

	PREFEITURA MUNICIPAL DE CAÇADOR Secretaria Municipal de Educação Área: Ciências da Natureza Componente Curricular: Ciências da Natureza Anos Finais Unidade Escolar: Professor: PLANEJAMENTO ANUAL 2026	Legenda de Cores BNCC CBTC AMARP BMCC
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COMPETÊNCIAS ESPECÍFICAS

1. Compreender e usar a Língua Inglesa como meio de comunicação, acesso a informações e ampliação das perspectivas de mundo.
2. Compreender a Língua Inglesa como um sistema linguístico com diferentes variedades linguísticas e culturais.
3. Reconhecer e valorizar a diversidade linguística e cultural dos povos de países de língua inglesa, combatendo estereótipos e preconceitos.
4. Utilizar a Língua Inglesa em contextos significativos, respeitando as normas sociais de uso da linguagem.
5. Produzir, compreender, inferir e negociar sentidos de textos orais, escritos e multimodais em Língua Inglesa, considerando gêneros textuais, contextos e interlocutores.
6. Refletir sobre aspectos linguísticos, discursivos e culturais da Língua Inglesa e sua relação com a língua materna.
7. Usar tecnologias digitais de informação e comunicação (TDICs) para ampliar o contato com a Língua Inglesa, criar sentidos e se expressar em diferentes contextos.

HABILIDADES

BNCC

■ 6º Ano – (EF06LI01 a EF06LI09)

- EF06LI01 – Identificar a Língua Inglesa como língua de comunicação global e reconhecer sua presença no cotidiano em contextos orais, escritos e multimodais.
- EF06LI02 – Reconhecer o papel da diversidade linguística e cultural dos povos de países de língua inglesa, por meio de produtos culturais (músicas, filmes, jogos, histórias em quadrinhos, entre outros), combatendo estereótipos.
- EF06LI03 – Interagir em situações de comunicação em sala de aula por meio de fórmulas de cumprimento, despedida, agradecimento, pedidos, entre outras, com base em práticas sociais da Língua Inglesa.
- EF06LI04 – Identificar a ideia geral e localizar informações específicas em textos orais, escritos e multimodais (como músicas, tirinhas, cartazes, vídeos, entre outros), em diferentes mídias.
- EF06LI05 – Inferir o significado de palavras e expressões desconhecidas com base em palavras cognatas, pistas visuais, contexto e conhecimento prévio.
- EF06LI06 – Utilizar estratégias de leitura, como antecipação, inferência e verificação, para construção de sentido de textos.
- EF06LI07 – Reconhecer a função e o uso de elementos gramaticais e textuais na construção de sentidos em textos diversos.
- EF06LI08 – Produzir, de forma colaborativa, textos orais, escritos e multimodais, em diferentes mídias, com base em gêneros textuais trabalhados em sala.
- EF06LI09 – Utilizar recursos digitais para ampliar o contato com a Língua Inglesa e praticar sua escuta, leitura, produção oral e escrita.

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 7º Ano – (EF07LI01 a EF07LI09)

- EF07LI01 – Identificar a presença e o papel da Língua Inglesa em diferentes culturas e contextos sociais.
- EF07LI02 – Analisar criticamente produtos culturais de países de língua inglesa, reconhecendo estereótipos e preconceitos.
- EF07LI03 – Utilizar a Língua Inglesa em situações de interação no contexto escolar, respeitando normas de convívio social.
- EF07LI04 – Identificar a ideia principal e informações específicas em diferentes gêneros textuais orais, escritos e multimodais.
- EF07LI05 – Inferir sentidos de palavras, expressões e textos com base em elementos linguísticos, paratextuais, visuais e contextuais.
- EF07LI06 – Utilizar estratégias de leitura e escuta (como antecipação e inferência) para construção de sentidos.
- EF07LI07 – Analisar o uso de recursos linguísticos, discursivos e textuais em textos diversos, considerando seus contextos de produção.
- EF07LI08 – Produzir textos orais, escritos e multimodais com base em gêneros textuais trabalhados em sala, considerando propósito, interlocutor e contexto.
- EF07LI09 – Usar recursos digitais para acessar, produzir e divulgar textos em Língua Inglesa.

 8º Ano – (EF08LI01 a EF08LI09)

- EF08LI01 – Compreender o papel da Língua Inglesa em diferentes contextos de interação global, como meio de acesso a informações, culturas e saberes.
- EF08LI02 – Analisar criticamente discursos presentes em textos de países de língua inglesa, confrontando diferentes pontos de vista e contextos culturais.
- EF08LI03 – Interagir oralmente e por escrito, em situações significativas, respeitando convenções sociais e culturais da Língua Inglesa.
- EF08LI04 – Compreender informações explícitas e inferir implícitas em diferentes gêneros orais, escritos e multimodais, considerando contexto e finalidade.
- EF08LI05 – Inferir sentidos de palavras e expressões com base em estruturas linguísticas, conhecimento prévio e contexto.
- EF08LI06 – Utilizar estratégias de leitura e escuta para análise crítica de textos e construção de sentidos.
- EF08LI07 – Analisar recursos linguísticos e discursivos em textos para compreender sentidos e intenções comunicativas.
- EF08LI08 – Produzir textos orais, escritos e multimodais com coesão, coerência e adequação aos gêneros e contextos.
- EF08LI09 – Utilizar tecnologias digitais para produção colaborativa e circulação de textos em Língua Inglesa.

 9º Ano – (EF09LI01 a EF09LI09)

- EF09LI01 – Refletir sobre a importância da Língua Inglesa como ferramenta de acesso a conhecimentos e participação em práticas sociais contemporâneas.
- EF09LI02 – Analisar discursos e práticas linguísticas da Língua Inglesa, considerando relações de poder, identidade e cultura.
- EF09LI03 – Utilizar a Língua Inglesa para expressar opiniões, fazer escolhas, tomar decisões e negociar sentidos em situações comunicativas diversas.
- EF09LI04 – Compreender sentidos explícitos e implícitos em textos orais, escritos e multimodais, relacionando informações e pontos de vista.
- EF09LI05 – Inferir significados a partir do uso de recursos linguísticos, semânticos, visuais e contextuais.
- EF09LI06 – Aplicar estratégias de leitura, escuta e análise crítica na compreensão de textos de diferentes esferas sociais.
- EF09LI07 – Analisar como diferentes recursos linguísticos, discursivos e semióticos contribuem para a construção de sentidos nos textos.
- EF09LI08 – Produzir textos adequados aos gêneros, propósitos e contextos, com uso eficiente de recursos linguísticos e tecnológicos.
- EF09LI09 – Utilizar de forma crítica e ética as tecnologias digitais para ampliar a participação social e cultural por meio da Língua Inglesa.

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AMARP

(AMARP.EF06LI06.A.01) Adquirir e aplicar os conhecimentos da língua inglesa para falar de si e de outras pessoas, explicitando informações pessoais e características relacionadas a gostos, preferências e rotinas.

(AMARP.EF06LI00.N.01) Reconhecer e aplicar as variações fonológicas em relação ao que lê, ouve e fala.

(AMARP.EF06LI19.A.01) Utilizar o presente do indicativo para identificar pessoas verbo to be e verbos de ação para descrever rotinas diárias.

(AMARP.EF06LI00.N.02) Utilizar there is /there are nas diversas situações.

(AMARP.EF06LI00.N.03) Utilizar there is, there are para descrever lugares na vizinhança.

(AMARP.EF06LI00.N.04) Identificar palavras específicas dentro de um contexto.

(AMARP.EF06LI00.N.05) Identificar as variações fonológicas.

(AMARP.EF06LI00.N.04) Identificar palavras específicas dentro de um contexto.

(AMARP.EF06LI00.N.05) Identificar as variações fonológicas.

(AMARP.EF07LI16.A.01) Reconhecer a pronúncia das palavras e de verbos regulares no passado (-ed).

(AMARP.EF07LI18.A.01) Utilizar o passado simples, passado contínuo e verbo to be no passado para produzir textos orais e escritos, mostrando relações de sequência e causalidade.

(AMARP.EF07LI00.N.01) Utilizar there to be no passado em diversas situações.

(AMARP.EF07LI00.N.02) Utilizar there is, there are, there was, there were para descrever ambientes.

(AMARP.EF07LI00.N.03) Identificar palavras específicas dentro de um contexto.

(AMARP.EF07LI00.N.04) Identificar as variações fonológicas.

(AMARP.EF08LI00.N.01) Inferir os termos dentro de um contexto e reconhecer o seu sentido.

(AMARP.EF08LI00.N.02) Identificar palavras específicas dentro de um contexto.

(AMARP.EF08LI00.N.03) Identificar as variações fonológicas.

(AMARP.EF09LI00.N.01) Criar textos com mediação do professor.

(AMARP.EF09LI00.N.02) Produzir textos de acordo com o conhecimento lexical e com a mediação do professor.

(AMARP.EF09LI00.N.03) Identificar palavras específicas dentro de um contexto.

(AMARP.EF09LI00.N.04) Identificar as variações fonológicas.

BMCC

(CDR.EF06LI00.N.01) Construir repertório lexical relativo a temas familiares (escola, família, rotina diária, atividades de lazer, esportes, entre outros).

(CDR.EF07LI00.N.01) Construir repertório lexical relativo a temas familiares (escola, família, rotina diária, atividades de lazer, esportes, entre outros).

(CDR.EF07LI00.N.02) Construir repertório lexical relativo ao verbo to be no passado e there to be no passado.

(CDR.EF07LI00.N.03) Reconhecer a pronúncia do verbo to be e there to be no passado.

(CDR.EF07LI00.N.04) Reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna.

(CDR.EF07LI00.N.05) Revisar o verbo to be no presente e os verbos de ação no presente simples e presente contínuo para produção de textos orais e escritos.

(CDR.EF69LI00.N.01) Construir repertório lexical relativo a temas familiares (escola, família, rotina diária, atividades de lazer, esportes, entre outros).

(CDR.EF08LI00.N.2) Revisar o verbo to be no presente e os verbos de ação no presente simples e presente contínuo para produção de textos orais e escritos.



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(CDR.EF69LI00N.01) Construir repertório lexical relativo a temas familiares (escola, família, rotina diária, atividades de lazer, esportes, entre outros).
CDR.EF09LI00N.02 Revisar o verbo to be no presente e os verbos de ação no presente simples e presente contínuo para produção de textos orais e escritos.
CDR.EF09LI00N.03 Revisar passado (verbo to be) , passado simples e contínuo (verbos de ação) e futuro do verbo to be e dos verbos de ação para produção de textos orais e escritos.

OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL



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Ano Letivo 2026	Ano Escolar 6º ano	Componente Curricular Língua Inglesa	PLANEJAMENTO ANUAL
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6º ano - 1º Trimestre

SEMANAS	Unidade Temática	Habilidades	Objetos de conhecimento / Conteúdos	Objetivos de Desenvolvimento Sustentável
SEMANA 1 09 a 13/02	Welcome	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	All About Me Músicas de boas-vindas Jogos de quebra-gelo Personal presentations What 's your name ? My name is João. – I am João.	

SEMANA 2
18 a 20/02

Verb to Be
ODS

EF06LI01
EF06LI02
EF06LI03
EF06LI04
EF06LI05
EF06LI06
EF06LI07
EF06LI08

Personal presentations

What 's your name ?
My name is João.
– I am João.

Verb to Be Affirmative Form

You are.
He is.
She is...

ODS Vocabulary

ODS 3 Good Health and Well-being

healthy (saudável)
sick (doente)...

ODS 4 – Quality Education

School (escola)
Education (educação)...

ODS 10 Reducing Inequalities

Poor (pobre)
Rich (rico)...



SEMANA 3 23 a 27/02	Verb to Be ODS	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Personal presentations What 's your name ? My name is João. – I am João. Verb to Be Affirmative Form You are / He is / She is... ODS Vocabulary ODS 3 Good Health and Well-being healthy (saúdável) sick (doente)... ODS 4 – Quality Education School (escola) Education (educação)... ODS 10 Reducing Inequalities Poor (pobre) Rich (rico)... Examples with to be: The doctor is important. Students are smart. We are equal. The hospital is safe.	  
SEMANA 4 02 a 06/03	Verb to Be	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07	Verb to Be Negative Form I am not / You are not / He is not... Verb to Be Interrogative Form Am I ? / Are You? / Is He ?... Suggested assessment Activity Writing Test Verb To Be Affirmative / Negative / Interrogative	

SEMANA 5 09 a 13/03 09 - Simulado SEAES	Verb to Be ODS	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Assessment activity or Assessment game Suggested assessment activity Guided Practice Pair activity: Distribute cards with words related to the ODS (Ex. doctor, teacher, student, healthy food, clean water). Students create sentences with the word "to be." Example: Water is clean. / The doctor is important. Each student writes 3 affirmative sentences, 2 negative sentences and 2 questions using to be + ODS. Education is important. Children are not sad. Is school important for the future? Share some of the students' sentences on the board. Reinforce: learning English + thinking about how to contribute to ODS.	3 SAÚDE E BEM-ESTAR  4 EDUCAÇÃO DE QUALIDADE  10 REDUÇÃO DAS DESIGUALDADES 
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SEMANA 6 16 a 20/03	Verb to Be Numbers	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07	Personal presentations How old ? Numbers Vocabulary 1 - 100 How old are you ? How old is she ?..... I am 11 years old. You are 11 years old. She is 11 years old. He is 11 years old. Are you 11 years old ? Is she 11 years old? Is he 11 years old? Yes, I am. No I am not.	
SEMANA 7 23 a 27/03	Verb to Be Numbers	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07	Personal presentations Written Exercises or Oral Exercises How old are you ? How old is she ?..... I am 11 years old. You are 11 years old. She is 11 years old. He is 11 years old. Are you 11 years old ? Is she 11 years old? Is he 11 years old? Yes, I am. No I am not...	

SEMANA 8 30/03 a 02/04 SAEB Games	Verb to be Countries and Nationalities	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Countries and Nationalities Vocabulary Brazil / Italy / Germany / France Personal presentations Where are you from ? I am from Brazil. She is from ... He is from You are from..... We are from..... They are from	
SEMANA 9 06 a 10/04	Verb to be Countries and Nationalities ODS 16	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Personal presentations Where are you from ? I am from Brazil. She is from ... He is from You are from..... We are from..... They are from ODS 16 – Peace, Justice, and Strong Vocabulary Peace / Justice / Rights / Equality Institutions Suggested Activity Reflect on respect for cultures and global diversity. Activity: simulated interviews, where students learn to listen to and value different nationalities.	

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SEMANA 10 13 a 17/04 Avaliação trimestral	Verb to Be Countries and Nationalities	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested assessment activity Identity form in English – Name, age, nationality, school, etc.	
SEMANA 11 22 a 24/04	Months of the Year	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Song “The Months of the Year Song” (Super Simple Songs) Months of the Year Vocabulary January, February, March... Written activities Peer interviews: “When is your birthday?” “My birthday is in ____.”	

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SEMANA 12 27 a 30/04	Days of the week	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Song “Days of the Week Song” (Super Simple Songs) Days of the week Vocabulary Monday / Tuesday / Wednesday Ask and answer in the notebook “What day is today?” – “Today is Thursday.”	
SEMANA 13 04 a 08/05	Interrogative Sentences	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Wh- Questions Vocabulary What is your name? Where are you from? When is your birthday? Who is your teacher? Suggested Activity Scrambled words: is / name / what / your → What is your name? when / your / is / birthday? → When is your birthday? Roleplay (simulated interview or presentation) One student plays the role of a celebrity or character, another conducts the interview.	

SEMANA 14 11 a 15/05 Conselho de Classe	Interrogative Sentences	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Wh- Questions Vocabulary What is your name? Where are you from? When is your birthday? Who is your teacher? Suggested Activity Scrambled words: is / name / what / your → What is your name? when / your / is / birthday? → When is your birthday? Roleplay (simulated interview or presentation) One student plays the role of a celebrity or character, another conducts the interview.	
SEMANA 15 18 a 22/05	Verb to Be Physical Description Recovery Suggested assessment activity	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Vocabulary about descriptions (tall, short, thin, ...) I am tall, I am thin, My eyes are blue, My hair is black. Recovery Suggested assessment activity Personal Description	

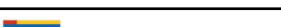
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SEMANA 16 25 a 29/05	Review Physical Description	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Review vocabulary about descriptions (tall, short, thin, ...) Text - Princess Fiona - Reading - Text with a verb to be describing Fiona. Her skin is green. Her eyes are blue. Her hair is red. She is short and chubby. Read text with students - Shrek as Ogre - Written text with a verb to be. Collective Construction - Shrek as Human	
SEMANA 17 01 a 03/06	Physical Description	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Movie and Series Character Description. Suggested Written Assessment Each student or pair describes a well-known character.	

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SEMANA 18 08 a 12/06	Physical Description	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Oral Skills Physical Description Suggested Assessment Game Try to guess your partner's character through their description.	
SEMANA 19 15 a 19/06	My family ODS 5	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Family Vocabulary Family → Família Father / Dad → Pai Mother / Mom → Mãe ODS 5 – Gender Equality Relates to family, family roles, and respect and appreciation for boys and girls, men and women. It's possible to argue that all members of the family are important, that they should be respected, and that boys and girls should have the same opportunities.	

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SEMANA 20 22 a 26/06	My family Genitive Case Demonstrative pronouns ODS 5	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Genitive Case Grammar related to family Demonstrative pronouns - this / that This is Tom's mother.....	
SEMANA 21 29/06 a 03/07	My family Genitive Case Demonstrative pronouns ODS 5	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Assessment Activity Create a Family Tree with students Then, discuss in English who the family members are (This is my mother. This is my sister.). Connect with ODS 5 by showing that all family members are important and should be treated with respect and equality.	
SEMANA 22 06 a 10/07	My family Genitive Case Demonstrative pronouns ODS 5	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Assessment Activity Create a Family Tree with students Then, discuss in English who the family members are (This is my mother. This is my sister.). Connect with ODS 5 by showing that all family members are important and should be treated with respect and equality.	

SEMANA 23 13 a 17/07	Adjectives	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Introduce vocabulary to describe objects (soft, heavy, big, etc.) Suggested Assessment Activity Show photos, pictures, or a description of an object (blindfolded and using touch) for students to describe using adjectives: “It’s brown, it is big.” Matching Game – Match adjectives with nouns: “A small house.” / “A fast car.” Sentences with gaps – Complete sentences with appropriate adjectives: “The book is _____. (old/new)”	
SEMANA 24 20 a 22/07 23 a 31/07 - Recesso escolar	Adjectives	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Introduce vocabulary to describe objects (soft, heavy, big, etc.) Suggested Assessment Activity Show photos, pictures, or a description of an object (blindfolded and using touch) for students to describe using adjectives: “It’s brown, it is big.” Matching Game – Match adjectives with nouns: “A small house.” / “A fast car.” Sentences with gaps – Complete sentences with appropriate adjectives: “The book is _____. (old/new)”	

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SEMANA 25 03 a 07/08	Definite and Indefinite Articles	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Article grammar (a / an / The) Suggested Assessment Activity Choose the correct article / Complete sentences: ___ apple (a / an) ___ book (a / an / the) Sorting game Separate words into groups to use a, an, or the. Transform sentences From indefinite to definite and vice versa: "I see a cat." → "The cat is black."	
SEMANA 26 10 a 14/08	Definite and Indefinite Articles Genitive Case Demonstrative pronouns	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Assessment Written Family vocabulary Adjectives Definite and Indefinite Articles Genitive Case Demonstrative pronouns	

SEMANA 27 17 a 21/08	Present Continuous Action verbs	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Action Verbs Playing / Running / Cooking.. Present Continuous ING Affirmative Form	
SEMANA 28 24 a 28/08	Present Continuous Action verbs	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Present Continuous ING Form Negative / Interrogative	

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SEMANA 29 31/08 a 04/09	Present Continuous Action verbs	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Recovery Written exercises Character game One student performs an action (character) and the others say what he is doing: "He is dancing." Song - Present Continuous Suzanne Vega - Tom's Diner	
SEMANA 30 08 a 11/09	There to be ODS 11	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	There to be - Grammar Affirmative form ODS 11 – Sustainable cities and communities Vocabulary Places in the city Park / Playground / School.. Sustainable city (Cidade sustentável) Bike lane / Recycling bin / Green area.. Useful phrases: There is a park near my house. There are two schools in my neighborhood.	

SEMANA 31 14 a 18/09 16/09 - 2º Simulado Seaesc	There to be ODS 11	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	There to be - Grammar Negative form / Interrogative form ODS 11 – Sustainable cities and communities vocabulary Places in the city Park / Playground / School.. Sustainable city (Cidade sustentável) Bike lane / Recycling bin / Green area.. Useful phrases: There is a park near my house. There are two schools in my neighborhood.	
SEMANA 32 21 a 25/09	There to be ODS 11	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Assessment Activity Show images of a sustainable city (with parks, bike paths, schools, hospitals). Ask: Is there a park in your city? → Yes, there is / No, there isn't. Written activity: Students complete sentences like: There is a hospital in my city. There are two schools in my neighborhood. There isn't a library in my neighborhood. Finalization: Create a mini-poster "My Sustainable City" with sentences using there to be + place vocabulary.	

SEMANA 33 28/09 a 02/10 Saeb Games	What time is it ?	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Time Vocabulary It's nine o'clock It's a quarter past six Written exercises	
SEMANA 34 05 a 09/10	What time is it ?	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Exercises related time Show a big clock (drawn or digital). Ask: <i>What time is it?</i> → Students answer. Draw the hands Worksheet (Students draw the clock hands according to the requested time) Video quiz: what time is it? https://en.islcollective.com/english-esl-video-lessons/search/What+time+is+it	
SEMANA 35 14 a 16/10	There to be / What time is it ?	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Review There to be / What time is it ? Written assessment test There to be / What time is it ?	

SEMANA 36
19 a 23/10

Imperative

EF06LI01
EF06LI02
EF06LI03
EF06LI04
EF06LI05
EF06LI06
EF06LI07
EF06LI08

Imperative Grammar

Verbs

Run / Open / Go / Close / Jump...

Suggested Game

Simon Says (O mestre mandou)

A classic! Say commands in English and students must only obey if you begin with "Simon says..."

Suggested written activity

Complete the commands

Sentences with gaps to complete with the correct verb:

"___ your books." → *Open*

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SEMANA 37 26 a 30/10	Imperative ODS 6 – Clean Water and Sanitation ODS 12 – Responsible Consumption and Production ODS 15 – Life on Land	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Assessment Activity Eco-friendly poster “Green Posters in English” Each group chooses an SDG. Create a mini-poster with imperative phrases (e.g., Save water! Don't waste it!). Illustrate it with drawings of water, recycling, or nature. Present it to the class. Don't waste water! Use both sides of the paper! Don't use plastic bags! / Plant a tree! / Protect the animals!	  
SEMANA 38 03 a 06/11	Imperative ODS 6 – Clean Water and Sanitation ODS 12 – Responsible Consumption and Production ODS 15 – Life on Land	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Assessment Activity Eco-friendly poster “Green Posters in English” Each group chooses an SDG. Create a mini-poster with imperative phrases (e.g., Save water! Don't waste it!). Illustrate it with drawings of water, recycling, or nature. Present it to the class. Don't waste water! Use both sides of the paper! Don't use plastic bags! / Plant a tree! / Protect the animals!	  

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SEMANA 39 09 a 13/11	Review Verb to be There to be / Imperative	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Suggested Assessment Game Review Verb to be https://en.islcollective.com/english-esl-video-lessons/search/Verb+to+be Review There to be https://en.islcollective.com/english-esl-video-lessons/search/There+to+be Review Imperative https://en.islcollective.com/english-esl-video-lessons/search/Imperative	
SEMANA 40 16 a 19/11 Avaliação trimestral	Recovery Verb to be There to be / Imperative	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Recovery Written Verb to be, There to be , imperative.	

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SEMANA 41 23 a 27/11 Semana de recuperação	Daily Activities	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Daily Activities Present a short text describing a daily routine.	
SEMANA 42 30/11 a 04/12 Conselho de classe	Daily Activities	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Draw the routine Create a storyboard or comic strip with the day's activities. Homework Continuation: Create a storyboard or comic strip with the day's activities.	

SEMANA 43 07/12 a 11/12	General review for the exam	EF06LI01 EF06LI02 EF06LI03 EF06LI04 EF06LI05 EF06LI06 EF06LI07 EF06LI08	Grammar Point Verb to Be / There to Be / Imperative What time is it ? / Present Continuous / Definite and Indefinite Articles / Genitive Case Demonstrative pronouns Vocabulary Numbers / Daily Activities / Days of the week Countries and Nationalities / Months of the Year / Family / Action verbs Action verbs	
	Revisão de Conteúdo, exercícios de fixação, Recuperação do Período Avaliativo			

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7º ano 1º trimestre

SEMANAS	Unidades Temáticas	Habilidades	Objetos de conhecimento / Conteúdos	Objetivos de Desenvolvimento Sustentável
SEMANA 1 09 a 13/02	Welcome			
SEMANA 2 18 a 20/02	Simple Present Grammar Daily routine vocabulary	EF07LI01 EF07LI02 EF07LI03 EF07LI04 EF07LI05	Simple Present Grammar Affirmative form Daily routine vocabulary wake up – acordar brush teeth – escovar os dentes eat breakfast – tomar café da manhã	
SEMANA 3 23 a 27/02	Simple Present Grammar	EF07LI01 EF07LI02 EF07LI03 EF07LI04 EF07LI05	Simple Present Grammar Negative form Don't / Doesn't	
SEMANA 4 02 a 06/03	Simple Present Grammar	EF07LI01 EF07LI02 EF07LI03 EF07LI04 EF07LI05	Simple Present Grammar Interrogative form Do / Does	

SEMANA 5 09 a 13/03 09 - Simulado SEAESC	Suggested Written Review Simple Present Grammar	EF07LI01 EF07LI02 EF07LI03 EF07LI04 EF07LI05	Suggested Written Review https://en.islcollective.com/english-esl-worksheets/search/simple+present	
SEMANA 6 16 a 20/03	Suggested Assessment Activity Simple Present Grammar	EF07LI01 EF07LI02 EF07LI03 EF07LI04 EF07LI05	Suggested Assessment Activity Casino game https://en.islcollective.com/english-esl-video-lessons/search/simple+present	
SEMANA 7 23 a 27/03	Simple Present Grammar ODS 3 - Health and Well-being	EF07LI01 EF07LI02 EF07LI03 EF07LI04 EF07LI05	ODS 3 - Health and Well-being vocabulary People eat fruits every day. She drinks water in the morning. Negativa: He doesn't smoke. They don't eat junk food. Interrogativa: Do you play sports? Does she sleep well?	

SEMANA 8 30/03 a 02/04 SAEB Games	Suggested Assessment Work Simple Present Grammar ODS 3 - Health and Well-being	EF07LI01 EF07LI02 EF07LI03 EF07LI04 EF07LI05	Suggested Assessment Work Student Task: Each student should create a poster or mini-flyer, digital or on paper, containing: 1 Affirmative sentences (Healthy habits). Example: I eat vegetables every day. / She drinks water in the morning. 2 negative sentences (Unhealthy habits). Example: I don't smoke. / He doesn't eat junk food. 3 Questions (to stimulate reflection). Example: Do you exercise every week? / Does she sleep well?	
SEMANA 9 06 a 10/04	Suggested Assessment Work Simple Present Grammar ODS 3 - Health and Well-being	EF07LI01 EF07LI02 EF07LI03 EF07LI04 EF07LI05	Suggested Assessment Work Student Task: Each student should create a poster or mini-flyer, digital or on paper, containing: 1 Affirmative sentences (Healthy habits). Example: I eat vegetables every day. / She drinks water in the morning. 2 negative sentences (Unhealthy habits). Example: I	

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			don't smoke. / He doesn't eat junk food. 3 Questions (to stimulate reflection). Example: Do you exercise every week? / Does she sleep well?	
SEMANA 10 13 a 17/04 Avaliação trimestral	Modal Verb Can Grammar Affirmative / Negative Interrogative form	EF07LI01 EF07LI02 EF07LI05 EF07LI06 EF07LI08	Modal Verb Can Grammar Affirmative / Negative Interrogative form	
SEMANA 11 22 a 24/04	Modal Verb Can Grammar Affirmative / Negative Interrogative Abilities / Permissions vocabulary	EF07LI01 EF07LI02 EF07LI05 EF07LI06 EF07LI08	Modal Verb Can Grammar Abilities / Permissions vocabulary swim – nadar read – ler <i>I can swim</i> → habilidade <i>You can watch TV</i> → permissão	
SEMANA 12 27 a 30/04	Modal Verb Can	EF07LI01 EF07LI02 EF07LI05	Modal Verb Can	

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	Suggested Assessment Activity Game: Find Someone Who Can	EF07LI06 EF07LI08	Suggested Assessment Activity Game: Find Someone Who Can	
SEMANA 13 04 a 08/05	Modal verb Can Suggested written exercises	EF07LI01 EF07LI02 EF07LI05 EF07LI06 EF07LI08	Modal verb Can Suggested written exercises https://en.islcollective.com/english-esl-worksheets/search/can	
SEMANA 14 11 a 15/05 Conselho de Classe	Modal verb Can Suggested written Recovery	EF07LI01 EF07LI02 EF07LI05 EF07LI06 EF07LI08	Modal verb Can Suggested written Recovery https://en.islcollective.com/english-esl-powerpoints/search/can	
SEMANA 15 18 a 22/05	Modal verb Can Suggested written Recovery	EF07LI02 EF07LI05 EF07LI06 EF07LI08	Modal verb Can Suggested written Recovery https://en.islcollective.com/english-esl-powerpoints/search/can	

SEMANA 16 25 a 29/05		EF07LI01		
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	Review Modal verb Can Modal verb Could Affirmative / Negative Interrogative	EF07LI02 EF07LI05 EF07LI06 EF07LI08	Review Modal verb Can Modal verb Could Grammar Affirmative / Negative Interrogative	
SEMANA 17 01 a 03/06	Review Modal verb Can Modal verb Could Suggested Written exercise	EF07LI01 EF07LI02 EF07LI05 EF07LI06 EF07LI08	Review Modal verb Can Modal verb Could Suggested Written exercise https://en.islcollective.com/english-esl-powerpoints/search/can	
SEMANA 18 08 a 12/06	Environment Vocabulary Suggested Assessment Worksheet Action Against Global Warming ODS 13 Climate Change ODS 14 Life Below Water ODS 15 Earth Life	EF07LI01 EF07LI02 EF07LI05 EF07LI06 EF07LI08	Environment Vocabulary Recycle – reciclar Save water – economizar água.... Suggested Assessment Worksheet Action Against Global Warming (Related Environment) https://en.islcollective.com/english-esl-worksheets/search/Environment	  

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SEMANA 19 15 a 19/06	Simple Past Grammar Regular Verbs Past events / Holidays / Travel vocabulary	EF07LI01 EF07LI02 EF07LI04 EF07LI05 EF07LI06 EF07LI08	Simple Past Grammar Regular Verbs Past events / Holidays / Travel vocabulary Visit – visitar Travel – viajar I visited my grandmother last weekend.	
SEMANA 20 22 a 26/06	Simple Past Grammar Regular Verbs	EF07LI01 EF07LI02 EF07LI04 EF07LI05 EF07LI06 EF07LI08	Simple Past Grammar Regular Verbs	
SEMANA 21 29/06 a 03/07	Simple Past Grammar Regular Verbs Exercises	EF07LI01 EF07LI02 EF07LI04 EF07LI05 EF07LI06 EF07LI08	Simple Past Grammar Regular Verbs Exercises	
SEMANA 22 06 a 10/07	Simple Past Grammar	EF07LI01 EF07LI02 EF07LI04 EF07LI05	Simple Past Grammar Regular Verbs Suggested Assessment Dictation Teacher's instruction Explain that you will read complete sentences (not	

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	Regular Verbs Suggested Assessment Dictation	EF07LI06 EF07LI08	individual words). Students listen and write in their notebooks. Example: Yesterday I played soccer with my friends. She watched a movie last night. They cleaned the house on Sunday.	
SEMANA 23 13 a 17/07	Simple Past Grammar Irregular verbs	EF07LI01 EF07LI02 EF07LI04 EF07LI05 EF07LI06 EF07LI08	Simple Past Grammar Irregular verbs Suggested Videos https://en.islcollective.com/english-esl-video-lessons/search/irregular+verbs	
SEMANA 24 20 a 22/07 23 a 31/07 - Recesso escolar	Simple Past Grammar Irregular verbs Negative / Interrogative Suggested Written Exercises	EF07LI01 EF07LI02 EF07LI04 EF07LI05 EF07LI06 EF07LI08	Simple Past Grammar Irregular verbs Suggested Written Exercises https://en.islcollective.com/english-esl-worksheets/search/irregular+verbs	
SEMANA 25 03 a 07/08	Simple Past Grammar Regular / Irregular	EF07LI01 EF07LI02	Simple Past Grammar Regular / Irregular Suggested Assessment Game	

	Suggested Assessment Game	EF07LI04 EF07LI05 EF07LI06 EF07LI08	The teacher makes a circle and throws the ball once to each student. The teacher says the verb in the present and the student in the past	
SEMANA 26 10 a 14/08	Adverbs of Frequency Grammar	EF07LI01 EF07LI02 EF07LI04 EF07LI05 EF07LI06	Adverbs of Frequency Grammar Always – sempre Usually – geralmente	
SEMANA 27 17 a 21/08	Adverbs of Frequency Recovery Suggested Assessment Written text	EF07LI01 EF07LI02 EF07LI04 EF07LI05 EF07LI06	Adverbs of Frequency Recovery Suggested Assessment Written text Students create a text using adverbs of frequency such as I always... I never...	
SEMANA 28 24 a 28/08	Adverbs of Frequency Recovery Suggested Assessment Written text	EF07LI01 EF07LI02 EF07LI04 EF07LI05 EF07LI06	Adverbs of Frequency Recovery Suggested Assessment Written text Students create a text using adverbs of frequency such as I always... I never...	

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SEMANA 29 31/08 a 04/09	Suggested Game Review Can / Could	EF07LI01 EF07LI02 EF07LI05 EF07LI06 EF07LI08	Suggested Game Casino Review Can / Could Can https://en.islcollective.com/english-esl-video-lessons/search/can Cloud https://en.islcollective.com/english-esl-video-lessons/search/could	
SEMANA 30 08 a 11/09	Past Verbo To Be	EF07LI07 EF07LI08 EF07LI09 EF07LI010	Past Verbo To Be I Was / You Were Suggested Exercise (Who were they?)	
SEMANA 31 14 a 18/09 16/09 - 2º Simulado Seaesc	Past Verbo To Be Negative / Interrogative	EF07LI07 EF07LI08 EF07LI09 EF07LI010		
SEMANA 32 21 a 25/09	Past Verbo To Be Suggested Assessment Activity	EF07LI07 EF07LI08 EF07LI09 EF07LI010	Suggested Activity Past Verbo To Be (FILL THE GAP) https://en.islcollective.com/english-esl-worksheets/search/past+ve	

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			rb+to+be	
SEMANA 33 28/09 a 02/10 Saeb Games	Review Verb To Be / Past Verb To Be	EF07LI07 EF07LI08 EF07LI09 EF07LI010	Review Verb To Be / Past Verb To Be I am / I was You are / You Were	
SEMANA 34 05 a 09/10	Suggested Assessment Written Test	EF07LI07 EF07LI08 EF07LI09 EF07LI010	Suggested Assessment Written Test Verb To Be / Past Verb To Be	
SEMANA 35 14 a 16/10	There to Be Past (Affirmative / Negative) Grammar	EF07LI05 EF07LI07 EF07LI09	There to Be Past (Affirmative / Negative) Grammar	
SEMANA 36 19 a 23/10	Suggested Assessment Written test	EF07LI05 EF07LI07 EF07LI09	Suggested Assessment Written test Scene before and after (There to Be Past)	
SEMANA 37 26 a 30/10	Suggested Assessment	EF07LI05 EF07LI07 EF07LI09	Suggested Assessment Written test	

	Written test		Scene before and after (There to Be Past)	
SEMANA 38 03 a 06/11	ODS 15 Earth Life Vocabulary Suggested Assessment Work	EF07LI09	ODS 15 Earth Life Vocabulary Forest / Pollution... Suggested Assessment Work Reading and observation: Read the text below: “On the new planet, there was a huge forest. There were many trees and animals. But there was also a lot of deforestation and pollution. Some animals were endangered.” Writing Activity: Imagine you are exploring the new planet. Write a short paragraph describing what you saw using there was / there were and at least 5 vocabulary words.	
SEMANA 39 09 a 13/11			ODS 15 Earth Life Vocabulary	

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	ODS 15 Earth Life Vocabulary Suggested Assessment Work	EF07LI09	Forest / Pollution... Suggested Assessment Work Reading and observation: Read the text below: “On the new planet, there was a huge forest. There were many trees and animals. But there was also a lot of deforestation and pollution. Some animals were endangered.” Writing Activity: Imagine you are exploring the new planet. Write a short paragraph describing what you saw using there was / there were and at least 5 vocabulary words.	
SEMANA 40 16 a 19/11 Avaliação trimestral	Past Continuous Grammar Affirmative form	EF07LI07 EF07LI09	Past Continuous Grammar Affirmative form	
SEMANA 41 23 a 27/11 Semana de recuperação	Past Continuous Grammar Negative form Interrogative	EF07LI07 EF07LI09	Past Continuous Grammar Negative form Interrogative	

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SEMANA 42 30/11 a 04/12 Conselho de classe	Past Continuous Grammar Negative / Interrogative Suggested Review for Recovery	EF07LI07 EF07LI09	Past Continuous Grammar Negative / Interrogative Suggested Review for Recovery https://en.islcollective.com/english-esl-video-lessons/search/Past+continuous	
SEMANA 43 07/12 a 11/12	Suggested Written Recovery Past Continuous Grammar General Review for the Exams	EF07LI07 EF07LI09 EF07LI01 EF07LI02 EF07LI03 EF07LI04 EF07LI05 EF07LI06 EF07LI07 EF07LI08 EF07LI09	Suggested Written Recovery Past Continuous Grammar https://en.islcollective.com/english-esl-worksheets/search/Past+continuous Grammar Simple Present Grammar Modal verbs Can / Could Simple Past Regular / Irregular Past verb To Be There To Be Past Continuous	



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8º ano - 1º Trimestre				
SEMANAS	Unidades Temáticas	Habilidades	Objetos de Conhecimento	Objetos de desenvolvimento Sustentável
SEMANA 1 09 a 13/02	Welcome			
SEMANA 2 18 a 20/02	Comparatives grammar	EF08LI05 EF08LI06 EF08LI09	Comparatives grammar	
SEMANA 3 23 a 27/02	Vocabulary by Themes	EF08LI01 EF08LI02 EF08LI05 EF08LI06 EF08LI09	oabulary by Themes Food pizza, burger, salad, pasta, cake, ice cream, sushi, sandwich, chocolate Adjectives big, small, tasty, delicious, healthy, sweet, spicy, expensive, cheap good, bad, interesting, boring, exciting, funny, long, short Movies & Series	

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			Movies & Series – movie, series, episode, actor, director, scene, character, plo Games Series Drinks Sports...	
SEMANA 4 02 a 06/03	Superlatives Grammar	EF08LI05 EF08LI06 EF08LI09	Superlatives Grammar	
SEMANA 5 09 a 13/03 09 - Simulado SEAESC	Test Comparatives/ Superlatives	EF08LI05 EF08LI06 EF08LI09	Test Comparatives / Superlatives	
SEMANA 6 16 a 20/03	Suggested Activity Game: Deal Party Comparatives & Superlatives	EF08LI05 EF08LI06 EF08LI09	Suggested Activities Game: Deal Party Comparatives & Superlatives Imagine you are at a Deal Party . There are different tables with: Food (pizza, burger, ice cream...) Games (board games, video games...) Series / Movies (posters or cards with titles) Other items (optional: clothes, gadgets, toys...) At each table, compare two or more items using comparatives or superlatives . Example: <i>The pizza is bigger than the burger.</i>	

			<i>This ice cream is the sweetest of all.</i> Each correct sentence earns a “deal coin” for your team. Optional: use paper coins, stickers, or points on the board. Teamwork: Work in pairs or small groups. Discuss and decide which items are better, bigger, cheaper, tastier, etc. Winning: The team with the most deal coins at the end of the party wins!	
SEMANA 7 23 a 27/03	Suggested assessment activity My Favorites – Comparatives & Superlatives	EF08LI05 EF08LI06 EF08LI09	My Favorites – Comparatives & Superlatives Suggested Activities: Write a list of your favorite things in your notebook. Use comparatives and superlatives to describe them. Games – the funniest, the most exciting, the best Movies / Series – the most boring, the funniest, the most interesting Who is the best...Worst...Funniest... (Vídeos, series, games, classmates...)	
SEMANA 8 30/03 a 02/04 SAEB Games			My Favorites – Comparatives & Superlatives	

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	Suggested assessment activity My Favorites – Comparatives & Superlatives	EF08LI05 EF08LI06 EF08LI09	Suggested Activities: Write a list of your favorite things in your notebook. Use comparatives and superlatives to describe them. Games – the funniest, the most exciting, the bePPst Movies / Series – the most boring, the funniest, the most interesting Who is the best...Worst...Funniest... (Vídeos, series, games, classmates...)	
SEMANA 9 06 a 10/04	ODS 13 – Climate Action vocabulary (Action against global climate change) Suggested assessment vocabulary Dictation	EF08LI01 EF08LI02 EF08LI05 EF08LI06 EF08LI09	ODS 13 – Climate Action vocabulary Action against global climate change) Climate – clima Pollution – poluição Deforestation – desmatamento Suggested assessment vocabulary Dictation	

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SEMANA 10 13 a 17/04 Avaliação trimestral	ODS 13 – Climate Action vocabulary (Action against global climate change) Suggested assessment vocabulary Dictation	EF08LI01 EF08LI02 EF08LI05 EF08LI06 EF08LI09	ODS 13 – Climate Action vocabulary Action against global climate change) Climate – clima Pollution – poluição Deforestation – desmatamento Suggested assessment vocabulary Dictation	
SEMANA 11 22 a 24/04	Recovery Suggested assessment work Poster / Infographic	EF08LI01 EF08LI02 EF08LI05 EF08LI06 EF08LI09	Suggested assessment work Poster / Infographic: Students create a poster about one ODS , showing ways to protect the environment . They must include at least 5 sentences in English using comparatives and superlatives . Example: <i>Cars are more polluting than bicycles.</i> <i>Plastic bags are the worst for the oceans.</i>	

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SEMANA 12 27 a 30/04	Recovery Suggested assessment work Poster / Infographic	EF08LI01 EF08LI02 EF08LI05 EF08LI06 EF08LI09	Suggested assessment work Poster / Infographic: Students create a poster about one ODS, showing ways to protect the environment. They must include at least 5 sentences in English using comparatives and superlatives. Example: <i>Cars are more polluting than bicycles.</i> <i>Plastic bags are the worst for the oceans.</i>	
SEMANA 13 04 a 08/05	Presentation	EF08LI01 EF08LI02 EF08LI05 EF08LI06 EF08LI09	Presentation work Poster / Infographic	
SEMANA 14 11 a 15/05 Conselho de Classe	Bingo Environment Sustainability vocabulary	EF08LI01 EF08LI02 EF08LI05 EF08LI06 EF08LI09	Bingo Environment Sustainability vocabulary	
SEMANA 15 18 a 22/05	Suggested interpretation Casino Game Environment / Sustainability	EF08LI01 EF08LI02 EF08LI05 EF08LI06	Suggested interpretation Recovery Casino Game Environment / Sustainability vocabulary	

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	vocabulary	EF08LI09		
SEMANA 16 25 a 29/05	Food and drinks Vocabulary ODS 2 Zero Hunger and Sustainable Agriculture Countable/ Uncountable Grammar	EF08LI05 EF08LI06 EF08LI07 EF08LI09	Food and drinks Vocabulary Pizza / Orange / Pasta.. Juice / Coffee / Soda.. ODS 2 Zero Hunger and Sustainable Agriculture Agriculture – agricultura Zero hunger – fome zero Hunger – fome Nutrition – nutrição With this vocabulary, you can create simple sentences: There is a lot of rice and beans in my country. Healthy food is important for children. Countable/ Uncountable Grammar	
SEMANA 17 01 a 03/06	Food and drinks Vocabulary Countable/ Uncountable Grammar	EF08LI01 EF08LI02 EF08LI05 EF08LI06	Food and drinks Vocabulary Pizza / Orange / Pasta.. Juice / Coffee / Soda.. Countable/ Uncountable Grammar	

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	Suggested written exercises		Suggested written exercises https://en.islcollective.com/english-esl-worksheets/search/food+and+drinks	
SEMANA 18 08 a 12/06	Quantifiers Grammar	EF08LI01 EF08LI02	Quantifiers Grammar Some any, a, an How Much, How Many, A lot of and A little Bit	
SEMANA 19 15 a 19/06	Written Test- Countable, Uncountable, Quantificadores	EF08LI01 EF08LI02 EF08LI05 EF08LI06	Written Test- Countable, Uncountable, Quantificadores	
SEMANA 20 22 a 26/06	Recipe Vocabulary Pancakes / Cookies or Brownie	EF08LI05 EF08LI06 EF08LI11 EF08LI12 EF08LI13 EF08LI14	Recipe Vocabulary Eggs / Milk / Oil.. Pancakes / Cookies or Brownie	
SEMANA 21 29/06 a 03/07	Suggested assessment work Cooking Class or practice video presentation with recipe	EF08LI05 EF08LI06 EF08LI11 EF08LI12 EF08LI13	Suggested assessment work Cooking Class or practice video presentation with recipe	

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		EF08LI14		
SEMANA 22 06 a 10/07	Suggested assessment work Cooking Class or practice video presentation with recipe	EF08LI05 EF08LI06 EF08LI11 EF08LI12 EF08LI13 EF08LI14	Suggested assessment work Cooking Class or practice video presentation with recipe	
SEMANA 23 13 a 17/07	A conversation at a restaurant vocabulary	EF08LI05 EF08LI06 EF08LI12 EF08LI13 EF08LI14	A conversation at a restaurant vocabulary waiter / waitress – garçom / garçonete main course – prato principal dessert – sobremesa Useful phrases Can I see the menu, please? – Posso ver o cardápio, por favor? I would like... – Eu gostaria de...	
SEMANA 24 20 a 22/07 23 a 31/07 - Recesso escolar	Suggested assessment work	EF08LI05 EF08LI06 EF08LI11 EF08LI12 EF08LI13	Suggested assessment work Create the menu and develop a group discussion about each restaurant's menu	

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		EF08LI14		
SEMANA 25 03 a 07/08	Suggested assessment work	EF08LI05 EF08LI06 EF08LI11 EF08LI12 EF08LI13 EF08LI14	Suggested assessment work Create the menu and develop a group discussion about each restaurant's menu	
SEMANA 26 10 a 14/08	Presentation work Menu	EF08LI05 EF08LI06 EF08LI11 EF08LI12 EF08LI13 EF08LI14	Presentation work Menu Students present their work to the class	
SEMANA 27 17 a 21/08	Prefixes and Suffixes Grammar	EF08LI03 EF08LI04	Prefixes and Suffixes Grammar	
SEMANA 28 24 a 28/08	Prefixes and Suffixes Grammar Suggested Review	EF08LI03 EF08LI04	Prefixes and Suffixes Grammar Suggested Review https://en.islcollective.com/english-esl-powerpoints/search/prefixes	

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SEMANA 29 31/08 a 04/09	Recovery Prefixes and Suffixes	EF08LI03 EF08LI04	Recovery Prefixes and Suffixes	
SEMANA 30 08 a 11/09	Simple Future – Will (Affirmative, negative and interrogative)	EF08LI01 EF08LI02 EF08LI07 EF08LI09		
SEMANA 31 14 a 18/09 16/09 - 2º Simulado Seaesc	Simple Future – Will ODS 11 Sustainable Cities and Communities vocabulary	EF08LI12 EF08LI15		
SEMANA 32 21 a 25/09	Vocabulary What will happen in my future? I will be famous, I will be rich...	EF08LI01 EF08LI02 EF08LI12 EF08LI15		
SEMANA 33 28/09 a 02/10 Saeb Games	Suggested assessment Game (What will happen in my future - fortune teller?)	EF08LI01 EF08LI02 EF08LI12 EF08LI15		
SEMANA 34 05 a 09/10	Suggested assessment written test - Future Will	EF08LI01 EF08LI02 EF08LI12 EF08LI15		

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SEMANA 35 14 a 16/10	Be Going To- affirmative	EF08LI01 EF08LI02 EF08LI12 EF08LI15		
SEMANA 36 19 a 23/10	Be Going To- affirmative Interrogative / Negative	EF08LI01 EF08LI02 EF08LI12 EF08LI15		
SEMANA 37 26 a 30/10	Be Going To - Exercises	EF08LI01 EF08LI02 EF08LI12 EF08LI15		
SEMANA 38 03 a 06/11	Children Talking about Future Professions - Vocabulary	EF08LI01 EF08LI02 EF08LI05 EF08LI06 EF08LI15		
SEMANA 39 09 a 13/11	ODS 11 Sustainable Cities ODS 9 Industry, Innovation, and Infrastructure ODS 4 Quality Education	EF08LI07 EF08LI09 EF08LI12 EF08LI15	SDG 11 Sustainable Cities Students can create a city of the future and present what it will be like or what people are going to do to live better. ODS 9 Industry, Innovation, and Infrastructure	

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	Vocabulary of Professions of the Future Suggested assessment work Open your mind		Pairs well with future professions → discuss technology jobs, green jobs, and AI careers. ODS 4 Quality Education Discuss how the school of the future will change and what teaching professions are going to emerge. Vocabulary of Professions of the Future AI teacher (professor de inteligência artificial) Drone pilot (piloto de drones...) Suggested assessment work Open your mind (Students draw their thoughts, dreams, wishes, profession for the future)	 
SEMANA 40 16 a 19/11 Avaliação trimestral	ODS 11 Sustainable Cities ODS 9 Industry, Innovation, and Infrastructure ODS 4 Quality Education Vocabulary of Professions of the Future Suggested assessment work Open your mind	EF08LI07 EF08LI09 EF08LI12 EF08LI15	SDG 11 Sustainable Cities Students can create a city of the future and present what it will be like or what people are going to do to live better. ODS 9 Industry, Innovation, and Infrastructure Pairs well with future professions → discuss technology jobs, green jobs, and AI careers. ODS 4 Quality Education Discuss how the school of the future will change	 

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			and what teaching professions are going to emerge. Vocabulary of Professions of the Future AI teacher (professor de inteligência artificial) Drone pilot (piloto de drones...) Suggested assessment work Open your mind (Students draw their thoughts, dreams, wishes, profession for the future)	
SEMANA 41 23 a 27/11 Semana de recuperação	Review Will - Going to	EF08LI01 EF08LI02 EF08LI12 EF08LI15	Review Will - Going to	
SEMANA 42 30/11 a 04/12 Conselho de classe	Test Written or Oral Will - Going to	EF08LI01 EF08LI02 EF08LI12 EF08LI15	Test Written or Oral Will - Going to Suggested https://en.islcollective.com/english-esl-video-lessons/search/future+will+going+to	
SEMANA 43 07/12 a 11/12	Recovery Suggested Jeopardy will / going to grammar and vocabulary Online Games will / going to Song in the future	EF08LI01 EF08LI02 EF08LI05 EF08LI12 EF08LI13 EF08LI15	Recovery Suggested Jeopardy will / going to grammar and vocabulary Teacher create a Jeopardy with words related studied vocabulary and grammar) Online Games will / going to Song in the future	

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9º ano - 1º Trimestre				
SEMANAS	Unidades Temáticas	Habilidades	Objetos de Conhecimento	Objetos de Desenvolvimento Sustentável
SEMANA 1 09 a 13/02	Welcome			
SEMANA 2 18 a 20/02	Modal Verbs Grammar Affirmative form Can, Should, Must, Have to, Could	EF09LI01 EF09LI02	Modal Verbs Grammar Affirmative form Can, Should, Must, Have to, Could CAN → ability / possibility (I can swim.) MUST → strong obligation / rule (You must wear a seatbelt.) SHOULD → advice / recommendation (You should eat more vegetables.) HAVE TO → necessity (I have to do my homework.) COULD → possibility / polite requests / questions / (It could rain tomorrow.) (Could you help me, please?) (Could I borrow your pen?)	

			Affirmative (Afirmativa) Can → She can speak English very well. Should → You should eat more vegetables. Must → Students must wear uniforms. Have to → I have to finish my homework today. Could → He could run very fast when he was younger	
SEMANA 3 23 a 27/02	Modal Verbs Grammar Negative form Interrogative form	EF09LI04 EF09LI05 EF09LI06 EF09LI07	Modal Verbs Negative form Interrogative form Negative (Negativa) Can → He cannot (can't) swim. Should → You should not (shouldn't) watch too much TV. Must → You must not (mustn't) touch the painting. Have to → I don't have to work on Sundays. Could → She could not (couldn't) come to the party. Interrogative (Interrogativa) Can → Can you help me with this exercise? Should → Should we call the teacher now?	

			Must → Must I clean the classroom today? Have to → Do we have to take the test today? Could → Could you lend me your book, please?	
SEMANA 4 02 a 06/03	Modal Verbs Grammar Negative form Interrogative form	EF09LI04 EF09LI05 EF09LI06 EF09LI07	Modal Verbs Negative form - Interrogative form Negative Negative) Can → He cannot (can't) swim. Should → You should not (shouldn't) watch too much TV. Must → You must not (mustn't) touch the painting. Have to → I don't have to work on Sundays. Could → She could not (couldn't) come to the party. Interrogative (Interrogativa) Can → Can you help me with this exercise? Should → Should we call the teacher now? Must → Must I clean the classroom today? Have to → Do we have to take the test today? Could → Could you lend me your book, please?	
SEMANA 5 09 a 13/03 09 - Simulado SEAESC			Modal Verbs Activities - Game / Kahoot / Written Activities	

	Modal Verbs Activities - Game / Kahoot / Written Activities	EF09LI08 EF09LI09 EF09LI10 EF09LI11 EF09LI12 EF09LI13	Suggested activities Modal Verbs Casino https://en.islcollective.com/english-esl-video-lessons/search/modal+verbs Online resources https://wordwall.net/pt-br/community/modal-verbs	
SEMANA 6 16 a 20/03	Modal Verbs Test	EF09LI01 EF09LI02 EF09LI04 EF09LI05 EF09LI06 EF09LI07	Suggested Modal verbs test Complete the sentences (Affirmative) Use o modal verb correto (Can, Should, Must, Have to, Could): She _____ ride a bike when she was a child. You _____ drink water every day. It's healthy.... Rewrite in the Negative form Transform the sentences into negatives ones: He can play the guitar. → _____ You should go to the doctor. → _____	

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			 Transform the sentences into interrogative ones: She can speak Spanish. → _____ We should study for the exam. → _____ Create 3 sentences of your own: 1 affirmative 1 negative 1 interrogative	
SEMANA 7 23 a 27/03	School Rules / Sustainable Development Goals with Modal Verbs Suggested Work Poster making ODS vocabulary ODS 13 – Climate Action ODS 6 – Clean Water and Sanitation	EF09LI01 EF09LI02 EF09LI10 EF09LI12 EF09LI13	School Rules / Sustainable Development Goals with Modal Verbs Suggested Work Poster making School rules vocabulary Uniform (uniforme) Homework (tarefa de casa) Classroom (sala de aula) On time (no horário) Break (intervalo) ODS vocabulary	 

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	ODS 11 – Sustainable Cities ODS 2 – Zero Hunger		save water (economizar água) save energy (economizar energia) trash (lixo) fruits (frutas) Make a poster in English - Use modal verbs - Draw pictures or symbols to illustrate each rule - Put the posters around the school so everyone can see them Example sentences for inspiration: You must wear the school uniform We should save water.	 
SEMANA 8 30/03 a 02/04 SAEB Games	School Rules / Sustainable Development Goals with Modal Verbs Suggested Work Poster making ODS vocabulary ODS 13 – Climate Action ODS 6 – Clean Water and Sanitation ODS 11 – Sustainable Cities	EF09LI01 EF09LI02 EF09LI10 EF09LI12 EF09LI13	School Rules / Sustainable Development Goals with Modal Verbs Suggested Work Poster making School rules vocabulary Uniform (uniforme) Homework (tarefa de casa) Classroom (sala de aula) On time (no horário) Break (intervalo) ODS vocabulary save water (economizar água)	  

ODS 2 – Zero Hunger

save energy (economizar energia)
 trash (lixo) fruits (frutas)

....

Make a poster in English - Use modal verbs -
 Draw pictures or symbols to illustrate each rule -
 Put the posters around the school so everyone
 can see them

Example sentences for inspiration:

You must wear the school uniform
 We should save water.



**Health problems
vocabulary**

EF09LI01
 EF09LI03
 EF09LI10

Health problems vocabulary
 Stomachache (dor de estômago)
 Toothache (dor de dente)

...

In English class, we are going to talk about
common health problems.
 We will learn:

How to **name different health problems**

How to **say what hurts or what is wrong.**

How to **give advice** using modal verbs (**should,**
must, have to, can)

Example sentences:

SEMANA 9
 06 a 10/04

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			I have a headache - My stomach hurts.	
SEMANA 10 13 a 17/04 Avaliação trimestral	Common Illnesses Expressions / Phrases Modal Verbs for Health Advice	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI06 EF09LI10	Common illnesses headache – dor de cabeça Expressions / Phrases I feel sick. – Eu me sinto mal... Modal Verbs for Health Advice Should - recommendation (You should drink more water.)	
SEMANA 11 22 a 24/04	Suggested assessment Game Mime game - health problems	EF09LI01 EF09LI02 EF09LI03 EF09LI06 EF09LI08 EF09LI12	Suggested assessment Game Mime game - health problems Guidance for students (in plain English): One student comes to the front and takes a card with a health problem (example: headache, stomachache, fever, cough). The student acts out the problem (mime). The group/class must guess: "Do you have a headache? Do you have a cough?"	

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			After guessing, another student gives advice using a modal verb: “You should drink water.” “You shouldn’t eat candy.” “You must see a doctor.” Example of dialogue Student A (mime: holding the head): 🤕 Student B: Do you have a headache? Student A: Yes! Student C: You should take some medicine.	
SEMANA 12 27 a 30/04	Vocabulary Love	EF09LI01 EF09LI03	Vocabulary Love love → amor like → gostar crush → paquera, paixão	
SEMANA 13 04 a 08/05	Phrasal verbs - Vocabulary Love	EF09LI01 EF09LI02 EF09LI03 EF09LI05 EF09LI08	Vocabulary Love fall for (someone) → apaixonar-se (She fell for him at first sight.) fall in love (with) → se apaixonar (They fell in love quickly.) go out (with) → sair / namorar (She is going out with him.)	

			break up (with) → terminar um relacionamento (They broke up last year.)	
SEMANA 14 11 a 15/05 Conselho de Classe	A Love Song Recovery Suggested assessment Snowman work	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI06	A Love Song Recovery Suggested assessment Snowman work Instruction for the activity Listen to the song “ <i>Snowman</i> ” by Sia. Read the lyrics in Portuguese to understand the meaning of the song. After that, make a drawing that shows the main idea, feelings, or message of the song. Be creative! You can draw the characters, the emotions, or the story the song tells. At the end, we will share and talk about your drawings.	
SEMANA 15 18 a 22/05	A Love Song Recovery Suggested assessment Snowman work	EF09LI01 EF09LI02 EF09LI03 EF09LI05 EF09LI08	A Love Song Recovery Suggested assessment Snowman work Instruction for the activity Listen to the song “ <i>Snowman</i> ” by Sia.	

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			Read the lyrics in Portuguese to understand the meaning of the song. After that, make a drawing that shows the main idea, feelings, or message of the song. Be creative! You can draw the characters, the emotions, or the story the song tells. At the end, we will share and talk about your drawings.	
SEMANA 16 25 a 29/05	Emojis and their Meanings vocabulary Abbreviations (Internet Slang) vocabulary	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI06	Emojis and their Meanings vocabulary happy / smile – laughing – love it ... Abbreviations (Internet Slang) vocabulary (As mais usadas pelos adolescentes) Example: LOL – Laughing Out Loud (rindo muito) OMG – Oh My God (ai meu Deus)...	
SEMANA 17 01 a 03/06	Social Media vocabulary Devices & Technology Common Expressions Online	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI06 EF09LI07 EF09LI08	Social Media vocabulary Devices & Technology (smartphone – celular / tablet – tablet...) Common Expressions Online (What 's up? – E aí? / Check this out! – Olha isso!...)	
SEMANA 18 08 a 12/06			Suggested assessment Activities / Game related Emojis/ Abbreviations/ Social Media)	

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	Suggested assessment Activities / Game related Emojis/ Abbreviations/ Social Media)	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI06 EF09LI08	Emoji Stories: Students write a short story using only emojis and then translate it into English sentences. Abbreviation Quiz: The teacher displays abbreviations (LOL, OMG, BRB) and students guess the meaning. Create a Post: Each student creates a fictional post in English (with a hashtag, abbreviation, and emoji). Example: OMG! I'm in Paris now 🥰 #DreamTrip Roleplay Online Chat: In pairs, students simulate a WhatsApp/Instagram conversation using abbreviations and emojis.	
SEMANA 19 15 a 19/06	Suggested assessment Activities / Game related Emojis/ Abbreviations/ Social Media)	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI06 EF09LI08	Suggested assessment Activities / Game related Emojis/ Abbreviations/ Social Media) Emoji Stories: Students write a short story using only emojis and then translate it into English sentences. Abbreviation Quiz: The teacher displays abbreviations (LOL, OMG, BRB) and students guess the meaning.	

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			Create a Post: Each student creates a fictional post in English (with a hashtag, abbreviation, and emoji). Example: OMG! I'm in Paris now 🥰 #DreamTrip Roleplay Online Chat: In pairs, students simulate a WhatsApp/Instagram conversation using abbreviations and emojis.	
SEMANA 20 22 a 26/06	Body Language & Online Expressions Vocabulary Emotions & Feelings Vocabulary Gestures & Body Language Digital Communication	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI08	Body Language & Online Expressions Vocabulary Emotions & Feelings Vocabulary: happy, sad, angry, surprised, nervous, excited, tired, bored... Gestures & Body Language: smile, frown, shrug, eye roll, nod, shake head, arms crossed, thumbs up/down. Digital Communication: emojis, gifs, memes que representam essas expressões.	
SEMANA 21 29/06 a 03/07	Body Language Suggested assessment Activities	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI06	Suggested assessment Activities Body Language introduction https://eslbrains.com/a-body-language-detective/ Body Language https://www.youtube.com/watch?reload=9&app=desktop&v=r0tWomRZMuA	

			Suggested Evaluative Activities Do a “Body Language Guessing Game”: one student makes the body language, the others try to guess in English. Body Language – Written Exercise Part 1 – Match the words to the pictures (or teacher’s drawings). Match the body language expressions to their meanings. Smile Frown...	
SEMANA 22 06 a 10/07	ODS 3 Health and Well-being Simple Present grammar affirmative Suggested assessment work	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	ODS 3 Health and Well-being Talk about healthy habits, daily routine, health care. Simple Present grammar affirmative Suggested assessment work Os alunos escrevem e apresentam uma rotina saudável: <i>I eat fruits every day / I don’t drink soda / Do you exercise every morning?</i>	
SEMANA 23 13 a 17/07	Simple Present grammar negative - interrogative	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	Simple Present grammar negative - interrogative	

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SEMANA 24 20 a 22/07 23 a 31/07 - Recesso escolar	Simple Present grammar negative - interrogative	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	Simple Present grammar negative - interrogative	
SEMANA 25 03 a 07/08	Simple present test - written or oral	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	Simple present test - written or oral	
SEMANA 26 10 a 14/08	Suggested activities	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	Suggested activities https://eslpals.com/read_lesson?the-gym_2	
SEMANA 27 17 a 21/08	ODS 4 Quality Education Linking Words	EF09LI01 EF09LI03 EF09LI04 EF09LI05 EF09LI08	ODS 4 Quality Education Organize ideas and texts on education, rights and citizenship. Writing an argumentative text or short essay using connectors: Education is important because it enables people to succeed. Although some schools lack resources, students keep learning. Linking Words and / then/ after/ before/ when	

SEMANA 28 24 a 28/08	Recovery Writing Activity	EF09LI01 EF09LI03 EF09LI04 EF09LI05 EF09LI08	Recuperation Written Activity Suggested: https://eslpals.com/read_lesson?the-gym_2 Suggested: Game: “Linking Words Challenge” How to play (classroom activity): The teacher writes verbs of physical activities on the board (run, swim, dance, play soccer, etc.). In groups, students create sentences in the Simple Present using the activities and one linking word. (<i>I play basketball and I ride my bike.</i>) Suggested: Write a short paragraph (5–6 sentences) about your daily routine and physical activities. Use the Simple Present. Use at least three linking words: and, before, after, but. Example: <i>I wake up at 7 a.m. I have breakfast and go to school. After school, I play soccer with my friends. I do my homework before dinner. I like basketball, but I don't like running.</i>	
SEMANA 29 31/08 a 04/09	Recovery Writing Activity	EF09LI01 EF09LI03 EF09LI04 EF09LI05 EF09LI08	Recuperation Written Activity Suggested: https://eslpals.com/read_lesson?the-gym_2 Suggested: Game: “Linking Words Challenge”	

			How to play (classroom activity): The teacher writes verbs of physical activities on the board (run, swim, dance, play soccer, etc.). In groups, students create sentences in the Simple Present using the activities and one linking word. (<i>I play basketball and I ride my bike.</i>) Suggested: Write a short paragraph (5–6 sentences) about your daily routine and physical activities. Use the Simple Present. Use at least three linking words: and, before, after, but. Example: <i>I wake up at 7 a.m. I have breakfast and go to school. After school, I play soccer with my friends. I do my homework before dinner. I like basketball, but I don't like running.</i>	
SEMANA 30 08 a 11/09	Zero Conditionals	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	Zero Conditionals	
SEMANA 31 14 a 18/09 16/09 - 2º Simulado Seaesc	Zero Conditionals Suggested assessment written written	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	Zero Conditionals Suggested assessment written Exercises Have each student write a table of healthy and	

	Exercises		bad habits using the Zero Conditional: If you... You... If you don't drink water, you feel thirsty. If you exercise daily, you stay healthy.	
SEMANA 32 21 a 25/09	ODS 13 - Action against Global Climate Change Vocabulary First Conditionals Grammar	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	ODS 13 - Action against Global Climate Change Vocabulary Plant trees – plantar árvores Recycle – reciclar Save water – economizar água Use less plastic – usar menos plástico Pollution – poluição Forest – floresta River – rio ... Clean – limpo Green – verde Renewable – renovável Example sentences for First Conditional: If we recycle, we will reduce waste. If we save water, rivers will stay clean First Conditionals Grammar	

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SEMANA 33 28/09 a 02/10 Saeb Games	First Conditionals - ODS 13 Exercises	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	First Conditionals - ODS 13 Exercises Create hypotheses about the consequences of environmental actions. Produce conditional sentences about the environment: If we plant trees, we will reduce pollution / If people use less plastic, oceans will be cleaner.	
SEMANA 34 05 a 09/10	Conditionals Test Zero Conditionals First Conditionals	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	Conditionals Test Zero Conditionals First Conditionals	
SEMANA 35 14 a 16/10	Conditionals Test Zero Conditionals First Conditionals	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	Conditionals Test Zero Conditionals First Conditionals	
SEMANA 36 19 a 23/10	Travel & tourism (Vocabulary)	EF09LI01 EF09LI02 EF09LI04 EF09LI05 EF09LI07	Travel & tourism (Vocabulary) Travel & tourism (Vocabulary) Travel Types / Locations Transportation Accommodation Travel Issues	

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			Suggested Homework: My Dream Trip (Mind Map) Think about a place you would like to visit. (city, country, or tourist attraction) Create a mind map with the title: “My Dream Trip”. In your mind map, include the following branches: Destination: Where would you like to go? Transport: How would you travel there? (plane, car, bus, train...) Example: I would like to travel to London. I want to visit Big Ben and go shopping. I will stay in a hotel. I will travel by plane.	
SEMANA 37 26 a 30/10	ODS 12 Responsible Consumption and Production Suggested Roleplay written dialog	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	ODS 12 Responsible Consumption and Production Focus: sustainable tourism, conscious consumption, respect for the environment and local cultures. local products – produtos locais Respect local culture Respeitar a cultura local Example sentence with roleplay: If tourists use eco-friendly products, they protect	

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			the environment. If we respect local culture, we enjoy the trip more. Roleplay "Travel Agency" Step by step: Divide the class into travel agencies and clients. Each student chooses or receives a type of trip: cultural, adventure, beach, eco-friendly, or gastronomic. The "clients" describe their preferences, and the "agents" suggest options using tourism vocabulary and expressions. Encourage the inclusion of sentences with the Zero Conditional or First Conditional about sustainable tourism: • If you travel by train, you reduce pollution. • If tourists visit local markets, they support small businesses. Each group presents their roleplay to the class.	
SEMANA 38 03 a 06/11	Suggested Roleplay written dialog	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05	ODS 12 Responsible Consumption and Production Focus: sustainable tourism, conscious consumption, respect for the environment and local cultures. local products – produtos locais	

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			Respect local culture Respeitar a cultura local Example sentence with roleplay: If tourists use eco-friendly products, they protect the environment. If we respect local culture, we enjoy the trip more. Roleplay "Travel Agency" Step by step: Divide the class into travel agencies and clients. Each student chooses or receives a type of trip: cultural, adventure, beach, eco-friendly, or gastronomic. The "clients" describe their preferences, and the "agents" suggest options using tourism vocabulary and expressions. Encourage the inclusion of sentences with the Zero Conditional or First Conditional about sustainable tourism: • If you travel by train, you reduce pollution. • If tourists visit local markets, they support small businesses. Each group presents their roleplay to the class.	
SEMANA 39 09 a 13/11	Roleplay presentation in the classroom	EF09LI01 EF09LI02 EF09LI03	Roleplay presentation in the classroom At a hotel, at the airport, a tour guide.	

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	At a hotel, at the airport, a tour guide.	EF09LI04 EF09LI05		
SEMANA 40 16 a 19/11 Avaliação trimestral	Cultural celebrations Projects related to cultural celebration	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI07	Cultural celebrations Happy Thanksgiving Day (History - Vocabulary) Projects related to cultural celebration	
SEMANA 41 23 a 27/11 Semana de recuperação	Cultural celebrations Projects related to cultural celebration	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI07	Cultural celebrations Happy Thanksgiving Day (History - Vocabulary) Projects related to cultural celebration	
SEMANA 42 30/11 a 04/12 Conselho de classe	Cultural celebrations Projects related to cultural celebration	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI07	Cultural celebrations Happy Thanksgiving Day (History - Vocabulary) Projects related to cultural celebration	
SEMANA 43 07/12 a 11/12	Review vocabulary Grammar for the exams.	EF09LI01 EF09LI02 EF09LI03 EF09LI04 EF09LI05 EF09LI07 EF09LI08	Review vocabulary Grammar for the exams.	

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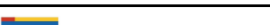
METODOLOGIA

A metodologia de Língua Inglesa no Ensino Fundamental II, conforme a BNCC, é baseada na abordagem comunicativa, priorizando o uso real da língua em contextos sociais significativos. O ensino deve desenvolver as quatro habilidades linguísticas (compreensão oral, fala, leitura e escrita) de forma integrada, com foco na comunicação e na construção de sentidos. O inglês é tratado como prática social e ferramenta de interação intercultural, valorizando a diversidade cultural e linguística. Os conteúdos são organizados por meio de gêneros textuais variados e projetos interdisciplinares, ligados ao cotidiano dos alunos, promovendo o protagonismo estudantil, a criatividade e a autonomia. A aprendizagem deve incluir multiletramentos, com uso de diferentes mídias, tecnologias e linguagens digitais, refletindo as formas contemporâneas de comunicação. A avaliação deve ser formativa, contínua e centrada no processo, valorizando o progresso individual e o uso significativo da língua inglesa.

AVALIAÇÃO:

- ✓ O instrumento utilizado será a avaliação processual, cumulativa formativa dando ênfase às habilidades, competências e socialização. Assim, a avaliação dos alunos será registrada através da observação do APRENDER A CONHECER, APRENDER A FAZER, APRENDER A SER e APRENDER A CONVIVER.
- ✓ A avaliação é diagnóstica e o acompanhamento do processo contínuo que objetiva avaliar o percurso formativo, ou seja, como o aluno elabora o seu conhecimento.
- ✓ A avaliação será feita através da observação, da reflexão e do diálogo, centrados nas manifestações de cada aluno, representando o cotidiano escolar.
- ✓ A avaliação irá subsidiar permanentemente o professor, promovendo a organização ou reorganização das ações pedagógicas junto aos alunos.
- ✓ Realizar-se-ão os registros dos resultados dos alunos, através de diagnósticos e avaliações, interagindo com a família e mantendo-a informada, através do diário online, conselhos de classe, destacando os progressos conquistados durante o trimestre.
- ✓ Após o conhecimento diagnosticado, serão observadas diariamente as atividades de sala, participação, interação e organização.
- ✓ As avaliações (testes, trabalhos, resoluções de exercícios) irão contemplar as atividades escritas e orais – forma contextualizada.
- ✓ No processo de recuperação paralela serão realizadas atividades para retomar os objetos de conhecimentos para proporcionar aos alunos o desenvolvimento das habilidades necessárias para seu percurso formativo.

Avaliação para alunos de laudo:

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Os mesmos instrumentos de avaliação serão adotados, sendo essencial observar que consta no laudo, ajustando-os como:

- a) Concedendo maior espaço de tempo;
- b) Solicitando o auxílio do segundo professor na realização das provas/trabalhos;
- c) Realizando as avaliações em outro ambiente escolar;
- d) Aumentando o tamanho das letras para deficientes visuais;
- e) Realizando prova oral;
- f) Fazendo a avaliação em 2 (dois) momentos, principalmente para alunos com TDH, espectro autista e deficiência intelectual;
- g) Segundo professor auxiliando na leitura dos enunciados;
- h) Utilizando imagens, jogos didáticos e materiais concretos.

Resolução estadual CEE/SC nº 011/2022

De acordo com o disposto na Resolução CEE/SC nº 011/2022 a avaliação será contínua e cumulativa, mediante verificação de apropriação dos conhecimentos e do desenvolvimento de competências e habilidades em atividades de classe e extraclasse, incluídos os procedimentos próprios de **recuperação de estudos** quando houver necessidade.

Métodos Avaliativos:

- () Análise de entrevista
- () Pesquisa de campo
- () Relatório
- () Produção de texto
- () Registros no caderno
- () Seminários
- () Portfólio
- () Projeto
- () Trabalho
- () Registro no caderno
- () Estratégias Lúdicas (desenhos, contação de histórias)
- () Auto avaliação
- () Execução Experimento
- () Prova oral e escrita
- () Leitura e escrita

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- () Relatórios referentes aos trabalhos, experimentos e pesquisas de campo.
- () Resolução de exercícios
- ()Trabalho de Pesquisa
- () Dinâmica
- () Interpretação de texto
- () Avaliação em Ambientes Digitais De Aprendizagem
- () Trabalho prático

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<https://educador.brasile escola.uol.com.br/estrategias-ensino/metodologias-no-ensino-matematica-para-alunos-6-ao-.htm>

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