

School Year 2023-2024

Didactic Programme for Physical Education - 5th Year Primary Education



Growing together to achieve international success

Teaching programme for the area of SPANISH LANGUAGE AND LITERATURE 5th year of Primary Education

Year 2023/2024

Vicente Cañada Blanch Secondary School

LONDON

PREPARED BY THE 5TH YEAR PRIMARY SCHOOL TEACHING TEAM

FIRST QUARTER

Learning Scenario 1	Timing
A future... from the past?	September
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help formal and basic content aspects, in order to construct knowledge and respond to different communicative needs. This specific competence is connected with the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3.</p> <p>Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal connections; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions. This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests. This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.</p> <p>Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands. This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.</p> <p>Specific competence 6. Search for, select and contrast information from two or more sources, in a planned manner and with due accompaniment, assessing its reliability and recognising some risks of manipulation and misinformation, in order to transform it into knowledge and to communicate it in a creative way, adopting a personal point of view and respecting intellectual property. This specific competence is connected to the following descriptors of the Output Profile: CCL3, CD1, CD2, CD3, CD4, CPSAA5, CC2, CE3.</p> <p>Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension. This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3.</p>	

Put one's own communicative practices at the service of democratic coexistence, using non-discriminatory language and detecting and rejecting abuses of power through words, in order to favour not only an effective but also an ethical use of language.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL5, CP3, CD3, CPSAA3, CC1, CC2, CC3.

Basic knowledge	Evaluation criteria
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B. Communication.
 2. Discursive genres.
 – Textual typologies
 – Textual properties: basic strategies for coherence, cohesion and appropriateness.
 – Discursive genres specific to the personal, social and educational spheres. Content and form.
 3. Processes.
 – Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language.

B. Communication.
 2. Discursive genres.
 – Textual typologies
 – Textual properties: basic strategies for coherence, cohesion and appropriateness.
 – Discursive genres specific to the personal, social and educational spheres. Content and form.
 3. Processes.
 – Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.
 – Oral production: elements of prosody and non-verbal communication. Construction, communication and critical evaluation of knowledge through the planning and production of oral and multimodal texts with progressive autonomy.

B. Communication.
 2. Discursive genres.
 – Textual typologies: narration
 – Textual properties: basic strategies for coherence, cohesion and appropriateness.
 – Discursive genres specific to the personal, social and educational spheres. Content and form.

2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements.

3.1 Produce oral and multimodal texts, autonomously, coherently and fluently, in simple formal contexts and correctly using basic verbal and non-verbal resources.
 3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.

4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.
 4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.

5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules at the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.

6.1 Locate, select and contrast information from different sources, including digital sources, citing and recreating them by creatively adapting given models.

7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.

10.2 Mobilise, with the necessary planning and accompaniment, basic strategies for Active listening, assertive communication and

<p>3. Processes. - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language.</p> <p>B. Communication. 2. Discursive genres. – Textual typologies – Textual properties: basic strategies for coherence, cohesion and appropriateness. – Discursive genres specific to the personal, social and educational spheres. Content and form.</p> <p>3. Processes. - Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension.</p> <p>B. Communication. 3. Processes. - Media and information literacy: strategies for searching for information in different documentary sources and with different media and formats. Comparison, organisation, critical evaluation and creative communication of information. Progressively autonomous use of the library, as well as digital resources in the classroom.</p> <p>C. Literary education. - Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.</p> <p>B. Communication. 3. Processes.</p>	<p>argued deliberation, progressing in the dialogical management of conflicts.</p>
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<p>- Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.</p>	
Evaluation instruments	
See point 8.1	

Learning situation	Timing
Interpreting reality	September
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3.</p> <p>Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.</p> <p>Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.</p>	

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.

Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.

This specific competence is connected with the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3. Reflect in a guided way on language from processes of production and comprehension of texts in significant contexts, using the appropriate elementary terminology, in order to begin to develop linguistic awareness and to improve oral and written production and comprehension skills.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CP2, STEM1, STEM2, CPSAA5.

Basic knowledge	Evaluation criteria
<p>B. Communication. 1. Context. - Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register). 3. Processes. - Oral comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language.</p> <p>B. Communication. 3. Processes. - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.</p> <p>B. Communication. 1. Context. - Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register). 2. Discursive genres. - Discursive genres specific to the personal, social and educational spheres. Content and form.</p>	<p>2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements.</p> <p>3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.</p> <p>5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules at the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p>

3. Processes.

- Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language.

B. Communication.

1. Context.

- Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register).

3. Processes.

- Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension.

C. Literary education.

– Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.
– Strategy for the accompanied and shared interpretation of works through literary conversations.

D. Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts.

– Establishing generalisations about elementary linguistic aspects from observation, comparison and transformation of words and utterances.

– Approach to language as a system with different levels: sounds and letters, words, sentences and texts. Observation and comparison of basic communicative units.

– Basic vocabulary acquisition procedures. Basic lexical mechanisms for word formation.

7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.

9.1 Establish generalisations about basic aspects of the functioning of language in an accompanied manner, formulating hypotheses and seeking counterexamples, based on the observation, comparison and transformation of words, sentences and texts, in an accompanied process of production or comprehension of texts in significant contexts.

9.2 Revise and improve their own and other people's texts and correct some reading comprehension problems, in a progressively autonomous manner, based on metalinguistic and interlinguistic reflection and using the appropriate basic terminology.

<ul style="list-style-type: none"> – Relationship between communicative intention and sentence modality. – Punctuation marks as mechanisms for organising text and expressing communicative intent. – Basic strategies for the progressively autonomous use of dictionaries, in different media. 	
Evaluation instruments	
See point 8.1	

Learning situation	Timing
Laughing and thinking	October
Competences and Descriptors	
<p>Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.</p> <p>Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.</p> <p>Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3.</p>	

Specific Competence 8. Read, interpret and analyse, in an accompanied manner, literary works or fragments appropriate to their development, establishing relationships between them and identifying the literary genre and its fundamental conventions, in order to begin to recognise literature as an artistic manifestation and a source of pleasure, knowledge and inspiration to create texts of literary intent.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CCL4, CCEC1, CCEC2, CCEC3, CCEC4.

Basic knowledge	Evaluation criteria
<p>B. Communication. 3. Processes. - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.</p> <p>B. Communication. 2. Discursive genres. – Textual typologies – Textual properties: basic strategies for coherence, cohesion and appropriateness.</p> <p>3. Processes. - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language.</p> <p>B. Communication. 2. Discursive genres. - Textual properties: basic strategies for coherence, cohesion and appropriateness.</p> <p>3. Processes. - Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic individual or group planning strategies,</p>	<p>3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.</p> <p>5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules at the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p> <p>7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity. 7.2 Share the experience of reading, in different media, by participating in reading communities in the school or social environment.</p> <p>8.1 Listen to and read literary texts appropriate to their age, which include a diversity of authors and authors, relating them according to their age.</p>

textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension.

C. Literary education.

- Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.
- Strategy for the accompanied and shared interpretation of works through literary conversations.
- Progressively autonomous use of the classroom or school library as a setting for shared literary activities.

C. Literary education.

- Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.
- Relationship, in an accompanied manner, between the constituent elements of the literary work (theme, protagonists, secondary characters, plot, space) and the construction of the meaning of the work.
- Accompanied analysis of the relationship between the basic elements of literary genre and the construction of meaning in the work.
- Basic strategies for the progressively autonomous interpretation of literary texts.
- Relation between the texts read and other artistic and cultural manifestations.
- Progress in the construction of a reading identity. Strategies for expressing tastes and interests and for elementary critical appraisal of works.
- Creation of texts of literary intention in a free manner and from the recreation and appropriation of the given models.

The student must be able to understand the themes and elementary aspects of each literary genre, interpreting them, evaluating them and relating them to other artistic or cultural manifestations in a progressively autonomous manner.

8.2 Produce, in a progressively autonomous manner, simple individual or collective texts with literary intent, creatively reworking the given models, in different media and complementing them with other artistic languages.

Evaluation instruments

See point 8.1

Learning situation	Timing
It doesn't rain to everyone's liking	October
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3.</p> <p>Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal connections; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.</p>	
Basic knowledge	Evaluation criteria
<p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> – Textual typologies – Textual properties: basic strategies for coherence, cohesion and appropriateness. – Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language. <p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> – Textual typologies: narration, description. – Textual properties: basic strategies for coherence, cohesion and appropriateness. 	<p>2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements.</p> <p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> – Textual typologies – Textual properties: basic strategies for coherence, cohesion and appropriateness. – Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language.

- Discursive genres specific to the personal, social and educational spheres. Content and form.

3. Processes.

– Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. The expression and empathetic listening of one's own and others' needs, experiences and emotions.

– Oral production: elements of prosody and non-verbal communication. Construction, communication and critical evaluation of knowledge through the planning and production of oral and multimodal texts with progressive autonomy.

B. Communication.

2. Discursive genres.

– Textual typologies: narration, description.

– Textual properties: basic strategies for coherence, cohesion and appropriateness.

– Discursive genres specific to the personal, social and educational spheres. Content and form. Social networks and their risks.

3. Processes.

- Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language.

B. Communication.

2. Discursive genres.

– Textual typologies: narration, description.

– Textual properties: basic strategies for coherence, cohesion and appropriateness.

– Discursive genres specific to the personal, social and educational spheres. Content and form.

3. Processes.

3.1 Produce oral and multimodal texts, autonomously, coherently and fluently, in simple formal contexts and correctly using basic verbal and non-verbal resources.

3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.

B. Communication.

2. Discursive genres.

– Textual typologies: narration, description.

– Textual properties: basic strategies for coherence, cohesion and appropriateness.

– Discursive genres specific to the personal, social and educational spheres. Content and form.

3. Processes.

– Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. The expression and empathetic listening of one's own and others' needs, experiences and emotions.

– Oral production: elements of prosody and non-verbal communication. Construction, communication and critical evaluation of knowledge through the planning and production of oral and multimodal texts with progressive autonomy.

4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.

4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.

B. Communication.

2. Discursive genres.

– Textual typologies: narration, description.

– Textual properties: basic strategies for coherence, cohesion and appropriateness.

– Discursive genres specific to the personal, social and educational spheres. Content and form. Social networks and their risks.

<p>- Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension.</p> <p>C. Literary education. - Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.</p>	<p>3. Processes. - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical appraisal. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language.</p> <p>5.1 Produce relatively complex written and multimodal texts, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules in the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p> <p>B. Communication. 2. Discursive genres. – Textual typologies: narration, description. – Textual properties: basic strategies for coherence, cohesion and appropriateness. – Discursive genres specific to the personal, social and educational spheres. Content and form.</p> <p>3. Processes. - Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual appropriateness. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension.</p> <p>7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.</p> <p>C. Literary education. - Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.</p>
<p>Evaluation instruments</p>	
<p>See point 8.1</p>	

<p>Learning situation</p>	<p>Timing</p>
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Urban landscapes	November
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3. Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>This specific competence is connected with the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5 Specific competence 5. Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.</p> <p>Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.</p> <p>This specific competence is connected with the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3. Reflect in a guided way on language from processes of production and comprehension of texts in significant contexts, using the appropriate elementary terminology, in order to begin to develop linguistic awareness and to improve oral and written production and comprehension skills.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CP2, STEM1, STEM2, CPSAA5.</p>	
Basic knowledge	Evaluation criteria
B. Communication. 3. Processes.	2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages,

- Oral comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language.

B. Communication.

3. Processes.

- Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.

B. Communication.

2. Discursive genres.

- Discursive genres specific to the personal, social and educational spheres. Content and form.

3. Processes.

- Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy.

Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension.

C. Literary education.

– Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.

– Strategy for the accompanied and shared interpretation of works through literary conversations.

D. Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts.

- Establishing generalisations about elementary linguistic aspects from observation, comparison and transformation of words and utterances.

assessing their content and elementary non-verbal elements and, in an accompanying way, some elementary formal elements.

3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.

4.1 Understand the overall meaning and relevant information of written and multimodal texts, drawing inferences and using basic comprehension strategies before, during and after reading.

5.1 Produce relatively complex written and multimodal texts, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules in the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.

7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.

9.1 Establish generalisations about basic aspects of the functioning of language in an accompanied manner, formulating hypotheses and seeking counterexamples, based on the observation, comparison and transformation of words, sentences and texts, in an accompanied process of production or comprehension of texts in significant contexts.

9.2 Revise and improve their own and other people's texts and correct some reading comprehension problems, in a progressively autonomous way, based on metalinguistic and interlinguistic reflection and using the appropriate basic terminology.

<ul style="list-style-type: none"> – Approach to language as a system with different levels: sounds and letters, words, sentences and texts. Observation and comparison of basic communicative units. – Basic vocabulary acquisition procedures. Basic lexical mechanisms for word formation. – Relationship between communicative intention and sentence modality. – Basic mechanisms of coherence and cohesion, with special attention to pronominal substitutions and the temporal correlation established by means of the different verb tenses. 	
<p>Evaluation instruments</p>	
<p>See point 8.1</p>	

Learning situation	Timing
Leakage of characters	November
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3.</p> <p>Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.</p>	

Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.

This specific competence is connected with the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2

Basic knowledge	Evaluation criteria
<p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> – Textual typologies: narration – Textual properties: basic strategies for coherence, cohesion and appropriateness. <p>3. Processes.</p> <ul style="list-style-type: none"> – Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions. – Oral production: elements of prosody and non-verbal communication. <p>C. Literary education.</p> <ul style="list-style-type: none"> – Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries. – Strategy for the accompanied and shared interpretation of works through literary conversations. – Progressively autonomous use of the classroom or school library as a setting for shared literary activities. <p>C. Literary education.</p> <ul style="list-style-type: none"> – Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries. – Relationship, in an accompanied manner, between the constituent elements of the literary work (theme, protagonists, secondary characters, plot, space) and the construction of the meaning of the work. 	<p>2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements.</p> <p>3.1 Produce oral and multimodal texts, autonomously, coherently and fluently, in simple formal contexts and correctly using basic verbal and non-verbal resources.</p> <p>3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.</p> <p>5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules at the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p> <p>7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.</p>

<ul style="list-style-type: none"> – Accompanied analysis of the relationship between the basic elements of literary genre and the construction of meaning in the work. – Basic strategies for the progressively autonomous interpretation of literary texts. – Relation between the texts read and other artistic and cultural manifestations. – Progress in the construction of a reading identity. Strategies for expressing tastes and interests and for elementary critical appraisal of works. – Expressive reading, dramatisation or interpretation of fragments according to comprehension processes and developmental level. – Creation of texts of literary intention in a free manner and from the recreation and appropriation of the given models. <p>B. Communication.</p> <p>3. Processes.</p> <p>- Reading comprehension: Detection of discriminatory uses of verbal and non-verbal language.</p>	<p>7.2 Share the experience of reading, in a variety of media, by participating in reading communities in the school or social environment.</p> <p>8.1 Listen to and read literary texts appropriate to their age, which include a diversity of authors, relating them according to the themes and elementary aspects of each literary genre, and interpreting them, evaluating them and relating them to other artistic or cultural manifestations in a progressively autonomous manner.</p> <p>8.2 Produce, in a progressively autonomous way, simple individual or collective texts with literary intention, creatively reworking the given models, in different media and complementing them with other artistic languages.</p> <p>10.1 Reject discriminatory linguistic uses and abuses of power through words identified through accompanied group reflection on different verbal and non-verbal aspects of communication, taking into account a gender perspective.</p>
<p>Evaluation instruments</p>	
<p>See point 8.1</p>	

Learning situation	Timing
Green is my colour	November
<p>Competences and Descriptors</p>	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p>	

Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.

Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.

Put one's own communicative practices at the service of democratic coexistence, using non-discriminatory language and detecting and rejecting abuses of power through words, in order to favour not only an effective but also an ethical use of language.

Basic knowledge	Evaluation criteria
<p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual properties: basic strategies for coherence, cohesion and appropriateness. <p>3. Processes.</p> <ul style="list-style-type: none"> - Oral comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language. <p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual typologies: narration - Textual properties: basic strategies for coherence, cohesion and appropriateness. - Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions. 	<p>2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements.</p> <p>3.1 Produce oral and multimodal texts, autonomously, coherently and fluently, in simple formal contexts and correctly using basic verbal and non-verbal resources.</p> <p>3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>4.2 Analyse, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their</p>

<p>- Oral production: elements of prosody and non-verbal communication. Construction, communication and critical evaluation of knowledge through the planning and production of oral and multimodal texts with progressive autonomy.</p> <p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual typologies: narration - Textual properties: basic strategies for coherence, cohesion and appropriateness. - Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language. <p>3. Processes.</p> <ul style="list-style-type: none"> - Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support. <p>C. Literary education.</p> <ul style="list-style-type: none"> - Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries. <p>B. Communication.</p> <ul style="list-style-type: none"> - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based problem-solving 	<p>content and structure and assessing their quality, reliability and suitability for the purpose of reading.</p> <p>5.1 Produce relatively complex written and multimodal texts, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules in the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p> <p>7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.</p> <p>10.2 Mobilise, with the necessary planning and accompaniment, basic strategies for active listening, assertive communication and reasoned deliberation, making progress in the dialogical management of conflicts.</p>
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conflicts and linguistic politeness. Expressing and listening empathetically to one's own and others' needs, experiences and emotions.	
Evaluation instruments	
See point 8.1	

Learning situation	Timing
Breathing localities	December
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3. Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>This specific competence is connected with the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5 Specific competence 5. Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.</p> <p>Specific competence 6. Search for, select and contrast information from two or more sources, in a planned manner and with due accompaniment, assessing its reliability and recognising some risks of manipulation and misinformation, in order to transform it into knowledge and to communicate it in a creative way, adopting a personal point of view and respecting intellectual property.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL3, CD1, CD2, CD3, CD4, CPSAA5, CC2, CE3.</p>	

Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.

This specific competence is connected with the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3. Reflect in a guided way on language from processes of production and comprehension of texts in significant contexts, using the appropriate elementary terminology, in order to begin to develop linguistic awareness and to improve oral and written production and comprehension skills.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CP2, STEM1, STEM2, CPSAA5.

Put one's own communicative practices at the service of democratic coexistence, using non-discriminatory language and detecting and rejecting abuses of power through words, in order to favour not only an effective but also an ethical use of language.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL5, CP3, CD3, CPSAA3, CC1, CC2, CC3.

Basic knowledge	Evaluation criteria
<p>B. Communication. 3. Processes. - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language.</p> <p>B. Communication. 3. Processes. - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.</p> <p>B. Communication. 2. Discursive genres. - Discursive genres specific to the personal, social and educational spheres. Content and form. 3. Processes. - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most important ideas</p>	<p>2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements. 3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>5.1 Produce relatively complex written and multimodal texts, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules in the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p> <p>6.1 Locate, select and contrast information from different sources, including digital sources, citing and recreating them by creatively adapting given models.</p>

and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension.

B. Communication.

3. Processes.

- Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy.

Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension.

B. Communication.

3. Processes.

- Media and information literacy: strategies for searching for information in different documentary sources and with different media and formats. Recognition of authorship.

Comparison, organisation, critical evaluation and creative communication of information. Progressively autonomous use of the library, as well as digital resources in the classroom.

C. Literary education.

– Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.

– Strategy for the accompanied and shared interpretation of works through literary conversations.

D. Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts.

– Establishing generalisations about elementary linguistic aspects from observation, comparison and transformation of words and utterances.

– Approach to language as a system with different levels: sounds and letters, words, sentences and texts. Observation and comparison of basic communicative units.

6.2 Share the results of a simple individual or group research process on a topic of personal or eco-social interest, carried out in an accompanied manner.

7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.

9.1 Establish generalisations about basic aspects of the functioning of language in an accompanied manner, formulating hypotheses and seeking counterexamples, based on the observation, comparison and transformation of words, sentences and texts, in an accompanied process of production or comprehension of texts in significant contexts.

9.2 Revise and improve their own and other people's texts and correct some reading comprehension problems, in a progressively autonomous manner, based on metalinguistic and interlinguistic reflection and using the appropriate basic terminology.

10.2 Mobilise, with the necessary planning and accompaniment, basic strategies for active listening, assertive communication and reasoned deliberation, making progress in the dialogical management of conflicts.

<ul style="list-style-type: none"> – Basic vocabulary acquisition procedures. Basic lexical mechanisms for word formation. – Basic mechanisms of coherence and cohesion, with special attention to pronominal substitutions and the temporal correlation established by means of the different verb tenses. 	
Evaluation instruments	
See point 8.1	

Learning situation	Timing
Prodigious stories	December
Competences and Descriptors	
<p>2. Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help formal and basic content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3. Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.</p> <p>Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.</p>	

Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to start the construction of a reading identity, to foster the taste for reading as a source of pleasure and to enjoy its social dimension.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3.

Specific Competence 8. Read, interpret and analyse, in an accompanied manner, literary works or fragments appropriate to their development, establishing relationships between them and identifying the literary genre and its fundamental conventions, in order to begin to recognise literature as an artistic manifestation and a source of pleasure, knowledge and inspiration to create texts of literary intent.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CCL4, CCEC1, CCEC2, CCEC3, CCEC4.

Put one's own communicative practices at the service of democratic coexistence, using non-discriminatory language and detecting and rejecting abuses of power through words, in order to favour not only an effective but also an ethical use of language.

This specific competence is linked to the following descriptors of the Output Profile: CCL1, CCL5, CP3, CD3, CPSAA3, CC1, CC2, C

Basic knowledge	Evaluation criteria
<p>B. Communication. 3. Processes. - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language.</p> <p>B. Communication. 3. Processes. - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.</p> <p>B. Communication. 2. Discursive genres. – Textual typologies: narration – Textual properties: basic strategies for coherence, cohesion and appropriateness.</p>	<p>2Comprehend the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements.</p> <p>3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.</p>

<p>3. Processes.</p> <ul style="list-style-type: none"> - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical appraisal. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language. <p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual typologies: narration - Textual properties: basic strategies for coherence, cohesion and appropriateness. <p>3. Processes.</p> <ul style="list-style-type: none"> - Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension. <p>C. Literary education.</p> <ul style="list-style-type: none"> - Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries. - Strategy for the accompanied and shared interpretation of works through literary conversations. - Progressively autonomous use of the classroom or school library as a setting for shared literary activities. <p>C. Literary education.</p> <ul style="list-style-type: none"> - Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries. 	<p>5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules at the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p> <p>7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.</p> <p>7.2 Share the experience of reading, in different media, by participating in reading communities in the school or social environment.</p> <p>8.1 Listen to and read in an accompanied way literary texts appropriate to their age, which include a diversity of authors, relating them according to the themes and elementary aspects of each literary genre, and interpreting them, evaluating them and relating them to other artistic or cultural manifestations in a progressively autonomous way.</p> <p>8.2 Produce, in a progressively autonomous manner, simple individual or collective texts with literary intent, creatively reworking the given models, in different media and complementing them with other artistic languages.</p> <p>10.2 Mobilise, with the necessary planning and accompaniment, basic strategies for active listening, assertive communication and reasoned deliberation, making progress in the dialogical management of conflicts.</p>
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<ul style="list-style-type: none"> – Relationship, in an accompanied manner, between the constituent elements of the literary work (theme, protagonists, secondary characters, plot, space) and the construction of the meaning of the work. – Accompanied analysis of the relationship between the basic elements of literary genre and the construction of meaning in the work. – Basic strategies for the progressively autonomous interpretation of literary texts. – Relation between the texts read and other artistic and cultural manifestations. – Progress in the construction of a reading identity. <p>Strategies for expressing tastes and interests and for elementary critical appraisal of works.</p> <ul style="list-style-type: none"> – Creation of texts of literary intention in a free manner and from the recreation and appropriation of the given models. 	
Evaluation instruments	
See point 8.1	

SECOND QUARTER

Learning situation	Timing
You cultivate your health	January
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3. Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p>	

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.

Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.

This specific competence is connected with the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5
 Specific competence 5. Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.

Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.

This specific competence is connected with the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3.
 Reflect in a guided way on language based on processes of production and comprehension of texts in significant contexts, using the appropriate elementary terminology, in order to begin to develop linguistic awareness and to improve oral and written production and comprehension skills.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CP2, STEM1, STEM2, CPSAA5.

Basic knowledge	Evaluation criteria
B. Communication. 3. Processes. - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language.	2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements. 3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.
B. Communication. 3. Processes.	4.1 Understand the overall meaning and relevant information of written and multimodal texts, drawing inferences and using basic comprehension strategies before, during and after reading.

- Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.

B. Communication.

2. Discursive genres.

- Discursive genres specific to the personal, social and educational spheres. Content and form.

3. Processes.

- Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences.

B. Communication.

2. Discursive genres.

- Discursive genres specific to the personal, social and educational spheres. Content and form. Social networks and their risks.

3. Processes.

- Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy.

C. Literary education.

- Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.

- Strategy for the accompanied and shared interpretation of works through literary conversations.

D. Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts.

- Establishing generalisations about elementary linguistic aspects from observation, comparison and transformation of words and utterances.

- Approach to language as a system with different levels: sounds and letters, words, sentences and texts. Observation and comparison of basic communicative units.

- Basic vocabulary acquisition procedures. Basic lexical mechanisms for word formation.

- Basic mechanisms of coherence and cohesion, with special attention to pronominal substitutions.

- Basic strategies for the progressively autonomous use of dictionaries, in different media.

5.1 Produce relatively complex written and multimodal texts, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules in the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.

7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.

9.1 Establish generalisations about basic aspects of the functioning of language in an accompanied way, formulating hypotheses and looking for counterexamples, based on the observation, comparison and transformation of words, sentences and texts, in an accompanied process of production or comprehension of texts in significant contexts.

9.2 Revise and improve their own and other people's texts and correct some reading comprehension problems, in a progressively autonomous manner, based on metalinguistic and interlinguistic reflection and using the appropriate basic terminology.

Evaluation instruments
See point 8.1

Learning situation	Timing
Curtain up	January
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3. Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.</p> <p>Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.</p> <p>Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3.</p>	

Specific Competence 8. Read, interpret and analyse, in an accompanied manner, literary works or fragments appropriate to their development, establishing relationships between them and identifying the literary genre and its fundamental conventions, in order to begin to recognise literature as an artistic manifestation and a source of pleasure, knowledge and inspiration to create texts of literary intent.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CCL4, CCEC1, CCEC2, CCEC3, CCEC4.

Basic knowledge	Evaluation criteria
<p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> – Textual typologies: narration, dialogue. – Textual properties: basic strategies for coherence, cohesion and appropriateness. <p>3. Processes.</p> <ul style="list-style-type: none"> - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language. <p>3. Processes.</p> <ul style="list-style-type: none"> - Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension. <p>C. Literary education.</p> <ul style="list-style-type: none"> – Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries. – Strategy for the accompanied and shared interpretation of works through literary conversations. – Progressively autonomous use of the classroom or school library as a setting for shared literary activities. <p>C. Literary education.</p>	<p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.</p> <p>5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules at the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p> <p>7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.</p> <p>7.2 Share the experience of reading, in different media, by participating in reading communities in the school or social environment.</p> <p>8.1 Listen to and read in an accompanied way literary texts appropriate to their age, which include a diversity of authors, relating them according to the themes and elementary aspects of each literary genre, and interpreting them, evaluating them and relating them to other artistic or cultural manifestations in a progressively autonomous way.</p> <p>8.2 Produce, in a progressively autonomous manner, simple individual or collective texts with literary intent, creatively reworking the given models, in different media and complementing them with other artistic languages.</p>

<ul style="list-style-type: none"> – Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries. – Relationship, in an accompanied manner, between the constituent elements of the literary work (theme, protagonists, secondary characters, plot, space) and the construction of the meaning of the work. – Accompanied analysis of the relationship between the basic elements of literary genre and the construction of meaning in the work. – Basic strategies for the progressively autonomous interpretation of literary texts. – Relation between the texts read and other artistic and cultural manifestations. – Progress in the construction of a reading identity. Strategies for expressing tastes and interests and for elementary critical appraisal of works. – Expressive reading, dramatisation or interpretation of fragments according to comprehension processes and developmental level. – Creation of texts of literary intention in a free manner and from the recreation and appropriation of the given models. 	
<p>Evaluation instruments</p>	
<p>See point 8.1</p>	

<p>Learning situation</p>	<p>Timing</p>
<p>Take care</p>	<p>February</p>
<p>Competences and Descriptors</p>	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p>	

Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.

Specific competence 6. Search for, select and contrast information from two or more sources, in a planned manner and with due accompaniment, assessing its reliability and recognising some risks of manipulation and misinformation, in order to transform it into knowledge and to communicate it in a creative way, adopting a personal point of view and respecting intellectual property.

Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.

Put one's own communicative practices at the service of democratic coexistence, using non-discriminatory language and detecting and rejecting abuses of power through words, in order to favour not only an effective but also an ethical use of language.

Basic knowledge	Evaluation criteria
<p>B. Communication.</p> <p>1. Context.</p> <ul style="list-style-type: none"> - Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register). <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual typologies: argumentation. - Textual properties: basic strategies for coherence, cohesion and appropriateness. - Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language. <p>B. Communication.</p> <p>1. Context.</p> <ul style="list-style-type: none"> - Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register). 	<p>2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements.</p> <p>3.1 Produce oral and multimodal texts, autonomously, coherently and fluently, in simple formal contexts and correctly using basic verbal and non-verbal resources.</p> <p>3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p>

<p>2. Discursive genres. – Textual typologies: narration, description, dialogue, exposition and argumentation. – Textual properties: basic strategies for coherence, cohesion and appropriateness. – Discursive genres specific to the personal, social and educational spheres. Content and form. Social networks and their risks.</p> <p>3. Processes. – Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions. – Oral production: elements of prosody and non-verbal communication. Construction, communication and critical evaluation of knowledge through the planning and production of oral and multimodal texts with progressive autonomy.</p> <p>2. Discursive genres. – Textual typologies: argumentation. – Textual properties: basic strategies for coherence, cohesion and appropriateness. – Discursive genres specific to the personal, social and educational spheres. Content and form.</p> <p>3. Processes. - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language.</p> <p>B. Communication. 1. Context. - Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register).</p> <p>3. Processes.</p>	<p>4.2 Analyse, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and appropriateness according to the purpose of reading.</p> <p>5.1 Produce relatively complex written and multimodal texts, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules in the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p> <p>6.1 Locate, select and contrast information from different sources, including digital sources, citing and recreating them through creative adaptation of given models. carried out in an accompanied manner.</p> <p>6.3 Adopt habits of critical, safe, sustainable and healthy use of digital technologies in relation to the search for and communication of information.</p> <p>7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.</p> <p>10.2 Mobilise, with the necessary planning and accompaniment, basic strategies for active listening, assertive communication and reasoned deliberation, making progress in the dialogical management of conflicts.</p>
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<p>- Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support.</p> <p>B. Communication.</p> <p>3. Processes.</p> <p>- Media and information literacy: strategies for searching for information in different documentary sources and with different media and formats. Recognition of authorship. Progressively autonomous use of the library, as well as digital resources in the classroom.</p> <p>C. Literary education.</p> <p>- Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.</p>	
<p>Evaluation instruments</p>	
<p>See point 8.1</p>	

Learning situation	Timing
<p>Puppets on stage</p>	<p>February</p>
<p>Competences and Descriptors</p>	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3. Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p>	

Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.

This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.

Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.

Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.

This specific competence is connected with the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3
Specific Competence 8. Read, interpret and analyse, in a accompanied manner, literary works or fragments appropriate to their development, establishing relationships between them and identifying the literary genre and its fundamental conventions, to begin to recognise literature as an artistic manifestation and a source of pleasure, knowledge and inspiration to create texts of literary intent.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CCL4, CCEC1, CCEC2, CCEC3, CCEC4.

Basic knowledge	Evaluation criteria
<p>B. Communication. 3. Processes. - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language.</p> <p>B. Communication. 3. Processes. - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.</p>	<p>2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements. 3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>4.2 Analyse, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, evaluating their content.</p>

B. Communication.

2. Discursive genres.

- Textual typologies: narration, dialogue.
- Textual properties: basic strategies for coherence, cohesion and appropriateness.

3. Processes.

- Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language.

3. Processes.

- Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension.

C. Literary education.

- Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.
- Strategy for the accompanied and shared interpretation of works through literary conversations.
- Progressively autonomous use of the classroom or school library as a setting for shared literary activities.

C. Literary education.

- Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.
- Relationship, in an accompanied manner, between the constituent elements of the literary work (theme, protagonists, secondary characters, plot, space) and the construction of the meaning of the work.

and structure and assessing their quality, reliability and suitability for the purpose of reading.

5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules at the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.

7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.

7.2 Share the experience of reading, in different media, by participating in reading communities in the school or social environment.

8.1 Listen to and read in an accompanied way literary texts appropriate to their age, which include a diversity of authors, relating them according to the themes and elementary aspects of each literary genre, and interpreting them, evaluating them and relating them to other artistic or cultural manifestations in a progressively autonomous way.

8.2 Produce, in a progressively autonomous manner, simple individual or collective texts with literary intent, creatively reworking the given models, in different media and complementing them with other artistic languages.

10.2 Mobilise, with the necessary planning and accompaniment, basic strategies for active listening, assertive communication and reasoned deliberation, making progress in the dialogical management of conflicts.

<ul style="list-style-type: none"> – Accompanied analysis of the relationship between the basic elements of literary genre and the construction of meaning in the work. – Basic strategies for the progressively autonomous interpretation of literary texts. – Relation between the texts read and other artistic and cultural manifestations. – Progress in the construction of a reading identity. Strategies for expressing tastes and interests and for elementary critical appraisal of works. – Expressive reading, dramatisation or interpretation of fragments according to comprehension processes and developmental level. – Creation of texts of literary intention in a free manner and from the recreation and appropriation of the given models. 	
Evaluation instruments	
See point 8.1	

Learning situation	Timing
	March
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.</p>	

Specific competence 6. Search for, select and contrast information from two or more sources, in a planned manner and with due accompaniment, assessing its reliability and recognising some risks of manipulation and misinformation, in order to transform it into knowledge and to communicate it in a creative way, adopting a personal point of view and respecting intellectual property.

Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.

Put one's own communicative practices at the service of democratic coexistence, using non-discriminatory language and detecting and rejecting abuses of power through words, in order to favour not only an effective but also an ethical use of language.

Basic knowledge	Evaluation criteria
<p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual properties: basic strategies for coherence, cohesion and appropriateness. - Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language. <p>B. Communication.</p> <p>1. Context.</p> <ul style="list-style-type: none"> - Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register). <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual typologies - Textual properties: basic strategies for coherence, cohesion and appropriateness. - Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based problem-solving 	<p>2. Comprehend the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements.</p> <p>3.1 Produce oral and multimodal texts, autonomously, coherently and fluently, in simple formal contexts and correctly using basic verbal and non-verbal resources.</p> <p>3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.</p> <p>5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules in the service of textual cohesion and</p>

<p>conflicts and linguistic politeness. Expressing and listening empathetically to one's own and others' needs, experiences and emotions.</p> <ul style="list-style-type: none"> - Oral production: elements of prosody and non-verbal communication. Construction, communication and critical evaluation of knowledge through the planning and production of oral and multimodal texts with progressive autonomy. <p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual typologies. - Textual properties: basic strategies for coherence, cohesion and appropriateness. - Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language. <p>B. Communication.</p> <p>1. Context.</p> <ul style="list-style-type: none"> - Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register). <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual typologies - Textual properties: basic strategies for coherence, cohesion and appropriateness. - Discursive genres specific to the personal, social and educational spheres. Content and form. Social networks and their risks. <p>3. Processes.</p> <ul style="list-style-type: none"> - Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. 	<p>mobilising simple individual or group strategies for planning, textualisation, revision and editing.</p> <p>6.1 Locate, select and contrast information from different sources, including digital sources, citing and recreating them by creatively adapting given models.</p> <p>6.2 Share the results of a simple individual or group research process on a topic of personal or eco-social interest, carried out in an accompanied manner.</p> <p>6.3 Adopt habits of critical, safe, sustainable and healthy use of digital technologies in relation to the search for and communication of information.</p> <p>7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.</p> <p>10.2 Mobilise, with the necessary planning and accompaniment, basic strategies for active listening, assertive communication and reasoned deliberation, making progress in the dialogical management of conflicts.</p>
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<p>Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support.</p> <p>B. Communication. 3. Processes. - Media and information literacy: strategies for searching for information in different documentary sources and with different media and formats. Recognition of authorship. Comparison, organisation, critical evaluation and creative communication of information. Progressively autonomous use of the library, as well as digital resources in the classroom.</p> <p>C. Literary education. - Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.</p>	
Evaluation instruments	
See point 8.1	

Learning situation	Timing
We excel	March
Competences and Descriptors	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3. Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p>	

Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.

This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.

Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.
Specific Competence 7. Read autonomously a variety of selected works according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.

This specific competence is connected with the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3.
Reflect in a guided way on language based on processes of production and comprehension of texts in significant contexts, using the appropriate elementary terminology, in order to begin to develop linguistic awareness and to improve oral and written production and comprehension skills.

This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CP2, STEM1, STEM2, CPSAA5.

Basic knowledge	Evaluation criteria
<p>B. Communication. 3. Processes. - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language. B. Communication. 3. Processes. - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.</p>	<p>Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements. 3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation. 4.1 Understand the overall meaning and relevant information of written and multimodal texts, drawing inferences and using basic comprehension strategies before, during and after reading.</p>

B. Communication.
2. Discursive genres.
- Discursive genres specific to the personal, social and educational spheres. Content and form.
3. Processes.
- Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences.

B. Communication.
3. Processes.
- Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension.

C. Literary education.
– Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries.
– Strategy for the accompanied and shared interpretation of works through literary conversations.

D. Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts.
– Establishing generalisations about elementary linguistic aspects from observation, comparison and transformation of words and utterances.
– Approach to language as a system with different levels: sounds and letters, words, sentences and texts. Observation and comparison of basic communicative units.
– Basic vocabulary acquisition procedures. Basic lexical mechanisms for word formation.

5.1 Produce relatively complex written and multimodal texts, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules in the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.

7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.

9.1 Establish generalisations about basic aspects of the functioning of language in an accompanied way, formulating hypotheses and seeking counterexamples, based on the observation, comparison and transformation of words, sentences and texts, in an accompanied process of production or comprehension of texts in significant contexts.

9.2 Revise and improve their own and other people's texts and correct some reading comprehension problems, in a progressively autonomous manner, based on metalinguistic and interlinguistic reflection and using the appropriate basic terminology.

<ul style="list-style-type: none"> – Relationship between communicative intent and sentence modality. – Basic mechanisms of coherence and cohesion, with special attention to pronominal substitutions and the temporal correlation established by means of the different verb tenses. – Strategies for observing and making generalisations about accentuation. – Basic strategies for the progressively autonomous use of dictionaries, in different media. 	
<p>Evaluation instruments</p>	
<p>See point 8.1</p>	

Learning situation	Timing
<p>There will always be poetry</p>	<p>March</p>
<p>Competences and Descriptors</p>	
<p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help basic formal and content aspects, in order to construct knowledge and respond to different communicative needs.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CP2, STEM1, CD3, CPSAA3, CC3.</p> <p>Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, CP2, STEM1, CD2, CD3, CC2, CE1.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL2, CCL3, CCL5, CP2, STEM1, CD1, CPSAA4, CPSAA5.</p> <p>Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.</p> <p>This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL3, CCL5, STEM1, CD2, CD3, CPSAA5, CC2.</p>	

Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.
This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL4, CD3, CPSAA1, CCEC1, CCEC2, CCEC3.

Specific Competence 8. Read, interpret and analyse, in an accompanied manner, literary works or fragments appropriate to their development, establishing relationships between them and identifying the literary genre and its fundamental conventions, in order to begin to recognise literature as an artistic manifestation and a source of pleasure, knowledge and inspiration to create texts of literary intent.
This specific competence is connected to the following descriptors of the Output Profile: CCL1, CCL2, CCL4, CCEC1, CCEC2, CCEC3, CCEC4.

Basic knowledge

Evaluation criteria

B. Communication.
 3. Processes.
 - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language.

B. Communication.
 3. Processes.
 - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.

B. Communication.
 3. Processes.
 – Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language.

B. Communication.
 – Textual properties: basic strategies for coherence, cohesion and appropriateness.
 3. Processes.
 - Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support.

C. Literary education.

Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, evaluating their content and elementary non-verbal elements and, in an accompanied way, some elementary formal elements.

3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.

4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.

4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.

5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules at the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.

7.1 Read independently texts by different authors according to their tastes and interests, progressing in the construction of their reading identity.

7.2 Share the experience of reading, in different media, by participating in reading communities in the school or social environment.

8.1 Listen to and read in an accompanied way literary texts appropriate to their age, which include a diversity of authors, relating them according to the themes and elementary aspects of each literary genre, and interpreting them, evaluating them and relating them to other artistic or cultural manifestations in a progressively autonomous way.

<ul style="list-style-type: none"> – Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries. – Strategy for the accompanied and shared interpretation of works through literary conversations. – Progressively autonomous use of the classroom or school library as a setting for shared literary activities. <p>C. Literary education.</p> <ul style="list-style-type: none"> – Progressively autonomous reading of varied and diverse works or fragments of literature appropriate to their age and organised in reading itineraries. – Relationship, in an accompanied manner, between the constituent elements of the literary work (theme, protagonists, secondary characters, plot, space) and the construction of the meaning of the work. – Accompanied analysis of the relationship between the basic elements of literary genre and the construction of meaning in the work. – Basic strategies for the progressively autonomous interpretation of literary texts. – Relation between the texts read and other artistic and cultural manifestations. – Progress in the construction of a reading identity. Strategies for expressing tastes and interests and for elementary critical appraisal of works. – Expressive reading, dramatisation or interpretation of fragments according to comprehension processes and developmental level. – Creation of texts of literary intention in a free manner and from the recreation and appropriation of the given models. 	<p>8.2 Produce, in a progressively autonomous manner, simple individual or collective texts with literary intent, creatively reworking the given models, in different media and complementing them with other artistic languages.</p>
<p>Evaluation instruments</p>	
<p>See point 8.1</p>	

THIRD QUARTER

Learning situation	Timing
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Endangered	April
Competences and Descriptors	
<p>Recognise the linguistic diversity of the world based on the identification of the students' languages and the plurilingual and multicultural reality of Spain, in order to encourage interlinguistic reflection, to identify and reject linguistic stereotypes and prejudices and to value this diversity as a source of cultural wealth.</p> <p>Understand and interpret oral and multimodal texts, identifying the general meaning and the most relevant information and assessing with help formal and basic content aspects, in order to construct knowledge and respond to different communicative needs. Produce oral and multimodal texts, with coherence, clarity and appropriate register, in order to express ideas, feelings and concepts; construct knowledge; establish personal links; and participate with autonomy and a cooperative and empathetic attitude in varied oral interactions.</p> <p>Understand and interpret written and multimodal texts, recognising the overall meaning, main ideas and explicit and implicit information, and making with help elementary reflections on formal and content aspects, in order to acquire and construct knowledge and to respond to diverse communicative needs and interests.</p> <p>Produce written and multimodal texts, with basic grammatical and spelling accuracy, correctly sequencing the contents and applying elementary strategies of planning, textualisation, revision and editing, in order to construct knowledge and to respond to specific communicative demands.</p> <p>Specific competence 6. Search for, select and contrast information from two or more sources, in a planned manner and with due accompaniment, assessing its reliability and recognising some risks of manipulation and misinformation, in order to transform it into knowledge and to communicate it in a creative way, adopting a personal point of view and respecting intellectual property.</p> <p>Specific Competence 7. Read in an autonomous way diverse works selected according to their tastes and interests, sharing reading experiences, in order to initiate the construction of a reading identity, to foster a taste for reading as a source of pleasure and to enjoy its social dimension.</p>	
Basic knowledge	Evaluation criteria

<p>A. Languages and their speakers.</p> <ul style="list-style-type: none">– Personal linguistic biography and linguistic map of the environment.– Ethnocultural and linguistic diversity as a richness and a tool for interlinguistic reflection. Approach to sign languages.– Strategies for identifying linguistic prejudices and stereotypes.– Use of language that is non-discriminatory and respectful of differences. <p>B. Communication.</p>	<p>1.1 Show interest in and respect for the different languages and dialectal varieties, identifying the fundamental characteristics of those of their geographical environment, as well as some features of the dialects and languages familiar to the pupils.</p> <p>1.2 Detect, with increasing autonomy and in close contexts, frequent linguistic prejudices and stereotypes, providing alternatives and valuing the linguistic diversity of the world as a source of cultural richness.</p> <p>2. Understand the meaning of simple oral and multimodal texts, recognising main ideas and explicit and implicit messages, appreciating the value of the text.</p>
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<p>3. Processes.</p> <ul style="list-style-type: none"> - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language. <p>B. Communication.</p> <p>1. Context.</p> <ul style="list-style-type: none"> - Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register). <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual typologies: the exposition - Textual properties: basic strategies for coherence, cohesion and appropriateness. - Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Oral interaction: oral and appropriate interaction in formal and informal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions. - Oral production: elements of prosody and non-verbal communication. Construction, communication and critical evaluation of knowledge through the planning and production of oral and multimodal texts with progressive autonomy. <p>B. Communication.</p> <p>2. Discursive genres.</p> <ul style="list-style-type: none"> - Textual typologies: the exposition - Textual properties: basic strategies for coherence, cohesion and appropriateness. - Discursive genres specific to the personal, social and educational spheres. Content and form. <p>3. Processes.</p> <ul style="list-style-type: none"> - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. 	<p>content and elementary non-verbal elements and, in an accompanying way, some elementary formal elements.</p> <p>3.1 Produce oral and multimodal texts, autonomously, coherently and fluently, in simple formal contexts and correctly using basic verbal and non-verbal resources.</p> <p>3.2 Participate in spontaneous or regulated oral interactions, incorporating simple strategies of active listening, linguistic politeness and conversational cooperation.</p> <p>4.1 Understand the overall meaning and relevant information of written and multimodal texts, making inferences and using basic comprehension strategies before, during and after reading.</p> <p>4.2 Analysing, in an accompanied manner, the content and elementary formal and non-formal aspects of written and multimodal texts, assessing their content and structure and evaluating their quality, reliability and suitability according to the purpose of reading.</p> <p>5.1 Produce written and multimodal texts of relative complexity, with coherence and appropriateness, in different media, progressing in the use of basic grammatical and spelling rules at the service of textual cohesion and mobilising simple strategies, individually or in groups, for planning, textualisation, revision and editing.</p> <p>6.1 Locate, select and contrast information from different sources, including digital sources, citing and recreating them by creatively adapting given models.</p> <p>6.2 Share the results of a simple individual or group research process on a topic of personal or eco-social interest, carried out in an accompanied manner.</p> <p>6.3 Adopt habits of critical, safe, sustainable and healthy use of digital technologies in relation to the search for and communication of information.</p>
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