

PROYECTO

Aadaptaciones
Curriculares
Básicas **SERAPIS**

LENGUA EXTRANJERA: INGLÉS

Equivalente a 3º Curso de Primaria

‘Wisdom is acquired through learning, effort and work’

Autoras

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UNITS: 1 TO 10

ACTIVITY INDICATORS. SKILLS:



ACTIVITY INDICATORS. CATEGORIES:



Note: The coloured logos of the activity indicators are situated next to each activity proposed as a guide related to what is mainly being worked on in each task.

CONTRIBUTION TO THE OBJECTIVES AND COMPETENCES

- To acquire the basic communicative competence that lets them communicate in at least one foreign language allowing them to express and understand simple messages and to deal with everyday situations.
- To obtain an appropriate level of oral and written communication.
- To value the foreign language, and languages in general, as a vehicle of communication and understanding among people with diverse origins and cultures.
- To identify phonetic aspects concerning rhythm, stress and intonation, as well as linguistic structures and lexical aspects of the foreign language, being able to use them as basic communicative elements.
- To assimilate an adequate and progressive level of studying techniques and working habits.

CONTENTS

We will work on the four skills through these contents:

- Vocabulary: Understanding and using vocabulary.
- Spelling: Being aware that English is not written in the same way as it is said.
- Phonetics: Being conscious that there are different phonemes in English, recognizing them and using them correctly. Songs and more.
- Grammar: Knowing how to use the grammatical structure of appropriately.
- Communicative functions: Use the grammatical structure in communicative situations.
- Respect and value other customs and traditions.

EVALUATION CRITERIA AND INDICATORS OF ACHIEVEMENT

- Successfully complete at least 85% of the evaluation activities indicated at the end of each block of work, which have been elaborated according to the current learning standards whose purpose is to integrate the different learning, both formal and informal, incorporating them to different areas or curricular subjects, being able to use them in school contexts and everyday life situations. At the same time they should serve as **guidelines for teaching**, allowing the identification of contents and criteria for basic assessment, as well as to help make decisions in the teaching and learning process that should be strengthened, reinforced or complemented by new activities.

TYPE OF STUDENTS

These are adapted activities for students with Specific Educational Support Needs (NEAE), for students with specific learning difficulties, and can also be used as specific activities for Students with Educational Needs (NEE), or with Curricular Adaptations (ACS) to be developed with the classroom teacher, or as a complement by the teaching staff of Therapeutic Pedagogy (PT) and Hearing and Language (AL). Students with Education needs from bilingual centers can also use them.

The main objective is to work the minimum contents that guarantee a student who has acquired the bases / competences / vital contents / learning standards of that level to be able to continue and promote for the acquisition of new contents.