Istituto Comprensivo “……………………” di ……………………………….

Scuola dell’Infanzia

Plesso scolastico\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sez.\_\_\_\_

Progetto di un intervento didattico sul Campo di Esperienza “I discorsi e le parole”

 Premessa:

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 Riferimenti al Profilo dello studente:

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 Riferimenti al Progetto di continuità (Scuola Infanzia – Scuola Primaria):

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Titolo dell’attività

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1. Obiettivo Formativo

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 Tipologia di Competenza a cui fa riferimento (facoltativa)

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1. Traguardo per lo sviluppo della competenza (C.E. principale)

*Campo di esperienza: “I discorsi e le parole”*

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1. Traguardo per lo sviluppo della competenza (Altro C.E. coinvolto)

*Campo di esperienza: “………………………………………………..”*

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1. Traguardo per lo sviluppo della competenza (Altro C.E. coinvolto)

*Campo di esperienza: “………………………………………………..”*

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1. Traguardo per lo sviluppo della competenza (Altro C.E. coinvolto)

*Campo di esperienza: “………………………………………………..”*

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1. Traguardo per lo sviluppo della competenza (Altro C.E. coinvolto)

*Campo di esperienza: “………………………………………………..”*

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1. Prerequisiti e Preconoscenze ritenute indispensabili:

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1. PREPARAZIONE: dichiarare COSA si intende proporre, COME si pensa di procedere per assicurarsi l’adesione dei bambini (nascita della motivazione)

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CONDUZIONE ATTIVITÀ

1. Fase 1

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 L) Fase 2

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 M) Fase 3

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 N) Fase 4

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Eventuale testo o altro materiale indispensabile per l’attività

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 O) Metodologia (indicare la metodologia di riferimento generale e le eventuali strategie

 adottate nelle varie fasi di svolgimento dell’attività)

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CONTROLLO

 P) Verifica (indicare tipologia di prove da somministrare)

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 Q) Valutazione (indicare i criteri a cui far riferimento per la formulazione di un giudizio di

 Valore sull’esito dell’attività e non sugli alunni)

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 R) Risorse, strumenti, sussidi didattici e tecnologie dell’Informazione e della Comunicazione

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 S)Spazi e Tempi

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**SVILUPPO**

 T) Prospettiva di sviluppo successivo *(Indicare sommariamente il prossimo obiettivo o il livello*

 *superiore a cui tendere con una nuova attività)*

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***La fase successiva***

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**Bambini con Bisogni Educativi Speciali**

Tenendo in considerazione che ogni bambino, in virtù delle situazioni che vive fuori dal contesto scolastico, può presentare connotazioni particolari che richiedano alla scuola di operare in modo diversificato, personalizzando la progettazione delle attività e l’erogazione della didattica per venire incontro alle necessità manifestate da ognuno dei bambini, in quest’attività è previsto quanto segue:

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