



SÍNTESE DE PLANIFICAÇÃO ANUAL

Períodos Letivos	1.º		2.º		3.º		
Aulas Previstas	[±] 26		[±] 22		[±] 18		
Conteúdos Programáticos¹	<p>Let's Start! (Hello! Goodbye!; class.language; the alphabet; identification; classroom routines; colours) Vocabulary: identification, classroom routines. Listening: Songs – alphabet, days of the week, months of the year, colours. Speaking: Dialogues; greetings; presentation; spelling. Reading: Familiar words and phrases. Writing: Captions and gap fill: colours, days, months, family and school objects. Word order: classroom language.</p> <p>School again Vocabulary: school items, means of transport, Halloween. Listening: Songs school objects and numbers; greetings; accepting and refusing. Speaking: Dialogues, personal preferences. Reading: Dialogue “School again”. Writing: Captions, gap fill and letter order. Portfolio: school objects; family; autumn</p> <p>Happy birthday Vocabulary: family members, Christmas. Listening: Numbers; birthday song. Speaking: Basic personal information. Reading: Dialogue “Happy bday” Jake’s family. Merry Christmas everyone! Writing: Captions, gap fill, word order. Portfolio: Family project and Winter project.</p>		<p>Pets and friends Vocabulary: parts of a body, pets and farm animals, Carnival, Father’s day. Reading: dialogue “It’s a monster”; postcard “On the farm”. Listening and Speaking: describing people, Song “The farmer and Carnival”, dialogue “describing monsters and animals”. Writing: gap fill, letter order. Portfolio: Farm project.</p> <p>A green day Vocabulary: free-time activities, sports, Happy Easter. Reading: dialogue “Green day”, Foxhill School. Listening and Speaking: Song “Green day”, dates; activities, dialogue “preferences and free-time activities”. Writing: Captions, gap fill. Portfolio: A green day notice project and Spring project.</p>		<p>The weather Vocabulary: the weather, clothes and accessories. Listening and Speaking: song about the weather, describing about what people are wearing, praising. Reading: dialogue “The weather”, postcards “I’m wearing”, Text “Summer celebrations in Portugal”, our world and the weather. Writing: captions, gap fill and word order. Portfolio: What I’m wearing project and Summer project.</p> <p>The seasons Vocabulary: seasons; seasonal activities. Reading: dialogue “The seasons”, a diary entry. Listening: song about the seasons, actions. Speaking: Expressing preferences about seasons and weather. Writing: gap fill, parallel text, unscramble letters. Portfolio: Write a diary entry.</p> <p>About me Portfolio: All about me project.</p>		
	Instrumentos e critérios de avaliação	[2] provas de avaliação escrita	30%	[2] provas de avaliação escrita	30%	[1] prova de avaliação escrita	30%
		Avaliação da oralidade	40%	Avaliação da oralidade	40%	Avaliação da oralidade	40%
<ul style="list-style-type: none"> ▪ Observação direta de empenho, ▪ Organização na aprendizagem ▪ Relacionamento interpessoal 		30%	<ul style="list-style-type: none"> ▪ Observação direta de empenho, ▪ Organização na aprendizagem ▪ Relacionamento interpessoal 	30%	<ul style="list-style-type: none"> ▪ Observação direta de empenho, ▪ Organização na aprendizagem ▪ Relacionamento interpessoal 	30%	
MATERIAL BÁSICO PARA A AULA							
Manual do aluno, caderno de atividades, caderno diário, material de escrita							

¹ A ordem dos conteúdos poderá ser alterada de acordo com a especificidade das turmas e com articulações disciplinares.