



TRABAJO FIN DE GRADO

# PROGRAMACIÓN DIDÁCTICA DE INGLÉS PARA 4º DE EDUCACIÓN PRIMARIA

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## RESUMEN

La presente programación didáctica de la asignatura de inglés para cuarto de Primaria se basa en las unidades de indagación (referidas como proyectos) del Programa de la Escuela Primaria del Bachillerato Internacional, cuyo aprendizaje está basado en proyectos interdisciplinarios que persiguen el desarrollo de competencias. La programación se completa con otros dos elementos metodológicos. En primer lugar, con el enfoque del Diseño Universal para el Aprendizaje, a través de la aplicación de prácticas de aprendizaje activo e inclusivo, que ponen al alumno en el centro del proceso de aprendizaje. Y, en segundo lugar, por una apuesta clara por un enfoque comunicativo en la adquisición de la lengua inglesa y por la introducción de un plan lector como elemento de contextualización de dichos aprendizajes.

## ABSTRACT

This annual English teaching plan intended for year 4 students, is based on the units of enquiry (referred as projects) from the International Baccalaureate Primary Years Programme, which introduces a transdisciplinary project – based learning that encourages competence acquisition. Additionally, this annual teaching plan introduces two other elements. Firstly, it includes a Universal Design for Learning, through a blend of active and inclusive practices, with a learner – centred teaching view. Secondly, it integrates a communicative approach, complemented with a reading plan that contributes to create a context that facilitates learning.

## KEY WORDS

Primaria, Primary, inglés, English, PYP, PEP, Bachillerato Internacional, International Baccalaureate, DUA, UDL, inclusión, inclusion, enfoque comunicativo, communicative approach, plan lector, reading plan, literatura, literature.

## INTRODUCTION

In our globalised and interconnected world, not to mention within the European Union, English is undeniably the language of communication, knowledge, and trade. Furthermore, in the Spanish job market being competent in English has become an essential requirement for almost any occupation. This is influenced by the fact that Spain's biggest economic sector is tourism, as it is the second most visited country in the world, according to Banco Santander Trade Markets' report (2022).

Therefore, our duty as educators, in my opinion, is to ensure new generations are trained in the English language, so they can access opportunities to fully develop their potential. In the last twenty years, the Spanish educational system has responded with a number of measures to develop children's competence in English, being Primary school years a crucial stage. The introduction of bilingualism in schools is one of these measures.

Within that bilingual school framework in mind, this annual teaching plan aims to offer students an opportunity to develop their competence in English while exploring and understanding the world around them, making constant connections with their daily lives and with other school subjects. Likewise, its main focus is to engage students, fostering their curiosity and their motivation towards learning.

To do so, this annual teaching plan successfully achieves the combination of four elements. First, the International Baccalaureate Primary Years Programme, which introduces one key feature: a transdisciplinary project – based learning that encourages competence acquisition.

Second, it includes a Universal Design for Learning, through a blend of active, flexible, and inclusive practices. This learner – centred view of teaching implements components such as the use of ICT tools, a variety of grouping, scaffolding strategies and thinking routines, among others.

Third, it integrates a communicative approach centred on developing speaking and listening skills, complemented with a reading plan that contributes to create a context that facilitates learning and promotes reading habits.

And last but not least, it makes all the previous possible while adjusting to the Spanish educational syllabus that applies in the *Comunidad de Madrid*, the *Decreto 61/2022 de 13 de julio* (LOMLOE) complemented with the *Orden 5958/2010, de 7 de diciembre* (intended for Bilingual schools).

To sum up, this proposal results in an innovative as well as a realistic alternative to traditional teaching plans, by offering quality education that meets all new requirements, using the same resources schools already have in place, and investing very little in teachers' training.

## THEORETICAL AND LEGAL BASELINE

En 2020 se aprobó una nueva ley de educación, la *Ley Orgánica 3/2020, de 29 de diciembre, de Modificación de la LOE*, también conocida como LOMLOE, cuya ordenación y enseñanzas mínimas de la Educación Primaria han quedado recogidas en el *Real Decreto 157/2022 de 1 de marzo*.

La nueva ley educativa busca adaptar el sistema educativo a los nuevos objetivos fijados por la Unión Europea y por la UNESCO para la década de 2020 – 2030, incorporando, entre otros, el cumplimiento de la inclusión educativa y la aplicación de los principios del Diseño Universal para el Aprendizaje, ahondando en el enfoque competencial ya introducido en la LOE.

En la Comunidad de Madrid, el *Decreto 61/2022 de 13 de julio*, ha determinado el currículo de la etapa de Educación Primaria, de conformidad con la mencionada legislación.

El calendario de implementación de este nuevo currículo en la etapa de Educación Primaria ha establecido que en el curso académico 2022 - 2023 se introduzca en los cursos impares, es decir, en primero, tercero y quinto, para ser implantado en toda la etapa, incluyendo los cursos pares, en el curso académico 2023-2024.

Por este motivo, resulta muy pertinente desarrollar una programación, en concreto de la asignatura de inglés, de cuarto curso de Educación Primaria, de acuerdo con los parámetros de la nueva ley, pues deberá implementarse el próximo curso.



El currículo de la Comunidad de Madrid reconoce el valor del español, al tiempo que concede importancia al conocimiento de otras lenguas, en particular de la lengua inglesa, por las oportunidades que ofrece al alumnado.

La adquisición de la lengua inglesa en esta etapa, de acuerdo con el citado Decreto 61/2022 de 13 de julio, debe planificarse de modo que sea un proceso ameno, divertido y práctico, centrado en la comunicación, que fomente la autonomía en el aprendizaje, al tiempo que despierta la curiosidad por conocer otras realidades sociales y culturales.

Adicionalmente, la presente programación tiene en cuenta lo dispuesto en la *Orden 5958/2010, de 7 de diciembre*, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid, en los que la enseñanza del inglés tiene un carácter instrumental al ser la segunda lengua vehicular de la enseñanza. En concreto, se tienen en cuenta las recomendaciones prácticas de carácter metodológico, y en especial, la organización de los contenidos entre los distintos ciclos.

## CONTEXT

The following teaching plan adjusts to the context, interests, and developmental stage of the students it is intended for. The objective is, on one hand, to encourage and ensure their participation and learning, and on the other hand, to improve their motivation towards the English language.

This learning plan has been designed for a school situated in the Autonomous Community of Madrid, particularly in the village of Alcobendas, in the north outskirts of the capital city of Madrid. The school is a private owned educational establishment, bilingual, that caters for students from Early Childhood all the way to university, and so, including apart from Early Childhood, Primary, Secondary and Baccaureate years.

The school is a member of the International Baccaureate (IB) global network, offering its Primary Years Programme (PYP) from 3 to 12 years old, its Middle Years Programme (MYP) from 11 to 16 years old, and its Diploma Programme, from 16-19 years old.

All Primary teachers receive training twice a year to adjust to the IB pedagogy and hold meetings on a weekly basis to coordinate, reflect on and make the most of the transdisciplinary projects within the IB Primary Years Programme.

Therefore, I am going to consider the principles of the IB pedagogy while planning, including its focus on inquiry-based learning, its transdisciplinary curriculum framework, and its aim to encourage students become independent learners through collaborative learning and within an international view in mind.

The school has up to four classes per year level, with a maximum of 20 students on each. All rooms are equipped with digital whiteboards and all students have access to Chromebook laptops that they use to work and exchange information through the Google Classroom learning platform. The class work combines the use of digital devices with the use of notebooks, learning resources made by the teachers as well as some workbooks and reading books.

The students belong to families of medium and upper- medium socio-economic status, who live or work within the school area. A 30% of their pupils come from abroad, where two or one of their parents are foreigners, although, the majority are Spanish-speaking families.

Among the students in year 4, there are a few with learning difficulties: being attention deficit and hyperactivity disorder (ADHD) the most common, with 3 cases per class out of 20 students. In addition, about 3 students per class are new at school, they either come from other schools within Spain or from abroad, a fact that in both cases require individual support due to having an English level lower than those of their peers or due to being used to a less independent way of learning.

## OBJECTIVES

### Primary Years goals

De acuerdo con el artículo 7 del *Real Decreto 157/2022 de 1 de marzo*, los objetivos de etapa que se trabajan serían los siguientes:

1. Conocer y apreciar los valores y normas de convivencia

a) Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas de forma empática, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como el pluralismo propio de una sociedad democrática.

2. Desarrollar hábitos de trabajo individual y de equipo

b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.

3. Conocer, comprender y respetar las diferentes culturas

d) Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas por motivos de etnia, orientación o identidad sexual, religión o creencias, discapacidad u otras condiciones.

4. Adquirir la competencia comunicativa en lengua inglesa

f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

5. Desarrollar competencias tecnológicas básicas

i) Desarrollar las competencias tecnológicas básicas e iniciarse en su utilización, para el aprendizaje, desarrollando un espíritu crítico ante su funcionamiento y los mensajes que reciben y elaboran.

6. Desarrollar sus capacidades afectivas

m) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con las demás personas, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.

## Annual teaching plan goals

Con carácter general y de acuerdo con los principios pedagógicos recogidos en el artículo 6 del *Real Decreto 157/2022 de 1 de marzo*, los objetivos son:

1. Garantizar la inclusión educativa y la atención personalizada al alumnado.
2. Fomentar el hábito lector.
3. Potenciar un aprendizaje significativo, con el objeto de promover la autonomía y la reflexión del alumnado.
4. Priorizar la comprensión, la expresión y la interacción oral en lengua extranjera.

Respecto a la Lengua inglesa y de acuerdo con el perfil de salida de la enseñanza básica, recogido en el anexo I del *Real Decreto 157/2022 de 1 de marzo*, el objetivo prioritario es: contribuir al logro de la competencia plurilingüe, a través de las siguientes medidas:

- a. Promover el uso eficaz de la lengua inglesa para responder a necesidades comunicativas sencillas en los ámbitos personal, social y educativo.
- b. Trabajar estrategias de transferencia entre las distintas lenguas.
- c. Conocer, respetar y valorar la diversidad lingüística y cultural como factor de diálogo y para la mejora de la convivencia.

## COMPETENCES

### Key competence

Competencia Plurilingüe: Esta competencia implica utilizar, según el anexo I del *Real Decreto 157/2022 de 1 de marzo* y para este caso concreto, la lengua inglesa de forma apropiada y eficaz para el aprendizaje y la comunicación.

### Specific competences

De acuerdo con el apartado Lengua extranjera: inglés, del anexo 2, del Decreto 61/2022, de 13 de julio, por el que se establece para la comunidad de Madrid la ordenación y el currículo de la etapa de Educación Primaria, las competencias específicas serían las siguientes:

Habilidades receptivas / <i>Receptive skills</i>	Habilidades productivas/ <i>Productive skills</i>
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio del lenguaje y para responder a necesidades comunicativas cotidianas.	2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.
Interacción / <i>Productive/ interaction skills</i>	Estrategias de aprendizaje/ <i>Learning strategies</i>
3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de colaboración y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.	4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.
Autorreflexión / <i>Self-reflection skills</i>	Competencia intercultural / <i>Cultural awareness</i>
5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.	6. Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones entre diferentes culturas.

## CONTENTS: TEACHING UNITS

### General principles

The following 15 teaching units stick to the syllabus established by the *Orden 5958/2010, de 7 de diciembre*, intended for bilingual schools in the Autonomous Community of Madrid. This Orden will also be taken into consideration regarding the number of English teaching hours, fixed in 5 hours per week. Please, see Annex II for a comprehensive list of contents.

Additionally, the *Decreto 61/2022 de 13 de julio* of Comunidad de Madrid will also be taken into consideration regarding its competence approach to learning, and introducing all new contents not included in the *Orden*, especially those related to plurilingualism and interculturality. Please, see Annex II for a complete list of contents.

### International Baccalaureate: Primary Years Programme (IBPYP)

Furthermore, the school is a member of the International Baccalaureate (IB) global network (a feature already mentioned in the context section) so its Primary Years Programme (PYP) syllabus is considered while designing the following teaching units. Particularly, its 6 annual transdisciplinary units of enquiry, common to all Primary years, have been introduced along the plan.

According to the document *Making the PYP happen: a curriculum framework for international primary education* (2009) these broad units of enquiry, referred as “Projects” from now on to avoid confusion with teaching units, are described as follows:

## 1. Who we are.

Who we are: An enquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

## 2. Where we are in place and time

Where we are in the place and time: An enquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations from local and global perspectives.

## 3. How we express ourselves

How we express ourselves: An enquiry into the ways in which we discover and express ideas, feelings, nature, culture and beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

## 4. How the world works

How the world works: An enquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

## 5. How we organize ourselves

How we organize ourselves: An enquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making economic activities and their impact on humankind and the environment.

## 6. Sharing the planet.

Sharing the planet: An enquiry into rights and responsibilities in the struggle to share finite resource with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. (IBPYP, 2007:12)

These units of enquiry or projects respond to a central theme: “The human being” and they are aimed to introduce a transdisciplinary approach that helps primary students develop key competences for lifelong learning. These units are worked simultaneously in all subjects and as a result, contents and strategies are coordinated and complement each other to achieve a holistic approach.



## Timing structure

As already mentioned, the number of sessions per week of the English subject is 5. Therefore, on average, each teaching unit contains 10 to 15 sessions, taking about two to three weeks to complete. Furthermore, every teaching unit belongs to one of the 6 stated “projects”. On average, every project includes 2 to 3 teaching units, taking about one and a half to two months to complete.

As an example, the teaching unit number 6 (out of 15), also detailed in the annex, and called “Literature” contains 10 sessions. This teaching unit belongs to the project “How we express ourselves”, which comprehend 3 teaching units: “Literature”, “Applied arts” and “Celebrations and traditions around the world”. This project takes a total of 7 weeks to complete.

The number of sessions and the dates allocated to each unit have been calculated based on the official academic calendar of the Autonomous Community of Madrid for the current school year 2022-23. Please, see Annex II for further information.

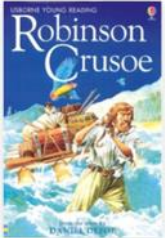
## Cross – curricular elements

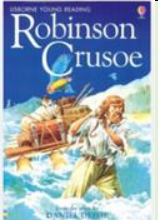
Within each teaching unit outline, there has been introduced a number of cross-curricular elements which aim to enrich and extend the learning experience; to support the teaching of the English language through a literature methodology approach; and finally, to stress how every unit contributes to the school’s teaching plans.


The additional and extracurricular activities suggest a variety of experiences for students to extend their learning by reading further or engaging in more complex activities related to the topic, as well as by participating in school trips relevant to the projects they are working on.

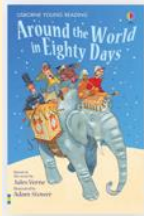
The chosen readings contribute to support the “teaching English through literature” methodology approach as well as the school’s reading plan. Additionally, there are a number of ICT activities that are highlighted, thanks to which students can develop their digital competence, contributing to the school’s digital competence plan.

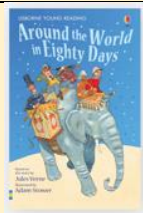
Last, but not least, values and key competences which are worked along the unit are stressed to make their contribution visible, both to the school’s harmony and wellbeing plan and to the IB programme.

ENGLISH		YEAR 4		
TEACHING UNIT 1/15		NUMBER OF SESSIONS 8		DATES 7 <sup>th</sup> – 16 <sup>th</sup> September
Project 1 – WHO WE ARE – An enquiry into human relationships, including families, friends, and communities, as well as into personal, social, and physical health.				
UNIT 1: GETTING TO KNOW EACH OTHER				
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>		
<ul style="list-style-type: none"> <li>Identify the gist and some details in a story.</li> <li>Request and give basic personal information in face-to-face conversations.</li> <li>Deliver a basic short presentation to the class.</li> <li>Plan, paragraph, and link ideas in writing: description of a character.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1, 3.2.</li> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> </ul>		
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Promote the English language in everyday communicative situations.</li> </ul>		<ul style="list-style-type: none"> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> </ul>		
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual school syllabus</b>				
<b>LISTENING AND SPEAKING</b>	<b>READING</b>	<b>WRITING</b>		<b>LANGUAGE</b>
<ul style="list-style-type: none"> <li>In pairs, ask and answer questions about oneself.</li> <li>In pairs, talk about likes/dislikes.</li> <li>In pairs, give a short presentation about a peer.</li> <li>Debates: Robinson Crusoe's story and life choices</li> </ul>	<ul style="list-style-type: none"> <li>Forms requesting personal information.</li> <li>Robinson Crusoe's story.</li> </ul>	<ul style="list-style-type: none"> <li>Complete forms registering personal information.</li> <li>Make a presentation.</li> <li>Use a model to write a description of Robinson Crusoe's character.</li> <li>Dictations from Robinson Crusoe's story.</li> </ul>		Family, Age, Free time, Hobbies, Sports, Likes and dislikes, Favourite food and music, Interrogatives, Present simple, Linking words. Agree and disagree.
<b>TEMPORAL CRITERIA</b>				
Introduction of vocabulary and grammar that is well-known by the students (personal information and present simple) to build their confidence and to help students know each other better. Progressively (in future units) new topics and more complex structures will be introduced. The aim is double: to build on the students' knowledge, ensuring a solid base for scaffolding and to create a positive and secure environment for learning.				
<b>CROSS-CURRICULAR ELEMENTS:</b>				
<b>Additional and extracurricular activities</b>	<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Play the guess game "2 truths and 1 lie" in groups or as a whole class.</li> <li>Use the "personal information form" to interview a member of their family or a friend.</li> </ul>		<ul style="list-style-type: none"> <li>Make a presentation using PowerPoint about a class peer.</li> <li>Use Robinson Crusoe's audiobook.</li> </ul>	<ul style="list-style-type: none"> <li>Being aware of others around you.</li> <li>Understand our similarities and differences.</li> </ul>	Plurilingual. Digital. Personal, Social and Learn how to learn.

ENGLISH		YEAR 4		
TEACHING UNIT: 2/15		NUMBER OF SESSIONS: 15	DATES: 19 <sup>th</sup> September – 7 <sup>th</sup> October	
Project 1 – WHO WE ARE - An enquiry into human relationships, including families, friends, and communities, as well as into personal, social, and physical health.				
UNIT 2: OUR COMMUNITY				
LEARNING OUTCOMES: Students will be able to:		SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA		
<ul style="list-style-type: none"> <li>Make predictions and identify the gist and main ideas in a story.</li> <li>Identify the gist and some details of a video.</li> <li>Plan, paragraph, and link ideas in writing.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Recognise words in a dictation.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1, 3.2</li> <li>Learning strategies: 4.1, 4.2.</li> <li>Self-reflection skills: 5.2, 5.3</li> </ul>		
ANNUAL TEACHING PLAN AIMS TARGETED		PRIMARY YEARS GOALS TARGETED		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> </ul>		<ul style="list-style-type: none"> <li>Know social rules and values.</li> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> </ul>		
GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus				
LISTENING AND SPEAKING	READING	WRITING	LANGUAGE	
<ul style="list-style-type: none"> <li>In groups, suggest rules and expected behaviour in school and public places.</li> <li>As a whole class, vote the 10 most important rules to follow at school.</li> <li>Listening – comprehension activity (video): growth mindset.</li> <li>In pairs, select the 3 most relevant pieces of advice.</li> <li>In pairs, do an information gap activity using a timetable.</li> <li>Debates: Robinson Crusoe’s choices and story.</li> </ul>	<ul style="list-style-type: none"> <li>Key information in simple signs and notices.</li> <li>Robinson Crusoe’s story.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, make signs and notices to place around the classroom (material, class birthdays, etc.), the list of 10 rules and expected behaviour at school and the most voted growth mindset pieces of advice.</li> <li>Make their school timetable.</li> <li>Write a composition: “Rules and expected behaviour in public places: dos and don’ts”.</li> <li>Dictations from Robinson Crusoe’s story.</li> </ul>	Home, Places in local area (library, restaurant, stations, shopping centre), School subjects, Times, Present tense, Said and told. Simple past. Interrogatives. Modals: should and shouldn’t, can and can’t, need to.	
TEMPORAL CRITERIA				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings. Review of Simple past, that has already been worked on in year 3, in order to introduce Present Perfect in future units.				
CROSS-CURRICULAR ELEMENTS:				
Additional and extracurricular activities	Reading plan	ICT	Values	Key competences
<ul style="list-style-type: none"> <li>Make signs to place around the school.</li> <li>Investigate Daniel Defoe’s biography and other writings.</li> </ul>		<ul style="list-style-type: none"> <li>Use Robinson Crusoe’s audiobook.</li> <li>Make a school timetable using Word.</li> <li>Make classroom signs using Canva.</li> </ul>	<ul style="list-style-type: none"> <li>Rules and ways of behaving in public places.</li> <li>Being tidy.</li> <li>Taking care of personal belongings.</li> </ul>	<ul style="list-style-type: none"> <li>Plurilingual</li> <li>Digital</li> <li>Personal, Social and Learn how to learn.</li> <li>Citizenship</li> </ul>

ENGLISH		YEAR 4		
<u>TEACHING UNIT:</u> 3/15		<u>NUMBER OF SESSIONS:</u> 14	<u>DATES:</u> 10 <sup>th</sup> – 28 <sup>th</sup> October	
<p><b>Project 1– WHO WE ARE</b> - An enquiry into human relationships, including families, friends, and communities, as well as into personal, social, and physical health.</p> <p style="text-align: center;">UNIT 3: OUR BODY, OUR HEALTH</p>				
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>		
<ul style="list-style-type: none"> <li>Identify the gist and some details of a video.</li> <li>Deliver a basic short presentation to the class.</li> <li>Use the appropriate layout to write a recipe.</li> <li>Summarise a story.</li> <li>Infer attitude and mood from a story.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> </ul>		
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> </ul>		<ul style="list-style-type: none"> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> <li>Develop their emotional intelligence.</li> </ul>		
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>				
<b>LISTENING AND SPEAKING</b>	<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>	
<ul style="list-style-type: none"> <li>Listening – comprehension activity (video): our body and how to look after it.</li> <li>In pairs, conversation about healthy and unhealthy choices and everyday routines.</li> <li>In pairs, deliver a presentation about healthy and unhealthy habits.</li> <li>In pairs, retell Robinson´s Crusoe story using pictures, including his feelings.</li> <li>Debates: Robinson Crusoe´s story. In groups: discuss and agree 10 things to take to an island.</li> </ul>	<ul style="list-style-type: none"> <li>Recipe.</li> <li>Robinson Crusoe´s story.</li> </ul>	<ul style="list-style-type: none"> <li>In pairs, make a presentation about healthy and unhealthy habits.</li> <li>Write a healthy recipe.</li> <li>Write a summary about Robinson Crusoe´s story.</li> <li>Dictations from Robinson Crusoe´s story.</li> </ul>	Personal hygiene, senses, feelings, sports, cooking, Frequency adjectives, Time adverbs, Present simple for systems and processes. Simple Past. Comparatives and superlatives.	
<b>TEMPORAL CRITERIA</b>				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings.				
<b>CROSS-CURRICULAR ELEMENTS:</b>				
<b>Additional and extracurricular activities</b>	<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>“Find someone who” activity.</li> <li>Play “hangman” or “taboo” to review vocabulary.</li> <li>School day trip: visit “Plenilunio vertical park” – for a healthy and active morning.</li> </ul>		<ul style="list-style-type: none"> <li>Make a presentation using PowerPoint.</li> <li>Use Robinson Crusoe´s audiobook.</li> </ul>	<ul style="list-style-type: none"> <li>Working in teams and groups.</li> <li>Making healthy choices.</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn.


ENGLISH		YEAR 4			
<u>TEACHING UNIT:</u> 4/15		<u>NUMBER OF SESSIONS:</u> 18		<u>DATES:</u> 2 <sup>nd</sup> – 25 <sup>th</sup> November	
<p>Project 2 – WHERE WE ARE IN PLACE AND TIME – An inquiry into orientation in place and time, personal histories, and journeys.</p> <p>UNIT 4: OUR TIMELINE</p>					
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>			
<ul style="list-style-type: none"> <li>Identify the gist and some details of a story.</li> <li>Deliver a basic short presentation to the class.</li> <li>Use the appropriate layout to write an autobiography.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Recognise words in a dictation.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>		<ul style="list-style-type: none"> <li>Learning strategies: 4.1</li> <li>Self-reflection skills: 5.2, 5.3</li> <li>Cultural awareness: 6.1, 6.2</li> </ul>	
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>			
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Value and respect cultural diversity.</li> </ul>		<ul style="list-style-type: none"> <li>Know social rules and values.</li> <li>Develop individual and teamwork abilities.</li> <li>Value and respect cultural diversity.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> </ul>			
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>					
<b>LISTENING AND SPEAKING</b>		<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>	
<ul style="list-style-type: none"> <li>Deliver a presentation about their personal timeline.</li> <li>Whole class, “find someone who” activity – Have you ever...?</li> <li>In pairs, discuss best means of transport to do Mr. Fogg’s trip today and how long it would take.</li> <li>Listening: watch some parts of Around the world in 80 days movie.</li> <li>Debates: Around the world in 80 days: time in history, means of transport, Mr. Fogg choices and story. Critical reading.</li> </ul>		<ul style="list-style-type: none"> <li>Biography: Jules Verne</li> <li>Around the world in 80 days</li> </ul>	<ul style="list-style-type: none"> <li>Make a personal timeline using Padlet.</li> <li>Write an autobiography using a model.</li> <li>In pairs, research about Jules Verne’s most important novels and make a poster summarising their plot.</li> <li>Dictations from Around the world in 80 days’ story.</li> </ul>	Numbers 1-1000, Dates, Simple past, Present Perfect, Modals: can and can’t, Prepositions: movement, time, place.	
<b>TEMPORAL CRITERIA</b>					
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings. Present Perfect is now introduced, once Simple past is solid.					
<b>CROSS-CURRICULAR ELEMENTS:</b>					
<b>Additional and extracurricular activities</b>		<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>In a paper world map, place pins where Mr. Fogg stops and link them with wool.</li> <li>Learn how to greet in different countries.</li> </ul>			<ul style="list-style-type: none"> <li>Make a timeline using Padlet.</li> <li>Use “Around the world in 80 days” audiobook.</li> <li>Do some research about Jules Verne using a safe visual engine for kids: kiddle.com</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking.</li> <li>Cultural and historical bias.</li> <li>Equality.</li> <li>Working in teams and groups</li> </ul>	Plurilingual Digital Citizenship Cultural expressions.


ENGLISH		YEAR 4		
TEACHING UNIT: 5/15		NUMBER OF SESSIONS: 15	DATES: 28 <sup>th</sup> November – 22 <sup>nd</sup> December	
<b>Project 2 – WHERE WE ARE IN PLACE AND TIME</b> - An inquiry into orientation in place and time, personal histories and journeys.				
UNIT 5: JOURNEYS				
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>		
<ul style="list-style-type: none"> <li>Identify the gist and some details of a story.</li> <li>Deliver a basic short presentation to the class.</li> <li>Use the appropriate layout to write a tourist brochure.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Summarise a story.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> <li>Cultural awareness: 6.1, 6.2, 6.3</li> </ul>		
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Value and respect cultural diversity.</li> </ul>		<ul style="list-style-type: none"> <li>Know social rules and values.</li> <li>Develop individual and teamwork abilities.</li> <li>Value and respect cultural diversity.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> </ul>		
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>				
<b>LISTENING AND SPEAKING</b>	<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>	
<ul style="list-style-type: none"> <li>In groups, deliver a presentation about one country.</li> <li>In pairs, retell Around the world in 80 days´ story using pictures.</li> <li>In pairs, do a “giving directions” activity, using a town map.</li> <li>Whole class, learn Christmas carols in English.</li> <li>Debates: Around the world in 80 days: time in history, means of transport, Mr. Fogg choices and story. Critical reading: bias.</li> </ul>	<ul style="list-style-type: none"> <li>Around the world in 80 days.</li> <li>Tourist brochure</li> </ul>	<ul style="list-style-type: none"> <li>In groups, make posters with history and facts about one of the countries Mr. Fogg visits – previous research.</li> <li>In groups, make a tourist brochure using Canva of the country previously researched.</li> <li>Write a summary of the story: Around the world in 80 days.</li> <li>Dictations from Around the world in 80 days´ story.</li> </ul>	Weather and Seasonal Activities, Holidays, Travel, Directions, Simple Past, Present Perfect.	
<b>TEMPORAL CRITERIA</b>				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings. Present perfect is now introduced gradually as well as irregular past participle forms.				
<b>CROSS-CURRICULAR ELEMENTS:</b>				
<b>Additional and extracurricular activities</b>	<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Christmas Around the World: learn how other cultures and religious groups celebrate and do not celebrate this tradition.</li> <li>Rehearse and organise a Christmas carol concert for the school community.</li> </ul>		<ul style="list-style-type: none"> <li>Use “Around the world in 80 days” audiobook.</li> <li>Use Canva to make a tourist brochure.</li> <li>Do some research about a country using a safe visual engine for kids: kiddle.com</li> </ul>	<ul style="list-style-type: none"> <li>Value and respect cultural diversity.</li> <li>Critical thinking</li> <li>Working in teams and groups.</li> <li>Be open minded.</li> </ul>	<ul style="list-style-type: none"> <li>Plurilingual</li> <li>Digital</li> <li>Personal, Social and Learn how to learn.</li> <li>Cultural expressions.</li> </ul>


ENGLISH		YEAR 4		
<u>TEACHING UNIT:</u> 6/15		<u>NUMBER OF SESSIONS:</u> 10	<u>DATES:</u> 9 <sup>th</sup> – 20 <sup>th</sup> January	
<p>Project 3 – HOW WE EXPRESS OURSELVES – An inquiry into the ways in which we express ideas, feelings and culture and we reflect on, extend and enjoy our creativity.</p> <p>UNIT 6: LITERATURE</p>				
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>		
<ul style="list-style-type: none"> <li>Use the appropriate layout to write a diary entry.</li> <li>Use the appropriate layout to write a book review.</li> <li>Use the correct intonation and pronunciation while reading a script or a poem.</li> <li>Join conversations and share their ideas and opinions in English.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> <li>Cultural awareness: 6.1, 6.2, 6.3</li> </ul>		
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> </ul>		<ul style="list-style-type: none"> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> <li>Develop their emotional intelligence.</li> </ul>		
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>				
<b>LISTENING AND SPEAKING</b>	<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>	
<ul style="list-style-type: none"> <li>As a whole class, role-play a playscript.</li> <li>In pairs, talk about their favourite readings.</li> <li>As a whole class, recite a poem aloud.</li> <li>In groups, summarise a non-fiction article read individually as part of a jigsaw reading activity.</li> <li>Listening – comprehension (audio book): fiction story.</li> <li>As a whole class, share one of their favourite books / stories.</li> <li>Participate in whole class debates.</li> </ul>	Main features and examples of: <ul style="list-style-type: none"> <li>Fiction texts</li> <li>Non-fiction texts</li> <li>Poetry</li> <li>Drama</li> </ul>	<ul style="list-style-type: none"> <li>Write a diary entry following a given model.</li> <li>Write a book/story review.</li> <li>Dictations from “The Cat in the Hat” and Little Miss Giggles.</li> </ul>	Present simple, Simple past, Present Perfect, Subordinate clauses, Folklore/ fantasy, Identify/ describe people, Genres, Likes and dislikes.	
<b>TEMPORAL CRITERIA</b>				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the readings.				
<b>CROSS-CURRICULAR ELEMENTS:</b>				
<b>Additional and extracurricular activities</b>	<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Perform Around the World in 80 days playscript in front of another year level.</li> <li>Write a school newspaper or record the news in a video.</li> </ul>	Extracts of: <ul style="list-style-type: none"> <li>The Diary of Little Red Riding Hood.</li> <li>A National Geographic kids’ article.</li> <li>Dr. Seuss “The Cat in the Hat”.</li> <li>Around the world in 80 days playscript.</li> <li>Little Miss Giggles</li> </ul>	<ul style="list-style-type: none"> <li>Write a diary entry in Word.</li> <li>Online exercises.</li> <li>Kahoot! reading comprehension activity.</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Working in teams and groups</li> <li>Value and respect culture.</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn. Cultural expressions

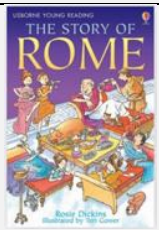


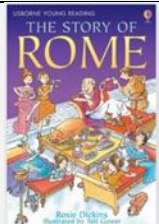
ENGLISH		YEAR 4		
TEACHING UNIT: 7/15		NUMBER OF SESSIONS: 10	DATES: 23 <sup>rd</sup> January – 3 <sup>rd</sup> February	
Project 3 – HOW WE EXPRESS OURSELVES - An inquiry into the ways in which we express ideas, feelings and culture and we reflect on, extend and enjoy our creativity.				
UNIT 7: APPLIED ARTS				
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>		
<ul style="list-style-type: none"> <li>Identify words and specific information from a song/video.</li> <li>Deduce the meaning of unknown words from the context.</li> <li>Use the appropriate layout to write an invitation and a set of instructions.</li> <li>Join conversations and share their ideas and opinions in English.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>	<ul style="list-style-type: none"> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> <li>Cultural awareness: 6.2</li> </ul>	
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Work on strategies of transferring knowledge among languages.</li> </ul>		<ul style="list-style-type: none"> <li>Develop individual and teamwork abilities.</li> <li>Value and respect cultural diversity.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop their emotional intelligence.</li> </ul>		
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>				
<b>LISTENING AND SPEAKING</b>	<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>	
<ul style="list-style-type: none"> <li>Listen, learn, and sing 2 songs of The Beatles.</li> <li>Listening – comprehension (video): how to do a Kandinsky’s painting and paint it in class.</li> <li>Listening – comprehension (video): follow instructions to make a dove out of white clay for International Peace Day.</li> <li>Listening – comprehension (movie): Dr. Seuss “The Grinch”.</li> <li>In pairs, retell the story of “The Grinch” using pictures.</li> <li>As a whole class, vote among a list of songs and chose one to learn how to dance it.</li> </ul>	Main features of: <ul style="list-style-type: none"> <li>Painting and Sculpture</li> <li>Music</li> <li>Dance</li> <li>Movies</li> <li>Architecture</li> </ul>	<ul style="list-style-type: none"> <li>Gap filling activities with The Beatles songs.</li> <li>Write to a friend to invite them to watch the movie The Grinch.</li> <li>Write the instructions to make popcorn using Canva (as an infographic).</li> <li>Dictations from The Beatles songs.</li> </ul>	Present simple, Simple past, Present Perfect, Subordinate clauses, Folklore/ fantasy, identify/ describe people, and objects, Sequencers.	
<b>TEMPORAL CRITERIA</b>				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the readings.				
<b>CROSS-CURRICULAR ELEMENTS</b>				
<b>Additional and extracurricular activities</b>	<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Visit an art gallery, attend a concert or a play in English.</li> <li>Make a comic about a day in their life, based on the diary entry written in the previous unit or about a chosen scene from the movie: The Grinch.</li> <li>30<sup>th</sup> January - celebrate International Peace Day</li> </ul>	<ul style="list-style-type: none"> <li>The Beatles songs.</li> <li>Instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Videos</li> <li>Use Canva to make an infographic</li> </ul>	<ul style="list-style-type: none"> <li>Value and respect culture.</li> <li>Working in teams and groups.</li> <li>Peace and conflict resolution</li> </ul>	Plurilingual Personal, Social and Learn how to learn. Cultural expressions


ENGLISH		YEAR 4			
TEACHING UNIT: 8/15		NUMBER OF SESSIONS: 14	DATES: 6 <sup>th</sup> – 23 <sup>rd</sup> February		
Project 3 – HOW WE EXPRESS OURSELVES - An inquiry into the ways in which we express ideas, feelings and culture and we reflect on, extend and enjoy our creativity.					
UNIT 8: CELEBRATIONS AND TRADITIONS AROUND THE WORLD					
LEARNING OUTCOMES: Students will be able to:		SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA			
<ul style="list-style-type: none"> <li>Identify the gist and some details of a text /video.</li> <li>Describe present experiences.</li> <li>Use the appropriate layout to write an email in informal style.</li> <li>Deliver a presentation to the class.</li> <li>Join conversations and share their ideas and opinions in English.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>		<ul style="list-style-type: none"> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> <li>Cultural awareness: 6.1, 6.2, 6.3</li> </ul>	
ANNUAL TEACHING PLAN AIMS TARGETED		PRIMARY YEARS GOALS TARGETED			
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Value and respect cultural diversity.</li> </ul>		<ul style="list-style-type: none"> <li>Develop individual and teamwork abilities.</li> <li>Value and respect cultural diversity.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop their emotional intelligence.</li> </ul>			
GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus					
LISTENING AND SPEAKING		READING	WRITING	LANGUAGE	
<ul style="list-style-type: none"> <li>Listening (4 videos): about the celebrations.</li> <li>Complete a Kahoot! of each to check understanding.</li> <li>In pairs, discuss similarities and differences with celebrations they know. Share with the class.</li> <li>Debates: different celebrations (from selected texts)</li> </ul>		Selected texts from “Multicultural celebrations and festivals” related to: <ul style="list-style-type: none"> <li>Chinese New Year</li> <li>Holi – festival of colours</li> <li>Easter</li> <li>Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>In groups, chose one of the celebrations and make a presentation.</li> <li>Write 4 different emails to your family as if you were in these celebrations and describe your experience.</li> <li>Dictations from the selected texts.</li> </ul>	Present continuous, Present simple, Present perfect, Subordinate clauses, Folklore/ fantasy, Identify/ describe people, and objects, Sequencers.	
TEMPORAL CRITERIA					
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the readings.					
CROSS-CURRICULAR ELEMENTS:					
Additional and extracurricular activities		Reading plan	ICT	Values	Key competences
<ul style="list-style-type: none"> <li>Invite relatives or family friends from other cultures to share with the class their traditions and celebrations.</li> <li>Organise an Easter Hunt at school.</li> <li>Decorate the class with crafts related to the different celebrations.</li> <li>16<sup>th</sup> – 21<sup>st</sup> February – celebrate Carnival.</li> </ul>			<ul style="list-style-type: none"> <li>Make a presentation using PowerPoint.</li> <li>Videos.</li> <li>Write emails.</li> </ul>	<ul style="list-style-type: none"> <li>Festivals and special days.</li> <li>Greetings in different countries.</li> <li>Value and respect cultural diversity.</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn. Cultural expressions


ENGLISH		YEAR 4		
TEACHING UNIT: 9/15		NUMBER OF SESSIONS: 11		DATES: 28 <sup>th</sup> February – 14 <sup>th</sup> March
<p>Project 4 – HOW THE WORLD WORKS – An enquiry into the impact of scientific and technological advances on society.</p> <p>UNIT 9: TRAVEL, COMMUNICATION AND ENTERTAINMENT</p>				
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>		
<ul style="list-style-type: none"> <li>Use the appropriate layout to write a checklist.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Identify the gist and some details of a text /audio.</li> <li>Recognise words in a dictation.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>		<ul style="list-style-type: none"> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> </ul>
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Promote the English language in everyday communicative situations.</li> </ul>		<ul style="list-style-type: none"> <li>Know social rules and values.</li> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> </ul>		
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>				
<b>LISTENING AND SPEAKING</b>		<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>
<ul style="list-style-type: none"> <li>Whole class (mingling) “find someone who” activity – Have you ever travel by...?</li> <li>Listening – Comprehension activity (audio): at the airport</li> <li>In pairs, make a list of at least 4 pieces of advice to use the Internet safely giving reasons, then share it with the class.</li> <li>Whole class, vote the 10 most important pieces of advice.</li> <li>Listening (video): Movie trailers, chosen by the students.</li> <li>In pairs, talk about their favourite movie/s.</li> <li>Debates: The Story of Flying: The path to invention: advances and setbacks.</li> </ul>		<ul style="list-style-type: none"> <li>The story of flying</li> <li>Key information in simple signs and notices.</li> <li>Movie review.</li> </ul>	<ul style="list-style-type: none"> <li>Crossword activities.</li> <li>Write a checklist using Canva about safe use of the Internet.</li> <li>Write a short movie review.</li> <li>Dictations from The Story of Flying.</li> </ul>	Passive voice, Present Perfect review, Means of transport, Safety tips: roads, Communication: Computer, phones, letters and cards, Internet and social media, Free time, and hobbies, Simple signs and notices (railway stations, airports, etc.), Modals review: should and shouldn't, can and can't, need to.
<b>TEMPORAL CRITERIA</b>				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings.				
<b>CROSS-CURRICULAR ELEMENTS:</b>				
<b>Additional and extracurricular activities</b>	<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Organise a visit to “Museo del Ferrocarril”.</li> <li>Organise a visit to Madrid Airport.</li> <li>Invite Police officers to come and talk about “Safety on the Internet”.</li> </ul>		<ul style="list-style-type: none"> <li>Use “The Story of Flying” audiobook.</li> <li>Use Canva to make a checklist.</li> </ul>	<ul style="list-style-type: none"> <li>Informed choices.</li> <li>Critical thinking.</li> <li>Working in teams and groups.</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn. Citizenship

ENGLISH		YEAR 4		
TEACHING UNIT: 10/15		NUMBER OF SESSIONS: 11		DATES: 15 <sup>th</sup> – 30 <sup>th</sup> March
Project 4 – HOW THE WORLD WORKS – An enquiry into the impact of scientific and technological advances on society.				
UNIT 10: HOME COMFORT, APPLIANCES AND HEALTH				
LEARNING OUTCOMES: Students will be able to:		SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA		
<ul style="list-style-type: none"> <li>Identify the gist and some details of a story/video.</li> <li>Deliver a basic short presentation to the class.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Recognise words in a dictation.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> </ul>		
ANNUAL TEACHING PLAN AIMS TARGETED		PRIMARY YEARS GOALS TARGETED		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> </ul>		<ul style="list-style-type: none"> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> </ul>		
GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus				
LISTENING AND SPEAKING	READING	WRITING	LANGUAGE	
<ul style="list-style-type: none"> <li>Listening – comprehension activity (video): home life in the olden days.</li> <li>In pairs, choose an invention that you consider important, do some research, and deliver a presentation to the class.</li> <li>In groups, using a model, identify a social need and discuss possible solutions and inventions.</li> <li>Debates: The Story of Flying: how life was before all these inventions. Inventors' common features.</li> </ul>	<ul style="list-style-type: none"> <li>The story of flying.</li> <li>Safety tips: home, cooking, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Word search activities.</li> <li>In pairs, make a presentation using PowerPoint about an important invention for you.</li> <li>In groups, make a mind map about an invention that you think is needed. Draw a prototype. Explain it with detail, following a model.</li> <li>Dictations from The Story of Flying.</li> </ul>	Passive voice, review: Present Perfect review and Simple Past, Home, Appliances, Health advances, Safety tips: home and cooking, Describe objects.	
TEMPORAL CRITERIA				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings.				
CROSS-CURRICULAR ELEMENTS:				
Additional and extracurricular activities	Reading plan	ICT	Values	Key competences
<ul style="list-style-type: none"> <li>Organise a visit to MUNCYT: "Museo Nacional de Ciencia y Tecnología" in Alcobendas (Madrid).</li> <li>Invite relatives or family friends who work in the Science, Technology or Engineering industries.</li> <li>17<sup>th</sup> March – celebrate St. Patrick's day.</li> </ul>		<ul style="list-style-type: none"> <li>Use "The Story of Flying" audiobook.</li> <li>Make a presentation using PowerPoint.</li> <li>Make a mind map using Jam board.</li> <li>Search information on the Internet using Kiddle.com.</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Entrepreneurship</li> <li>Working in teams and groups.</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn. Entrepreneurship

ENGLISH		YEAR 4		
<u>TEACHING UNIT:</u> 11/15		<u>NUMBER OF SESSIONS:</u> 10		<u>DATES:</u> 11 <sup>th</sup> – 24 <sup>th</sup> April
<p>Project 5 – HOW WE ORGANIZE OURSELVES – An enquiry into human-made systems and communities and into economic activities.</p> <p>UNIT 11: OUR SOCIETY</p>				
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>		
<ul style="list-style-type: none"> <li>Identify the gist and some details of a story / video and audio.</li> <li>Use the appropriate layout to write a newspaper article.</li> <li>Deliver the news to the class in a short presentation in groups.</li> <li>Join conversations and share their ideas and opinions in English.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>		<ul style="list-style-type: none"> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> <li>Cultural awareness: 6.1, 6.2, 6.3</li> </ul>
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Work on strategies of transferring knowledge among languages.</li> </ul>		<ul style="list-style-type: none"> <li>Know social rules and values.</li> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> </ul>		
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>				
<b>LISTENING AND SPEAKING</b>		<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>
<ul style="list-style-type: none"> <li>Listening - comprehension (video and audio): news programmes for children.</li> <li>In pairs, discuss the latest news.</li> <li>In groups, deliver the news as if you were TV presenters using visual aids.</li> <li>Debate: The story of Rome: Similarities and differences with our way of living.</li> </ul>		<ul style="list-style-type: none"> <li>Newspaper articles.</li> <li>The story of Rome.</li> </ul>	<ul style="list-style-type: none"> <li>Write a newspaper article using a model about news you feel interested in.</li> <li>In groups, write a playscript for a news programme on TV.</li> <li>Dictations from the book "The story of Rome"</li> </ul>	Mass media: radio, TV, newspapers, Social Media, the Constitution, and the Law: rights and responsibilities, freedoms, government, democracy ad elections, Review: Present simple and continuous, Simple Past, Present Perfect.
<b>TEMPORAL CRITERIA</b>				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings.				
<b>CROSS-CURRICULAR ELEMENTS:</b>				
<b>Additional and extracurricular activities</b>	<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Organise a visit to "Congreso de los Diputados" and/or "Senado".</li> <li>Organise a visit to "Micropolix" in San Sebastián de los Reyes (Madrid).</li> <li>22<sup>nd</sup> April – celebrate Earth Day.</li> <li>23<sup>rd</sup> April – celebrate World Book day.</li> </ul>		<ul style="list-style-type: none"> <li>Write a newspaper article using Word with the appropriate format.</li> <li>Search news and information using Kiddle.com.</li> <li>Use "The story of Rome" audiobook.</li> </ul>	<ul style="list-style-type: none"> <li>Living in a democracy.</li> <li>Respecting common values.</li> <li>Critical thinking about information received from mass and social media.</li> <li>Working in teams and groups.</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn. Citizenship Cultural expressions

ENGLISH		YEAR 4			
TEACHING UNIT: 12/15		NUMBER OF SESSIONS: 10	DATES: 25 <sup>th</sup> April – 10 <sup>th</sup> May		
Project 5 – HOW WE ORGANIZE OURSELVES - An enquiry into human-made systems and communities and into economic activities.					
UNIT 12: OUR ECONOMY					
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>			
<ul style="list-style-type: none"> <li>Identify the gist and some details of a story and a video.</li> <li>Use the appropriate layout to write a dialogue.</li> <li>Role – play a dialogue in front of the class with appropriate pronunciation and intonation.</li> <li>Join conversations and share their ideas and opinions in English.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>	<ul style="list-style-type: none"> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> <li>Cultural awareness: 6.1, 6.2, 6.3</li> </ul>		
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>			
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Promote the English language in everyday communicative situations.</li> </ul>		<ul style="list-style-type: none"> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> <li>Develop their emotional intelligence.</li> </ul>			
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>					
<b>LISTENING AND SPEAKING</b>		<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>	
<ul style="list-style-type: none"> <li>Listening - comprehension (video): at the shop and at a restaurant.</li> <li>In pairs, in front of the class, role-play the dialogues written at the shop and at a restaurant.</li> <li>In groups, organise a bake sale at school to raise money for a charity of their choice.</li> <li>Debate: The Story of Rome: Its legacy.</li> </ul>		<ul style="list-style-type: none"> <li>The Story of Rome</li> </ul>	<ul style="list-style-type: none"> <li>In pairs, write a dialogue at a shop.</li> <li>In pairs, write a dialogue at a restaurant.</li> <li>In groups, make a list of resources needed for the bake sale, make decisions on prices, and make posters using Canva.</li> <li>Dictations from the book “The story of Rome”</li> </ul>	Jobs and the world of work, Economy sectors, Shopping, Cost and amounts, order and buy food/drink. Review: Present simple and continuous, Simple Past, Present Perfect.	
<b>TEMPORAL CRITERIA</b>					
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings.					
<b>CROSS-CURRICULAR ELEMENTS:</b>					
<b>Additional and extracurricular activities</b>		<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Invite relatives or family friends with different occupations to share with the class what their jobs are about.</li> <li>Organise a visit to “Museo Casa de la Moneda” (Madrid)</li> </ul>			<ul style="list-style-type: none"> <li>Use Canva to make posters for the bake sale.</li> <li>Search on the Internet charity organisations.</li> <li>Use “The story of Rome” audiobook.</li> </ul>	<ul style="list-style-type: none"> <li>Responsible consumption.</li> <li>Helping others.</li> <li>Creative thinking</li> <li>Entrepreneurship</li> <li>Working in teams and groups.</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn. Citizenship Entrepreneurship Cultural expressions

ENGLISH		YEAR 4			
<u>TEACHING UNIT:</u> 13/15		<u>NUMBER OF SESSIONS:</u> 10		<u>DATES:</u> 11 <sup>th</sup> – 24 <sup>th</sup> May	
<p>Project 6 – SHARING THE PLANET – An enquiry into rights and responsibilities towards nature, and into peace and conflict resolution.</p> <p>UNIT 13: IMPACT OF HUMAN LIFE ON NATURE</p>					
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>			
<ul style="list-style-type: none"> <li>Identify the gist and some details of a story and a video.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Deliver a basic short presentation to the class.</li> <li>Recognise words in a dictation.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>		<ul style="list-style-type: none"> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> </ul>	
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>			
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Work on strategies of transferring knowledge among languages.</li> </ul>		<ul style="list-style-type: none"> <li>Know social rules and values.</li> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> <li>Develop their emotional intelligence.</li> </ul>			
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>					
<b>LISTENING AND SPEAKING</b>		<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>	
<p>Listening – Comprehension (video): impact of human life on nature. In pairs, discuss the video and share with the class what you’ve learnt from it.</p> <p>Listening – Comprehension (video): Sir David Attenborough. In pairs, discuss the video and choose an animal which is in danger. In pairs, deliver a presentation about an endangered animal.</p> <p>Debate: The story of rubbish: What surprises you?</p>		<ul style="list-style-type: none"> <li>The story of rubbish.</li> </ul>	<ul style="list-style-type: none"> <li>Make a class poster with all contributions from the first video.</li> <li>In pairs, choose an animal which is in danger, do some research and prepare a presentation.</li> <li>Dictations from the book: “The story of rubbish”</li> </ul>	<p>Pollution, Living things: animals in danger, Food: growing and producing, Climate change, Review: Simple Past, Simple Present, Present Perfect, Introduce: Future simple.</p>	
<b>TEMPORAL CRITERIA</b>					
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings.					
<b>CROSS-CURRICULAR ELEMENTS:</b>					
<b>Additional and extracurricular activities</b>		<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Organise a day trip to “Monte Valdelatas” (Madrid /Alcobendas)</li> <li>Organise a visit to “Kuna Ibérica” (Rehabilitation centre for wildlife)</li> </ul>			<ul style="list-style-type: none"> <li>Search information on the Internet using Kiddle.com.</li> <li>Search information in the National Geographic Kids webpage.</li> <li>Make a presentation using Canva or PowerPoint.</li> <li>Use “The story of rubbish” audiobook.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating and respecting nature.</li> <li>Protecting animals in danger.</li> <li>Working in teams and groups.</li> </ul>	<ul style="list-style-type: none"> <li>Plurilingual</li> <li>Digital</li> <li>Personal, Social and Learn how to learn.</li> <li>Citizenship</li> </ul>

ENGLISH		YEAR 4		
TEACHING UNIT: 14/15		NUMBER OF SESSIONS: 10	DATES: 25 <sup>th</sup> May – 7 <sup>th</sup> June	
Project 6 – <b>SHARING THE PLANET</b> – An enquiry into rights and responsibilities towards nature, and into peace and conflict resolution.				
UNIT 14: WHAT CAN WE DO ABOUT IT				
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>		
<ul style="list-style-type: none"> <li>Identify the gist and some details of a story and a video.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Deliver a short presentation to the class.</li> <li>Recognise words in a dictation.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>		<ul style="list-style-type: none"> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> </ul>
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> </ul>		<ul style="list-style-type: none"> <li>Know social rules and values.</li> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> </ul>		
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>				
<b>LISTENING AND SPEAKING</b>	<b>READING</b>	<b>WRITING</b>		<b>LANGUAGE</b>
<ul style="list-style-type: none"> <li>Listening – comprehension (video): how to save our planet.</li> <li>In groups, discuss best ways to help the planet following the 5 Rs.</li> <li>In groups, deliver a presentation of the web site to the class.</li> <li>Whole class, vote 5 initiatives, one per group, to put into practice at school and “sell” them to the school Principal.</li> <li>Debate: The story of rubbish: What will happen if we continue the same way? What have you learnt from the story?</li> </ul>	<ul style="list-style-type: none"> <li>The story of rubbish</li> <li>Magazine: article about the 5 Rs.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, make a web site with initiatives to help the environment by following the 5 Rs: Recycle, Reuse, Reduce, Repair and Reject.</li> <li>Dictations from the book: “The story of rubbish”</li> </ul>		Future: will, won’t, going to, Predictions, Probability, Types of energy, Recycling rules, Single use plastic, Transportation, Consumer habits.
<b>TEMPORAL CRITERIA</b>				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the story and other readings.				
<b>CROSS-CURRICULAR ELEMENTS:</b>				
<b>Additional and extracurricular activities</b>	<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Organise a visit to the recycling plant: “Centro de visitantes del Parque Tecnológico Valdemingómez”.</li> <li>Organise a visit to the local market.</li> </ul>		<ul style="list-style-type: none"> <li>Make a web site using google site.</li> <li>Search information on the Internet using Kiddle.com.</li> <li>Use “The story of rubbish” audiobook.</li> </ul>	<ul style="list-style-type: none"> <li>Responsibilities over nature.</li> <li>Working in teams and groups.</li> <li>Responsible consumption.</li> <li>Creative thinking</li> <li>Entrepreneurship</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn. Citizenship Entrepreneurship



ENGLISH		YEAR 4			
<u>TEACHING UNIT:</u> 15/15		<u>NUMBER OF SESSIONS:</u> 10	<u>DATES:</u> 8 <sup>th</sup> – 21 <sup>st</sup> June		
<b>Project 6 – SHARING THE PLANET</b> – An enquiry into rights and responsibilities towards nature, and into peace and conflict resolution. UNIT 15: PEACE AND CONFLICT RESOLUTION					
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES/ ASSESSMENT CRITERIA</b>			
<ul style="list-style-type: none"> <li>Identify the gist and some details of a story and a video.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Deliver a short presentation to the class.</li> <li>Recognise words in a dictation.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>	<ul style="list-style-type: none"> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> <li>Cultural awareness: 6.1, 6.2</li> </ul>		
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>			
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Value and respect cultural diversity.</li> </ul>		<ul style="list-style-type: none"> <li>Know social rules and values.</li> <li>Develop individual and teamwork abilities.</li> <li>Value and respect cultural diversity.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> <li>Develop their emotional intelligence.</li> </ul>			
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>					
<b>LISTENING AND SPEAKING</b>		<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>	
<ul style="list-style-type: none"> <li>Listening – comprehension (video): United Nations Sustainable Development Agenda 2030.</li> <li>In groups, deliver a presentation about one of the characters we have read about.</li> <li>Debate: Peace: What does it mean? Why is it important to keep peace in the world?</li> <li>Debate: Wrapping up: What have we learnt during the year?</li> </ul>		Story of some Nobel Peace Prize winners: <ul style="list-style-type: none"> <li>Martin Luther King Jr.</li> <li>Mother Teresa</li> <li>Nelson Mandela</li> <li>Malala Yousafzai</li> </ul> Story of a “missing” winner: <ul style="list-style-type: none"> <li>Mahatma Gandhi</li> </ul>	<ul style="list-style-type: none"> <li>In groups, choose one of the characters we have read about and make a presentation.</li> <li>Make a class poster with all contributions from the debate about how the school year went.</li> <li>Individually, self – reflection composition: what did you like the most and what would you change from this English course?</li> <li>Dictations from the readings.</li> </ul>	Apologise, Reach agreements, War, Refugees, Conflict, Peace, Organisations. Review: Simple Past, Simple Present, Present Perfect, Introduce: Future simple.	
<b>TEMPORAL CRITERIA</b>					
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the readings.					
<b>CROSS-CURRICULAR ELEMENTS:</b>					
<b>Additional and extracurricular activities</b>		<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Decorate the class with different peace symbols.</li> <li>In a paper world map, place pins where there are conflicts under way right now and talk about them.</li> </ul>		Biographies of some important world peace characters, taken from twinkl.com.	<ul style="list-style-type: none"> <li>Make a presentation using Canva or PowerPoint.</li> <li>Search information on the Internet using Kiddle.com.</li> </ul>	<ul style="list-style-type: none"> <li>Peace</li> <li>Conflict resolution</li> <li>Creative thinking</li> <li>Global citizenship.</li> <li>Working in teams.</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn. Citizenship

## METHODOLOGY AND LEARNING RESOURCES

### General principles of intervention

The methodology used to design the 15 teaching units, takes into consideration the following approaches to learning: Firstly, the International Baccalaureate Primary Years Programme (IBPYP). Secondly, a combination of active, flexible, and inclusive learning practices that aim to apply a Universal Design for Learning (UDL). Finally, and specifically regarding Teaching English as a Foreign Language (TEFL), a Communicative approach with a stress in teaching through literature.

### International Baccalaureate: Primary Years Programme (IBPYP)

Following Menéndez and Manso (2018), the IBPYP introduces a transdisciplinary approach that helps primary students develop key competences for lifelong learning. Furthermore, it encourages students to become independent learners through collaboration and within a global view in mind. The IBPYP is an inquiry and competence-based learning where student-self initiative can flourish.

In addition, the approach to assessment is also crucial, as it recognises the importance of assessing the process of inquiry as well as the product, aiming to integrate and support both. This fact leads to assessing not only learner's knowledge, but also their skills and attitudes.

As Menéndez and Manso (2018) support, the Spanish national curriculum and the IBPYP framework both complement each other. The IBPYP introduces flexibility,

fosters interdisciplinary learning, and encourages competence acquisition through a powerful systematic approach, resulting in a very good contribution to the Spanish educational system.

To sum up, the IBPYP programme contributes to the achievement of the following targets within the “*Objetivos de etapa*” and “*Objetivos didácticos*” (see page 7 and 8): it helps develop individual and teamwork strategies as well as students’ in-depth learning, autonomy, and self-reflection, and overall, promotes key competence acquisition.

#### Active, flexible, and inclusive learning practices

The Universal Design for Learning (UDL) aims to achieve an inclusive education where all students regardless of their background, strengths, weaknesses, and styles of learning can benefit from a quality education.

According to Alba Pastor (2022) the UDL offers a framework to guide teaching practice that aims to guarantee that all students have learning and participation opportunities within their classroom. The UDL has three main principles: First, to offer multiple ways of student involvement. Second, to deliver information to students in a variety of ways. Finally, to offer students a range of options to demonstrate their knowledge and skills.

These three main principles require teachers to know their group of students well: their needs, skills, and interests and to identify all possible learning barriers. As a result, they can adjust their goals, assessment methods, methodologies and learning materials to suit all students. Regarding methodologies, it implies the use of active,

flexible, and inclusive learning practices, well supported by ICT tools, that play a pivotal role in achieving the above-mentioned goals.

The first principle, to offer multiple ways of student involvement, requires placing students at the centre of the learning process, encouraging student's independence and self-regulation, as well as collaboration among students. For this teaching plan, the use of a variety of grouping is the chosen strategy: working as a whole class, in small groups, in pairs as well as individually.

According to Betsy Parrish (2020) learner-centred view of teaching provides a learning environment that is more likely to address the diverse needs of the learners. It makes it possible by, among others, validating learners' prior knowledge and experiences, making content relevant to the learners' needs and interests, offering choices to students related to classroom activities, promoting higher order thinking skills and helping acquire strategies for learning inside and outside the classroom.

Additionally, to ensure students get involved in their learning and are motivated all along the process, project-based and transdisciplinary learning has been chosen, for being an engaging and active learning method that helps students transfer their knowledge and ideas across languages and subjects.

As stated by Katherine Bilsborough (2018) the obvious attraction of project - based learning is the motivating element. Furthermore, it involves real life communicative situations where language is an instrument to complete a given objective, requiring

multi-disciplinary skills and knowledge, eventually promoting a higher level of thinking that just learning vocabulary and grammar structures.

The second principle, the delivery of information to students in a variety of ways, is crucial to respond to a variety of learning styles and to Howard Gardner's multiple intelligences. Visual, Auditory, Read/Write and Kinaesthetic learning styles will be covered when offering information to students. As well as opportunities for all multiple intelligences to thrive along the academic year, thanks to a variety of topics covered by 6 different projects.

Furthermore, a range of active learning methods will be used to support understanding and information management. Thinking routines, mind maps as well as rubrics and checklists to help plan and develop classroom activities, plus controlled and guided writing, are implemented to provide appropriate scaffolding for learning and to encourage student's independence and self-regulation.

Thinking routines are the main tools to make thinking processes visible, activating previous knowledge and guiding the acquisition of new one through questioning. Following David Perkins and Ron Ritchhart (2008) the ultimate aspiration of using thinking routines regularly is building a strong culture of thinking in the classroom. This culture leads to students' learning through social interaction and to the development of thinking dispositions such as open-mindedness, curiosity, and a desire to understand.

Scaffolding is based on Vygotsky's Zone of Proximal Development (ZPD) theory. The ZPD was defined by Raymond (2000) as the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance. Scaffolding aims to help students bridge the gap between what they already know and what they need to learn. Its main strategies are providing support structures by breaking down unfamiliar skills into smaller and easier tasks and supporting student's development along the process. The goal of the educator is for the student to become an independent and self-regulating learner and problem solver (Hartman, 2002).

The last principle of the UDL, to offer students a range of options to demonstrate their knowledge and skills, is covered by the variety of tasks, the use of a variety of grouping and the range of tools offered to students to complete them. This area will be explained in more depth in the assessment section.

To sum up, active, flexible, and inclusive practices contribute to achieve the following targets within the "*Objetivos de etapa*" and "*Objetivos didácticos*" (see page 7 and 8): it helps develop individual and teamwork strategies, guarantees learning inclusion, and encourages students' in-depth learning, autonomy, and self-reflection.

Communicative approach with a stress in teaching through literature

TEFL, as stated in the *Decree 61/2022, of 13<sup>th</sup> of July*, as well as in the *Order 5958/2010, of 7<sup>th</sup> of December*, must focus on encouraging communication in the English language, spending more time on speaking and listening than in reading and writing, although willing to achieve a balance among the four skills.

In this sense, this teaching plan takes a Teaching through Literature approach, where oral, written, and multimodal texts, are used to create a context for discussion and further learning, including a variety of text types: short stories, poems, instructions, plays, song lyrics, etcetera, and a variety of topics to motivate students. These topics are related to other areas of the curriculum as well as to the students' interests and to their personal and social context.

Learning English through literature, as stated in the article *Using literature – an introduction*, aims to create an engaging context to develop the four skills, reinforcing them simultaneously and as a result, helping learners improve through the natural process of language acquisition. Activities that focus on working not only “on the text” but mainly “from the text”, such as role-plays, debates, discussions, dramatization, making predictions, making up new endings or titles and retelling, among others, are encouraged in the teaching plan to improve students' speaking and listening skills.

Furthermore, through literature students develop their critical thinking, creativity, joy of reading, expand their grammar and vocabulary, become familiar with different topics, get a world view, and learn values and emotions, through other people's stories, contributing towards their personal growth, among other advantages.

Nevertheless, there is an essential requirement to benefit from this approach: the chosen texts need to be relevant to our students. To achieve this requirement, the texts need to be, on the one hand, interesting for our students and on the other hand, they need to have the appropriate language level, according to Vygotsky's ZPD theory.

To sum up, this Communicative approach with a stress in teaching through literature, contributes to achieve the following targets within the “*Objetivos de etapa*” and “*Objetivos didácticos*” (see page 7 and 8): it helps develop students’ social and emotional competence, promotes reading habits, it prioritises understanding and oral interaction in the English language to progressively achieve the plurilingual competence, and it contributes to know, respect and value cultural diversity.

### Personal, material, and spatial learning resources

#### Personal resources

- An English primary teacher and, according to the timetable and the number of hours designated per week, a native language assistant.
- Students’ relatives and family friends who, depending on the project, could contribute with their knowledge and experience to the learning process.

#### Material resources

- Reading corner: With a wide variety of fiction and non-fiction graded books as well as non-graded non-fiction books for consultation. In addition, a section that changes with every new unit of inquiry, decorated accordingly to make it appealing, with titles related to the project.
- 20 copies (as many as students) of each of the books chosen as part of the Reading plan (about one per unit of inquiry) within the Usborne Young Reading catalogue together with its audiobook.
- CDs and films: appropriate to their age, interests, and level of English with subtitles.
- Posters and flashcards.



- Realia, such as: recipes, tourist brochures, maps, instructions, restaurant menus, newspapers, or magazines in English.
- Board games such as: memory games, Scrabble, who is who, etc.
- Monolingual and bilingual dictionaries.
- Multimedia resources: Digital whiteboard or projector with speakers, and Internet access.
- Personal devices: Chromebooks, tablets or similar for every student with Internet access to search information and to be able to read through the platform “Get epic”, a free online library for children up to 12 years old.
- Twinkl.es platform: As one of the main sources for additional teaching and learning materials.

#### Spatial resources

- A cupboard to keep all devices safe, that also facilitates their recharge.
- A classroom with two different learning areas, one for working individually or in groups, with tables and chairs; and other area to hold class meetings or presentations and to use as a reading corner, with shelves, cushions, and other comfortable furniture to create an engaging as well as a relaxing atmosphere.

#### Role of information technology in the learning process

The role of information technology is essential to achieve the Universal Design for Learning three main principles: to offer multiple ways of student involvement, to deliver information to students in a variety of ways and, to offer students a range of options to demonstrate their knowledge and skills.

A variety of digital tools will be used to share information from the teacher to their students, vice versa, as well as among students themselves. Audio books, presentations, videos, recordings, together with tools such as Kiddle search engine, Word Reference, Google Classroom, Jamboard, Google sites, Padlet, Kahoot, Studystack, Canva, Genially, Mentimeter, Plickers, Powtoon, Edpuzzle, Pic-collage, Blooket, Wix, Wordpress, Twinkl and Microsoft Office, among others, will be used to ensure all students have opportunities for learning and participation.

The use of ICT in the learning process contributes to develop individual and teamwork strategies, to achieve basic digital competence in our students and to guarantee learning inclusion, as stated in the *“Objetivos de etapa”* and *“Objetivos didácticos”* (see page 7 and 8).

## ASSESSMENT

Assessment criteria in relation to objectives, competences, and content

SPECIFIC COMPETENCES	CONTENT	OBJECTIVES	ASSESSMENT CRITERIA	ASSESSMENT TOOL	WEIGHT
RECEPTIVE SKILLS (1)	Reading and Listening activities.	Encourage reading.	<ul style="list-style-type: none"> <li>Promote reading habits.</li> </ul>	<b>Reading passport</b>	<b>5%</b>
		Prioritize understanding and speaking in the English language.	<ul style="list-style-type: none"> <li>Identify the gist and some details in a story/ text/ video/ audio.</li> <li>Recognise words in a dictation/ song/ video.</li> </ul>	<b>Questions and activities.</b>	<b>15%</b>
		Develop their emotional intelligence.	<ul style="list-style-type: none"> <li>Identify character's feelings and motivations.</li> </ul>	<b>Observational forms</b> on attitude.	Assessed with specific competence 6
PRODUCTIVE SKILLS (2)	Speaking activities.	Prioritize understanding and speaking in the English language.	<ul style="list-style-type: none"> <li>Deliver short presentations about a variety of topics.</li> <li>Participate in debates.</li> <li>Use the correct intonation and pronunciation.</li> </ul>	<b>Checklists</b> on content and language.	<b>15%</b>
	Writing activities.	Develop basic digital competence.	<ul style="list-style-type: none"> <li>Use the provided ICT tool.</li> </ul>	<b>Rubric</b> including use of ICT tools, as well as content and language.	<b>15%</b>
		Support the acquisition of the communicative competence in the English language.	<ul style="list-style-type: none"> <li>Plan, paragraph, and link ideas.</li> <li>Use the appropriate layout in a variety of text types using a model.</li> <li>Summarise a story.</li> </ul>		
INTERACTION SKILLS (3)	In pairs and in groups activities.	Prioritize understanding and speaking.	<ul style="list-style-type: none"> <li>Join conversations and share ideas and opinions in English.</li> <li>Request and give information in face-to-face conversations.</li> </ul>	<b>Checklists</b> on content and language.	<b>15%</b>
		Develop individual and teamwork abilities.	<ul style="list-style-type: none"> <li>Work effectively and independently individually and in pairs or groups.</li> </ul>	<b>Observational forms</b> on attitude.	Assessed with specific competence 6
		Know social rules and values.	<ul style="list-style-type: none"> <li>Respect rules and values previously agreed.</li> </ul>		

SPECIFIC COMPETENCES	CONTENT	OBJECTIVES	ASSESSMENT CRITERIA	ASSESSMENT TOOL	WEIGHT
LEARNING STRATEGIES (4)	Guided reading, thinking routines and collaborative work.	<ul style="list-style-type: none"> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Work on strategies of transferring knowledge among languages.</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions.</li> <li>Infer attitude and mood from a story.</li> <li>Deduce meaning from context.</li> <li>Use skimming and scanning strategies.</li> <li>Develop their curiosity.</li> <li>Benefit from collaborative work.</li> <li>Expand their creative and critical thinking.</li> <li>Use a variety of resources to support learning.</li> </ul>	<b>Checklists</b> on abilities	<b>10%</b>
SELF-REFLECTION SKILLS (5)	Self-assessment and peer-assessment.	Promote significant learning: autonomy and self-reflection.	<ul style="list-style-type: none"> <li>Show learning ownership.</li> <li>Identify own strengths and work on their weaknesses.</li> </ul>	<b>Learning portfolios and roadmaps</b>	<b>10%</b>
		Focus both on process and on product.	<ul style="list-style-type: none"> <li>Able to assess peers' presentations, writings, and dictations.</li> </ul>	<b>Checklists</b> on content and language	
CULTURAL AWARENESS (6)	Cultural awareness topic activities.	<ul style="list-style-type: none"> <li>Develop their emotional intelligence.</li> <li>Value and respect cultural diversity.</li> <li>Know social rules and values.</li> </ul>	<ul style="list-style-type: none"> <li>Be open-minded.</li> <li>Embrace empathy and tolerance.</li> <li>Develop integrity and honesty.</li> </ul>	<b>Observational forms</b> on attitude (Includes assessment on emotional intelligence, rules and values and working individually and in teams - from previous table).	<b>15%</b>

The assessment follows the criteria established in the *Decreto 61/2022 de 13 de julio* of Comunidad de Madrid. Please, see Annex II for a comprehensive list of evaluation criteria.

The chosen strategy for assessing students learning is a combination of formative assessment, involving self-assessment and peer-assessment activities, together with summative assessment. It also involves evaluating the learning process as well as the product, determining not only learner's knowledge but also their skills and attitudes.

Furthermore, to guarantee learning inclusion, and following the Universal Design for Learning principles, students will be offered a range of options to demonstrate their knowledge and skills. As a result, all proposed assessment criteria would have alternative formats to adapt to the needs of the students whenever appropriate.

Formative assessment is aimed to promote deep learning, where self-reflection and independence are highly encouraged and where the process is as important as the product. For this goal, an individual learning portfolio that includes a learning roadmap is the chosen tool. Additionally, peer assessment is implemented based on checklists to help students learn from each other, to promote reflection on their learning process and to offer opportunities to improve the product before its deadline.

A summative assessment will be conducted at the start (in September) and in the middle of the school year (in January) to determine students' starting point and progress. These assessments are intended to be purely informative as they will give the teacher precious information about their students' needs and the effectiveness of their teaching method to make any necessary adjustments.

As well, 15 summative assessments will be carried out along the year, concurring with the end of every teaching unit. Students will access in advance all rubrics, checklist

and observational forms used to assess their given tasks and their expected attitude. Appropriate feedback will be given on content, language, and attitude, with suggestions to improve.

At the end of every unit of enquiry or project, six in total, a qualitative report will be issued where 5 levels of possible attainment will be shown: very high, high, sound, developing or emerging. Every specific competence: receptive skills, productive skills, interaction skills, learning strategies, self-reflection skills and cultural awareness, will be assessed. A global grade, that reflects the different weights of every specific competence, will as well be issued.

#### Minimum standards and extraordinary assessment

It is expected that all students participate and complete at least 80% of all activities and tasks with a minimum global standard of “sound” (50%) at the end of every unit of enquiry (a total of six units of enquiry or projects along the school year).

If this minimum global grade is not achieved, then the assessment conducted at the start and in the middle of the school year would be taken into consideration, to assess whether the student has achieved any progress given their starting point.

In case the student hasn't reach any progress, alternative tasks would be set for the student to help them reach the minimum standard required. On the contrary, if the student has reach progress from their starting point, although without reaching the minimum required of 50%, adjustments will be implemented for future units, and the minimum requirement would be considered as reached.

## ATTENTION TO DIVERSITY

This annual teaching plan follows the measures included in the school's "Attention to Diversity Plan". We can distinguish general, ordinary, and extraordinary measures to support all students' needs. General measures, include specific programs such as the IB programme, the reading programme, and the digital competence programme while no extraordinary measures apply to this particular group of students.

In regard to ordinary measures, that mainly focus on room's resources and methodology, this annual teaching plan has considered the needs of the ADHD students as well as other students' who need learning support due to personal or previous schooling history. As already explained, in the methodology and resources section, a combination of active, flexible, and inclusive learning practices is put into place to apply a Universal Design for Learning (UDL).

Following the three UDL principles, this annual teaching plan aims to offer multiple ways of student involvement, to deliver information to students in a variety of ways and to offer students a range of options to demonstrate their knowledge and skills.

As a result, the student is placed at the centre of the learning process, a variety of grouping is used to allow peer support, project-based and transdisciplinary learning is the chosen strategy to engage and help students transfer knowledge among subjects, a variety of activities is equally implemented, while thinking routines are systematically used as well as carefully planned scaffolded learning. Furthermore, a variety of resources and activities supports the learning process, such as: audiobooks, videos with subtitles, plenty of visual information and hands-on activities.

Last, but not least, a flexible assessment method is in place to ensure knowledge, skills and attitudes are being considered. This method values the process as much as the product and offers students alternative formats of assessment activities to adapt to the needs of the students whenever appropriate.

Additionally, there are a number of specific measures intended for ADHD students that apply to this teaching plan and that were established by law in 2014 (Comunidad de Madrid: *Instrucciones*). Some of them have already been mentioned. They all focus on adapting time, type, and method of assessment. When doing a test, students will have up to 35% extra time to finish it, the text will be written using appropriate size and font, alternative formats will be offered such as: oral tests, multiple choice tests, etcetera, questions will be read aloud, and the students will be able to do their tests in a separate room.



## CONTRIBUTION TO OTHER TEACHING PLANS

### School harmony and wellbeing plan

This annual teaching plan contributes to a healthy and positive atmosphere at school by developing student's emotional intelligence through a variety of reading activities, by working effectively both individually and in pairs or groups, by respecting rules and values that students previously discussed and agreed to, and by developing their value and respect towards cultural diversity, helping them being open-minded, embracing empathy and tolerance as well as integrity and honesty, all through cultural awareness topic activities and projects.

### Reading plan

This annual teaching plan contributes to the school's reading plan by choosing a communicative approach to learning English with a stress in teaching through literature. Students read 5 books in class along the school year plus a variety of texts. They are also encouraged to read further out of class by introducing a reading passport that rewards students who read in English. Furthermore, through its Big Buddy Reading Scheme, secondary students come and read with their allocated buddy in a primary class, fostering reading habits too.

### Digital competence plan

This annual teaching plan contributes to the school's digital competence plan by designing a variety of writing and presentation activities that require a range of ICT tools such as PowerPoint, Word, Canva, Padlet, Jam board and Google site, plus the use of an internet search engine such as Kiddle.com.

## IB programme

Last but not least, this annual teaching plan contributes to the school's IB programme by following its 6 units of enquiry and by working collaboratively and transdisciplinary with other areas of the curriculum.

## CONCLUSION

The achievement of the plurilingual competence is crucial during compulsory school years. In my view, the English competence is truly and easily acquired when worked alongside other competences and subjects, which provide a holistic approach as well as a long-term and deep learning.

This teaching plan is part of a transdisciplinary project-based one, and so, all subjects work on the same direction, complementing and supporting each other, resulting in a meaningful learning journey for students.

In addition, on this plan, the student is placed at the centre of the learning process: their previous knowledge, ideas, experiences, and interests are considered as an essential part of the approach. It seeks students to question themselves and to establish connections with other areas of knowledge and with their own live experiences, to ultimate develop competences and values such as citizenship, entrepreneurship, critical thinking or value and respect cultural diversity.

The rationale behind this teaching plan is clear: English is not a goal in itself but a powerful tool to develop each student's view of themselves and of the world around them, helping them grow as confident, responsible, and capable future global citizens.

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#### PROJECT 2: WHERE WE ARE IN PLACE AND TIME

- Bingham, J. (2004) *Around the World in 80 days*. Based on the story by Jules Verne. Usborne Young Reading 2.

#### PROJECT 3: HOW WE EXPRESS OURSELVES

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#### PROJECT 4: HOW THE WORLD WORKS

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#### PROJECT 5: HOW WE ORGANISE OURSELVES

- Dickins, R. (2007) *The Story of Rome*. Usborne Young Reading 2.

#### PROJECT 6: SHARING THE PLANET

- Daynes, K. (2007) *The story of Rubbish*. Usborne Young Reading 2.

## ANNEX I: PROJECT 3: Unit 6

### Previous considerations

This annual teaching plan considers the number of hours of the English subject per week that Bilingual schools in the *Comunidad de Madrid* has set in 5 hours. Therefore, most teaching units include between 10 and 15 sessions each, taking about two to three weeks to complete.

The following table shows the framework that guides classwork throughout the week.

This framework sets certain learning routines while allowing flexibility.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Guided reading	Language focus activities: listening, pronunciation and comprehension	Guided reading	Writing activity	Guided reading
Speaking activity: in groups or whole class debate.		Speaking activity in groups or pairs.		Dictation
Oral presentations (if applicable)		Oral presentations (if applicable)		

The following teaching unit focus on “Literature” as part of the unit of enquiry “How we express ourselves”. These 10 sessions aim to help students identify the main literature genres and to encourage reading habits while exploring and questioning different texts: a playscript, a diary entry, a poem, a magazine article, and a fiction book.



ENGLISH		YEAR 4		
OUTLINE: UNIT 6: LITERATURE <b>Project 3 – HOW WE EXPRESS OURSELVES: LITERATURE</b>		<u>NUMBER OF SESSIONS: 10</u>	<u>DATES: 9<sup>th</sup> – 20<sup>th</sup> January</u>	
<b>LEARNING OUTCOMES: Students will be able to:</b>		<b>SPECIFIC COMPETENCES / ASSESSMENT CRITERIA</b>		
<ul style="list-style-type: none"> <li>Use the appropriate layout to write a diary entry.</li> <li>Use the appropriate layout to write a book review.</li> <li>Use the correct intonation and pronunciation while reading a script or a poem.</li> <li>Join conversations and share their ideas and opinions in English.</li> </ul>		<ul style="list-style-type: none"> <li>Receptive skills: 1.1, 1.2</li> <li>Productive skills: 2.1, 2.2, 2.3</li> <li>Productive/ Interaction skills: 3.1,3.2</li> </ul>	<ul style="list-style-type: none"> <li>Learning strategies: 4.1, 4.2</li> <li>Self-reflection skills: 5.2, 5.3</li> <li>Cultural awareness: 6.1, 6.2, 6.3</li> </ul>	
<b>ANNUAL TEACHING PLAN AIMS TARGETED</b>		<b>PRIMARY YEARS GOALS TARGETED</b>		
<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Prioritize understanding and speaking in the English language.</li> </ul>		<ul style="list-style-type: none"> <li>Develop individual and teamwork abilities.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> <li>Develop their emotional intelligence.</li> </ul>		
<b>GENERAL SKILLS, TASKS AND LANGUAGE / Bilingual schools syllabus</b>				
<b>LISTENING AND SPEAKING</b>		<b>READING</b>	<b>WRITING</b>	<b>LANGUAGE</b>
<ul style="list-style-type: none"> <li>As a whole class, role-play a playscript.</li> <li>In pairs, talk about their favourite readings.</li> <li>As a whole class, recite a poem aloud.</li> <li>In groups, summarise a non-fiction article read individually as part of a jigsaw reading activity.</li> <li>Listening – comprehension (audio book): fiction story.</li> <li>As a whole class, share one of their favourite books / stories.</li> <li>Participate in whole class debates.</li> </ul>		Main features and examples of: <ul style="list-style-type: none"> <li>Fiction texts</li> <li>Non-fiction texts</li> <li>Poetry</li> <li>Drama</li> </ul>	<ul style="list-style-type: none"> <li>Write a diary entry following a given model.</li> <li>Write a book/story review.</li> <li>Dictations from “The Cat in the Hat” and Little Miss Giggles.</li> </ul>	Present simple, Simple past, Present Perfect, Subordinate clauses, Folklore/ fantasy, Identify/ describe people, Genres, Likes and dislikes.
<b>TEMPORAL CRITERIA</b>				
Introduction of language and grammar that is needed to complete the proposed activities and to support the transdisciplinary project itself. The proposed activities are related with the context created by the readings.				
<b>CROSS-CURRICULAR ELEMENTS:</b>				
<b>Additional and extracurricular activities</b>	<b>Reading plan</b>	<b>ICT</b>	<b>Values</b>	<b>Key competences</b>
<ul style="list-style-type: none"> <li>Perform Around the World in 80 days playscript in front of another year level.</li> <li>Write a school newspaper or record the news in a video.</li> </ul>	Extracts of: <ul style="list-style-type: none"> <li>The Diary of Little Red Riding Hood.</li> <li>A National Geographic kids’ article.</li> <li>Dr. Seuss “The Cat in the Hat”.</li> <li>Around the world in 80 days playscript.</li> <li>Little Miss Giggles</li> </ul>	<ul style="list-style-type: none"> <li>Write a diary entry in Word.</li> <li>Online exercises.</li> <li>Kahoot! reading comprehension activity.</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Working in teams and groups.</li> <li>Value and respect culture.</li> </ul>	Plurilingual Digital Personal, Social and Learn how to learn. Cultural expressions

ENGLISH		MONDAY, 9 <sup>TH</sup> JANUARY			YEAR 4
		SESSION 1: DRAMA: PLAYSRIPT			
PROJECT: HOW WE EXPRESS OURSELVES. UNIT 6: LITERATURE					
SPECIFIC COMPETENCES		CONTENT	TEACHING OBJECTIVES	LEARNING OUTCOMES SWAT	ASSESSMENT METHOD
<ul style="list-style-type: none"> <li>Receptive skills</li> <li>Productive skills</li> <li>Interaction skills</li> <li>Learning strategies</li> </ul>		<ul style="list-style-type: none"> <li>Genres: Playscript.</li> <li>Listening and Speaking: role-play script and share ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Develop their emotional intelligence.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the gist and infer the attitude or mood from a text.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Use the correct intonation and pronunciation when reading a script.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet.</li> <li>Checklist on content and language</li> <li>Observational forms on attitude.</li> </ul>
PREVIOUS KNOWLEDGE		MATERIALS			SPACES
<ul style="list-style-type: none"> <li>Around the world in 80 days story (previous unit).</li> <li>Feelings.</li> </ul>		GENERAL	ATTENTION TO DIVERSITY		<ul style="list-style-type: none"> <li>Classroom working area.</li> <li>Reading/ Meeting area for the role playing</li> </ul>
		<ul style="list-style-type: none"> <li>Copies of "Around the world in 80 days" playscript.</li> <li>An item to help characterise every role.</li> <li>Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Text in bigger font, dialogues have different colours (one for each character).</li> <li>Varied grouping</li> </ul>		
STAGE	TIME	ACTIVITIES			GROUPING
WARM UP	5 min	<ul style="list-style-type: none"> <li>Welcome everyone back from the Christmas break. Has anyone received a book as a Christmas present? Hand out the worksheet and the playscript.</li> <li>Introduce new teaching unit: "Literature" and new vocabulary: genre, fiction, non-fiction, poetry, drama.</li> </ul>			WHOLE CLASS
PRE-READING	10 min	<ul style="list-style-type: none"> <li>Prediction task: What kind of text is this?</li> <li>Context: Have you ever watched a play at the theatre? Have you ever watched a movie?</li> <li>Pre- teach vocabulary: twice, won't, mess.</li> </ul>			WHOLE CLASS
WHILE READING	20 min	<ul style="list-style-type: none"> <li>1<sup>st</sup> Reading: Individually. Gist question: What part of the story "Around the world" is this scene taken from? What makes you say that? Think, pair, and share (thinking routines).</li> <li>2<sup>nd</sup> Reading: Choose 2 Ss to role-play the scene. Individually: Infer attitude or mood from the characters and share it with the class. What makes you say that?</li> </ul>			INDIVIDUAL, IN PAIRS and WHOLE CLASS
POST READING	20 min	<ul style="list-style-type: none"> <li>Thinking routines: what looks similar and what is different between a story and a playscript?</li> <li>Role- play the scene</li> </ul>			WHOLE CLASS IN PAIRS
BACK UP ACTIVITIES			POSSIBLE BARRIERS/ DIFFICULTIES		
<ul style="list-style-type: none"> <li>Role - play other scenes.</li> </ul>			<ul style="list-style-type: none"> <li>Pronunciation of the word literature.</li> </ul>		

# DIALOGUE 1

## cd track II



*(Background: In this scene, Mr. Fogg is coming back from the Reform Club to tell Passepartout about the journey around the world.)*

**Phileas Fogg:** Passepartout! Passepartout!

**Passepartout:** Mr. Fogg?

**Phileas Fogg:** Passepartout, I called you twice.

**Passepartout:** Forgive me, I didn't expect you back so soon. You said that you'd return at half past ten from the Reform Club, and it is only...

**Phileas Fogg:** I know! We leave in ten minutes.

**Passepartout:** Is the good sir going away?

**Phileas Fogg:** Yes. We are going to travel around the world.

**Passepartout:** So that means that the good sir won't be here for breakfast. One moment... around the world?

**Phileas Fogg:** Yes, in eighty days. Don't ask how I have ended up in this mess. I will explain later. But the fact is that I have decided to go around the world in eighty days.

**Passepartout:** But... the suitcases?

**Phileas Fogg:** No suitcases. A travel pack with just a few things: a pair of shirts and four socks for each of us.

**Passepartout:** Very well, Mr. Fogg. But, did you say around the world?

**Phileas Fogg:** Yes, all the way around.

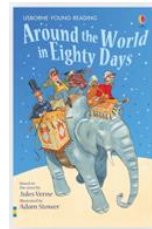
**Passepartout:** Yeah. In... in... eighty days.

**Phileas Fogg:** Get everything ready!



SOURCE:

[http://guixols.cat/files/educacio/teatre\\_escolar\\_2011/Around\\_the\\_world\\_in\\_80%20days.pdf](http://guixols.cat/files/educacio/teatre_escolar_2011/Around_the_world_in_80%20days.pdf)



Name  
Date

Unit  
Project

Literature

New vocabulary

Questions

- What part of the story is this scene taken from?
- What makes you say that?
- How do you think Mr. Fogg feel? And Passepartout?

Comparing a story and a playscript

Similarities

Differences

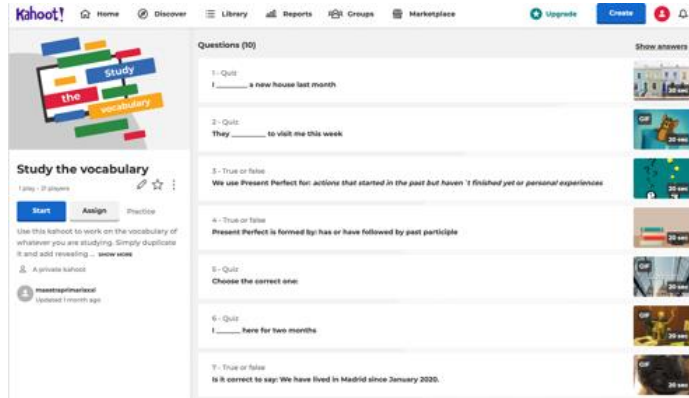
SOURCE: Own made resource

ENGLISH		TUESDAY, 10 <sup>TH</sup> JANUARY			YEAR 4	
SESSION 2: DRAMA: PLAYSCRIPT						
PROJECT: HOW WE EXPRESS OURSELVES. UNIT 6: LITERATURE						
SPECIFIC COMPETENCES		CONTENT	TEACHING OBJECTIVES		LEARNING OUTCOMES SWAT	ASSESSMENT METHOD
<ul style="list-style-type: none"> <li>• Receptive skills</li> <li>• Productive skills</li> <li>• Interaction skills</li> <li>• Learning strategies</li> <li>• Self-reflection skills</li> </ul>		<ul style="list-style-type: none"> <li>• Language in use: Present Perfect, Simple Past, Present Perfect.</li> <li>• Speaking: talking about their likes and dislikes, face to face conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Guarantee learning inclusion.</li> <li>• Promote significant learning: autonomy and self-reflection.</li> <li>• Acquire the communicative competence in the English language.</li> <li>• Develop basic digital competence.</li> </ul>		<ul style="list-style-type: none"> <li>• Scan a text to locate specific information.</li> <li>• Join conversations and share their ideas and opinions in English using Past Simple or Present Perfect when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed worksheet.</li> <li>• Checklist on content and language</li> <li>• Observational forms on attitude.</li> </ul>
PREVIOUS KNOWLEDGE		MATERIALS				SPACES
<ul style="list-style-type: none"> <li>• Present Simple, Simple Past and Present Perfect.</li> <li>• Likes and dislikes</li> </ul>		<b>GENERAL</b> <ul style="list-style-type: none"> <li>• Copies of the worksheet.</li> <li>• Laptops and Internet connection to access Kahoot!</li> </ul>		<b>ATTENTION TO DIVERSITY</b> <ul style="list-style-type: none"> <li>• Text in bigger font.</li> <li>• Varied grouping.</li> <li>• Use of ICT resources.</li> </ul>		<ul style="list-style-type: none"> <li>• Classroom working area.</li> </ul>
STAGE	TIME	ACTIVITIES				GROUPING
WARM UP	10 min	<ul style="list-style-type: none"> <li>• Read the script "Around the world in 80 days" again and identify verbs in the text in Present Simple, Simple Past and Present Perfect. Complete the given table.</li> <li>• Think, pair, and share (thinking routine).</li> </ul>				INDIVIDUAL, IN PAIRS and WHOLE CLASS
PRESENT	10 min	<ul style="list-style-type: none"> <li>• When do we use Simple Past? When do we use Present Perfect?</li> <li>• Complete the given table.</li> </ul>				WHOLE CLASS
PRACTICE	15 min	<ul style="list-style-type: none"> <li>• Exercises to reinforce its use with KAHOOT!</li> </ul>				INDIVIDUAL
PRODUCE	20 min	<ul style="list-style-type: none"> <li>• Interview with open ended questions about literature likes and dislikes. Write down partners' answers.</li> </ul>				IN PAIRS
BACK UP ACTIVITIES				POSSIBLE BARRIERS/ DIFFICULTIES		
<ul style="list-style-type: none"> <li>• Extend the interview in pairs to a whole class mingling activity.</li> </ul>				<ul style="list-style-type: none"> <li>• If the Internet connection fails, back up activities would be done instead.</li> </ul>		

## LANGUAGE IN USE: Simple Past and Present Perfect

	Simple past	Present perfect	Present simple
Examples from "Around the World in 80 days" script			
Use			

### Exercises: KAHOOT!



## LANGUAGE IN USE: Interview script

- Name of interviewed person.
- What is your favourite book?
- Do you like poetry?
- Have you ever taken part in a play? If not, would you like to? If yes, when?
- Do you prefer fiction or non-fiction literature?
- Have you read any interesting book recently?
- Which one?
- Last year, how many books did you read?
- Ask your partner, any other questions about his or her reading likes and dislikes.

ENGLISH		WEDNESDAY, 11 <sup>TH</sup> JANUARY			YEAR 4
<b>SESSION 3: NON – FICTION: DIARY ENTRY</b>					
<b>PROJECT: HOW WE EXPRESS OURSELVES. UNIT 6: LITERATURE</b>					
SPECIFIC COMPETENCES		CONTENT	TEACHING OBJECTIVES	LEARNING OUTCOMES SWAT	ASSESSMENT METHOD
<ul style="list-style-type: none"> <li>• Receptive skills</li> <li>• Productive skills</li> <li>• Interaction skills</li> <li>• Learning strategies</li> <li>• Self-reflection skills</li> </ul>		<ul style="list-style-type: none"> <li>• Genres: Diary entry layout and lexis used.</li> <li>• Speaking: share ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Guarantee learning inclusion.</li> <li>• Encourage reading.</li> <li>• Prioritize understanding and speaking in the English language.</li> <li>• Develop individual and teamwork abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the gist and infer the meaning of a word from its context.</li> <li>• Scan a text to locate specific information.</li> <li>• Join conversations and share their ideas and opinions in English.</li> <li>• Use the correct intonation and pronunciation when reading a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed worksheet.</li> <li>• Checklist on content and language</li> <li>• Observational forms on attitude.</li> </ul>
PREVIOUS KNOWLEDGE		MATERIALS			SPACES
<ul style="list-style-type: none"> <li>• Little Red Riding Hood story</li> <li>• Present Simple, Simple Past and Present Perfect.</li> <li>• Feelings</li> </ul>		<b>GENERAL</b> <ul style="list-style-type: none"> <li>• Copies of the Diary of Little Red Riding Hood.</li> <li>• Worksheet.</li> </ul>		<b>ATTENTION TO DIVERSITY</b> <ul style="list-style-type: none"> <li>• Text in bigger font.</li> <li>• Varied grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom working area.</li> </ul>
STAGE	TIME	ACTIVITIES			GROUPING
WARM UP	5 min	<ul style="list-style-type: none"> <li>• Context: Anyone in the class writes a diary? What do you know about Little Red Riding Hood story?</li> </ul>			WHOLE CLASS
PRE-READING	10 min	<ul style="list-style-type: none"> <li>• Hand out the diary extract and the worksheet.</li> <li>• Prediction: What kind of text is this: fiction, non-fiction, poetry, or drama? Diary vs Fairy tale.</li> <li>• Pre- teach vocabulary: grumpily, shortcut, work out, uncover.</li> </ul>			WHOLE CLASS
WHILE READING	15 min	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Reading: Individually. Who do you think writes the diary? What makes you say that?</li> <li>• 2<sup>nd</sup> Reading: Read aloud. Identify verbs in the text in Simple Past and infer the meaning of "charming" from context.</li> </ul>			INDIVIDUAL and WHOLE CLASS
POST READING	25 min	<ul style="list-style-type: none"> <li>• In groups, think of a different ending for Little Red Riding Hood day.</li> <li>• Identify in the text: main features of a diary, sequencing data: First, Then, Finally, Next, After that,</li> <li>• Think, pair, and share (thinking routine)</li> </ul>			INDIVIDUAL, IN GROUPS and WHOLE CLASS
BACK UP ACTIVITIES			POSSIBLE BARRIERS/ DIFFICULTIES		
<ul style="list-style-type: none"> <li>• Listen to Little Red Riding Hood fairy tale: <a href="https://youtu.be/GbzMC6gAzVU">https://youtu.be/GbzMC6gAzVU</a></li> <li>• Start planning their own diary entry (next session task)</li> </ul>					

# Diary of Little Red Riding Hood

Saturday 4<sup>th</sup> May

Dear diary,

You are not going to believe the day I have had! First thing this morning, my mum told me I had to take some cakes to my poorly granny. I secretly wanted to stay and play in the garden but I felt bad for poor Granny so, I grumpily agreed. It was such a beautiful day as I walked through the woods, I just had to stop and pick some lovely red flowers.

Then suddenly, a wolf appeared from behind a tree! He was very charming and told me a shortcut to get to granny's house. I thought he seemed very clever so I stupidly believed him.



Finally, I got to Granny's house and I knew at once something strange was going on. Granny didn't look like herself at all. I asked Granny a lot of questions and just in time I worked out it wasn't Granny at all!

Next, a kind woodcutter came and helped me uncover the wolf and rescue poor granny. I felt very scared but I knew I had to be brave.

After that, the woodcutter took me home and Mum couldn't believe the adventure I'd had. Now it's well past my bedtime and I am very tired. I don't think I'll ever trust a wolf again!



Little Red Riding Hood



visit [twinkl.com](https://www.twinkl.com)



SOURCE: [www.twinkl.com](https://www.twinkl.com)



Name  
Date

Unit  
Project

New vocabulary

In groups, think of a different ending for Little Red Riding Hood day.

MAIN FEATURES OF A DIARY ENTRY	
Feature	Example from the text
Includes the date	
Uses "I", "me" and "my"	
Writes in past tense	
Describes feelings	
Includes most important events in order	
Uses time linking words	

SOURCE: Own made resource

ENGLISH		THURSDAY, 12 <sup>TH</sup> JANUARY		YEAR 4	
<b>SESSION 4: NON – FICTION: DIARY ENTRY</b>					
<b>PROJECT: HOW WE EXPRESS OURSELVES. UNIT 6: LITERATURE</b>					
SPECIFIC COMPETENCES		CONTENT	TEACHING OBJECTIVES	LEARNING OUTCOMES SWAT	ASSESSMENT METHOD
<ul style="list-style-type: none"> <li>Productive skills</li> <li>Learning strategies</li> <li>Self-reflection skills</li> </ul>		<ul style="list-style-type: none"> <li>Writing; Diary entry</li> </ul>	<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Develop basic digital competence.</li> </ul>	<ul style="list-style-type: none"> <li>Use the appropriate layout to write a diary entry.</li> <li>Self-assess their work and give appropriate feedback to their partner.</li> </ul>	<ul style="list-style-type: none"> <li>Checklist on content and language</li> </ul>
PREVIOUS KNOWLEDGE		MATERIALS			SPACES
<ul style="list-style-type: none"> <li>Diary entry main features</li> <li>Simple past and Past Perfect use.</li> </ul>		<b>GENERAL</b> <ul style="list-style-type: none"> <li>Diary entry checklist.</li> <li>Models with less or more guidance.</li> <li>Time conjunctions and adverbials.</li> <li>Adjectives expressing feelings.</li> <li>Laptops</li> </ul>		<b>ATTENTION TO DIVERSITY</b> <ul style="list-style-type: none"> <li>Variety of models with less or more guidance to support the process.</li> <li>Writing prompts.</li> <li>Individual support</li> <li>More time to finish the task and/or less number of words required.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom working area.</li> </ul>
STAGE	TIME	ACTIVITIES			GROUPING
WARM UP	5 min	Review the main features of a diary entry.			WHOLE CLASS
WRITING TIME	40 min	Main task: Write a personal diary entry (real or invented) of 80 words using Word. Hand out: Checklist and models for further guidance, support and for self-assessment.			INDIVIDUAL
PEER FEEDBACK	15 min	Exchange their diary entry with their partner's and assess it following the given checklist. Give oral feedback of what to improve to their partner.			IN PAIRS
BACK UP ACTIVITIES				POSSIBLE BARRIERS/ DIFFICULTIES	
<ul style="list-style-type: none"> <li>Extend the diary entry to up to 100 words.</li> <li>Reading time.</li> </ul>				<ul style="list-style-type: none"> <li>If the task is too difficult for some students, they can have extra time the following day to complete it.</li> </ul>	



## Diary Writing Checklist

Did I...

	Child	Friend	Teacher
include the date and/or time that the entry was written?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
write in the first person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use past tense for the main events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell events in chronological order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
include personal emotions and feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use paragraphs to organise my writing (including an introduction and conclusion)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use an informal style?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use time conjunctions and adverbials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### How Do You Feel Today?

happy	angry	excited	embarrassed
cold	hot	surprised	tired
astonished	upset	worried	nervous
proud	sad	confused	scared
poorly	calm	stressed	disappointed

### Conjunctions and other Connective Devices...

Opposition	Reinforcing/ in addition	Explaining/ listing	Cause and effect	Time
<ul style="list-style-type: none"> <li>- however</li> <li>- nevertheless</li> <li>- on the other hand</li> <li>- but</li> <li>- instead</li> <li>- in contrast</li> <li>- looking at it another way</li> <li>- although</li> <li>- the main reasons against</li> <li>- some people do not believe</li> <li>- for instance</li> <li>- the evidence for this suggests</li> <li>- disagree</li> <li>- whereas</li> <li>- as long as</li> </ul>	<ul style="list-style-type: none"> <li>- besides</li> <li>- anyway</li> <li>- after all</li> <li>- many people believe this is an important issue because</li> <li>- one reason is</li> <li>- furthermore</li> <li>- also</li> <li>- moreover</li> <li>- in addition</li> <li>- a further point</li> <li>- claim that...</li> </ul>	<ul style="list-style-type: none"> <li>- for example</li> <li>- in other words</li> <li>- for instance</li> <li>- first of all</li> <li>- finally</li> <li>- in conclusion</li> <li>- after much thought</li> <li>- the main reason for this is</li> <li>- in the end we decided</li> <li>- I believe that</li> </ul>	<ul style="list-style-type: none"> <li>- therefore</li> <li>- consequently</li> <li>- as a result</li> <li>- thanks to this</li> <li>- because of this</li> <li>- this causes</li> <li>- so</li> <li>- the reason that</li> <li>- this results in</li> <li>- when</li> </ul>	<ul style="list-style-type: none"> <li>Prior (at the beginning)                             <ul style="list-style-type: none"> <li>- at first</li> <li>- before</li> <li>- in the beginning</li> <li>- until then</li> <li>- up to that time</li> <li>- firstly</li> </ul> </li> <li>Following (afterwards)                             <ul style="list-style-type: none"> <li>- just then</li> <li>- next</li> <li>- in due course</li> <li>- in the end</li> <li>- after that</li> <li>- later</li> <li>- finally</li> <li>- eventually</li> <li>- a month later</li> </ul> </li> <li>Parallel (at the same time)                             <ul style="list-style-type: none"> <li>- in the mean time</li> <li>- simultaneously</li> <li>- concurrently</li> <li>- meanwhile</li> </ul> </li> </ul>
but...	and...	so...	because...	then...

SOURCE: [www.twinkl.es](http://www.twinkl.es)



ENGLISH		FRIDAY, 13 <sup>TH</sup> JANUARY SESSION 5: POETRY		YEAR 4	
<b>PROJECT: HOW WE EXPRESS OURSELVES. UNIT 6: LITERATURE</b>					
SPECIFIC COMPETENCES		CONTENT	TEACHING OBJECTIVES	LEARNING OUTCOMES SWAT	ASSESSMENT METHOD
<ul style="list-style-type: none"> <li>• Receptive skills</li> <li>• Productive skills</li> <li>• Interaction skills</li> <li>• Learning strategies</li> <li>• Self-reflection skills</li> </ul>		<ul style="list-style-type: none"> <li>• Genres: Poem</li> <li>• Pronunciation.</li> <li>• Listening – comprehension.</li> <li>• Speaking: share ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Guarantee learning inclusion.</li> <li>• Encourage reading.</li> <li>• Promote significant learning: autonomy and self-reflection.</li> <li>• Develop individual and teamwork abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the gist and some details from a text.</li> <li>• Join conversations and share their ideas and opinions in English.</li> <li>• Use the correct intonation and pronunciation when reading a text.</li> <li>• Recognise words in a dictation.</li> <li>• Self-assess their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed worksheet.</li> <li>• Checklist on content and language</li> <li>• Observational forms on attitude.</li> </ul>
PREVIOUS KNOWLEDGE		MATERIALS			SPACES
•		GENERAL		ATTENTION TO DIVERSITY	• Classroom working area.
		<ul style="list-style-type: none"> <li>• Worksheet “The Cat in the Hat”</li> <li>• Dr. Seuss books.</li> </ul>		<ul style="list-style-type: none"> <li>• Text in bigger font.</li> <li>• Varied grouping</li> </ul>	
STAGE	TIME	ACTIVITIES			GROUPING
WARM UP	5 min	<ul style="list-style-type: none"> <li>• Introduce Dr. Seuss: his works and characters.</li> </ul>			WHOLE CLASS
PRE-READING	10 min	<ul style="list-style-type: none"> <li>• Hand out the poem. Prediction: What kind of text is this?</li> <li>• Context: What is similar with the songs you listen?</li> <li>• Pre- teach vocabulary: wet, wish, bit.</li> </ul>			WHOLE CLASS
WHILE READING	15 min	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Reading: Individually. Gist question: What is the story about? What makes you say that? (thinking routine)</li> <li>• 2<sup>nd</sup> Reading: Read aloud (stress pronunciation and focus on rhyme) What do you think it could happen next? What makes you say that?</li> </ul>			INDIVIDUAL and WHOLE CLAS
POST READING	30 min	<ul style="list-style-type: none"> <li>• Complete the reading comprehension questions. Compare them with those of your partner.</li> <li>• Dictation task from The Cat in the Hat extract. Compare with the copy and self-assess.</li> </ul>			INDIVIDUAL and IN PAIRS. INDIVIDUAL
BACK UP ACTIVITIES			POSSIBLE BARRIERS/ DIFFICULTIES		
<ul style="list-style-type: none"> <li>• Listen to the audiobook: <a href="https://youtu.be/FIVvEIHEIfQ">https://youtu.be/FIVvEIHEIfQ</a></li> <li>• In pairs, read the poem to each other and try to memorize it.</li> </ul>					

**The Cat In The Hat (extract)**  
**Dr Seuss**

The sun did not shine.  
It was too wet to play.  
So we sat in the house  
all that cold, cold, wet day.

I sat there with sally.  
We sat there, we two.  
and I said, 'how I wish  
we had something to do!'

Too wet to go out  
and too cold to play ball.  
So we sat in the house.  
We did nothing at all.

So all we could do was to  
Sit!  
Sit!  
Sit!  
And we did not like it.  
Not one little bit.



**Questions**

1. What was the weather like today? \_\_\_\_\_
2. What month do you think it might be? \_\_\_\_\_
3. Why couldn't they go out? Tick **one**.
  - It was too wet.
  - The door was locked.
  - They were tired.
4. Why couldn't they play ball? Tick **one**.
  - They didn't have a ball.
  - It was too cold.
  - They were busy.
5. What did they wish for? Tick **one**.
  - Something to do.
  - Something to eat.
  - To go to bed.
6. Do you like it when it rains? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_

SOURCE: <https://www.tes.com/teaching-resource/cat-in-the-hat-comprehension-12414378>



Name

Date

Unit

Project

New vocabulary

Dictation

SOURCE: Own made resource

ENGLISH		MONDAY, 16 <sup>TH</sup> JANUARY		YEAR 4		
SESSION 6: NON – FICTION: ARTICLE						
PROJECT: HOW WE EXPRESS OURSELVES. UNIT 6: LITERATURE						
SPECIFIC COMPETENCES		CONTENT	TEACHING OBJECTIVES		LEARNING OUTCOMES SWAT	ASSESSMENT METHOD
<ul style="list-style-type: none"> <li>• Receptive skills</li> <li>• Productive skills</li> <li>• Interaction skills</li> <li>• Learning strategies</li> </ul>		<ul style="list-style-type: none"> <li>• Genres: Magazine article</li> <li>• Listening and Speaking: share ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Guarantee learning inclusion.</li> <li>• Prioritize understanding and speaking in the English language.</li> <li>• Develop individual and teamwork abilities.</li> <li>• Acquire the communicative competence in the English language.</li> </ul>		<ul style="list-style-type: none"> <li>• Take notes and summarize from a text.</li> <li>• Join conversations and share their ideas and opinions in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed worksheet.</li> <li>• Checklist on content and language</li> <li>• Observational forms on attitude.</li> </ul>
PREVIOUS KNOWLEDGE		MATERIALS			SPACES	
<ul style="list-style-type: none"> <li>• Past simple, Present Perfect and Present simple.</li> <li>• Animals, nature.</li> </ul>		GENERAL	ATTENTION TO DIVERSITY		<ul style="list-style-type: none"> <li>• Classroom working area.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Copies of the article from National Geographic kids.</li> <li>• Copies of the worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Text in bigger font, dialogues have different colours.</li> <li>• Jigsaw reading activity.</li> </ul>			
STAGE	TIME	ACTIVITIES			GROUPING	
WARM UP	5 min	<ul style="list-style-type: none"> <li>• Review the topic of the teaching unit: “Literature” and the genres we have seen so far.</li> <li>• Context: Have you ever heard about Jane Goodall? Introduce her life.</li> </ul>			WHOLE CLASS	
PRE-READING	10 min	<ul style="list-style-type: none"> <li>• Hand out a copy of the article.</li> <li>• Prediction task: What kind of text is this? What do you think is it about?</li> <li>• Context: Have you ever read a magazine or a newspaper?</li> <li>• Pre- teach vocabulary: Primatologist, chimps, to pat, to reassure, tool, nest, volunteering.</li> <li>• Divide the class in groups of 3 and number them 1 - 2 – 3 for a jigsaw reading activity.</li> </ul>			WHOLE CLASS	
WHILE READING	10 min	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Reading: Individually. Identify the gist. Group 1: Read questions number 1 and 2. Group 2: Read questions number 3, 4 and 5. Group 3: Read questions number 6 and 7.</li> <li>• 2<sup>nd</sup> Reading: Individually. Take notes of main ideas. Think, pare and share (thinking routine).</li> </ul>			INDIVIDUAL	
POST READING	30 min	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Ss gather with other Ss who belong to the same number group. Share their notes and agree on main points.</li> <li>• 2<sup>nd</sup> Ss gather with their group of origin, share their ideas, and complete the worksheet together.</li> </ul>			IN GROUPS	
BACK UP ACTIVITIES			POSSIBLE BARRIERS/ DIFFICULTIES			
<ul style="list-style-type: none"> <li>• Watch a video about Jane Goodall <a href="https://youtu.be/rcL4jnGTL1U">https://youtu.be/rcL4jnGTL1U</a></li> </ul>			<ul style="list-style-type: none"> <li>• Complexity of the article: it has been transformed into a jigsaw reading activity to ease the reading.</li> </ul>			



SOURCE: National Geographic Kids. 4 Rainforest edition. 2022

# DR JANE GOODALL INTERVIEW!

## New vocabulary

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## Jigsaw Reading activity: Note taking

SOURCE: Own made resource

## Jane Goodall

Date of birth:

\_\_\_\_\_

Place of birth:

\_\_\_\_\_

Early life:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Known for:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Achievements:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Key discoveries:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interesting facts:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Disclaimer: The nature of this resource requires independent, child-led research. It is advisable to use only pre-selected, child-appropriate sources of information and websites that are appropriate to their age. Please also be aware that there may be aspects of a topic or individual's life which may be controversial or upsetting to some. Due to this, we highly recommend that you carefully consider all research activities before undertaking them with children.



SOURCE: [www.twinkl.es](http://www.twinkl.es)

ENGLISH		TUESDAY, 17 <sup>TH</sup> JANUARY		YEAR 4	
		SESSION 7: NON – FICTION: ARTICLE			
PROJECT: HOW WE EXPRESS OURSELVES. UNIT 6: LITERATURE					
SPECIFIC COMPETENCES		CONTENT	TEACHING OBJECTIVES	LEARNING OUTCOMES SWAT	ASSESSMENT METHOD
<ul style="list-style-type: none"> <li>Receptive skills</li> <li>Productive skills</li> <li>Productive/ Interaction skills</li> <li>Learning strategies</li> <li>Self-reflection skills</li> </ul>		<ul style="list-style-type: none"> <li>Language in use: Subordinate clauses, Describe people/animals/ characters. Review “Wh” questions</li> <li>Speaking: face to face conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Promote significant learning: autonomy and self-reflection.</li> <li>Acquire the communicative competence in the English language.</li> <li>Develop basic digital competence.</li> </ul>	<ul style="list-style-type: none"> <li>Scan a text to locate specific information.</li> <li>Join conversations, share their ideas and opinions using subordinate clauses and “Wh” questions.</li> <li>Describe a character.</li> </ul>	<ul style="list-style-type: none"> <li>Completed worksheet.</li> <li>Checklist on content and language</li> <li>Observational forms on attitude.</li> </ul>
PREVIOUS KNOWLEDGE		MATERIALS			SPACES
<ul style="list-style-type: none"> <li>“Wh” questions.</li> <li>Some adjectives and connectors.</li> </ul>		<b>GENERAL</b> <ul style="list-style-type: none"> <li>Copies of the worksheets.</li> <li>Laptops and Internet connection to access online exercises.</li> </ul>		<b>ATTENTION TO DIVERSITY</b> <ul style="list-style-type: none"> <li>Text in bigger font.</li> <li>Varied grouping.</li> <li>Use of ICT resources.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom working area.</li> </ul>
STAGE	TIME	ACTIVITIES			GROUPING
WARM UP	10 min	In groups, scan Jane´s Goodall article and locate: 3 different “wh “questions used, 5 examples of the most common connectors and 6 adjectives she uses to describe chimps. Complete the given table with the sentences.			IN GROUPS
PRESENT	10 min	When and why do we use connectors? Why do we need to use adjectives when describing? Complete the given table.			WHOLE CLASS
PRACTICE	15 min	Online exercises to reinforce its use.			INDIVIDUAL
PRODUCE	20 min	Interview your partner using the given template about their favourite book or movie character. Write down their answers.			IN PAIRS
BACK UP ACTIVITIES			POSSIBLE BARRIERS/ DIFFICULTIES		
<ul style="list-style-type: none"> <li>Extend the interview in pairs to a whole class mingling activity.</li> </ul>			<ul style="list-style-type: none"> <li>If the Internet connection fails, back up activities would be done instead.</li> </ul>		



LANGUAGE IN USE	
Wh questions	Connectors
<p>Examples from</p> <p><i>Jane Goodall's interview</i></p>	<p>Adjectives</p>
Use	

**EXERCISES**

Click here to practice! <https://test-english.com/grammar-points/a2/however-although-time-connectors/>

SOURCE: Own made resource

### SUPPORT MATERIAL

#### Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.

#### Question Words

















SOURCE: [www.twinkl.es](http://www.twinkl.es)

## SUPPORT MATERIAL

**Character Description**

 grumpy	 horrible	 brave	 shy	 mean	 noble
 polite	 wise	 calm	 bold	 helpful	 smart
 furious	 cunning	 unkind	 cruel	 charming	 clumsy
 odd	 bored	 young	 old	 nervous	 lazy

**Character Description**

 happy	 angry	 ugly	 beautiful	 tall	 small
 scary	 wicked	 handsome	 strange	 colourful	 silly
 caring	 rude	 friendly	 sly	 evil	 clever
 kind	 honest	 nasty	 gentle	 pretty	 cross

SOURCE: [www.twinkl.es](http://www.twinkl.es)

## LANGUAGE IN USE:

INTERVIEW about favourite book or movie character.



Remember to use  
connectors!

- Who is your favourite character?

- Why?

- What book or movie is he or she from?

- How is she or he?

*Describe them with as much detail as possible.*

SOURCE: Own made resource

ENGLISH		WEDNESDAY, 18 <sup>TH</sup> JANUARY and THURSDAY, 19 <sup>TH</sup> JANUARY			YEAR 4
		SESSIONS 8 and 9: FICTION: SHORT STORY			
PROJECT: HOW WE EXPRESS OURSELVES. UNIT 6: LITERATURE					
SPECIFIC COMPETENCES		CONTENT	TEACHING OBJECTIVES	LEARNING OUTCOMES SWAT	ASSESSMENT METHOD
<ul style="list-style-type: none"> <li>Receptive skills</li> <li>Productive skills</li> <li>Interaction skills</li> <li>Learning strategies</li> <li>Self-reflection skills</li> <li>Cultural awareness</li> </ul>		<ul style="list-style-type: none"> <li>Genres: Fiction.</li> <li>Listening and Speaking: share ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Guarantee learning inclusion.</li> <li>Encourage reading.</li> <li>Prioritize understanding and speaking in the English language.</li> <li>Develop their emotional intelligence.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the gist and infer the attitude or mood from a story.</li> <li>Use the correct intonation and pronunciation while reading a story.</li> <li>Join conversations and share their ideas and opinions in English.</li> <li>Recognise words in a dictation.</li> <li>Self-assess their work.</li> </ul>	<ul style="list-style-type: none"> <li>Completed worksheet.</li> <li>Checklist on content and language</li> <li>Observational forms on attitude.</li> </ul>
PREVIOUS KNOWLEDGE		MATERIALS			SPACES
<ul style="list-style-type: none"> <li>Present simple, Simple past.</li> </ul>		<b>GENERAL</b> <ul style="list-style-type: none"> <li>Copies of the story: Little Miss Giggles</li> <li>Worksheet.</li> </ul>		<b>ATTENTION TO DIVERSITY</b> <ul style="list-style-type: none"> <li>Audio book with visual aids.</li> <li>Varied grouping</li> </ul>	<ul style="list-style-type: none"> <li>Reading area.</li> </ul>
STAGE	TIME	ACTIVITIES			GROUPING
WARM UP	DAY 1 5 min	<ul style="list-style-type: none"> <li>Introduce Little Miss and Little Mister series.</li> </ul>			WHOLE CLASS
PRE-READING	DAY 1 15 min	<ul style="list-style-type: none"> <li>Hand out the text and the worksheet. Prediction: What kind of text is this?</li> <li>Pre-teach vocabulary: giggles, odd, scratch, nod, miserable, rub.</li> </ul>			WHOLE CLASS
WHILE READING	DAY 1 35 min  DAY 2 10 min	<ul style="list-style-type: none"> <li>1<sup>ST</sup> Reading: Watch the video and follow the reading: <a href="https://youtu.be/MILExdW_kY">https://youtu.be/MILExdW_kY</a></li> <li>Gist question: What is the story about? What is the author's mood? What makes you say that? (thinking routine)</li> <li>2<sup>nd</sup> Reading: Read aloud taking turns. How is its main character? Find adjectives to describe her.</li> </ul>			WHOLE CLASS
POST READING	DAY 2 45 min	<ul style="list-style-type: none"> <li>Complete the reading comprehension questions. Compare them with those of your partner. Think, pair, and share (thinking routine).</li> <li>Dictation task from Little Miss Giggles. Compare with the story and self-assess.</li> </ul>			INDIVIDUAL, IN PAIRS AND WHOLE CLASS
BACK UP ACTIVITIES			POSSIBLE BARRIERS/ DIFFICULTIES		
<ul style="list-style-type: none"> <li>In the reading corner, have a look at other titles from the series.</li> <li>Draw your favourite character from the series.</li> </ul>			<ul style="list-style-type: none"> <li>Length of the story: It has been divided into 2 sessions to allow Ss to read it twice and complete the suggested comprehension activity.</li> </ul>		

**LITTLE MISS GIGGLES**  
by Roger Hargreaves



Name

Date

Title

Project

New vocabulary

What is the story about?

What is the author's mood?

Adjectives to describe Little Miss Giggles:

Name

Date



Questions



1. When and where did Little Miss Giggles lose her giggle?
2. Who did she find on her walk?
3. Who tried to help her but couldn't?
4. How does Mr. Topsy Turby speak?
5. What is the name of the doctor?
6. What did Mr. Happy give Little Miss Giggles as a present?

Dictation

ENGLISH		FRIDAY, 20 <sup>TH</sup> JANUARY SESSION 10: BOOK REVIEW			YEAR 4
<b>PROJECT: HOW WE EXPRESS OURSELVES. UNIT 6: LITERATURE</b>					
SPECIFIC COMPETENCES		CONTENT	TEACHING OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT METHOD
<ul style="list-style-type: none"> <li>• Receptive skills</li> <li>• Productive skills</li> <li>• Interaction skills.</li> <li>• Learning strategies</li> <li>• Self-reflection skills</li> </ul>		<ul style="list-style-type: none"> <li>• Writing: book review</li> <li>• Short presentation about their book review</li> </ul>	<ul style="list-style-type: none"> <li>• Guarantee learning inclusion.</li> <li>• Encourage reading.</li> <li>• Promote significant learning: autonomy and self-reflection.</li> <li>• Acquire the communicative competence in the English language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the appropriate layout to write a book review.</li> <li>• Deliver a short presentation to their classmates about their book review.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist on content and language</li> </ul>
PREVIOUS KNOWLEDGE		MATERIALS			SPACES
<ul style="list-style-type: none"> <li>• Bring a book of their choice that they have previously read.</li> <li>• Simple past and Present simple.</li> </ul>		<p style="text-align: center;"><b>GENERAL</b></p> <ul style="list-style-type: none"> <li>• Book review template.</li> </ul>	<p style="text-align: center;"><b>ATTENTION TO DIVERSITY</b></p> <ul style="list-style-type: none"> <li>• Writing prompts.</li> <li>• Individual support.</li> <li>• More time to finish the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading area</li> </ul>	
STAGE	TIME	ACTIVITIES			GROUPING
WARM UP	5 min	Hand out the book review template. Review its main features.			WHOLE CLASS
WRITING TIME	15 min	Main task: complete a book review following the given template.			INDIVIDUAL
SPEAKING ACTIVITY	30 min	Divide the class in 2. Share their book review with half of the class taking turns. When finish, swap with the other half. Ss should make two questions to each student presenting using “Wh” questions.			DIVIDE CLASS IN TWO HALVES
BACK UP ACTIVITIES			POSSIBLE BARRIERS/ DIFFICULTIES		
<ul style="list-style-type: none"> <li>• Search information about The Beatles and listen to some of their songs with lyrics (next session task)</li> </ul>			<ul style="list-style-type: none"> <li>• Time could be tight to let everyone participate – the activity could continue the following Monday.</li> </ul>		






# Non - Fiction Book Review

# Fiction Book Review

Topic:  

**New Words**  
I learnt these new words \_\_\_\_\_  
\_\_\_\_\_




My favourite fact is \_\_\_\_\_  
I also found out \_\_\_\_\_

**Star rating**     

I have given this star rating because \_\_\_\_\_

1 \_\_\_\_\_ 2 \_\_\_\_\_



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Title:   



Author: \_\_\_\_\_  
Illustrator: \_\_\_\_\_



1 \_\_\_\_\_ 2 \_\_\_\_\_

Non-Fiction Book Review

Setting  

**Plot**  
Beginning: \_\_\_\_\_  
Middle: \_\_\_\_\_  
End: \_\_\_\_\_




Problem  

Solution  

Characters \_\_\_\_\_

1 \_\_\_\_\_ 2 \_\_\_\_\_

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Title:   

Author: \_\_\_\_\_  
Illustrator: \_\_\_\_\_

1 \_\_\_\_\_ 2 \_\_\_\_\_

Fiction Book Review

## My Favourite Character

\_\_\_\_\_ is my favourite character  
because \_\_\_\_\_  
\_\_\_\_\_

## My Favourite Part

My favourite part of the story was \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

## Star rating



I have given this star rating because \_\_\_\_\_  
\_\_\_\_\_

SOURCE: [www.twinkl.es](http://www.twinkl.es)

## ANNEX II: Additional documents

### Bilingual schools' English syllabus

#### 4.3. Second Cycle: General skills, tasks and language

Listening and speaking	Reading	Writing	Language children are exposed to
<p>Understand key words/phrases/information in recorded dialogues, monologues, face-to-face conversations between friends, relatives/the public, in an informal or neutral style.</p> <p>Join conversation, ask for repetition or clarification, restate what was said, check meaning/intention, ask for/give spelling/meaning of words, ask for confirmation (e.g. <i>It's red, isn't it?</i>).</p> <p>Ask and answer questions about oneself, others, objects, situations, everyday life, activities (routines, habits), (in)ability, dates, times, processes, make arrangements, explain/give reasons, express opinions, needs and wants, talk about (im)probability and (im)possibility, express degrees of certainty/doubt, express/respond to thanks, make/grant/refuse simple requests, make/respond to suggestions, invitations, make/respond to apologies/excuses, give advice, warnings, state prohibitions, agree, disagree, contradict, pay compliments, sympathize.</p> <p>Ask for a description of someone/thing, reasons for doing something, degree of something (<i>how tall, how long</i>), identify/describe people (personal appearances, qualities), objects (shape, size, weight, colour, purpose, use), express degrees of difference, purpose and cause.</p> <p>Ask for and give simple directions/locations, travel information, simple information about places, order and buy food/drink, talk about quantities/cost.</p> <p>Describe present/past events, experiences/recently completed actions, interrupted past states, future plans/intentions, predictions and probability, describe experiences/events, give reasons/explanations for opinions/plans, make simple comparisons, talk about likes/dislikes, describe manner/frequency, use dates, months and seasons.</p> <p>Give a short, rehearsed, basic presentation on a familiar topic or subject.</p> <p>Understand and tell simple stories (with pictures).</p>	<p>Understand high frequency and key vocabulary.</p> <p>Understand and match words to definitions.</p> <p>Use contextual, graphic, grammatical and phonological knowledge to understand the meaning of some new words in context.</p> <p>Understand short statements, texts, poems and written dialogues.</p> <p>Understand forms requesting personal information.</p> <p>Understand the main idea and key information in simple signs and notices (e.g. <i>those found in schools, railway stations, airports, shops, restaurants</i>), newspaper and magazine articles, emails, adverts, tourist brochures, instructions, recipes, diary entries, simplified encyclopaedia entries.</p> <p>Understand the main idea and some details in a story.</p> <p>Understand non-fiction texts and locate information using an index, content page, page numbers, headings and sub-headings.</p>	<p>Write words in gaps.</p> <p>Write headings, captions and glossaries.</p> <p>Write simple sentences with correct punctuation.</p> <p>Use apostrophes to spell contracted forms (e.g. <i>can't, it's</i>).</p> <p>Complete forms giving personal information and write numbers 1 - 100.</p> <p>Write key words in a short letter, a note, email message or diary entry.</p> <p>Write a short message to a friend (e.g. invitations, arrangements for meeting people, apologies for missing a class, notes, or a postcard about 30 words long).</p> <p>Use models to write descriptions of characters, and short stories with a beginning, middle and end, dialogues and simple plays.</p> <p>Write with reasonable phonetic accuracy (but not fully standard spelling) short common words.</p>	<p><b>Grammar</b>  <b>Pronouns:</b> impersonal <i>you</i>, indefinite pronouns (<i>any/everyone</i> etc.) .  <b>Nouns/noun phrases:</b> past time (e.g. <i>yesterday, last night</i>), abstract and compound nouns, double genitive (<i>a friend of theirs</i>).  <b>Adjectives:</b> material, shape, size, evaluative, opposites (<i>happy/unhappy</i>), for quantity and measuring (<i>a few, a piece of, enough, half, many, much</i>), frequency (<i>every day, once a week</i>), comparatives and superlatives, quality, order of adjectives, participles as adjectives.  <b>Verb forms:</b> present simple for systems and processes, with future meaning, present continuous, simple past (regular and irregular), past continuous, present perfect for recent/unfinished past, future (<i>be going to, will</i>), present and past simple passive, infinitives and gerunds after verbs and adjectives, prepositions, as subjects and objects, modals: <i>can</i> and <i>can't</i> for ability, <i>let's/shall we/could/should</i> for suggestions, <i>may</i> (possibility), <i>need</i> (necessity), <i>needn't</i> (lack of necessity), interrogatives: <i>What (time), What is (John) like? What does x taste, sound, feel, look like?</i>, tag questions, subordinate clauses after <i>sure, certain</i>, following <i>know, think, believe, hope, say, tell, when, where, because</i>.  <b>Adverbs:</b> degree (<i>enough, too</i>), time (<i>sometimes, never, always</i>), place (<i>any/every/somewhere</i>), manner and frequency (regular and irregular forms), sequencers (<i>first, next, etc.</i>), different position of adverbs.  <b>Prepositions:</b> movement, time, place, phrases - <i>at the end of, by car, for sale, on holiday</i>, etc.  <b>Vocabulary/themes</b>                      personal hygiene (the body), the senses, patterns, materials, communication (computers, phones, letters, cards), free time, hobbies, sports, holidays, weather and seasonal activities, places in local area (library, restaurant, shopping centre), directions, school subjects, safety tips (for school, cooking, science experiments, arts, crafts, home, roads), food (growing and producing), living things (animals in danger), jobs and the world of work, shopping, cost/amounts, folklore/fantasy, numbers 1-1000, times, dates.  <b>Pronunciation</b>                      Pronounce sounds, words and phrases clearly, use contrastive stress for contradictions, use weak forms and intonation in connected speech.  <b>Discourse</b>                      Join simple sentences with <i>but, and, because</i> use conjunctions <i>so, if, when</i>, link groups of words with <i>and</i> and <i>then</i>.</p>
<p><b>Socio-cultural awareness:</b> Festivals and special days (choose the most appropriate ones for this age level, e.g.: <i>Valentine's Day, Environment Day, Guy Fawkes' Day, Advent, Carnival, Shrove Tuesday, St Patrick's Day, World Book Day</i>), greetings in different countries, rules and ways of behaving in public places (queuing, shopping exchanges, introducing people, more formally, addressing somebody e.g. <i>Mr, Ms</i> etc.), folklore, fantasy.  <b>Values:</b> Being aware of others around you, being tidy, taking care of personal belongings, respecting nature (recycle, reduce, reuse, not dropping litter), helping elderly and people with disabilities, working in teams and groups, protecting animals in danger.</p>			

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BOLETÍN OFICIAL DE LA COMUNIDAD DE MADRID



# General Primary English syllabus - under LOMLOE

COMPETENCIAS ESPECÍFICAS	CRITERIOS DE EVALUACIÓN
6. Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones entre diferentes culturas.	<p>6.1. Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas, y mostrando rechazo frente a discriminaciones y prejuicios de cualquier tipo en contextos comunicativos cotidianos y habituales.</p> <p>6.2. Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera como fuente de enriquecimiento personal, mostrando interés por comprender elementos de su lengua y su cultura y que fomenten la convivencia pacífica y el respeto por los demás.</p> <p>6.3. Seleccionar y aplicar, de forma guiada, estrategias básicas para entender y apreciar los aspectos más relevantes de la diversidad de la lengua, lingüística, de la cultura y el arte.</p>
CONTENIDOS	
BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
A. Comunicación	<ul style="list-style-type: none"> <li>- Autoconfianza y reflexión sobre el aprendizaje. El error como parte integrante del proceso de aprendizaje y como instrumento de mejora.</li> <li>- Estrategias básicas de uso común para la comprensión y la producción (vuelve a leer el texto, usa su conocimiento previo, lee entre líneas, usa las pistas del contexto, piensa en voz alta, resume, ubica las palabras clave, hace predicciones, visualiza, analiza imágenes y fotos, imita, repite...) de textos orales, escritos y multimodales breves, sencillos y contextualizados en lengua inglesa.</li> <li>- Conocimientos, destrezas y actitudes elementales que permitan iniciarse en actividades de participación en situaciones cotidianas básicas, en las que se utilicen gradualmente estrategias comunicativas que ayuden a resolver conflictos, mejorar la comunicación o servir de enlace entre varios interlocutores en la misma o en diferentes lenguas, crear relaciones, llegar a acuerdos, salvar las diferencias culturales... mediante actitudes de empatía y colaboración mutua.</li> <li>- Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: saludar, despedirse, disculparse, agradecer, pedir u ofrecer ayuda, presentar y presentarse, expresar los gustos y las preferencias, el acuerdo o desacuerdo, el sentimiento, la intención; describir personas, actividades, objetos y lugares; pedir e intercambiar información sobre cuestiones cotidianas; describir rutinas; dar indicaciones e instrucciones; expresar el tiempo, la cantidad y el espacio en lengua inglesa.</li> <li>- Modelos contextuales y géneros discursivos básicos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios en lengua inglesa, tales como cuentos, leyendas, artículos, emails, comics, folletos, instrucciones, normas, avisos o conversaciones reguladoras de la convivencia, con relativa corrección fonética, utilizando conectores sencillos, cuidando su presentación y revisando y autocorrigiendo los textos producidos. Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas.</li> <li>- Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras, tales como expresión de la entidad y sus propiedades, cantidad y número, espacio y las relaciones espaciales, afirmación, exclamación, negación, interrogación en lengua inglesa.</li> <li>- Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales próximas, vivienda, lugares y entornos cercanos en inglés. Emisión de palabras clave, frases e información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos. Estrategias para la comprensión de mensajes producidos con distintos acentos de la lengua inglesa.</li> <li>- Patrones sonoros, acentuales y de entonación básicos de uso común, y funciones comunicativas generales asociadas a dichos patrones. Diferencias fonéticas básicas de la lengua inglesa a través de palabras, oraciones sencillas, canciones, rimas, retahílas, trabalenguas, chistes básicos, poesías, quíntilas cómicas (Limerick), acompañados de gestos faciales, corporales y mimicos. Lectura, deletreo y reconocimiento de palabras que comparten un patrón común, que rimen y fonemas finales.</li> <li>- Convenciones ortográficas básicas de uso común y significados asociados a los formatos y</li> </ul>

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	<p>elementos gráficos. El sonido y nombre de las letras del alfabeto. Deletreo. Uso correcto de la puntuación, las mayúsculas y los apóstrofes.</p> <ul style="list-style-type: none"> <li>- Convenciones y estrategias comunicativas básicas verbales o no verbales (gestos, contacto físico, expresiones faciales, posturas corporales...) de uso común, en formato sincrónico (cara a cara, por teléfono, video llamada, videoconferencia) o asincrónico o en las que se establece contacto social (plataformas, apps, redes sociales) para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar indicaciones en inglés, etc.</li> <li>- Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. (contexto, conocimiento previo, identificación de información básica, filtrar resultados, elegir los términos precisos, utilizar la búsqueda avanzada, completar y contrastar los datos, valorar y seleccionar la información...)</li> <li>- Herramientas analógicas y digitales básicas de uso común para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción y colaboración educativa. Uso guiado, limitado y responsable de las herramientas digitales.</li> </ul>
B. Plurilingüismo	<ul style="list-style-type: none"> <li>- Estrategias y técnicas de compensación de las carencias comunicativas (petición de repetición, aclaración, búsqueda de recursos para entender el discurso, descripciones, comunicación no verbal...) para responder a una necesidad elemental, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas. Interés y curiosidad por las lenguas, conocimiento de su funcionamiento desde el respeto, la tolerancia y la empatía.</li> <li>- Estrategias básicas de uso común para identificar, retener, recuperar y utilizar unidades del lenguaje (léxico, morfosintaxis, patrones sonoros, etc.) tales como la transferencia y aplicación de estrategias de la lengua castellana, uso de imágenes, diagramas, fichas de vocabulario, diccionarios personales de imágenes, mapas mentales, canciones... a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.</li> <li>- Iniciación a estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales. Rúbricas, diarios de clase, portafolios, escalas de estimación, bloc de autoevaluación, listas de cotejo...</li> <li>- Léxico y expresiones elementales para comprender enunciados sobre la comunicación, la lengua y el aprendizaje (metalingüística). Estrategias metalingüísticas de inferencia a partir de las pistas contextuales, tales como el tema general; otras palabras del discurso (redundancias, anáforas, paralelismos); la estructura gramatical; la morfología (análisis de los prefijos, sufijos, composición, etc.); la entonación (habla) y la puntuación (escritura).</li> </ul>
C. Interculturalidad	<ul style="list-style-type: none"> <li>- La lengua extranjera como medio de comunicación y relación con personas de otros países, y como medio para conocer culturas y modos de vida diferentes. La curiosidad por el conocimiento de otras realidades sociales y culturales, de otras lenguas, partiendo de posiciones de respeto y tolerancia por el interlocutor, sus costumbres, tradiciones, convenciones sociales, normas de cortesía, valores y su cultura.</li> <li>- Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios (cartas, e-mails, video llamadas, videoconferencias, presentaciones, copresentaciones...) con estudiantes de la lengua extranjera.</li> <li>- Aspectos de la lengua, la cultura y la sociedad más significativos relativos a las costumbres, la vida cotidiana y las relaciones interpersonales básicas en países donde se habla la lengua extranjera. La música y la literatura inglesas como símbolos de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos. Fórmulas de cortesía adecuadas en los intercambios sociales.</li> <li>- Estrategias básicas de uso común para entender y apreciar las diversas lenguas, artes y culturas, a partir de valores sociales y medioambientales y democráticos. La realidad de las diversas lenguas del aula como fuente de riqueza cultural.</li> <li>- Estrategias básicas de uso común de detección de usos discriminatorios del lenguaje verbal y no verbal.</li> </ul>
BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES

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D. Contenidos sintáctico-discursivos	<ul style="list-style-type: none"> <li>- Expresión de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but); causa (because); finalidad (to-infinitive, eg. I did it to help her).</li> <li>- Afirmación: affirmative sentences; Yes (+tag).</li> <li>- Exclamación: What + noun (e.g. What fun!); How + Adjective (e.g. How exciting!); exclamatory sentences (e.g. I love rainbows!).</li> <li>- Negación: negative sentences with not, never; No (adj.) nobody, nothing. No (+ negative tag).</li> <li>- Interrogación: Wh- questions; Auxiliary verbs in questions: to do, to be, to have.</li> <li>- Expresión del tiempo: presente (simple present; present continuous), pasado (simple past); futuro (going to).</li> <li>- Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses (+Adverb eg. always, everyday)); incoativo (start-ing); terminativo (finish-ing).</li> <li>- Expresión de la modalidad: factualidad (declarative sentences); capacidad (can); obligación (have (got) to; imperative); sugerencia (should); inactivo (is/there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad (very + Adj.); la comparación (comparatives and superlatives: as Adj. as; taller (than); the smallest).</li> <li>- Expresión de la cantidad: singular/plural; cardinal numbers up to three digits; ordinal numbers up to two digits. Quantity: many, all, some, many, a lot, (a) little, more, half, a bottle/cup/glass/piece of. Degree: very, enough.</li> <li>- Expresión del espacio: prepositions, prepositional phrases, adverbs of location, position, distance, motion, direction and origin.</li> <li>- Expresiones temporales: points (e.g. quarter past five); divisions (e.g. half an hour, summer), and indications of time (e.g. now, tomorrow (morning)); duration (e.g. for two days); anteriority (before); posteriority (after); sequence (first, then...); frequency (e.g. sometimes, on Fridays); prepositions, prepositional phrases and adverbs of time.</li> <li>- Expresión del modo: Adv. of manner (e.g. slowly, well, quickly, carefully).</li> <li>- Expresión de la posesión: I have got (I've got); preposición of; genitivo sajón ('s); possessives.</li> <li>- Expresión de gustos y preferencias: I like/don't like; I like verb-ing; I love.</li> </ul>
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TERCER CICLO	
COMPETENCIAS ESPECÍFICAS	CRITERIOS DE EVALUACIÓN
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio del lenguaje y para responder a necesidades comunicativas cotidianas.	<p>1.1. Reconocer, interpretar y analizar el sentido global, así como palabras y frases específicas de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y ámbitos próximos a su experiencia, así como de textos literarios adecuados al nivel de desarrollo del alumnado, expresados de forma comprensible, clara y en lengua estándar a través de distintos soportes.</p> <p>1.2. Seleccionar, organizar y aplicar, de forma guiada, estrategias y conocimientos adecuados en situaciones comunicativas cotidianas y de relevancia para el alumnado para captar el sentido global y procesar informaciones explícitas en textos diversos en lengua inglesa.</p>

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## Evaluation criteria

BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
C. Interculturalidad	<ul style="list-style-type: none"> <li>- La lengua extranjera como medio de comunicación y relación con personas de otros países. Realidades sociales y culturales de otros lenguas, respeto y tolerancia por el interlocutor, sus costumbres, tradiciones y su cultura.</li> <li>- Aspectos del lenguaje, de la cultura y de la sociedad, elementales y más significativos relativos a las costumbres y la vida cotidiana en países donde se habla la lengua extranjera.</li> <li>- Iniciación en las estrategias básicas de uso común para entender y apreciar la diversidad de la lengua, la cultura y el arte, a partir de valores sociales y medioambientales y democráticos. La realidad de las lenguas del aula como fuente de riqueza cultural.</li> <li>- Iniciación en las estrategias básicas de detección de usos discriminatorios del lenguaje verbal y no verbal.</li> </ul>
D. Contenidos sintáctico-discursivos	<ul style="list-style-type: none"> <li>- Expresión de relaciones lógicas: conjunción (and); disyunción (or).</li> <li>- Afirmación: affirmative sentences; Yes (+tag).</li> <li>- Negación: negative sentences with not, no (Adj.).</li> <li>- Exclamación: exclamatory sentences (e.g. I love bananas!); How + Adjective (e.g. How beautiful!).</li> <li>- Interrogación: Wh- questions (What; Where; How many; who). Auxiliary verbs in questions: to be; to do.</li> <li>- Expresión del tiempo: presente (simple present).</li> <li>- Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adverb e.g. always, everyday]).</li> <li>- Expresión de la modalidad: permiso (can), capacidad (can), obligación (have (got) to); imperative.</li> <li>- Expresión de la existencia (to be; there is/are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad (very+); Adj.).</li> <li>- Expresión de la cantidad: (singular/plural); cardinal numbers up to two digits; ordinal numbers up to one digit; quantity: many, some, more, (a) little, more. Degree: very.</li> <li>- Expresión del espacio: prepositions and adverbs of location, position.</li> <li>- Expresiones temporales: divisiones (e.g. summer) indications of time (e.g. now, tomorrow); frequency (e.g. sometimes, on Saturdays); prepositions and adverbs of time.</li> <li>- Expresión del modo: Adv. of manner (e.g. slowly, well).</li> <li>- Expresión de la posesión: I have got (I've got); preposición of.</li> <li>- Expresión de gustos y preferencias: I like/I don't like; I like verb-ing.</li> </ul>

### SEGUNDO CICLO

COMPETENCIAS ESPECÍFICAS	CRITERIOS DE EVALUACIÓN
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio del lenguaje y para responder a necesidades comunicativas cotidianas.	<p>1.1. Reconocer e interpretar el sentido global, así como palabras y frases previamente indicadas, en textos orales, escritos y multimodales, breves y sencillos, sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, así como de textos de ficción adecuados al nivel de desarrollo del alumnado, expresados de forma comprensible, clara y en lengua estándar a través de distintos soportes.</p> <p>1.2. Seleccionar y aplicar, de forma guiada, estrategias adecuadas en situaciones comunicativas cotidianas y de relevancia para el alumnado, para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa.</p>

COMPETENCIAS ESPECÍFICAS	CRITERIOS DE EVALUACIÓN
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	<p>2.1. Expresar oralmente frases cortas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando, de forma guiada, recursos verbales y no verbales, prestando atención al ritmo, la acentuación y la entonación propios del inglés.</p> <p>2.2. Redactar textos muy breves y sencillos, con adecuación a la situación comunicativa propuesta, a partir de modelos y a través de herramientas analógicas y digitales, usando estructuras y léxico elemental de la lengua inglesa, sobre asuntos cotidianos y de relevancia personal para el alumnado.</p> <p>2.3. Seleccionar y aplicar, de forma guiada, estrategias para producir mensajes breves y sencillos en inglés, adecuados a las intenciones comunicativas, usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>
3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de colaboración y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.	<p>3.1. Participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximas a su experiencia, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando respeto por la cortesía del lenguaje y la etiqueta digital.</p> <p>3.2. Seleccionar y utilizar, de forma guiada y en situaciones cotidianas, estrategias elementales para saludar, despedirse y presentarse; expresar mensajes breves; y formular y contestar preguntas sencillas en lengua inglesa.</p>
4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.	<p>4.1. Interpretar y aplicar textos, conceptos y comunicaciones breves y sencillas, de forma guiada, en situaciones en las que atender a la diversidad, mostrando empatía e interés por los interlocutores e interlocutoras y por los problemas de entendimiento en su entorno más próximo, apoyándose en diversos recursos y soportes.</p> <p>4.2. Seleccionar y aplicar, de forma guiada, estrategias elementales que ayuden a crear puentes y facilitar la comprensión y producción de información y la comunicación, usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>
5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.	<p>5.1. Comparar y contrastar las similitudes y diferencias entre distintas lenguas reflexionando, de forma guiada, sobre aspectos básicos de su funcionamiento.</p> <p>5.2. Utilizar y diferenciar, de forma guiada, los conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, con apoyo de otros participantes y de soportes analógicos y digitales.</p> <p>5.3. Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje de la lengua extranjera, reconociendo los aspectos que ayudan a mejorar y participando en actividades de autoevaluación y coevaluación, como las propuestas en el Portafolio Europeo de las Lenguas (PEL).</p>

COMPETENCIAS ESPECÍFICAS	CRITERIOS DE EVALUACIÓN
6. Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones entre diferentes culturas.	<p>6.1. Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas, y mostrando rechazo frente a discriminaciones y prejuicios y de cualquier tipo en contextos comunicativos cotidianos y habituales.</p> <p>6.2. Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera como fuente de enriquecimiento personal, mostrando interés por comprender elementos de su lengua y su cultura y que fomenten la convivencia pacífica y el respeto por los demás.</p> <p>6.3. Seleccionar y aplicar, de forma guiada, estrategias básicas para entender y apreciar los aspectos más relevantes de la diversidad de la lengua, lingüística, de la cultura y el arte.</p>
CONTENIDOS	
BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
A. Comunicación	<ul style="list-style-type: none"> <li>- Autoconfianza y reflexión sobre el aprendizaje. El error como parte integrante del proceso de aprendizaje y como instrumento de mejora.</li> <li>- Estrategias básicas de uso común para la comprensión y la producción (vuelve a leer el texto, usa su conocimiento previo, lee entre líneas, usa las pistas del contexto, piensa en voz alta, resume, ubica las palabras clave, hace predicciones, visualiza, analiza imágenes y fotos, imita, repite...) de textos orales, escritos y multimodales breves, sencillos y contextualizados en lengua inglesa.</li> <li>- Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en situaciones cotidianas básicas, en las que se utilicen gradualmente estrategias comunicativas que ayuden a resolver conflictos, mejorar la comunicación o servir de enlace entre varios interlocutores en la misma o en diferentes lenguas, crear relaciones, llegar a acuerdos, salvar las diferencias culturales...mediante actitudes de empatía y colaboración mutua.</li> <li>- Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: saludar, despedirse, disculparse, agradecer, pedir u ofrecer ayuda, presentar y presentarse, expresar los gustos y las preferencias, el acuerdo o desacuerdo, el sentimiento, la intención; describir personas, actividades, objetos y lugares; pedir e intercambiar información sobre cuestiones cotidianas; describir rutinas; dar indicaciones e instrucciones; expresar el tiempo, la cantidad y el espacio en lengua inglesa.</li> <li>- Modelos contextuales y géneros discursivos básicos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios o no literarios en lengua inglesa, tales como cuentos, leyendas, artículos, emails, comics, folletos, instrucciones, normas, avisos o conversaciones reguladoras de la convivencia, con relativa corrección fonética, utilizando conectores sencillos, cuidando su presentación y revisando y autocorrigiendo los textos producidos. Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas.</li> <li>- Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras, tales como expresión de la entidad y sus propiedades, cantidad y número, espacio y las relaciones espaciales, afirmación, exclamación, negación, interrogación en lengua inglesa.</li> <li>- Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales próximas, vivienda, lugares y entornos cercanos en inglés. Emisión de palabras clave, frases e información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos. Estrategias para la comprensión de mensajes producidos con distintos acentos de la lengua inglesa.</li> <li>- Patrones sonoros, acentuales y de entonación básicos de uso común, y funciones comunicativas generales asociadas a dichos patrones. Diferencias fonéticas básicas de la lengua inglesa a través de palabras, oraciones sencillas, canciones, rimas, trabalenguas, trabalenguas, chistes básicos, poesías, quinielas cómicas (Limerick), acompañados de gestos faciales, corporales y mímica. Lectura, deletreo y reconocimiento de palabras que comparten un patrón común, que rimen y fonemas finales.</li> <li>- Convenciones ortográficas básicas de uso común y significados asociados a los formatos y</li> </ul>

Distribution of units of enquiry/projects along the school year

