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الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المديرية العامة للتعليم
مديرية التعليم المتوسط

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المخططات السنوية

مادة اللغة الإنجليزية

السنة الأولى من التعليم المتوسط

سبتمبر 2020

فروض واختبارات مع الحلول لكل المستويات — مجاناً
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Introduction

The learning plans are essential pedagogical supports meant to organise set and control the process of installing, integrating and assessing the resources required to construct a set of target competencies for learners in all educational levels. Along this process, these pedagogical scaffoldings help establish smooth and logical transition between what has been constructed and new constructions. Because of the aftermath of Covid-19 pandemic, much learning has unfortunately been missed during the third term of the school year 2019-2020, and the new school comeback (**2020-2021**) has also been postponed. Accordingly, to bridge this gap and ensure the continuity of learning in higher levels safely and without any learning constraint, the Ministry of National Education has decided to adapt the current annual learning plans as an exception for the school year 2020-2021.

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Methodological Note

In the present document, the learning objectives and the resources which were not dealt with in the **2019-2020** academic year are included. On the other hand, certain learning objectives and resources which have been already dealt with or are not really essential to install different competencies have been **exceptionally** left out.
The items which were not taught in the previous academic year (2019-2020) are written in **bold and underlined** in the next level learning plan. They are integrated in higher levels as **learning objectives and resources** and **not** as isolated **learning sequences.**

The Yearly Learning Plan:

The yearly learning plan is a comprehensive template which contains learning objectives, resources, integration and assessment as well as educational projects that aims to achieve the global competence of a learning level on the basis of the target competency stated for each domain (oral interaction, interpretation of oral and written messages and production of oral and written messages) and through an integrated set of learning sections.

Each plan starts from the target competency to achieve ; its development is carried out through a problem-solving situation in its general context that the learner may encounter in his or her school or social life and a set of partial situations conductive to integration and potential remediation. The plan also contains instructions from the "support document" and the "teacher's guide" and the estimated time to devote to the learning section to ensure an adequate implementation of this latter. **In this planning, the pre-requisites are included in order to draw teachers' attention to the importance of the learners' background knowledge while preparing lessons and help them regulate their teaching. Teachers are requested to check the level of assimilation of the pre-requisites regulate their teaching accordingly.**

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Yearly Learning Plan

Key Stage 1/Level 1

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Level: Key stage 1 / MS 1	**Time devoted: 2 hours and a half (2 hours + 1 hour tutorial session once per 2 weeks)**
Middle school Exit profile By the end of the middle school cycle(end of Key Stage 3) , the learner will be able to interact , interpret and produce oral and written messages/ texts of average complexity, of a descriptive, narrative , argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.	
Exit Profile: Exit Profile: At the end of level 1 (1st year middle school), the learner will be able to interact, interpret and produce short oral and written messages texts of descriptive type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests.	
VALUES **National identity:** The learner can use the markers of his identity when introducing himself to others: name, nationality , language, religion , flag, national currency ... **National conscience:** He can speak about our school days, weekend and national public holidays (historic, religious, etc) **Citizenship** : He shows respect for the environment and protects it continually **Openness to the world :** He is keen on learning about others' markers of identity	*CROSS-CURRICULAR COMPETENCES* **1.Intellectual competency**: The learner **can :understand** and **interpret** verbal and non-verbal messages❖ **solve** problem situations using a variety of communication means❖ **show** creativity when producing oral and written messages ❖ **show** some degree of **autonomy** in all areas of learning. **2.methodological competency :** The learner **can:** work in pairs or in groups❖ **use** strategies for listening and interpreting oral discourse❖**develop** effective study methods , **mobilize** his resources efficiently and manage his time rationally❖ **use** information and communication technology whenever he needs it for learning and research❖**evaluate** himself and his peers. **3.communicative competency:** The learner **can: use** dramatization and role-play to communicate appropriately❖**use** information and communication technology such as blogs, websites page, discussion forums , platforms to interact with learners of other cultures❖**use** dramatization and role-play to communicate appropriately❖**use** information and communication technology such as blogs, websites page, discussion forums , platforms to interact with learners of other cultures-**process** digital data. **4.personal and social competencies :He** is aware of his role and others' role in the development of projects❖**He** is keen on promoting the work of his peers❖**He** respects our national values and behaves consistently❖**He** is honest and accountable for his work and respects others work❖**He** asserts his personal identity and behaves with self-confidence❖**He** socializes through oral or written exchanges❖ **He** develops attitudes of solidarity

Domains	**Oral- Written**
Target competencies	In meaningful communicative situations related to his/ her interests, based on written, visual or audio supports, *the learner will be able* ***to interact and produce short and simple descriptive messages/texts orally***.
	In meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, *the learner will be able* ***to interpret short and simple descriptive messages/texts orally and in written***.
	In meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, *the learner will be able* ***to produce short and simple written descriptive messages/texts*** .

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<table>
<tr><th>Term</th><th>Projects</th><th>Learning Sequence</th><th>Planning Learning</th><th>Estimated Time</th></tr>
<tr><td rowspan="2">1</td><td rowspan="2"></td><td rowspan="2">① Me and my Friends</td><td><u>Situation1 : Initial ❖PDP lesson(s) (listening &speaking)</u>
Example:
You want to join an international friendship blog . The members of the blog want to know about you. Introduce yourself to them.</td><td rowspan="2">Weeks11
37 H (both sequences)</td></tr>
<tr><td>
Situation2 :learning <u>❖ PPU /PDP lessons (language & reading and writing)</u>
<table>
<tr><th rowspan="2">Learning objectives</th><th colspan="3">Resources</th></tr>
<tr><th>Lexis</th><th>Grammar</th><th>Pronunciation</th></tr>
<tr><td>* Greet people
*Introduce myself
*Give information/
* Respond to questions about me: my age, my class and my hometown.
*Ask about a new friend’s name.</td><td>*Lexis related to greeting : hi /hello…
*Question words: What? /where ?
*Glad/nice
*Lexis related to colours</td><td>*Auxiliary to be and to have (present simple tense)
*Personal pronouns
*Possessive adjectives
*Demonstrative pronoun ‘it’.
*Preposition: in/ location (hometown)
*Numbers from 1 to 13</td><td>• /aɪ/
• /ei /
(to be integrated as a skill)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Communicative tasks</td><td colspan="3">❖Labelling ❖Email❖Role play❖Songs❖Games❖Fill in an ID card</td></tr>
</table>
NB: No pre-sequence
Situation3 : Learning to Integrate <u>❖ PPU (I learn to Integrate) group work</u>

Example:
You are a new member of your school blog , your friends want to know more about you. Introduce yourself to them.

Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work
Example:
You want to join your school English Language Club. Fill in your ID card then introduce yourself to the club members.
</td></tr>
</table>

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<tr><th>Term</th><th>Projects</th><th>Learning Sequence</th><th>Planning Learning</th><th>Estimated Time</th></tr>
<tr><td rowspan="2">1</td><td rowspan="2">My Family Profile</td><td rowspan="2">②Me and my Family</td><td>
<u>Situation1 : Initial ❖PDP lesson(s) (listening &speaking)</u>
Example: Jack is your new e-pal on the international friendship blog. He is from England . He wants to know about your family. Introduce your family to Jack and send him your family tree.
Situation2 :learning <u>❖ PPU /PDP lessons (language & reading and writing)</u>
<table>
<tr><th rowspan="2">Learning objectives</th><th colspan="3">Resources</th></tr>
<tr><th>Lexis</th><th>Grammar</th><th>Pronunciation</th></tr>
<tr><td>Give information/respond to questions about me :
- My age , class, hometown
-Ask and give information about:
- My family (parents, brothers and sisters)</td><td>* Basic lexis related to the topic.</td><td>*Present simple tense with the verbs: to live (only affirmative form)
*Numbers from 14 to 100
*Articles a/ an
*Use of simple sentence pattern (memorized/ modeled ones: affirmative and interrogative)
*Use of question words (who ? , what ?, where ?)
*Demonstratives : this / that
* To be:
- Affirmative/negative forms.
-Yes/No questions only</td><td>/ θ/ / δ /</td></tr>
<tr><td>Pre- requisites</td><td colspan="3">• Use of question words (who ? , what ?, where ?)</td></tr>
<tr><td>Communicative tasks</td><td colspan="3">❖Email ❖Role play ❖- Poster ❖Family tree/ Tagging ❖ Songs ❖cartoons ❖Family game❖ Information transfer</td></tr>
</table>
Situation3 : Learning to Integrate <u>❖ PPU (I learn to Integrate) group work</u>
<u>Example:</u>
Your e-pal wants to know more about you and your family . Draw your family tree, add information (age, job..) and send it as an attached document.
</td><td></td></tr>
<tr><td>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work
<u>Example:</u>
Pupils from all over the world introduce themselves on an international friendship blog. Post your information to make new friends .</td><td></td></tr>
</table>

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<table>
<tr><th>Term</th><th>Projects</th><th>Learning Sequence</th><th>Planning Learning</th><th>Estimated Time</th></tr>
<tr><td rowspan="2">2</td><td rowspan="2"></td><td rowspan="2">③ Me and my Daily Activities</td><td>
<u>Situation1 : Initial ❖PDP lesson(s) (listening &speaking)</u>
Example: Your e-pal Jack wants to know about your leisure activities . Send him a viber message and tell him about your leisure activities at weekends.
Situation2 :learning <u>❖ PPU /PDP lessons (language & reading and writing)</u>
<table>
<tr><th rowspan="2">Learning objectives</th><th colspan="3">Resources</th></tr>
<tr><th>Lexis</th><th>Grammar</th><th>Pronunciation</th></tr>
<tr><td>*Tell the time
*Talk about daily activities
*Talk about leisure activities at school</td><td>Lexis related to daily activities , digital time , leisure activities</td><td>*Discourse markers : today, every…
*The present simple tense with concrete , routine actions
*Wh’ questions
*Yes / no questions
*Prepositions of time: in (the morning); at (time); on + day</td><td>The pronunciation of :
/s/ , /z/ ,/ɪz</td></tr>
<tr><td>Pre- requisites</td><td colspan="3">• Question words (who /what / where …. ?)</td></tr>
<tr><td>Communicative tasks</td><td colspan="3">- Role play - Games - Email - Songs - Interview</td></tr>
</table>
Situation3 : Learning to Integrate <u>❖ PPU (I learn to Integrate)</u>
Example
You are back to school after the week-end and you want to know about your friend’s leisure activities. Ask your friend about his week-end leisure activities and write about them.
Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work
Example: You receive a letter from your e-pal Mark. His mother wants to know about your mother’s daily activities. Read the letter and write a reply.
</td><td>weeks10</td></tr>
</table>

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<table>
<tr><th>Term</th><th>Projects</th><th>Learning Sequence</th><th>Planning Learning</th><th>Estimated Time</th></tr>
<tr><td rowspan="4">2</td><td rowspan="4">My School Presentation</td><td rowspan="4">④ Me and my School</td><td><u>Situation1 : Initial ❖PDP lesson(s) (listening &speaking)</u>
<u>Example</u>:
Your friend wants to describe his school . Help him to design the plan and describe it in a short article to support his project work.</td><td rowspan="4">7 weeks</td></tr>
<tr><td>Situation2 :learning <u>❖ PPU /PDP lessons (language & reading and writing)</u>
<table>
<tr><th rowspan="2">Learning objectives</th><th colspan="3">Resources</th></tr>
<tr><th>Lexis</th><th>Grammar</th><th>Pronunciation</th></tr>
<tr><td>• Describe my school.
• Name and locate different places in my school.
• Ask and answer questions about locations.</td><td>*Lexis related to school</td><td>*Prepositions of place.
*-Using ‘what’ and ‘where’ with ‘to be’ to ask about location.</td><td>Review of the previous sounds</td></tr>
<tr><td>Pre- requisites</td><td colspan="3">• To be (present simple)
• ‘what’ and ‘where’</td></tr>
<tr><td>Communicative tasks</td><td colspan="3">- Labelling - Email (communicative message) - Role play- Songs- games</td></tr>
</table></td></tr>
<tr><td>Situation3 : Learning to Integrate <u>❖ PPU (I learn to Integrate)</u>
<u>Example</u> :
Your e-pals are sharing posts about their schools. Post a short description and the plan of your school.</td></tr>
<tr><td>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work
Example: Your neighbour is an architect. He wants to make a plan of a school. Design a leaflet to help him. Include a description and a plan.</td></tr>
</table>

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<table>
<tr><th>Term</th><th>Projects</th><th>Learning Sequence</th><th colspan="5">Planning Learning</th><th>Estimated Time</th></tr>
<tr><td rowspan="9">3</td><td rowspan="9">My country profile/ A Tourist Brochure</td><td rowspan="9">⑤ Me, my Country and the World</td><td colspan="5"><u>Situation1 : Initial ❖PDP lesson(s) (listening &speaking)</u>
<u>Example</u>: You want to invite your e-pals to visit Algeria. You want them to visit our beautiful country, its monuments and famous places. Make a leaflet to attract them including our national dish , national currency, famous people and celebration days</td><td rowspan="9"></td></tr>
<tr><td colspan="5">Situation2 :learning <u>❖ PPU /PDP lessons (language & reading and writing)</u></td></tr>
<tr><td rowspan="2">Learning objectives</td><td colspan="3">Resources</td><td rowspan="5"></td></tr>
<tr><td>Lexis</td><td>Grammar</td><td>Pronunciation</td></tr>
<tr><td>*Ask and give information about :
- My country (currency/ flag/national and religious days
- Other countries (nationalities/ Flags / currencies/ celebration days).</td><td>*Lexis related to the topic</td><td>-‘to be’ in the present simple with cardinal points
-Using the personal pronoun ‘it’ with places.
-The possessive adjectives ‘my/ our’ with places
-Using ‘what’ and ‘where’ with ‘to be’ to ask about location. (review)
-Prepositions of place. (review)</td><td>/ θ/ / δ /</td></tr>
<tr><td>Pre- requisites</td><td colspan="3">• Prepositions of place./ θ/ / δ /
• To be
• Using ‘what’ and ‘where’ with ‘to be’ to ask about location.</td></tr>
<tr><td>Communicative tasks</td><td colspan="3">- Labelling - Email (communicative message) - Role play- Songs- games</td></tr>
<tr><td colspan="5">Situation3 : Learning to Integrate <u>❖ PPU (I learn to Integrate)</u>
<u>Example</u> : This is an e-mail from Kathleen . Read it and help your partner to write a reply to Kathleen.
NB: the e.mail provided to the learners is to be related to the global competence of the sequence</td></tr>
<tr><td colspan="5">Situation4 : Integration <u>❖</u> PDP (I Think and Write + self assessment) solo work
<u>Example</u> : You want to invite your friend to visit your beautiful country and its wonderful places and monuments. Make a leaflet to attract tourists from all over the world (include national dish, national currency, famous people, national and religious celebration days, languages….)</td></tr>
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