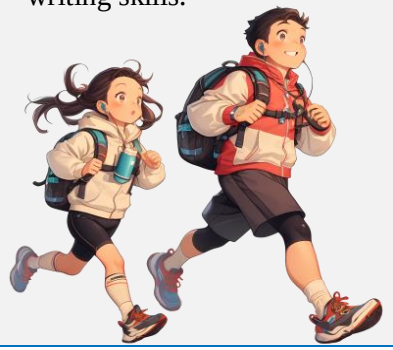
Year 1 Planning Learning

Teacher's name : …… School : …… *Middle School* School Year : *2025/2026*

Global competence	*Understand, interact orally and produce short oral messages of predominantly descriptive and narrative types, understand and produce short simple written messages of predominantly descriptive and narrative types*.
Values	**National Identity** ⇨ be proud of one's cultural heritage, traditions and customs. **National Conscience** ⇨ promote a sense of belonging to the community and preserve the environment. **Citizenship** ⇨ show respect to others" feelings and tolerate differences (preferences, interests, habits). **Openness to the World** ⇨ show respect and be interested in learning about others" cultures and lifestyles.
Cross-curricular competences	**Intellectual Competence** ❖ Discover the relationship between prior knowledge, listening skills, and vocal paralinguistic features in context. ❖ Connect topical words, expressions simple sentences and vocal paralinguistic features to the context. ❖ Discover the link between text types, text features, the reading skills in context. ❖ Demonstrate understanding of the text types, features and organization, sentence structure and content, and writing skills.
	Methodological Competence ✓ Use prior knowledge, listening skills and vocal paralinguistic features in context to understand short oral messages. ✓ Select what is appropriate to the context from the linguistic repertoire and vocal paralinguistic features to interact orally and produce short oral messages. ✓ Make use of the text types, text features, the reading skills in context to understand written messages. ✓ Use the text types, features and organization, sentence structure and content, and writing skills to produce simple written messages.
	Communicative Competence ◆ Explain the usage of vocal paralinguistic features and listening skills to peers. ◆ Share the oral message with peers. ◆ Explain the usage of reading skills to peers. ◆ Communicate the usage of the text type, features, organization sentence structure and content, and writing skills to peers.
	Personal and Social Competence ▪ Demonstrate a genuine curiosity to learn about different cultures. ▪ Collaborate with others to achieve mutual understanding. ▪ Collaborate with others to benefit from what is appropriate to one's context. ▪ Share with others one's specific identity features.
Domains	**Oral comprehension - Oral production - Written comprehension - Written production**
Target competences	⇨ Understand short oral messages of predominantly descriptive and narrative types in communicative situations related to the learners' interests, daily concern and environment, using vocal paralinguistic features and listening skills. ⇨ Interact orally and produce short oral messages of predominantly descriptive and narrative types in communicative situations related to the learners' interests, daily concern and environment using expressions, simple sentences and vocal paralinguistic features. ⇨ Understand simple messages of predominantly descriptive and narrative types of about 55 words using reading skills in context. ⇨ Produce simple written messages of predominantly descriptive and narrative types of about 35 words related to the learners' interests, daily concern and environment using the reading message as a model and writing skills.

Level of achievement	Seq	Domain	Learning outcomes	Resources	Cross curricular resources	Values
Level 1:*Understand, interact orally and produce short oral messages of predominantly descriptive type, understandsimplewrittenmessagesofpredominantlydescriptivetypeofabout45words And produce short simple written messages of predominantly descriptive type of about 25 words .*	 ***SEQUENCE1:Habits &Preferences***	***Oral comprehension & Oral production***	☐Interact orally and produce an oral message of a predominantly descriptive type describing habits and preferences. ☐Ask and answer oral questions about someone's habits and preferences. 	**Teaching materials:** Videos, songs, cartoons, posters, pictures, short texts and stories, and conversations, etc. **Key vocabulary** ▪ ***Nouns of people :friends, family members…*** ▪ **Places:** stadium, club, gym, games room, playground, library, garden, swimming pool, forest.. ▪ ***Objects: a ball, a match, a game, hobbies, sports, physical/mental/ digital games, indoor/outdoor games*** **Grammar(contextualized)** ▪ **Nouns** (singular and plural regular form):a game/games, an umbrella/umbrellas. ▪ **The indefinite article:** a, an A friend/ friends, an umbrella/umbrellas. ▪ **Topical Adjectives:** busy, free, favourite, daily/ weekly/ monthly, regular, best, interesting, cool, exciting, fun, weird… ▪ **Adverbs of frequency** :always , sometimes, never. ▪ **Present simple in**: **-Statements :**affirmative and negative forms **-Questions**: * Wh: +do/does/….?how often do/does? *yes/no: do/does/….?  ● **Prefer /like/ love /enjoy + V + ing** ▪ **Discourse markers:** -too -but -first, then, after that, … ● **Prepositions : on, in, at** **Pronunciation (implicit and in context)** ***Intonation** ***Diphthongs:/aʊ/how,/aɪ/bike,/eɪ/day,/ɪə/here, /ɔɪ/boy,/əʊ/home** ***/ŋ /practising, playing,reading** ***final„s"/es":/s/looks,/z/spends,/iz/ finishes books, days, classes** ***Stress placement in disyllabic words:** e.g.: prefer, revise, dislike, football, hobby…	**Intellectual** -discover the relationship between prior knowledge, listening skills, and vocal paralinguistic features in context. **Methodological** -use prior knowledge, listening skills and vocal paralinguistic features in context to understand short oral messages. **Communicative** -explain the usage of vocal paralinguistic features and listening skills to peers. **Personal and social** -demonstrate a genuine curiosity to learn about different cultures. **Intellectual** -Connect topical words, expressions simple sentences and vocal paralinguistic features to the context. **Methodological** -select what is appropriate to the context from the linguistic repertoire and vocal paralinguistic features to interact orally and produce short oral messages. **Communicative** -share the oral message with peers. **Personal and social** -collaborate with others to achieve mutual understanding.	 ***- Manifest interest in learning about the others*** ***- Express one's identity features when interacting orally.***

		Written comprehension	↳ Interpret a written message of a predominantly descriptive type about habits and preferences and identify the text type, its features and characteristics. ↳ Describe habits and preferences. ↳ Ask and answer written questions about someone's habits and preferences.	**Teaching materials:** Videos, cartoons, posters, pictures, letters, emails, and texts, etc. of a predominantlydescriptivetypeofabout45words. **Grammar(contextualized)** • **Nouns** (singular countable nouns: a book, an orange and plural regular form). • **The indefinite article :** a,an a friend: friends, an umbrella :umbrellas. • **Topical Adjectives:** busy, free, favourite, daily/weekly/monthly ,regular, best, interesting, cool, exciting, fun, weird… ▪ **Present simple in**: **-Statements:** affirmative and negative forms **-Questions**: *Wh:+do/does/….?how often do/does? *yes/no:do/does/….? ▪ **Discourse markers:** -too -but -first, then, after that, … ▪ **Adverbs of frequency**: (always, sometimes, never) 	**Intellectual** -discover the link between text types, text features, the reading skills in context. **Methodological** -make use of the text types, text features, there adding skills in context to understand written messages. **Communicative** -explain the usage of reading skills to peers. **Personal and social** -collaborate with others to benefit from what is appropriate to one's context.	***- -Show interest in reading about others.***
		Written production	↳ Write a simple written message of a predominantly descriptive type about someone's habits and preferences using the reading message as a model and the writing skills. 	**Text type**: predominantly descriptive. **Writing skills** ▪ Brainstorming ▪ Selecting ▪ Outlining using the reading message as a model ▪ Drafting ▪ Reviewing ▪ Publishing	**Intellectual** -demonstrate understanding of the text types, features and organization , sentence structure and content, and writing skills. **Methodological** -use the text types, features and organization, sentence structure and content, and writing skills to produce simple written messages. **Communicative** -communicate the usage of the text type, features, organization sentence structure and content, and writing skills to peers. **Personal and social** -share with others one's specific identity features.	***Express one's particular characteristics***

Level of achievement	Seq	Domain	Learning outcomes	Resources	Cross curricular resources	Values
Level 2: *Understand, interact orally and produce short oral messages of predominantly descriptive type, understandsimplewrittenmessagesofpredominantlydescriptivetypeofabout50wordsandproduceshort simple written messages of predominantly descriptive type of about 30 words.*	 ***SEQUENCE 2: School Life***	***Oral comprehension & Oral production***	Interact orally and produce an oral message of a predominantly descriptive type about school life. Ask and answer oral questions about school life.	**Teaching materials:** Videos, songs, cartoons, posters, pictures, very short texts and conversations, etc. **Key vocabulary** *-School facilities* *-School subjects* *-School objects* *-Nouns of people: teacher, head teacher,*  **Grammar(contextualized)** ▪ **Topical Adjectives:** interesting, exciting, boring, fantastic, tired, easy, difficult, simple... ▪ **Present continuous in**: **-Statements:** affirmative and negative forms **-Questions**: *Wh: + is/are/+S+ V+ ing….? *yes/no: is /are/+S+V + ing….? ▪ **Discourse markers:** -today, now **Pronunciation (implicit and in context)** ***Intonation*** **Diphthongs:(according to the context)* **Stress placement in disyllabic words:(according to the context)* 	**Intellectual** -discover the relationship between prior knowledge, listening skills, and vocal paralinguistic features in context. **Methodological** -use prior knowledge, listening skills and vocal paralinguistic features in context to understand short oral messages. **Communicative** -explain the usage of vocal paralinguistic features and listening skills to peers. **Personal and social** -demonstrate a genuine curiosity to learn about different cultures. **Intellectual** -Connect topical words, expressions simple sentences and vocal paralinguistic features to the context. **Methodological** -select what is appropriate to the context from the linguistic repertoire and vocal paralinguistic features to interact orally and produce short oral messages. **Communicative** -share the oral message with peers. **Personal and social** -collaborate with others to achieve mutual understanding.	***- Manifest interest in learning about the others*** ***- Express one's identity features when interacting orally.***



Written comprehension

- Interpret a written message of a predominantly descriptive type about school life and identify the text type, its features and characteristics.
- Describe school life.
- Ask and answer written questions about school life.

Teaching materials: Videos, cartoons, posters, pictures, letters, emails, and short texts, etc. of a predominantly descriptive type of about 50 words.

Grammar(contextualized)

- **Topical Adjectives:** interesting, exciting, boring, fantastic, tired,easy, difficult ,simple...
- **Present continuous in**:
  -Statements: affirmative and negative forms
  -Questions:
  *Wh:+is/are/+S+ V+ing….?
  *yes/no:is/are/+S+V+ing….?
- **Discourse markers:**
  -today, now



Intellectual

-discover the link between text types, text features, the reading skills in context.

Methodological

-make use of the text types, text features, the reading skills in context to understand written messages**.**

Communicative

-explain the usage of reading skills to peers.

Personal and social

-collaborate with others to benefit from what is appropriate to one's context.

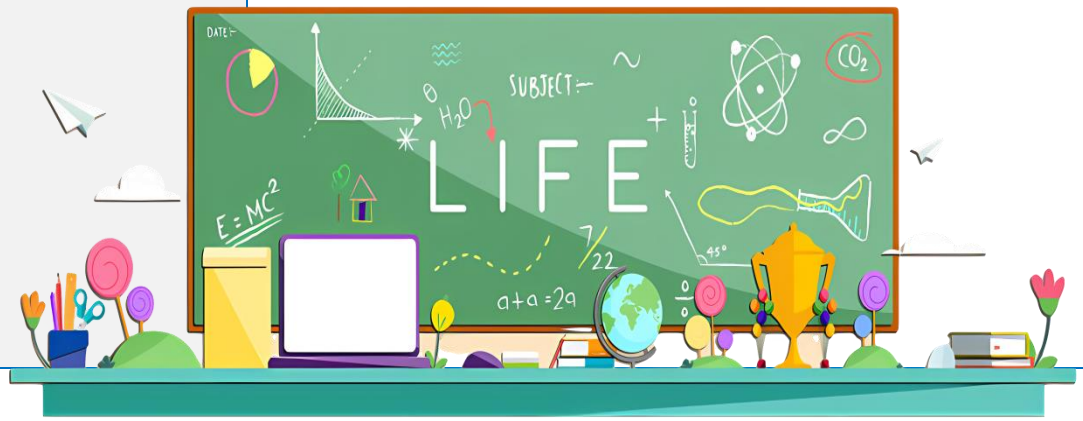
Written production

- Write a simple written message of a predominantly descriptive type about school life using the reading message as a model and the writing skills.

Text type: predominantly descriptive.

Writing skills

- Brainstorming
- Selecting
- Outlining using the reading message as a model
- Drafting
- Reviewing
- Publishing



Intellectual

-demonstrate understanding of the text types, features and organization, sentence structure and content, and writing skills.

Methodological

-use the text types, features and organization, sentence structure and content, and writing skills to produce simple written messages**.**

Communicative

-communicate the usage of the text type, features, organization sentence structure and content, and writing skills to peers.

Personal and social

-share with others one's specific identity features.

- ***-show interest in reading about others.***

Level of achievement	*Seq*	*Domain*	**Learning outcomes**	**Resources**	*Cross curricular resources*	*Values*
***Level3**:Understand,interactorallyandproduceshortoralmessagesofpredominantlynarrativetype, understand short simple written messages of predominantly narrative type of about 55 words and produce short simple written messages of predominantly narrative type of about 35 words.*	 ***SEQUENCE3: Past Holidays and Trips***	***Oral comprehension & Oral production***	- Interact orally and produce an oral message of a predominantly narrative type about past holidays and trips. - Ask and answer oral questions about past holidays and trips.	**Teaching materials:** Videos, songs, cartoons, posters, pictures, very short texts and stories, etc. **Key vocabulary** ***-Holiday, trip, travel ,tourist ,pictures ,photos, car, plane, taxi, countryside, city cold, hot, flight , boat,*** **Topical Adjectives:** -long, short, expensive, cheap, sunny, rainy, snowy, etc… ▪ **Adjectives with „y":**rainy, sunny ,snowy… **Grammar (contextualized)** **The past simple in:** **Statements:** affirmative and negative forms. **Questions**: *Was/were+ S+….? *Wh: +did +S+ Stem +….? *yes/no: did + S+ Stem+….?  **Discourse markers:** -yesterday, last week/month,… **Prepositions : by ,on , in ,at** **Past simple: few regular and irregular verbs** (to be, to have, to see, to travel, to stay, to spend, to visit, to do, to take.…) **Pronunciation (implicit)** ***Intonation** **Pronunciation (implicit and in context)** *Intonation *Diphthongs: /eə/airport,/ɪə/here,/ʊə/tourist *Stress placement in disyllabic words **(according to the context)** 	**Intellectual** -Discover the relationship between prior knowledge, listening skills, and vocal paralinguistic features in context**.** **Methodological** -use prior knowledge, listening skills and vocal paralinguistic features in context to understand short oral messages. **Communicative** -Explain the usage of vocal paralinguistic features and listening skills to peers. **Personal and social** -Demonstrate a genuine curiosity to learn about different cultures. **Intellectual** -Connect topical words, expressions simple sentences and vocal paralinguistic features to the context. **Methodological** -Select what is appropriate to the context from the linguistic repertoire and vocal paralinguistic features to interact orally and produce short oral messages. **Communicative** -Share the oral message with peers. **Personal and social** -Collaborate with others to achieve mutual understanding.	***- Manifest interest in learning about the others*** ***-Express one's identity features when interacting orally.*** •

		***Written comprehension***	↳ Interpret a written message of a predominantly narrative type about past holidays and trips and identify the text type, its features and characteristics. ↳ Tell about past holidays and trips. ↳ Ask and answer written questions about past holidays and trips	**Teaching materials:** Videos, cartoons, posters, pictures, letters, emails, short stories, and short texts, conversations, etc. of predominantly descriptive and narrative types of about 55 words. **Key vocabulary** *-Holiday, trip, travel, tourist, pictures, photos ,car, plane, taxi ,countryside ,city cold ,hot , flight, boat,* **Topical Adjectives:** -long, short ,expensive ,cheap ,sunny ,rainy , snowy, etc… **-Adjectives with„y":**rainy, sunny ,snowy… **Grammar (contextualized)** **The past simple in:** **Statements:** affirmative and negative forms. **Questions**: *Was/were+ S+….? *Wh: + did +S+ Stem +….? *yes/no: did + S+ Stem+….? **Discourse markers:** -yesterday ,last week/month,… **-prepositions: by, on , in, at** • **Past simple : few regular and irregular verbs** (to be, to have, to see, to travel, to stay, to spend, to visit, to do, to take.…) **Pronunciation(implicit)** ***Intonation** **Pronunciation (implicit And in context)** ***Intonation** ***Diphthongs: /eə/ airport, /ɪə/ here, /ʊə/ tourist** ***Stress placement in disyllabic words (according to the context)**		**Intellectual** -Discover the link between text types, text features, the reading skills in context. **Methodological** -Make use of the text types, text features, the reading skills in context to understand written messages**.** **Communicative** -Explain the usage of reading skills to peers. **Personal** -Collaborate with others to benefit from what is appropriate to one's context.	***Show interest in reading about others.*** •
		Written production	↳ Write a simple written message of a predominantly narrative type about past holidays and trips using there a reading message as a model and the writing skills.	**Text type**: predominantly narrative. **Writing skills** ▪ Brainstorming ▪ Selecting ▪ Outlining using the reading message as a model ▪ Drafting ▪ Reviewing ▪ Publishing		**Intellectual** -Demonstrate understanding of the text types, features and organization, sentence structure and content, and writing skills. **Methodological** -Use the text types, features and organization, sentence structure and content, and writing skills to produce simple written messages**.** **Communicative** -Communicate the usage of the text type, features, organization sentence structure and content, and writing skills to peers. **Personal and s ocial** -Share with others one's specific identity features.	***-Express one's particular characteristics*** •

Teacher ***The Inspector*** ***The Headmaster***