

**BILINGUAL PRIMARY SCHOOL**  
**“PICCOLA ENGLAND”**

**SCHOOL YEARS 2020/2023**

**TRIENNIAL YEAR EDUCATIONAL PLAN PROPOSAL**

(ex art. 1, comma 14 legge n.107/2015)

**ACADEMIC PLAN**

The Triennial Primary School Educational Year Plan proposal is a fundamental document of the schools orientation and policies.  
It explains the curricular, extracurricular, educational and organizational plan adopted by schools within the scope of their autonomy  
(Art. 1, paragraph 14, Law n. 107/2015)

The academic plan proposal is an important tool for teachers  
and a guide to communicate with parents and family.

The academic plan proposal is often elaborated, modified and updated depending on the schools commitment to social, cultural, educational and demographic characteristics of the schools context and affiliation.

## **KEY SCHOOL INFORMATION**

**ENTERPRISE:** Piccola England Nursery School

**NAME:** Bilingual Primary School Piccola England

**LEGAL REPRESENTATIVE:** Francesco Menotti

**ADDRESS:** Via Stadio 38-Varese

**TELEPHONE:** 0332 237745

**E-MAIL:** [info@scuolapiccolaengland.it](mailto:info@scuolapiccolaengland.it)

**WEBSITE:** [www.scuolapiccolaengland.it](http://www.scuolapiccolaengland.it)

**TAX CODE AND VAT ID:** 03058840129

## **PROPOSITION**

The following triennial plan proposal, as been drafted in accordance with the previous stated law of 13<sup>th</sup> July 2015, n. 107, regarding the “Reform of the National Education and Teaching Board and Delegation for the Reform of Legislative Provisions”

Our proposal plan has been defined on the basis of school activities and management choices defined by the School Board.

## **SOCIAL-ECONOMIC AND CULTURAL CONTEXT OF THE REGION**

Piccola England Bilingual Primary School is located in Varese, at via Stadio 38, Masnago. This northern Varese district is set at the foot of the Sacro Monte and Campo dei Fiori. Masnago, is an important historical-cultural and Sport centre. During the XV century the Castiglioni nobles commissioned the construction of the currently named Mantegazza-Panza Castle. The castle's architecture has suffered various expansions, during the XVI century and again between the XVIII and XIX century. The original part of the castle still exhibits beautiful XV century Gothic Lombardy frescos, while the rest houses the Museum of Modern and Contemporary Art, with a permanent exhibition of paintings dating from the '400s to the '700s.

In addition to the current parish church, the most important one is the Immaculate Conception built in 1726 in barocchette style. Another important architectural monument is Guiseppe Sommaruga's liberty style Grand Hotel Varesini built in 1913. This district is also is home to the Franco Ossola football Stadium and the Lino Oldrini Palasport, which hosts basketball games and is home to the famous basketball team of Varese.

Broadening our view over the Varese area, we can say that it's a region appreciated for its entrepreneurial qualities. During the 1950's Varese became a major migration destination for many Italians and foreigners, especially after the inauguration of the research centre in Ispra in 1958. In view of an ever increasing multiculturalism of our area, we strongly believe in the importance of a bilingual education and present our school as a complete bilingual facility that provides:

- ✓ Educational Continuity
- ✓ In depth knowledge of English Language
- ✓ Extension of the curricular program: in terms of content and dedicated hours.

## **SCHOOL PROJECT, GENERAL PRINCIPALS AND EDUCATIONAL FINALITIES**

The Italian law establishes that education is compulsory within the framework of general principals stated in its Constitution, in order to educate the community and new generations. The Schools role, task and aim are to carry out activities of Education, Training and Instruction, to guarantee the overall development and educational success of each pupil.

Piccola England Bilingual Primary School aims at building an educational learning environment for its pupils based on: 1) the principals established by the Constitution, with particular attention to those referred to social-civil coexistence, and to 2) developing the mastery of both languages in a cultural literacy perspective.

School teachers commit to encourage and stimulate:

- Personality and potential of each pupil, providing them with age appropriate tools for discovering their own awareness of individual thinking and understanding of reality and the world around them in order to be able to act effectively on it.

- Formation of a critical and dialectical intelligence capable of orienting the individual through autonomous and responsible choices, overcoming negative stagnant thoughts of conformity, procrastinating, individualism, amongst others.
- Teaching of positive ideas regarding cultural diversity, gender identity and economic disparities.
- Integration as a process and project of mutual adaptation that starts from the recognition of different needs and provision of adequate responses from part of the school and staff to the needs of each child.
- A positive self image building based on a balanced relational and affective rapport.

## **I. PRIORITIES**

September 2017, marks the inauguration of Piccola England’s Bilingual Primary School. The school has set a series of strategic priorities and program guidelines that define it. Piccola England believes that:

“A child is a subject of rights and a producer of knowledge.

The process of learning occurs autonomously, within a network of social relationships between the child, the educators and the family”.

From this educational premise that the following strategic priorities arise:

- **establish an educational environment that stands, connects and supports the relationship between school-child-family as the centre point for pedagogical-didactic thought**
- **encourage active participation as a strategy that qualifies children, teachers and family to be an effective part of the educational project.**
- **Active participation values and is enriched by the cultural diversity and by the multiple languages that children and adults use daily.** This myriad of languages and cultures that the population articulates, encourages dialogue and a sense of belonging, of community. This generates and nurtures feelings and solidarity, responsibility and inclusion, which leads to social-cultural change, contemporaneity and internationality.
- **Creating a Bilingual and Multicultural environment** gives voice and enables children's curiosity and linguistic interests

## **II. PLAN PROPOSAL**

Our primary aim for the first triennial start-up plan is to complete the Primary School cycle of five years and to achieve higher educational objectives.

Our School works to implement a fully functional bilingualism program that focuses on the interaction between pupils-teachers-families to achieve a full, rich and complete schooling.

Our short term goals are:

Use of adequate spaces dedicated specifically for digital and language laboratories, gym and music and art workshops.

Our long term aims will be to share, extend and exchange teaching and curricular program proposals and experiences with other schools in Italy and abroad.

RAV is a tool that we use to give voice and space to the needs and requirements of children, staff and families, in a continuous effort to improve and fulfil the requirements highlighted by families of pupils.

### **III. CURRICULAR PROPOSAL, EXTRA CURRICULAR, EDUCATIONAL AND ORGANIZATIONAL PROPOSAL**

<b>NATIONAL DIRECTIVES</b>	<b>PICCOLA ENGLAND PROPOSAL</b>
<b>Valuing the child’s experience</b>	Ensure the continuity of the educational course started at nursery school with coordinated interventions that set the conditions for further development.
<b>Validate bodily expression of emotions</b>	Encourage knowledge of oneself as a basis for a realistic understanding of ones needs, abilities and means of expression.
<b>Validate ones awareness</b>	Encourage personal insight and thought that lead to appropriate choices when confronted with practical, intellectual and moral problems
<b>From the empirical world to that of formal categories</b>	Activate mechanisms that allow a pupil to relate his personal insight with his environmental surroundings: environment that has predetermined categories.
<b>Enrich the child’s experience of the world and of Life</b>	Consolidate in the pupil the rules that regulate relationships regarding respect for oneself and others. Provide them with tools that help the gradual control of emotional reactions that lead to positive social relationships.
<b>Created consciousness of human and cultural diversity in a positive and enriching manner</b>	Enrich personal and social consciousness that allow the pupil to observe and relate to diversity in constructive terms
<b>Develop personal commitment and social solidarity</b>	Provide tools that permit pupils to translate the concepts learned into concrete actions.

Primary School class I/II/III Program

COURSE	LESSON PLANS SCOPE
<p><b>Language, Art and Creativity</b></p>	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>- Students learn to communicate emotions through the use and interaction of different languages (symbolic, iconic, body and sound)</li> <li>- Students learn to communicate life experiences by using the appropriate language for each situation</li> <li>- Students learn to participate actively in communicative exchanges by using the apprehended language skills best for each situation</li> <li>- Students learn to identify and understand the main concept in the conversation and interpret gestural skills</li> <li>- Students learn to ask questions and give appropriate and relevant answers.</li> <li>- Students learn to identify and understand the global and specific meaning in different texts and contexts inherent to each single language.</li> <li>- Students learn to use their own points of view to synthesize, expand and/or transform different texts</li> <li>- Students learn to relate lived experiences using the correct space-time structure and appropriate language.</li> <li>- Students learn to use and apply correctly, the appropriate language to produce written texts.</li> </ul>
<p><b>Mathematics Scienze and Technology</b></p>	<ul style="list-style-type: none"> <li>- Students develop an understanding to “think” and “act”</li> <li>- Students develop judgemental skills</li> <li>- Students learn to develop the ability to motivate their affirmations</li> <li>- Students learn to listen</li> <li>- Students learn to value other views than your own</li> <li>- Students learn to formulate hypothesis and test them through experimentation</li> </ul>
<p><b>History and Geography</b></p>	<ul style="list-style-type: none"> <li>- Students learn about citizenship</li> <li>- Students learn the concept of diversity as a fundamental value of growth</li> <li>- Students learn and respect civil rules of coexistence</li> <li>- Students discover and learn about environment and cultural diversity through observation and exploration of the world around us</li> <li>- Students learn to elaborate through oral narratives, illustrations and graphs the knowledge apprehended through the various languages</li> <li>- Students learn to order events in sequence respecting space-time succession using oral language.</li> </ul>

Primary School Class IV/V Program

COURSE	LESSON PLANS SCOPE
<p><b>Language, Art and Creativity</b></p>	<ul style="list-style-type: none"> <li>- Students enhance and apply acquired communicative skills autonomously and correctly in the various learning areas</li> <li>- Students enhance and integrate communication skills through the use of specific languages.</li> <li>- Students enhance acquired language skills in both mother tongue and English</li> <li>- Students enhance acquired communicative skills through the use of images and body language.</li> <li>- Students enhance acquired skills through the use of multimedia languages and their multiple applications in different disciplines.</li> </ul>
<p><b>Mathematics Scienze and Technology</b></p>	<ul style="list-style-type: none"> <li>- Students learn to discern between different mathematics, science and technological concepts</li> <li>- Students learn about measurement, order and how to represent and apply them to determine real life situations</li> <li>- Students learn and apply sequential structures and algorithms to solve numeric, ecological/environmental problems</li> <li>- Students develop and apply processing skills related to statistics, demographics, and probability. They are also taught the purpose and use of these concepts.</li> </ul>
<p><b>History and Geography</b></p>	<ul style="list-style-type: none"> <li>- Students learn about different historical-social-cultural and environmental contexts and concepts and to debate about them with the teacher and fellow pupils</li> <li>- Students learn to identify and extract information from different array of documents and through indirect observation the possible links between historical events and geographical features.</li> <li>- Students are encouraged to use more autonomously.</li> <li>- Students learn to organize information through a logical scheme and elaborate graphs and illustrations that represent the learnt knowledge through stories both written and spoken.</li> <li>- Students learn to research, analyze and propose solutions regarding subjects of conservation and protection of the environment and of the historical- cultural heritage.</li> </ul>

## **PRIMARY SCHOOL ACADEMIC YEAR**

The curricular activities are structured as follows:

MONDAY, WEDNESDAY and FRIDAY: from 8:30am to 1:30pm; TUESDAY and THURSDAY: from 8:30am to 1:30pm and from 2:30pm to 4:30pm.

Total of 29 curricular hours per week, and 2 hours per week lunch service is offered.

Pupils may be enrolled to extra curricular activities offered by the school available on Mondays, Wednesdays and Fridays from 2:30pm to 4:30pm, for a maximum of 40hours per week (35 hours curricular and 5 hours refection per week).

SUBJECT	LESSON PERIOD				
	I	II	III	IV	V
Religion	1	1	1	1	1
Italian	7	7	6	6	6
Mathematics	6	6	4	4	4
Maths (English)	-	-	2	2	2
Science/ Information Technology (English)	2	2	2	2	2
History and Culture	1	1	2	2	2
Geography (English)	1	1	2	2	2
English Language	5	5	4	4	4
Music (English)	2	2	2	2	2
Art and Image (English)	2	2	2	2	2
Physical Education (English)	2	2	2	2	2
TOTALE hours in ITALIAN	15	15	14	14	14
TOTAL hours in ENGLISH	14	14	15	15	15
<b>TOTAL HOURS</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>

Piccola England Primary School aims to guarantee continuity, acquirement, improvement and enrichment of the knowledge of the English language, a path that started with the school's bilingual nursery, while still ensuring the achievement goals stipulated by the Italian Primary School program.

Piccola England Primary School main features are:

1. Carry out History, Geography, Maths, Science and art lessons in both languages (Italian and English) to ensure correct understanding and application of concepts, vocabulary and specific expressions by all pupils while strengthening the comprehension of both languages.
2. Italian Language and English language lessons starting from an entry level for all children and using the child's level of knowledge of each or both languages as asset to the school programs.
3. Information Technology in English
4. During Luncheon food vocabulary will be strengthened in English
5. Extra-curricular labs such as Theatre, Art, Music, Dance and other will be held in English, to enforce the knowledge of the English spoken language and to enable the two yearly school performances (Christmas show and end of year performance)
6. Fulfilment of Schoolwork activities and exercises.
7. Enhancement of Italian and English during the afternoon hours of these subjects for pupils with an Italian or foreign background.
8. Field Trips appropriate and coherent with the scholastic program.
9. Provide training for the first levels of Cambridge Exams (starters, movers, ect)

10. Relate or twin Piccola England with other Primary Schools in England or America and share experiences between both schools.

11. Optional sports and creative activities in the afternoon (e.g. Tai Ji, Yoga, German, Music)

Following the COVID-19 emergency, our School has decided to invest resources to acquire DISTANCE EDUCATION tools and methodologies, which can be used in a post-emergency phase (such as an extended period of absence from school by a pupil/s), by implementing the Google Classroom Platform and principles of blended learning.

We have also prepared and activated a new educational path regarding the experience of outdoor teaching in nature, so pupils can better relate to the learning process, favoring didactic experiences in outdoor natural spaces that our geographical area offers.

We regard part of the educational experience health promotion, experience and adoption of conscious and responsible social behaviors.

We have active ongoing workshops promoting cooperative behaviors and good practices in the prevention of bullying.

As per ministerial decree, Civic Education is addressed in all classes across the different disciplines, with activities and workshops structured according to needs during the school year.

## **BILINGUAL EDUCATION**

Piccola England offers a curriculum focused on the learning of the English language context by native English teachers.

The process of learning a language or several languages at the same time starts very early, with the child's direct experience and exposure to what he/she loves and cherishes through an active learning context rich in words, games, songs, images, actions, repetition, sounds and play.

Younger children, unlike teenagers or adults, are more receptive at acquiring and mastering the phonetics of a second language. Initially the teacher's vocabulary will be deliberately limited and repetitive with the purpose of providing understandable instructions for the pupil to grasp. Language mistakes are an important part of the learning process; it's considered a normal passage and NOT a failure.

Our priority as a bilingual school is focused on the correct comprehension of the English language and subsequently on language correctness and the ability of the pupils to express themselves through the use of this language.

To achieve bilingualism we:

- Teach an English curricular program
- Various subjects are taught directly in English language
- Predominant use of English language during different educational, recreational and extra-disciplinary activities
- Use of the latest English teaching material.
- Inclusion of the language model proposed by the native speaking teacher to the English language program.
- English context in the schools environments.

*Bilingual Primary School  
Piccola England  
Triennial Year Educational Plan Proposal S. Y. 2020/2023*

The English objectives adopted in our school follow the Levels foreseen by the European Council Syllabus:

<b>SCHOOL LEVEL</b>	<b>SCHOOL CYCLE</b>	<b>SCHOOL YEAR</b>	<b>ENGLISH LANGUAGE LEVEL</b>
NURSERY	NURSERY, PERSCHOOLERS	FROM AGE 1 TO 4 YEARS OF AGE	BASIC OR PROPEDEUTIC
PRIMARY SCHOOL	TRIENNIAL	I	A1
		II	
		III	
	BIENNIAL	IV	A2
		V	

**EVALUATION PLAN GUIDE FOR PRIMARY SCHOOL**

		<b>A1</b>	<b>A2</b>
<b>COMPRE- HENSION</b>	LISTENING	Recognition of familiar words and ability to express phrases related to ones self, family and environment, provided that people speak clearly and at an adequate pace	Understanding of frequently used words and expressions about what concerns ones self, family, work, purchases and environment directly. Grasp the essential meaning of short, simple and clear announcements.
	READING COMPRE HENSION	Understand simple phrases expressing familiar names, people and situations.	Ability to read and understand simple texts and identify specific and predictable information in different texts such as short personal letters, advertisements, programs, menus, schedule.
<b>LANGUAGE</b>	INTERACTION	The pupil is able to interact and intervene easily if the interlocutor repeats phrases slowly and clearly and helps the pupil formulate what He/She is trying to say. The pupil is able to ask and answer simple questions on familiar topics or about immediate needs.	The pupil is able to communicate and carry out tasks through the use of direct and simple exchange of information on common subjects and activities, even though the pupil doesn't understand enough to support the conversation.
	SPOKEN ENGLISH	The pupil is able to employ simple expression and phrases to describe the place he/she comes from or lives and the people they now	The pupil uses an series of expression and phrases to describe in simple words family and friends and other people, living conditions, school environment, career, or recent work
<b>WRITING</b>	WRITTEN ENGLISH	Pupil is able to write short and simple phases about different subjects and greetings, fill out forms with personal date, is able to write addresses and registrations forms.	Pupil is able to make simple notes and write short messages and simple letters on topics related to immediate needs.

Piccola England being a bilingual Primary School fundamentally aims at teaching its pupils to communicate and express effectively and independently in all contexts of every day life both in English and in Italian.

The teaching and learning path of Italian Language and all it comprehends effectively begins for all pupils in 1<sup>st</sup> grade of Primary School as stipulated in the Ministry curriculum for Primary School. The prevalent Italian teacher works and collaborates together with English Teachers to coordinate and share educational methods and strategies to convey disciplinary literacy and numeracy (content knowledge, experiences, skills, ability to listen, read, write, speak, and critical thinking in a way that is meaningful within the content area).

The School offers a normal weekly schedule of lesson hours and program stipulated for Italian schools, providing during different disciplinary areas preparation and mastery of the Italian Language and context. We commit to support, assist and provide pupils, in case of need, with personalized and individual interventions in one or more disciplines. In specific cases we propose additional individual hours of recovery and integration in one or more disciplines.

The content of programs pertinent to each primary school year grade refers to the prevailing National Reform Guidelines. For daily or weekly survey please refer to the mentioned timetable frame.

## IV. REQUIREMENT

### Position

Typology	Teachers	Motivation
Italian Native tongue for Bilingual project qualified to teach in primary school	5	Italian Language and Maths will be Taught in Italian by qualified native Italian teachers with profound knowledge in the Analogical Method by Bortolato
Native tongue teacher or bilingual Italian/English teacher for bilingual project with experience and qualified to teach in primary school level	4	This is a bilingual school Italian/English. The qualified teacher will be flanked by a native English or bilingual English teacher who will carry out teaching in English language

**Seats for Administrative and Auxiliary staff, in accordance and set forth in paragraph 14, art. 1 Law 107/2015.**

Description	Positions
Administrative assistant	2
Pedagogical Coordinator	1
School Caretaker	2

## V. FORMATIVE PROGRAM ACTIVITIES PLAN ADDRESSED TO THE SCHOOL'S PERSONNEL

The school proposes the following training activities during the Triennial reference period addressed to the personnel:

Typology	Staff involved	Related strategic priority
Experiential teaching with a ludic- affective approach.	All school staff	The creation of an open educational environment that <b>listens to the needs and curiosities</b> of children, who are the center of pedagogical and didactic thought
Inclusion	Teachers and administrative staff	
Participation	All staff	<b>Participation enhancement</b> understood as a value and a strategy that qualifies the world of educators, children and parents alike and encourages them to be an active part of the educational project.
Bilingualism: strategies, problems, techniques and personal impact	All teaching staff	Creating a <b>bilingual and multicultural environment</b> that listens to needs, curiosity and linguistic interests of children
Team Building	All teaching staff	<b>Enhance and motivate</b> teachers to <b>actively collaborate</b> with each other and within the classroom
Outdoor Education	All teaching staff	<b>Outdoor teaching experiences directly in contact with and in nature</b>

Distance Learning	All teaching staff	Management of tools and techniques of distance learning dedicated to primary school
-------------------	--------------------	-------------------------------------------------------------------------------------

## **VI. EQUIPMENT AND INFRASTRUCTURE**

<b>Infrastructure and equipment</b>	<b>Strategic priorities of chapter I and design of Chapter II</b>	<b>Funding Source</b>
<b>Classroom furniture</b>	<b>The establishment of different purpose labs to motivate and enhance training opportunities and higher standards.</b>	<b>Scholastic network Ministerial Funding Supermarket certificates and tokens.</b>
<b>Digital Laboratory</b>		
<b>Science Laboratory</b>		
<b>Music Workshop</b>		
<b>Art Workshop</b>		
<b>Gym</b>		

## INDEX

		pag.
	<b>Key school information</b>	<b>2</b>
	<b>Proposition</b>	<b>2</b>
	<b>Social-economic and cultural context of the region</b>	<b>3</b>
	<b>School project, general principals and educational finalities</b>	<b>4</b>
<b>I.</b>	<b>Priorities</b>	<b>5</b>
<b>II.</b>	<b>Plan Proposal</b>	<b>7</b>
<b>III.</b>	<b>Curricular proposal, extracurricular, educational and organizational proposal</b>	<b>8</b>
	<b>Primary School Academic Year</b>	<b>11</b>
	<b>Bilingual Education</b>	<b>14</b>
<b>IV.</b>	<b>Requirement</b>	<b>18</b>
<b>V.</b>	<b>Formative program activities plan addressed to the school's personel</b>	<b>19</b>
<b>VI.</b>	<b>Equipment and Infrastructure</b>	<b>20</b>
	<b>Index</b>	<b>21</b>