



PLAN DE ESTUDIOS SEGUNDO TRIMESTRE GRADO PRIMERO



COLEGIO LA COLINA
PLAN DE ESTUDIOS
SEGUNDO TRIMESTRE



ÁREA	Mathematics
ASIGNATURA	Mathematics
GRADO	First grade
FECHAS	November 14th to February 22nd

META DE APRENDIZAJE estándar	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
Numbers and Operations	Compose and decompose numbers to 100.	Additions
	Use picture cutouts (or other manipulatives) to illustrate the meaning of addition.	
Measurement	Compare the lengths and heights of two or more objects.	Measure
	Compare the lengths of two or more objects by counting.	
	Estimate and measure the length of an object in non-standard units.	
	Estimate and measure the length of an object in non-standard units, and express the length in units.	
	Compare lengths measured in non-standard units.	
	Compare the masses of three objects	
	Estimate and measure the mass of an object in non-standard units, and express the mass in units.	
	Compare masses measured in non-standard units.	



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	Understand the meaning of capacity.	
	Compare the capacities of two or more containers visually.	
	Estimate and measure the capacity of a container in non-standard units, and express the capacity in units.	
	Compare capacities measured in non-standard units.	
Geometry	Describe an object by its shape.	Shapes
	Recognize and name the four basic 2D shapes: circle, triangle, rectangle and square.	
	Identify the sides and corners of a shape.	
	Sort 2D shapes according to each of these attributes: shape, size, color.	
	Continue a pattern with 2D shapes according to one or two of these attributes: shape, size and color.	
	Recognize and name a cube, a cuboid, a cone, a cylinder and a sphere.	
	Sort 3D shapes according to each of these attributes: shape, size, color.	
	Continue a pattern with 3D shapes according to one or two of these attributes: shape, size and color.	



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ÁREA	ARTE
ASIGNATURA	MÚSICA
GRADO	1ero
FECHAS	Del 7 Noviembre al 22 de Febrero 2023

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE estándar	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
Logros Esperados: - Desarrollo perceptivo de las propias evocaciones v fantasías, de la naturaleza, de los demás y de las cosas.	The student appropriates elements of musical language and makes use of both conventional and non-conventional notation.	<p>.- Recognize and appreciate major works of the world canon and associate them with their specific contexts (Modern music).</p> <p>.- Establish relationships among the notions of pulse and accent while keeping a steady beat.</p> <p>.- Recognize the pulse and its functionality within a musical piece.</p>	Beat Pulse
- Construcción y reconocimiento de elementos propios de la experiencia estética y del lenguaje artístico.	The student explores the notions of speed, tempo, rhythm, duration from concrete exercises linked to movement.	<p>Experience silence in music and distinguish a beat from a rest (quarter note half note and corresponding rests).</p> <p>Perform and create basic rhythm exercises using half notes, quarter notes, eighth notes and half notes while reading non-conventional notation.</p> <p>Perform patterns of quarter notes and half notes and corresponding rests.</p>	Rhythm body percussion



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<p>- Comprensión de los sentidos estético y de pertenencia cultural.</p>	<p>The student sings in tune and plays melodic patterns along with musical accompaniment.</p>	<p>.-Sing in pitch Colombian songs in Spanish. .-Sing in pitch nursery rhymes in English. .-Play percussion instruments individually and as a band. .-Play properly the notes DO, RE, MI , FA,,SOL,LA,TI and high Do on the melodica.</p>	<p>Vocal technique Singing in tune Melodica</p>
<p>Desarrollo de habilidades comunicativas que implican dominio técnico y tecnológico.</p>	<p>The student sings or plays simple songs with a drone or accompaniment that supports the melody.</p>	<p>.-With help from the teacher, identify and sing in proper tune the first three notes of the scale: DO, RE, MI, FA, SOL,LA, TI,and high Do on the melodica. .- With help from the teacher, identify the correct musical Curwen hand signs, the first three notes of the scale: DO, RE, MI, FA, SOL, LA,TI, and high Do. .- Identify and play the arpeggio of C major (DO, MI, SOL) on the melodica. .- With help from the teacher, identify musical pre-reading signs (Curwen hand signs), using the eighth notes from the C major scale (DO, RE, MI, FA, SOL, LA, TI and DO). and arpeggio .</p>	<p>Curwen Hand Signs musical notes Melodica</p>



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ÁREA	Social Studies
ASIGNATURA	Social Studies
GRADO	1
FECHAS	Second Term

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE estándar	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
<p>Recognizes the interaction between the human being and the landscape in different contexts and identifies the economic actions and the consequences that result from this relationship.</p>	<p>Locates in the space where he/she inhabits having as reference his/her own body and the cardinal points.</p>	<p>Relates his/her left-right, front-back with the cardinal points, by locating, in graphic representations of the school, places such as, cafeteria, playground, coordination, teachers' room, among others.</p>	<p>Cardinal Points Neighborhood.</p>
		<p>Draws the social institutions of a sports, educational, religious and political nature, existing in your neighborhood, village or place where you live.</p>	
		<p>Locates in graphic representations or drawings of his/her neighborhood, village or place where he/she lives, some references (store, church, park, school) taking into account the cardinal points and learns about</p>	



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		<p>the events that take place in these places.</p>	
		<p>Describes the route he/she takes between his/her home and the educational institution where he/she studies, pointing out those places that he/she considers representative or well-known in his/her community explaining why they are important.</p>	
<p>Recognizes the interaction between the human being and the landscape in different contexts and Identifies the economic actions and the consequences that result from this relationship.</p>	<p>Describes the characteristics of the place where he/she lives, its components and forms.</p>	<p>Recognizes the different elements of their geographical environment or place where they live, for example: mountains, valleys, plains and/or plateaus, volcanoes and mountain ranges.</p> <p>Identifies different types of landmarks,(important places) their locations and their benefits.</p>	<p>landmarks (Volcano, Hill, mountain, mountain range, island)</p>
		<p>Represents, in different ways, those environmental problems that affect the environment of the community in the context of the</p>	<p>Environmental problems</p>



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		neighborhood, sidewalk or place where they live.	
		Differentiates the states of the weather according to the sensations of heat and cold manifested in his/her body and based on the rainy that occur in the place where he/she lives.	Weather



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ÁREA	EDUCACIÓN FÍSICA
ASIGNATURA	EDUCACIÓN FÍSICA
GRADO	Primero
FECHAS	November 7th/February 22 2024

META DE APRENDIZAJE estándar	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
1. Demostrar su construcción de cuerpo, esquema corporal, habilidades motrices básicas y estructuración temporo-espacial a través de experiencias corporales.	1.4 Ejecuta acciones precisas en los juegos individuales y colectivos propuestos en la clase, asumiendo roles, cooperación y complejidad en movimientos.	Cuerpo y movimiento Coordinación C corporalidad Motricidad gruesa y fina cuerpo-objeto y cuerpo-objeto-objeto.
	1.5. Muestra a través del movimiento un manejo y comprensión de su esquema corporal, que le permite realizar movimientos gruesos y finos.	Ubicación y estructura del movimiento en relación al tiempo- espacio-cuerpo-objeto Esquema corporal
	1.6 Exploró formas básicas de movimiento aplicados a modalidades gimnásticas escolares.	Tareas motrices basicas Gimnasia lógica estructural interna del movimiento
2. Construir conocimiento, consolidar su noción de esquema corporal y habilidades motrices básicas a partir de diversas	2.3 Crea movimientos donde expresa sus fortalezas, debilidades, necesidades y oportunidades a nivel corporal.	cuerpo Ubicación temporo-espacial



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formas de movimiento mas complejas.		
	2.4 Identifica y ejecuta nociones espacio temporales dentro de una experiencia y práctica corporal.	Imagen y percepción corporal
3. Afianza normas y principios establecidos para la realización de las prácticas propias de la actividad física, la interacción con sus compañeros y su relación con el entorno.	3.2 Reconoce y valora la importancia del trabajo en grupo dentro de una comunidad.	Trabajo en equipo Participación activa



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ÁREA	EDUCACIÓN FÍSICA
ASIGNATURA	EXPRESIÓN CORPORAL
GRADO	1ero
FECHAS	De 7 Noviembre al 22 de Febrero/ 2024

META DE APRENDIZAJE estándar	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
Establece la diferencia de movimiento y la coordinación del esquema corporal.	-Explora nuevos movimientos corporales en ejecuciones dancísticas por medio de planimetrías sencillas.	Exploración y movimientos
	-Identifica y ejecuta nociones espacio temporales dentro de una coreografía.	Nociones espaciales
	-Reconoce y valora la importancia del trabajo en grupo dentro de una comunidad.	Participación y trabajo grupal.



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ÁREA	Science
ASIGNATURA	Science
GRADO	First grade
FECHAS	November 14th to February 22nd

META DE APRENDIZAJE estándar	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
Identifies, names, and compares the external structure of the human body, plants and animals as well as explaining how these parts relate with the environment.	Recognizes the parts of humans, animals, and plants.	Plants.
	Recognizes the functions of the plant parts.	
	Makes experiences to evaluate the different functions of the plant parts.	
	Describes the effect of light on the plant development and relates it to the organs involved. Describes the effect of light on the plant development and relates it to the organs involved.	
	Identifies different habitats for different animals and plants.	Animals and plants.
	Describes how fossils are found in rocks and what they can tell us to compare them with living organisms.	
	Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive (light, heat, and sound).	
Identifies why the recycling process is important.	Understands the meaning of the terms: reduce, reuse, and recycle.	Environment
	Works with pictures of recyclable materials and names or writes objects that They can put in the recycling bin.	



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	Proposes some individual and collective actions that help prevent environmental problems and illnesses.	
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ÁREA	ENGLISH
ASIGNATURA	ENGLISH
GRADO	PRIMERO
FECHAS	Segundo trimestre

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
<p><u>Reading for global meaning</u> Learners develop the ability to understand the main points of short and extended texts. For example, the topic or theme, who the author is, who the target reader is and the author's purpose.</p> <p><u>Reading for detail</u> Learners develop the ability to understand detail in short and extended texts. This includes recognising letters and words, understanding specific information, instructions and questions, deducing meaning from context, as well as following a line of argument from Stage 6.</p>	<p>3.2 Recognise, identify, and sound, with support, a limited range of words and phrases in short, simple texts.</p> <p>3.4 Understand, with support, some specific information and detail in short, simple, illustrated texts.</p>	<p>Long vowels</p> <p>Long a: a_e; ai</p> <p>Long e: ea</p> <p>Diagraph: sh, th, ch.</p>



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<p>Listening for global meaning Learners develop the ability to understand the main points of short and extended texts. For example, the topic or theme, who the speaker is, who the target audience is and the speaker's purpose.</p> <p>Listening for detail Learners develop the ability to understand detail in short and extended texts. This includes recognising sounds, letters and words, understanding specific information, instructions and questions, deducing meaning from context, as well as following a line of argument from Stage 6.</p>	<p>1.4 Understand, with little or no support, the main point of a short talk, short questions and a short sequence of familiar instructions.</p>	<p>Vocabulary: Daily routines</p> <p>Wh questions. Who- When- What- Why- Where - Which.</p> <p>Basic instructions.</p>
<p style="text-align: center;">SPEAKING</p> <p style="text-align: center;">Communication</p> <p>Learners develop the ability to ask for and give information and develop their range and accuracy of vocabulary and grammatical structures.</p> <p style="text-align: center;">Express opinion</p>	<p style="text-align: center;">Communication</p> <p>2.4 Describe people, places, and objects, and routine actions and events, using phrases, short sentences, and basic connectives.</p> <p>2.6 Pronounce familiar words and phrases so that these can be understood by others with some effort.</p>	<p>Verb to be (affirmative negative, question form)</p> <p>I am, I am not, am I? You are, you are not, are you? He is, He is not, is he? She is, She is not, Is she? It is, It is not, is it? We are, we are not, are we? They are, they are not, are they?</p> <p>Wh -questions: Who- When- What- Why- Where - Which.</p>



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<p>Learners develop the ability to express their opinions and feelings.</p> <p>Organisation</p> <p>Learners develop the ability to use connectives in order to organize their ideas and to take turns when speaking effectively initiating, maintaining and concluding interactions.</p>		
<p>WRITING</p> <p>Communicative achievement</p> <p>Learners develop the ability to communicate in writing by forming letters and words, using punctuation, writing sentences with grammatical accuracy and appropriate register, and planning and checking their work</p> <p>Organisation</p> <p>Learners develop the ability to use a range of connectives to organize ideas and to use appropriate layout for a variety of written genres.</p> <p>Content</p>	<p>4.3 Spell an increasing number of simple, high-frequency words accurately during guided writing activities.</p> <p>4.4 Use basic punctuation (e.g. full stop and question mark) during guided writing of short sentences and questions.</p>	<p>Long vowels</p> <p>Long a: a_e; ai</p> <p>Long e: ea</p> <p>Diagraph: sh, th, ch.</p> <p>Punctuation: Exclamation mark, question mark, period, comma.</p>



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<p>Learners develop the ability to use a range of language to write text for different purposes, using a variety of written genres. Learners also develop the skills to express their opinion.</p>		
<p>Grammatical forms Learners develop their knowledge and use of grammatical conventions to enable effective communication and understanding</p> <p>Vocabulary Learners develop their knowledge and use of word classes in increasingly complex contexts.</p> <p>Sentence structure Learners develop the ability to accurately organise sentences and connect ideas for clarity and coherence</p>	<p style="text-align: center;">Use of English Grammatical forms</p> <p>5.3 Use demonstrative pronouns this, these, that, those and object pronoun one in short statements and responses.</p> <p>5.4 Use common present simple forms, including short answer forms and contractions, to give personal and factual information.</p>	<p>Wh-questions. Who- When- What- Why- Where - Which.</p> <p>Present Continuous (Affirmative negative form) I am - ing / I am not - ing You are - ing/ You are not -ing He is - ing/ He is not - ing We are - ing/ we are not - ing They are - ing/ They are not - ing Vocabulary: eating - dancing- running - washing- doing - drawing - sleeping - walking - clapping - marching - jumping - singing.</p> <p>Demonstrative pronouns: This, these, that, those</p>



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ÁREA	Español y literatura
ASIGNATURA	Español y literatura
GRADO	Primero
FECHAS	Noviembre 7 2023 /Febrero 22 2024

META DE APRENDIZAJE estándar	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
Produzco textos orales que responden a distintos propósitos comunicativos.	<p>Elabora fábulas a partir de diferentes tipos de elementos, imágenes, pinturas, juguetes, entre otros siguiendo la estructura del mismo.</p> <p>Expresa sus ideas con claridad, teniendo en cuenta el orden de las palabras en los textos orales que produce</p> <p>Reconoce los elementos que componen un texto escrito como los títulos y las oraciones.</p> <p>Pregunta o indaga en diferentes fuentes el significado de las palabras que no conoce.</p> <p>Organiza la secuencia de</p>	<p>Fábulas (identificación y construcción)</p> <p>Oralidad</p> <p>Conectores</p> <p>Uso de conectores en la narración</p>



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	eventos de una narración a partir del uso de conectores temporales (al comienzo, antes, luego, después, al final)	
Produzco textos escritos que responden a diversas necesidades comunicativas	<p>Toma diferentes dictados.</p> <p>Reconoce y usa las palabras según su función en la oración sustantivos: propios y comunes. Adjetivos y verbos. Género: masculino y femenino. Número:singular y plural.</p> <p>Elige el tipo de texto que requiere el propósito comunicativo.</p> <p>Usa las mayúsculas al inicio de una oración y en sustantivos propios.</p> <p>Escribe palabras que le permiten comunicar sus ideas, preferencias y aprendizajes.</p> <p>Emplea conectores (y, luego, después, entonces, pero) adecuados para dar cohesión</p>	<p>Dictado</p> <p>Adjetivos</p> <p>Verbos</p> <p>Género (masculino y femenino)</p> <p>Uso de las Mayúsculas</p> <p>Uso de los conectores en sus escritos</p>



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	a sus escritos	
Comprendo textos que tienen diferentes formatos y finalidades	<p>Extrae información del contexto comunicativo que le permite identificar quién lo produce y en dónde.</p> <p>Diferencia sílabas y palabras en una oración y se esfuerza por separar correctamente cada palabra</p> <p>Expresa e interpreta adivinanzas, canciones, poemas y se esfuerza por memorizarlas.</p> <p>Comprende las temáticas tratadas en diferentes textos que escucha.</p> <p>Comprende el propósito de los textos que lee, apoyándose en sus títulos, imágenes e ilustraciones.</p> <p>Reconoce información en un texto que no está explícita.</p>	<p>Sílabas</p> <p>Comprensión de lectura: Narración (Identificación ideas primarias)</p>



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	<p>Explica las semejanzas y diferencias que encuentra entre lo que dice un texto y lo que muestran las imágenes o ilustraciones que lo acompañan.</p>	
<p>Comprendo textos literarios para propiciar el desarrollo de mi capacidad creativa y lúdica.</p>	<p>Lee fábulas, cuentos, poemas, relatos mitológicos, leyendas, o cualquier otro texto literario.</p> <p>Escucha y lee adivinanzas, anagramas, retahílas, pregones y acrósticos que hacen parte de su entorno cultural.</p> <p>Entiende que hay diferencias en la forma en que se escriben algunos textos como los acrósticos y adivinanzas.</p> <p>Comparte sus impresiones sobre los textos literarios y las relaciona con situaciones que se dan en los contextos donde vive.</p> <p>Establece semejanzas y diferencias entre los textos literarios que lee, fábulas y mitos.</p>	<p>Lectura de diferentes textos</p> <p>Adivinanzas (Identificación y características.)</p> <p>Identifica que es una fábula y un mito</p> <p>Establece diferencias entre fábula y mito</p> <p>Elementos de textos literarios: personajes, espacios, acciones</p>



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	<p>Identifica algunos elementos constitutivos de textos literarios como personajes, espacios y acciones.</p> <p>Elabora y socializa hipótesis predictivas acerca del contenido de los textos.</p>	
<p>Reconozco los medios de comunicación masiva y caracterizo la información que difunden</p>	<p>Establece semejanzas y diferencias entre los principales medios de comunicación de su contexto: radio, periódicos, televisión, revistas, vallas publicitarias, afiches e internet.</p> <p>Comprende los mensajes emitidos por diferentes medios de comunicación.</p> <p>Caracteriza algunos medios de comunicación: radio, televisión, prensa, entre otros.</p>	<p>Medios de comunicación : radio</p>
<p>Comprendo la información que circula a través de algunos sistemas de comunicación no verbal.</p>	<p>Identifica las intenciones de los gestos y los movimientos corporales de los interlocutores para dar cuenta de lo que quieren comunicar.</p>	<p>Lenguaje no verbal (historietas)</p>



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	<p>Interpreta ilustraciones e imágenes en relación a sus colores, formas y tamaños.</p> <p>Entiende el lenguaje empleado en historietas y otros tipos de textos con imágenes fijas.</p>	
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ÁREA	ENGLISH
ASIGNATURA	ENGLISH
GRADO	PRIMERO
FECHAS	Segundo trimestre

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
<p><u>Reading for global meaning</u> Learners develop the ability to understand the main points of short and extended texts. For example, the topic or theme, who the author is, who the target reader is and the author's purpose.</p> <p><u>Reading for detail</u> Learners develop the ability to understand detail in short and extended texts. This includes recognising letters and words, understanding specific information, instructions and questions, deducing meaning from context, as well as following a line of argument from Stage 6.</p>	<p>3.2 Recognise, identify, and sound, with support, a limited range of words and phrases in short, simple texts.</p> <p>3.4 Understand, with support, some specific information and detail in short, simple, illustrated texts.</p>	<p>Long vowels</p> <p>Long a: a_e; ai</p> <p>Long e: ea</p> <p>Diagraph: sh, th, ch.</p>
<p><u>Listening for global meaning</u> Learners develop the ability to understand the main points of short and extended texts. For example,</p>	<p>1.4 Understand, with little or no support, the main point of a short talk, short questions and a short sequence of familiar instructions.</p>	<p>Vocabulary: Daily routines</p> <p>Wh questions. Who- When- What- Why- Where - Which.</p>



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<p>the topic or theme, who the speaker is, who the target audience is and the speaker's purpose.</p> <p style="text-align: center;">Listening for detail</p> <p>Learners develop the ability to understand detail in short and extended texts. This includes recognising sounds, letters and words, understanding specific information, instructions and questions, deducing meaning from context, as well as following a line of argument from Stage 6.</p>		<p>Basic instructions.</p>
<p style="text-align: center;">SPEAKING</p> <p style="text-align: center;">Communication</p> <p>Learners develop the ability to ask for and give information and develop their range and accuracy of vocabulary and grammatical structures.</p> <p style="text-align: center;">Express opinion</p> <p>Learners develop the ability to express their opinions and feelings.</p> <p style="text-align: center;">Organisation</p>	<p style="text-align: center;">Communication</p> <p>2.4 Describe people, places, and objects, and routine actions and events, using phrases, short sentences, and basic connectives.</p> <p>2.6 Pronounce familiar words and phrases so that these can be understood by others with some effort.</p>	<p>Verb to be (affirmative negative, question form)</p> <p>I am, I am not, am I? You are, you are not, are you? He is, He is not, is he? She is, She is not, Is she? It is, It is not, is it? We are, we are not, are we? They are, they are not, are they?</p> <p>Wh -questions: Who- When- What- Why- Where - Which.</p>



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<p>Learners develop the ability to use connectives in order to organize their ideas and to take turns when speaking effectively initiating, maintaining and concluding interactions.</p>		
<p>WRITING</p> <p>Communicative achievement</p> <p>Learners develop the ability to communicate in writing by forming letters and words, using punctuation, writing sentences with grammatical accuracy and appropriate register, and planning and checking their work</p> <p>Organisation</p> <p>Learners develop the ability to use a range of connectives to organize ideas and to use appropriate layout for a variety of written genres.</p> <p>Content</p> <p>Learners develop the ability to use a range of language to write text for different purposes, using a variety of written genres. Learners</p>	<p>4.3 Spell an increasing number of simple, high-frequency words accurately during guided writing activities.</p> <p>4.4 Use basic punctuation (e.g. full stop and question mark) during guided writing of short sentences and questions.</p>	<p>Long vowels</p> <p>Long a: a_e; ai</p> <p>Long e: ea</p> <p>Diagraph: sh, th, ch.</p> <p>Punctuation: Exclamation mark, question mark, period, comma.</p>



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<p>also develop the skills to express their opinion.</p>		
<p>Grammatical forms Learners develop their knowledge and use of grammatical conventions to enable effective communication and understanding</p> <p>Vocabulary Learners develop their knowledge and use of word classes in increasingly complex contexts.</p> <p>Sentence structure Learners develop the ability to accurately organise sentences and connect ideas for clarity and coherence</p>	<p>Use of English Grammatical forms</p> <p>5.3 Use demonstrative pronouns this, these, that, those and object pronoun one in short statements and responses.</p> <p>5.4 Use common present simple forms, including short answer forms and contractions, to give personal and factual information.</p>	<p>Wh-questions. Who- When- What- Why- Where - Which.</p> <p>Present Continuous (Affirmative negative form) I am - ing / I am not - ing You are - ing/ You are not -ing He is - ing/ He is not - ing We are - ing/ we are not - ing They are - ing/ They are not - ing Vocabulary: eating - dancing- running - washing- doing - drawing - sleeping - walking - clapping - marching - jumping - singing.</p> <p>Demonstrative pronouns: This, these, that, those</p>



**COLEGIO LA COLINA
PLAN DE ESTUDIOS
SEGUNDO TRIMESTRE**



ÁREA	Arte
ASIGNATURA	Visual Arts
GRADO	First grade
FECHAS	November 14th to February 22nd

META DE APRENDIZAJE estándar	OBJETIVO DE APRENDIZAJE subproceso	CONCEPTO ARTICULADOR
<p>The student draws upon their imagination, their personal experiences, and the experiences of others, including visual and written stories, to find inspiration for their artistic creations.</p>	<p>Get inspired by stories, poems, music, etc. to create their own illustrations and artworks (schematic) and recognizes art as a free and personal expression.</p> <p>Combine a variety of formal elements as line, shape (2D), form (3D), texture and pattern to communicate ideas and feelings.</p> <p>Use their imagination, and their own and others' experiences, visual and written narratives as a source of inspiration to create and interpret works of art.</p> <p>Develops and portrays their own observation skills in creative ways.</p>	<p>Create images that come from literature</p> <p>Illustration</p>
	<p>Recognize some artworks from George Seurat, Édouard Manet and Vincent Van Gogh and acquire knowledge to enhance their relation it with the idea of Impressionism.</p> <p>Recognize the elements of a landscape (background, middleground and foreground).</p>	<p>Explore the concept of light sketches through an image</p> <p>Landscape with a wide range of tones and colors</p>



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