



# **TRABAJO DE FIN DE GRADO**

## **Grado en Educación Primaria**

*Programación didáctica dirigida a 4º de Educación  
Primaria*

*“Stories that Spark Creativity: An Interdisciplinary  
English and Arts Program for 4th Grade”*

Área Primera Lengua Extranjera: Inglés

Autor: Aurora Elena Clarambo Pérez

Directora: Lyndsay Renee Buckingham Reynolds

Curso: 2025-2026

Fecha: 11/10/2026

## **INDEX:**

<b>1.</b>	<b>INTRODUCTION.....</b>	<b>3</b>
<b>2.</b>	<b>CONTEXTUALIZATION .....</b>	<b>4</b>
	2.1. The school .....	4
	2.2. Location .....	4
	2.3. Family and Student Profile of the School.....	5
	2.4. Grade Level .....	6
	2.5. Plans and Projects .....	7
	2.6. Human Resources .....	8
<b>3.</b>	<b>THEORETICAL JUSTIFICATION .....</b>	<b>9</b>
<b>4.</b>	<b>COMPETENCES .....</b>	<b>12</b>
	4.1. Key competences .....	13
	4.2. Specific competences .....	16
<b>5.</b>	<b>OBJECTIVES .....</b>	<b>17</b>
	5.1. Stage objectives .....	17
	5.2. Specific objectives .....	18
<b>6.</b>	<b>CONTENTS .....</b>	<b>20</b>
<b>7.</b>	<b>METHODOLOGY.....</b>	<b>25</b>
<b>9.</b>	<b>LEARNING SITUATIONS .....</b>	<b>31</b>
<b>10.</b>	<b>EVALUATION.....</b>	<b>49</b>
	10.1. Evaluation criteria and procedures .....	49
	10.2. Types of evaluation .....	51
	10.3. Assessment tools.....	51
	10.4. Assessment Percentages .....	52
	10.5. Term weighting.....	53
<b>11.</b>	<b>ATTENTION TO DIVERSITY .....</b>	<b>53</b>
<b>12.</b>	<b>CONTRIBUTION TO OTHER PLANS.....</b>	<b>56</b>
	12.1. Contribution to the bilingual and plurilingual project.....	56
	12.2. Contribution to the Reading Plan.....	57
	12.3. Contribution to the Digital Competence Plan .....	57
	12.4. Contribution to Arts-integrated projects .....	58
	12.5. Contribution to emotional education and coexistence .....	58
	12.6. Contribution to environmental awareness and social responsibility 58	
<b>13.</b>	<b>CONCLUSIONS.....</b>	<b>59</b>
<b>14.</b>	<b>BIBLIOGRAPHY.....</b>	<b>60</b>
<b>ANNEX.....</b>		<b>62</b>
	<b>DEVELOPED LEARNING SITUATION 14: PROTECTING OUR PLANET .....</b>	<b>62</b>
	<b>MATERIALS .....</b>	<b>71</b>

## **1. INTRODUCTION**

This Final Degree Project presents an annual English syllabus for 4th grade of Primary Education entitled *“Stories that Spark Creativity: An Interdisciplinary English and Arts Program for 4th Grade”*. The proposal combines three elements that have been personally meaningful throughout my life: English, art and reading. For this reason, designing this syllabus has been both a challenging and rewarding process, as it has allowed me to connect important personal interests with my future role as a Primary Education teacher.

Books and artistic expressions have always been present in my life. My father used to read to me from a very young age, which helped me develop a close relationship with stories and reading. At the same time, art has also been part of my personal background, especially through my grandmother, who enjoyed painting. These experiences have influenced the way I understand learning: not only as the acquisition of contents, but also as a process connected to imagination, creativity, emotions and personal expression.

English has also become an essential part of my life during the last few years. Although it is a language I would still like to use more often, it has been necessary in many different academic and personal situations. During my teaching practice periods, I had the opportunity to observe how different teachers used books and stories in the classroom. This was especially meaningful during my experience in an international school in Norway, where I saw how literature, language and creativity could be connected in a natural and motivating way.

For this reason, this syllabus is based on storytelling and interdisciplinary learning. Each learning situation starts from a picture book and leads to a final Arts and Crafts product, allowing students to use English in meaningful and

creative contexts. The aim is to move away from an isolated view of English based only on vocabulary and grammar memorization and instead present the language as a real tool for communication, expression, interaction and cultural understanding.

This proposal has been designed in accordance with the current educational legislation and follows a communicative, active and competence-based approach. Through stories, cooperative work and artistic projects, students are encouraged to develop not only their linguistic competence, but also creativity, confidence, intercultural awareness, respect for diversity and positive attitudes towards learning.

## **2. CONTEXTUALIZATION**

### **2.1. The school**

St Peter's International School is a charter educational institution located in Madrid that offers Early Childhood Education, Primary Education, Secondary Education and *Bachillerato*. The school is characterized by an innovative and active educational approach, in which students are the main agents of their own learning. Its educational project focuses on the comprehensive development of students, promoting the acquisition of competencies, skills, and values through experiential and meaningful learning.

### **2.2. Location**

The school is located in the neighborhood of Las Tablas, in the northern area of Madrid. This location is part of a recently developed urban area with good transport connections and a growing population of young families. It also has several shops nearby where older kids or staff from school can take their breaks.

The school is situated in a modern, urban, and safe environment, surrounded by residential areas, green spaces, and public services. The neighborhood offers favorable conditions for carrying out educational visits and complementary activities such as *science and technology centers, libraries, museums, and exhibition spaces* as well as green places and parks, allowing students to connect classroom learning with real-life contexts and their immediate surroundings

In addition, the school has a wide range of facilities that support both academic learning and physical activity. These include a gym, different classrooms and science laboratories, a library, a music room, a swimming pool, sports facilities such as football fields and basketball courts, playground areas, and a dining hall for students and staff.

The school also has a variety of common spaces that can be used when planning learning activities and complementary tasks, such as outdoor patios, playground areas, common circulation spaces, and areas designed for psychomotor activities. These facilities provide flexible environments for both academic and creative work and support the implementation of interdisciplinary and experiential learning activities.

### **2.3. Family and Student Profile of the School**

The families who attend the St Peters International School generally have a medium to high socio-cultural and economic level. Parents and families generally show a strong interest in their children's education and actively participate in school life. Families value the bilingual and plurilingual approach, the use of different methodologies such as Project-Based Learning, and the integration of technology and languages as important elements of their children's education.

The student body is diverse and multicultural. Although most students come from the surrounding area, many have mixed cultural backgrounds, with families or parents originally from other countries. Students are accustomed to working with active methodologies, cooperative learning, and the regular use of digital technologies. From an early age, they tend to develop, due to their experience at school and the multilingual environment that surrounds them, their communicative competence in several languages, as well as skills related to autonomy, creativity, collaboration, and critical thinking.

#### **2.4. Grade Level**

This syllabus has been created for 4th grade of Primary Education, specifically for 4ºA, one of the two classes at this grade.

The selected group consists of 24 students, forming a heterogeneous classroom with diverse learning styles, learning rhythms, and learner profiles. As a bilingual and international school, students generally demonstrate an English proficiency between A1+ and A2.

In terms of weekly timetable, students in 4ºA have English three times a week and Arts and Crafts once a week. This organization supports the interdisciplinary nature of the syllabus, as English sessions are used to work on the story, vocabulary, grammar and communicative functions, while the Arts and Crafts session allows students to develop the final creative product connected to each unit.

Table 1 presents the weekly timetable of 4ºA in St. Peter's International School. The distribution of English and Arts and Crafts sessions supports the interdisciplinary and communicative approach of this syllabus, allowing students

to connect language learning with creative and artistic tasks throughout the different learning situations.

**Table 1**

***Weekly Timetable***

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:55	English	Maths	English	Lengua	English
9:55 – 10:50	Maths	Lengua	Science	Maths	Science
10:50 – 11:20	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
11:20 – 12:15	Science	Social Science	Maths	Arts and Crafts	Lengua
12:15 – 13:10	Lengua	PE	Social Science	Science	Maths
13:10 – 14:30	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>
14:30 – 15:15	Music	ICT	Reading Workshop	PE	Values
15:15 – 16:00	Tutor Time	Library	Cooperative Projects	Project Work	Weekly Reflection

Students are familiar with Project-Based Learning, cooperative work, and interdisciplinary projects, as they have previously participated in similar learning experiences. There are no significant learning difficulties requiring individual curricular adaptations; however, some students present ADD and ADHD, which are addressed through inclusive methodological strategies and general support measures within the mainstream classroom.

**2.5. Plans and Projects**

The school develops several educational plans and projects, including:

- A bilingual and plurilingual program, with classes in Spanish, English, French, German, and Chinese.
- Project-Based Learning (PBL) as a main methodological approach.
- A Digital Competence Plan, including the occasional and pedagogically guided use of tablets for specific tasks, together with Google Classroom

as the main platform for accessing resources. This use follows current regulations on screen time and promotes a balanced combination of digital and non-digital learning experiences.

- A Reading Plan, in the Spanish Language area that depends on the grade. In grade 4 they work with different books and must read at least 3 per trimester.
- Arts-integrated projects that foster creativity and artistic expression (they usually do interdisciplinary projects with other subjects).
- Monthly educational visits and field trips to transfer learning to real contexts. In the case of Grade 4, one of the study trips already planned by the school is a visit to Cáceres, where students take part in activities related to history, nature, and adventure. In addition to this, students will also visit the Museo Nacional de Ciencias Naturales to reinforce science-related contents, the Parque del Retiro to work on environmental awareness and natural sciences, and local libraries to promote reading habits and research skills. These visits are directly connected to the curriculum and support experiential and meaningful learning.

## **2.6. Human Resources**

The school has a qualified and coordinated teaching staff, composed of:

- A tutor for each class. Each class-group (2 per grade) has a tutor that is responsible for the class and must supervise them.
- The school staff is organized into class tutors and subject-specialist teachers. Each class has a tutor, who usually teaches the core subjects, such as Spanish Language, Mathematics and Social Sciences. The school also has specialist teachers for English, Physical Education, Arts and

Music, who may teach different groups and year levels. In 4th grade, the tutor is responsible for the core subjects, while specialist teachers teach English, PE, Arts and Music. In the specific case of 4<sup>º</sup>A, English and Arts are taught by the same teacher.

- English language assistants in Primary Education. There are 4 in the whole school, and they take out kids from the classroom to practice conversation. They attend English class once a week with 4<sup>º</sup>A.
- There are 2 learning support teachers who support students with specific educational needs.

### **3. THEORETICAL JUSTIFICATION**

This syllabus has been designed in accordance with the current national and regional educational regulations that govern the teaching of English in Primary Education. Its main purpose is to contribute to the progressive development of the key competences established in the curriculum, while respecting the methodological guidelines recommended for this educational stage. Special attention is given to values education, promoting respect, inclusion, cooperation, and awareness of social and environmental issues.

This syllabus is also based on the Organic Law 3/2020 (LOMLOE), which establishes the general framework for the Spanish education system, as well as Royal Decree 157/2022, which sets the minimum teachings for Primary Education. Additionally, it considers the Common European Framework of Reference for Languages (CEFR), which provides guidance on language proficiency levels and communicative competence development. These documents ensure that the proposal is aligned with both national and international educational standards.

As stated in Royal Decree 157/2022, which establishes the minimum curriculum for Primary Education in Spain, foreign language learning should enable students to use the language as a real means of communication in meaningful contexts. This Royal Decree defines the key competences, specific competences, basic knowledge, and evaluation criteria that guide the teaching and learning process. It is particularly relevant for this syllabus as it provides the curricular framework that ensures coherence between objectives, contents, and assessment, as well as promoting a communicative, competence-based, and student-centered approach to language learning.

In response to these principles, the story will not necessarily be read completely at the beginning of each session. Instead, selected pages, illustrations or extracts will be used at different moments of the unit as a visual and communicative resource to introduce vocabulary, activate prior knowledge, guide comprehension and support the final task. Stories provide a natural and motivating context for language exposure, allowing students to encounter vocabulary and grammatical structures in an integrated and active way. This idea is also related to Krashen's Input Hypothesis (1985), which emphasizes the importance of comprehensible and meaningful language exposure for acquisition.

This approach moves away from isolated language instruction and instead prioritizes comprehension, participation, and emotional engagement, which are essential for young learners, particularly in 4th grade of Primary Education. The selected stories are closely connected to the students' interests and everyday experiences, helping them to relate new knowledge to familiar situations. This is also connected to Vygotsky's sociocultural theory (1978), which highlights the

importance of interaction, contextualized learning and guided support in children's cognitive and linguistic development.

In addition to language learning, it adopts an interdisciplinary approach, combining contents from English and Arts and Crafts. Throughout each unit, students engage in activities that reinforce language use through visual and artistic expression. At the end of every unit, learners complete a final arts-and-crafts product inspired by the story and the topic studied. This final task may include drawings, models, posters, or other creative constructions, allowing students to demonstrate their learning in a meaningful way. The integration of artistic elements encourages creativity, supports different learning styles, and contributes to the development of the child.

Furthermore, cultural elements are incorporated into each unit to promote an open and respectful attitude towards linguistic and cultural diversity, in line with the curricular contents established in Decree 61/2022, particularly those related to interculturality (Bloque C), which emphasize the importance of understanding and respecting different cultures and languages. This approach is especially relevant in this context, as the school includes students from diverse cultural and social backgrounds. Through stories and classroom discussions, students are introduced to aspects of the English-speaking world and are encouraged to compare them with their own cultural reality. This process helps to develop intercultural competence, as well as values related to global citizenship, such as respect for diversity, equality, and cooperation.

Regarding the regional framework, this syllabus is aligned with Decree 61/2022 of the Comunidad de Madrid, which develops and specifies the national curriculum established in Royal Decree 157/2022, detailing the contents,

competences, and evaluation criteria for the English subject and for Arts and Crafts in the second cycle of Primary Education. The objectives, learning activities, and assessment criteria included in each unit are consistent with the requirements established in this regulation, ensuring curricular coherence and progression.

In conclusion, this interdisciplinary, story-based syllabus aims to create a motivating and inclusive learning environment in which students learn English through meaningful experiences, creativity, and cultural exploration. By integrating language learning with artistic expression, the syllabus supports communicative development, intercultural understanding, and personal growth in line with current educational legislation.

#### **4. COMPETENCES**

In this syllabus, the **key competences** established in Royal Decree 157/2022 and developed in Decree 61/2022 of the Comunidad de Madrid are integrated throughout the different didactic units. These competences are not worked in isolation, but through meaningful learning situations based on storytelling, oral interaction, written production, cooperative work and artistic creation. The following key competences contribute to the main aim of this syllabus: developing students' communicative competence in English through stories, creativity and visual expression.

#### 4.1. Key competences

Table 2

#### Development of Key Competences Throughout the Syllabus

<b>a) Competencia en comunicación lingüística.</b>	
Linguistic communication competence refers to the ability of students to effectively understand, interpret, and produce oral and written texts in a wide range of communicative contexts. It involves the appropriate use of language as a tool for learning, for the construction and transmission of knowledge, and for social interaction. This competence includes skills such as active listening, reading comprehension, coherent and cohesive expression, and critical interpretation of messages, promoting respectful, inclusive, and context-appropriate communication.	This competence is one of the main pillars of the syllabus and is developed in all the didactic units. Students listen to and interpret picture books, participate in oral exchanges, answer questions, describe characters and settings, write short texts and present their final Arts and Crafts products. It is important to highlight that this competence refers to communication in all languages, including the mother tongue, although in this syllabus it is mainly developed through English as the vehicular language of the units.
<b>b) Competencia plurilingüe.</b>	
Plurilingual competence is defined as the ability to use different languages appropriately and effectively for communication across diverse social and cultural contexts. It includes not only proficiency in multiple languages, but also the capacity to mediate between them, understand intercultural differences, and value linguistic diversity. This competence fosters intercultural awareness, adaptability in communication, and respect for cultural plurality.	This competence is mainly developed through the learning and use of English as a foreign language. Students use English to understand stories, interact with classmates and produce simple oral and written messages. It is also developed when students compare simple words or structures between English and Spanish, use their previous linguistic knowledge to understand new vocabulary, and value the different languages and cultural backgrounds present in the classroom.
<b>c) Competencia matemática y competencia en ciencia, tecnología e ingeniería.</b>	
This competence involves the ability to apply mathematical reasoning and scientific thinking to understanding and solving problems in a variety of contexts. It includes the use of numbers, operations, and mathematical representations, as well as logical reasoning and problem-solving skills. Additionally, it encompasses the application of scientific knowledge and technological tools to interpret natural phenomena, make evidence-based	Within this syllabus, mathematical, scientific, technological and engineering skills are addressed through practical and problem-solving tasks. These skills appear in “ <i>Creating and Persevering</i> ”, as students design and improve an invention using recycled materials; “ <i>Thinking like a Scientist</i> ”, where they create a volcano model and observe a simple experiment; “ <i>Exploring My Community</i> ”, through the creation of a

decisions, and interact critically and responsibly with the environment.	community map and the organization of places in space; and <i>“Protecting Our Planet”</i> , where students reflect on environmental problems and propose simple solutions.
<b>d) Competencia digital.</b>	
Digital competence refers to the confident, critical, and responsible use of digital technologies for learning, communication, and participation in society. It includes skills related to information and data literacy, digital communication and collaboration, content creation, cybersecurity, and problem-solving in digital environments. This competence enables students to engage effectively with technology while maintaining ethical and critical awareness	Throughout this syllabus, digital competence is promoted through the supervised and purposeful use of digital tools to support comprehension, production and multimodal communication. It is particularly present in <i>“Sharing Makes the Soup Better”</i> , where the class cookbook can be uploaded and shared with families; <i>“Protecting Our Planet”</i> , where students may use digital visual references during the design of their environmental poster campaign; and <i>“Capturing the World”</i> , where students create and present a visual or photo story using multimodal resources.
<b>e) Competencia personal, social y de aprender a aprender.</b>	
This competence encompasses the ability to manage one’s own learning processes through reflection, self-regulation, and the effective organization of time and information. It also includes social and emotional skills such as resilience, motivation, empathy, cooperation, and conflict resolution. It enables learners to develop autonomy, work collaboratively, and engage in lifelong learning while promoting personal well-being.	Due to the story-based and reflective nature of this syllabus, students are constantly invited to think about emotions, relationships, personal effort and their own progress as learners. This competence is especially present in <i>“Finding My Imaginary Friend”</i> , where students reflect on friendship, loneliness and emotional expression; <i>“Friendship Is the Secret Ingredient”</i> , where they work on empathy and conflict resolution; <i>“Make Your Mark with The Dot”</i> , where they explore confidence and creativity; <i>“Creating and Persevering”</i> , where they learn about effort and perseverance; and <i>“Learning from Mistakes”</i> , where they reflect on challenges, resilience and improvement. This competence is also reinforced through cooperative work, self-assessment and guided reflection activities.

<b>f) Competencia ciudadana.</b>	
<p>Citizenship competence refers to the ability to act as responsible, active, and informed members of society. It involves understanding key social, political, and economic concepts, as well as democratic values such as equality, justice, and respect for human rights. This competence promotes civic participation, critical thinking, and engagement with local and global issues in a responsible and ethical manner.</p>	<p>The social and ethical dimension of the selected stories allows students to approach this competence from situations that are close to their age and experience. Through different units, pupils reflect on respect, empathy, cooperation, inclusion, community life and environmental responsibility. This competence is especially present in <i>“Identity”</i>, where students value personal identity and cultural diversity; <i>“Friendship Is the Secret Ingredient”</i>, where they reflect on conflict, empathy and friendship; <i>“Exploring My Community”</i>, where they explore community life and social diversity; <i>“Sharing Makes the Soup Better”</i>, where they work on cooperation and sharing; <i>“Gardens All Over the World”</i>, where they discuss care, hope and support in difficult situations; and <i>“Protecting Our Planet”</i>, where they reflect on environmental responsibility.</p>
<b>g) Competencia emprendedora</b>	
<p>Entrepreneurship competence is the ability to transform ideas into action through creativity, initiative, and planning. It involves taking responsibility for projects, working both individually and collaboratively, and managing resources effectively. This competence includes skills such as problem-solving, decision-making, leadership, perseverance, and the ability to identify opportunities and manage risks to achieve objectives.</p>	<p>The project-based nature of this syllabus gives students opportunities to transform ideas into concrete products through planning, creativity and teamwork. This competence is especially present in <i>“Creating and Persevering”</i>, where students participate in an “Inventors’ Fair” and design a creative solution to a real-life problem; <i>“Thinking like a Scientist”</i>, where they create a volcano model and follow a process of observation and experimentation; <i>“Exploring My Community”</i>, where they design a community map with a clear communicative purpose; and <i>“Protecting Our Planet”</i>, where they create an environmental poster campaign to raise awareness and propose responsible actions.</p>

<b>h) Competencia en conciencia y expresión culturales</b>	
<p>This competence involves understanding, appreciating, and expressing ideas, experiences, and emotions through a variety of cultural and artistic forms. It includes knowledge of cultural heritage, as well as openness to cultural diversity and respect for different forms of expression. It also fosters creativity and the ability to communicate through artistic languages, contributing to personal development and active participation in cultural life.</p>	<p>The integration of Arts and Crafts in every unit makes this competence one of the central elements of the syllabus. Students use artistic languages to express ideas, emotions and interpretations connected to the stories, while experimenting with different materials, techniques and visual resources. This competence is especially visible in <i>“Make Your Mark with The Dot”</i>, where students learn about Georges Seurat and pointillism; <i>“Seeing the World Differently”</i>, where they represent different perspectives through colour and patterns; <i>“Journey Through Fantasy”</i>, where they create a magic door and an imaginary world; and <i>“Capturing the World”</i>, where they create a visual story inspired by images.</p>

#### **4.2. Specific competences**

In accordance with Royal Decree 157/2022 which establishes the national curriculum, and Decree 61/2022 of the Comunidad de Madrid, which specifies and organizes these elements at a regional level, this syllabus develops the specific competences corresponding to the subject of Foreign Language (English). These competences are addressed to varying degrees across the different units.

Table 3

*Specific competences included in this syllabus*

<p>1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio del lenguaje y para responder a necesidades comunicativas cotidianas.</p>
<p>2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes</p>

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.

## 5. OBJECTIVES

This section further examines the **general objectives** for the stage of Primary Education, established in Decree 61/2022 of 13 July, which sets out the curriculum for Primary Education in the Community of Madrid, in alignment with the guidelines established by Royal Decree 157/2022.

### 5.1. Stage objectives

Table 4

#### *Stage Objectives*

<b>a)</b> Conocer y apreciar los valores y las normas de convivencia, aprender a obrar poniéndose en el lugar del otro, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como su participación en una sociedad democrática.
<b>b)</b> Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.
<b>c)</b> 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.
<b>d)</b> 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.
e) Conocer y utilizar de manera apropiada la lengua española y desarrollar hábitos de lectura.
f) Adquirir en, al menos, la lengua inglesa, la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas en este idioma.
g) 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.
h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.
i) Desarrollar las competencias tecnológicas básicas e iniciarse en su utilización, para el aprendizaje, desarrollando un espíritu crítico ante su funcionamiento y los mensajes que reciben y elaboran.
j) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.
k) Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física, el deporte y la alimentación como medios para favorecer el desarrollo personal y social.
l) Conocer y valorar los animales más próximos al ser humano y adoptar modos de comportamiento que favorezcan la empatía y su cuidado.
m) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con las demás personas, así como una actitud contraria a la violencia, a los prejuicios y estereotipos de cualquier tipo.
n) 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.

## 5.2. Specific objectives

The following objectives have been designed taking into account the contents, competences and evaluation criteria established in Decree 61/2022, of July 13th, of the Comunidad de Madrid, for the area of Foreign Language: English in Primary Education. These objectives are connected to the different didactic units included in this syllabus.

## **A) Communication**

- To understand the general meaning of short oral, written and multimodal texts through stories and visual support.
- To express ideas, opinions, feelings and personal experiences using simple oral and written structures in English.
- To participate in simple communicative interactions with classmates through cooperative and meaningful activities.
- To identify key information and infer meaning from contextual and visual clues.
- To use vocabulary and grammatical structures related to the topics of each didactic unit.
- To improve pronunciation, intonation and fluency through storytelling, discussions and oral presentations.
- To produce creative final projects combining language and visual expression.

## **B) Plurilingualism**

- To use strategies such as gestures, visual support or prior knowledge to facilitate communication in English.
- To compare simple aspects of English and their mother tongue to support language learning.
- To reflect on their own learning process through self-assessment and peer-assessment activities.

## **C) Interculturality**

- To recognize the importance of English as a tool for communication and intercultural understanding.

- To respect and value cultural diversity through stories, discussions and cooperative activities.
- To identify similarities and differences between cultures and ways of life.
- To develop empathy, respect and positive attitudes towards other people and cultures.
- To reflect on social and environmental issues presented in the stories and classroom activities.

## 6. CONTENTS

The contents included in this syllabus are based on those established in Decree 61/2022 of the Comunidad de Madrid, which specifies the basic knowledge for the subject of Foreign Language (English) in Primary Education. These contents correspond to the second cycle of Primary Education and are organized into different blocks:

Communication (Block A), Plurilingualism (Block B), Interculturality (Block C), and Syntactic-discursive contents (Block D). They are addressed throughout the different didactic units, ensuring coherence with the competences and evaluation criteria.

### Table 5

#### *Contents from Lengua Extranjera: Inglés*

<b>BLOCK A: COMMUNICATION</b>	
<b>A1</b>	Autoconfianza y reflexión sobre el aprendizaje. El error como parte integrante del proceso de aprendizaje y como instrumento de mejora.
<b>A2</b>	Estrategias básicas de uso común para la comprensión y la producción (vuelve a leer el texto, usa su conocimiento previo, lee entre líneas, usa las pistas del contexto, piensa en voz alta, resume, ubica las palabras clave, hace predicciones, visualiza, analiza imágenes y fotos, imita, repite...) de textos orales, escritos y multimodales breves, sencillos y contextualizados en lengua inglesa.
<b>A3</b>	Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en situaciones cotidianas básicas, en las que se

	utilicen gradualmente estrategias comunicativas que ayuden a resolver conflictos, mejorar la comunicación o servir de enlace entre varios interlocutores en la misma o en diferentes lenguas, crear relaciones, llegar a acuerdos, salvar las diferencias culturales...mediante actitudes de empatía y colaboración mutua.
<b>A4</b>	Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: saludar, despedirse, disculparse, agradecer, pedir u ofrecer ayuda, presentar y presentarse, expresar los gustos y las preferencias, el acuerdo o desacuerdo, el sentimiento, la intención; describir personas, actividades, objetos y lugares; pedir e intercambiar información sobre cuestiones cotidianas; describir rutinas; dar indicaciones e instrucciones; expresar el tiempo, la cantidad y el espacio en lengua inglesa.
<b>A5</b>	Modelos contextuales y géneros discursivos básicos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios en lengua inglesa, tales como cuentos, leyendas, artículos, emails, comics, folletos, instrucciones, normas, avisos o conversaciones reguladoras de la convivencia, con relativa corrección fonética, utilizando conectores sencillos, cuidando su presentación y revisando y autocorrigiendo los textos producidos. Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas.
<b>A6</b>	Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras, tales como expresión de la entidad y sus propiedades, cantidad y número, espacio y las relaciones espaciales, afirmación, exclamación, negación, interrogación en lengua inglesa.
<b>A7</b>	Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales próximas, vivienda, lugares y entornos cercanos en inglés. Emisión de palabras clave, frases e información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos. Estrategias para la comprensión de mensajes producidos con distintos acentos de la lengua inglesa.
<b>A8</b>	Patrones sonoros, acentuales y de entonación básicos de uso común, y funciones comunicativas generales asociadas a dichos patrones. Diferencias fonéticas básicas de la lengua inglesa a través de palabras, oraciones sencillas, canciones, rimas, retahílas, trabalenguas, chistes básicos, poesías, quintillas cómicas (Limerick), acompañados de gestos faciales, corporales y mímica. Lectura, deletreo y reconocimiento de palabras que comparten un patrón común, que rimen y fonemas finales.
<b>A9</b>	Convenciones ortográficas básicas de uso común y significados asociados a los formatos y elementos gráficos. El sonido y nombre de las letras del alfabeto. Deletreo. Uso correcto de la puntuación, las mayúsculas y los apóstrofes.

<b>A10</b>	Convenciones y estrategias conversacionales básicas verbales o no verbales (gestos, contacto físico, expresiones faciales, posturas corporales...) de uso común, en formato síncrono (cara a cara, por teléfono, video llamada, videoconferencia) o asíncrono o en las que se establece contacto social (plataformas, apps, redes sociales) para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar indicaciones en inglés, etc.
<b>A11</b>	Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. (contexto, conocimiento previo, identificación de información básica, filtrar resultados, elegir los términos precisos, utilizar la búsqueda avanzada, completar y contrastar los datos, valorar y seleccionar la información...)
<b>A12</b>	Herramientas analógicas y digitales básicas de uso común para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción y colaboración educativa. Uso guiado, limitado y responsable de las herramientas digitales.

#### **BLOCK B: PLURILINGUALISM**

<b>B1</b>	Estrategias y técnicas de compensación de las carencias comunicativas (petición de repetición, aclaración, búsqueda de recursos para entender el discurso, descripciones, comunicación no verbal...) para responder a una necesidad elemental, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas. Interés y curiosidad por las lenguas, conocimiento de su funcionamiento desde el respeto, la tolerancia y la empatía.
<b>B2</b>	Estrategias básicas de uso común para identificar, retener, recuperar y utilizar unidades del lenguaje (léxico, morfosintaxis, patrones sonoros, etc.) tales como la transferencia y aplicación de estrategias de la lengua castellana, uso de imágenes, diagramas, pósteres, fichas de vocabulario, diccionarios personales de imágenes, mapas mentales, canciones... a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.
<b>B3</b>	Iniciación a estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales. Rúbricas, diarios de clase, portafolios, escalas de estimación, bloc de autoevaluación, listas de cotejo...
<b>B4</b>	Léxico y expresiones elementales para comprender enunciados sobre la comunicación, la lengua y el aprendizaje (metalenguaje). Estrategias metalingüísticas de inferencia a partir de las pistas contextuales, tales como el tema general; otras palabras del discurso (redundancias, anáforas, paralelismos); la estructura gramatical; la morfología (análisis de los prefijos, sufijos, composición, etc.); la entonación (habla) y la puntuación (escritura).

<b>BLOCK C: INTERCULTURALITY</b>	
<b>C1</b>	La lengua extranjera como medio de comunicación y relación con personas de otros países, y como medio para conocer culturas y modos de vida diferentes. La curiosidad por el conocimiento de otras realidades sociales y culturales, de otras lenguas, partiendo de posiciones de respeto y tolerancia por el interlocutor, sus costumbres, tradiciones, convenciones sociales, normas de cortesía, valores y su cultura.
<b>C2</b>	Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios (cartas, e-mails, video llamadas, videoconferencias, presentaciones, co presentaciones...) con estudiantes de la lengua extranjera.
<b>C3</b>	Aspectos de la lengua, la cultura y la sociedad más significativos relativos a las costumbres, la vida cotidiana y las relaciones interpersonales básicas en países donde se habla la lengua extranjera. La música y la literatura inglesas como símbolos de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos. Fórmulas de cortesía adecuadas en los intercambios sociales.
<b>C4</b>	Estrategias básicas de uso común para entender y apreciar las diversas lenguas, artes y culturas, a partir de valores sociales y medioambientales y democráticos. La realidad de las diversas lenguas del aula como fuente de riqueza cultural.
<b>C5</b>	Estrategias básicas de uso común de detección de usos discriminatorios del lenguaje verbal y no verbal.

<b>BLOCK D: SYNTACTIC – DISCURSIVE CONTENTS</b>	
<b>D1</b>	Expresión de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but); causa (because); finalidad (to-infinitive, eg. I did it to help her).
<b>D2</b>	Afirmación: affirmative sentences; Yes (+tag).
<b>D3</b>	Exclamación: What + noun (e.g. What fun!); How + Adjective (e.g. How exciting!); exclamatory sentences (e.g. I love rainbows!).
<b>D4</b>	Negación: negative sentences with not, never; No (adj.) nobody, nothing. No (+ negative tag).
<b>D5</b>	Interrogación: Wh- questions; Auxiliary verbs in questions: to do, to be, to have.
<b>D6</b>	Expresión del tiempo: presente (simple present; present continuous), pasado (simple past); futuro (going to).
<b>D7</b>	Expresión del aspecto: puntual (simple tenses) durativo (present continuous); habitual (simple tenses [+Adverb eg. always, everyday]); incoativo (start-ing); terminativo (finish-ing).
<b>D8</b>	Expresión de la modalidad: factualidad (declarative sentences); capacidad (can); obligación (have (got) to; imperative); sugerencia (should); permiso (can); intención (going to).

<b>D9</b>	Expresión de la existencia (to be; there is/there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad (very + Adj.). la comparación (comparatives and superlatives: as Adj. as; taller [than]; the smallest).
<b>D10</b>	Expresión de la cantidad: singular/plural; cardinal numbers up to three digits; ordinal numbers up to two digits. Quantity: many, all, some, many, a lot, (a) little, more, half, a bottle/cup/glass/piece of. Degree: very, enough.
<b>D11</b>	Expresión del espacio: prepositions, prepositional phrases, adverbs of location, position, distance, motion, direction and origin.
<b>D12</b>	Expresiones temporales: points (e.g. quarter past five); divisions (e.g. half an hour, summer), and indications of time (e.g. now, tomorrow (morning)); duration (e.g. for two days); anteriority (before); posteriority (after); sequence (first, then...); frequency (e.g. sometimes, on Fridays); prepositions, prepositional phrases and adverbs of time.
<b>D13</b>	Expresión del modo: Adv. of manner (e.g. slowly, well, quickly, carefully).
<b>D14</b>	Expresión de la posesión: I have got (I've got); preposición of; genitivo sajón ('s); possessives.
<b>D15</b>	Expresión de gustos y preferencias: I like/I don't like; I like verb- ing; I love

## **CONTENTS FROM EDUCACIÓN PLÁSTICA:**

The Arts and Crafts contents included in this syllabus are based on the area of Educación Artística established in Decree 61/2022 of the Comunidad de Madrid for the second cycle of Primary Education. However, this syllabus does not include all the official contents of Educación Artística. It focuses specifically on a selection of contents related to visual and plastic expression, as these are the ones directly connected to the interdisciplinary projects developed in each learning situation. These selected contents are integrated through storytelling, visual expression, creativity, manual work and multimodal productions.

### Tabla 6

#### *Selected contents from Educación Artística*

<b>Block A: Reception and analysis</b>
Propuestas artísticas de diferentes corrientes estéticas de las artes plásticas, visuales y audiovisuales, procedencias y épocas producidas por creadores y creadoras locales, regionales y nacionales.

Recepción y apreciación de obras artísticas.
Normas comunes de comportamiento y actitud en la recepción de propuestas artísticas plásticas, visuales y audiovisuales en diferentes lugares.
Vocabulario específico de uso común en las artes plásticas, visuales y audiovisuales.
Recursos digitales de uso común para las artes plásticas, visuales y las artes audiovisuales.
Análisis de obras artísticas.

### **Block B: Creation and interpretation**

Fases del proceso creativo: planificación, interpretación y experimentación.
Profesiones vinculadas con las artes plásticas, visuales y las artes audiovisuales.
Respeto, interés y valoración, tanto por el proceso como por el producto final en producciones plásticas, visuales y audiovisuales.

### **Block C: Visual, plastic and audiovisual arts**

Las artes visuales. La imagen en el mundo actual: técnicas y estrategias básicas de lectura e interpretación (análisis y realización) de los elementos que la componen.
Elementos configurativos básicos del lenguaje visual y sus posibilidades expresivas y comunicativas: punto, línea, plano, textura, color. Elementos configurativos del lenguaje visual.
Materiales, instrumentos, soportes y técnicas de uso común utilizados en la expresión plástica y visual.
Medios, soportes y materiales de expresión plástica y visual. Técnicas bidimensionales y tridimensionales en dibujos y modelados sencillos utilizando elementos básicos de composición, equilibrio y proporción.
Técnicas, materiales y recursos informáticos y tecnológicos básicos: su aplicación para la captura, creación y manipulación de producciones plásticas y visuales de manera responsable.
Registro y edición básica de elementos audiovisuales: conceptos, tecnologías, técnicas y recursos elementales y de manejo sencillo.
Técnicas de uso común de composición de historias audiovisuales.
Manifestaciones básicas vinculadas a la expresión plástica, visual y a las artes audiovisuales de diferentes lugares, épocas y estilos, incluidas las contemporáneas. Obras artísticas más relevantes del patrimonio cultural y artístico español.
Producciones multimodales: iniciación en la realización con diversas herramientas.
Reconocimiento de características elementales del lenguaje audiovisual multimodal.
Normas básicas de comportamiento y respeto ante las producciones propias y de los demás.

## **7. METHODOLOGY**

This syllabus is based on an active, communicative and interdisciplinary methodology, in accordance with Royal Decree 157/2022 and Decree 61/2022 of the Comunidad de Madrid. It has been designed for a bilingual and international

school context, where students are used to Project-Based Learning, cooperative work, the guided use of digital tools and interdisciplinary projects. Therefore, the methodology aims to make English learning meaningful, practical and connected to students' real experiences.

The main methodological approach is **Communicative Language Teaching (CLT)**, as the purpose of the syllabus is not only for students to learn vocabulary or grammar, but to use English as a real means of communication. As Brown (2007) explains, Communicative Language Teaching focuses on interaction, meaning and the use of language in real or realistic contexts. For this reason, students take part in oral exchanges, pair work, group discussions, short presentations and final tasks where they use English to describe, explain, ask questions, give opinions and present their ideas.

Storytelling is also a central element of the methodology. Each unit is organized around a picture book, which acts as the starting point and guiding element of the learning process. According to Cameron (2001), stories are especially useful in Primary Education because they provide meaningful contexts, support vocabulary acquisition, promote interaction and help children understand language through repetition, images and prediction. In this syllabus, the stories are not used as texts to be translated word by word. Instead, selected pages, illustrations or extracts are explored through pre-reading, while-reading and post-reading activities. Students predict, infer meaning, answer guided questions, describe images and connect the story with their own experiences.

Intercultural communicative competence is also developed throughout the syllabus, in line with Decree 61/2022, which highlights the importance of plurilingualism, respect for diversity and intercultural awareness in Foreign

Language learning. Following Byram's model (1997), students are encouraged to develop attitudes of curiosity, openness and respect towards different cultures and perspectives. Through the selected stories and classroom discussions, learners acquire cultural knowledge related to identity, diversity, community life and environmental awareness. In addition, students develop simple skills of interpreting and relating by comparing the situations and values presented in the stories with their own experiences and social context. This approach contributes especially to Specific Competence 6, related to appreciating linguistic, cultural and artistic diversity through English.

The methodology also incorporates **Project-Based Learning (PBL) approach**, which is already part of the school's educational approach. According to Thomas (2000), PBL is based on students actively exploring real-world questions and problems through meaningful tasks and final products. This methodology promotes autonomy, collaboration, creativity and meaningful learning. In addition, PBL connects naturally with Communicative Language Teaching, since students use English as a tool to communicate, negotiate meaning, share ideas and present information throughout the project process. Each unit leads to a final product connected to the story and the target language. These products include posters, comic strips, models, maps, visual stories or crafts. This allows students to apply the vocabulary, grammar and communicative functions worked on during the unit in a meaningful and creative way. For example, in the developed unit, *Protecting Our Planet*, students work with *The Lorax*, learn environmental vocabulary, practice *should / shouldn't* and *because*, and finally create an environmental awareness poster.

In addition, the syllabus integrates **Arts and Crafts** as an interdisciplinary component. Arts integration also supports CLT, as artistic creations become communicative tools that students use to describe, explain and present ideas in English. Visual expression helps learners communicate meaning even when their linguistic competence is still developing, making interaction more accessible and meaningful. It also contributes to the development of creativity, visual literacy and cultural awareness.

Cooperative learning is another important methodological principle and is closely connected to Communicative Language Teaching, since interaction is considered essential for language learning. Through pair and group work, students use English to negotiate meaning, exchange ideas, ask questions and solve tasks collaboratively. Many activities are carried out in pairs or small groups, where students share ideas, help each other and take on simple roles. This encourages participation, interaction and respect for others. It is particularly useful in a heterogeneous classroom, as students can support one another and learn from different strengths.

Scaffolding is provided throughout the syllabus to help students progress gradually. Following Vygotsky's idea of the Zone of Proximal Development, the teacher supports learners through visual aids, modelling, sentence starters, vocabulary banks, gestures, examples, templates and guided questions. This support is progressively reduced as students gain confidence and autonomy. For instance, before presenting a final product, students first analyse models, complete planning templates, practice useful structures and rehearse orally with classmates.

This syllabus uses a variety of resources and tools to support communicative, visual and creative learning. The main resources are the selected picture books, which provide the context for each unit and help introduce vocabulary, grammar and communicative functions in a meaningful way. These books are complemented with flashcards, story illustrations, realia, worksheets, vocabulary banks, sentence starters, visual models and planning templates.

Arts and Crafts materials are also essential, as each unit includes a final creative product. Students use cardboard, paper, markers, glue, scissors, recycled materials, magazines, colors and other simple classroom materials to create posters, maps, models, comic strips, timelines or visual stories.

Digital tools are used in a guided, limited and purposeful way, following the school's Digital Competence Plan. Google Classroom may be used to access resources, upload tasks or share final products with families. Tablets or digital tools may also be used for specific activities, such as looking at visual references, creating multimodal products or presenting students' work. However, digital resources are always combined with non-digital materials to promote a balanced and responsible use of technology.

In conclusion, this methodology combines storytelling, Project-Based Learning, cooperative learning, Arts integration and scaffolding within a Communicative Language Teaching approach. All these methodologies contribute to creating meaningful communicative situations in which students use English to interact, express ideas, solve problems and share experiences. Through this approach, learners develop not only their linguistic competence, but also creativity, autonomy, intercultural awareness, cooperation and confidence.

## 8. TEMPORALIZATION

The temporalization of this syllabus has been organized according to the official school calendar established by the Comunidad de Madrid for the academic year 2025-2026 and adapted to the school context and timetable. The distribution of the didactic units also takes into account holidays, special school events and longer breaks such as Christmas and Easter holidays.

As previously mentioned, students have three English sessions and one Arts session per week (Monday's, Wednesday's and Friday's), which allows the development of interdisciplinary projects connected to the contents of each unit.

Table 7

*Temporalization of the didactic units throughout the school year*


U1: <b>Identity</b>	6 sessions	11 <sup>th</sup> – 23 <sup>rd</sup> September
U2: <b>Finding My Imaginary Friend</b>	8 sessions	25 <sup>th</sup> September – 14 <sup>th</sup> October
U3: <b>Friendship Is the Secret Ingredient</b>	7 sessions	16 <sup>th</sup> – 30 <sup>th</sup> October
U4: <b>Make Your Mark with The Dot (confidence)</b>	6 sessions	4 <sup>th</sup> – 18 <sup>th</sup> November
U5: <b>Creating and Persevering</b>	7 sessions	20 <sup>th</sup> November – 11 <sup>th</sup> December
U 6: <b>Thinking like a scientist (1<sup>st</sup> part)</b>	7 sessions	14 <sup>th</sup> - 22 <sup>nd</sup> December
<b><u>CHRISTMAS BREAK</u></b>	23 <sup>rd</sup> December – 7 <sup>th</sup> January	
U6: <b>Thinking like a scientist (2<sup>nd</sup> part)</b>	7 sessions	8 <sup>th</sup> – 15 <sup>th</sup> January
U7: <b>Seeing the World Differently</b>	7 sessions	18 <sup>th</sup> January – 1 <sup>st</sup> February
U8: <b>Journey Through Fantasy</b>	7 sessions	3 <sup>rd</sup> – 17 <sup>th</sup> February
U9: <b>Exploring my community</b>	7 sessions	19 <sup>th</sup> February– 5 <sup>th</sup> March
U10: <b>Sharing Makes the Soup Better</b>	6 sessions	8 <sup>th</sup> – 19 <sup>th</sup> March
<b><u>EASTER BREAK</u></b>	20 <sup>th</sup> – 28 <sup>th</sup> March	
U11: <b>Growing Through Time</b>	9 sessions	29 <sup>th</sup> March– 16 <sup>th</sup> April
U12: <b>Learning from Mistakes</b>	6 sessions	19 <sup>th</sup> – 30 <sup>th</sup> April
U13: <b>Gardens all over the world</b>	6 sessions	5 <sup>th</sup> – 14 <sup>th</sup> May
U14: <b>Protecting our Planet</b>	7 sessions	17 <sup>th</sup> – 31 <sup>st</sup> May
U15: <b>Capturing the world</b>	6 sessions	2 <sup>nd</sup> – 14 <sup>th</sup> June

## 9. LEARNING SITUATIONS

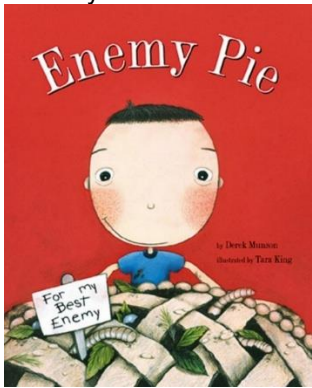
The learning situations included in this syllabus follow a common thread based on storytelling and creative production. Each learning situation is organized around a picture book selected according to the students' age, interests, linguistic level and the values or topics addressed in the story. The books provide meaningful context for language learning and allow students to work on vocabulary, grammar and communicative functions in a natural way. Each learning situation ends with a final Arts and Crafts product connected to the story, which reinforces the interdisciplinary link between English and Arts and Crafts and gives students a real communicative purpose.

LEARNING SITUATION : <b>Identity</b>			
Subject: English	Year: 4	Unit 1	Timing: 6 sessions 11 <sup>th</sup> – 23 <sup>rd</sup> September
Unit story: The Name Jar – Yangsook Choi		<p><u>Rationale of the Learning Situation:</u> This unit introduces the school year and helps students get to know each other and build a positive classroom environment. Through the story <i>The Name Jar</i>, pupils explore the concept of identity and the importance of names. Students will introduce themselves, talk about their likes and dislikes, and learn how to ask others about their preferences using simple English structures.</p> <p>At the same time, the unit promotes respect for different cultures and perspectives, encouraging students to listen to others and value diversity within the classroom.</p>	
<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> <li>- Students will be able to introduce themselves using simple sentences.</li> <li>- SWBAT ask and answer questions about likes and dislikes.</li> <li>- Students will be able to describe simple characteristics of themselves.</li> <li>- SWBAT understand the main idea of a short story.</li> <li>- SWBAT show respect for classmates' opinions and cultural backgrounds.</li> </ul>			
<p><u>Target skills (connect with contents above):</u> Listening, Reading, Writing, Speaking</p>			
<p><u>CONTENTS:</u> A2, A3, A4, A5, A7, A8, A10, B2, B3, C1, C2, C3, D2, D4, D5, D6 (Presente simple), D14, D15 (Gustos (I like / I don't like))</p>			
<p><u>Target lexis/ grammar:</u> <u>Personal information vocabulary:</u> name, friend, classmate, culture, country <u>Likes and dislikes vocabulary:</u> food, animals, hobbies, colours</p>		<p><u>Target function:</u></p> <ul style="list-style-type: none"> <li>- Introducing yourself and getting to know classmates.</li> <li>- Talking about personal likes and dislikes.</li> </ul>	

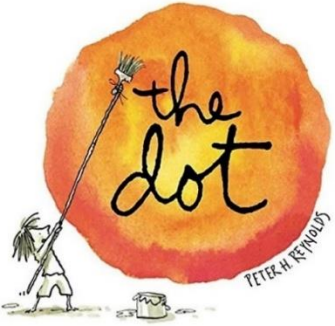
<p>(this content will be revised because it is from other years)</p> <p><u>Sentence structures:</u>          “My name is _____.”          “I like _____.”          “I don’t like _____.”  <u>Questions:</u>          “Do you like _____?”          “Yes, I do / No, I don’t.”</p>	<ul style="list-style-type: none"> <li>- Asking and answering simple questions about preferences.</li> <li>- Listening to others and respecting different cultures and identities.</li> </ul>
<p><u>Key competences:</u>          Competencia en comunicación lingüística          Competencia plurilingüe          Competencia personal, social y de aprender a aprender          Competencia ciudadana          Conciencia y expresión culturales</p>	
<p><u>Descriptors:</u>          CCL1, CCL2, CP1, CPSAA3, CPSAA5, CC2, CC3, CCEC3, CCEC4</p>	
<p><u>Specific Competences:</u>          1,2,3,4,6.</p>	
<p><u>Evaluation criteria:</u>          1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 6.1</p>	
<p><u>Interdisciplinary Arts and Crafts project:</u>  <b>NAME POSTERS</b> with their likes/ dislikes and characteristics that describe themselves. Each student will present it to a small group.          It includes:</p> <ul style="list-style-type: none"> <li>- Their name</li> <li>- Three things they like</li> <li>- One thing they don’t like</li> <li>- Favourite colour or hobby</li> </ul> <p>A drawing of themselves  <u>Arts contribution:</u>          Identity poster and self-portrait.</p>	

LEARNING SITUATION: <b>Finding My Imaginary Friend</b>			
Subject: English	Year: 4	Unit 2	Timing: 8 sessions 25 <sup>th</sup> September – 14 <sup>th</sup> October
<p>Unit story: <i>The Adventures of Beekle: The Unimaginary Friend</i> – Dan Santat</p> 		<p><u>Rationale of the Learning Situation:</u>          This unit focuses on developing students’ understanding of friendship, imagination, and emotional connection through meaningful storytelling.</p> <p>Through the story, <i>The Adventures of Beekle</i>, students explore how friendships are created and how feelings such as loneliness, hope, and happiness are part of human relationships.</p> <p>Although reading the story alone will not solve issues such as social isolation, it provides a meaningful opportunity to reflect on empathy, kindness, and inclusion. Through interaction and storytelling activities, students will develop social skills and learn to value friendship and emotional expression.</p>	
<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> <li>- Student will be able to identify the main idea of the story.</li> </ul>			

<ul style="list-style-type: none"> <li>- Student will be able to empathize with the characters of the book.</li> <li>- Student will be able to sequence events in chronological order using linking words.</li> <li>- Student will be able to describe characters using simple adjectives.</li> <li>- Student will be able to express feelings using basic structures.</li> </ul>	
<u>Target Skills:</u> <ul style="list-style-type: none"> <li>- Listening</li> <li>- Writing</li> <li>- Speaking</li> <li>- Reading</li> </ul>	
<u>Target lexis/ grammar:</u> <b>Vocabulary:</b> <u>Feelings:</u> happy, sad, lonely, excited, brave, friendly, calm, nervous. <u>Friendship:</u> friend, help, share, together, teammate. <b>Grammar:</b> <ul style="list-style-type: none"> <li>• He/She is... (adjectives)</li> <li>• I feel...</li> <li>• Sequencers: first, then, after, finally</li> </ul>	<u>Target function:</u> <ul style="list-style-type: none"> <li>- Describing characters and emotions</li> <li>- Sequencing a story</li> <li>- Talking about friendship and feelings</li> <li>- Expressing empathy</li> </ul>
<u>Contents:</u> A2, A3, A4, A5, A7, A8, B2, B3, C1, C3, C4, D2, D6, D9, D12	
<u>Key competences:</u> Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender Competencia ciudadana Conciencia y expresión culturales	
<u>Descriptors:</u> CCL1, CCL2, CP1, CPSAA3, CPSAA4, CC3, CCEC3, CCEC4	
<u>Specific Competences:</u> 1, 2, 3, 4, 6	
<u>Evaluation criteria:</u> 1.1, 2.1, 2.2, 2.3, 3.1, 6.1	
<u>Interdisciplinary Project with Educación Artística:</u> <b>“My Own Imaginary Friend”:</b> They will have to design and build a 3D character with a toilet paper cardboard (they also can add different materials to it like goggles, sticks...)	
<u>Arts Contribution:</u> 3D imaginary friend with recycled materials.	

LEARNING SITUATION: <b>Friendship Is the Secret Ingredient</b>			
Subject: English	Year: 4	Unit 3	Timing: 7 sessions 16 <sup>th</sup> – 30 <sup>th</sup> October
Unit story: Enemy Pie – Derek Munson 		<u>Rationale of the Learning Situation:</u> The rationale behind this didactic unit is to help students understand how conflicts can be resolved and how friendships can develop through communication and empathy. Through the story, <i>Enemy Pie</i> , students explore feelings such as anger, jealousy, and friendship, and reflect on how first impressions can change over time.  While the story itself does not resolve conflicts, it offers a valuable context for students to reflect on positive ways of interacting with others. Through discussions and activities, they will develop empathy, improve their communication skills, and learn to build respectful and healthy relationships.	


<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> <li>- Students will be able to identify the main idea of the story using contextual and visual clues.</li> <li>- Students will be able to describe characters using simple adjectives.</li> <li>- SWBAT express feelings using simple structures such as <i>He is...</i> and <i>I feel...</i></li> <li>- Students will be able to express opinions, disagreement, and reasons using connectors (<i>and, but, because</i>)</li> <li>- SWBAT use basic negation (<i>I don't..., nothing, anything, never</i>).</li> <li>- Students will be able to reflect on how conflicts can be resolved through guided discussion and classroom activities.</li> </ul>	
<p><u>Target Skills:</u> Listening, Speaking, Reading, Writing</p>	
<p><u>Target lexis/ grammar:</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- <u>Feelings (extended):</u> proud, frustrated, surprised, jealous, disappointed, confident.</li> <li>- <u>Relationships:</u> enemy, neighbor, forgive, argue, support.</li> </ul> <p>(There are some words from last unit that will be revised on this one)</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- <u>Logical connectors:</u> and, but, because (guided use)</li> <li>- <u>Negation:</u> <ul style="list-style-type: none"> <li>• I don't... / He isn't...</li> <li>• never</li> <li>• nothing / anything (simple, contextualised use only)</li> </ul> </li> </ul>	<p><u>Target function:</u></p> <ul style="list-style-type: none"> <li>- Describing people and emotions (He is calm / friendly)</li> <li>- Talking about friendships, enemies, and conflicts</li> <li>- Giving simple opinions and reasons (I don't like him because...)</li> <li>- Showing disagreement or change of opinion (He is my enemy but he is nice)</li> </ul>
<p><u>Key competences:</u> Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender Competencia ciudadana Conciencia y expresión culturales</p>	
<p><u>Descriptors:</u> CCL1, CCL2, CP1, CPSAA3, CPSAA4, CC2, CC3, CCEC3, CCEC4</p>	
<p><u>Content:</u> A2, A3, A4, A5, A7, A8, A10, B2, B3, B4, C1, C4, D1, D4, D6</p>	
<p><u>Specific Competences:</u> 1,2,3,4,6</p>	
<p><u>Evaluation criteria:</u> 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 6.1</p>	
<p><u>Interdisciplinary with Educación Artística:</u> <b>“RECIPE FOR A FRIENDSHIP PIE”</b> Students create a visual “friendship pie” using a paper plate divided into slices, each representing an ingredient for friendship. They decorate each section using drawing, colouring, and collage techniques (coloured paper, markers, or other materials), adding simple illustrations related to each idea. Students write sentences using target grammar and connectors such as “and”, “but”, and “because”. Finally, they share their pies with the class, explaining their choices and reflecting on how conflicts can be resolved.</p> <p><u>Arts Contribution:</u> Friendship pie using drawing and collage.</p>	

LEARNING SITUATION: <b>Make Your Mark with The Dot (confidence).</b>			
Subject: English	Year: 4	Unit 4	Timing: 6 sessions 4 <sup>th</sup> – 18 <sup>th</sup> November
Unit story: The Dot – Peter H. Reynolds		<p><u>Rationale of the Learning Situation:</u> This unit aims to develop students' self-confidence, perseverance, and creative thinking through the story The Dot. Students explore how effort, practice, and learning from mistakes help them overcome challenges.</p> <p>Through guided activities, they reflect on their abilities, express feelings and opinions, and improve communication skills while engaging in meaningful creative tasks.</p>	
			
<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> <li>- Students will identify the main idea of the story using visual and contextual clues.</li> <li>- Students will be able to understand specific information in the story (reading for detail) using guided strategies.</li> <li>- Students will express ability and obligation using simple structures (can, have to)</li> <li>- Students will be able to use can and have to appropriately according to the context.</li> <li>- Students will reflect on the importance of effort, creativity, and self-confidence.</li> <li>- Students will be able to describe their artwork using basic quantifiers (a lot of, some, a little).</li> </ul>			
<p><u>Target Skills:</u> Listening, Speaking, Reading, Writing, Visual Literacy</p>			
<p><u>Target lexis/ grammar:</u></p> <p><b>Vocabulary (Effort &amp; Learning):</b></p> <ul style="list-style-type: none"> <li>- try, practice, learn, improve, think, remember</li> <li>- mistake, effort, success, problem, solution</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- can / can't (ability)</li> <li>- have to (obligation)</li> <li>- Basic quantifiers (a lot of, some, a little)</li> </ul>		<p><u>Target function:</u></p> <ul style="list-style-type: none"> <li>- Talk about what they can or cannot do: I can try again. / I can't paint this yet.</li> <li>- Express obligations and rules: I have to finish my work. / We have to follow the steps.</li> <li>- Describing their artwork using quantifiers (I use a lot of dots / I use some colours)</li> </ul>	
<p><u>Key competences:</u> Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender Conciencia y expresión culturales</p>			
<p><u>Descriptors:</u> CCL1, CCL2, CP1, CPSAA4, CPSAA5, CCEC2, CCEC3, CCEC4</p>			
<p><u>Content:</u> A1, A4, A5, A7, A8, A10, B3, C1, C3, D6, D8, D10</p>			
<p><u>Specific Competences:</u> 1,2,3,4,6</p>			
<p><u>Evaluation criteria:</u> 1.1, 2.1, 2.2, 2.3, 3.1, 4.1, 6.1</p>			
<p><u>Interdisciplinary with Arts and crafts:</u> <b>“THE DOTS THROUGH POINTILLISM”</b> T will explain the technique of pointillism and will show examples (Georges Seurat). Students then create their own artwork using only dots (with markers, cotton buds, or paint), starting from one small dot and gradually building a bigger picture.</p>			

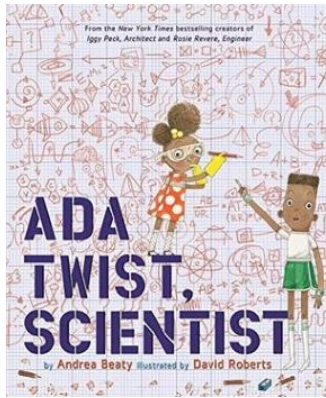
The teacher will also offer different drawing templates, and students will choose one to complete using dots.

Arts Contribution:

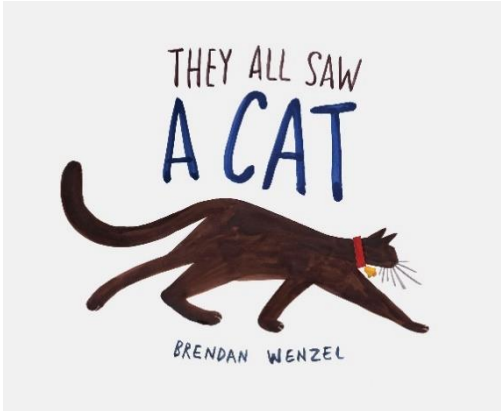
Georges Seurat and pointillism technique.

LEARNING SITUATION: <b>Creating and Persevering</b>			
Subject: English	Year: 4	Unit 5	Timing: 7 sessions 20 <sup>th</sup> Nov – 11 <sup>th</sup> Dec
Unit story: The Most Magnificent Thing – Ashley Spires		<p><u>Rationale of the Learning Situation:</u></p> <p>This unit focuses on perseverance, creativity, and problem-solving through the story <i>The Most Magnificent Thing</i>. The book presents the process of designing, testing, and improving ideas in a way that is meaningful and accessible for primary learners.</p> <p>It offers a clear context for understanding that mistakes are part of learning and that effort leads to improvement. Learners will take part in tasks that involve describing processes, explaining purposes, and reflecting on their work, while using English to communicate ideas and experiences.</p>	
			
<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> <li>- Students will be able to identify the main idea of the story using visual and contextual clues</li> <li>- Students will be able to describe a simple creative process</li> <li>- Students will be able to express purpose using to + infinitive</li> <li>- Students will be able to describe how actions are done using adverbs of manner</li> <li>- Students will be able to express plans and intentions using going to</li> <li>- Students will reflect on the importance of effort and perseverance</li> </ul>			
<p><u>Target Skills:</u> Listening, Speaking, Reading, Writing, Creative Production</p>			
<p><u>Target lexis/ grammar:</u></p> <p><b>Vocabulary (Process &amp; Creation):</b></p> <ul style="list-style-type: none"> <li>- plan, test, change, rebuild, retry</li> <li>- glue, tape, cardboard, pieces</li> <li>- idea, attempt, result, design</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Expression of purpose (to + infinitive)</li> <li>- Adverbs of manner</li> <li>- Future intention (going to)</li> </ul>		<p><u>Target function:</u></p> <ul style="list-style-type: none"> <li>- Describing steps in a process</li> <li>- Explaining purpose (I use glue to stick the pieces)</li> <li>- Describing how actions are performed (She works carefully)</li> <li>- Talking about plans and intentions (I'm going to build..., I'm going to improve...)</li> <li>- Expressing opinions about effort and results (It is difficult but I try again)</li> </ul>	
<p><u>Key competences:</u></p> <p>Competencia en comunicación lingüística          Competencia plurilingüe          Competencia matemática, científica y tecnológica          Competencia personal, social y de aprender a aprender          Competencia emprendedora          Competencia en conciencia y expresión culturales</p>			
<p><u>Descriptors:</u> CCL1, CCL2, CP1, STEM3, CPSAA4, CPSAA5, CE3, CCEC3, CCEC4</p>			
<p><u>Content:</u> A1, A2, A4, A5, A6, A7, A9, B1, B2, B3, B4, C1, C2, C3, D1, D6, D8, D10, D12, D13</p>			

<p><u>Specific Competences:</u> 1, 2, 3, 4,5</p>
<p><u>Evaluation criteria:</u> 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.3</p>
<p><u>Interdisciplinary with arts and crafts:</u> Students take part in an “<b>Inventors’ Fair</b>” project, where they identify a real-life problem and design a creative solution using recycled materials.</p> <p>They follow a structured process (plan → build → test → improve), inspired by the story, and present their invention orally, explaining its purpose and the steps followed.</p> <p>They will follow these steps:</p> <ol style="list-style-type: none"> <li>1. Identify the problem (<i>My problem is...</i>)</li> <li>2. Plan the invention (draw and label materials)</li> <li>3. Build (first attempt)</li> <li>4. Test and reflect (<i>It works / It doesn’t work</i>)</li> <li>5. Improve the design (<i>I change it to...</i>)</li> <li>6. Present their invention to the class</li> </ol> <p><u>Arts Contribution:</u> Recycled-material invention design.</p>

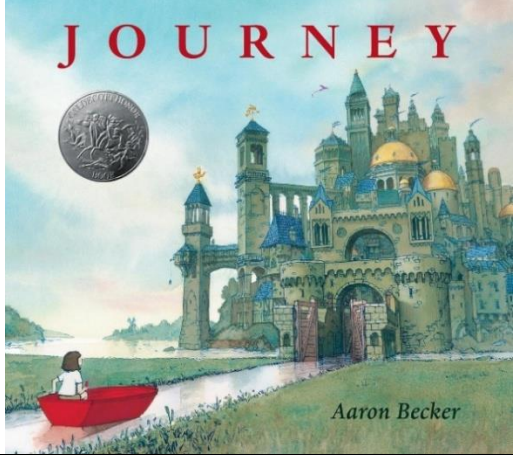
<b>LEARNING SITUATION: Thinking like a scientist.</b>			
Subject: English	Year: 4	Unit 6	Timing: 7 sessions 14th Dec – 15th January
Unit story: Ada Twist, Scientist – Andrea Beaty		<u>Rationale of the Learning Situation:</u>	
		<p>This unit introduces students to scientific thinking and inquiry through the story Ada Twist, Scientist. It encourages learners to ask questions, make predictions, and explore simple ideas about how the world works.</p> <p>The story provides an engaging context for developing curiosity and critical thinking. Activities will focus on students formulating questions, describing simple experiments, and explaining cause and effect, while using English to express their ideas and observations.</p>	
<u>Learning outcomes:</u>			
<ul style="list-style-type: none"> <li>- Students will be able to identify the main idea and key details of the story.</li> <li>- Students will be able to ask simple questions using “why” and “what”.</li> <li>- SWBAT describe simple experiments and processes.</li> <li>- Students will be able to express cause and consequence using “because”.</li> <li>- Students will be able to make simple predictions using “will”.</li> <li>- SWBAT develop curiosity and interest in scientific thinking.</li> </ul>			
<u>Target Skills:</u> Listening, Speaking, Reading, Writing, Observation Skills			
<u>Target lexis/ grammar:</u>		<u>Target function:</u>	
<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- question, answer, experiment, problem, solution</li> <li>- test, observe, predict, check, compare, measure</li> <li>- scientist, idea, result</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Question forms: What / Why questions</li> </ul>		<ul style="list-style-type: none"> <li>- Asking questions (Why is...? What is...?)</li> <li>- Explaining reasons (because...)</li> <li>- Making simple predictions (It will...)</li> <li>- Describing simple processes (First... then...)</li> </ul>	

<ul style="list-style-type: none"> <li>- Cause: because</li> <li>- Future (predictions): will</li> </ul>	
<u>Key competences:</u> Competencia en comunicación lingüística Competencia plurilingüe Competencia matemática, científica y tecnológica Competencia personal, social y de aprender a aprender Competencia emprendedora Competencia en conciencia y expresión culturales	
<u>Descriptors:</u> CCL1, CCL2, CP1, STEM2, STEM4, CPSAA3, CPSAA4, CE3, CCEC3, CCEC4	
<u>Content:</u> A2, A3, A4, A5, A7, A10, A11, B1, B2, B3, C1, C4, D1, D5, D6	
<u>Specific Competences:</u> 1, 2, 3, 4, 5	
<u>Evaluation criteria:</u> 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 4.1, 5.2	
<u>Interdisciplinary with arts and crafts:</u> <b>EXPERIMENTS:</b> Ss in groups of 4/5 people will build a simple volcano model using a plastic bottle, cardboard, and clay or paper mâché. Once the model is ready, they carry out an experiment by adding baking soda, food colouring, and a little dish soap inside the bottle, and then pouring vinegar. This creates a chemical reaction that produces foam, simulating a volcanic eruption. Students observe the process, describe what happens, and record their results using drawings and short sentences in a template.  <u>Arts Contribution:</u> 3D volcano model.	

LEARNING SITUATION: <b>Seeing the World Differently</b>			
Subject: English	Year: 4	Unit 7	Timing: 7 sessions 18 <sup>th</sup> Jan – 1 <sup>st</sup> Feb
Unit story: They All Saw a Cat – Brendan Wenzel 		<u>Rationale of the Learning Situation:</u>  This unit explores the concept of perspective and interpretation through the story <i>They All Saw a Cat</i> . It helps students understand that the same reality can be perceived in different ways depending on the observer.  The story provides some context for developing observation and critical thinking skills. In this unit, learners will describe images, compare viewpoints, and express simple opinions, while using English to communicate their interpretations.	
<u>Learning outcomes:</u> <ul style="list-style-type: none"> <li>- Students will identify the main idea of the story using visual information.</li> <li>- Students will describe objects and images using vocabulary related to size, position, and shape.</li> <li>- Students will compare different perspectives using simple comparative structures (bigger than, smaller than, different from).</li> <li>- Students will express simple opinions using structures such as I think... and I see....</li> <li>- Students will interpret visual information to explain how different characters perceive the same object.</li> </ul>			
<u>Target Skills:</u> Listening, Speaking, Reading, Writing, Visual Literacy			

<p><u>Target lexis/ grammar:</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- tiny, huge, long, short, fast, slow, quiet, noisy</li> <li>- near, far, above, below, inside, outside</li> <li>- pattern, shape, colour</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Comparative structures: bigger than, smaller than, different from</li> <li>- Expressions of opinion: I think..., I see...</li> <li>- Present simple (revision for description)</li> </ul>	<p><u>Target function:</u></p> <ul style="list-style-type: none"> <li>- Describing what they see</li> <li>- Comparing images and perspectives</li> <li>- Expressing opinions</li> <li>- Interpreting visual information</li> </ul>
<p><u>Key competences:</u></p> <p>Competencia en comunicación lingüística          Competencia plurilingüe          Competencia personal, social y de aprender a aprender          Competencia en conciencia y expresión culturales</p>	
<p><u>Descriptors:</u></p> <p>CCL1, CCL2, CP1, CPSAA4, CCEC3, CCEC4</p>	
<p><u>Content:</u></p> <p>A2, A4, A5, A7, A10, B2, B3, C1, C4, D9</p>	
<p><u>Specific Competences:</u></p> <p>1,2,3,4,6</p>	
<p><u>Evaluation criteria:</u></p> <p>1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 6.1</p>	
<p><u>Interdisciplinary with arts and crafts:</u></p> <p><b>PERSPECTIVE GLASSES:</b></p> <p>Students design and create their own “perspective glasses” to represent how different characters in <i>They All Saw a Cat</i> see the world. First, they make simple glasses using cardboard (or paper frames) and decorate each lens differently using colours, patterns, or materials (e.g., one lens with dark colours, another with bright colours, stripes, dots, etc.). Each lens represents a different point of view (for example, how a mouse, a dog, or a bird sees the cat). Then, students look at images or objects in the classroom through their “glasses” and describe what they see using simple sentences such as “<i>I see a big shape</i>”, “<i>It is different</i>”, or “<i>I think it is scary/beautiful.</i>” Finally, they present their glasses and explain the perspectives they created, comparing ideas with their classmates.</p> <p><u>Arts Contribution:</u></p> <p>Perspective glasses with colour and patterns.</p>	

<b>LEARNING SITUATION: Journey Through Fantasy</b>			
Subject: English	Year: 4	Unit 8	Timing: 7 sessions 3 <sup>rd</sup> – 17 <sup>th</sup> February
Unit story: Journey – Aaron Becker		<p><u>Rationale of the Learning Situation:</u></p> <p>This unit promotes imagination and visual storytelling through <i>Journey</i>, a wordless picture book that encourages students to construct meaning from images. It supports creativity and active participation, as learners are required to interpret and narrate the story themselves.</p> <p>The absence of written text makes it especially suitable for developing oral expression and interaction. Through this unit, students will describe actions, sequence events, and create simple</p>	

	<p>narratives, while using English as a tool for communication.</p>
<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to interpret a story based on visual information.</li> <li>- Students will be able to infer meaning from visual clues.</li> <li>- Students will be able to describe sequences of events using simple structures.</li> <li>- Students will be able to create a simple narrative based on images.</li> <li>- Students will be able to describe ongoing actions using present continuous.</li> <li>- Students will be able to use sequencing language (first, then, after, finally).</li> <li>- Students will be able to describe actions in progress and compare them with habitual actions.</li> </ul>	
<p><b>Target Skills:</b> Listening, Speaking, Reading, Writing, Visual Literacy, Storytelling</p>	
<p><b>Target lexis/ grammar:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- river, castle, forest, bridge, boat, city</li> <li>- travel, explore, imagine, discover, climb, cross</li> <li>- magical, mysterious, dark, bright, hidden, lost, far, near.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Present continuous (She is going..., He is drawing...)</li> <li>- Sequencers (first, then, after, finally)</li> <li>- Present simple vs present continuous (habit vs action in progress)</li> <li>- Start / finish + -ing (basic introduction)</li> </ul>	<p><b>Target function:</b></p> <ul style="list-style-type: none"> <li>- Describing actions in progress</li> <li>- Narrating a sequence of events</li> <li>- Creating and telling a simple story</li> <li>- Interpreting visual narratives</li> <li>- Comparing actions in progress and habitual actions</li> </ul>
<p><b>Key competences:</b> Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender Competencia en conciencia y expresión culturales</p>	
<p><b>Descriptors:</b> CCL1, CCL2, CP1, CPSAA3, CPSAA4, CCEC3, CCEC4</p>	
<p><b>Content:</b> A2, A3, A4, A5, A7, A8, A12, B2, B3, B4, C1, C3, D6, D7, D12</p>	
<p><b>Specific Competences:</b> 1, 2, 3, 4</p>	
<p><b>Evaluation criteria:</b> 1.1, 2.1, 2.2, 3.1, 4.1</p>	
<p><b>Interdisciplinary with arts and crafts:</b> Students create their own “<b>Magic Door Adventure</b>” inspired by <i>Journey</i> by designing a large decorative door on folded paper or cardboard using materials such as markers, coloured paper, stickers, or glitter. When they open the door, they draw an imaginary world inside (such as a forest, castle, underwater world, or space), using different artistic techniques like colouring or collage. Finally, they write 2–3 simple sentences describing their adventure (e.g., “I go to a</p>	

magic forest. I see a big castle. I am exploring a new world.”) and present their work to a small group, combining creativity, storytelling, and visual expression.

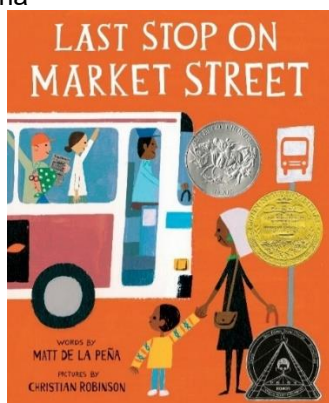
Arts Contribution:

Magic door and visual storytelling.

### LEARNING SITUATION: Exploring my Community

Subject: English	Year: 4	Unit 9	Timing: 7 sessions 19 <sup>th</sup> Feb – 5 <sup>th</sup> March
------------------	---------	--------	--

Unit story: Last Stop on Market Street – Matt de la Peña



Rationale of the Learning Situation:

This unit explores the concept of community and everyday social environments through the story *Last Stop on Market Street*. It encourages students to reflect on diversity, empathy, and the value of different life experiences.

The story provides a meaningful basis for connecting language learning with real-life situations. Through different activities, learners will describe places, give directions, and talk about their surroundings, while using English to interact in familiar contexts.

Learning outcomes:

- Students will be able to identify the main idea of the story using visual and contextual clues.
- Students will be able to describe places in their community using simple vocabulary and structures.
- Students will be able to give and follow simple directions using basic language.
- Students will be able to ask and answer questions about location using structures such as Where is...?
- Students will be able to express simple opinions about their community using expressions such as I like... / I think...

Target Skills:

Listening, Speaking, Reading, Writing, Spatial Orientation

Target lexis/ grammar:

**Vocabulary:**

- Park, market, bus stop, street, hospital, school, library, shop
- neighbour, people, city, community
- turn, left, right, cross.

**Grammar:**

- Prepositions of place (next to, in front of, behind, between)
- Giving directions (go straight, turn left/right, stop, cross)
- There is / There are

Target function:

- Describing places in a community
- Giving and asking for directions
- Talking about locations.
- Expressing simple opinions (I like..., I think...)

Key competences:

Competencia en comunicación lingüística  
 Competencia plurilingüe  
 Competencia personal, social y de aprender a aprender  
 Competencia ciudadana  
 Conciencia y expresión culturales

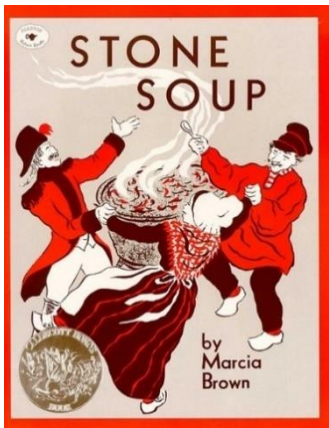
Descriptors:

CCL1, CCL2, CP1, CPSAA3, CC1, CC2, CC3, CCEC3, CCEC4

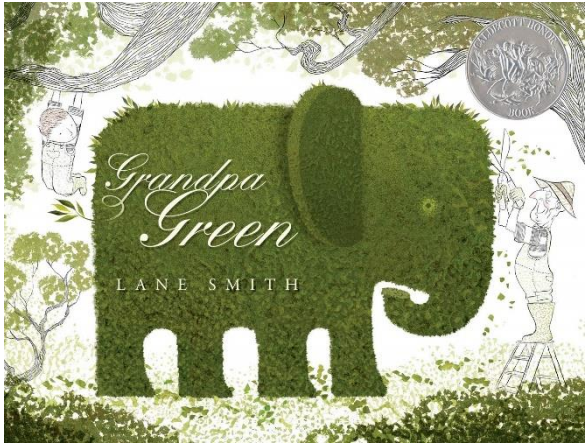
Content:

A2, A4, A5, A7, A10, A12, B2, B3, C1, C2, C3, C4, D9, D11


<u>Specific Competences:</u> 1, 2, 3, 4, 6
<u>Evaluation criteria:</u> 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 6.1
<u>Interdisciplinary with Arts and Crafts:</u> <b>“MY COMMUNITY MAP”</b> Students create a simple map of their neighborhood or an imagined community. They draw places (park, market, bus stop) and people in the community.  They will have to present it in front of a group, and the rest will have ask questions to them like “How can I go to ...?” and similar questions and the person who is presenting will have to answer their classmates’ questions using simple directions.  <u>Arts Contribution:</u> Community map and spatial organisation.

<b>LEARNING SITUATION: Sharing Makes the Soup Better</b>			
Subject: English	Year: 4	Unit 10	Timing: 6 sessions 8 <sup>th</sup> – 19 <sup>th</sup> March
Unit theme: Stone Soup – Traditional folktale by Marcia Brown 		<u>Rationale of the Learning Situation:</u>  This unit is based on <i>Stone Soup</i> and focuses on cooperation, sharing, and community values. The story provides a simple and engaging context for introducing language related to food, quantities, and instructions.  It also encourages students to reflect on the importance of working together and helping others. During this unit, learners will describe ingredients, give simple instructions, and make suggestions, while using English in meaningful communicative situations.	
<u>Learning outcomes:</u> <ul style="list-style-type: none"> <li>- Students will be able to identify the main idea and key details of the story.</li> <li>- Students will be able to name and describe ingredients using simple vocabulary.</li> <li>- Students will be able to use quantifiers to talk about quantities.</li> <li>- Students will be able to give simple instructions using imperatives.</li> <li>- Students will be able to make suggestions using Let’s...</li> <li>- Students will reflect on the importance of sharing and cooperation.</li> </ul>			
<u>Target Skills:</u> Listening, Speaking, Reading, Writing, Procedural Skills			
<u>Target lexis/ grammar:</u> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>- boil, stir, pour, prepare, serve</li> <li>- bowl, pot, spoon, recipe, meal, together, hungry, share</li> <li>- ingredients</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>- Quantifiers (some, a lot of, a little)</li> <li>- Imperatives (cut, add, mix)</li> <li>- Suggestions (Let’s + verb)</li> </ul>		<u>Target function:</u> <ul style="list-style-type: none"> <li>- Talking about ingredients and quantities</li> <li>- Giving simple instructions to prepare food</li> <li>- Making suggestions using <i>Let’s...</i></li> <li>- Describing simple cooking processes</li> <li>- Talking about sharing and cooperation</li> </ul>	
<u>Key competences:</u> Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender Competencia ciudadana Competencia en conciencia y expresión culturales			


<u>Descriptors:</u> CCL1, CCL2, CP1, CPSAA3, CC2, CC3, CCEC3, CCEC4
<u>Content:</u> A2, A4, A5, A7, A8, A10, A12, B2, B3, C1, C2, C3, D1, D10
<u>Specific Competences:</u> 1,2,3,4,6
<u>Evaluation criteria:</u> 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 6.1
<u>Interdisciplinary with arts and crafts:</u> <b>“CLASS COOKBOOK”</b> Students create a class cookbook inspired by <i>Stone Soup</i> , with each student designing one page that includes a simple recipe with drawings, ingredients, and steps. All the pages are then combined into a single book, which is shared with families by uploading it online.
<u>Arts Contribution:</u> Illustrated class cookbook page.

LEARNING SITUATION: <b>Growing Through Time</b>			
Subject: English	Year: 4	Unit 11	Timing: 9 sessions 29 <sup>th</sup> March – 16 <sup>th</sup> April
Unit story: Grandpa Green – Lane Smith		<u>Rationale of the Learning Situation:</u>	
		<p>This unit explores the concepts of the passage of time and personal growth through the story <i>Grandpa Green</i>. It creates an appropriate framework for students to reflect on life experiences, memories, and how people change over time.</p> <p>The narrative also encourages learners to appreciate different stages of life and to develop respect for older generations.</p> <p>In this unit, students will describe past events, compare past and present, and talk about life experiences, while strengthening their ability to communicate meaningfully in English and reflect on intergenerational relationships.</p>	
<u>Learning outcomes:</u>			
<ul style="list-style-type: none"> <li>- Students will be able to identify the main idea and key events of the story using visual and contextual clues.</li> <li>- Students will be able to sequence events in a life story using simple connectors (first, then, after, finally).</li> <li>- Students will be able to describe past events using simple past structures.</li> <li>- Students will be able to compare past and present using simple language.</li> <li>- Students will be able to interpret visual information to understand changes over time.</li> <li>- Students will reflect on personal growth and family relationships</li> </ul>			
<u>Target Skills:</u> Listening, Speaking, Reading, Writing, Visual Literacy			
<u>Target lexis/ grammar:</u>		<u>Target function:</u>	
<u>Vocabulary:</u> <ul style="list-style-type: none"> <li>- live, move, travel, learn, help, care, visit, start, finish, grow up, take care of</li> <li>- baby, child, teenager, adult, old</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>- Simple past (was/were, regular verbs: worked, played, planted)</li> </ul>		<ul style="list-style-type: none"> <li>- Talking about past events</li> <li>- Describing life experiences</li> <li>- Sequencing events in a life story</li> <li>- Comparing past and present</li> </ul>	

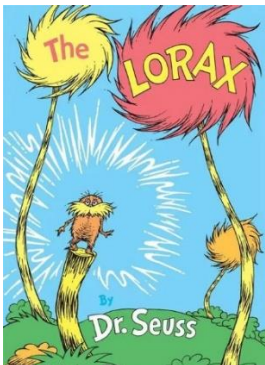
- Sequencers (first, then, after, finally)
<p><b>Key competences:</b>          Competencia en comunicación lingüística          Competencia plurilingüe          Competencia personal, social y de aprender a aprender          Competencia ciudadana          Conciencia y expresión culturales</p>
<p><b>Descriptors:</b>          CCL1, CCL2, CP1, CPSAA3, CPSAA4, CCEC3, CCEC4, CC3</p>
<p><b>Content:</b>          A2, A4, A5, A7, A10, B2, B3, B4, C1, C3, D6, D7, D12</p>
<p><b>Specific Competences:</b>          1, 2, 3, 4, 6</p>
<p><b>Evaluation criteria:</b>          1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 6.1</p>
<p><b>Interdisciplinary with arts and crafts:</b>  <b>“MY LIFE TIMELINE GARDEN”.</b> Students create a visual “life garden” representing different stages of a person’s or themselves’ life (baby, child, adult, elderly) through drawings, colours, and symbols. They design a path or garden where each section reflects a life stage, adding simple sentences such as “I was a baby”, “I played in the park”, or “I am a student”. First, they plan the stages, then create and decorate their garden, add short descriptions, and finally present their work orally in small groups.</p> <p><b>Arts Contribution:</b>          Life timeline garden.</p>

LEARNING SITUATION: <b>Learning from Mistakes</b>			
Subject: English	Year: 4	Unit 12	Timing: 6 sessions 19 <sup>th</sup> – 30 <sup>th</sup> April
Unit book: <i>After the Fall</i> – Dan Santat 		<p><b>Rationale of the Learning Situation:</b></p> <p>This unit explores how mistakes and challenges contribute to the learning process through the story <i>After the Fall</i>. It provides a meaningful context for students to reflect on perseverance, problem-solving, and personal growth.</p> <p>The story helps learners understand that difficulties and setbacks are part of improvement and encourages a positive attitude towards effort and resilience.</p> <p>Through a variety of activities, students will describe actions, explain simple cause-and-effect relationships, and discuss problems and solutions, while applying English to express ideas in meaningful contexts.</p>	
<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe actions using simple past.</li> <li>- Students will be able to explain simple cause-effect relationships (He fell because... / He tried again so...)</li> <li>- Students will be able to describe a problem and its solution.</li> <li>- Students will be able to sequence events using connectors (then, after, so).</li> <li>- Students will reflect on perseverance and problem-solving.</li> </ul>			
<p><b>Target Skills:</b>          Listening, Speaking, Reading, Writing, Story Sequencing</p>			

<p><u>Target lexis/ grammar:</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- climb, fall, break, fix, try, jump, build, repair</li> <li>- problem, solution, accident, mistake, danger, risk</li> <li>- again, carefully, slowly, suddenly</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Simple past (fell, climbed, tried, fixed)</li> <li>- Connectors: because, so</li> <li>- Sequencers: then, after, finally</li> </ul>	<p><u>Target function:</u></p> <ul style="list-style-type: none"> <li>- Describing actions and events</li> <li>- Talking about problems and solutions</li> <li>- Explaining what happened (cause and effect)</li> <li>- Describing sequences of events</li> </ul>
<p><u>Key competences:</u></p> <p>Competencia en comunicación lingüística          Competencia plurilingüe          Competencia personal, social y de aprender a aprender          Conciencia y expresión culturales</p>	
<p><u>Descriptors:</u></p> <p>CCL1, CCL2, CP1, CPSAA3, CPSAA4, CPSAA5, CCEC3, CCEC4</p>	
<p><u>Content:</u></p> <p>A2, A4, A5, A7, A8, A10, B2, B3, B4, C1, C4, D1, D6, D12</p>	
<p><u>Specific Competences:</u></p> <p>1,2,3,4,6</p>	
<p><u>Evaluation criteria:</u></p> <p>1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 6.1</p>	
<p><u>Interdisciplinary with arts and crafts:</u></p> <p><b>“FROM PROBLEM TO SOLUTION COMIC STRIP”</b></p> <p>Students create a short comic strip showing a problem, a failed attempt, and a solution, followed by a simple reflection. They first plan the story (problem → attempt → solution), then design comic panels using drawings and speech bubbles, write simple sentences (e.g., “He fell”, “He tried again”, “He fixed it”), and finally share and explain their story.</p> <p><u>Arts Contribution:</u> Comic strip with panels and speech bubbles.</p>	

LEARNING SITUATION: <b>Gardens all over the world</b>			
Subject: English	Year: 4	Unit 13	Timing: 6 sessions 5 <sup>th</sup> – 14 <sup>th</sup> May
Unit book: <i>The Last Garden</i> – Rachel Ip 		<p><u>Rationale of the Learning Situation:</u></p> <p>This unit explores the impact of conflict and difficult circumstances on people’s lives, particularly children, through the story <i>The Last Garden</i>. It serves as a basis for reflecting on themes such as loss, change, hope, and care for others.</p> <p>The story also allows students to observe how environments can transform over time and how individuals respond to these changes. Some activities will be done where learners will describe situations, discuss simple ideas about helping others, and develop empathy, while using English to express their thoughts and opinions.</p>	
<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> <li>- Students will be able to identify the main idea and key elements of the story.</li> <li>- Students will be able to describe places and how they change.</li> </ul>			

<ul style="list-style-type: none"> <li>- Students will be able to talk about problems and possible solutions using simple language.</li> <li>- Students will be able to express simple opinions about helping others (We should help...).</li> <li>- Students will reflect on empathy and the importance of caring for people in difficult situations.</li> </ul>	
<u>Target Skills:</u> Listening, Speaking, Reading, Writing, Visual Literacy	
<u>Target lexis/ grammar:</u> Vocabulary: <ul style="list-style-type: none"> <li>- village, buildings, area, land, surroundings</li> <li>- destroyed, damaged, abandoned, empty, carry, protect, support, rebuild</li> </ul> Grammar: <ul style="list-style-type: none"> <li>- There is / There are</li> <li>- Past vs present contrast (There was / There is)</li> <li>- Suggestions: should</li> </ul>	<u>Target function:</u> <ul style="list-style-type: none"> <li>- Describing places and changes</li> <li>- Describing situations</li> <li>- Expressing suggestions (We should help...)</li> <li>- Talking about helping others</li> </ul>
<u>Key competences:</u> Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender Competencia ciudadana Conciencia y expresión culturales	
<u>Descriptors:</u> CCL1, CCL2, CP1, CPSAA3, CPSAA4, CC3, CCEC3, CCEC4	
<u>Content:</u> A2, A4, A5, A7, A10, A12, B2, B3, C1, C4, D6, D9, D8	
<u>Specific Competences:</u> 1,2,3,4,6	
<u>Evaluation criteria:</u> 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 6.1	
<u>Interdisciplinary with arts and crafts:</u> <b>“REBUILDING HOPE: BEFORE AND AFTER LANDSCAPE”</b> Students create a “before and after” artwork showing how a place changes from damaged to rebuilt. They draw a scene in its initial state (empty or destroyed) and then represent the same place restored (green and alive), using colours to highlight the contrast. Finally, they add simple sentences such as “There was...”, “There is...”, or “We should help...”.	
<u>Arts Contribution:</u> Before and After Landscape.	

LEARNING SITUATION: <b>Protecting Our Planet</b>			
Subject: English	Year: 4	Unit 14	Timing: 7 sessions 17 <sup>th</sup> – 31 <sup>st</sup> May
Unit book: The Lorax – Dr. Seuss 		<u>Rationale of the Learning Situation:</u> This unit addresses environmental awareness and sustainability through the story <i>The Lorax</i> . It encourages students to reflect on the impact of human actions on nature and the importance of protecting the environment around them. The story provides a clear and accessible context for exploring environmental issues and responsible behaviour.	

	Through a range of activities, learners will be able to describe problems, express opinions, and suggest possible solutions, while developing their ability to communicate ideas effectively in English.
--	--

<u>Learning outcomes:</u> <ul style="list-style-type: none"> <li>- Students will identify the main idea and key message of the story.</li> <li>- Students will describe environmental problems using simple vocabulary.</li> <li>- Students will express simple opinions about environmental issues (I think..., It is bad...).</li> <li>- Students will make suggestions using should / shouldn't.</li> <li>- Students will explain simple cause-effect relationships (because).</li> <li>- Students will express reactions to environmental situations using simple exclamations (What...! / How...!).</li> <li>- Students will reflect on the importance of protecting the environment.</li> </ul>
---

<u>Target Skills:</u> Listening, Speaking, Reading, Writing, Critical Thinking
---

<u>Target lexis/ grammar:</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>- trees, forest, river, air, animals, pollution, rubbish, smoke, factory, environment</li> <li>- verbs: cut, destroy, protect, save, recycle, plant, clean, upcycle</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>- Modal verbs: should / shouldn't</li> <li>- Cause: because</li> <li>- Basic structures for opinions: I think... / It is...</li> <li>- Exclamations: (What + noun! And How + adjective!)</li> </ul>	<u>Target function:</u> <ul style="list-style-type: none"> <li>- Describing environmental problems</li> <li>- Expressing opinions</li> <li>- Giving advice (We should protect trees)</li> <li>- Explaining reasons (because...)</li> <li>- Expressing reactions using exclamations</li> </ul>
--	---

<u>Key competences:</u> Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender Competencia ciudadana Competencia en conciencia y expresión culturales
---

<u>Descriptors:</u> CCL1, CCL2, CCL5, CP1, CPSAA3, CPSAA4, CC3, CC4, CCEC3, CCEC4
--

<u>Content:</u> A2, A4, A5, A7, A8, A10, A12, B2, B3, B4, C1, C2, C4, D3, D1, D8
---

<u>Specific Competences:</u> 1,2,3,4,6
---

<u>Evaluation criteria:</u> 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 6.1
--

<u>Interdisciplinary with arts and crafts:</u> <b>“PROTECT THE PLANET POSTER CAMPAIGN”</b> Students design an environmental awareness poster. The poster includes a problem (such as pollution or deforestation), a clear message (e.g., “Save the trees!”), and a possible solution (e.g., “We should recycle”). Students can also add drawings, colors, and decorations, using recycled materials to create their final design. <u>Arts Contribution:</u> Environmental awareness poster.
--

LEARNING SITUATION: <b>Capturing the world</b>			
Subject: English	Year: 4	Unit 15	Timing: 6 sessions 2 <sup>nd</sup> – 14 <sup>th</sup> June
Unit book: Flotsam – David Wiesner		<u>Rationale of the Learning Situation:</u>  This unit develops students' ability to observe, interpret, and represent	

	<p>meaningful moments through images, using <i>Flotsam</i> as a central resource. The story invites learners to consider how photographs can communicate ideas and preserve memories without the need for words.</p> <p>As a wordless picture book, it promotes visual literacy and creativity, encouraging students to construct meaning from images. Through different activities, learners will describe visual elements, interpret details, and create simple narratives, while using English to share and explain their ideas.</p>
<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> <li>- Students will interpret visual information from images and photographs.</li> <li>- Students will describe scenes and moments using simple vocabulary.</li> <li>- Students will describe past events using simple past structures.</li> <li>- Students will create a short visual story based on images.</li> <li>- Students will sequence ideas using simple linking words (and, then, but).</li> </ul>	
<p><u>Target Skills:</u> Listening, Speaking, Reading, Writing, Visual Literacy</p>	
<p><u>Target lexis/ grammar:</u></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>- camera, photo, picture, moment, memory, image</li> <li>- take a photo, capture, look at, focus, discover</li> <li>- scene, detail, background</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>- Past simple (regular verbs)</li> <li>- Linking words (and, then, but)</li> <li>- Adjectives for description (strange, beautiful, mysterious (we can use the adjectives we learned in the past)).</li> </ul>	<p><u>Target function:</u></p> <ul style="list-style-type: none"> <li>- Describing photographs and scenes</li> <li>- Interpreting visual information</li> <li>- Describing past events</li> <li>- Creating and telling a simple story about a moment</li> </ul>
<p><u>Key competences:</u> Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender Competencia en conciencia y expresión culturales Competencia Digital</p>	
<p><u>Descriptors:</u> CCL1, CCL2, CCL4, CP1, CPSAA3, CPSAA5, CCEC3, CCEC4, CD2, CD3</p>	
<p><u>Content:</u> A2, A4, A5, A7, A8, A12, B2, B3, C1, C2, C3, D6, D1, D9</p>	
<p><u>Specific Competences:</u> 1, 2, 3, 4</p>	
<p><u>Evaluation criteria:</u> 1.1, 2.1, 2.2, 3.1, 4.1</p>	
<p><u>Interdisciplinary Project with Educación Artística:</u> <b>“MY PHOTO STORY”</b> Students create a visual story using drawings or printed images. They design a sequence of 4–6 images to tell a story with minimal text, adding simple captions if needed. First, they plan their story (beginning, middle, and end), then create the images using drawing or collage, organise them in sequence, and finally present their story orally.</p> <p><u>Arts Contribution:</u> Photo story and visual sequencing.</p>	

## 10. EVALUATION

This syllabus follows the evaluation criteria established in Decree 61/2022, of July 13th, of the Comunidad de Madrid, for the second cycle of Primary Education in the area of Foreign Language: English. These criteria are connected to the specific competences, contents and learning outcomes developed throughout the fifteen learning situations as seen in section 9.

Students are expected to progressively develop their communicative competence in English through storytelling, oral interaction, written production, cooperative work and interdisciplinary Arts and Crafts projects. Therefore, evaluation will focus not only on final results, but also on the learning process, participation, confidence, cooperation, creativity and progress of each student.

### 10.1. Evaluation criteria and procedures

Since this syllabus follows a Communicative Language Teaching approach, evaluation focuses on students' ability to use English meaningfully in communicative and contextualized situations, rather than on isolated memorization of grammar or vocabulary.

Evaluation in this syllabus will be **continuous, formative and global**. Students will be assessed throughout the whole learning process, not only through final products, but also through daily participation, effort, interaction, creativity and classroom work.

Special attention will be given to **cooperation and confidence**, since many units work on friendship, empathy, perseverance, self-expression and teamwork. Students will be encouraged to participate actively, respect others' ideas and gain confidence when using English.

Table 8 presents the evaluation criteria addressed throughout the syllabus, together with examples of the evaluation procedures and classroom situations through which they are developed and assessed during the learning situations.

Table 8

*Evaluation Criteria and Procedures*

	<b>Evaluation Criteria</b>	<b>Evaluation procedures in syllabus</b>
<b>1.1</b>	Recognize and interpret the general meaning of short oral, written and multimodal texts related to familiar topics.	This is evaluated through comprehension checks of picture books and visual stories throughout the different learning situations.
<b>1.2</b>	Apply simple strategies to understand short and contextualized texts in English.	Students use visual clues, predictions, gestures, context and previous knowledge to understand the stories and tasks.
<b>2.1</b>	Express simple oral messages related to everyday situations using appropriate pronunciation and intonation.	This is developed through oral answers, pair work, group discussions and presentations of final products.
<b>2.2</b>	Produce short and simple written texts using basic vocabulary and structures.	Students write captions, descriptions, recipes, slogans, comic sentences, poster messages and short written presentations.
<b>2.3</b>	Use guided strategies to create and communicate simple messages in English.	This is evaluated through models, sentence starters, vocabulary banks, planning templates and teacher support.
<b>3.1</b>	Participate in basic oral interactions using verbal and non-verbal strategies.	Students interact in pair work, group work, storytelling activities, presentations and peer feedback tasks.
<b>3.2</b>	Use simple communicative strategies for questions, answers and classroom interaction.	This is evaluated through pair and group interactions, classroom discussions and collaborative communicative tasks in English.
<b>4.1</b>	Interpret and explain simple information while respecting diversity and using visual or contextual support.	Students explain stories, images, emotions, problems, solutions and final products using visual aids.
<b>4.2</b>	Use simple strategies to facilitate communication and comprehension.	This is mainly evaluated in project-based units, where students use visual support, gestures, models and scaffolding to explain their ideas.

<b>5.2</b>	Use strategies and support resources to improve language learning.	Students use flashcards, vocabulary banks, templates, peer support, teacher modelling and self-correction strategies.
<b>5.3</b>	Reflect on learning progress through self-assessment and peer-assessment activities.	This is evaluated through checklists, rubrics, peer feedback and guided reflection, especially after final projects.
<b>6.1</b>	Recognize and respect cultural diversity.	This is clearly addressed and evaluated in units related to identity, friendship, community, cooperation, empathy and environmental responsibility.

### 10.2. Types of evaluation

Three main types of evaluation will be used, as seen in Table 9.

Table 9

#### *Types of evaluation*

<b>Initial evaluation</b>	Carried out at the beginning of the school year to identify students' previous knowledge, English level, interests and learning needs.
<b>Continuous evaluation</b>	Developed throughout all units through observation, classwork, oral interaction, written production, cooperative work and final projects.
<b>Final evaluation</b>	Based on the overall progress of the student, including oral communication, written tasks, participation, final interdisciplinary products and the development of communicative competence.

### 10.3. Assessment tools

Different assessment instruments will be used throughout the school year, as seen in Table 10.

Table 10

#### *Assessment tools and procedures*

<b>Assessment tool</b>	<b>Assessment procedures</b>
Teacher Observation and corrections	Observation of participation, oral interaction, vocabulary and grammar activities, storytelling tasks and cooperative work. Corrections of written work and feedback to oral work.
Rubrics	Assessment of oral presentations, final interdisciplinary projects, communicative tasks and creative products.
Checklists and peer-assessment sheets	Self-assessment, peer-feedback activities and guided reflection after presentations and projects.

Short written tasks and worksheets	Captions, descriptions, planning templates, worksheets, slogans and short written productions.
Oral presentations	Assessment of pronunciation, interaction, use of vocabulary and ability to communicate ideas orally.

Rubrics and checklists will be shared and explained before the activities to ensure assessment transparency. Self-assessment and peer-assessment will help students reflect on their own progress, identify strengths and difficulties, and become more aware of their learning process. Examples of rubrics, observation sheets and self-assessment checklists are included in the annexes, particularly in the fully developed didactic unit.

Self-assessment and peer-assessment activities will mainly take place after oral presentations, cooperative tasks and final interdisciplinary projects. Students will use simple checklists and guided reflection questions adapted to their level to identify strengths, difficulties and possible improvements.

#### 10.4. Assessment Percentages

In order to evaluate students in a balanced and continuous way, different aspects of the teaching-learning process will be taken into consideration. Table 11 presents the weight of each assessment component throughout the school year.

Table 11

*Assessment percentages throughout the school year*

<b>Assessed Task</b>	<b>Description</b>	<b>Weight</b>
Daily work, participation and attitude	Participation, effort, behaviour, use of English, confidence and classroom involvement	30%
Oral communication and interaction	Pair work, group work, storytelling participation, oral answers and presentations	25%
Written production and language use	Short texts, captions, worksheets, vocabulary and grammar activities	20%
Final interdisciplinary projects	Arts and Crafts products, creativity, connection with the unit, use of English and oral explanation	20%

Self-assessment and peer-assessment	Reflection, checklists, feedback and awareness of personal progress	5%
-------------------------------------	---	----

This assessment system is coherent with the active, communicative and project-based nature of the syllabus. It gives importance to students' progress, participation, cooperation, confidence and ability to use English meaningfully in different contexts.

### 10.5. Term weighting

As this syllabus follows a continuous and progressive evaluation process, all three terms contribute equally to the final yearly mark, as seen in Table 12.

Table 12

#### *Term weighting in the final yearly mark*

Term	Weight
1 <sup>st</sup> Trimester	33.3%
2 <sup>nd</sup> Trimester	33.3%
3 <sup>rd</sup> Trimester	33.3%

This ensures that students' progress is assessed in a balanced way throughout the whole academic year.

## 11. ATTENTION TO DIVERSITY

Attention to diversity is an essential principle in Primary Education, since every classroom includes students with different learning rhythms, interests, abilities, previous knowledge and personal characteristics. In the English classroom, these differences are especially visible in students' levels of exposure to the language and their confidence when understanding or producing oral and written messages.

In this syllabus, the class group consists of 24 students in 4th grade of Primary Education. It is a heterogeneous group with different learning styles and rhythms.

Students are used to working in English due to the bilingual and international profile of the school, although their level is still developing and is approximately between A1+ and A2. There are no significant learning difficulties requiring individual curricular adaptations, but some students present ADD or ADHD, so inclusive support measures are necessary.

This syllabus follows the principles of inclusion established in Royal Decree 157/2022 and applies to the principles of Universal Design for Learning (UDL). Therefore, learning is designed to be accessible from the beginning through multiple means of engagement, representation, and action and expression.

In practical terms, this means that students access the contents through stories, images, oral explanations, gestures, realia and examples. They can also show their learning through different formats, such as speaking, writing, drawing, designing, building or presenting. This is especially relevant for students with attention difficulties, who benefit from clear routines, short instructions, visual support, structured tasks and movement-based activities.

Firstly, multiple means of engagement are provided through the use of picture books and storytelling. Stories such as *The Name Jar*, *The Dot*, *Ada Twist, Scientist*, or *The Lorax* create meaningful and motivating contexts that connect language learning with emotions, creativity, values and real-life issues. In addition, artistic final projects such as posters, comic strips, models or visual stories help students stay involved and give learning a communicative and creative purpose.

Secondly, multiple means of representation are offered through visual and multimodal support. Contents are presented through images, gestures, realia,

story illustrations, teacher modelling, diagrams, mind maps, sentence starters and artistic examples. This visual support is especially important in the English classroom because it helps students understand vocabulary, instructions and grammatical structures.

Thirdly, the syllabus provides multiple means of action and expression. Students can demonstrate learning through oral presentations, short written texts, drawings, posters, models, maps, comic strips and crafts. This allows pupils with different strengths and learning preferences to participate successfully. In addition, written tasks will include sentence starters, templates and vocabulary banks to scaffold language production.

For all students' benefit, instructions will be short, clear and divided into simple steps. Activities will be structured progressively, and the teacher will model tasks before students begin working. Long projects will be divided into smaller stages to support concentration and reduce feelings of frustration or overload.

General inclusive measures for students with ADD or ADHD include visual instructions, clear routines, short work periods, movement-based activities, cooperative work, immediate feedback and adapted seating arrangements when necessary. Group work will also include assigned roles to help students remain focused and actively involved.

Storytelling also supports diversity because illustrated books provide repeated exposure to language, contextual clues and emotional engagement. Teachers may reread extracts, ask guided questions, use gestures and clarify vocabulary to facilitate comprehension. At the same time, cooperative learning allows students to support one another through pair and group work.

Assessments will be flexible and varied, including observation, rubrics, oral presentations, written tasks, final products, self-assessment and peer assessment. The focus will be placed on both the process and the final product. Students will also reflect on their own learning process in order to develop autonomy and self-awareness.

Finally, the interdisciplinary combination of English and Arts and Crafts contribute to inclusion by offering different ways to access contents and express ideas. Artistic tasks help reduce language barriers because students can communicate visually before expressing themselves orally or in writing in English.

In conclusion, attention to diversity is understood as a key principle present throughout the entire syllabus. Through UDL, storytelling, visual support, cooperative learning, scaffolded language and flexible assessment, the proposal aims to create an inclusive environment where all students can participate, progress and learn according to their needs and abilities.

## **12. CONTRIBUTION TO OTHER PLANS**

This syllabus contributes directly to several educational plans and projects developed by the school, reinforcing its bilingual, interdisciplinary and competence-based educational approach. Through storytelling, communicative learning and creative projects, the proposal connects English learning with other educational objectives established in the school context.

### **12.1. Contribution to the bilingual and plurilingual project**

As this syllabus is designed for the subject of English within a bilingual and international school, it contributes directly to the development of students' communicative competence in English. Throughout the different learning

situations, students work on oral interaction, listening comprehension, reading and written production through meaningful and contextualized activities.

In addition, the syllabus promotes plurilingual awareness by encouraging students to compare languages, use visual and contextual clues, and value linguistic diversity within the classroom. The multicultural nature of the selected stories also helps students understand English as a real tool for communication and intercultural understanding rather than only as an academic subject.

### **12.2. Contribution to the Reading Plan**

This syllabus strongly supports the school Reading Plan because all the learning situations are organized around picture books and visual narratives. Students are exposed to different literary genres, illustrations, storytelling structures and multimodal texts throughout the school year.

The use of stories promotes reading comprehension, prediction, interpretation of visual information and vocabulary acquisition in meaningful contexts. In addition, storytelling encourages motivation towards reading and helps students associate books with enjoyment, creativity and personal reflection.

### **12.3. Contribution to the Digital Competence Plan**

The proposal also contributes to the school's Digital Competence Plan through the guided and responsible use of digital resources. Some activities involve the use of tablets, digital presentations, visual references or online platforms such as Google Classroom to access materials, share projects or present final products.

Digital tools are always used with a clear educational purpose and under teacher supervision, promoting safe and balanced use of technology. Through these activities, students gradually develop basic digital skills related to communication, information management and multimodal production.

#### **12.4. Contribution to Arts-integrated projects**

This syllabus is closely connected to the school's interdisciplinary and arts-integrated approach, since every learning situation includes a final Arts and Crafts project linked to the story and the language contents worked on during the unit.

Students create posters, comic strips, models, maps, visual stories, timelines and other artistic productions that allow them to express ideas creatively while using English in meaningful situations. This interdisciplinary connection reinforces creativity, visual literacy, communication and personal expression.

#### **12.5. Contribution to emotional education and coexistence**

Many of the selected stories address themes related to emotions, empathy, friendship, perseverance, diversity and cooperation. Through classroom discussions, storytelling and cooperative tasks, students reflect on respectful relationships, conflict resolution and emotional expression.

Units such as *Finding My Imaginary Friend*, *Friendship Is the Secret Ingredient*, *Learning from Mistakes* or *The Dot* especially contribute to the development of emotional awareness, self-confidence and positive classroom coexistence. Cooperative learning activities also promote participation, inclusion and respect for classmates' ideas and opinions.

#### **12.6. Contribution to environmental awareness and social responsibility**

Some learning situations help students reflect on environmental and social issues through meaningful stories and creative projects. For example, in *Protecting Our Planet*, students work on environmental responsibility and sustainability through *The Lorax*, while in *Gardens All Over the World*, they reflect on empathy, helping others and the effects of difficult life situations.

These activities encourage students to develop responsible attitudes towards the environment, society and other people, contributing to the development of active and respectful citizenship.

### **13. CONCLUSIONS**

Creating this syllabus has been a demanding but very meaningful process. At the beginning, developing a complete annual programme felt like a difficult and overwhelming task, especially because it required connecting legislation, methodology, competences, assessment, attention to diversity and classroom practice in a coherent way. However, throughout the process, I have gradually understood how all these elements can work together to create a meaningful learning proposal.

This project has allowed me to bring together three important areas in my life: English, art and reading. Through this syllabus, I have tried to design a proposal where students can learn English through stories, creativity and communication. Books are not only used as classroom resources, but as starting points for reflection, imagination, language learning and the development of values. In the same way, Arts and Crafts activities give students the opportunity to express ideas visually and creatively, making English learning more accessible and motivating.

The syllabus also reflects the type of teacher I would like to become: a teacher who creates meaningful learning experiences, who connects contents with students' interests, and who understands language as a tool for communication and personal expression. In addition, the different learning situations promote

values such as cooperation, empathy, respect, environmental responsibility and intercultural awareness, which are essential in Primary Education.

I would also like to acknowledge the guidance and support of my tutor, Lyndsay Renee Buckingham Reynolds, whose help, advice and availability have been essential throughout this process. Her support has helped me clarify ideas, solve doubts and improve the quality and coherence of the project.

Overall, this Final Degree Project has contributed to my development both as a future teacher and as a learner. It has helped me understand the complexity of designing a syllabus, but also the importance of creativity, reflection and purpose in education. Through this work, I have aimed to show that English can be taught in a more meaningful, inclusive and creative way, helping students develop linguistic skills while also growing as confident, respectful and curious individuals.

#### **14. BIBLIOGRAPHY**

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing.

Decreto 61/2022, de 13 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid la ordenación y el currículo de la Educación Primaria. *Boletín Oficial de la Comunidad de Madrid*, 169, 18 de julio de 2022.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado*, 340, 30 de diciembre de 2020.

Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria. *Boletín Oficial del Estado*, 52, 2 de marzo de 2022.

Thomas, J. W. (2000). *A review of research on project-based learning*. Autodesk Foundation.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

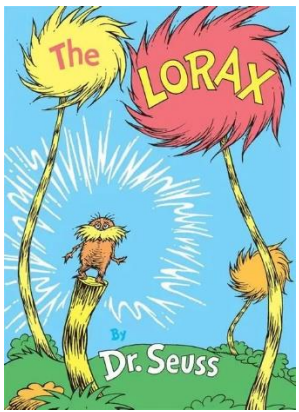
OpenAI. (2025). *ChatGPT* (May 2025 version) [Large language model]. <https://chat.openai.com/>

Artificial intelligence tools such as ChatGPT (OpenAI, 2025) were occasionally used during the development of this dissertation as a support resource for generating ideas, improving language accuracy, revising wording and organizing certain materials and activities. Nevertheless, all the pedagogical decisions, lesson planning, methodological design, adaptations and final content were critically reviewed, modified and developed by the

author in accordance with the objectives and educational approach of this syllabus.

## ANNEX

### DEVELOPED LEARNING SITUATION 14: PROTECTING OUR PLANET

LEARNING SITUATION 14	7 SESSIONS: 17th – 31st May	Title: Protecting Our Planet
BOOK: The Lorax - Dr. Seuss 	Specific Competences: 1,2,3,4,6	Evaluation Criteria: 1.1, 1.2, 2.1, 2.2, 3.1
Vocabulary: <ul style="list-style-type: none"> <li>- trees, forest, river, air, animals, pollution, rubbish, smoke, factory, environment</li> <li>- verbs: cut, destroy, protect, save, recycle, plant, clean, upcycle</li> </ul> Grammar: <ul style="list-style-type: none"> <li>- Modal verbs: should / shouldn't</li> <li>- Cause: because</li> <li>- Basic structures for opinions: I think... / It is...</li> <li>- Exclamations: (What + noun! And How + adjective!)</li> </ul>		
Contents: A2, A4, A5, A7, A8, A10, A12, B2, B3, B4, C1, C2, C4, D3, D1, D8		
Function/ Genre: <ul style="list-style-type: none"> <li>- Describing environmental problems</li> <li>- Expressing opinions</li> <li>- Giving advice</li> <li>- Making suggestions</li> <li>- Explaining causes and consequences</li> <li>- Expressing reactions</li> <li>- Persuading others through environmental slogans and messages.</li> </ul>	Sessions: <ol style="list-style-type: none"> <li>1. Welcome to the Truffula Forest</li> <li>2. Our Planet in Danger</li> <li>3. The Lorax's Advice</li> <li>4. Environmental Investigators</li> <li>5. Designing Our Planet Campaign</li> <li>6. Time to take Action</li> <li>7. Our Voices for the Planet</li> </ol>	
Learning Outcomes: <ul style="list-style-type: none"> <li>- Students will identify the main idea and key message of <i>The Lorax</i>.</li> <li>- Students will describe environmental problems using simple vocabulary.</li> <li>- Students will express simple opinions about environmental issues using structures such as <i>I think...</i> and <i>It is...</i></li> <li>- Students will give simple advice about environmental protection using <i>should / shouldn't</i>.</li> <li>- Students will make simple suggestions to help solve environmental problems.</li> <li>- Students will explain simple cause-effect relationships using <i>because</i>.</li> <li>- Students will be able to understand the general meaning of short oral and audiovisual texts related to environmental issues.</li> </ul>		

<ul style="list-style-type: none"> <li>- Students will express reactions to environmental situations using simple exclamations such as <i>What...!</i> and <i>How...!</i>.</li> <li>- Students will create a persuasive environmental poster including a slogan, an environmental problem, consequences and possible solutions.</li> <li>- Students will reflect on the importance of protecting the environment and acting responsibly towards nature.</li> </ul>
--

**SESSIONS:**

	Session 1	4 <sup>th</sup> grade	Time: 50 minutes
Topic:	Welcome to the Truffula Forest		Date: 17 <sup>th</sup> May
Focus:			
Skills:	Listening, Speaking, Reading		
Systems:	Environmental lexis, oral comprehension and cause-effect structures		
Competences:	1,3,4,6		
Contents:	<ul style="list-style-type: none"> <li>- Léxico elemental relacionado con el medioambiente: forest, river, pollution, smoke, rubbish, factory, recycle, protect, cut trees.</li> <li>- Estrategias de comprensión oral y visual mediante predicciones, imágenes y contexto.</li> <li>- Uso del cuento <i>The Lorax</i> como texto literario y visual.</li> <li>- Expresión oral de opiniones sencillas y relaciones causa-consecuencia.</li> <li>- Reflexión sobre problemas medioambientales y comportamiento responsable.</li> </ul>		
Learning Outcomes:	<ul style="list-style-type: none"> <li>- Students will identify the main idea and environmental message of the story.</li> <li>- Students will recognize and use environmental vocabulary in context.</li> <li>- Students will make predictions using visual clues and prior knowledge.</li> <li>- Students will describe environmental problems and consequences using simple structures.</li> <li>- Students will express simple opinions about environmental situations.</li> </ul>		
Evaluation Criteria:	<p>1.1, 1.2, 2.1, 3.1</p> <p>1.1 Recognize keywords and the general meaning of selected extracts from <i>The Lorax</i>.</p> <p>1.2 Apply guided strategies such as predictions, contextual clues and visual interpretation to understand the story.</p> <p>2.1 Express simple oral messages related to environmental problems and opinions.</p> <p>3.1 Participate in oral interaction during discussions and cooperative activities.</p> <p>Teacher observation during oral interaction and group work.</p>		
Evaluation Procedures:	<ul style="list-style-type: none"> <li>- Observation checklist focused on participation, vocabulary use and comprehension.</li> <li>- Analysis of students' oral responses during discussions and prediction activities.</li> <li>- Exit ticket assessment to check understanding of environmental vocabulary and simple structures.</li> </ul>		
Previous knowledge:	Nature vocabulary, basic descriptive structures and simple opinions.		
Materials:	<i>The Lorax</i> book, projector, flashcards, environmental images, action cards, worksheets.		
Procedures:			
Stage	Timing	Activities	Grouping
Warm-up	5'	Students observe two contrasting images: a clean forest and a polluted city. They compare	Whole group

		both places orally using guided questions: "What can you see?", "Which place is better?", "How does the place feel?"	
Pre-reading	8'	The teacher presents the cover of <i>The Lorax</i> and selected illustrations. Through guided questions and visual support, students make simple predictions about the story while key environmental vocabulary is introduced naturally through the images and classroom discussion.	Whole group
While-reading	22'	The teacher reads selected extracts aloud using gestures and intonation. During the reading, students identify environmental problems, consequences and emotions shown in the illustrations. Guided comprehension questions are asked throughout the story.	Whole group
Post-reading	10'	Students identify environmental problems from the story using visual cards and selected illustrations from <i>The Lorax</i> . In groups, they discuss simple questions such as: <ul style="list-style-type: none"> <li>• Is this good or bad for the planet?</li> <li>• What happens to the trees/animals?</li> <li>• How do the characters feel?</li> </ul> Students then match simple environmental actions (recycle, cut trees, plant trees, pollute) with "good" or "bad" categories.	Groups of 4
Cooldown	5'	Exit ticket: students complete the sentence "We should protect _____ because _____." Then, some volunteers share their answers orally.	Individual/ Whole group

	Session 2	4 <sup>th</sup> grade	Time: 50 minutes
Topic:	Our Planet in Danger		Date: 19 <sup>th</sup> May
Focus:			
Skills:	Listening, Speaking		
Systems:	Environmental vocabulary, opinions ( <i>I think... / It is...</i> ), cause ( <i>because</i> )		
Competences:	1,2,3,4,6		
Contents:	<p><u>Vocabulary</u> related to environmental issues: pollution, rubbish, smoke, factory, river, forest, environment.</p> <p><u>Verbs</u>: destroy, cut, recycle, protect, clean.</p> <p>Oral comprehension through audiovisual material.</p> <p>Expression of simple opinions and cause-effect relationships.</p> <p>Environmental awareness and responsible attitudes towards nature.</p> <p>Guided interaction in pairs and groups.</p>		
Learning Outcomes:	<ul style="list-style-type: none"> <li>- Students will be able to identify different environmental problems.</li> <li>- Students will be able to understand the general meaning of an audiovisual text.</li> <li>- Students will be able to express simple opinions about environmental issues.</li> <li>- Students will be able to explain simple ideas using <i>because</i>.</li> <li>- Students will be able to reflect on the importance of protecting nature.</li> </ul>		
Evaluation Criteria:	<p>1.1, 1.2, 2.1, 2.2, 3.1</p> <p>1.1 Understand key information in oral and visual texts related to environmental problems.</p> <p>1.2 Apply simple strategies to understand environmental vocabulary through visual support.</p> <p>2.1 Express simple opinions and ideas using basic structures and environmental vocabulary.</p> <p>2.2 Participate in guided oral interactions using basic structures.</p> <p>3.1 Participate in guided communicative interactions with classmates.</p> <p><u>Evaluation Procedures</u>:</p> <ul style="list-style-type: none"> <li>- Teacher observation during oral interaction and group discussions.</li> </ul>		

<ul style="list-style-type: none"> <li>- Observation checklist focused on listening comprehension and participation.</li> <li>- Analysis of students' responses during the audiovisual activities.</li> <li>- Review of the observation worksheet to assess understanding of environmental problems.</li> </ul>			
Previous knowledge: Basic vocabulary related to nature and the main ideas from <i>The Lorax</i> .			
Materials: <i>The Lorax</i> , projector, Environmental Pollution Animation video, Environmental flashcards, Observation worksheet and Category sorting worksheet.			
Procedures			
Stage	Timing	Activities	Grouping
Warm up	5'	Play an "Environmental Sounds Guessing Game". Students listen to different sounds (birds, rivers, factories, chainsaws, traffic, animals, etc.) and identify them. After each sound, students decide if it is good or bad for the environment and explain why using simple structures such as <i>It is bad because...</i> or <i>It is good because....</i> (Teacher writes the structure on the board).	Whole group
Pre listening	8'	The teacher presents key visual images related to the video (pollution, smoke, rubbish, dirty rivers, factories). Students predict which environmental problems may appear in the video and activate previous knowledge from <i>The Lorax</i> .	Whole group
While listening	15'	Students watch the <i>Environmental Pollution Animation</i> video and identify environmental problems shown in the audiovisual text. While watching, students complete a simple observation worksheet by ticking the environmental problems they recognize. The teacher pauses briefly at key moments to support comprehension and confirm vocabulary.	Whole group
Post-listening Discussion	12'	In groups, students discuss the environmental problems shown in the video and classify them into categories: air pollution, water pollution, trash and deforestation. Students use simple structures such as <i>It is bad because...</i> and <i>I think pollution is harmful</i> . The teacher completes a large collaborative chart on the board using students' ideas instead of using an additional worksheet.	Individual
Speaking Activity	5'	"Environmental Detectives". Each group receives one environmental picture card and briefly identifies the problem and why it is harmful using sentence starters provided by the teacher: <i>The problem is... / It is harmful because...</i>	Groups
Cooldown	5'	Students orally complete the sentence: <i>Today I learned that...</i> Some volunteers share their ideas with the class.	Individual

	Session 3	4 <sup>th</sup> grade	Time: 50 minutes
Topic:	The Lorax's Advice		Date: 21 <sup>st</sup> May
Focus			
Skills:	Speaking, Writing		
Systems:	Grammar and Lexis		
Competences:	1,2,3,4,6		
Contents:			
<u>Lexis</u> : recycle, reuse, plant trees, clean rivers, save water, protect animals, pollution, rubbish.			
<u>Grammar</u> : should / shouldn't, because.			
<u>Discourse and communication</u> : giving advice, expressing causes and solutions, collaborative interaction.			
<u>Citizenship and environmental awareness</u> : responsible actions to protect the environment.			
Learning Outcomes:			
<ul style="list-style-type: none"> <li>- Students will be able to give simple environmental advice using should / shouldn't.</li> <li>- Students will be able to explain simple reasons using because.</li> <li>- Students will be able to write short environmental recommendations collaboratively.</li> <li>- Students will be able to reflect on responsible environmental behaviour.</li> </ul>			
<u>Evaluation Criteria</u> :			
2.1 Express simple ideas and recommendations using familiar structures and vocabulary.			
2.2 Produce short written sentences with teacher support.			
3.1 Participate in collaborative communicative tasks using English appropriately.			
<u>Evaluation Procedures</u> :			
<ul style="list-style-type: none"> <li>- Teacher observation during pair and group interaction.</li> <li>- Observation checklist focused on the use of <i>should / shouldn't</i> and environmental vocabulary.</li> <li>- Review of the collaborative advice chart.</li> <li>- Analysis of students' oral participation during communicative activities.</li> </ul>			
Previous knowledge: Environmental vocabulary and opinions from previous sessions.			
Materials: <i>The Lorax</i> , advice sentence cards, mini whiteboards, worksheets, markers, projector, action flashcards.			
Procedures			
Stage	Timing	Activities	Grouping
Warm up	5'	"Good or Bad Habits?" game. The teacher shows environmental actions on the board such as recycling, planting trees or throwing rubbish. Students decide whether the action helps or harms the planet and justify simple ideas orally.	Whole group
Present	10'	The teacher presents short sentences inspired by <i>The Lorax</i> and environmental campaign posters. Through guided questions and visual support, students identify the structure <i>should / shouldn't + verb</i> and infer its meaning and communicative purpose.	Whole group
Practice	15'	In pairs, students receive environmental problem cards (dirty river, smoke, rubbish on the beach, cut trees, etc.). Students discuss possible solutions using guided sentence starters such as: <i>We should..., We shouldn't..., because...</i>	Pairs
Produce	15'	In groups, students create a "Save the Planet Advice Chart" including at least five environmental recommendations and simple reasons. Students use environmental vocabulary and the target structure <i>should / shouldn't</i> to produce short written messages collaboratively.	Groups of 4

Cooldown	5'	Groups briefly share one recommendation from their chart with the class. Students complete the oral sentence: <i>One thing I will do to help the planet is...</i>	Whole group
----------	----	---	-------------

	Session 4	4 <sup>th</sup> grade	Time: 50 minutes
Topic:	Environmental Investigator		Date: 24 <sup>th</sup> May

Focus:	
Skills:	Reading, Speaking, Writing
Systems:	Lexis and Functional Language
Competences:	1,2,3,4,6

Contents:  
Lexis: pollution, recycling, deforestation, endangered animals, rubbish, factories, plastic, smoke.  
Functional language: identifying problems, explaining causes and consequences, proposing simple solutions.  
Communication: collaborative discussion, information sharing and short oral presentations.  
Citizenship: environmental responsibility and sustainability.

Learning Outcomes:

- Students will be able to identify information about environmental problems.
- Students will be able to give simple environmental recommendations using *should / shouldn't*.
- Students will be able to share environmental information orally with classmates.
- Students will be able to present simple environmental information collaboratively.
- Students will be able to share basic information using English with visual support.

Evaluation Criteria: 1.1, 1.2, 2.1, 2.2, 3.1.  
 1.1 Understand the general meaning and key ideas of short written and multimodal texts.  
 1.2 Use visual and contextual clues to understand information.  
 2.1 Express short oral messages using familiar vocabulary and structures.  
 2.2 Produce short written notes using guided structures.  
 3.1 Participate actively in collaborative interaction during group work.

Evaluation Procedures:

- Teacher observation during collaborative reading and group interaction.
- Observation checklist focused on participation, comprehension and oral communication.
- Review of students' investigation charts.
- Assessment of students' oral recommendations during the expert group task.

Previous knowledge: Environmental vocabulary, *because*, *should / shouldn't* and ideas from previous sessions.

Materials: Information cards, simple environmental fact sheets, tablets, worksheets, markers, "Environmental Fact File" template.

Procedures:			
Stage	Timing	Activities	Grouping
Warm up	5'	"What Would the Lorax Say?" quiz. Students answer simple true/false questions related to environmental issues and decide whether the Lorax would approve or disagree with the action.	Whole group
Pre- reading	5'	The teacher introduces the six environmental topics through visual images and key vocabulary. Students predict possible problems and solutions connected to each issue.	Groups of 4
Jigsaw Reading Expert Groups	15'	Each group receives ONE environmental fact file (air pollution, plastic waste, deforestation, endangered animals, water pollution or recycling). Students read the text collaboratively and complete a guided	Groups

		investigation chart identifying: <i>What is the problem?</i> , <i>Why is it harmful?</i> , and <i>What should people do?</i>	
Information Sharing	15'	New mixed groups are formed with one "expert" from each environmental topic. Students explain their environmental issue to their classmates using their investigation chart and simple structures such as <i>People should... / People shouldn't... / It is harmful because...</i>	Groups / Whole group
Speaking Reflection	5'	Groups discuss which environmental problem they think is the most dangerous and explain why using simple opinion structures.	Groups of 4/ Whole group
Cooldown	5'	Students share one new environmental fact they learned during the session using the structure: <i>Today I learned that...</i>	Whole group

	Session 5	4 <sup>th</sup> grade	Time: 50 minutes
Topic:	Designing Our Planet Campaign		Date: 26 <sup>th</sup> May
Focus			
Skills:	Writing, Speaking, Reading		
Systems:	Functional language and persuasive expressions		
Competences	1,2,3,4,6		
Contents:	<p>Lexis: recycle, reuse, protect, pollution, rubbish, trees, environment, animals, plastic, forest.</p> <p>Grammar and functional language: should / shouldn't, because, exclamations, persuasive slogans and recommendations.</p> <p>Communication: organising ideas collaboratively and creating persuasive messages.</p> <p>Arts integration: visual composition, creativity and poster design.</p>		
Learning Outcomes:	<ul style="list-style-type: none"> <li>- Students will be able to create persuasive environmental messages and slogans in English.</li> <li>- Students will be able to make suggestions and recommendations using <i>should / shouldn't</i>.</li> <li>- Students will be able to collaborate to plan an environmental awareness campaign.</li> <li>- Students will be able to reflect on environmental problems and possible solutions.</li> </ul>		
<u>Evaluation Criteria:</u>	<p>2.1 Express short oral and written messages using familiar vocabulary and structures.</p> <p>2.2 Produce guided written content related to environmental topics.</p> <p>3.1 Participate actively in collaborative communicative tasks.</p>		
<u>Evaluation Procedures:</u>	<ul style="list-style-type: none"> <li>- Observation checklist focused on the use of persuasive language and participation.</li> <li>- Teacher observation during collaborative planning and interaction.</li> <li>- Review of students' planning templates and poster sketches.</li> <li>- Peer-feedback analysis during the sketch exchange activity.</li> </ul>		
Previous knowledge:	Environmental problems, solutions and information gathered during previous sessions.		
Materials:	Environmental poster examples, planning templates, coloured paper, markers, recycled magazines, scissors, glue, slogan cards, pencils.		
Procedures			
Stage	Timing	Activities	Grouping
Warm-up	5'	Students analyze environmental messages and posters inspired by <i>The Lorax</i> . Together, the class identifies slogans, persuasive expressions and visual elements connected to environmental protection.	Whole group

Persuasive language workshop	10'	The teacher introduces useful persuasive expressions and slogans: <i>Save the Earth!</i> , <i>Protect the trees!</i> , <i>Stop pollution now!</i> , <i>We should recycle!</i> Students match slogans with environmental problems and discuss which messages are more effective.	Pairs
Campaign planning task	10'	Each group chooses the environmental issue they will represent in their final campaign poster. Students complete a planning template including: title, slogan, problem, consequences and possible solutions. Before beginning the task, the teacher presents and explains the final project rubric so that students understand the elements that should be included in the poster and oral presentation.	Groups
Poster Sketch creation	15'	Groups create a first draft/sketch of their poster. They organise where the title, drawings, slogans and information will appear. Students discuss colours, layout and visual elements before creating the final version in the next session.	Groups
Peer feedback	5'	Groups exchange sketches and give simple feedback in post-its using structures such as: <i>I like...</i> , <i>Maybe you should add...</i>	Groups
Cooldown	5'	Each group shares their campaign slogan with the class.	Whole group

	Session 6	4 <sup>th</sup> grade	Time: 50 minutes
Topic:	Time to take Action		Date: 28 <sup>th</sup> May
Focus			
Skills:	Writing, Speaking		
Systems:	Lexis, persuasive language and functional communication		
Competences:	1,2,3,4,6		
Contents:	<p><u>Lexis</u>: environmental vocabulary related to pollution, recycling, forests, animals and sustainability.</p> <p><u>Grammar and functions</u>: should / shouldn't, because, exclamations and persuasive expressions.</p> <p><u>Communication</u>: collaborative interaction, negotiation of ideas and oral support during creation tasks.</p> <p><u>Arts integration</u>: visual composition, creativity and use of recycled materials.</p>		
Learning Outcomes:	<ul style="list-style-type: none"> <li>- Students will be able to create a collaborative environmental awareness poster.</li> <li>- Students will be able to use simple persuasive language appropriately.</li> <li>- Students will be able to combine written and visual information effectively.</li> <li>- Students will be able to cooperate responsibly during a group project.</li> </ul>		
Evaluation Criteria:	<p>2.1 Express ideas and messages using familiar vocabulary and structures.</p> <p>2.2 Produce guided written texts related to environmental awareness.</p> <p>3.1 Participate actively and respectfully in collaborative tasks.</p> <p>Evaluation Procedures:</p> <ul style="list-style-type: none"> <li>- Teacher observation during collaborative work and oral interaction.</li> <li>- Observation checklist focused on participation, use of English and cooperation.</li> <li>- Review of students' poster drafts and final visual materials.</li> <li>- Assessment of students' rehearsal and preparation for the oral presentation.</li> </ul>		

Previous knowledge: Environmental problems, persuasive slogans and poster planning from previous sessions.			
Materials: Poster paper, recycled materials, markers, crayons, glue, scissors, magazines, planning templates, pencils, rulers.			
Procedures			
Stage	Timing	Activities	Grouping
Warm-up	5'	"Campaign Reminder". Groups briefly review their sketch, slogan and environmental message from the previous session while thinking about what advice the Lorax would give to protect the environment.	Groups
Poster creation	30'	Groups create the final version of their environmental awareness poster using recycled and artistic materials. Students include a slogan, an environmental problem, possible solutions and visual elements connected to their campaign. Throughout the activity, students communicate in English to organise tasks and make decisions collaboratively.	Groups
Since this learning situation is interdisciplinary with Arts and Crafts, students will also continue and complete their environmental awareness posters during the Arts lesson. This will allow them to dedicate more time to the visual composition, creativity and use of recycled materials while reinforcing the environmental message of their campaign.			
Presentation rehearsal	10'	Groups prepare a short oral presentation for the following session. Students decide who will present each part of the poster and rehearse simple explanations using structures such as: <i>We chose...</i> , <i>We should... because...</i>	Groups
Cooldown	5'	Students participate in a quick reflection about teamwork: <i>What was easy? What was difficult?</i>	Whole group

	Session 7	4 <sup>th</sup> grade	Time: 50 minutes
Topic:	Our Voices for the Planet		Date: 31 <sup>st</sup> May
Focus			
Skills:	Speaking, Listening		
Systems:	Functional language, persuasive expressions and oral communication		
Competences:	1,2,3,4,6		
Contents:			
<u>Lexis</u> : environmental vocabulary related to pollution, recycling, forests, animals and sustainability.			
<u>Grammar and functions</u> : should / shouldn't, because, opinions and persuasive language.			
<u>Communication</u> : oral presentations, active listening and peer interaction.			
<u>Citizenship and values</u> : environmental responsibility, cooperation and reflection on sustainable habits.			
Learning Outcomes:			
<ul style="list-style-type: none"> <li>- Students will be able to present an environmental awareness campaign using simple oral structures.</li> <li>- Students will be able to explain environmental problems and solutions clearly.</li> <li>- Students will be able to listen actively and respond to classmates respectfully.</li> <li>- Students will be able to reflect on the importance of protecting the environment.</li> </ul>			
<u>Evaluation Criteria</u> :			
1.1 Understand the main ideas of short oral presentations and multimodal texts.			
2.1 Express ideas, opinions and information orally using familiar vocabulary and structures.			
3.1 Participate actively in communicative and collaborative interactions.			

<b>Evaluation Procedures:</b>			
<ul style="list-style-type: none"> <li>- Teacher assessment of oral presentations using the final rubric.</li> <li>- Observation checklist focused on oral communication, participation and use of target language.</li> <li>- Peer-assessment sheet analysis.</li> <li>- Observation of active listening and collaborative interaction.</li> </ul>			
Previous knowledge: Environmental vocabulary, persuasive expressions and campaign posters created during previous sessions.			
Materials: Final posters, presentation notes, projector (optional), peer-assessment sheet, stickers or feedback cards.			
Procedures:			
<b>Stage:</b>	<b>Timing:</b>	<b>Activities:</b>	<b>Grouping:</b>
Warm-up	5'	"One Last Message from the Lorax". Students remember important ideas from the story by completing short sentences orally: <i>The Lorax wanted people to... / We should...</i>	Whole group
Group Presentations	25'	Each group presents their environmental awareness campaign poster to the class. Students explain the environmental problem, its consequences and their proposed solutions using simple oral structures and visual support.	Groups / Whole group
Peer feedback activity	10'	While listening, students complete a simple peer-feedback sheet identifying: one thing they liked, one new idea they learned and one strong slogan from another group. At the same time, the teacher evaluates each group presentation using the final assessment rubric shared in previous sessions.	Individual
Class Reflection	5'	The class discusses simple reflection questions: <i>What can we do to protect the planet at school? / What did we learn from The Lorax?</i>	Whole group
Cooldown	5'	Students write a final environmental promise on a small leaf-shaped paper: <i>I will recycle more, I will save water</i> , etc. The leaves are displayed on a classroom "Lorax Tree".	Individual / Whole group

## MATERIALS

All the materials, worksheets, flashcards, reading stations, templates and assessment resources designed for this learning situation can be found in the following link. The materials are organized in chronological order according to each session in order to facilitate their implementation and classroom use throughout the unit.

<https://docs.google.com/document/d/1foBslexLfB9yqAWHHMeZIXSzxG8qfBJLMSq6BvGAJbk/edit?usp=sharing>