

## The family-

## Sesions

Key competences	1	2	3	4	5	6	
<b>N1. Linguistic communicative competence.</b>							
▪ 1. listen and speaking.	X	X			X	X	
– Understand and express ideas, feelings and needs							
– Understand and express ideas		X	X	X		X	
– Understand and express feelings and needs	X						
– Adapt speaking to different communicative situations	X	X					
– Use various forms of discourse in communication			X	X			
– Learn to speak and interact in different languages	X		X	X			
– Reflect on a general language learning through the comparison between the different languages that the student learn.	X						
▪ 2. Reading.							
– be able to do a good expressive reading	X	X	X	X	X	X	
– Understand what you read	X	X	X	X	X	X	
– Enjoy reading	X	X	X	X	X	X	
– Conscious use of learning skills,	X	X	X	X	X	X	
– Use of foreign language as an instrument of universal information access							
▪ 3. Express ideas through written							
– Compose and submit properly written texts	X		X	X		X	X
– Write different types of texts.	X		X	X		X	
<b>N2. Mathematical competence.</b>							
▪ 1. Understand, organize and interpret information..			X	X		X	
– Identify mathematical elements in a particular situation.							
– Collect, present and interpret information about life situations	X		X	X		X	
– Analyze situations from mathematical point of view.							

Key competences	1	2	3	4	5	6
<b>N3. Competence on knowledge and interaction with the physical and natural world.</b>						
<ul style="list-style-type: none"> <li>▪ 1. Know, understand and apply and basic technological and scientific experiences and knowledge</li> </ul>						
<ul style="list-style-type: none"> <li>– Apply basic scientific and technological knowledge</li> </ul>						
<ul style="list-style-type: none"> <li>– Assess the adoption of a healthy lifestyle</li> </ul>						
<ul style="list-style-type: none"> <li>▪ 4. Know and understand and apply and basic technological process</li> </ul>						
<ul style="list-style-type: none"> <li>– Use of own technological and scientific research procedures</li> </ul>						
<ul style="list-style-type: none"> <li>– Understand and assess the scientific and technological developments and their influence.</li> </ul>						
<ul style="list-style-type: none"> <li>▪ 5. Formulate and solve problems.</li> </ul>						
<ul style="list-style-type: none"> <li>– Formulate and solve life problems.</li> </ul>						
<ul style="list-style-type: none"> <li>– Meet some of the major problems of the world nowadays</li> </ul>						
<b>N4. Digital competence and information processing..</b>						
<ul style="list-style-type: none"> <li>▪ 1. Acquire digital competition.</li> </ul>						
<ul style="list-style-type: none"> <li>– Know and use computer systems..</li> </ul>		X	X	X		X
<ul style="list-style-type: none"> <li>– Use internet.</li> </ul>						
<ul style="list-style-type: none"> <li>– Know and use basic programs.</li> </ul>		X	X	X		X
<ul style="list-style-type: none"> <li>▪ 2. Analyze and treat information.</li> </ul>						
<ul style="list-style-type: none"> <li>– Use various techniques and skills to access to information</li> </ul>	X					X
<ul style="list-style-type: none"> <li>– Learn more frequent information media and languages.</li> </ul>						
<ul style="list-style-type: none"> <li>– Select and evaluate the information obtained</li> </ul>			X	X		X
<ul style="list-style-type: none"> <li>– Transform information into knowledge</li> </ul>	X	X	X	X		X
<ul style="list-style-type: none"> <li>– Perform tasks that require handling of students funtes of information in different languages, sourcess and linguistic models and pseudo processing and subsequent presentation</li> </ul>		X	X	X		X
<ul style="list-style-type: none"> <li>– Creation of communicative contexts: chats, forums, email, blogs, etc.</li> </ul>			X	X		
<ul style="list-style-type: none"> <li>– Use of different tools for managing digital information: CD, DVD, digital dictionaries</li> </ul>			X	X		

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<b>N5. Social and civic Competence</b>						
▪ 1. Provide social skills to live in society.	X	X	X	X		X
– Be able to get knowledge about her or himself.						
– Promote good social relationship.			X	X		X
– Access to the socio-cultural components under the use of that language..						
– Show tolerance and respect for other cultures	X	X		X	X	X
– Promote social positive attitudes such as cooperation through shared work	X	X	X	X	X	X
– Collaborative work		X	X	X		X
– To know and e interpret the own country and e a socioeconomic conditions.						
– Understand and interpret the mainm historical events.						
<b>N6. Cultural and artistic competence.</b>						
▪ 1. Learn to appreciate and develop creativity.		X	X	X		X
– Show CAPACITIES own initiative and ideas						X
– Get habilities about the percepcion of tecnology art and culture creativity						
– Development of artistic and cultural competence of students through the presentation of linguistic models . He can learn to value them and find aesthetic pleasure in them.		X	X	X		
▪ 2. Know and use different artistic and technical lenguajes						
– Express themselves through various artistic and technical codes.				X		X
– Facilitate access to cultural and artistic events and be able to value them.						
<b>N7. Learning to learn competence</b>						
▪ 1. Learn to know him/herself.						
– To acquire skills to develop themselves own intellectual abilities.	X	X	X	X	X	X
– Get to know the characteristics of the process of individual and group learning.	X	X	X	X	X	X
▪ 2. . Appreciate the effort and motivation..						
– Adopt positive attitude towards the own	X	X	X	X		X

Key competences	1	2	3	4	5	6
effort						
– To feel curiosity and the need to learn get the work well done.	X	X	X	X	X	X
▪ 3. Acquire habits of intellectual work..						
– Know and use strategies and techniques of learning and intellectual work		X	X	X		X
– Achieve and assess the regularity and consistency of daily work	X	X	X	X	X	X
– Know the main strategies to improve attention and memory.	X	X	X	X	X	X
– Know and use different sources of information and resources..	X	X	X	X	X	X
– Analyze and evaluate the errors in the process of personal learning.	X	X	X	X	X	X
<b>N8. Competence for autonomy and personal initiative.</b>						
▪ 1. Be able to take decisions						
– Draw a workplan.	X	X	X	X	X	X
– Recognize that knowledge of a foreign language will facilitate own autonomy and personal initiative and generates confidence and self esteem.	X	X	X	X	X	X
– Develop the ability to manage own projects and initiatives through cooperative work, identifying the goals and needs, proposing objectives, planned actions and strategies to achieve them, looking for solutions to the difficulties.	X	X	X	X		X
▪ 2. Be active entrepreneur						
– Show initiative and ideas.	X	X	X	X		X
– Be able to adapt him/herself to new situations and new challenges personal, academic and in their future work..	X					
– Integrate themselves into teamwork projects..	X	X	X	X		
– Cultivate a divergent, critical and original thinking!	X	X	X	X		X
▪ 3. Know how to develop projects.						
– Valorar positivamente a colaboración e o traballo cooperativo na realización de proxectos.	X	X	X	X		
▪ 4. Access to knowledge of the labour market						
– Achieving academic and professional knowledge required for vocational development						

Key competences	1	2	3	4	5	6	
- Know the basic requirements and procedures to set up a small business plan							

What we are going to do	How to do it		What we create?	With what?	How and with what instruments do we assess	
Activity (Title and Description)	Teacher's tasks	Students' tasks	Activity results	Resources	Assessment Instruments	Timing (sesións)
<p>A.1- Simpson family We make a presentation using the Simpson family, we teach them the saxon genitive.</p> <p>A2- Students answer the questions and later they do the answers writing them in their notebook.</p> <p>A3-Every student talks about his/her family (in this session we work with the class group)</p>	<p>A1-The teacher introduces the vocabulary in the blackboard</p> <p>A2- The teacher show sdifferent slides</p> <p>A3The teacher guides the family presentations</p>	<p>A1-Students follow the presentation</p> <p>A2- Students comple the slides' tests and in the second time they write in their notebook the correct answers</p> <p>A3- Students present their family to the audience</p>	<p>A1-Students acquire the vocabulary</p> <p>A2- Students get familiar with the vocabulary proposed</p> <p>A3- Students learn to integrate the vocabulary</p>	<p>A1-Presentation(the Simpson family) and whiteboard</p> <p>A2--Presentation(the Simpson family) and whiteboard and notebook</p> <p>A3- They can use a presentation or drawings to introduce their family</p>	<p>TO1 Oral comprehension</p> <p>Check the spelling</p> <p>Observation</p> <p>Self eval AV-.portfolio 1</p>	50'
<p>A4- A group of students read a story "The enormous turnip"</p> <p>A5- We ask students to describe the family members and they prepare the tale to represent it to the class</p>	<p>A4-The teacher organices the group reading</p> <p>A5- The teacher puts example of describibg people in avery simple way, just adding an adjetive</p>	<p>A4-Student read the tale in groups</p> <p>A5- Students describe family members people in avery simple way, just adding an adjetive</p>	<p>A4-A video or a podcast of the reading</p> <p>A5- Students descriptions. Photograph and the test people in avery simple way, just adding an adjetive</p>	<p>The tale "The enormous turnip"</p> <p>Cards with photographies the student justt have to write an adjective</p>	<p>Reading comprehensi</p> <p>Active participation.</p> <p>Use vocabulary adequately</p> <p>Build up simple sentences</p> <p>Be careful with pronunciation</p> <p>TO1 Oral comprehension</p> <p><u>Instruments</u></p> <p>A sheet to complete data</p>	50'
<p>A6- Students find out the familynames that apea rin the tale</p>	<p>A6- Reviews the students work and guides them</p>	<p>Students prepare a list with the family names and put one adjective with each name</p>	<p>A6- A list with family names</p>	<p>Personal computer or Ipad</p>	<p>The teacher reviews the lists</p> <p><u>Instruments</u></p> <p>Writing expresion and presentation</p>	50'

	A7— Students represent the tale and write very simple sentences	A7 The teacher guides the tales and evaluation	A7 Students in groups represent the tale	A collection of different versions of the same tale	Students personal computer/Ipads	Monitoring and teacher observation Feed back from a students Group.	50'
	A8-Grammer (To be, Have got, Saxon genitive) students do lesson 1 and 2 ,they do vocabulary activitties <a href="http://centros.edu.xunta.es/cpiocrice/divei">http://centros.edu.xunta.es/cpiocrice/divei</a>	A8- The teacher observes the students work	A8- Students do interactive activities	Interactive activities made by students.	Abalar computers (1/1) in the classroom	Observation Activity to apload to the e-portfolio	50'
	A9- Each student reads a simple book and produces the book with drawings and simple texts	A9-The teacher helps the students with the vocabulary and expresions	A9- Students read a book and writees the tale with the help of drwings and simple texts.	A coleccion of books	Books adecuated to students A Computer for each student	Observation of students works	