in multimedia realities (cinema, television, computer).</p> | <p>At the beginning of each lesson review the songs / rhythms from previous lessons.</p> <p>These activities are similar to the previous ones, working both collectively and in groups, in pairs and individually.</p> <p>Each time, the teacher provides examples, several times for collective and individual repetition of what has been learned with reference to recognized gestures and posters (reminder of what is already known).</p> <p>Musical activities (songs / rhythms) are carried out to support and consolidate the objectives of the other disciplines involved in the bilingualism project by recurrently dedicating a portion of the lesson.</p> | <p>2[^] term</p> <p>2/3 weeks before Halloween, Christmas.</p> <p>3 weeks before Easter, Mothers day.</p> <p>Simultaneously to the other disciplines.</p> | <p>Choice by the teacher of simple songs / rhythms related to Halloween, Autumn, Christmas Winter, Carnival, Easter, Spring, Mothers day, (in UK and in USA).</p> <p>Presentation of the lyrics and performance of the songs / rhythms.</p> |
| Cross curriculum: MUSIC, HISTORY, GEOGRAPHY, ART, TECHNOLOGY, ENGLISH | | | | | |

SCIENCE SYLLABUS - FIRST GRADE - PRIMARY SCHOOL

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------------|--------------------------------------|----------|--------|--------------------------|
| Development of curiosity Exploration of phenomena Carrying out simple experiments Formulating hypotheses and predictions | Listening Speaking | The five senses | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------------|---|----------|--------|--------------------------|
| Development of curiosity Exploration of phenomena Carrying out simple experiments Formulating hypotheses and predictions | Listening Speaking | Classification and ordering of objects according to their properties. | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|--|--|-----------------|---------------|----------------------------------|
| Development of curiosity Exploration of phenomena Carrying out simple experiments Formulating hypotheses and predictions | Listening Speaking | Living and non-living | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|--|---|-----------------|---------------|----------------------------------|
| Development of curiosity Formulate hypotheses and predictions Observe, classify, measure | Listening Speaking | Changes produced in the environment by the seasonal cycle | | | |
| Cross curriculum: | | | | | |

SCIENCE SYLLABUS - SECOND GRADE - PRIMARY SCHOOL

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|---|--------------------------------------|----------|--------|--------------------------|
| Develop curiosity. Formulate hypotheses and forecasts, observe, classify and measure. | Listening Speaking Reading Writing | Properties of materials. | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|---|---|----------|--------|--------------------------|
| Develop curiosity. Formulate hypotheses and forecasts, observe, classify and measure. | Listening Speaking Reading Writing | Classify objects based on similarities / differences. | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|---|--|-----------------|---------------|----------------------------------|
| Develop curiosity. Formulate hypotheses and forecasts, observe, classify and measure. | Listening Speaking Reading Writing | Define the differences between plants and animals. | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|---|---|-----------------|---------------|----------------------------------|
| Develop curiosity. Formulate hypotheses and forecasts, observe, classify and measure. | Listening Speaking Reading Writing | Describe and compare elements of the surrounding landscape. | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|---|--|-----------------|---------------|----------------------------------|
| Develop curiosity. Formulate hypotheses and forecasts, observe, classify and measure. | Listening Speaking Reading Writing | Atmospheric phenomena. | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|---|--|-----------------|---------------|----------------------------------|
| Develop curiosity. Formulate hypotheses and forecasts, observe, classify and measure. | Listening Speaking Reading Writing | The changing of seasons. | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|---|--|-----------------|---------------|----------------------------------|
| Recognize the main characteristics of living beings. | Listening Speaking Reading Writing | Attitudes of care and respect for the environment. | | | |
| Cross curriculum: | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|---|--|-----------------|---------------|----------------------------------|
| Recognize the main characteristics of living beings. | Listening Speaking Reading Writing | Classify living beings. | | | |
| Cross curriculum: | | | | | |

SCIENCE SYLLABUS - THIRD GRADE - PRIMARY SCHOOL

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|--|---|---|--------------------|---|
| <p>Attitudes of curiosity and ways of looking at the world that stimulate students to seek explanations.</p> <p>Explore phenomena according to the scientific method.</p> <p>Use your experiences to verify results.</p> <p>Relate the phases of an experience.</p> <p>Research material to learn more.</p> | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | <p>To grasp the main characteristics of the states of matter.</p> | <p>In groups carry out a reconnaissance in / outside the school of things / objects (non-living).</p> <p>Compile a list, read it to the class, naming what has been seen: a pen, a desk, a ball, window, a door, a tree, a water bottle, a juice, a snack, a cloud, the air</p> <p>Collective conversation with stimulus questions: <i>What are the things / objects we see, touch, hear made of? What is matter? ex. A pen: what is this pen like? Does it have a shape? Does it take up space? Juice: Does it have its own shape / Does it take up space? The air: Does it have its own shape? Does it take up space?</i></p> <p>Definition of MATTER: matter takes up space and possesses rest mass.</p> <p>Subdivision of things / objects according to the definition of matter into: SOLID - LIQUID -GASEOUS.</p> <p>Identify the differences between the three states and define them.</p> | <p>2 / 3 weeks</p> | <p>Exploration of the immediate environment following the steps indicated by the scientific method: observation, analysis and comparison; make assumptions; to experiment; verify the hypotheses.</p> <p>Teamwork. Compilation of lists with drawings / words.</p> <p>Billboard / summary tables.</p> <p>Presentation of work results to the class.</p> <p>Collective conversation.</p> <p>Frontal lesson by the teacher.</p> <p>Comparison between group work, formulation of hypotheses, simple experiments, verifications and conclusions.</p> |
| Cross curriculum: ART, TECHNOLOGY, MOTORY, ENGLISH | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|-----------------------------------|--|---|-------------|--|
| <p>Attitudes of curiosity and ways of looking at the world that stimulate students to seek explanations.</p> <p>Explore phenomena according to the scientific method.</p> <p>Use experiences to verify results.</p> <p>Relate the phases of an experiment.</p> <p>Research material to learn more.</p> | | <p>Experimenting and describing phenomena related above all to water and changes of state.</p> | <p>Reading and comprehension in pairs of simple texts concerning the states of matter.</p> <p>SHARED production of a lap-book with an illustration of what has been read and understood with drawings and simple writings.</p> <p>Pay attention to the changes in water status:</p> <p><i>Liquids change into solids due to cold <u>solidification</u></i></p> <p><i>Water changes in ice due to cooling</i></p> <p><i>Solids change into liquids due to heating <u>liquidation</u></i></p> <p><i>Ice changes in water due to heating.</i></p> <p><i>Liquid changes into gases due to heat <u>evaporation</u></i></p> <p><i>water changes in water vapor due to heating</i></p> | 3 / 4 weeks | <p>Carry out simple experiments to be able to observe, analyse, hypothesize, reflect and draw conclusions about the water cycle.</p> <p>Illustration of the various experiments, synthesis with simple tables and / or diagrams.</p> <p>MATERIALS:</p> <p>Water, container, refrigerator, electric plate.</p> <p>Viewing related videos.</p> <p>Chant / song</p> <p>Cardboard in various colours, markers.</p> |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------------|---|--|-------------|--|
| <p>Attitudes of curiosity and ways of looking at the world that stimulate students to seek explanations.</p> <p>Explore phenomena according to the scientific method.</p> <p>Use your experiences to verify.</p> <p>Relate the phases of an experiment.</p> <p>Research material to learn more.</p> | | <p>Recognize the different elements of a natural or man-made ecosystem and grasp their fundamental relationships:</p> <p>ENVIRONMENT</p> <p>VEGETABLES</p> <p>ANIMALS</p> <p>MICROORGANISMS</p> | <p>Observation of nearby environments: school yard, lake, garden / vegetable garden, hill / mountain.</p> <p>In a group choose and study an environment.</p> <p>Analysis of the constituent elements of each environment.</p> <p>For example, a lake environment: water - fish vegetal – bio-reducer microorganisms. Hypothesize relationships between elements, search books / internet for scientific information to verify hypotheses.</p> <p>Creation of a simple summary poster with drawings and captions.</p> | 6 / 8 weeks | <p>METHODOLOGY</p> <p>Group work, division of tasks, consulting texts, watching videos.</p> <p>Collection of materials to analyse the elements of the studied environment.</p> <p>Use of the microscope.</p> <p>Creation of lists, diagrams, tables, summaries with illustrations and / or short texts.</p> <p>Reporting of the work carried out and the results.</p> <p>MATERIALS</p> <p>Collection of materials.</p> <p>Labelling and conservation of materials.</p> <p>Microscope</p> <p>Cards, markers, various colours.</p> |
| Cross curriculum: ENGLISH – ART - GEOGRAPHY TECHNOLOGY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------|--|---|---------|---|
| <p>Attitudes of curiosity and ways of looking at the world that stimulate students to seek explanations.</p> <p>Explore phenomena according to the scientific method.</p> <p>Use your experiences to verify.</p> <p>Relate the phases of an experiment.</p> <p>Research material to learn more.</p> | | Experiment with composition of the soil / soil layers. | <p>Collective brainstorming.</p> <p>Formulate the question: What does earth consist of?</p> <p>Make various hypotheses and choose a hypothesis to verify.</p> <p>EXPERIMENT</p> <p>Collect earth samples from various nearby places outside the school (courtyard, garden, vegetable garden, avenue with gravel) and put them into transparent containers.</p> <p>Fill each container with water so it covers the level of the ground.</p> <p>Let the pots rest for several days and observe, recording the observations and changes and how the soil settles and stratifies.</p> <p>Final observation and comparison with the hypotheses to validate the valid ones.</p> <p>Conclusions.</p> | 4 weeks | <p>METHODOLOGY</p> <p>Collective work with an outing to collect samples.</p> <p>Collective conversation, formulation of hypotheses, selection of the hypotheses to be verified.</p> <p>Subdivision into groups and subdivision of tasks, experiment implementation, data collection.</p> <p>Illustration work with drawings and / or short informative texts.</p> <p>Comparison of data.</p> <p>Hypothesis testing.</p> <p>Reflection and oral verbalization of the phases of the experiment with the use of a poster or summary scheme.</p> <p>MATERIAL</p> <p>Earth of various types; transparent containers; water; cards; notebooks; various types of colours; videos related to the theme.</p> |
| Cross curriculum: ENGLISH – TECHNOLOGY, ART, GEOGRAPHY | | | | | |

TECHNOLOGY SYLLABUS – FIRST GRADE - PRIMARY SCHOOL

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------------|---|--|---|---|
| Explore the familiar and surrounding environment with curiosity. Identify natural and artificial elements. | Listening Speaking | Describe and distinguish commonly used objects based on their characteristics, location and functions. . | The activities that will be carried out are closely linked to the Science (I 5 SENSI) and Geography (topological relationships between oneself and the surrounding objects) syllabus. Where possible, they support and expand objectives and themes with similar methodology. For oral repetition English, agree on the use of vocabulary and the simple structures to be addressed. | At the same time as the planning of Sciences and Geography. | METHODOLOGY Playful, musical, interactive teacher - pupil dialogues and repetitions of words, structures and songs. MATERIAL That which has already been prepared in the classroom for the various disciplines (see design of the various disciplines involved); computer equipment. |
| Cross curriculum: MOTORY, ART, MUSIC (SONGS, RHYTHMS), SCIENCE, GEOGRAPHY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|---|-----------------------------------|--|---|---|---|
| | Listening Speaking | Compare and distinguish differences and similarities between the objects and materials examined. | <p>Proceed with activities in continuity with has already been covered to help students compare, identify and distinguish the differences and similarities between the materials analysed and experienced in the school environment.</p> <p>Collective conversations with brainstorming.</p> <p>Creation of drawings and simple tables guided by the teacher and subsequently carried out individually or in pairs or small groups to observe, compare and classify the objects and materials examined.</p> | At the same time as the planning of Sciences and Geography. | <p>METHODOLOGY</p> <p>Playful, musical and interactive teacher – student dialogues and repetitions of words, structures and songs.</p> <p>MATERIAL</p> <p>That which has already been prepared in the class for the various disciplines (see the planning for the various disciplines involved); computer equipment in the classroom.</p> |
| Cross curriculum: MOTORY, ART, MUSIC (SONGS, RHYTHMS), SCIENCE, GEOGRAPHY | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|----------------------------------|---|--|-------------------|---|
| <p>Discriminate materials and begin to grasp their transformation processes.</p> <p>Cut out, glue, create simple artifacts to organize synthetic posters (simple spatial-motor coordination skills).</p> | <p>Listening</p> <p>Speaking</p> | <p>Distinguish the materials in objects and identify their origin and use.</p> <p>Make simple objects and / or perform simple tasks assigned in groups and / or individually.</p> | <p>Following the previous work done on materials, the teacher reviews the choice of the most used materials and asks questions (in Italian and then in English):</p> <p>How do you make a pencil? A bank? A sheet?</p> <p>How do you make a pencil? A desk? A paper?</p> <p>The teacher notes the hypotheses - answers and re-exposes them to the class by analysing and simplifying the various stages of implementation.</p> <p>She then guides the pupils in creating a simple flow chart with drawings that illustrates the origin of the material object. Subdivision into groups to search for simple diagrams together, for example: <i>woods, tree, wood, paper</i>. The process should be reviewed orally referring to the drawings and using <i>before</i> and <i>after</i>.</p> | <p>4/ 6 weeks</p> | <p>METHODOLOGY</p> <p>Playful, musical and interactive teacher – student dialogues and repetitions of words, structures and songs.</p> <p>Consultation of simple booklets and cards and proposal of videos with IWB, cartoons about the topics.</p> <p>MATERIAL</p> <p>That which has already been prepared in class for the various disciplines (see design of various disciplines involved); computer equipment in the classroom.</p> <p>Provision of easy booklets and cards that illustrate both in Italian and in English the topics that are being addressed.</p> |
| Cross curriculum: MOTOR, VISUAL ART, MUSIC (SONGS, RHYTHMS), SCIENCES, ITALIAN, HISTORY | | | | | |

TECHNOLOGY SYLLABUS – SECOND GRADE - PRIMARY SCHOOL

KEY SKILLS: Technological competence - Digital competence - Learning to learn - A sense of initiative

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|-----------------------------------|--|---|---|--|
| Recognize the main functions of the computer and its parts. Use simple software. | Listening Speaking | Know and name the main parts of the computer, its accessories and their functions in Italian and English. Knowing simple computer programs. | Collective laboratory activities for the presentation of the computer and its parts: central unit, monitor, mouse, keyboard, printer. Group and individual repetitions in English. Start the computer procedures individually and / or in pairs: turn it on and off, use the mouse and keyboard, choose a program to start and close it. Use simple age-appropriate software. Realization of simple products with drawings and writing carried out with suitable computer programs. | During the activities throughout the school year. | METHODOLOGY Explanatory and demonstrative group lessons on the IWB. Collective work, individual or in pairs guided and controlled by the teacher to initiate students to use the computer. Realization of simple products with drawings and / or writing. MATERIAL IT laboratory with IWB; computer and connections between the tools available; printers, toner and paper suitable for printing. |
| Cross curriculum: ENGLISH, ITALIAN, AND WITH THE DISCIPLINES THAT REQUIRE COMPUTER USE | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|--|--|---|---|--------------------------|
| <p>Use adequate material and organizational resources for the realization of simple artifacts and events.</p> <p>Recognize and reconstruct the procedures and materials necessary for the projects carried out by placing them in the appropriate order.</p> | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | <p>Execute and create objects and / or artifacts and design simple conclusive events by describing and documenting a sequence of operations including the use of the necessary materials and tools (graphic representation with drawings and writings of a simple flow chart).</p> <p>Simple and essential verbalization in English.</p> | <p>Collective activities to discuss, choose and compare that which is to be produced, whether it is an artifact (for holidays) or a final event / project / or presentation of games connected to the various disciplines.</p> <p>Reading and / or writing of simple instructions in Italian and English.</p> <p>Concrete work in groups to proceed with the design, division of tasks for the realization of the chosen product and for presentation to other groups or parents.</p> | <p>Time needed in the weeks leading up to holidays or final events.</p> | |
| Cross curriculum: ENGLISH, ITALIAN, AND WITH THE DISCIPLINES THAT REQUIRE COMPUTER USE | | | | | |

TECHNOLOGY SYLLABUS – THIRD GRADE - PRIMARY SCHOOL

KEY SKILLS: Technology skills - digital competence - learning to learn – showing initiative

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|--|--------------------------------------|---|---|---|
| <p>Explore the surrounding environment, identify artificial elements and understand the differences.</p> <p>Observe commonly used objects and tools and analyse them in every component.</p> | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | | <p>During the experiences, research and study activities relating to topics and themes.</p> <p>Start to learn across-disciplines, building the skills necessary to learn topics through improved study methodologies.</p> | <p>During the term during the lessons of the various disciplines.</p> | <p>METHODOLOGY</p> <p>Frontal lessons with or without IWB, individual learning, works in pairs, teamwork, cooperative learning.</p> <p>According to the needs and methods that are highlighted in the development of the topics and objectives addressed in the various school disciplines.</p> |
| Cross curriculum: ENGLISH - ITALIAN - HISTORY - MATHEMATICS - SCIENCE - GEOGRAPHY - MUSIC - ART | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|-----------------------------------|--------------------------------------|---|---|---|
| Use adequate material and organizational resources for the design and implementation of simple products and / or events. | | | <p>Brainstorming and collective conversations, presentations and explanations guided by the teacher on the IWB, with selected cards and texts. Individual research, in pairs or groups to analyse simple regulatory and / or explanatory texts.</p> <p>Collective design and production, led by the teacher or a peer, individually and / or in pairs or groups to create simple graphics, tables, maps, drawings, billboards, texts.</p> | 3/4 weeks preceding holidays or closing moments / events. | <p>Concrete creation of simple artifacts (art and crafts) relating to significant moments of the year.</p> <p>Production of posters, maps, simple models to illustrate and / or summarize learning (end-of-work events, end-of-school year exhibitions).</p> <p>MATERIAL</p> <p>That which is available in the classroom or in the equipped laboratory.</p> |
| Cross curriculum: ENGLISH - ITALIAN - HISTORY - MATHEMATICS - SCIENCE - GEOGRAPHY - MUSIC - ART | | | | | |

| NATIONAL INDICATORS | EUROPEAN FRAMEWORK LEVEL A1 | SPECIFIC OBJECTIVES LEARNING UNIT | ACTIVITY | PERIOD | METHODOLOGY MATERIALS |
|--|--|---|---|---|---|
| <p>Distinguish and use the different means of communication, including multimedia.</p> <p>To deepen the knowledge of the computer tools using simple programs.</p> | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | <p>Use new technologies and multimedia languages to enrich, deepen your work and enhance your communication skills.</p> | <p>Guided group activities, individually, in pairs or in groups to practice the use of simple and adequate computer programs to support the various disciplines of study.</p> | <p>In the times appropriate to the various disciplines.</p> | <p>IWB, computer, printer, equipped computer lab.</p> |
| Cross curriculum: ENGLISH - ITALIAN - HISTORY - MATHEMATICS - SCIENCE - GEOGRAPHY - MUSIC - ART | | | | | |