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PROGRAMACIÓN GENERAL

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TEACHING ENGLISH THROUGH STORIES

Story-based syllabus for first grade

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1. INTRODUCTION

Since I was a little girl I have always thought my vocation was to become a doctor or an artist, but I have always enjoyed explaining things to my friends. When I was in 1st grade my teacher - who knew how I enjoyed explaining things to my partners- let me explain the human body to the rest of the class. Although speaking in public could be traumatic for most of the kids, I remember this as one of the happiest days in my life. It wasn't until I was in high school that I realized that I wanted to be a teacher. I always thought I was going to be a doctor or an artist, being a teacher wasn't even in my mind. But in 2020, in my last year of high school, I discovered my vocation. During the pandemic the classes were suspended. This was a problem specially for the ones that had the university entrance exams. I was studying to enter the fine arts university program when all of this happened. Suddenly, my partners started to ask me for help to pass the exams and I started to give online classes for them. Although we were in a lockdown, I remember the positive feeling I had while teaching and I made the decision to switch my major from art to primary education.

Stories have always been an important part of my life. I have always enjoyed listening to them, inventing them, telling them and even illustrating them. During my teaching degree, I discovered a methodology called storytelling. This methodology changed the way I teach and how I see education. I have had the opportunity to test storytelling in a classroom and I have checked its effectiveness. By the time I was told I had to make a final degree project, I knew this methodology was going to be a big part of it. I finally decided to do an English syllabus because when you ask a student what is his favorite subject, they are unlikely to answer "English"; in fact, I think I have never heard a kid said that his favorite subject is English. And I think that is because of the way English is taught in schools. In my opinion, the problem with the English subject is that it is taught in an unconnected and contextless way that make it so abstract for students to understand its importance and to really reach a significative understanding level of the subject. Normally, this happens because culture is not part of the subject, in the best cases, there is a final appendix at the end of some units dedicated to food or festivities. I think this way of teaching English wastes the potential this subject have for students to become global citizens and acquire fundamental values for the XXI challenges. In my point of view, this could be solved if teachers change the way they perceive English from a mere content subject to a key part

of the intercultural competence developed of the students perception. In cohesion with these ideas, this syllabus is designed with the aim of changing the way English has been taught during decades. Stories are the backbone of this syllabus because they are a great way to introduce children to cultural values and communicative situations.

The reason why I have chosen to design this syllabus for first graders is because, as I want to change the perception the students have of English, I have to work from the beginning in order to lay foundations for their future learning. I would like to add that, even though stories are meant to be taught in early years, they serve for all ages, by just adjusting the questions and the story analysis.

In conclusion, by doing this annual English syllabus, I aim to change the way this subject is seen by the teachers and the students. In addition to this aim, the main objective sought through all the didactic units that conform this syllabus is to help students develop Intercultural competence and global citizenship values.

2. THEORETICAL JUSTIFICATION

This syllabus follows the national and regional recommendations, regulations and requirements to ensure the acquisition of the different objectives and competencies that appear in the curriculum for the English subjects. It also considers all the methodological principles and standards that are applicable to the English subject in terms of activities, methodology and values. In each unit, a topic related to the intercultural competence will be developed, as well as, global citizenship and democratic values (such as equality, diversity and environmental justice).

According to the Royal decree 152/2022, that establishes the annual syllabus for the English subject in primary education, the English subject must be oriented towards the acquisition of the competences that helps the students to communicate in a changing world in an independent, active and compromised way: the intercultural competence. Based on this observation, the syllabus is designed to provide opportunities for students to develop intercultural competence by discussing, comparing and understanding the different aspects of the English culture, as a way of opening their minds to different cultures and traditions. Consequently, in each unit of the syllabus, students will learn about a different cultural aspect, and we will discuss about it in a respectful way.

Another aspect that is highlighted in the Royal Decree, is the acquisition of the communicative competence by the pupils. With this aim, all the units have been designed following the same methodology: story based learning. Using stories as threads for the didactic units, is a way of ensuring the exposure of students to an authentic text, which we know is better than using text books. In light of the above and according to the 152/2022 royal decree recommendations, the lessons of this syllabus prioritize the experience of the students with things that are familiar for them and their interests rather than a more formal linguistic approach that would be prejudicial for the student. Thus, each unit has a story book that implicitly contains the grammar and lexis that is targeted and that corresponds to the student environment and interests.

Having discussed the national framework, now let's move to the regional decree. The decree 61/2022 that stable the regulations of the English subject for the Comunidad de Madrid have a more complete description of the sub-skills, lexis and grammar that forms

the English subject and that students must acquire. This syllabus is designed based on the contents, attitudes and procedures that appear in this regulation. The competences and evaluation criteria that appear in each unit are the ones that appear in the decree 61/2022 for first cycle of primary education.

3. CONTEXTUALIZATION

This syllabus is designed to be carried out in a specific context with specific social and cultural conditions. These conditions influence the way these activities are planned and will be implemented, because for the design of each activity the specific circumstances of the school have been taken into account. The school that provides the context for this syllabus is the Colegio Aldeafuente de la Fundación Fomento. It is a private bilingual school situated in the Moraleja, in the north side of Madrid. In general, families from this school have a high socioeconomic status. The majority of them have an university degree and some of them even have a PhD; just a few families have basic level of studies. The immigrant population in the school is very low, with only a small percentage of the students, and they also have a higher economic status.

This school instructs students between the ages of 1 to 18 years (from early childhood education to high school). It has approximately 900 students in classes of 25 person (2 classes per level). The building has a canteen, a library and a laboratory; which are shared between primary and secondary. The building is surrounded by a large open field with two pádel courts, a football field and a playground area. Early childhood education has it own separate playground. In order to attend the necessities of these students, there are 12 primary level teachers, 6 English teachers (2 for each cycle), 2 language assistants and 3 P.T. that work exclusively with the primary students. The language assistants visit the class 2 times a week and also take students from class to practice speaking in a separated room called the “English corner”.

The schools of the Fundación Fomento provide an individualized instruction system, with a special emphasis on Christian values and academic excellence. The participation of families is also worth mentioning as well as the emphasis on making the school an open space for students, families and teachers to cooperate. The school is also implementing different programs and projects driven by the Fundación Fomento that aim to educate children in an integrated way as well as developing different curricular areas and competences, such as: oratory, emotional awareness and competence, communicative competence in English, cultural awareness and STEAM. These are the programs implemented in the school:

“El juego de la oratoria”:

Encourage children of all levels to make “shows and tell” where they show their communicative skills. It also recreates daily situations where students can participate and learn how to properly express themselves in this situation. This daily situation role-play is like a game for children and they serve as a thread or context to develop the communicative competence.

“Creciendo felices”

First grade is the last year when students do this project, but it has been carried out throughout all the nursery years. This program aims to develop emotional competence in the students, as well as, emotional awareness and personality development. Families collaborate with this project.

“Child talks”

This program cultivates the same objectives as “ El juego de la oratoria” but in English. Every student, of every year, prepares a speech about a topic of their choice. This contributes to the acquisition of the English language as well as it helps develop fluency.

“Walking into English”

Is the second English-related program. This program uses English as the language of instruction of other subjects following a CLIL approach. This subjects include: Natural Science, Social Science, Physical Education, Technology, Arts and Music. This boost the language acquisition because of the constant exposure to it.

“Scratch, programación y proyecto STEAM”:

During the academic year, the students are asked to do some projects (using a Project based methodology) in order to encourage the responsible use of technology for problem solving. Students can use coding tools and computers for these projects.

“Ajedrez”:

Students learn how to play chess. One hour a week is devoted in each class (from nursery to high school) to this program. This game is being proven to help students develop their spatial perception and mathematical skills, as well as logical thinking and strategy.

4. OBJECTIVES AND COMPETENCES:

4.1 Objectives:

This next section will delve deeper into the general objectives addressed in the Real Decreto 157/2022 del 1 de Marzo, por el cual se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria:

- 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.
- 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.
- Adquirir habilidades para la resolución pacífica de conflictos y la prevención de la violencia, que les permitan desenvolverse con autonomía en el ámbito escolar y familiar, así como en los grupos sociales con los que se relacionan.
- 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.
- Conocer y utilizar de manera apropiada la lengua castellana y, si la hubiere, la lengua cooficial de la comunidad autónoma y desarrollar hábitos de lectura.

- Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.
- Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo,
- conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.
- Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.
- 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.
- Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.
- Conocer y valorar los animales más próximos al ser humano y adoptar modos de comportamiento que favorezcan la empatía y su cuidado.
- 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.
- Desarrollar hábitos cotidianos de movilidad activa autónoma saludable, fomentando la educación vial y actitudes de respeto que incidan en la prevención de los accidentes de tráfico.

Specific objectives for the English subject:

The didactic unit objectives have been set taking into consideration the contents, objectives and evaluation criteria taken from the Decree 61/2022, por el cual se establecen las competencias y contenidos del área de Lengua Extranjera: Inglés en Educación Primaria en la Comunidad de Madrid. These objectives are the ones that appear in the different units of this syllabus, in an specific section.

In addition to these objectives, the following general goals have been taken into consideration for the design of the lessons. With the aim of providing the students the

opportunity to develop as many of the competencies as possible, the following objectives are outlined with the competencies that appear in the next section. These are the general objectives of this syllabus and their corresponding basic knowledge (based on the Real Decreto 157/2022):

A) Communication:

- Students will be able to use English in a fluent and appropriate way, showing self confidence.
- Students will be able to listen for gist of the corresponding unit text.
- Students will be able to confirm predictions they make before reading or listening to a text.
- Students will be able to identify the topic of a text.
- Students will be able to deduce the meaning of unknown words that appear in the story books.
- Students will be able to plan their writing and/or speaking following a given topic and model.
- Students will be able to associate the words (lexis) with their meanings and their written form.
- Students will be able to correctly pronounce specific words.
- Students will be able to use the appropriate genre features to produce specific texts such as : letters, poems , recipes and descriptions.

B) Multilingual :

- Students will be able to evaluate their own learning process to identify their weaknesses and ask for help when needed.
- Students will be able to make comparisons between their mother tongue and English in order to stabilize correspondences that helps them in the learning process.

C) Intercultural:

- Students will be able to recognize the importance of learning English in order to communicate with others.
- Students will be able to compare and contrast sociocultural aspects and differences from English speaking countries with the ones they have in their native countries.
- Students will be able to understand and appreciate diversity.
- Students will be able to start identifying discriminating uses of language.

4.2 . Competences

According to Real Decreto 157/2022, del 1 de marzo por el que se establece la ordenación y las enseñanzas mínimas de la Educación Primaria , the competences this syllabus aims to help students develop, are based on the recommendations of the Council of the EU. According to the Royal Decree, the students need these competences for their personal development and to face the challenges of the XXI century. For this reason, the units of this syllabus are connected directly or indirectly to the Sustainable Development Goals. In addition to the competences included in the Decree, this syllabus main aim is to develop the Intercultural Competence. According to the Council of Europe (2014), the intercultural competence is defined as:

A combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to: understand and respect people who are perceived to have different cultural affiliations from oneself; respond appropriately, effectively and respectfully when interacting and communicating with such people. (p. 16)

In this syllabus, the following competences, as well as the resources and the textbooks used in every unit, are facilitators for the main goal, which- as it is being said-, is the Intercultural competence. These are the competences (Real Decreto 157/2022) that this proposal aims to help students develop in order to achieve the Intercultural Competence:

1. Competencia en comunicación lingüística (linguistic competence): according to the Royal Decree, this competence implies the ability to interact in any modality (oral, written, verbal, nonverbal...) in an ethical and respectful way. It also highlights the importance of coherence and adequacy to the context. These qualities are closely related to the Intercultural Competence and the development of literacy in a foreign language such as

English (that is also a lingua franca). These particular aspects make this competence (with the multilingual competence, the citizenship competence and the awareness and cultural expressions competence) the backbone of this syllabus. Thus, this competence will be developed in every unit of this syllabus. In each unit we will work on different aspects of the competence such as: CCL1, express messages (oral or written), in every unit there is an activity designed for making the students produce any type of text ; CCL2, comprehend text that are related with their context, each unit seeks the gist comprehension of the proposed text, with this aim, texts have been selected according to their English level and the teacher will use scaffolding strategies for every child to know at least the main idea; CCL3, giving their point of view and contrasting information, in every unit there is a cultural or social aspect and some questions to reflect; CCL4, is about reading books, this will be reached by applying the story based lesson plan that is proposed in this syllabus. Among the lessons of this syllabus, the teacher will encourage the students to make comparisons with Spanish; by doing this, the knowledge acquired in the English lessons, will be transferable to their mother tongue.

2. Competencia plurilingüe (multilingual competence): this competence implies the knowledge and use of a foreign language (L2). It is also related with historical and intercultural context of societies and democratic values. This syllabus seeks to develop this competence since is an English course outline as well as the different skills and subskills and the contents from the curriculum.

3. Competencia matemática y competencia en ciencia, tecnología e ingeniería (STEM competence): this competence is adept at scientific methods, thinking and mathematical, engineering and technological models to solve problems and have an impact in the world. Scientific aspects of this competence will be broadened by analyzing the environmental crisis and by the proposal of activities and reflections that implement problem-solving skills such as: projects, games and discussions (with the aim of finding solutions)

4. Competencia digital (digital competence): is about using the technology in a responsible, critical and sustainable way in order to create things and improve our knowledge. This competence will be developed by the creation of digital materials (such as presentations) in a contextualize and supervised way with the aim of providing support to the acquisition of the English contents.

5. Competencia personal, social y de aprender a aprender (personal, social and learning how to learn competence): implies self knowledge, acceptance and growth in order to

achieve a significant and lifelong learning experience. It entails some behaviors such as metacognition and self care (physical and mental). It is worked in this annual program through different reflective activities such as self assessments, programmed with the aim of helping students to be aware of their own learning process, their strengths and weaknesses. This competence is also being developed in the units 2 and 4 by discussing topics related with gender equality.

6. Competencia ciudadana (citizenship competence): implies the comprehension of the social structures, the global context and the compromise with the sustainability and the global citizenship. It also implies learning democratic values and develop a lifestyle that is compatible with the Sustainable Development Objectives. In this line, all of the units of this English annual program, are made to develop a specific intercultural aspect, some of those, are the Sustainable Development Goals itself. As we are working with very young learners, we can not expect the students to have critical thinking, or to be able to adopt a sustainable lifestyle by themselves. Because of this, the Citizenship topics that are discussed in each unit, are proposed as a way of learning them, and differentiate them from other elements. This is the first step for building a global citizenship with the students.

7. Competencia emprendedora (entrepreneurial competence): it refers to the ability of creating something that gives a solution or a response to something that happens in the environment. At this young age, this competence can be worked by educating the child vision and how they analyze the world. In this syllabus, this competence intends to be developed by group activities, and bringing to class real world experiences (such as the problems with Hunting (unit 12)).

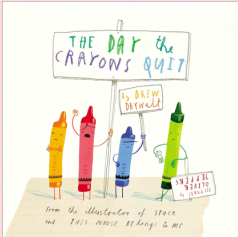
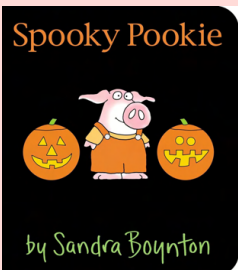
8. Competencia en conciencia y expresión culturales (Awareness and cultural expressions competence) : implies the knowledge of different cultural aspects (such as art, traditions...) and the respect of others ways of expressing themselves and their culture. This competence will be specifically developed in the units devoted to certain festivities or cultural traditions of English-speaking countries. This competence is not only about celebrating a certain date. It is about bringing into class the awareness of the plurality of the world. Students will be able to - not only participate- but to reflect and differentiate some aspects from what they are used to. It also opens the door for students to bring to class their own culture, making the class a safe space for students to share and discover always showing respect and celebrating diversity as a learning opportunity.

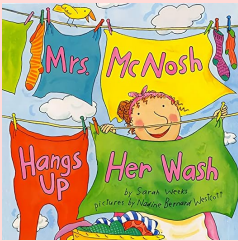
In addition to the competences from the Real Decreto 157/2022, this syllabus intends to develop the following specific competences from the Decreto 61/2022, these competences are worked unequally in each unit:

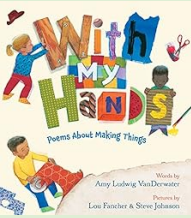
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico 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.
3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.
4. Mediar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.
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 lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales.

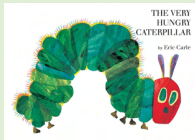
5. CONTENTS

The following tables show the distribution of the didactic units and their corresponding contents and language focus :

	Story book	Lexis	Grammar/target language	Function	Intercultural competence
1 st T R I M E S T E R		My school and my class	Vocabulary: places in a school, things in a class Sentence structure: in my school there is a... In my class there is a...	Describing places	Schools in other countries: in what are they different from my school? 
		Colors	Adjectives: example: "pink pen" Name of the colors Feelings Sentence structure: This ... is ... Verb to be Sentence structure : what is your favorite color? My favorite color is... Genre:Letters Pronunciation: /i :/ green and /aɪ/white	Describing things Genre: letters Talking about likes and dislikes	Boys/girls colors 
		Holidays: Halloween	Vocabulary: Gosht, pumpkin, bat, mummy, witch Sentence structure: what is your costume? My Halloween costume is... Grammar: what, to be and adverbs of time (normally, sometimes, on Halloween).	Describing clothes Talking about traditions Comparing	Holidays traditions in other countries: How is it different from what we do in Spain? Are we starting to do something similar?

	Aspect and clothes	Vocabulary: dress, shirts, skirts... grammar: I wear, I do...	Describing clothes Talking about house chores	Why is a woman doing laundry? Who is the person that does all the housework in your house? Do you help? 
	Holiday s: Christmas	Vocabulary: pine tree, fireplace, Christmas carol, gingerbread, ... Grammar: to be, there is, there are, nouns, articles and adjectives.	Describing things. Talking about traditions Comparing	Holidays traditions in other countries: How is it different from what we do in Spain? Are we starting to do something familiar?

	Story book	Lexis	Grammar/target language	Function	Intercultural competence
2nd T R I M E S T E R		Materials: let's get crafty!	Vocabulary: card, paint, glitter, ... Verbs: build, paint, create, make, can (to express ability). Genre: poems	Following instructions Expressing ability Genre: poems	Inter-disciplinary work We will work together with arts and crafts subject for this unit
		Feelings (Valentine's day)	Vocabulary: animals (crocodile, seal, kangaroo...) Verbs: clap, smile, jump, ... (action verbs related to feelings)	Talking about feelings	How do they celebrate Valentine's Day in other countries? Mail box

		Food	Vocabulary: ice cream, cheese, strawberries, ... Verbs: I eat, I like (food), I don't like (food) Verbs: eat and drink Sentence structure: do you like....? Sentence structure: In (country) the typical food/dish is...	Talking about likes/dislikes Talking about a place's typical food	Food in another countries: let's eat different food  Health: does the caterpillar need to eat that much?
		My house	Vocabulary: room, bathroom, bed, sofa, ... Verbs: in the ... there is a ...	Describing places	What are houses like in other countries?
		Holidays: Easter	Alphabet: letters pronunciation and sounds Vocabulary: specific Easter vocabulary Verbs: Hide, seek, pray, paint	Spelling	How is Easter celebrated in other countries. Cross curricular work with religion subject.

	Story book	Lexis	Grammar/target language	Function	Intercultural competence
3rd T R I M E S T E R		Family and friends	Vocabulary: family, grandmother, grandfather, cousins, ... Verbs: have and to be I have ... brothers/sisters My mother's/ father's name is ...	Talking about your family Make a genealogical tree	Families all over the world Different types of family

	Where are you?	Vocabulary: cave, snowstorm, forest, mud, river and grass Prepositions: under, behind, on top, ... Verbs: I think (to express opinion), go (to give directions)	Describing location	Hunting animals 
	Animals (pets)	Vocabulary: cats, horses, chickens, hamsters, chinchillas, ... Verbs: sit, stay, fetch, ... I have a ... as a pet. It is ... Adjectives: fluffy, adorable, small, big, ...	Talking about pets	Common animals in other countries. World map 
	Landscapes and seasons	Vocabulary: summer, spring, autumn and winter. Flowers, meadow, shore, trees, ... Pronunciation: phonemes: /ee/ and /i/. Verbs: the... is	Describing landscapes Genre: poems	Seasons in other parts of the world. How do we take care of the environment ? 
	Holidays : summer vacation and the Fourth of July	Vocabulary: Ride bicycle , put a lemonade stand , play hide and seek , 4th of July , games, eat ice cream, go to the lake, go to the beach, swim, tell stories, eat marshmallows	Talking about Summer activities Talking about plans	Summer in other countries: the Fourth of July

My school and my class

Subject: English

Year
: 1

Unit: 1

Timing

8 sessions
11th September- 22nd
September

Unit theme (book):



Rationale of the didactic unit theme:

This is the first didactic unit of the scholar year. That's why we are going to work with this book. This book is about the first days of school, which is something that can be difficult sometimes for very young learners. We will also introduce the methodology we will be using through all the year. We will also present the class library and all the books we will work with in the English subject. It's convenient to talk about the places in the school because the students come from the kindergarten they don't know their new school and it is a way of presenting it.

Objectives :

- Students will be able to name places in the school
- Students will be able to recognize school's parts in real life
- Students will be able to write sentences with school vocabulary using "there is a..."
- Students will be able to talk about the differences between school in other places and in our country.

Contents:

Conceptual: Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.

Procedural: Funciones comunicativas elementales adecuadas al ámbito y contexto: saludar, despedirse, presentar y presentarse, dar las gracias, pedir permiso o ayuda...; identificar las características de personas, objetos y lugares; responder a preguntas concretas sobre cuestiones cotidianas en inglés; expresar el tiempo, la cantidad y el espacio

Behavioral: 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.

Target lexis/ grammar	Target function
Vocabulary: school, classroom, school bus, canteen, gym, science room, toilet and playground Sentence frame: In my school there is a... In my class there is a... Action verbs in class: close, write, sit... Asking questions using “there is /there are”	Describing places, using this structure: In my school there is a...
Sub-skills that we will develop	
Listening / reading / speaking	
Specific Competences	
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 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	
Evaluation criteria	

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.

Materials

The story book: "School's first day of school" by Adam Rex

Colors

Subject: English

Year
: 1

Unit: 2

Timing: 9 sessions
25 September - 9 October

Unit theme (book):



Rationale of the didactic unit theme:

In this unit, students will discover a problem. The crayons are angry. They are so angry that they wrote a pile of letters with their complaints. In each lesson, the students will enter the class and see a few crayons and their letters. Will they be able to make the crayons feel better so they return to the pencil case?

We will have conversations, recognize stereotypes, letters... and - of course- we will learn about colors.

Simultaneously, we will work with emotions and feelings. Students already know the name of some emotions from kindergarten I. At the end of this unit, they will be able to tell how the crayons are feeling. We will also work with genre stereotypes and how to identify them.

Objectives :

- Students will be able to remember the name of the colors
- Students will be able to orally answer questions about the story read in class
- Students will be able to deduce the meaning of specific words from the story book
- Students will be able to State the color of things
- Students will be able to describe the color of something using the sentence frame: "the ... is ..."
- Students will be able to ask and answer questions about their favorite color using the sentence frame: "what is your favorite color? My favorite color is..."
- Students will be able to write letter using a template
- Students will be able to state their opinion in English using the sentence "I think..."
- Students will be able to recognize stereotypes in language (boys and girls colors)
- Students will be able to recognize how they/others feel.

Contents:

Conceptual - Expresión de la existencia (to be; there is/are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very]+) Adj.). - Expresión de gustos y preferencias: I like/I don't like - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula.	Procedural - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés. - Emisión de palabras con una pronunciación, correcta: /i :/ green and / a ɪ/ white	Behavioral Iniciación en las estrategias básicas de detección de usos discriminatorios del lenguaje verbal y no verbal.
Target lexis/ grammar		Target function

Colors: red, purple, beige, grey, white, black, green, yellow, orange, blue, pink, peach. Grammar: the ... is ... Grammar: what is your favorite color? My favorite color is.... Genre: letters	Describing things (their color) Writing letters Talking about likes and dislikes
Sub-skills that we will develop	
Writing/speaking / listening / reading	
Specific Competences	
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 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. 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	
Evaluation criteria	

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.
- 6.1. Mostrar interés por la comunicación entre diferentes culturas, identificando y analizando, de forma guiada, las discriminaciones y los prejuicios más comunes, en situaciones cotidianas y habituales.

Materials

- Story book: "The day the crayons quit"- by Drew Daywalt
- Materials annexes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.
- Evaluation tools annexes: 2 and 3

Halloween

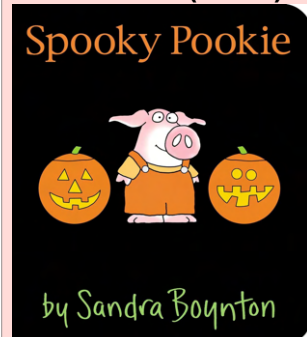
Subject: English

Year
: 1

Unit: 3

Timing: 10 sessions
11th-30th October

Unit theme (book):



Rationale of the didactic unit theme:

In this unit, we will learn about Halloween traditions. In particular we will focus on costumes and trick or treat. We will read the book in the first lesson and after that, we will do a listening comprehension that will clarify the vocabulary and introduce the final lesson (we will do a halloween party with costumes).

Throughout the different activities we will work on the grammatical structures: My halloween costume is... (for talking about our costumes) and What is your costume ? (For asking for other people's costume).

After that, we will investigate and do an oral presentation about different traditions for that night all over the world (including Spain) and we will talk about how different they are, and how traditions change.

The final activity will include planning the costumes, making them in class and going trick or treat all over the school.

Objectives :

- Students will be able to listen to specific details of the story and answer questions
- Students will be able to recognize certain halloween related vocabulary and use it in controlled practice
- Students will be able to talk about their costumes using the sentence frame: what is your costume? My Halloween costume is...
- Students will be able to talk about traditions in other countries
- Students will be able to compare Halloween traditions in other countries with the ones we have in Spain
- Students will be able to participate in a Halloween tradition (trick or treat) in a respectful way

Contents:

Conceptual - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. - 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. - Interrogación: Wh-questions (What) - Expresión de la existencia (to be) - prepositions and adverbs of time (normally, sometimes , on Halloween...)	Procedural - Iniciación en las estrategias elementales 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, imita, repite...) de textos orales, escritos y multimodales breves, sencillos y contextualizados en lengua inglesa. - responder a preguntas concretas sobre cuestiones cotidianas en inglés - Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula.	Behavioral - 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.
Target lexis/ grammar		Target function
Vocabulary: Ghost, pumpkin, bat, mummy, witch, costumes, skeleton, spider, zombie, monster, dragon, bear, superhero, clown, bunny, and banana. Traditions: jack o lanterns, apple bobbing, dressing up and trick or treat Grammar: what (for questions), to be, prepositions and adverbs of time (normally, sometimes , on Halloween...).		Naming clothes (costumes) Talking about traditions Comparing (in Spain / my house we typically do...)
Sub-skills that we will develop		
Listening /speaking / writing		
Specific Competences		

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
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.
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

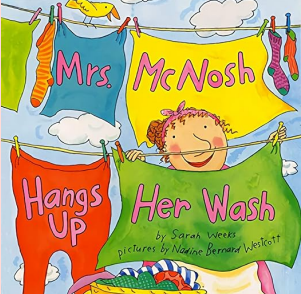
Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.
- 6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.

Materials

- story book “Spooky Pookie” by Sandra Bounton
- Costumes materials (recycled) : bottles, fabric, wool, old clothes...

Clothes

Subject: English	Year : 1	Unit: 4	Timing: 13 sessions 2nd - 24th November
Unit theme (book): 	Rationale of the didactic unit theme: In this unit we will learn about clothes. We will also discuss about the house chores and gender roles. First we will read the story and see all the vocabulary that appears in the story. We will devote several lessons to this. Once we have learned the vocabulary, we will learn the verb to wear to describe others clothes. On the second part of the unit, we will learn the house chores and the verb I do (example: I do the laundry...). Lastly, we will talk about how house chores are distributed in their houses and if they help.		
Objectives : - Students will be able to name different types of clothes. - Students will be able to describe what are they and their partners wearing using the verb “to wear” (present simple). - Students will be able to identify and name house chores. - Students will be able to guide write their chores using the verb “do”. - Students will be able to discuss orally about how housework is done in their houses			
Contents:			

Conceptual - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. - Simple present (verb to wear, verb do)	Procedural - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de personas (ropa). - - Convenciones y estrategias conversacionales elementales verbales o no verbales (gestos, expresiones faciales, posturas corporales...) de uso común en formato síncrono (cara a cara, por teléfono, video llamada, videoconferencia) o asíncrono, en las que se establece contacto social (plataformas, apps, redes sociales) para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, preguntar y responder, etc.	Behavioral - Iniciación en las estrategias básicas de detección de usos discriminatorios del lenguaje verbal y no verbal
Target lexis/ grammar		Target function
Vocabulary: - clothes: dresses, shirts, underwear, skirts, stockings, shoes, hat, wedding gown, apron. - House chores: laundry, cleaning , cook, make bed and tidy up Grammar: verb to do and verb to wear.		Naming clothes Talking about house chores Saying what a person is wearing
Sub-skills that we will develop		
Writing, listening and speaking		
Specific Competences		

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
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.

Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.

Materials

- story book "Mrs. Mc Nosh hangs up her wash" by Sarah Weeks
- flash cards

Christmas

Subject: English	Year : 1	Unit: 5	Timing: 14 sessions 27th November- 22 December
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Unit theme (book):



Rationale of the didactic unit theme:

In this unit we will work with Christmas traditions. This story talks about Christmas traditions in a how-to way. So we will use that to work on instructions and recipes. Taking this into account, in this unit we will do several craft projects that will serve as Christmas decorations.

In this unit we will also talk about Christmas traditions in other countries and we will compare them to what is typically done in Spain. We will also learn a Christmas carol: Rudolf the red nose reindeer.

Objectives :

- Students will be able to name some of the Christmas traditions
- Students will be able to follow instructions in order to make a craft
- Students will be able to guide write a recipe with guidance
- Students will be able to create Christmas decorations following oral instructions
- Students will be able to compare Christmas traditions in different countries
- Students will be able to sing a Christmas carol

Contents:

Conceptual: - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. - Expresión de la existencia (to be; there is/are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very]+) Adj.).	Procedural: - Modelos contextuales elementales en la comprensión y producción de textos orales, escritos y multimodales, breves y sencillos, tales como felicitaciones, notas, listas o avisos, cuentos, comics... con alto contenido visual, siguiendo modelos y cuidando su presentación. Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas. - Iniciación en las estrategias elementales 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, imita, repite...) de textos orales, escritos y multimodales breves, sencillos y contextualizados en lengua inglesa.	Behavioral: - 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. - 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.
Target lexis/ grammar		Target function
- instructions : (for example) : to make a snowman, first you pick to cotton balls (one has to be bigger than the other), then, you stick them together and lastly you decorate your snowman with a hat, eyes, a nose - Christmas vocabulary: pick a pine tree, decorate, fairy lights, ornaments, Santa, reindeer, jingle bells, snowflakes, candy cane, garlands, star, bow.		- Comparing traditions - Following instructions - Talking about traditions
Sub-skills that we will develop		
Speaking, listening, reading and writing		
Specific Competences		

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
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.
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

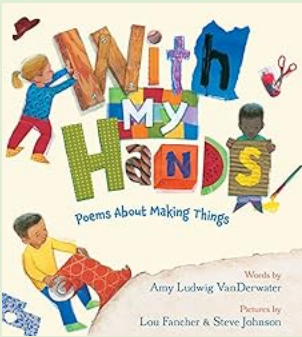
Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.
- 6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.

Materials

- story book “Pick a pine tree” by Patricia Thot
- Recycled materials
- Instructions / recipes

Let's get crafty!

Subject: English	Year : 1	Unit: 6	Sessions/ temporization: 12 English lessons 8th January- 26th January
Unit theme (book):		Rationale of the didactic unit theme:	
		In this unit we will work together with arts and crafts subject in an interdisciplinary way. We will start the lesson by reading the corresponding poem and then, we will work in the English subject with the corresponding vocabulary and grammar and then, the students will do the corresponding craft in the Arts and Crafts class. By doing this we will be able to work the target language in context and to create products (the crafts) that can serve us as a topic of conversation in class. This book is written in poems so is also a fantastic resource for students to learn about this genre. We won't read the whole book, instead, we will only work the following topics: - Painting - Clay - Parachute - Boat - Card - Knot - Soap carving - Collage - Glitter picture - Mess - Space ship - Sock puppet We will also work with the modal verb “can” in order to express abilities. With this aim, we will use this sentence frame: “ I can paint/create/make/cut...” to talk about their creations and what they are able to do. Students will learn this vocabulary: crayons, scissors, glue, cut, write, draw, tie, dye, picture, roll, mess, glitter... As a final activity, students will follow a given structure to write a poem about their own creation, explaining the steps.	

Objectives :		
- students will be able to name things that are used when doing crafts - students will be able to name craft projects - students will be able to talk about their abilities using the verb “can” - students will be able to write a poem following a given structure		
Contents: (this contents are only for the English part)		
Conceptual - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. - Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.	Procedural: - Expresión de la modalidad: permiso (can), capacidad (can), obligación (have (got) to); imperative	Behavioral - Iniciación a las estrategias elementales para identificar y utilizar unidades del lenguaje (léxico, morfosintaxis, patrones sonoros, etc.) tales como la transferencia y aplicación de estrategias de la lengua materna, uso de imágenes, vocabulario, diagramas, mapas mentales básicos, pósteres, diccionarios personales con imágenes, canciones... a partir de la comparación de las lenguas y variedades que conforman el repertorio del lenguaje personal.
Target lexis/ grammar		Target function
vocabulary: crayons, scissors, glue, cut, write, draw, tie, dye, picture, roll, mess and glitter. Grammar: I can ... (to express abilities)		Following instructions Talking about abilities (I can...)
Skills/ sub- skills that we will develop		
Writing /speaking / listening / reading		
Specific Competences		

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
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.

Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.

Materials

Story book: "With my hands"- Amy Ludwig VanDerwater

Arts and crafts materials.

Poem guide

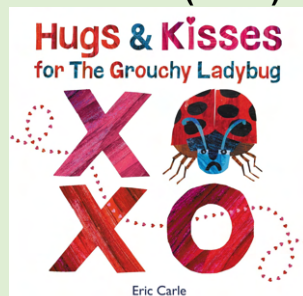
Valentine's Day

Subject: English

Year : 1 **Unit:** 7

Sessions/ temporization:
10 sessions
29th January- 14th February

Unit theme (book):



Rationale of the didactic unit theme:

In this unit, we will learn about Valentine's Day traditions. In particular we will focus on "mail boxes and cards". We will read the book in the first lesson and after that, we will do a listening comprehension that will clarify the vocabulary and introduce the lesson main activity (we will use the crafts knowledge we had from last lesson, to create Valentine's cards). Students will put a mail box on their desk. The idea is that every student gets a card from each student that emphasizes their favorite things about them, and how they feel when they see each other (with the actions that appear in the book).

Throughout the different activities we will work on the grammatical structures and vocabulary to write the cards. The structure will be the following (example) : "when I see you, you make me swing like a happy monkey".

After that, we will investigate and do an oral presentation about different traditions for that night all over the world (including Spain) and we will talk about how different they are, and how traditions change. from United States and we will learn what other traditions they have. Then, students will create a mural with all the different ways of celebrating love all over the world.

As a final activity, students will bring to class something that they love, and make them happy and talk about it for a minute.

Objectives :

- students will be able to name some actions
- students will be able to name some animals
- students will be able to create Valentine's cards for their partners.
- students will be able to understand and respect the mail box tradition
- students will be able to show kindness to their classmates
- students will be able to talk about things they love, using their own vocabulary and expression
- students will be able to write sentences with this sentence frame: "when I see you, you make me (action) like a (animal).

Contents:

Conceptual - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.	Procedural - Modelos contextuales elementales en la comprensión y producción de textos orales, escritos y multimodales, breves y sencillos, tales como felicitaciones, notas, listas o avisos, cuentos, comics... con alto contenido visual, siguiendo modelos y cuidando su presentación. Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas.	Behavioral - Autoconfianza en el uso de la lengua extranjera. El error como parte del proceso de aprendizaje y como instrumento de mejora. - 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.
Target lexis/ grammar		Target function
Grammar: smile, clap, jump for joy , stand tall, swing, strut your stuff, kick your heels, blush, fell warm and fuzzy. Vocabulary : crocodile, seal, kangaroo, giraffe , bird, monkey, turkey, donkey, chameleon, bear and ladybug.		Talking about things we do when we are happy. Comparing those things with animals. Talk about things that make us happy.
Skills/ sub- skills that we will develop		
Writing /speaking / listening / reading		
Specific Competences		

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
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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.
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

Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
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- 6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.

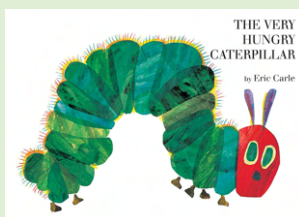
Materials

-story book: "hugs and kisses for the grouchy ladybug"-Eric Carle
 -Mail box: card board, scissors, glue and celo tape.
 -Cards: card board, glitter , markers, coloring pencils, crayons , stickers...

Food

Subject: English	Year : 1	Unit: 8	Sessions/ temporization: 9 lessons 15th February- 29th February
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Unit theme (book):



Rationale of the didactic unit theme:

In this unit, we will learn about food and the days of the week. We will also observe changes in nature. In order to do that, we will synchronize this unit with the natural science lessons. The students will learn about the life cycle of the caterpillars, as well as they learn about food.

This unit is complex because change is a problematic thing for the students to process. That's why, they will be able to observe that change in the nature.

With this story book, we will offer the students the opportunity to think about their own learning and to organize the information as well as learning the food and the days of the week.

At the end of the unit, we will organize a food day. During this day, students can bring some food to share with the rest of the class. It can be their favorite food or some traditional dish from their culture. The idea is to bring the students the opportunity to share their culture and to think about the difference between their own culture and others.

Objectives :

- students will be able to name some food
- students will be able to name the days of the week
- students will be able to talk about typical food: (In (country) the typical food/dish is...)
- - students will be able to write sentences about their likes and dislikes related with food using : "I like/ I don't like..."
- students will be able to ask about their likes and dislikes about food to other partners using: do you like...?
- students will be able to answer questions about their likes and dislikes : "yes I like/ No, I don't like"
- Students will be able to appreciate the diversity of traditions related with food in different cultures.

Contents:

Conceptual - Expresión de gustos y preferencias: I like/I don't like - Exclamación: exclamatory sentences (e.g. I love bananas!) - Expresión de la existencia (to be) - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.	Procedural - Modelos contextuales elementales en la comprensión y producción de textos orales, escritos y multimodales, breves y sencillos, tales como felicitaciones, notas, listas o avisos, cuentos, comics... con alto contenido visual, siguiendo modelos y cuidando su presentación. Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas.	Behavioral - La lengua extranjera como medio de comunicación y relación con personas de otros países. Realidades sociales y culturales de otras lenguas, respeto y tolerancia por el interlocutor, sus costumbres, tradiciones y su cultura. - 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.
Target lexis/ grammar		Target function
Vocabulary. food: apple, pears, plums, strawberries, oranges, chocolate cake, ice cream, pickle, Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon and leaf days of the week: Monday, Tuesday, Wednesday, Thursday and Friday Grammar: like/ don't like. Verb to be: In (country) the typical food/dish is...		Talking about food likes and dislikes. Talking about a place typical food.
Skills/ sub- skills that we will develop		
Writing /speaking / listening / reading		
Specific Competences		

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
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.
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

Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.
- 6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.

Materials

Story book: The very hungry caterpillar- Eric Carle
Flash cards
Food realia
Real food from different countries

My house

Subject: English

Year : 1 **Unit:** 9

Sessions/ temporization:
9 lessons
1st March- 15th March

Unit theme (book):



Rationale of the didactic unit theme:

In this unit, students will learn about the parts of the house and the things that are in each part. We will start the unit reading the story book. Students will design their own houses and they will describe what's in each room using this sentence structure: In the (part of the house) there is a ...
Students will learn about houses from different parts of the world. With this aim, we will do a reading comprehension about houses in the world . After that we will play a matching game to put in practice what they have learned. Finally, we will speak about the differences we see between our own houses and the one in the text.

Objectives :

- students will be able to name the different parts of the house
- students will be able to tell which things goes in each room
- students will be able to design their own house, putting each
- students will be able to read for specific details in order to discover of which part of the world is each house.
- students will be able to match each house with their corresponding places
- Students will be able to tell some differences between their houses and the ones we can see in the text.

Contents:

Conceptual - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.	Procedural - Modelos contextuales elementales en la comprensión y producción de textos orales, escritos y multimodales, breves y sencillos, tales como felicitaciones, notas, listas o avisos, cuentos, comics... con alto contenido visual, siguiendo modelos y cuidando su presentación. Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas. - Expresión de la existencia (to be)	Behavioral - Autoconfianza en el uso de la lengua extranjera. El error como parte del proceso de aprendizaje y como instrumento de mejora. - 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.
Target lexis/ grammar		Target function
Vocabulary: - kitchen: fridge, sink, washing machine - Living room: sofa, clock, book - Bedroom : box, wardrobe, bed - Bathroom: sink, toilet, bath - Garden: swing and flowers Grammar: there is... (to express what's in every room)		Describe a house. Talks about the difference houses in the world .
Skills/ sub- skills that we will develop		
Writing /speaking / listening / reading		
Specific Competences		

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
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Evaluation criteria

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- 6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.

Materials

Story book: What's in my house? -Roger Priddy

Easter

Subject: English

Year
: 1

Unit: 10

**Sessions/
temporization:**
4 lessons
18th March- 22nd March

Unit theme (book):



Rationale of the didactic unit theme:

During this short unit, we will create an alphabet to display it on the walls of the class. We are going to use the story book's letters and the things that are associated with to create this alphabet. Each student is going to have one letter and he has to color it and said which words start with that letter.

Then, we will talk about Easter traditions all over the world, including Spain. We will work simultaneously with the Religion subject to learn about the Palm Sunday.

On the day before the last day before the Holy Week we will decorate eggs. Then, on the last day before Holy Week we will participate in an eggs hunt.

Objectives :

- Students will be able to recite all the letters of the alphabet
- Students will be able to associate each letter with a word that starts with this letter
- Students will be able to use different resources (song, associate the letter with the word...) and strategies to learn the alphabet.
- Students will be able to talk about Easter traditions in different parts of the world
- Students will be able to memorize and tell the story of the Palm Sunday.
- Students will be able to appreciate the different traditions
- Students will be able to participate in an egg hunt.

Contents:

Conceptual - Iniciación en convenciones ortográficas elementales. El sonido y nombre de las letras del alfabeto. Uso de mayúsculas, punto y otros signos de puntuación. - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.	Procedural - Estrategias y técnicas elementales de detección de las carencias comunicativas y las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio del lenguaje propio, tales como la repetición, imitación, la solicitud de aclaraciones, la búsqueda de recursos para entender el discurso, la comunicación no verbal... - Iniciación a las estrategias elementales para identificar y utilizar unidades del lenguaje (léxico, morfosintaxis, patrones sonoros, etc.) tales como la transferencia y aplicación de estrategias de la lengua materna, uso de imágenes, vocabulario, diagramas, mapas mentales básicos, pósteres, diccionarios personales con imágenes, canciones... a partir de la comparación de las lenguas y variedades que conforman el repertorio del lenguaje personal.	Behavioral - Autoconfianza en el uso de la lengua extranjera. El error como parte del proceso de aprendizaje y como instrumento de mejora. - La lengua extranjera como medio de comunicación y relación con personas de otros países. Realidades sociales y culturales de otras lenguas, respeto y tolerancia por el interlocutor, sus costumbres, tradiciones y su cultura. - 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.
Target lexis/ grammar		Target function
Alphabet.		Spelling (tell the first letters of words)
Skills/ sub- skills that we will develop		
speaking / listening		
Specific Competences		

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
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.
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

Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.
- 5.2. Identificar y aplicar, de forma guiada, 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.
- 6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.

Materials

Story book: E is for Easter - Greg Paprocki

Family

Subject: English	Year : 1	Unit: 11	Sessions/ temporization: 11 sessions 3rd April- 19th April
Unit theme (book): 	Rationale of the didactic unit theme: In this unit, we will learn about families: the members of the family and the different types of families that exist. We will also learn that our class is a family, this means that we treat each other with respect, kindness and love; we celebrate our differences and show love. Students will prepare a show and tell about their family and then, they will bring a photo to class and talk about it. They are also going to draw their family and label the members as a way of making sure that they comprehend the meaning of the vocabulary that appears in the story book. They will also make a genealogical tree. We will end this unit playing games and showing acts of kindness to other students with the aim of creating a positive environment for the group and bust friendship.		
Objectives : - students will be able to name the members of their family - students will be able to recognize different types of families - students will be able to treat each others with respect and kindness - students will be able to show acts of kindness - students will be able to plan their speaking - students will be able to make a genealogical tree - students will be able to respect the diversity			
Contents:			

Conceptual - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.	Procedural - Expresión de la existencia (to be; there is/are); la entidad (nouns, pronouns, articles, demonstratives) - Expresión de la posesión: I have got (I've got)	Behavioral - Autoconfianza en el uso de la lengua extranjera. El error como parte del proceso de aprendizaje y como instrumento de mejora.
Target lexis/ grammar		Target function
Vocabulary: family, grandmother, grandfather, cousins, stepmom, stepdad, brothers, sisters, twins Love, care, show respect, show kindness and celebrate Verbs: have and to be I have ... brothers/sisters My mother's name is ...		Talking about your family Make a genealogical tree Talk and respect all kinds of families
Skills/ sub- skills that we will develop		
Writing /speaking / listening / reading		
Specific Competences		

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
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.

Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.

Materials

Story book: Our class is a family- Shannon Olsen

Where are you?

Subject: English	Year : 1	Unit: 12	Sessions/ temporization: 5 sessions 22nd April- 29th April
Unit theme (book): 	Rationale of the didactic unit theme: In this unit we are going to work with the prepositions of place. With this aim, we will pre-teach the following prepositions: Over, under, though, up, down, into and under; associating them to a specific gesture. Then, we will read the story book and do the corresponding gestures when the prepositions appear in the story. We will also use the gestures to learn the written form of the prepositions. After that, we will play some games like: Hide and seek (we display some objects in the classroom and ask students to find them, for example: “ find the pencil case that is under the desk) and a blind obstacle race (in pairs, students need to guide their "blind" partner through an obstacle course. With this game, we are also learning empathy with disabled people). At the end of the unit we will have a talk about hunting animals. Students will have time to investigate and ask at home in order to form an opinion. Then we can have a “debate” in class where they will be able to share their thoughts (preferably in English, but we will accept some words in Spanish and encourage them to ask their doubts.) We will see a little fragment of the Disney movie “Bambi” to reflect on the effects of hunting animals on the environment.		
Objectives : - students will be able to recognize the written form of the T.L - students will be able to tell the location of an object using the T.L - students will be able to find objects following an oral description of their location - students will be able to reflect about the effects hunting has on the environment - students will be able to talk to express an opinion using the verb “ I think” - students will be able to use the verb “go” to give directions - students will be able to show respect and empathy with disabled people			
Contents:			

Conceptual -Expresión del espacio: prepositions of location, position.	Procedural -Expresión del espacio: prepositions of location, position. -Expresión del tiempo: presente (simple present). -Iniciación en patrones sonoros y acentuales elementales. Diferencias fonéticas básicas de la lengua inglesa a través de grupos de sonidos, palabras y oraciones sencillas. Palabras que comparten un patrón común, que rimen y fonemas finales. Canciones, rimas, retahílas, trabalenguas, chistes básicos, poesías, acompañadas de gestos faciales, corporales y mímica.	Behavioral -Autoconfianza en el uso de la lengua extranjera. El error como parte del proceso de aprendizaje y como instrumento de mejora. -Estrategias y técnicas elementales de detección de las carencias comunicativas y las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio del lenguaje propio, tales como la repetición, imitación, la solicitud de aclaraciones, la búsqueda de recursos para entender el discurso, la comunicación no verbal
Target lexis/ grammar		Target function
Over, under, though, up, down, into Cave, snowstorm ,forest, mud, river and grass		Describing location
Skills/ sub- skills that we will develop		
speaking / listening / reading		
Specific Competences		

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
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.
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.

Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.
- 5.2. Identificar y aplicar, de forma guiada, 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.

Materials

Story book: "We're going on a bear hunt"- Michael Rosen
Evaluation tools annex 1

My best friend (pets)

Subject: English

Year
: 1

Unit: 13

Sessions/ temporization:
11 sessions
6th May- 24th May

Unit theme (book):



Rationale of the didactic unit theme:

In this unit, we will learn about animals, specially pets. We will read the story book to introduce the new lexis and vocabulary.

Students will prepare a guided writing about their pet (if they don't have one, they can talk about the one they would like to have).

Then, we will prepare a class album with all the pet descriptions and photos.

Finally, we will do an oral presentation in which students can bring their pets to class or some photos. We will have time to prepare some multimedia presentations to show while talking.

After that, we will learn about animals from different parts of the world and we will do a gigantic world map to display drawings of these animals.

Objectives :

- students will be able to name different types of animals
- students will be able to describe their pets written and orally
- students will be able to do an oral presentation to describe their pets
- students will be able to prepare multimedia presentations to accompany their oral discourse
- students will be able to geologically locate animals from different parts of the world
- students will be able to aware the biological diversity in the world.

Contents:

Conceptual - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.	Procedural -Expresión del tiempo: presente (simple present). - Expresión del aspecto: puntual (simple tenses)	Behavioral - 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. - 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.
Target lexis/ grammar		Target function
Vocabulary: cats, horses, chickens, hamsters, chinchillas, chameleon, squirrel, pigeon, hedgehog, snake, iguana, cockatoo, mouse, rabbit, goat , pig, chicken. Verbs: sit, stay, fetch, play, slither, bound, talk, lick , cuddle I have a ... as a pet. It is/ It ... (action) Adjectives: fluffy, adorable, small, big, feathered, crawly, strange, silly, brute, scaly.		Describe pets
Skills/ sub- skills that we will develop		
Writing /speaking / listening / reading		
Specific Competences		

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
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.
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

Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.
- 5.2. Identificar y aplicar, de forma guiada, 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.
- 6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.

Materials

Story book: "some pets"- Angela DiTerlizzi

The seasons

Subject: English

Year
: 1

Unit: 14

Sessions/ temporization:
10 sessions
27th May- 12th June

Unit theme (book):



Rationale of the didactic unit theme:

In this unit, we will learn about the seasons and landscapes. The backbone of this lesson is the descriptive function. Students will be able to describe a landscape based on some characteristics . For doing that, we will learn a frame sentence “the... is ...” and adjectives and related lexis.

We will also learn about an specific genre that is related with description: poetry

Students will have to describe landscapes from different parts of the world in a guided way.

Students will produce guided poems from places all over the world.

At the end of the unit, we will reflect about how this landscapes are different from the ones we have in Spain, and how can we take care of them.

Objectives :

- Students will be able to discriminate and recognize the oral and the written form of the phonemes /ee/ and /i/.
- Students will be able to write a poem with specific lexis.
- Students will be able to name and describe a variety of landscape items and colors related to a season.
- Students will be able to differentiate landscapes from different parts of the world.
- Students will be able to describe things using the sentence: “the... is...”.

Contents:

Conceptual - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa. - Expresiones temporales: divisions (e.g. summer)	Procedural -Iniciación en patrones sonoros y acentuales elementales. Diferencias fonéticas básicas de la lengua inglesa a través de grupos de sonidos, palabras y oraciones sencillas. Palabras que comparten un patrón común, que rimen y fonemas finales. Canciones, rimas, retahílas, trabalenguas, chistes básicos, poesías, acompañadas de gestos faciales, corporales y mímica. -Expresión de la existencia (to be; the is/are). -Expresión de la cualidad. (Adj.)	Behavioral -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.
Target lexis/ grammar		Target function
Vocabulary: - Spring, Summer , Autumn , Winter, Flowers , Sun, Clouds, Trees, Leaves, Hot, Cold, Snow, Snowflakes ,Brown, Yellow, Green, Pink, Blue,Orange, Red, White		Describing landscapes Poems
Skills/ sub- skills that we will develop		
Writing /speaking / listening / reading		
Specific Competences		

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
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.

Evaluation criteria

- 1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.
- 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.
- 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
- 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía
- 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.

Materials

Story book: "Green on Green" - Dianne White

Summer

Subject: English	Year : 1	Unit: 15	Sessions/ temporization: 5 sessions (field trip) 13th June- 20th June
Unit theme (book): 	Rationale of the didactic unit theme: In this story we can see what children in America do in the summer. We are going to read it before our field trip. During this trip, we will be able to practice all these different activities and appreciate how they spend summer in other countries. At the end, we will have a moment to reflect and share the differences we see with summers in Spain.		
Objectives : - students will be able to name typical American summer activities - students will be able to practice these activities showing respect - students will be able to compare these activities to the ones we do here in Spain			
Contents:			
Conceptual - Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.	Procedural - La lengua extranjera como medio de comunicación y relación con personas de otros países. Realidades sociales y culturales de otras lenguas, respeto y tolerancia por el interlocutor, sus costumbres, tradiciones y su cultura.	Behavioral - 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. - 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.	
Target lexis/ grammar			Target function
Ride bicycle , put a lemonade stand , play hide and seek , 4th of July , games, eat ice cream, go to the lake, go to the beach, swim, tell stories, eat marshmallows			Talking about summer activities

Skills/ sub- skills that we will develop
speaking / listening
Specific Competences
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. 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
Evaluation criteria
3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes. 5.2. Identificar y aplicar, de forma guiada, 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. 6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.
Materials
Story book: 'And Then Comes Summer' by Tom Brenner

6. METHODOLOGY

The principles followed to create this syllabus are framed in the recommendations of the Royal Decree 157/2022 which stabilizes the recommendations and guidelines of the English subject in Spain. This syllabus principles are also rooted in literacy and genre pedagogies (Hyland, 2007), Communicative Language Teaching (Widdowson 1990; Savignon 1997), Intercultural Competence development (Deardorff, 2009) and Story-based Lesson plan (Ellis & Brewster, 2014). This syllabus seeks to develop in the students the communicative competence. The Communicative Language Teaching approach is founded upon these principles: bring authentic materials to class, teach how to use language forms in an appropriate and respectful way (being aware of the cultural aspects that influence communication) and providing spaces in class for communication to happen (in the form of dialogues, discussions, games...). Taking these three principles into consideration, the lessons of this syllabus are planned following a story based methodology. Well selected story books are authentic materials that provides context to the learning process, as well as bringing cultural aspects into the classroom. In the story books of this syllabus cultural aspects such as gender equality, traditions, cultural identities and climatic justice. Bringing these topics to class gives the teacher the opportunity to dialogue with the students and provides the students the opportunity to develop cultural awareness and values. Lastly, stories are not meant to be just read in the class and nothing else. The teacher should encourage students to participate and share their thoughts in order to develop both, intercultural and communicative competence.

According to the Royal Decree 157/2022, the backbone of the English curriculum is plurilingualism in its two dimensions: communication and interculturality. The curriculum includes this description of the common subskills of the communicative competence and the intercultural competence:

El eje del currículo de Lengua Extranjera está atravesado por las dos dimensiones del plurilingüismo: la dimensión comunicativa y la intercultural. Las competencias específicas del área, relacionadas con los descriptores de las distintas competencias clave del Perfil de salida y con los retos del siglo XXI, permiten al alumnado comunicarse eficazmente en la lengua extranjera, de forma adecuada a su desarrollo psicoevolutivo e intereses, y ampliar su repertorio lingüístico individual, aprovechando las experiencias propias para mejorar la comunicación tanto en las lenguas familiares como en las lenguas extranjeras. (p.81)

In response to these recommendations, this syllabus is designed to develop both communicative competence and intercultural competence. Therefore the methodology used in each of the didactic units must ensure the acquisition of both competences. For this reason the syllabus is designed following a story based lesson plan, guided by the principles of literacy and genre pedagogies (Hyland, 2007). These pedagogies seeks the literacy development through genre based courses. According to Hyland (2007), lessons grounded in specific genre features of texts helps the teacher provide support and guidance to the students as it concretes the target language and the final product. Furthermore, the text selection bring the students the opportunity to interact with the outside word (Intercultural education) in the EFL class. Moreover, the story books of this syllabus provide specific genre texts that will serve as a guide to the teacher to plan the lessons in relation to each genre seeking the literacy development thought both, genre and cultural awareness; and using story books to ground the lessons and elicit the contents, genre features and cultural aspects that will be worked on the lesson.

A central theme in the development of literacy is the need to communicate in English; as genre pedagogies consider the different texts as a form of communication. Consequently, developing the Communicative Competence is crucial for student to acquire literacy abilities. Communicative language teaching is an approach that aims to develop the Communicative Competence (Larsen-Freeman & Anderson, 2013). The main goal of this approach is to allow students to communicate in English, in other words, to produce text following specific genre features (literacy) and that reflects the students culture and values (intercultural) and that are appropriate to the situation and context where communication takes place. According to the authors Larsen-Freeman & Anderson (2013) the principles of the communicative approach include using authentic materials to class and encouraging the understanding of the speaker/writer intentions in order to be communicatively competent. The target language is not only a content but a vehicle for classroom communication, students need to opportunities to express their opinions and in order to do that, teachers must tolerate some errors. This lessons plan is based on storytelling, which means that illustrated books (authentic materials) are used as a thread of every unit. The teacher interprets the context from each book making the learning process significant and contextualized. Accordingly, The main goal of using books in this syllabus, is not that students comprehend every detail of the storybook. The aim is to train gist comprehension

and to focus only on specific words or target language (that are extracted from the book). For communication to occur and to be as meaningful and effective as possible, this syllabus seeks to instill in the students the necessity of communication. In order to achieve this objective, several moments are booked for speaking or writing related activities that require communicative abilities such as coherence and cohesion. Throughout the course of the different sessions of each didactic unit, topics related with Intercultural competence are presented for discussion. The teacher should seek fluency over accuracy to ensure participation. Hence false friends, Spanish words and mispronunciation of words will be tolerated when discussing topics in class in order to ensure a fluent communication and a rich experience. Nevertheless, there will be moments for correcting students mistakes related with the target language and for constructive feedback from the teacher.

It is crucial to develop Intercultural Competence in the students in order to address the XXI century challenges and to attract manifestations of prejudice or hate speech. This manifestation hinder students from acquiring essential aptitudes such as global communication skills. Teaching English in the XXI century, is teaching a Lingua Franca, which means that students need to learn how to communicate with other people, they may not have anything in common but English, as we live in a globalized and plural society. Intercultural education is key for peace, democracy and environmental justice (Pestalozzi Series No. 3, 2014).

In the same way, the Intercultural Competence development that this syllabus seeks, is strongly related with reading plays that are the main activity of this annual program. According to Deardorff (2009) in order to develop Intercultural Competence and its long term goal: Intercultural education; teachers should provide immersive experiences in cultural context. As this syllabus is planned to be carried out in a first grade class (very young learners), going to another country or participating in an exchange program is unrealistic. But this doesn't means that teachers can't provide this immersive experience. Through story telling and cultural themed didactic unit the teacher (with the collaboration of the language assistant) can create an impactful immersive learning experience that awakes students' affective domain- crucial for Intercultural Competence development- (Deardorff, 2009). The development of Intercultural Competence is defined as the

recognition of social identities as part of the communicative competence (Byram et al., 2002). In terms of language teaching, it implies the acquisition not only of language proficiency but the cultural awareness and the understanding of what it is appropriate in different context, as well as the respect and appreciation of different cultural aspects and traditions. In order to develop Intercultural competence this syllabus follows a key principle in every lesson plan: to get students to compare cultural aspects with the ones that are familiar to students. The intercultural competence can be approached from many perspectives such as: religion, gender, age, regional aspects, ethnicity, traditions and ecology . Throughout the selected stories of this syllabus we will discuss themes related with the Intercultural Competence, such as: schools and the education rights, gender equality, holidays, traditions, environmental protection, interdisciplinary work, cooperation and diversity. By the discussion of these topics, children are encouraged to participate in class conversations and bring their own culture and ideas to the class. Consequently, students will develop their Intercultural Competence; as the discussion of these topics involves reflection on other cultures as well as their own culture.

Lastly, Story Telling is a methodology related with the communicative language teaching that consists in using stories as a real text that provides context to the learning experience and from which the teacher can infer the contents of the lesson. Stories are at the same time the unit thread and a hook that serves to catch students' attention. It is a teaching technique that provides a privileged window to learn about other cultures and language content. According to the authors Ellis and Brewster (2014), these are many of the advantages of using this methodology in a classroom: storytelling supports the acquisition of a foreign language creating an ideal environment for students to interact; a variety children's literature is also a great way of bringing different cultures to class; story books are a way of attending to different intelligences due to their format (illustrations, activities, typography...). Furthermore, stories are an engaging way of starting a class, they serve as a way of introducing new vocabulary, genre or grammar structures, they are also a way of attending to diversity in the classroom as the books present visual clues and respond to specific interests of the students. Story books also open the door to make cross curricular links, in fact, many of the lessons of this syllabus are connected with other subjects. Although all the benefits of this methodology, some stories need to be adapted to the class

level. It is a mistake to try for students to understand every single word of a story. Stories can be beneficial for children even if they just get the topic of it. Teacher must encourage the use of strategies to help students infer the meaning of unknown words and to develop the “listening for gist” sub-skill, as well as provide scaffold to support learning (Ellis and Brewster, 2014).

Consequently, the units of this syllabus are designed around a story book. Each book is selected to cover specific English functions and skills that are an important part of the Communicative Competence (Larsen-Freeman & Anderson, 2013). But, as is being said, communication is not comprehensive without culture. The stories of this syllabus also serve as an “excuse” to explain certain cultural aspects that generate cultural involvement and mind openness in the students. For this methodology to be suitable for very young learners, the teacher must provide enough scaffolding and support (which are also key to develop literacy according to genre pedagogies (Hyland (2007))).

6.1 Activity types:

Hence, the activities included in this syllabus have been planned taking into account the principles of the described methodologies and approaches. In order to promote communication in the classroom (Communicative Language Teaching) information gap activities, dialogues, shows and tells and cooperative work activities are included in this syllabus. Other activities seek to induce the students to produce specific genre texts (genre pedagogies and literacy development) like writing letters or poems. Through all, the text productions (oral or written) are meant to be conducted taking into consideration the cultural aspect of communication in both, the topics and the appropriateness. To attain the mentioned competence and taking into consideration the social aspect of communication and interculturality, group and pairs grouping are prioritized in this syllabus (information gap activities, group projects). However, individual work is also included in the syllabus for planning the language production and in some evaluation moments.

Overall, this syllabus seeks to develop literacy in students as well as other transversal aspects, such as: cultural awareness, respect and learning strategies. With this aim, a Communicative Language Teaching methodology is followed in this syllabus. With the

intention of bringing authentic materials (texts) to class in order to acquire the Communicative competence, each lesson is designed around a story book. Story books are engaging materials, that can be easily adapted to attend to diversity and that provide context to the learning experience. Story books are also a way of exposing kids to different kinds of writing (genre) in an accessible way (due to illustrations), this helps develop literacy. Books also bring the opportunity to go beyond linguistic aspects of language teaching to include cultural aspects in the curriculum and working with transversal aspects such as values that conform the “Intercultural competence”. This competence is crucial for an adequate communication to happen.

6.2 Unit structure:

The sessions that conform this syllabus are planned using the model proposed by Brewster and Ellis (2014), specifically designed for story based lesson plans. Through this structure, lessons will start with an activation of the previous knowledge or a plan for the lesson, this will serve as scaffold. After the initial stage, the story book will be read and the teacher will ask some questions to check understanding, help students follow the story and to help the, deduce meaning. After the reading, the teacher can elicit the vocabulary, model pronunciation of target phonemes, practice sentence frames (oral or written) , scaffold the posterior production and do activities with a form of guided language production. Finally the lesson will end with a review of the content that can be a game or a freer production activity that helps with the acquisition of the target language.

7. EVALUATION

7.1 Curricular evaluation criteria:

This English annual program follows the regional standards for evaluation that are presented in the Decreto 61/2022 for first cycle of primary education. This regional regulation establishes the specific competences that students must acquire through the different grades in every subjects. These competences are aligned with evaluation criteria and are the materialization of those.

The specific competences that the students must have acquired at the end of each didactic unit are determined in a particular section of each unit. The evaluation criteria are aligned with the learning objectives and the specific competences of the unit.

7.2 Minimum required knowledge:

The minimum required knowledge to consider that the student has achieved an admissible level of assimilation in the competences that this syllabus aims to teach, blends with the “Specific English objectives ” that are described at the “objective” section of this document and that are aligned with the minimum standards required from the Royal Decree 152/2022. In order to pass this subject the student must gain a minimum level of these specific objectives. This level will be measured with the tools mentioned above.

7.3 Assessment strategies, teacher role and evaluation moments

In order to keep track of the student’s progress, improvements and difficulties, this syllabus follows on a continuous evaluation process. It will also prioritize feedback as another way of learning rather than a numerical calcification of a specific task that students do not understand. This formative assessment strategy is convenient for this syllabus because it follows the student learning and its singularity. To make this possible, the teacher must be aware of the students’ necessities and adapt the methodology and the objectives according to that.

The teacher's role in this assessment strategy is to observe the students and to keep track of their progress. In the specific case of story telling methodology, the teacher can ask questions to the students before, while and after the story to check for different things. For example, before reading questions can be used to measure the students' ability to make predictions; during reading questions are useful to determine the level of understanding and interest the story is causing in the students and after reading questions can be used as a way of checking if the students have understood the reading the gist of the text. In order to record these observations, the teacher will have an observation rubric (see evaluation tools annex 3).

However, the teacher is not the only one who is responsible for the evaluation. Another powerful tool for the constant evaluation strategy are self assessment and peer assessment tools (see evaluation tools annexes 1, 2 and 3 for examples of peer evaluation, self assessment and teacher observation sheets).

Meanwhile, and seeking to evaluate as much as possible of what happens in the classroom, other form of evaluation are going to be used following the continuous evaluation process and the recommendations of Ellis and Brewster (2014) of assessment that can be used in a story-based didactic unit. These processes include the progress test, observation of every children and self evaluation. As a form of formal evaluation, the teacher will pass progress test (see materials annexes 5 and 6) at the end of the units. These tests will measure the level of acquisition of the contents and will consist of a few activities such as: dictations, sentence construction (with the sentence frame that is worked on the unit), oral presentation (these oral presentations are the "show and tell" specified in the corresponding unit) or reading comprehension of fragments of the story book of the unit. Through this different formal evaluation tools, this program seeks to determine the level of acquisition and development of the basic English language skills: listening, writing, speaking and reading. This skills will be evaluated in a contextualized way with the lexis of the units. Subsequently, self evaluation and teacher observation will be use to determine the level of performance of the child in each transversal element of this syllabus (the competences and values). As these aspects are difficult to measure in an objective way, observation sheets and rubrics are the only way to get a sense of what is the level of concern and development of these aspects in the student.

As mentioned before, this syllabus incorporates a continuous evaluation process, which means that evaluation takes place during three specific moments: at the beginning (initial evaluation), during the learning process (continuous evaluation) and at the end of the learning process (final evaluation).

The initial evaluation is meant to happen before the unit starts. This is a way of checking previous knowledge and the ability of students to make predictions. This evaluation will take place before reading the book and it implies the use of an observation sheet where the teacher can take notes of the children's previous knowledge and participation.

The continuous evaluation will take place during the lesson and it includes various types of evaluation such as: teacher observation, peer assessment and self assessment. Is a way of keeping track of the students progress and make them aware of their own learning.

Lastly, the final evaluation will take place at the end of each unit. It will be a form of formal evaluation for students that consists of either a test or an oral or written language production. This form of evaluation also serves to determine the effectiveness of the class activities and the lesson plan. The teacher should analyze this data and compare it with the rest of the lessons to determine if their teaching strategies are actually causing the desired effect on the students or if they are things that are letting students begin.

All of the evaluation moments and tools will have a different weight in the final mark of the subject. The different weights are represented in this table:

Type of assessment:		Unit weight:	Trimestral weight:	Subject weight:
Initial evaluation	Teacher observation sheet	10%	Each unit will have a weight of: 20% on the trimestral mark.	Each trimestral mark will have a weight of 33,3% of the final mark
Continuous evaluation:	Teacher observation sheet of the language production	50%		
	Peer assessment (collaborative work, presentations and activities)			
	Self assessment (language production and collaborative work)			
Final evaluation	Formal evaluation(test, oral production, written production)	40%		

8. ATTENTION TO DIVERSITY

Diversity is an inherent characteristic of human beings and, consequently, of a classroom. There is going to be to be diversity in the classroom even if it's visible or most noticeable or if it is invisible or less noticeable. But diversity don't always come with a diagnostic, sometimes, diversity in the classroom means different ways of learning or uneven levels of knowledge. This way of diversity is specially noticeable in English classrooms. English as a Foreign language teachers usually deal with children with different English level and in order to create an inclusive learning environment, teachers must prepare the lesson taking into account the classroom diversity. The school's orientation team will also recommend the necessary measures for those students with special education needs as well as stating where is necessary to change or eliminate the evaluation criteria that is considered to be obstructing the learning process of one specific student. From this perspective, the Royal Decree 157/2022 stabilizes the following principles: inclusion must be ensured and, in order to achieve it, the necessary measures must be implemented; these measures are a part of the "proyecto educativo de centro"; the teacher must adopt the necessary measures to ensure an inclusive learning environment where all the pupils achieve the learning objectives.

In order to achieve this inclusive learning environment, this syllabus is designed following the Universal Design for Learning (UDL) principles. According to Alba Pastor, C. (2018) the three main principles in which this model is rooted are: provide different ways of implication, provide different ways of representation and provide different ways of acting and expression.

Implication and motivation is key in order to ensure meaningful learning. Taking into consideration the recommendations of the UDL model, the lessons in this syllabus will ensure everyone's participation by using engaging lesson's starters (such as story books). Other way of implementing this principle is by stimulate students' perseverance. In order to achieve this goal, each lesson is planned with different moments of evaluation, so students can keep track of their progress; also, units have been designed with flexible learning outcomes, so that every student can feel confident while achieving their milestones. Lastly,

self-regulation is key to fulfill this purpose. Consequently, the units are designed taking into account the emotional competence skills. These skills will be worked throughout the unit. In addition, teacher must provide a safe space for those students who need sensorial regulation, and stories can be a great source of emotional comfort for them.

Providing different ways of representation has to do with the communicative competence, including comprehension and language. In this syllabus language is considered as a tool for intercultural communication. There are many different ways of communication and all of them will be accepted in the English classroom. The teacher role is to ensure the comprehension of the concept. Once the concept is clear, it will be irrelevant the way it is communicated to the others. Diversity in communication can implicate using pictographic images, signings, using gestures and scaffolding symbols. All of these measures are available for the teacher, and will be used when needed just to ensure the main aim of this lesson plan: communication, in any of its forms. Providing different ways/tools for students to communicate effectively is a way of attending to the cultural diversity that can be found in the classroom (students from other countries) and, it is also a way of giving a response to those students who have difficulties with oral/written communication. As it's being said, the intercultural communication is intrinsic related with English as this language is not just a foreign language but also is a lingua franca. The teacher can make the most of this cultural diversity as it creates the necessity for communication to happen.

The last principle is related with expression, more specifically in terms of evaluation. The teacher must facilitate the access to the evaluation of all the students; even if this implies the use of written/ formal or oral evaluation. The way of evaluating the contents and competences of the different units of this syllabus must ensure that every student have an opportunity to demonstrate their knowledge without obstacles and in a way that they can succeed.

Aligned with the UDL principles seen above, the backbone methodology of this syllabus: storytelling. Storytelling enact the UDL principles and provides a effective way of attending the diverse learning needs. According to Ellis & Brewster (2014), illustrated books combined with the teacher's storytelling techniques support the general understanding of the topic, while pictures can be used as clues or explanations of what's happening in the

story or even the important lexis. The teacher must take into consideration the cognitive demands of the tasks and questions that he/she propose during the course of the units. Taking into consideration the cognitive demands will help the teacher modulate the task. Stories bring the teacher the opportunity to assign tasks with a wide range range of cognitive demands, such as: questions, using the pictures to clarify and decode lexis, let students take the book with them, read it several times... This can be a diversity attention measure as it allows every student to work with the content at their own level.

9. CONTRIBUTION TO OTHER PLANS

The story based methodology implemented in this syllabus, brings the opportunity for the teacher to connect the English subject with other subjects and to work with transversal aspects (such as competences). The stories used in this syllabus are planned in concordance with either Social Science or Natural Science curriculum; so the English subject contents merge with the contents of either subjects. In these terms, this English syllabus provides support to the other subjects in the CLIL program, most of the grammar contents of this syllabus are placed in an order that suits the requirements of the Social Science and Natural science subjects. Furthermore, this syllabus also includes cross curricular links with other subjects. Some of the stories used in this syllabus are meant to provide a working pace for both of the subjects.

9.1 Contribution to the foreign language development :

This syllabus is an English annual program which means that English related contents such as: grammar, lexis and genres awareness will be developed. This syllabus is also designed to develop Literacy in the students. In order to do that, lessons are planned based on this ideas: communicative language teaching and intercultural competence development. Seeking communication doesn't means to teach only what is necessary for knowing English; it means to teach students how to communicate with peoples from other countries or cultures. In order to do that, students need to develop respect for other cultures. The way this syllabus seeks to develop both (communication and intercultural competence) is by using story books. Story books are an authentic material that (when used correctly) motivates students and serve as a "window" for students to see how is life in other cultures.

9.2 Contribution to the development of students citizenship and harmonious living:

Through stories we can develop values such as: gender equality, respect to others, cultural awareness and climatic justice. At this young age, this values are worked in a concrete way. Students need real world experiences and familiar situations to reflect about some "problems" or conflicts. By doing this, values are not just transmitted but also

constructed. Democratic values should not be transmitted to the students but build together with them through communication.

Furthermore, and with the aim of developing a good class climate, there are two specific stories that will be presented in class: “School first day of school” by Adam Rex and “Our class is a family” by Shannon Olsen. With the first book, the right to education will be highlighted as well as a reflection about how the school works and the people that make it possible. With the second book, we will reflect about concrete behaviors that promote harmonious living and positive relationships.

Lastly, in many units, students will work in a cooperative way and with games. This methodology boost connivence and civic values through communication and conflict management.

9.3 Contribution to ICT and Digital Competence:

Among the different units of this syllabus, there are planned activities that requires the responsible use of the ICTs. These activities include: investigation, creating multimedia to support the oral presentations and the visualization of initial stimulus to motivate the students and contextualize the learning process. All of the different resources must be used with the teacher’s supervision.

The main aim of these activities is to create a safe and controlled environment in which students can practice using technology in a secure way. These small projects will help students to develop practical experience at a beginner level which is key to the development of this competence. The activities proposed through all this units serve to these propose as they are simple and very practical.

10. CONCLUSION

Making this English annual syllabus has been a personal and professional challenge for me. During the realization of this final degree project I have to overcome many difficulties related with the methodology and the intercultural aspects of this end of degree project.

The first difficulty was to understand the specific necessities of the context this syllabus is designed to be implemented in. After analyzing the context, I decided to design the unit following a story telling methodology. I find this methodology to be very effective in all the primary years and for me, it is an engaging way of organizing the lessons. Once I have clear the methodological aspects of the propose, I had to find out the books I would be working with. This was the toughest part because I had to read lots of books to find the ones that adjust to the content I want to teach and the level. The English level aspect was an important thing to take into account because as books are authentic materials, they are sometimes hard to understand, specially for young learners. Furthermore, the books selected for this syllabus, not only provide context to the contents, but give the teacher an opportunity to work with Intercultural aspects, as well as serve as a way of introducing values. The 15 books that conform this syllabus treat a variety of cultural aspects and values that are key to achieve the Sustainable Development Goals. The other big difficulty I have to deal with was on how to adapt the lessons to the classroom diversity and to the variety of language levels of the pupils.

Subsequently, the backbone of this didactic propose, is the aim of making the students global citizens that are able to communicate in a diverse word, in a respectful way. In order to achieve that, I have always kept in mind the Sustainable Development Goals and how to include them in my lessons. I think teachers have the responsibility to educate students on democratic values and global competences that help them face the XXI century challenges.

Lastly, I really appreciate the guidance of my tutor Lyndsay Renee Buckingham Reynolds, who has helped me during this time and has taught me the importance of basing the pedagogical decision on evidence. Without her support, the consolidation of this project would not have been possible. Besides the academic learnings, this project has led to a change of my perception about what is like to be an English teacher and how English

lessons should be taught. If I had the opportunity to talk with my younger self she would not believe that English has become my favorite subject to taught because it offers lots of possibilities for innovation and creativity.

In essence, this final degree project has been an academic and a personal challenge for me. Besides the concrete difficulties that I have encountered while designing this syllabus, I have to admit that overcoming these difficulties have made me a better teacher and that I feel gratified and fulfilled with the final result. It brings me great satisfaction how the different units of this syllabus wraps one of my favorite things (story books) with crucial competences (like intercultural competence or communicative competence) and with the Sustainable Development Goals. Despite the demands of the project, I am proud of the results and wishing to have the opportunity to implement it in a classroom.

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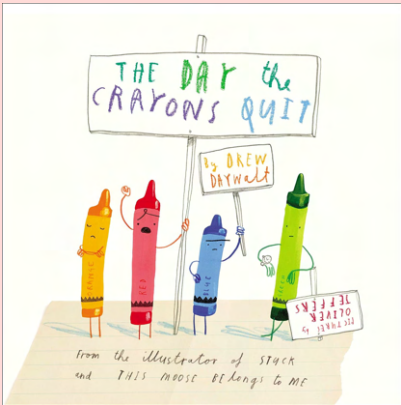
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12. ANNEXES

12.1 Didactic unit developed: colors

Contents:

These are the contents, target lexis, grammar, functions, intercultural competence, evaluation criteria, their corresponding specific competences and the sessions that will be developed and conform in this unit:

Unit	2	Lessons	9 sessions	Title: Colors
Topic:	Specific competences			Evaluation criteria
Story book: 	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			1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar. 1.2. Seleccionar y aplicar de forma guiada estrategias elementales en situaciones comunicativas cotidianas y de relevancia para el alumnado con el fin de captar la idea global e identificar elementos específicos con ayuda de elementos de la lengua y del contexto y el cotexto.

Contents: - Expresión de la existencia (to be; there is/are); la entidad (nouns, articles): the (obj.) is (color) - Expresión de gustos y preferencias: I like/I don't like (color) - Léxico elemental de alta frecuencia (colors) - Emisión de palabras con una pronunciación, correcta: /i :/ green and / a i/ white - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés. - Iniciación en las estrategias básicas de detección de usos discriminatorios del lenguaje verbal y no verbal. - Genre features: letters (greetings , main body with a question, sign off and name)	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	2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa 2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.
Target lexis: Colors: red, purple, beige, grey, white, black, green, yellow, orange, blue, pink, peach.	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.	3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.

Grammar: Grammar: the ... is ... Grammar: what is your favorite color? My favorite color is.... Genre: letters	4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.	4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos 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 inmediato, apoyándose en diversos recursos y soportes.
	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	6.1. Mostrar interés por la comunicación entre diferentes culturas, identificando y analizando, de forma guiada, las discriminaciones y los prejuicios más comunes, en situaciones cotidianas y habituales.
Function/genre:	Sessions:	
Describing things (their color) Writing letters Talking about likes and dislikes	1. Red, purple and beige 2. Grey and white 3. Green and black 4. Yellow and orange 5. Blue. What is your favorite color? 6. Pink: Is it a girl's color or a boy's color? 7. Peach 8. Rainbow 9. Letters	
Intercultural competence relation:		
Boys/girls colors Feelings		
Objectives:		

- Students will be able to remember the name of the colors
- Students will be able to orally answer questions about the story read in class
- Students will be able to deduce the meaning of specific words from the story book
- Students will be able to State the color of things
- Students will be able to describe the color of something using the sentence frame: "the ... is ..."
- Students will be able to ask and answer questions about their favorite color using the sentence frame: "what is your favorite color? My favorite color is..."
- Students will be able to write letter using a template
- Students will be able to state their opinion in English using the sentence "I think..."
- Students will be able to recognize stereotypes in language (boys and girls colors)
- Students will be able to recognize how they/others feel.

Sessions:

These sessions are planned using the model proposed by Brewster and Ellis (2014), specifically designed for story based lesson plans, as it's being said in the methodology section of this syllabus (p. 73):

Unit: 2	Lesson: 1	Group: 1st grade	Time: 50'
Topic/ title	Red, purple and beige.		Date: Sept. 25th
Focus:			
Skills:	Listening/speaking		
Systems:	Lexis		
Competence s:	1,2,3 and 4		
Contents:			
- Léxico elemental de alta frecuencia (colors): red, purple and beige - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés. : descriptive function: describe things according to their color.			
Learning outcomes:		Evaluation criteria :	

- Students will be able to identify the name of the colors - Students will be able to orally answer questions about the story read in class - Students will be able to deduce the meaning of specific words from the story book - Students will be able to State the color of things - Students will be able to recognize how they/others feel.		- Students can accurately remember the name of the three colors studied in this lesson (red, purple and beige)- 1.1 - Students can effectively answer questions (related with feelings, lexis...) about the story book .- 2.1; 3.1 - Students can correctly deduce the meaning of unknown words that appear in the letters- 1.1; 1.2 - Students can precisely state the colors of the things around them - 2.1 - Students can skillfully identify others/self emotions and name them (using the emotions chart)- 4.1	
Previous knowledge:	Emotions name		
Materials:	Emotional chart (see materials annex 1) Story book “ The day the crayons quit”- by Drew Daywalt Crayons Language assistant letter.		Spaces:
			Class
Procedures:			
Stage	Timing	Activities (T/S role)	Grouping
Plan	10'	Introduction : the language assistant has sent us a letter. In this letter she ask us for a drawing to take with her the next time she goes to her hometown to show her family. But when we are about to take the crayons from the classroom crayon box... we found that every crayon is gone and, instead, there is a stack of letters.	Whole class

Reading	30'	The teacher reads the story. The teacher asks the students some questions to start a conversation and check understanding: Red letter: - Pre reading: look at the red crayon, how do you think it feels? - While reading: do you know what holidays are? Can you name some holidays? Which holiday is your favorite? - After reading : do you know what “overworked” means? Do you know a word that means the same as “overworked”? What makes you feel tired? What do you do when you feel like this? Purple letter: - pre reading: scaffold the word neat (clean) - while reading: what is color inside the lines? Can you show me a drawing of you where you color inside the lines? - After reading : How do you think purple feels? (Anxious) what makes you feel this way? What do you do when you feel like this? (Ask the language assistant and do a relaxation technique with her) Beige letter: - pre reading: what do you think “feel beige” means? (Feel sad) - While reading: what does feel excited means? What makes you feel like this? - After reading : what makes you feel sad or “beige”?	Whole class
Do	7'	The teacher elicits vocabulary: - Referring to illustrations in books: listen and point to the picture of the book: (red) Santa, fire engine, apple, strawberry and heart; (purple) grapes, dragon and wizard ; (beige) wheat. - Referring to objects in the classroom: listen and point something red, purple or beige. - Referring to objects in the classroom: said the color of the things the teacher points	Whole class
Review	3'	At the end of the lesson, we sit in assembly and talk about what we have learned. We can ask students if they liked the story, what color do they feel more represented by and what are their expectations for the next class. Teacher can also give some feedback about the conversation (maybe some corrections or highlight the pronunciation of something observed in the class)	Whole class

Unit: 2	Lesson: 2	Group: 1st grade	Time: 50'
Topic/ title	Grey and white		Date: Sept. 27th
Focus:			
Skills:	Listening, speaking and reading		
Systems:	Lexis and phonology		
Competences:	1,2,3 and 4		
Contents:			
- Emisión de palabras con una pronunciación, correcta: /a ɪ/ white - Léxico elemental de alta frecuencia (colors): red, purple, beige, grey and white - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés: descriptive function (describe things according to their color)			
Learning outcomes:		Evaluation criteria:	
- Students will be able to identify the name of the colors - Students will be able to orally answer questions about the story read in class - Students will be able to deduce the meaning of specific words from the story book - Students will be able to State the color of things - Students will be able to recognize how they/others feel - Students will be able to pronounce the phoneme /a ɪ/ - Students will be able to recognize the phoneme /a ɪ/ orally or written		- Students can accurately remember the name of the colors studied in this lesson- 1.1 - Students can effectively answer questions (related with feelings, lexis...) about the story book .- 2.1; 3.1 - Students can correctly deduce the meaning of unknown words that appear in the letters- 1.1; 1.2 - Students can precisely state the colors of the things around them - 2.1 - Students can skillfully identify others/self emotions and name them (using the emotions chart)- 4.1 - Students can accurately pronounce the phoneme /a ɪ/ -2.1;3.1 - Students can punctually recognize the oral and the written form of the phoneme /a ɪ/ in certain words - 2.1; 3.1	

Previous knowledge:	Emotions name		
Materials:	Emotional chart (see materials annex 1) Phoneme flash cards (see materials annex 10) Color flash cards (see materials annex 3)		Spaces
			Class
Procedures:			
Stage	Timing	Activities (T/S role)	Grouping
Plan	3'	Lexical recognition Review the contents of the previous lesson. Write on the board the name of the colors seen on the previous lesson: Red, purple and beige. Then use the flash cards (see materials annex 3) to classify them into the corresponding color.	Whole class
Read	12'	The teacher reads the story. The teacher asks the students some questions to start a conversation and check understanding: Grey letter: -While reading: what does grey crayon means when it said “you are killing me”? Why does gray crayon suggest painting baby penguins? - after reading: how do you think grey crayon feels? (Tired) what makes you feel like this? White letter: -Pre reading: T model the pronunciation the phoneme /a ɪ/ in the word “white”. T ask the students to raise their hand if they recognize this sound. -after reading : what does it means to feel invisible? Have you ever felt like this? If you see someone feeling like this, What would you do?	Whole class

Do	30'	The teacher elicits vocabulary: listen and point : (based on the illustration of the book) elephants, rhinos whales, penguins and snow. Use flash cards and jars (see materials annex 3) as drills. Phonics: use the phonics cards to make these activities: 1) modeling: T model the correct pronunciation of the phonem. 2) Use oral drills , mood drills and rhymes (I bite the pie, I lie at night , The tie is white) to scaffold the correct pronunciation of the phoneme 3) Discrimination: T use TPR associating a gesture to the phonic and say a list of words (with and without the phonem).	Whole class
Review	5'	Check pronunciation of the phoneme using the cards and the rhymes (see materials annex 10)	Individually

Unit: 2	Lesson: 3	Group: 1st grade	T i m e : 50'
Topic/ title	Black and green		D a t e : S e p t . the 28 th
Focus:			
Skills:	Listening, speaking and reading		
Systems:	Lexis and phonology		
Competences:	1,2,3 and 4		
Contents:			
- Emisión de palabras con una pronunciación, correcta: /i :/ green - Léxico elemental de alta frecuencia (colors): red, purple, beige, grey, white, black and green - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés : descriptive function (describe things according to their color)			
Learning outcomes:		Evaluation criteria:	
- Students will be able to identify the name of the colors - Students will be able to orally answer questions about the story read in class - Students will be able to deduce the meaning of specific words from the story book - Students will be able to State the color of things - Students will be able to recognize how they/others feel - Students will be able to pronounce the phoneme /a ɪ/ - Students will be able to recognize the phoneme /a ɪ/ orally or written		- Students can accurately remember the name of the colors studied in this lesson- 1.1 - Students can effectively answer questions (related with feelings, lexis...) about the story book .- 2.1; 3.1 - Students can correctly deduce the meaning of unknown words that appear in the letters- 1.1; 1.2 - Students can precisely state the colors of the things around them - 2.1 - Students can skillfully identify others/self emotions and name them (using the emotions chart)- 4.1 - Students can accurately pronounce the phoneme /i :/ -2.1;3.1 - Students can punctually recognize the oral and the written form of the phoneme /i :/ in certain words - 2.1; 3.1	
Previous knowledge:	Emotions name		
Materials:	Emotional chart (see materials annex 1) Phoneme flash cards (see materials annex 11) Color flash cards (see materials annex 3)		Spaces:
			Class

Procedures:			
Stage	Timing	Activities (T/S role)	Grouping
Plan	3'	Lexical recognition Review the contents of the previous lesson. Write on the board the name of the colors seen on the previous lesson: grey and white Then use the flash cards (see materials annex 3) to classify them into the corresponding color.	Whole class
Read	12'	The teacher reads the story. The teacher asks the students some questions to start a conversation and check understanding: Black letter: - post reading: how do you think he is feeling? (Frustrated) what makes you feel this way? How do you know you are feeling this way? Green letter: - pre reading :(predictions) how do you think this crayon feels? According to the illustrations , what do you think green crayon will tell us in its letter? - While reading: what does “drive me crazy” means? To what feeling can we associate it? - Post reading: what do you do when two friends don't speak to each other?	Whole class

Do	30'	The teacher elicits vocabulary: listen and point : (based on the illustration of the book) crocodile, dinosaur, tree and frog Use flash cards and jars (see annex) as drills. Phonics: use the phonics cards to make these activities: 1) modeling: T model the correct pronunciation of the phonem. 2) Use oral drills , mood drills and rhymes (the tree is green, I see a bee and I put cheese on my tea) to scaffold the correct pronunciation of the phoneme 3) Discrimination: T use TPR associating a gesture to the phonic and say a list of words (with and without the phoneme). Use the gesture of the phoneme /i :/ and the one of the /a ɪ/ to discriminate between the two of them.	W h o l e class
Review	5'	Check pronunciation of the phoneme using the cards and the rhymes (see materials annex 11).	Individuall y

Unit: 2	Lesson: 4	Group: 1st grade	Time: 50'
Topic/ title	Yellow and orange		Date: Sept. 29th
Focus:			
Skills:	Writing, listening , speaking and reading		
Systems:	Lexis (spelling) and grammar		
Competences:	1, 2, 3 and 4		
Contents:			
- Léxico elemental de alta frecuencia (colors): red, purple, beige, grey, white, black ,green, yellow and orange - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés: descriptive function (describe things according to their color) - Expresión de la entidad (nouns, articles): the (obj.) is (color)			
Learning outcomes:		Evaluation criteria:	
- Students will be able to identify the name of the colors - Students will be able to write the name of the colors - Students will be able to orally answer questions about the story read in class - Students will be able to deduce the meaning of specific words from the story book - Students will be able to State the color of things - Students will be able to recognize how they/others feel - Students will be able to state the color of things using the sentence frame "the... is"		- Students can accurately remember the name of the colors studied in this lesson- 1.1 - Students can correctly write the name of the colors studied 2.2 - Students can effectively answer questions (related with feelings, lexis...) about the story book .- 2.1; 3.1 - Students can correctly deduce the meaning of unknown words that appear in the letters- 1.1; 1.2 - Students can precisely state the colors of the things around them - 2.1 - Students can skillfully identify others/self emotions and name them (using the emotions chart)- 4.1 - Students can precisely state (orally or written) the colors of the things around them using the sentence frame "the (obj) is (color)" - 2.1; 2.2	
Previous knowledge:	Emotions name		
Materials:	Emotional chart (see materials annex 1)	Spaces:	
	Phoneme flash cards (see materials annexes 10 and 11)	Classroom	
	Color flash cards (see materials annex 3)		

Procedures:			
Stage	Timing	Activities (T/S role)	Grouping
Plan	10'	Review the contents of the previous lesson. Write on the board the name of the colors seen on the previous lesson:red, purple, beige, grey ,white, black and green Then use the flash cards (see materials annex 1) to classify them into the corresponding color. Also review the 2 phonemes seen in the previous lesson with the flash cards (see materials annexes 10 and 11)	Whole class
Read	10'	The teacher reads the story. The teacher asks the students some questions to start a conversation and check understanding: Yellow and orange letter: - post reading: how are these crayons feeling? (Angry) which color do you paint the sun? How can we solve this.	Whole class
Do	25'	Familiarizing with words: Focus on spelling. Use the flash cards to make students write the name of the colors. First make them copy the colors name and then make label objects and flash cards without the model word. Controlled writing: Teach the sentence frame the... is... to state the color of the things. First, practice it orally. Then, make them write sentences with it	Individually
Review	5'	Play Hangman with the name of the colors studied.	Whole class

Unit: 2	Lesson: 5	Group: 1st grade	Time: 50'
Topic/ title	Blue. What is your favorite color?		Date: Oct. 2nd
Focus:			
Skills:	Writing, listening , speaking and reading		
Systems:	Lexis and discourse		
Competences:	1, 2, 3, and 4		
Contents:			
- Léxico elemental de alta frecuencia (colors): red, purple, beige, grey, white, black ,green, yellow, orange and blue - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés: : descriptive function (describe things according to their color) - Sentence frame: what is your favorite color? My favorite color is...			
Learning outcomes:		Evaluation criteria:	
- Students will be able to identify the name of the colors - Students will be able to orally answer questions about the story read in class - Students will be able to deduce the meaning of specific words from the story book - Students will be able to State the color of things - Students will be able to recognize how they/others feel - Students will be able to ask the question “what is your favorite color?” And answer it with the sentence frame “ my favorite color is...” (orally and written)		- Students can accurately remember the name of the colors studied in this lesson- 1.1 - Students can correctly write the name of the colors studied 2.2 - Students can effectively answer questions (related with feelings, lexis...) about the story book .- 2.1; 3.1 - Students can correctly deduce the meaning of unknown words that appear in the letters- 1.1; 1.2 - Students can precisely state the colors of the things around them - 2.1 - Students can skillfully identify others/self emotions and name them (using the emotions chart)- 4.1 - Students can correctly ask the question "what is your favorite color?" And answer using the sentence "my favorite color is..." 2.1 ; 2.2	
Previous knowledge:	Emotions name		

Materials:	Emotional chart (see materials annex 1) Color flash cards (see materials annexes 2 and 3) Teacher observation sheet example (see evaluation tools annex 3) Create your own crayon activity (see materials annex 7)		Spaces:
			Classroom
Procedures:			
Stage	Timing	Activities (T/S role)	Grouping
Plan	10'	Review the contents of the previous lesson. Write on the board the name of the colors seen on the previous lesson:red, purple, beige, grey ,white, black, green, yellow and orange. Then use the flash cards (see materials annex 3) to classify them into the corresponding color.	Whole class
Read	10'	The teacher reads the story. The teacher asks the students some questions to start a conversation and check understanding: Blue letter: - pre reading: what do you think is blue's problem? - After reading: check predictions. How is Blue feeling?	Whole class
Do	20'	The teacher elicits vocabulary: - listen and point : (based on the illustration of the book) ocean, lakes, rivers, raindrops, clouds, skies. Writing: - Teacher model the question in the board "what is your favorite color?" - Students answer the question in their notebooks. - Students complete the exercise sheet "create your own crayon" (materials annex 7) Speaking: - Students practice the question/answer orally around the classroom (chain drill)	Individually
Review	10'	Play with the jars and the flash cards (see materials annexes 2 and 3). Also review the sentence structure studies "what is your favorite color? My favorite color is..." with the flash cards	In groups of 5

Unit: 2	Lesson:6	Group: 1st grade	Time: 50'
Topic/ title	Pink: Is it a girl's color or a boy's color?		Date: Oct. 4th
Focus:			
Skills:	listening and speaking		
Systems:	Lexis		
Competen ces:	1, 2, 3, 4 and 6		
Contents:			
- Léxico elemental de alta frecuencia (colors): red, purple, beige, grey, white, black ,green, yellow, orange, blue and pink - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés: : descriptive function (describe things according to their color) - Iniciación en las estrategias básicas de detección de usos discriminatorios del lenguaje verbal y no verbal: gender roles			
Learning outcomes:		Evaluation criteria:	

- Students will be able to identify the name of the colors - Students will be able to orally answer questions about the story read in class - Students will be able to deduce the meaning of specific words from the story book - Students will be able to State the color of things - Students will be able to recognize how they/others feel - Students will be able to describe the color of something using the sentence frame: "the ... is ..." - Students will be able to share their opinion about a topic in English using the sentence frame "I think..." - Students will be able to recognize stereotypes in language (boys and girls colors)	- Students can accurately remember the name of the colors studied in this lesson- 1.1 - Students can correctly write the name of the colors studied 2.2 - Students can effectively answer questions (related with feelings, lexis...) about the story book .- 2.1; 3.1 - Students can correctly deduce the meaning of unknown words that appear in the letters- 1.1; 1.2 - Students can precisely state the colors of the things around them - 2.1 - Students can skillfully identify others/self emotions and name them (using the emotions chart)- 4.1 - Students can precisely state (orally or written) the colors of the things around them using the sentence frame "the (obj) is (color)" - 2.1; 2.2 - Students will be able to respectfully share their opinion by using the sentence structure "I think"- 2.1 - Students can aptly describe and recognize certain discriminatory uses of language related with gender stereotypes- 6.1
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Previous knowledge:	Emotions name		
Materials:	Emotional chart (see materials annex 1) Online materials (see procedures) Flash cards (see materials annex 12) Computers Construction paper Colors flash cards (see materials annex 3)		Spaces:
			Classroom
Procedures:			
Stage	Timing	Activities (T/S role)	Grouping
Plan	5'	Review the contents of the previous lesson. Write on the board the name of the colors seen on the previous lesson:red, purple, beige, grey ,white, black, green, yellow ,orange and blue. Then use the flash cards (see materials annex 3) to classify them into the corresponding color.	Whole class

Read	15'	The teacher reads the story. The teacher asks the students some questions to start a conversation and check understanding: Pink letter: - after reading : why is pink angry? Are there girls or boys colors? What about the toys, are there girls or boys toys? Can a girl do the same things as a boy?	Whole class
Do	20'	Scaffolding: Pre teach the words “girl, boys, woman and men”. Also stop the video to clarify concepts Teacher introduce the "gender stereotype" concept. Play this video : https://youtu.be/F-OURmsmEko?feature=shared . Then, uses flash cards (see annex) to explain some of the stereotypes. Model the sentence structure “I think” to express opinion. Ask students to share their opinion After explaining, divide the class into groups and ask them to investigate the following topics to correct the gender stereotypes : -girls can't drive: https://www.f1academy.com -Boys can't cook : https://www.ecoleducasse.com/en/blog/top-10-chefs-world -Spaceships and astronauts are boy's stuff: https://www.nasa.gov/women-at-nasa/ -Girls are bad at science: https://youtu.be/W53Ks824GTA?feature=shared	Whole class / group work
Review	10'	Put in common and use construction paper and the flash cards (see materials annex 12) to correct the gender stereotypes. Drill the sentence “I think boys/ girls can...” Change the grouping and ask students to make drawings of one of the stereotypes of the flash cards and then, write the sentence structure “correcting” the stereotype.	Whole class and group work

Unit: 2	Lesson:7	Group: 1st grade	Time: 50'
Topic/ title	Peach		Date: Oct. 5th
Focus:			
Skills:	Writing, listening , speaking and reading		
Systems:	Lexis (spelling)		
Competences:	1, 2, 3, and 4		
Contents:			
- Léxico elemental de alta frecuencia (colors): red, purple, beige, grey, white, black ,green, yellow, orange, blue, pink and peach - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés: : descriptive function (describe things according to their color) - Expresión de la entidad (nouns, articles): the (obj.) is (color)			
Learning outcomes:		Evaluation criteria:	
- Students will be able to identify the name of the colors - Students will be able to orally answer questions about the story read in class - Students will be able to deduce the meaning of specific words from the story book - Students will be able to State the color of things - Students will be able to recognize how they/others feel - Students will be able to describe the color of something using the sentence frame: "the ... is ..."		- Students can accurately remember the name of the colors studied in this unit - 1.1 - Students can correctly write the name of the colors studied 2.2 - Students can effectively answer questions (related with feelings, lexis...) about the story book .- 2.1; 3.1 - Students can correctly deduce the meaning of unknown words that appear in the letters- 1.1; 1.2 - Students can precisely state the colors of the things around them - 2.1 - Students can skillfully identify others/self emotions and name them (using the emotions chart)- 4.1 - Students can precisely state (orally or written) the colors of the things around them using the sentence frame "the (obj) is (color)" - 2.1; 2.2	
Previous knowledge:	Emotions name		
Materials:	Emotional chart (see materials annex 1) Color flash cards (see materials annex 3) Crosswords (see materials annex 9)		Spaces :
			Class

Procedures:			
Stage	Timing	Activities (T/S role)	Grouping
Plan	5'	Review the contents of the previous lesson. Write on the board the name of the colors seen on the previous lesson:red, purple, beige, grey ,white, black, green, yellow, orange, blue and pink. Then use the flash cards (see materials annex 3) to classify them into the corresponding color.	Whole class
Read	10'	The teacher reads the story. The teacher asks the students some questions to start a conversation and check understanding: Peach letter: - pre reading: how do we call this color in Spanish? Is it okay to call it "skin color"? Why? - After reading: how is peach crayon feeling? (Embarrassed) what makes you feel this way?	Whole class
Do	25'	Focus on spelling. Use the flash cards to make students write the name of the colors. First make them copy the colors name and then make label objects and flash cards without the model word. Controlled writing: use the sentence frame the... is... to state the color of the things. Make them write sentences with it using the flash cards (see annex)	Whole class/ individual work
Review	10'	Play cross words (see Materials annex 9)	Individual work

Unit: 2	Lesson:8	Group: 1st grade	Time: 50'
Topic/ title	Rainbow		Date: Oct. 6th
Focus:			
Skills:	Listening		
Systems:	Lexis		
Competence:	1,2 and 3		
Contents:			
- Léxico elemental de alta frecuencia (colors): red, purple, beige, grey, white, black ,green, yellow, orange, blue, pink and peach - Funciones comunicativas elementales adecuadas al ámbito y al contexto: identificar las características de objetos; responder a preguntas concretas sobre cuestiones cotidianas en inglés: : descriptive function (describe things according to their color) - Expresión de la entidad (nouns, articles): the (obj.) is (color)			
Learning outcomes:		Evaluation criteria:	
- students will be able to follow oral instruction (listening comprehension) in order to color a drawing - Students will be able to identify the name of the colors - Students will be able to orally answer questions about the story read in class - Students will be able to State the color of things		- Students can precisely color a picture according to the teacher's instructions- 1.1 - Students can accurately remember the name of the colors studied in this unit - 1.1 - Students can effectively answer questions (related with feelings, lexis...) about the story book .- 2.1; 3.1 - Students can precisely state the colors of the things around them - 2.1	
Materials:	Blank drawing (see materials annex 8) Flash cards (see materials annexes 4 and 3) Crayons		Spaces:
			Classroom
Procedures:			
Stage	Timing	Activities (T/S role)	Grouping
Plan	10'	Review the contents of the previous lesson. Work with flash cards to name the colors :red, purple, beige, grey ,white, black, green, yellow, orange, blue and pink.	Whole class

Do	25'	Color dictation drawing : the teacher hand out the black drawing sheet (see material annex 8) to each student. Then, the teacher describe the color of the following things: - the whale is orange - The fire engine is blue - The bear is brown - The dinosaur is pink - The dragon is purple - The monkey is green - The sky is yellow - The rainbow is black - The penguins are grey Then the teacher leaves the extra time for the students to color the rest of the drawing how they want.	Individually
Review	15'	After coloring the drawing, the teacher reads the end of the story, then, show the final drawing to the students and ask them to state the color of things. Teacher can also ask students to compare their drawing to the one of the book then, the students can do a basic self assessment with stars.	Whole class

Unit: 2	Lesson: 9	Group: 1st grade	Time: 50'
Topic/ title	Letters		Date: Oct. 9th
Focus:			
Skills:	Reading and writing		
Systems:	Discourse		
Competenc es:	1 and 2		
Contents:			
- Expresión de la existencia (to be; there is/are); la entidad (nouns, articles): the (obj.) is (color) - Expresión de gustos y preferencias: I like/I don't like (color) - Léxico elemental de alta frecuencia (colors): red, purple, beige, grey, white, black ,green, yellow, orange, blue, pink and peach - Genre features: letters (greetings , main body with a question, sign off and name)			
Learning outcomes:		Evaluation criteria:	
- Students will be able to read a letter, comprehend the reading and answer questions. - Students will be able to write a letter using the appropriate genre features: greetings , main body with a question, sign off and name		- Students can accurately answer questions about a reading 1.1; 2.2 - Students can precisely identify the following genre features of letters in a text: greetings , main body with a question, sign off and name. 1.1 - Students can correctly use the following genre features: greetings , main body with a question, sign off and name ; in order to write a letter. - 2.2	
Materials:	Miss Marta's letters worksheet (see materials annex 6) Story book letters copies Letter guided writing activity (see materials annex 5)		Spaces:
			Classroom
Procedures:			
Stage	Timing	Activities (T/S role)	Grouping

Plan	5'	Teacher states the objective of the lesson: to know how to write letters. In order to do that, Students must know what is a letter. Introduction to the genre: Teacher ask students if they have noticed something different in the way the story book was written (we can compare it to other story books we have in the class room). What make this text special (parts of the letter)? Teacher label the parts of a model letter.	Whole class
Do	25'	Understanding a letter: student do the reading comprehension worksheet (see materials annex 6). In order to scaffold the written production in the reading comprehension activity (see annex), the teacher will display in the board a text model with gaps for the students to copy and complete. Observing a written model : Teacher hand out copies of the letters from the story book. Students (in pairs) must label the different parts of the letters according to the model.	Individual work and pairs work
Review	20'	Generating written patterns: students write a letter following the template (see materials annex 5)	Individual

12.2 Materials: The following classroom materials have been designed by the author.

Marta Morales García

EMOTIONS!



Angry



Happy



Sad



frustrated



Anxious



Tired



Proud

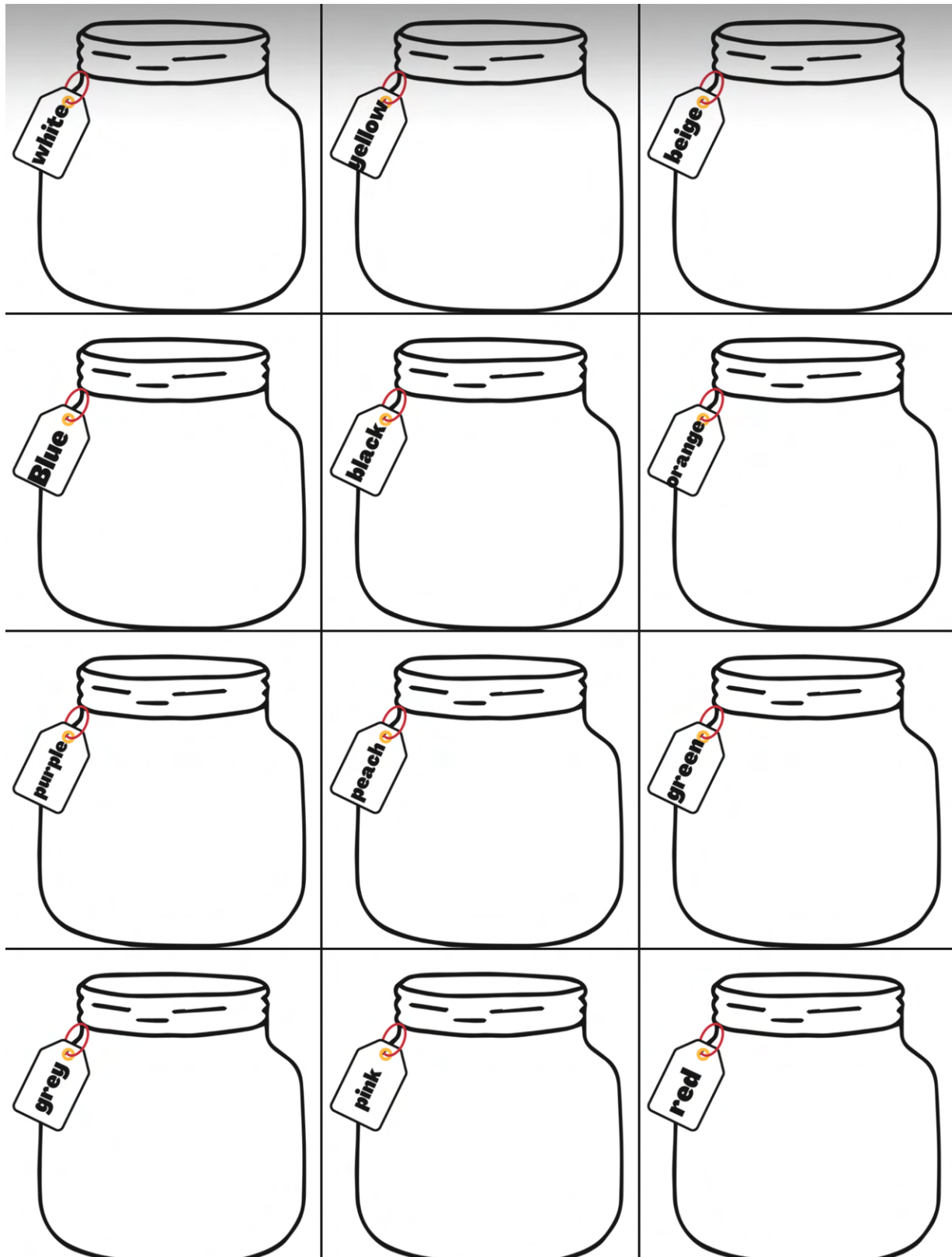


Worried



Embarrassed

Material annex 1: “emotions chart”



Material annex 2: “color jars”



Clouds



Sky



Snow



Turkey



Wheat



Elephants



Rhino



Whale



Penguins



Crocodrile



Tree



Dinosaur



**Fire
engine**



Apples



Hearts



Santa



Strawberries



Grapes



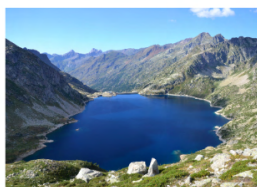
Dragon



Wizard



Ocean



Lake



River



Rain



Frog



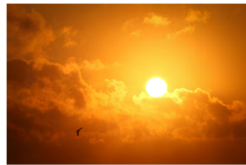
Monster



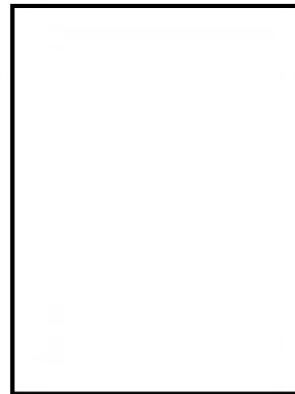
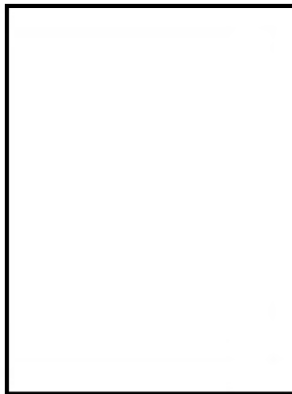
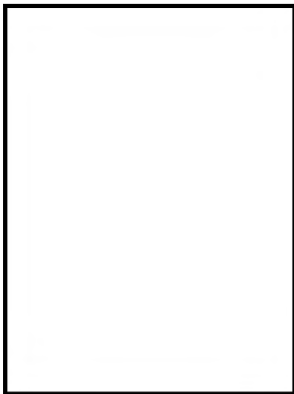
Dinosaur



Cowboy



Sun





Materials annex 4: colors flash cards

Date: _____

Dear _____,



My name is _____

My favorite color is _____

I use it to color: _____

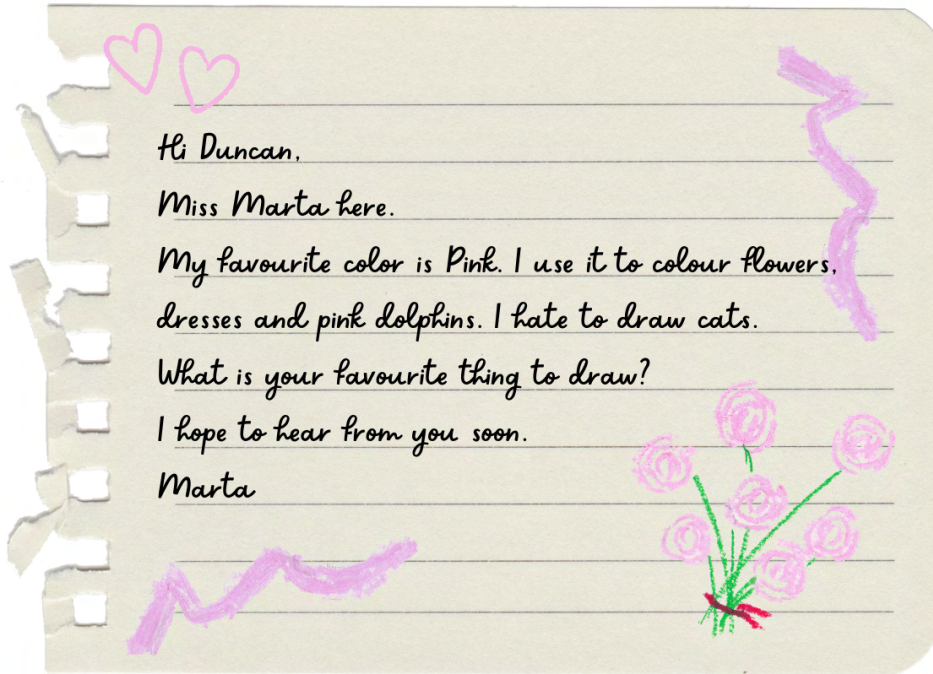
What is your _____ ?

I hope to hear from you soon.

Your friend, _____

READING: MISS MARTA'S LETTER

Read this letter and answer the questions



1. What is Miss Marta's favourite color?

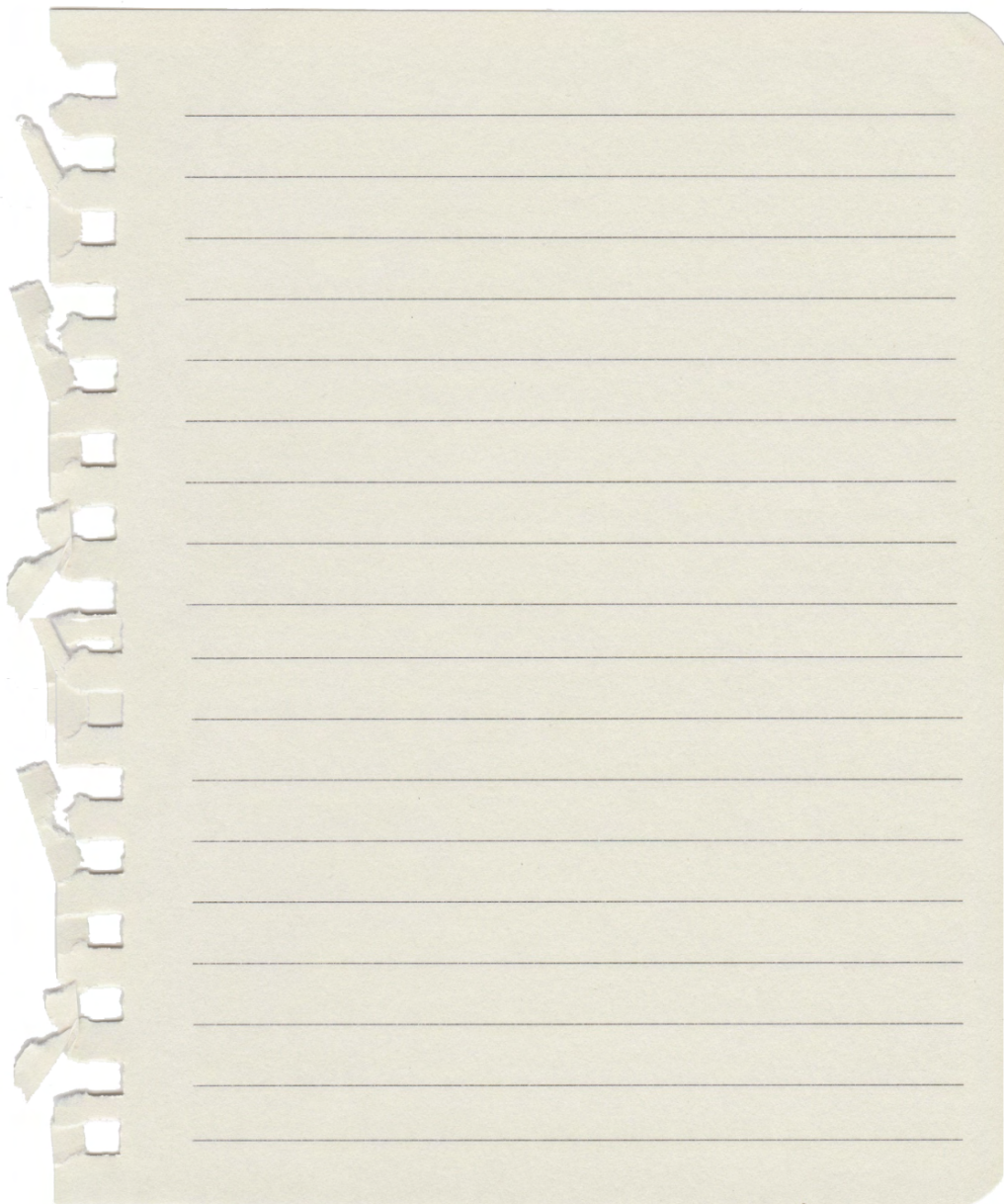
2. Draw the things Miss Marta uses this color for:

3. Draw and write the name of the thing that Miss Marta doesn't like to draw:

READING: MISS MARTA'S LETTER

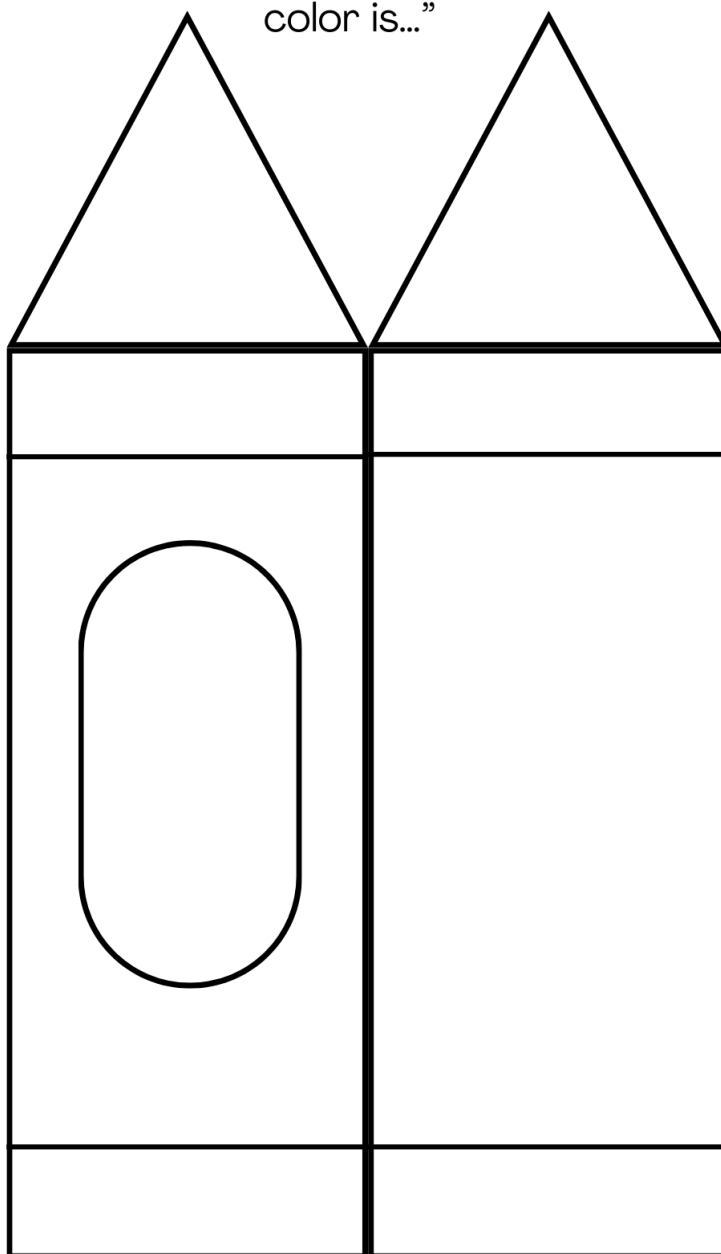
Read this letter and answer the questions

1. Imagine the answer from Duncan to Miss Marta's question: write a letter answering the question as if you were Duncan.

A blank, lined page from a notebook, intended for writing an answer. The page is cream-colored with horizontal ruling lines. The left edge of the page is torn and ragged, suggesting it was part of a spiral-bound notebook. The page is oriented vertically and is currently empty of any writing.

CREATE YOUR OWN CRAYON

Color the crayon of your favorite color, also write it on the back part using the sentence: "My favorite color is..."

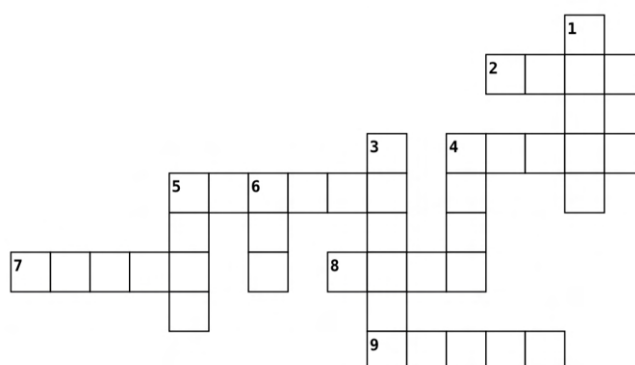


Materials annex 7: my favorite color activity



Materials annex 8: picture dictation activity

Colors

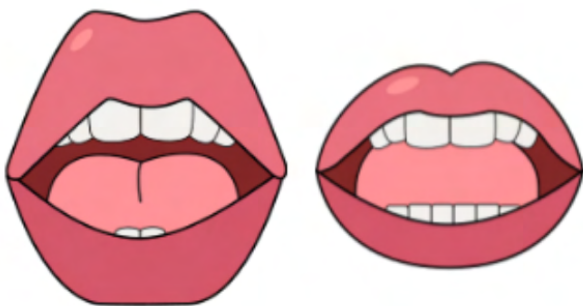


Across

2. The color of baby penguins
4. The outline
5. The color of the grapes
7. The color of a frog
8. The color of the sky on a sunny day
9. The color of snow

Down

1. This color is called "skin" in Spanish
3. The color of bananas
4. The color of the ocean
5. The color of monsters and cowboys
6. The color of fire engines

 /a ɪ/	  
 /a ɪ/	  

Materials annex 10: /a ɪ/ Phoneme part 1



Bite

/a ɪ/



Pie

/a ɪ/



Night

/ɑ ɪ/



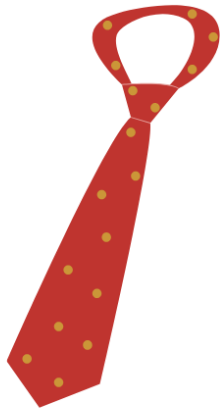
Lie

/ɑ ɪ/



White

/a ɪ/

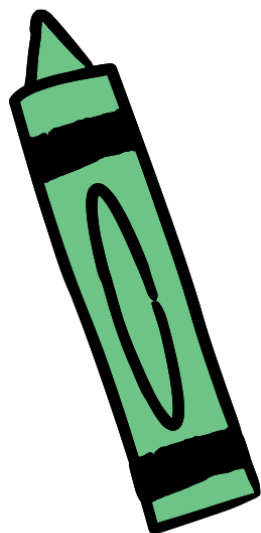


Tie

/a ɪ/

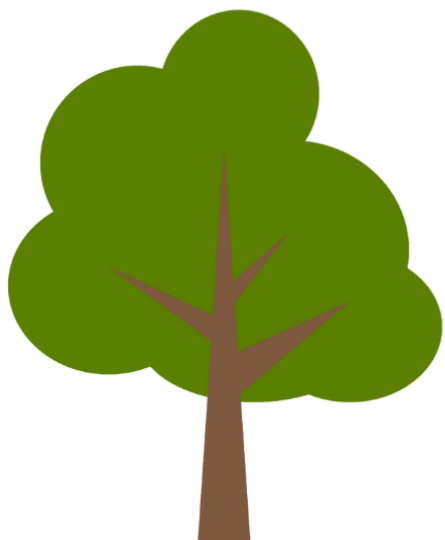
 /i: /	  
 /i: /	  

Material annex 11: /i: / Phoneme part 1



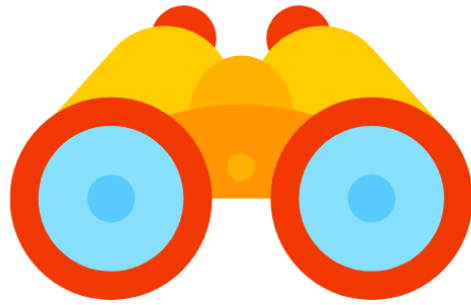
Green

/iː/



Tree

/iː/



See

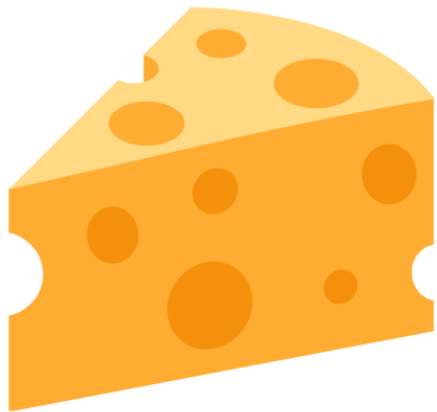
/i:/



Bee

/i:/

Material annex 11: /i:/ Phoneme part 3



Cheese

/iː/



Tea

/iː/

GENDER STEREOTYPES

**ALL BOYS LIKE
TO PLAY
FOOTBALL**



**GIRLS
CAN'T PLAY
FOOTBALL**



Materials annex 12: gender stereotypes part 1

GENDER STEREOTYPES

**GIRLS
CAN'T BE
DOCTORS**



**BOYS
DON'T CRY**



GENDER STEREOTYPES

**CARS ARE
BOY'S
TOYS**



**GIRLS CAN'T
PLAY WITH
BUILDING
BLOCKS**



Materials annex 12: gender stereotypes part 3

GENDER STEREOTYPES

**GIRLS
CAN'T
DRIVE**



**GIRLS
CAN'T BE
SCIENTISTS**



Materials annex 12: gender stereotypes part 4

GENDER STEREOTYPES

**GIRLS
CAN'T
FIGHT**



**PINK IS A
GIRLS
COLOR**



Materials annex 12: gender stereotypes part 5

12.3 evaluation tools:



Unit 12: where are you?

Activity: guide your "blind" partner through a maze.

Name of my partner :	My name:
1. Have your partner used the verb "go" to give directions ?	3. Have you arrived to the finish line ?
  1 star : haven't used the verb. 5 stars : always used the verb.	  1 star : didn't arrive, the teacher has to come 2, 3 or 4 stars : we had some troubles 5 stars : we arrived without any problems
2. Circle the words used by your partner to give you the directions	4. How many stars does your partner deserve?
      OVER UNDER THROUGH UP DOWN INTO Did your partner use these words right?	

Evaluation tools annex 1

Show and tell self evaluation:

What was your topic?	
Did you say everything you wanted to?	Did you know how to say all the words? Put here the ones that not:
	
How did you feel during your exposition?	Give yourself a mark:
    	
Put or draw here the things that you will do in your next exposition and the things you will do different:	
In the next show and tell I will keep doing...	What could I do differently?

Evaluation tools annex 2

Teacher observation sheet: Class: Student:		Unit: 2 Lesson : 5
Evaluation criteria	Observations/ points	
Lesson stage: Plan		
- Review the previous lesson's contents : the student remembers what it's been taught in the previous lesson none (0 points) partially (1 point) totally (2.5 points)		
Lesson stage: Read		
- Students can answer questions about the story. none (0 points) partially (0.75 points) totally (1.25 points) - Students can deduce the meaning of unknown words from the story. none (0 points) partially (0.75 points) totally (1.25 points)		
Lesson stage: Do		
- Students can state (oral/written) the colors of things using the sentence frame "the (obj) is (color)". none (0 points) partially (0.75 points) totally (1.25 points) - Students can ask the question "what is your favorite color?" And answer using the sentence "my favorite color is..." none (0 points) partially (0.75 points) totally (1.25 points)		
Lesson stage: Review		
- Students can remember the name of the colors studied in this lesson. none (0 points) partially (0.75 points) totally (1.25 points) - Students can ask the question "what is your favorite color?" And answer using the sentence "my favorite color is..." none (0 points) partially (0.75 points) totally (1.25 points)		