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PROGRAMACIÓN DIDACTICA LENGUA

**EXTRANJERA: INGLÉS**

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**“An inclusive path to English Learning”**

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## 1. INTRODUCTION:

Teaching English as a Foreign Language (EFL) in the schools is very different from it had many years ago. As we live in the age of globalization, everything is interconnected and interdependent. It cannot help the students preparing to face challenges that come across their way constantly. Early exposure promotes native-like pronunciation, enhances cognitive and academic abilities, and fosters intercultural awareness and motivation for future language learning; Bialystok et al. (2004, 2012). It also prepares students for further education and to participate in a globalized workforce where English serves as a key lingua franca (, -Jenkins (2007); Seidlhofer (2011)).

Primary students are very receptive to the sound and rhythm of language, meaning that early expose to EFL enables them to achieve more natural pronunciation and better fluency (Long, 1990). Later extended learning throughout the primary years also supports steady vocabulary expansion and automatic use of basic language structures (Cameron, 2001). Acquiring an additional language strengthens attention, problem-solving skills, and cognitive flexibility, which positively influences achievement and enhances metalinguistic awareness by encouraging children to reflect and compare English with their own language (Bialystok, et al., 2012).

As Crystal states English as global language offers students meaningful opportunities to explore different cultures and insights, which promote tolerance, respect, empathy, and common sense (Crystal, (2003). In the same vein, Byram et al. Claim that regular contact with other cultures during learning English process encourages a more open-minded and caring attitude towards many differences in societies (Byram, et al., 2001). This helps to build confidence in using the language

in concrete situations and it can increase young people's competitiveness in comparison with their peers (Eurydice, 2017).

EFL in primary school can be seen as a vehicle to teach critical thinking, problem solving, reasoning, interpretation, teamwork, creativity, cooperation, and communication. These are global skills and twenty-first century competencies as the European Commission points out. However, there are many challenges to teach these global skills. Many teachers lack confidence in how to teach these skills due to an absence of explicit training or support. Chu et al. state that although twenty first century skills frameworks name specific learning goals, these models are limited in their applicability because they do not provide educators with the necessary tools by which to reach these global skills goals (Chu et al., 2017). Yet, interestingly, research has also shown that teaching twenty first century skills can be motivating for both teachers and learners as it further broadens the relevance and meaning of what is done in class (Rueda, 2013).

Primary EFL is justified as a space for developing "multiliteracies": reading, writing and creating meaning across texts, images, digital media and multimodal resources, (Cope & Kalantzis, 2009). Thus, young learners must interpret and produce multimodal outputs in English to participate fully in contemporary societies and early English exposure can support emotional regulation, learner voice and positive identity construction, especially in diverse multilingual classrooms, (García & Wei, 2014).

In a nutshell, teaching EFL in primary education, from an approach aligned with the competences that students need today, is not just an option but an urgent issue that it must address to prepare young people for the demands and challenges of the

present. Moreover, it constitutes a key tool for promoting sustainability, social justice, equality, democratic participation, and intercultural citizenship, UNESCO (2017).

## **2. THEORETICAL AND NORMATIVE FOUNDATION OF THE CURRICULUM**

In the light of the above, the way of teaching English in primary education is key. It requires diverse approaches that help all and every learner to progress and develop their skills. Therefore, this syllabus design is inspired and based on the Universe Design for Learning. The main aim of this is to create a flexible curriculum that meets students' needs, rather than forcing the students to break trying to fit into a rigid syllabus. By providing multiple means of actions and expression it helps to develop expert learners who are resourceful and strategic. The UDL provides “cognitive curb cuts” (the ramps in sidewalks) that make this syllabus a tool for social justice and equity, ensuring that high-quality education is accessible to all. This UDL allows students to have a voice of choice in how they approach tasks, build emotional resilience and positive identity as a successful student (CAST, 2024).

This syllabus is based on the Royal Decree 157/2022,1 de Marzo, which determines the general objectives, the specific and key competences of the curriculum of primary education, and the Decree 155/2022 of the Community of Madrid as the school is located there. This local regulation for Madrid highlights how English is taught during this stage, so that to make use of their tender and receptive ability to mould and shape the good language in them.

In the current Spanish and Madrid educational regulations, the Universal Design for Learning (UDL) is established as a general principle connected to inclusion and accessibility. It is also applied to the area of EFL even though it is rarely mentioned in the plannings or textbooks in that stage. At the European level, UDL is promoted

as a framework for ensuring equitable access to language learning within broader policies of inclusive education and plurilingualism, (Council of Europe, 2001, 2018).

The Spanish Organic Law 3/2020, known as LOMLOE explicitly incorporates UDL as a key to addressing learner diversity, encouraging the use of flexible materials, methods and strategies in line with inclusion, linguistic competence, intercultural understanding, and plurilingualism. Within the primary education core curriculum, learning situations should be clearly aligned with UDL principles in order to promote flexible and accessible pedagogical processes and to support lifelong “learning to learn” (Reyes et al., 2023).

The EFL curriculum regulated in the LOMLOE states that learning should be dynamic, continuous, flexible, and open, adapting to students’ circumstances, needs, and interests. This approach connects with UDL principles, including multi-means of presentation, action, and expression, and engagement. This subject is grounded in the Common European Framework of Reference for Language (CEFR) and in a plurilingual perspective, which means that the design of English learning tasks and situations is expected to incorporate accessibility, a range of formats and resources, and appropriate scaffolding for all learners, including those with special educational needs (SEN) (Council of Europe, 2001, 2018).

As it was mentioned above, the primary education curriculum in the Community of Madrid adopts the same national principles, emphasizing inclusion, diversity, and UDL as framework for creating learning situations across all subject areas, including EFL. At the same time, Ordinance 988/2023 establishes the expansion of Spanish-English bilingual education into early childhood education, highlighting the importance of qualified teachers and organizational structures that guarantee English

exposure opportunities for all pupils. This development is framed within broader European and national policies on inclusive and plurilingual education (Council of Europe, 2018).

At the European level, Erasmus+ projects focus on UDL to support teachers and institutions by providing resources, guidelines, and good practice examples to help design inclusive, flexible and accessible learning environment for all learners, including with diverse needs. The European Commission states that for all learners, including those with diverse needs, in line with European policies on inclusive education and teacher professional development, (European Commission, 2018).

In this syllabus design, the main aim is also to create learning activities in a multiple and inclusive way, so that students from different backgrounds and different socio-economic levels can perform without obstacles or hindrances. The social prejudices may condition the students, the teachers and the families, and they can unconsciously influence students' performance. That is why primary students need to learn to respect and appreciate the differences by understanding themselves first and all whatever surrounds them.

Another important aspect that educators should take into account is that they should provide mixed-ability classes to give more opportunities to the students. The students learn the language in a safe environment to gain more confidence, and at the same time they should feel challenged so that they can feel motivated and encouraged to learn (Tomlinson & Dörnyei, 2001).

One of the actual challenges in the primary schools in Madrid, is the diversity of students who come from different parts of the world. They have different levels of EFL, yet they are in the same classroom. Most of the time, teachers find it very

difficult to help them, and therefore they need to use as many strategies and methods as possible to provide learners with multimodal ways to cope with their needs. Moreover, an increasing number of primary students present several learning difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), speech disorders, or dyslexia. Recent population-based research in Spain by Rodríguez, et al. (2022) suggests that around 10% of children are affected by ADHD, with additional percentages for ASD and communication disorders, which confirms that these conditions are relatively frequent in mainstream classrooms. This is the daily challenge for an EFL primary teacher. UDL planning principles help to design learning situations in which the special needs of students are included, and all students benefit at the same time. This is the daily challenge for an EFL primary teacher. UDL planning principles help to design learning situations in which the special needs of students are included, and all students benefit at the same time (Rose & Meyer, 2002); CAST, 2018))

### **3. CONTEXTUALIZATION**

This syllabus is designed for a semi-private bilingual school situated in a middle-class area within the Autonomous Community of Madrid, where students come from diverse socio-economic and mixed backgrounds. Madrid is one of the leading regions in Spain in bilingual education, with many public, private and semi-private schools delivering between 30% and 50% of the curriculum in English (for example, Science, Arts, or Physical Education) (Community of Madrid, 2023; Eurydice, 2020). In this context, English functions as a medium for content learning, and learners are expected to view it as a meaningful tool for play, thinking, and communication that is

closely integrated with real-life experience (Coyle, Hood, & Marsh, 2010; Council of Europe, 2018).

The Salesian Religious School in Atocha caters to pre-primary and primary education. However, this syllabus is designed specifically for second-grade primary students, who are 7–8 years old. Children at this age have already developed a considerable ability to read, listen, write, and speak in their own language, which enables them to understand other languages when they are exposed to them at school (Cameron, 2001). They have also begun to form basic ideas about the grammatical structure of language. Nevertheless, it is more effective for them to learn through games, songs, and cooperative activities with their classmates (Cameron, 2001; Pinter, 2011)).

The Salesian School is a large educational institution that hosts a considerable number of students, especially because the primary children are well distributed. The second-grade students are located on the second floor of the building. With them, there are some first and fourth-grade students, so it is very interesting to see them as mixed groups for interaction among them.

The Salesians in Atocha (Madrid) take part in the BEDA programme, which stands for Bilingual English Development & Assessment. This programme is run by the Catholic Schools of Madrid in partnership with Cambridge English, and the school is also part of the bilingual programme of the Community of Madrid (Cambridge English & FERE-CECA, 2018; Community of Madrid, 2023). The BEDA scheme is integrated into the school's bilingual project and operates across educational stages, providing extra English instruction, conversation assistants, Cambridge English exams, and immersion-style experiences for students.

The school uses an extended English timetable and employs native-language assistants in class, especially from primary education onwards. English is a key axis of the school's educational project, combined with innovation. In primary education, the institution explicitly states that it is part of the BEDA programme, noting that "we have native language assistants who enrich our students' learning in the classroom" (Escuelas Católicas de Madrid, 2023). The language assistant typically reinforces speaking, pronunciation, and communicative tasks, often working in small groups or in co-teaching sessions, while the main teacher retains responsibility for curriculum delivery and assessment (BEDA Program, Escuelas Católicas de Madrid; Cambridge English & FERE-CECA, 2018).

The school is an authorized Cambridge English exam centre and prepares students systematically for official qualifications (for example, Cambridge English: Starters, Flyers, A1, A2, B1, B2, and higher, depending on the educational stage). At the Salesian School in Atocha, BEDA does not operate as an isolated project but as a key support for the wider bilingual school model. This means that English classes take place every day, with four sessions of English instruction per week. In addition, there are two sessions of Natural Science, one session of Art & Craft, and one extra session of English conversation class. The school also offers other immersion experiences in primary education, such as "educational stays in Ireland" and language exchanges in several countries (for example, France, Germany, Italy, or the UK) (Escuelas Católicas de Madrid, 2023; Cambridge English & FERE-CECA, 2018).

#### 4. GENERAL OBJECTIVES

This didactic syllabus is aligned with the general objectives for primary education defined by Royal Decree 157/2022 and implemented in the Community of Madrid via Decree 61/2022. Rather than isolated academic targets, these objectives constitute a holistic framework of capacities designed to ensure the integral development of the student within a democratic society. Beyond linguistic proficiency, the English classroom provides a privileged space to foster civil values, cooperative work habits, and digital literacy. By integrating cultural awareness and emotional intelligence into the learning process, this syllabus aims to develop the students' autonomy and social responsibility, fulfilling the multidisciplinary mandate of the current educational legislation.

| <b>OBJECTIVOS DE LA ETAPA</b>  |
|--|
| a. 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. 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.                                      |
| c. 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.  |
| d. Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres, y la no discriminación de personas por motivos de etnia, orientación o identidad sexual, religión o creencias, discapacidad u otras condiciones. |
| 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.   |
| j. Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.  |
| 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. SPECIFIC AND KEY COMPETENCES

This section outlines the core element of the Royal Decree 157/2022, which regulates EFL in the Primary Education curriculum. It defines the Specific and key competences that students must acquire during their learning process along with the objectives, assessment criteria, evaluation procedures, and methodological principles that guide teaching practice.

| <b>COMPETENCIA ESPECIFICA</b>   | <b>CRITERIO DE EVALUACION</b>  |
|---|--|
| <p><b>1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas.</b></p> | <p>1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa y en lengua estándar.</p> <p>1.2. Seleccionar y aplicar de forma guiada estrategias elementales en situaciones comunicativas cotidianas y de relevancia para el alumnado con el fin de captar la idea global e identificar elementos específicos con ayuda de elementos de la lengua y del contexto y el contexto.</p>  |
| <p><b>2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.</b></p>   | <p>2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación en lengua inglesa.</p> <p>2.2. Escribir palabras, expresiones conocidas y frases a partir de modelos y con una finalidad específica, a través de herramientas analógicas y digitales, usando léxico y estructuras elementales de la lengua inglesa sobre asuntos cotidianos y de relevancia personal para el alumnado.</p> <p>2.3. Seleccionar y aplicar de forma guiada, estrategias básicas para producir mensajes breves y sencillos en inglés, adecuados a las intenciones comunicativas usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada</p> |

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|   | momento.   |
| <b>3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.</b> | <p>3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.</p> <p>3.2. Seleccionar y utilizar, de forma guiada y en entornos próximos, estrategias elementales para saludar, despedirse y presentarse; expresar mensajes sencillos y breves; y formular y contestar preguntas básicas para la comunicación en lengua inglesa.</p>             |
| <b>4. Mediar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación</b>   | 4.1. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos en situaciones en las que atender a la diversidad, mostrando empatía e interés por los interlocutores e interlocutoras y por los problemas de entendimiento en su entorno inmediato, apoyándose en diversos recursos y soportes.   |
| <b>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.</b>      | <p>5.1. Comparar y contrastar similitudes y diferencias evidentes entre distintas lenguas reflexionando, de forma guiada, sobre aspectos elementales de su funcionamiento.</p> <p>5.2. Identificar y aplicar, de forma guiada, conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, con apoyo de otros participantes y de soportes analógicos y digitales.</p> <p>5.3. Identificar y explicar, de manera guiada, avances y dificultades elementales en el proceso de aprendizaje de la lengua extranjera</p> |
| <b>6. Apreciar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales</b>                                    | <p>6.1. Mostrar interés por la comunicación entre diferentes culturas, identificando y analizando, de forma guiada, las discriminaciones y los prejuicios más comunes, en situaciones cotidianas y habituales.</p> <p>6.2. Reconocer y apreciar la diversidad de otros contextos relacionados con la lengua extranjera, mostrando interés por conocer los elementos fundamentales de la lengua y su cultura.</p>   |

| COMPETENCIAS CLAVES   | DESCRIPTORES   |
|---|--|
| <p><b>Competencia en comunicación lingüística (CCL)</b></p>                                   | <p><b>CCL1.</b> Expresa hechos, conceptos, pensamientos, opiniones o sentimientos de forma oral, escrita, signada o multimodal, con claridad y adecuación a diferentes contextos cotidianos de su entorno personal, social y educativo, y participa con respeto en interacciones de comunicación, tanto para intercambiar información y crear conocimiento como para construir vínculos Personales.</p> <p><b>CCL2.</b> Comprende, interpreta y valora textos orales, escritos, signados o multimodales sencillos de los ámbitos personal, social, y educativo, con acompañamiento puntual, para participar en contextos cotidianos para construir conocimiento.</p> <p><b>CCL3.</b> Localiza, selecciona y contrasta, con el debido acompañamiento, información sencilla procedente de dos o más fuentes, evaluando su fiabilidad y utilidad en función de los objetivos de lectura, y la integra y transforma en conocimiento para comunicarla adoptando un punto de vista creativo, crítico y personal.</p> <p><b>CCL5.</b> Pone sus prácticas comunicativas al servicio de la convivencia, la gestión dialogada de los conflictos y la igualdad de derechos de todas las personas, para favorecer un uso eficaz y no discriminatorio de los diferentes sistemas de comunicación.</p> |
| <p><b>Competencia plurilingüe (CP)</b></p>  | <p><b>CP1.</b> Usa, al menos, una lengua, además de la lengua propia, en su caso, y el español, para responder a necesidades comunicativas sencillas y predecibles, de manera adecuada tanto a su desarrollo e intereses como a situaciones y contextos cotidianos de los ámbitos personal, social y educativo.</p> <p><b>CP2.</b> A partir de sus experiencias, reconoce las diferentes lenguas y experimenta estrategias que, de manera guiada, le permiten realizar transferencias sencillas entre distintas lenguas para comunicarse en contextos cotidianos y ampliar su repertorio del Lenguaje.</p> <p><b>CP3.</b> Conoce y respeta la variedad de las lenguas presentes en su entorno, reconociendo y comprendiendo su valor como factor de diálogo, para mejorar la convivencia.</p>  |
| <p><b>Competencia matemática y competencia en ciencia, tecnología e ingeniería (STEM)</b></p> | <p><b>STEM3.</b> Realiza, de forma guiada, proyectos, diseñando, fabricando y evaluando diferentes prototipos o modelos, adaptándose ante la incertidumbre, para generar un producto creativo con un objetivo concreto, procurando la participación de todo el grupo.</p> <p><b>STEM5.</b> Participa en acciones fundamentadas científicamente para promover la salud y preservar el medio ambiente y los seres vivos.</p>   |
| <p><b>Competencia digital (CD)</b></p>  | <p><b>CD3.</b> Participa en actividades y/o proyectos escolares mediante el uso de herramientas o plataformas virtuales que le permitan construir nuevo conocimiento, comunicarse, trabajar en grupo, y compartir datos y contenidos en entornos digitales restringidos y</p>  |

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|   | <p>supervisados de manera segura y responsable ante su uso.</p> <p><b>CD4.</b> Conoce los riesgos y adopta, con la orientación del docente, medidas preventivas al usar las tecnologías digitales para proteger los dispositivos, los datos personales, la salud y el medioambiente, y se inicia en la adopción de hábitos saludables de las mismas.</p>  |
| <p><b>Competencia personal, social y de aprender a aprender (CPSAA)</b></p> | <p><b>CPSAA1.</b> Es consciente de las propias emociones, ideas y comportamientos personales y emplea estrategias para gestionarlas en situaciones de tensión o conflicto, adaptándose a los cambios y armonizándolos para alcanzar sus propios objetivos.</p> <p><b>CPSAA2.</b> Conoce los riesgos más relevantes y los principales activos para la salud, adopta estilos de vida saludable, y detecta y busca apoyo ante situaciones negativas.</p> <p><b>CPSAA3.</b> Reconoce y respeta las emociones y experiencias de los demás, participa activamente en el trabajo en grupo, asume las responsabilidades individuales asignadas y emplea estrategias dirigidas a la consecución de objetivos compartidos.</p> <p><b>CPSAA4.</b> Reconoce el valor del esfuerzo y la dedicación personal para la mejora de su aprendizaje y adopta posturas críticas en procesos de reflexión guiados.</p> <p><b>CPSAA5.</b> Planea objetivos a corto plazo, utiliza estrategias de aprendizaje autónomo y participa en procesos de autoevaluación y evaluación conjunta, reconociendo sus limitaciones y sabiendo buscar ayuda en el proceso de construcción del conocimiento.</p> |
| <p><b>Competencia ciudadana (CC)</b></p>                                    | <p><b>CC1.</b> Entiende los procesos históricos y sociales más relevantes relativos a su identidad y cultura, reflexiona sobre las normas de convivencia, y las aplica de manera constructiva, dialogante e inclusiva en cualquier contexto.</p> <p><b>CC2.</b> Participa en actividades de su entorno cercano, en la toma de decisiones y la resolución de los conflictos de forma dialogada y respetuosa con los principios y valores de la Unión Europea y la Constitución Española, los derechos humanos y de la infancia, el valor a la diversidad y de la igualdad entre hombres y mujeres, la cohesión social y los Objetivos de Desarrollo Sostenible acordados por la ONU.</p> <p><b>CC3.</b> Reflexiona y dialoga sobre valores y problemas de la actualidad, comprendiendo la necesidad de respetar diferentes culturas y creencias, cuidar el entorno, de rechazar prejuicios, y de oponerse a cualquier forma de discriminación y violencia.</p> <p><b>CC4.</b> Comprende las relaciones entre las acciones humanas y el entorno, y se inicia en la adopción de estilos de vida adecuados, para conservar la biodiversidad.</p>                              |
| <p><b>Competencia emprendedora (CE)</b></p>                                 | <p><b>CE2.</b> Identifica fortalezas y debilidades propias utilizando estrategias de autoconocimiento, y se inicia en el conocimiento de elementos económicos y financieros básicos, aplicándolos a situaciones y problemas de la vida cotidiana.</p> <p><b>CE3.</b> Crea ideas planifica tareas, colabora con otros y en equipo, valora el proceso realizado y el resultado obtenido para llevar a cabo iniciativas de emprendimiento, y considera la experiencia como una oportunidad para aprender.</p>  |

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| <p><b>Competencia en conciencia y expresión culturales (CCEC)</b></p> | <p><b>CCEC1.</b> Reconoce y aprecia los aspectos fundamentales del patrimonio cultural y artístico, comprendiendo las diferencias culturales y la necesidad de respetarlas.</p> <p><b>CCEC2.</b> Reconoce especificidades e intencionalidades de las manifestaciones artísticas y culturales más destacadas del patrimonio, y se interesa por ellas, identificando los medios y soportes, así como los lenguajes y elementos técnicos que las caracterizan.</p> <p><b>CCEC3.</b> Expresa ideas, opiniones, sentimientos y emociones de forma creativa, empleando distintos lenguajes artísticos y culturales, integrando su propio cuerpo, interactuando con el entorno y desarrollando sus capacidades afectivas.</p> |
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## 6. CONTENTS

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| <p><b>CONTENIDOS</b></p>  |
| <p><b>Bloque 1: Comunicación</b></p>  |
| <ul style="list-style-type: none"> <li>▪ Autoconfianza en el uso de la lengua extranjera. El error como parte del proceso de aprendizaje y como instrumento de mejora.</li> <li>▪ Iniciación en las estrategias elementales para la comprensión y la producción (vuelve a leer el texto, usa su conocimiento previo, lee entre líneas, usa las pistas del contexto, piensa en voz alta, resume, ubica las palabras clave, hace predicciones, visualiza, imita, repite...) de textos orales, escritos y multimodales breves, sencillos y contextualizados en lengua inglesa.</li> <li>▪ Funciones comunicativas elementales adecuadas al ámbito y al contexto: saludar, despedirse, presentar y presentarse, dar las gracias, pedir permiso o ayuda...; identificar las características de personas, objetos y lugares; responder a preguntas concretas sobre cuestiones cotidianas en inglés; expresar el tiempo, la cantidad y el espacio.</li> <li>▪ Modelos contextuales elementales en la comprensión y producción de textos orales, escritos y multimodales, breves y sencillos, tales como felicitaciones, notas, listas o avisos, cuentos, comics... con alto contenido visual, siguiendo modelos y cuidando su presentación. Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas.</li> <li>▪ Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correcto. Participación en conversaciones de aula. Estrategias para la comprensión de palabras clave y mensajes sencillos producidos con distintos acentos en la lengua inglesa.</li> </ul> |
| <p><b>Bloque 2: Plurilingüismo</b></p>  |
| <p>- Estrategias y técnicas elementales de detección de las carencias comunicativas y las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio del lenguaje propio, tales como la repetición,</p>  |

imitación, la solicitud de aclaraciones, la búsqueda de recursos para entender el discurso, la comunicación no verbal...

- Iniciación a las estrategias elementales para identificar y utilizar unidades del lenguaje (léxico, morfosintaxis, patrones sonoros, etc.) tales como la transferencia y aplicación de estrategias de la lengua materna, uso de imágenes, vocabulario, diagramas, mapas mentales básicos, pósteres, diccionarios personales con imágenes, canciones... a partir de la comparación de las lenguas y variedades que conforman el repertorio del lenguaje personal.

### **Bloque 3: Interculturalidad**

- La lengua extranjera como medio de comunicación y relación con personas de otros países. Realidades sociales y culturales de otras lenguas, respeto y tolerancia por el interlocutor, sus costumbres, tradiciones y su cultura.

- Aspectos del lenguaje, de la cultura y de la sociedad, elementales y más significativos relativos a las costumbres y la vida cotidiana en países donde se habla la lengua extranjera.

- Iniciación en las estrategias básicas de uso común para entender y apreciar la diversidad de la lengua, la cultura y el arte, a partir de valores sociales y medioambientales y democráticos. La realidad de las lenguas del aula como fuente de riqueza cultural.

### **Bloque 4: Sintácticos discursivos**

- Expresión de relaciones lógicas: conjunción (and); disyunción (or).

- Afirmación: affirmative sentences; Yes (+tag).

- Negación: negative sentences with not, no (Adj.).

- Exclamación: exclamatory sentences (e.g. I love bananas!); How + Adjective (e.g. How beautiful!).

- Interrogación: Wh- questions (What; Where; How many; who). Auxiliary verbs in questions: to be; to do.

- Expresión del tiempo: presente (simple present).

- Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adverb eg. always, everyday]).

- Expresión de la modalidad: permiso (can), capacidad (can), obligación (have (got) to); imperative.

- Expresión de la existencia (to be; there is/are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very]+) Adj.).

- Expresión de la cantidad: (singular/plural; cardinal numbers up to two digits; ordinal numbers up to one digit; quantity: many, some, more, (a) little, more.

Degree: very.

- Expresión del espacio: prepositions and adverbs of location, position.

- Expresiones temporales: divisions (e.g. summer) indications of time (e.g. now, tomorrow); frequency (e.g. sometimes, on Saturdays); prepositions and adverbs of time.

- Expresión del modo: Adv. of manner (e.g. slowly, well).

- Expresión de la posesión: I have got (I've got); preposición of.

- Expresión de gustos y preferencias: I like/I don't like; I like verb- ing.

This annual teaching programme is structured as a connected sequence of fifteen units that gradually help to strengthen students' communicative skills in English while

attending to the heterogeneous realities of a primary classroom in Madrid. Over the course of the units, children work with relevant themes linked to their own lives, their immediate environment and other curriculum areas, so that English functions as a means to explore and make sense of the world rather than remaining a purely academic subject (Tomlinson, 2017). Each unit is also framed through a meaningful learning situation that gives coherence to the activities and connects language use to real communicative purposes and concrete outcomes, helping students understand why they are learning and how English is useful in authentic contexts.

The pedagogical foundation of the syllabus is explicitly inclusive, drawing on the principles of Universal Design for Learning to provide multiple means of presentation, action-expression and engagement in every unit (CAST, 2018; Meyer, Rose & Gordon 2014). Visual, auditory and kinesthetic supports, varied grouping arrangements and flexible assessment tools are systematically planned so that all pupils, regardless of their learning profile, can access the same core objectives and demonstrate their progress in different ways (Ralabate, 2005). In this sense, the programming aims not only to remove barriers, but also to foster learners' autonomy and agency, gradually guiding them towards becoming expert, self-regulated learners (Zimmerman, 2000).

At the same time, the fifteen units follow a CLIL approach, combining English with content from subjects like Natural or Social Science, Arts, Mathematics, or Physical Education, so that students learn the language while they are also learning new concepts (Coyle, Hood & Marsh, 2010). This two-way focus helps them develop the linguistic, plurilingual and intercultural competences required by the current Spanish and regional curriculum, and it also encourages higher-order thinking skills such as making hypotheses, organizing information or solving problems (Council of Europe,

2018). By carrying out real-life tasks—such as simple experiments, small projects or class surveys—students use English in authentic communication and realise that the foreign language is useful outside the classroom (Coyle et al., 2010; Dalton-Puffer, 2007). Alongside this, each unit incorporates a concise intercultural component, encouraging pupils to explore similarities and differences between cultural practices, routines or celebrations around the world, fostering curiosity, respect and openness towards diversity (Byram, 1997; Council of Europe, 2018).

Methodologically, this proposal brings together Total Physical Response, Task-Based Learning and games-like activities to keep pupils highly motivated and to link language learning with movement, emotion and cooperation (Asher, 1977; Willis, 1996). TPR is especially used in the first cycles and in units that present new vocabulary, so that young learners can absorb words and basic structures through physical action and clear teacher instructions (Asher, 1977; Cameron, 2001). Task-Based Learning organizes the units around communicative goals such as producing a simple poster, carrying out a class survey or acting out a role play where students must negotiate meaning, work together and use English to complete a concrete task (Willis, 1996). Games, songs, and stories reinforce this methodology by offering frequent, meaningful exposure to language in a relaxed atmosphere, supporting both fluency and accuracy (Krashen, 1982).

Finally, the yearly plan is closely aligned with the key competences, specific competences and assessment criteria set out in Real Decree 157/2022 and in the regional regulations for Primary Education in Madrid. Each unit includes clear learning outcomes describing what learners will be able to understand, say and write, together with attitudinal and intercultural aims that promote respect, cooperation and openness towards other cultures (Council of Europe, 2018).

Assessment is conceived as a continuous, formative and inclusive process, making use of rubrics, observation sheets, self-assessment tools and simple learning journals that provide feedback to students and guide teaching decisions across the fifteen-unit programme (Black & Wiliam, 1998; Shepard, 2000)

| UNIT 1: ALL ABOUT ME                          |  |  |                 |                           |                                       |
|---|--|--|-----------------|---------------------------|---------------------------------------|
| <b>Topic</b>                                  | <b>Greetings! Talking about oneself</b>  |  |                 | <b>Sessions and dates</b> | <b>5 sesions From 9-18/ september</b> |
| <b>Focus</b>                                  |  |  |                 |                           |                                       |
| <b>Skills</b>                                 | <b>Listening</b>   | <b>Reading</b>   | <b>Speaking</b> | <b>Writing</b>            |                                       |
| <b>Systems</b>                                | <b>Function</b>  | <b>Phonology</b>   | <b>Lexis</b>    | <b>Grammar</b>            | <b>Discourse</b>                      |
| <b>Cross-curricular / CLIL link</b>           | <b>Arts:</b> Colours and shapes<br>Use colours and simple shapes to create a personal self-portrait poster.<br>Make simple visual choices (colour, size, decoration) to represent aspects of their identity.”  |  |                 |                           |                                       |
| <b>Curricular elements</b>                    |  |  |                 |                           |                                       |
| <b>Learning objectives outcomes</b>           | The students will be able to: <ul style="list-style-type: none"> <li>◆ Introduce themselves and others using simple sentences</li> <li>◆ Respond to greetings and express basic feelings.</li> <li>◆ Recognize and produce numbers and colors in context.</li> <li>◆ Pronounce key personal words clearly and confidently</li> </ul> |  |                 |                           |                                       |
| <b>Specific competence</b>                    | 1  | 2  | 3               | 4                         | 5 6                                   |
| <b>Key Competenc</b>                          | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC   |  |                 |                           |                                       |
| <b>Contents from Decree 155/2022 (Madrid)</b> | <b>Category</b>  | <b>Detail</b>  |                 |                           |                                       |
|   | Function   | Introduction, greetings, talking about oneself (name, age, favorite color) and expressing feelings (happy, sad, joyful...) |                 |                           |                                       |
|   | Lexis  | Hello, hi, goodbye, good morning, thank you, please, sorry<br>Red, blue, green, yellow, pink, orange, purple...            |                 |                           |                                       |
|   | Grammatical structure  | I am..../My name is.../I'm 7/I like....  |                 |                           |                                       |
|   | Sub-skills   | Understanding the general topic of a conversation.<br>Correct use of commas, periods, and capitalization.                  |                 |                           |                                       |
|   | pronunciation  | Sound /h/, /n/, /g/.   |                 |                           |                                       |
| <b>Learning</b>                               | <b>“My Identity Gallery: Present Your Masterpiece”</b><br><b>Description:</b><br>Students organize an authentic art exhibition in the classroom or hallway, where each child becomes a professional artist   |  |                 |                           |                                       |

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| <b>Situation</b>   | presenting their “All About Me art poster” to classmates, families, or teachers from other grades. They use English to explain their artwork while visitors ask simple questions.   |   |
| <b>Universal Design for Learning (UDL)</b>                   | Multiple means of representation  | Use images and flashcards for supporting visual comprehension; Using a short audio/video for working listening comprehension of greetings and personal information                          |
|  | Multiple means of action and expression   | Pupils show understanding by crossing off images in bingo, raising flashcards, acting in TPR (stand up/sit down/ poin to your name card/ jump if you are 7), and speaking in the mini song. |
|  | Multiple means of engagement  | Choice of favourite colour/ food in the “All about me” poster; cooperate bingo; positive closing song.  |
| <b>Intercultural component</b>                               | Pupils explore cultural diversity and personal identity by representing aspects of their own family or cultural traditions visually and orally, fostering respect and intercultural awareness in a simple, age-appropriate way. |   |
| <b>Evaluation criteria, tools and qualification criteria</b> |   |   |
| <b>Evaluation criteria</b>                                   | Comunication: 1.1, 1.2; 2.1, 2.2, 2.3   |   |
|  | Plurilingualism: 3.1, 3.2   |   |
|  | Interculturalidad: 6.1, 6.2   |   |

| UNIT 2: MAGIC WORDS                 |   |                           |   |                |
|-------------------------------------|---|---------------------------|---|----------------|
| <b>Topic</b>                        | <b>Please and thank you</b>   | <b>Sessions and dates</b> | <b>5 sesiones<br/>22/september-02/october</b> |                |
| <b>focus</b>                        |   |                           |   |                |
| <b>Skills</b>                       | <b>Listening</b>  | <b>reading</b>            | <b>speaking</b>                               | <b>writing</b> |
| <b>Systems</b>                      | <b>Function</b>   | <b>phonology</b>          | <b>lexis</b>                                  | <b>grammar</b> |
| <b>Cross-curricular / CLIL link</b> | <b>Social Values:</b><br>Development of basic rules of courtesy and social coexistence, emphasizing the use of “please” and “thank you” in everyday communicative situations.<br>Identification and recognition of respectful and appropriate behaviors in different social contexts, such as shops, the classroom, and family settings.  |                           |   |                |
| <b>Curricular elements</b>          |   |                           |   |                |
| <b>Learning objectives outcomes</b> | The students will be able to: <ul style="list-style-type: none"> <li>◆ Use polite expressions to ask for and to receive</li> <li>◆ Respond to requests with politeness</li> <li>◆ Apply these words in the daily life</li> <li>◆ Identify situations where polite language promotes positive relationships.</li> <li>◆ Demonstrate respectful behaviour through role-plays and group interactions.</li> </ul> |                           |   |                |
| <b>Specific competence</b>          | 1   | 2                         | 3   | 4              |
|                                     |   |                           |   | 6              |

|  |  |   |
|--|--|---|
| <b>Key Competences</b>                                       | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC   |   |
|  | <b>Category</b>  | <b>Detail</b>   |
| <b>Contents from Decree 155/2022 (Madrid)</b>                | Function   | Children learn to express some requests and to be able to respond with politeness and gratitude<br>"Please may I borrow your pen?"      |
|  | Lexis  | Please, thank you, sorry, excuse me, kindness, respect, polite, sharing, helping, caring, and friendly.                                 |
|  | Grammatical structure  | Please+may/can+pronoun +verb+object?<br>Please +verb+object<br>Thank you+for+noun/verb-ing<br>Thank you+for+ noun                       |
|  | Sub-skills   | Listening : identifying topic<br>Writing : forming letter   |
|  | pronunciation  | /th/ /pl/   |
| <b>Learning situation</b>                                    | <b>"The Classroom Shop: Let's Be Polite Customers!"</b><br><b>Description:</b><br>Students become customers and shop assistants in a real shop set up in the classroom using everyday class objects (pencils, erasers, notebooks, toys). They must buy and sell using only polite English ("please", "thank you", "here you are"), while solving real social problems: queues, lack of change, broken items, impatient classmates. |   |
| <b>Universal Design for Learning (UDL)</b>                   | Multiple means of representation   | Visual: Courtesy pictograms, happy/sad faces, shop scenario pictures.<br>Auditory: Model dialogues, magic words, song, peer role-plays. |
|  | Multiple means of action and expression  | Speak role-plays, point to pictures, give/show stickers, and write simple "Thank you" cards.  |
|  | Multiple means of engagement   | Choice of role (shopkeeper/customer).<br>Choice of product to buy, peer feedback with stickers.   |
| <b>Intercultural component</b>                               | Develop pupils' awareness of different cultural norms of politeness and respect, fostering empathy and intercultural understanding. Students present their example of politeness, classmates observe, and the teacher models simple English phrases to comment ("I like your greeting!", "Interesting way to say thank you").  |   |
| <b>Evaluation criteria, tools and qualification criteria</b> |  |   |
| <b>Evaluation criteria</b>                                   | Communication: 1.1, 1.2; 2.1, 2.2, 2.3   |   |
|  | Plurilingualism: 3.1, 3.2  |   |
|  | Interculturalidad: 6.1, 6.2  |   |

### UNIT 3: LITTLE HELPERS

|              |                                  |                            |   |
|--------------|----------------------------------|----------------------------|---|
| <b>Topic</b> | <b>Can you help me, please ?</b> | <b>Sesions &amp; dates</b> | <b>6 sesions<br/>From 03-14/october</b> |
|--------------|----------------------------------|----------------------------|---|

|   |  |   |                 |                |                  |   |
|---|--|---|-----------------|----------------|------------------|---|
| <b>Focus</b>  |  |   |                 |                |                  |   |
| <b>Skills</b>   | <b>Listening</b>   | <b>Reading</b>  | <b>Speaking</b> | <b>Writing</b> |                  |   |
| <b>Systems</b>  | <b>Function</b>  | <b>Phonology</b>  | <b>Lexis</b>    | <b>Grammar</b> | <b>Discourse</b> |   |
| <b>Cross-curricular / CLIL link</b>                           | <b>Social Science:</b> Identify and carry out helpful tasks at home and at school (domestic/home responsibilities). Recognize the importance of collaboration and teamwork within the community.   |   |                 |                |                  |   |
| <b>Curricular elements</b>                                    |  |   |                 |                |                  |   |
| <b>Learning objectives outcomes</b>                           | The students will be able to: <ul style="list-style-type: none"> <li>◆ Identify ways children can help at home or school.</li> <li>◆ Use simple English phrases to describe helping actions</li> <li>◆ Understand helpful vs. unhelpful behaviors.</li> <li>◆ Practice polite teamwork language.</li> <li>◆ Demonstrate helpful actions in role-play activities.</li> </ul>                                |   |                 |                |                  |   |
| <b>Specific competence</b>                                    | 1  | 2   | 3               | 4              | 5                | 6 |
| <b>Key Competence</b>   | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC   |   |                 |                |                  |   |
| <b>Contents from Decree 155/2022 (Madrid)</b>                 | <b>Category</b>  | <b>Detail</b>   |                 |                |                  |   |
|   | Function   | Can you help me, please ?<br>Please help me   |                 |                |                  |   |
|   | Lexis  | Teacher, friend, mom, dad, classmate.<br>Help, ask, show, explain, fix, pass, give, make.   |                 |                |                  |   |
|   | Grammatical structure  | Can +subject+verb+object?   |                 |                |                  |   |
|   | Sub-skills   | Speaking: Pronunciation<br>Reading: for specific information  |                 |                |                  |   |
|   | pronunciation  | /eks/: explain; /iks/: fix  |                 |                |                  |   |
| <b>Learning situation</b>                                     | <p><b>“Our Class in Action: Big Helper Day”</b></p> <p><b>Description:</b><br/>Transform the classroom into a “Helper Workshop” where each group takes on a real classroom responsibility (cleaning the board, organizing materials, watering plants, tidying the library) using only English. Students rotate through 4 stations while a “Helper Manager” (a classmate) evaluates them with stickers.</p> |   |                 |                |                  |   |
| <b>Universal Design for Learning (UDL)</b>                    | Multiple means of representation   | Photos, icons, gestures. Video; Images, sentence frames, gestures; Real life objects, models; Dialogue; Story book, video clips       |                 |                |                  |   |
|   | Multiple means of action and expression  | Answer orally, point to pictures, draw a helper; Drawing a comic, speaking, writing, using manipulative, acting, pointing; Speech.    |                 |                |                  |   |
|   | Multiple means of engagement   | Choose favorite helper or partner kit; students choose from a “helping menu; Movements, stations, tactile material; Choose an emotion |                 |                |                  |   |
| Help pupils learn that families and communities do chores and |  |   |                 |                |                  |   |

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| <b>Intercultural component</b>                               | help each other in different ways around the world, so they respect others, care about their feelings, and understand different cultures.” |
| <b>Evaluation criteria, tools and qualification criteria</b> |  |
| <b>Evaluation criteria</b>                                   | Comunicación: 1.1, 1.2; 2.1, 2.2, 2.3  |
|  | Plurilingualism: 3.1, 3.2  |
|  | Interculturalidad: 6.1, 6.   |

| <b>UNIT 4: WELCOME TO MY COLOURFUL ROOM</b>   |  |   |                         |
|---|--|---|-------------------------|
| <b>Topic</b>                                  | <b>Furniture and objects</b>   | Sessions and dates  | 5 sessions<br>15-24/oct |
| <b>Focus</b>                                  |  |   |                         |
| <b>Skills</b>                                 | Listening  | Reading   | Speaking Writing        |
| <b>Systems</b>                                | Function   | Phonology   | Lexis Grammar Discourse |
| <b>Cross-curricular / CLIL link</b>           | <b>Maths:</b><br>Pupils learn English through Mathematics by identifying geometric shapes and quantities in their bedroom, creating labelled drawings that integrate geometry, numeracy and spatial vocabulary.  |   |                         |
| <b>Curricular elements</b>                    |  |   |                         |
| <b>Learning objectives outcomes</b>           | The students will be able to: <ul style="list-style-type: none"> <li>◆ Identify and describe objects and furniture in a room</li> <li>◆ Use simple structures and basic prepositions of place</li> <li>◆ Use “there is/there are’ for singular/plural items or things</li> </ul>   |   |                         |
| <b>Specific competence</b>                    | 1  | 2   | 3 4 5 6                 |
| <b>Key Competence</b>                         | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC   |   |                         |
| <b>Contents from Decree 155/2022 (Madrid)</b> | <b>Category</b>  | <b>Detail</b>   |                         |
|   | Function   | Describing distance or closeness of objects.  |                         |
|   | Lexis  | Bed,sofa,table,chair,wardrobe<br>Lamp,clock,TV,mirror,door>window,book-shelf  |                         |
|   | Grammatical structure  | This is + noun (singular)<br>These are + noun (plural)  |                         |
|   | Sub-skills   | Looking for specific information<br>Correctly producing individual sounds   |                         |
|   | pronunciation  | θ/: This /These: sounds involve placing the tongue between the teeth,   |                         |
| <b>Learning situation</b>                     | <b>“Maths Bedroom Design Contest”</b><br><b>Description:</b><br>Each child becomes a mathematical architect who designs a bedroom for a client (a doll), specifying exactly 10 objects using shape + number + position in English. They must defend their design in a “Maths Competition” by answering questions from the judges (classmates). |   |                         |
|   | Multiple means of representation   | Use of big images and flashcards; Shape templates, number lines, real furniture photos; Using an audio/video; Physical language for |                         |

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| <b>Universal Design for Learning (UDL)</b>                   |  | reinforcing the meaning of the vocabulary.   |
|  | Multiple means of action and expression  | Respond with movements in the TPR game; Draw, label, count aloud/with fingers, spatial Simon Says, poster creation; Participate in demonstrating pronunciation and vocabulary. |
|  | Multiple means of engagement   | Choose room arrangement, partner shape counting, gallery quiz participation.   |
| <b>Intercultural component</b>                               | The unit promotes intercultural awareness by showing that children's rooms can look different around the world varying in colors, objects, furniture and organization. Pupils learn to appreciate these differences with curiosity and respect, understanding that every room reflects cultural traditions and personal lifestyles. This helps develop openness, empathy, and a positive attitude towards diversity. |  |
| <b>Evaluation criteria, tools and qualification criteria</b> |  |  |
| <b>Evaluation criteria</b>                                   | Comunicacion: 1.1, 1.2; 2.1, 2.2, 2.3  |  |
|  | Plurilinguismo: 3.1, 3.2   |  |
|  | Interculturalidad: 6.1, 6.2  |  |

| <b>UNIT 5: THE AMAZING PARK IN OUR TOWN</b> |  |   |                 |                |                                     |
|---|--|---|-----------------|----------------|-------------------------------------|
| <b>Topic</b>                                | <b>Activities and enjoyments</b>   | <b>Sessions and dates</b>                                 |                 |                | <b>6 sesiones<br/>24/oct-05/nov</b> |
| <b>-Focus</b>                               |  |   |                 |                |                                     |
| <b>Skills</b>                               | <b>Listening</b>   | <b>Reading</b>  | <b>Speaking</b> | <b>Writing</b> |                                     |
| <b>Systems</b>                              | <b>Function</b>  | <b>Phonology</b>  | <b>Lexis</b>    | <b>Grammar</b> | <b>Discourse</b>                    |
| <b>Cross-curricular / CLIL link</b>         | <b>Arts:</b><br>Drawing park elements, collage, composition, and simple artistic description.<br>This unit integrates English with Arts Education so that pupils can create and describe a park scene using colours, shapes, and simple visual composition.  |   |                 |                |                                     |
| <b>Curricular elements</b>                  |  |   |                 |                |                                     |
| <b>Learning objectives outcomes</b>         | The students will be able to: <ul style="list-style-type: none"> <li>◆ Name park elements (trees, swings, slide...)</li> <li>◆ Describe actions there (e.g, we play on the swings)</li> <li>◆ Use the spatial words like "near the", "behind the".</li> <li>◆ create a colourful park picture using basic artistic elements</li> </ul> |   |                 |                |                                     |
| <b>Specific competence</b>                  | 1  | 2   | 3               | 4              | 6                                   |
| <b>Key Competence</b>                       | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC   |   |                 |                |                                     |
|   | <b>Category</b>  | <b>Detail</b>   |                 |                |                                     |
|   | <b>Function</b>  | Describing a park and talking about what people do there. |                 |                |                                     |
|   |  | Expressing likes and enjoyments.                          |                 |                |                                     |
|   | Park, trees, swing, slides, picnic table,  |   |                 |                |                                     |

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|--|--|---|
| <b>Contents from Decree 155/2022 (Madrid)</b>                | Lexis  | bench, see-saw, dustbin, monkey bar, grass, fountain, Sandcastle.<br>Now, at this moment, at present. |
|  | Grammatical structure  | Present continuous<br>Pronoun/noun +to be+verb(ing)   |
|  | Sub-skills   | <b>Speaking:</b> vocabulary range<br><b>Listening:</b> recognize specific words                       |
|  | pronunciation  | Draw and pronounce:   |
| <b>Learning situation</b>                                    | <b>“Design your dream park for the town art exhibition.”</b><br><b>Description:</b><br>In this situation, pupils are little artists who have to design a park for the town using English and Arts. They need to include the right elements, organize them clearly, and present their work as if it were part of a class exhibition |   |
| <b>Universal Design for Learning (UDL)</b>                   | Multiple means of representation   | Show photos of parks, model drawings, colour examples, and a short video or song about park elements  |
|  | Multiple means of action and expression  | Pupils can draw, colour, cut, paste, label, and present their park orally.                            |
|  | Multiple means of engagement   | Let them choose their favourite park elements, work in pairs, and enjoy a creative final poster       |
| <b>Intercultural component</b>                               | Students understand that parks vary across the world, each one shaped by its community, environment, and cultural habits. By exploring how children in different countries play, gather and use public spaces, learners develop curiosity and respect for diverse ways of experiencing outdoor life.                               |   |
| <b>Evaluation criteria, tools and qualification criteria</b> |  |   |
| <b>Evaluation criteria</b>                                   | Comunicación: 1.1, 1.2; 2.1, 2.2, 2.3  |   |
|  | Plurilingüismo: 3.1, 3.2   |   |
|  | Interculturalidad: 6.1, 6.2  |   |

| UNIT 6: MY BUSY DAILY ROUTINE       |  |                           |                                 |
|-------------------------------------|--|---------------------------|---------------------------------|
| <b>Topic</b>                        | <b>Habits and duties</b>   | <b>Sessions and dates</b> | <b>5 sessions<br/>06-17/nov</b> |
| <b>Focus</b>                        |  |                           |                                 |
| <b>Skills</b>                       | <b>Listening</b>   | <b>Reading</b>            | <b>Speaking Writing</b>         |
| <b>Systems</b>                      | <b>Function</b>  | <b>Phonology</b>          | <b>Lexis Grammar Discourse</b>  |
| <b>Cross-curricular / CLIL link</b> | <b>Music:</b><br>Making pronunciation work through rhythm, stress, and intonation rather than isolated drilling. Pupils internalize timing and syllable stress while expressing daily life creatively. |                           |                                 |
| <b>Curricular elements</b>          |  |                           |                                 |
|                                     | The students will be able to:  |                           |                                 |

|  |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
| <b>Learning objectives outcomes</b>                          | <ul style="list-style-type: none"> <li>◆ Order routine events</li> <li>◆ Use time markers (“First I...,” “Then I”.)</li> <li>◆ Put into words their personal routines in short sentences (e.g., I get up)</li> <li>◆ Keep a steady beat, follow rhythm patterns, and express language through musical timing.</li> </ul>   |   |   |   |   |   |
| <b>Specific competence</b>                                   | 1  | 2 | 3   | 4 | 5 | 6 |
| <b>Key Competence</b>  | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC   |   |   |   |   |   |
| <b>Contents from Decree 155/2022 (Madrid)</b>                | <b>Category</b>  |   | <b>Detail</b>   |   |   |   |
|  | Function   |   | Talking about daily habits and duties.  |   |   |   |
|  | Lexis  |   | Wake up, brush my teeth, wash my face, eat breakfast, go to school, do homework, clean my room, make my bed, have dinner, go to sleep. Sometime, always, never, often, rarely |   |   |   |
|  | Grammatical structure  |   | Present simple<br>Adverb of frequency   |   |   |   |
|  | Sub-skills   |   | <b>Writing:</b> linking ideas<br><b>Reading:</b> Recognize specific words   |   |   |   |
|  | pronunciation  |   | Rhythm practice   |   |   |   |
| <b>Learning situation</b>                                    | <p><b>“Our Class Morning Routine Show”</b><br/> <b>Description:</b><br/> Pupils prepare a short class show where they present and perform their daily routines in English using pictures, short sentences, and rhythm or simple chants. Each pupil or pair represents part of a morning (waking up, brushing teeth, going to school, etc.), and together they form a complete “class routine performance.”</p> |   |   |   |   |   |
| <b>Universal Design for Learning (UDL)</b>                   | Multiple means of representation   |   | Use pictures, visual timetables, videos of morning routines, and sound recordings of chants.  |   |   |   |
|  | Multiple means of action and expression  |   | Pupils can clap, play instruments, draw their routine, or record their chant.   |   |   |   |
|  | Multiple means of engagement   |   | Let them choose actions and rhythms; use pair/group work for performance confidence.  |   |   |   |
| <b>Intercultural component</b>                               | By comparing daily routines such as school hours and mealtimes across different countries, students discover that global lifestyles vary based on climate and customs. This helps them understand there are many ways to organize a day, fostering an open-minded respect for cultural diversity.  |   |   |   |   |   |
| <b>Evaluation criteria, tools and qualification criteria</b> |  |   |   |   |   |   |
| <b>Evaluation criteria</b>                                   | Comunication: 1.1, 1.2; 2.1, 2.2, 2.3  |   |   |   |   |   |
|  | Plurilingualism: 3.1, 3.2  |   |   |   |   |   |
|  | Interculturalidad: 6.1, 6.2  |   |   |   |   |   |

## UNIT 7: TIME TRAVELERS

|   |   |  |                                 |
|---|---|--|---------------------------------|
| <b>Topic</b>                                  | <b>“One moment around the world”</b>  | <b>Sessions and dates</b>  | <b>5 sessions<br/>18-29/nov</b> |
| <b>Focus</b>                                  |   |  |                                 |
| <b>Skills</b>                                 | <b>Listening</b>  | <b>Reading</b>   | <b>Speaking Writing</b>         |
| <b>Systems</b>                                | <b>Function</b>   | <b>Phonology</b>   | <b>Lexis Grammar Discourse</b>  |
| <b>Cross-curricular / CLIL link</b>           | <b>Mathematics:</b><br>Telling the time. Ordering events chronologically.<br>Understanding days, weeks, months, and years.<br>Using number sequences and simple calculations with time.   |  |                                 |
| <b>Curricular elements</b>                    |   |  |                                 |
| <b>Learning objectives outcomes</b>           | The students will be able to: <ul style="list-style-type: none"> <li>◆ Identify and use key vocabulary related to time, dates, and numbers.</li> <li>◆ Talk about the past and the order of events</li> <li>◆ Read and say clocks, dates, and simple time expressions.</li> <li>◆ Use mathematical concepts such as sequence, order and basic time measurement</li> </ul>   |  |                                 |
| <b>Specific competence</b>                    | 1   | 2  | 3 4 5 6                         |
| <b>Key competence</b>                         | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC  |  |                                 |
| <b>Contents from Decree 155/2022 (Madrid)</b> | <b>Category</b>   | <b>Detail</b>  |                                 |
|   | Function  | Taking about time<br>Describing places and events  |                                 |
|   | Lexis   | Clock, time, past, year, future, robot, travel, adventure, magic.  |                                 |
|   | Grammatical structure   | Simple past tense<br>Find-found/Go- went/See –saw  |                                 |
|   | Sub-skills  | <b>Listening:</b> for the specific information<br><b>Speaking:</b> grammar accuracy                              |                                 |
|   | pronunciation   | /t/ time, travel; /k/ clock  |                                 |
| <b>Learning situation</b>                     | <p style="text-align: center;"><b>“A Day in the Time Museum”</b></p> <b>Description:</b><br>Pupils become little time explorers a class “time museum.” They look at different clocks, calendars, and event cards, and they have to sort them in order, say the time, and explain when things happened. In the end, each pupil creates a small “Time exhibition card” with a clock, a date, and a short sentence in English. |  |                                 |
| <b>Universal Design for Learning (UDL)</b>    | Multiple means of representation  | Use big images and flashcards; Show clocks, calendars, and timelines; Use audio support and teacher modelling.   |                                 |
|   | Multiple means of action and expression   | Pupils can point, match, order, draw, label, or explain orally; They can use clocks, cut-outs, and mini posters. |                                 |
|   | Multiple means of engagement  | Use games, sequencing challenges, pair work, and competition; Let pupils choose their                            |                                 |

|  |  |
|--|--|
|  | favourite moment of the day or event.  |
| <b>Intercultural component</b>                               | This unit encourages pupils to understand that people around the world experience time differently because of global time zones. While it is morning in one country, it may already be afternoon or night in another. This makes them see the world as a connected place where everyone shares the same planet but not the same clock, fostering curiosity, empathy, and a broader global outlook. |
| <b>Evaluation criteria, tools and qualification criteria</b> |  |
| <b>Evaluation criteria</b>                                   | Comunicación: 1.1, 1.2; 2.1, 2.2, 2.3  |
|  | Plurilingüismo: 3.1, 3.2   |
|  | Interculturalidad: 6.1, 6.2  |

| <b>UNIT 8: THE MARKET</b>                     |  |  |                 |                                 |
|---|--|--|-----------------|---------------------------------|
| <b>topic</b>                                  | <b>How many?</b>   | <b>Sessions and dates</b>  |                 | <b>5 sessions 03-17/dec</b>     |
| <b>focus</b>                                  |  |  |                 |                                 |
| <b>Skills</b>                                 | <b>Listening</b>   | <b>Reading</b>   | <b>Speaking</b> | <b>Writing</b>                  |
| <b>Systems</b>                                | <b>Function</b>  | <b>Phonology</b>   | <b>Lexis</b>    | <b>Grammar</b> <b>Discourse</b> |
| <b>Cross-curricular / CLIL link</b>           | <b>Mathematics:</b><br>Counting objects, numbers 1-20, simple addition/subtraction, "how many", quantities.<br>This unit integrates English with Mathematics so pupils can count market items, use numbers, and do simple shopping calculations. |  |                 |                                 |
| <b>Curricular elements</b>                    |  |  |                 |                                 |
| <b>Learning objectives outcomes</b>           | The students will be able to: <ul style="list-style-type: none"> <li>◆ Name basic food and market items</li> <li>◆ Ask and answer about quantities using How many...?</li> <li>◆ Classify different sorts of food</li> </ul>                     |  |                 |                                 |
| <b>Specific competence</b>                    | 1  | 2  | 3               | 4 5 6                           |
| <b>Key Competence</b>                         | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC   |  |                 |                                 |
| <b>Contents from Decree 155/2022 (Madrid)</b> | Category   | Detail   |                 |                                 |
|   | Function   | Buying and selling; Asking and answering about quantity  |                 |                                 |
|   | Lexis  | <b>Fruits:</b> apples, bananas, strawberries, oranges, pears, grapes, watermelon, kiwi, mangos, peach, plum, cherries, guava.<br><b>Quantifiers:</b> one-twenty, many, some, a lot of. |                 |                                 |
|   | Grammatical structure  | How many+plural noun?<br>Articles: a, an, some, any  |                 |                                 |
|   | Sub-skills   | <b>Listening:</b> Recognize numbers and familia items when heard; Match spoken sentences to visual pictures<br><b>Writing:</b> Complet guided sentences (I want ../ How                |                 |                                 |

|  |   |  |
|--|---|--|
|  |   | many..?Write quantities of items using numerals and words.   |
|  | pronunciation   | Intonation in questions : "How many apples? One!".   |
| <b>Learning situation</b>                                    | <b>"Our Class Market Day"</b><br>Pupils create mini market stalls with toy/real fruit/veg. They count items, take turns as buyers/sellers, and practice "How many apples?" I want three bananas." Real shopping mathematics in English! |  |
| <b>Universal Design for Learning (UDL)</b>                   | Multiple means of representation  | Using real food, an audio/video Physical language for reinforcing the meaning of the vocabulary; Song for rhythm and repetition as listening support |
|  | Multiple means of action and expression   | Count with fingers, draw items, make shopping lists, act out market dialogues.   |
|  | Multiple means of engagement  | Choose favorite fruits, markets role-play (buyers/sellers), counting games.  |
| <b>Intercultural component</b>                               | "Pupils discover markets from Spain, Morocco, and Japan, counting items and comparing shopping habits worldwide."   |  |
| <b>Evaluation criteria, tools and qualification criteria</b> |   |  |
| <b>Evaluation criteria</b>                                   | Comunication: 1.1, 1.2; 2.1, 2.2, 2.3   |  |
|  | Plurilingualism: 3.1, 3.2   |  |
|  | Interculturalidad: 6.1, 6.2   |  |

| <b>UNIT 9: ECO-KIDS: SAVE OUR PLANET</b> |  |                    |                           |         |           |
|--|--|--------------------|---------------------------|---------|-----------|
| <b>Topic</b>                             | <b>Caring for the environment</b>  | Sessions and dates | 5 sessions<br>11-22/enero |         |           |
| <b>Focus</b>                             |  |                    |                           |         |           |
| <b>Skills</b>                            | Listening  | Reading            | Speaking                  | Writing |           |
| <b>Systems</b>                           | Function   | Phonology          | Lexis                     | Grammar | Discourse |
| <b>Cross-curricular / CLIL link</b>      | <b>Science:</b><br>Recycling process, natural resources, pollution prevention, and sustainable habits.<br>This unit integrates English with Science so pupils can talk about recycling and create eco-rules for sustainable classroom habits.  |                    |                           |         |           |
| <b>Curricular elements</b>               |  |                    |                           |         |           |
| <b>Learning objectives outcomes</b>      | The students will be able to: <ul style="list-style-type: none"> <li>◆ Know to name common environmental elements and actions related to caring for the planet</li> <li>◆ Implement eco-friendly routines</li> <li>◆ Classify different types of polutions</li> <li>◆ Identify recyclable materials (paper, plastic, glass).</li> <li>◆ Demonstrate responsible attitudes towards the classroom environment</li> </ul> |                    |                           |         |           |
| <b>Specific competence</b>               | 1  | 2                  | 3                         | 4       | 5 6       |

|  |   |   |
|--|---|---|
| <b>Key Competence</b>  | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC  |   |
| <b>Contents from Decree 155/2022 (Madrid)</b>                | <b>Category</b>   | <b>Detail</b>   |
|  | Function  | Talking about eco-actions<br>Expressing ability and simple advice<br>Giving classroom eco-rules and sustainable advice.   |
|  | Lexis   | recycle, paper, plastic, glass, water, electricity, tree, planet, Earth, clean, dirty, save, waste, reduce, reuse.  |
|  | Grammatical structure   | Imperatives ("Recycle paper!", "Save water!"), present simple ("We recycle"), modals ("We must save").  |
|  | Sub-skills  | <b>Reading:</b> Matching words with picture<br><b>Speaking:</b> Use imperatives and can structures to suggest actions<br>Produce short utterances about habits. |
|  | pronunciation   | Sorting Freeze: Hold real recyclables: "Plastic! Say it: PLA-stic!" → Pupils freeze, point, repeat.   |
| <b>Learning situation</b>                                    | <p align="center"><b>"Create Our Classroom Eco-Rules Poster"</b></p> <p align="center"><b><u>Pupils draw and write 5 class rules:</u></b></p> <p>"We recycle paper and plastic"; "We turn off lights"<br/>         "We save water"; "We reuse paper"<br/>         "We keep Earth clean"; Present to class and hang permanently.</p> |   |
| <b>Universal Design for Learning (UDL)</b>                   | Multiple means of representation  | Real recycling bins, sorting videos, nature photos, eco-songs.  |
|  | Multiple means of action and expression   | Sort recyclables, draw posters, act out rules, vote on class rules.   |
|  | Multiple means of engagement  | Choose favorite eco-actions, class vote for rules, eco-hero awards.   |
| <b>Intercultural component</b>                               | Compare classroom rules:<br>Spain: "Recicla papel" → "Recycle paper!"<br>Japan: Separate 10+ recycling types<br>Germany: "Pfand" (return bottles for money)<br>"What eco-rule does your family do at home?"   |   |
| <b>Evaluation criteria, tools and qualification criteria</b> |   |   |
| <b>Evaluation criteria</b>                                   | Comunicación: 1.1, 1.2; 2.1, 2.2, 2.3   |   |
|  | Plurilingüismo: 3.1, 3.2  |   |
|  | Interculturalidad: 6.1, 6.2   |   |

| UNIT 10: HOLIDAY PLAN |                                   |                           |                                       |                |
|-----------------------|-----------------------------------|---------------------------|---------------------------------------|----------------|
| <b>Topic</b>          | <b>What makes a good holiday?</b> | <b>Sessions and dates</b> | <b>5 sessions<br/>25/enero-04/feb</b> |                |
| <b>Focus</b>          |                                   |                           |                                       |                |
| <b>Skills</b>         | <b>Listening</b>                  | <b>Reading</b>            | <b>Speaking</b>                       | <b>Writing</b> |

| Systems                                       | Function   | Phonology   | Lexis | Grammar | Discourse |   |
|---|--|---|-------|---------|-----------|---|
| <b>Cross-curricular / CLIL link</b>           | <b>Social Science:</b><br>Family celebrations, community events, traditions, special days, family roles during holidays.<br>This unit integrates English with Social Science so pupils can talk about family holidays and community celebrations                     |   |       |         |           |   |
| <b>Curricular elements</b>                    |  |   |       |         |           |   |
| <b>Learning objectives outcomes</b>           | The students will be able to: <ul style="list-style-type: none"> <li>◆ Know different types of holiday traditions and holiday activities</li> <li>◆ Express simple preferences about holidays</li> <li>◆ Recognize family roles during special occasions.</li> </ul> |   |       |         |           |   |
| <b>Specific competence</b>                    | 1  | 2   | 3     | 4       | 5         | 6 |
| <b>Key Competence</b>                         | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC   |   |       |         |           |   |
| <b>Contents from Decree 155/2022 (Madrid)</b> | <b>Category</b>  | <b>Detail</b>   |       |         |           |   |
|   | Function   | Describing a family holiday and community celebrations.<br>Expressing a simple plan..<br>Asking basic questions: Where do you go?<br>What do you like most?   |       |         |           |   |
|   | Lexis  | family, mum, dad, grandma, grandpa, birthday, Christmas, party, cake, presents, holidays, summer, friends, happy, special, tradition.   |       |         |           |   |
|   | Grammatical structure  | "My family celebrates...", "We have/eat...", "I am happy/excited", present simple, possessive ("my family").  |       |         |           |   |
|   | Sub-skills   | <b>Listening:</b> Listening for specific informations;<br>Recognizing key vocabulary in spoken texts<br><b>Writing:</b><br>Copying holiday vocabularies<br>Writing short, simple sentences with scaffolding |       |         |           |   |
|   | pronunciation  | <b>Partner Mirror Check:</b><br>Pairs face each other with 1 mirror:<br>A says: "My family has a party!"<br>B checks partner's mouth in mirror → "Good F! Good H!". Switch roles.                           |       |         |           |   |
| <b>Learning situation</b>                     | <b>"Our Class Family Holiday Party"</b>  |   |       |         |           |   |
|   | <b>Description:</b><br>Pupils share their favorite family celebrations and plan a mini "international holiday party" for the class, learning about different traditions from classmates.   |   |       |         |           |   |
| <b>Universal Design for Learning (UDL)</b>    | Multiple means of representation   | Use of big images of family and celebration<br>Flashcards; Using a tradition audio/video<br>Holiday songs   |       |         |           |   |

|  |   |   |
|--|---|---|
|  | Multiple means of action and expression   | Draw family celebrations, act out traditions, share stories, create invitations.      |
|  | Multiple means of engagement  | Share real family holiday memories, vote for favorite celebrations, plan class party. |
| <b>Intercultural component</b>                               | Pupils share family holiday traditions from Spain, Latin America, Morocco, and more, discovering what makes celebrations special worldwide. |   |
| <b>Evaluation criteria, tools and qualification criteria</b> |   |   |
| <b>Evaluation criteria</b>                                   | Comunication: 1.1, 1.2; 2.1, 2.2, 2.3   |   |
|  | Plurilingualism: 3.1, 3.2   |   |
|  | Interculturalidad: 6.1, 6.2   |   |

| <b>UNIT 11: SPORT CLUB</b>                    |  |  |                 |                |                           |   |
|---|--|--|-----------------|----------------|---------------------------|---|
| Topic   | Movements and healthy habits   | Sessions and dates   |                 |                | 5 session-22/feb-04/march |   |
| <b>Focus</b>                                  |  |  |                 |                |                           |   |
| <b>Skills</b>                                 | <b>Listening</b>   | <b>Reading</b>   | <b>Speaking</b> | <b>Writing</b> |                           |   |
| <b>Systems</b>                                | <b>Function</b>  | <b>Phonology</b>   | <b>Lexis</b>    | <b>Grammar</b> | <b>Discourse</b>          |   |
| <b>Cross-curricular / CLIL link</b>           | <b>Physical Education:</b><br>Pupils learn sports vocabulary in English while practicing physical movements and healthy habits.<br>This unit integrates English with Physical Education so pupils can name sports movements and create healthy sport club rules.         |  |                 |                |                           |   |
| <b>Curricular elements</b>                    |  |  |                 |                |                           |   |
| <b>Learning objectives outcomes</b>           | The students will be able to: <ul style="list-style-type: none"> <li>◆ Identify and name common sports</li> <li>◆ Express personal preferences .</li> <li>◆ Explain simple reasons for playing sports .</li> <li>◆ Understand healthy habits for active life.</li> </ul> |  |                 |                |                           |   |
| <b>Specific competence</b>                    | 1  | 2  | 3               | 4              | 5                         | 6 |
| <b>Key Competence</b>                         | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC   |  |                 |                |                           |   |
| <b>Contents from Decree 155/2022 (Madrid)</b> | <b>Category</b>  | <b>Detail</b>  |                 |                |                           |   |
|   | Function   | Describing sports movements and healthy habits.  |                 |                |                           |   |
|   | Lexis  | run, jump, kick, throw, catch, swim, dance, ball, water, fruit, sleep, healthy, team, sport club.  |                 |                |                           |   |
|   | Grammatical structure  | Ing form: Like+ing<br>I like playing tennis  |                 |                |                           |   |
|   | Sub-skills   | <b>Listening:</b><br>Identify sport names from teacher talk/video<br>Match spoken actions to TPR gestures<br><b>Speaking:</b><br>Produce short phrases: I like playing baseball, |                 |                |                           |   |

|  |   |  |
|--|---|--|
|  |   | because it is fun; Answer simple questions:<br>What sport do you play?               |
|  | pronunciation   | Sound /ae/   |
| <b>Learning situation</b>                                    | <p align="center"><b>"Sport Club Grand Opening Ceremony"</b></p> Pupils prepare for the official opening of their new "Sport Club."<br>They: Design sport club T-shirts (draw team logo + color)<br>Create team names ("Super Jumpers", "Water Runners")<br>Practice 30-second welcome speeches: "Welcome to Sport Club! We jump, run, and drink water!"<br>Grand march around classroom showing T-shirts to "visitors" (teacher + stuffed animals) |  |
| <b>Universal Design for Learning (UDL)</b>                   | Multiple means of representation  | Sport picture cards, movement videos, healthy food photos, water bottle models.      |
|  | Multiple means of action and expression   | Demonstrate movements, draw sports, act out rules, create team cheers.               |
|  | Multiple means of engagement  | Choose favorite sports, team games, healthy snack tasting, sport club captain roles. |
| <b>Intercultural component</b>                               | Students divide into small groups to share about what types of sport they play most in their countries.<br>"My country plays football!"<br>"In Colombia we love baseball!"<br>"Morocco has fast football!"<br>Each one should listen con respect and with great attention.  |  |
| <b>Evaluation criteria, tools and qualification criteria</b> |   |  |
| <b>Evaluation criteria</b>                                   | Comunication: 1.1, 1.2; 2.1, 2.2, 2.3   |  |
|  | Plurilingualism: 3.1, 3.2   |  |
|  | Interculturalidad: 6.1, 6.2   |  |

| <b>UNIT 12: FESTIVAL AROUND THE WORLD</b> |  |                           |                               |                |
|---|--|---------------------------|-------------------------------|----------------|
| <b>Topic</b>                              | <b>Celebrations and cultural comparison</b>  | <b>Sessions and dates</b> | <b>6 sessions 08-19/march</b> |                |
| <b>Focus</b>                              |  |                           |                               |                |
| <b>Skills</b>                             | <b>Listening</b>   | <b>Reading</b>            | <b>Speaking</b>               | <b>Writing</b> |
| <b>Systems</b>                            | <b>Function</b>  | <b>Phonology</b>          | <b>Lexis</b>                  | <b>Grammar</b> |
| <b>Cross-curricular / CLIL link</b>       | <b>Social Science:</b><br>Tradition festivals de España, México, China e India<br>Reconocimiento de símbolos culturales.<br>Práctica explícita de normas sociales en celebraciones colectivas.   |                           |                               |                |
| <b>Curricular elements</b>                |  |                           |                               |                |
| <b>Learning objectives outcomes</b>       | The students will be able to: <ul style="list-style-type: none"> <li>◆ Identify and name common international festivals and traditions (e.g., Christmas, Halloween, Easter).</li> <li>◆ Compare spanish and foreign traditions</li> <li>◆ Express personal favorite celebrations</li> <li>◆ Participate actively and respectfully</li> </ul> |                           |                               |                |

|   |   |  |   |   |   |   |
|---|---|--|---|---|---|---|
|   | in classroom exchanges about cultures and traditions  |  |   |   |   |   |
| <b>Specific competence</b>                    | 1   | 2  | 3 | 4 | 5 | 6 |
| <b>Key Competence</b>                         | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC  |  |   |   |   |   |
| <b>Contents from Decree 155/2022 (Madrid)</b> | <b>Category</b>   | <b>Detail</b>  |   |   |   |   |
|   | Function  | Identifying and naming events; Describing actions and customs; Comparing cultures.   |   |   |   |   |
|   | Lexis   | Christmas, Easter Halloween, Chinese New Year, All Souls'day, Diwali (India), Hanami (Japan), October fest (Germany). New Year's Eve.<br>Presents, cake,dance, skull, candle, costumes, easter eggs, mask, fireworks,dragon, decoration.                     |   |   |   |   |
|   | Grammatical structure   | What + a/an + adj + noun!<br>What a big dragon!<br>How + adj!<br>How colorful!   |   |   |   |   |
|   | Sub-skills  | <b>Reading:</b><br>Recognize key words (festival names);<br>Scanning simple text for key ideas<br><b>Writing:</b><br>Copying and completing sentence frames (people eat..., I like...)<br>Writing short lists (Christmas: tree, presents, cake, decoration). |   |   |   |   |
|   | pronunciation   | Pronunciation with TPR<br>While they move, they say:<br>dra-gon → wave body<br>mask → hand on face<br>lam-ps → pretend to hold a light<br>co-lor-ful → open hands wide   |   |   |   |   |
| <b>Learning situation</b>                     | <p align="center"><b>“World Festival Fair: Discovering How People Celebrate Around the World”</b></p> <p>Students show interest in familiar celebrations (birthdays, Christmas, Carnival), which becomes the starting point for exploring how people in different countries celebrate. The proposal promotes respect for other cultures, the functional use of English, cooperation, and the creation of a real event in which students explain and display festivals from around the world</p> |  |   |   |   |   |
| <b>Universal Design for Learning (UDL)</b>    | Multiple means of representation  | Videos, songs, flashcards, realia (masks, decorations).<br>real objects ; manipulables (máscara, dragón);<br>Gesto + color + movimiento; Plantillas visuales   |   |   |   |   |
|   | Multiple means of action and expression   | Oral (presentación)<br>Plástica (símbolos)<br>Escrita (1 frase)  |   |   |   |   |

|  |   |   |
|--|---|---|
|  |   | Kinestésica (TPR, danza)  |
|  | Multiple means of engagement  | Elección de símbolo<br>Rol “embajador cultural”<br>Feria auténtica; Sellos en el pasaporte;<br>Votación final |
| <b>Intercultural component</b>                               | Los niños comprenden:<br>Que no todas las culturas celebran igual.<br>Que cada festival tiene símbolos, significados y normas.<br>Agradecimiento por las diferencias<br>Curiosidad genuina (“Why do people wear masks?”)<br>Interacción real con compañeros en roles culturales |   |
| <b>Evaluation criteria, tools and qualification criteria</b> |   |   |
| <b>Evaluation criteria</b>                                   | Comunicación: 1.1, 1.2; 2.1, 2.2, 2.3   |   |
|  | Plurilingüismo: 3.1, 3.2  |   |
|  | Interculturalidad: 6.1, 6.2   |   |

| UNIT 13: LET’S TELL A STORY                   |   |  |                 |                |                           |
|---|---|--|-----------------|----------------|---------------------------|
| Topic   | Storytelling and creativity   | Sessions and date  |                 |                | 6 sessions<br>05-21/abril |
| <b>Focus</b>                                  |   |  |                 |                |                           |
| <b>Skills</b>                                 | <b>Listening</b>  | <b>Reading</b>   | <b>Speaking</b> | <b>Writing</b> |                           |
| <b>Systems</b>                                | <b>Function</b>   | <b>Phonology</b>   | <b>Lexis</b>    | <b>Grammar</b> | <b>Discourse</b>          |
| <b>Cross-curricular / CLIL link</b>           | <b>Art Education:</b><br>In this unit, Arts becomes the core content that allows students to interpret, represent, and transform the story “La madre chillona” visually and emotionally. The artistic component focuses on expression, emotion, and visual storytelling, helping learners understand the narrative not only through language but also through images, color, movement, and composition. |  |                 |                |                           |
| <b>Curricular elements</b>                    |   |  |                 |                |                           |
| <b>Learning objectives outcomes</b>           | The students will be able to: <ul style="list-style-type: none"> <li>◆ Understand the story</li> <li>◆ Analyze characters and emotions</li> <li>◆ Reconstruct key moments using WH-questions</li> <li>◆ Illustrate each part artistically</li> <li>◆ Create their own alternative mini book of story</li> </ul>   |  |                 |                |                           |
| <b>Specific competenc</b>                     | 1   | 2  | 3               | 4              | 5 6                       |
| <b>Key Competence</b>                         | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC  |  |                 |                |                           |
| <b>Contents from Decree 155/2022 (Madrid)</b> | <b>Category</b>   | <b>Detail</b>  |                 |                |                           |
|   | Function  | Narrating simple events; Identifying characters, objects, places<br>Clarifying story details                     |                 |                |                           |
|   | Lexis   | Character, setting, time, scenes, shout, run, hide, disappear, cry, float / fly away, come back, hug, say sorry. |                 |                |                           |

|  |  |   |
|--|--|---|
|  | Grammatical structure  | WH- questions (What? Who? Where? When? Why?)  |
|  | Sub-skills   | <b>Listening:</b><br>Identify characters when listening to a story<br><b>Speaking</b><br>Describe characters with simple adjectives<br>Pronounce story vocabulary clearly |
|  | pronunciation  | “Choral - Group - Individual” technique<br>To reduce anxiety: (Whole class repeats; Half class repeats; Small group repeats)<br>One volunteer says the sentence           |
| <b>Learning situation</b>                                    | <p align="center"><b>“My Gentle Story” booklet</b></p> <p>Students listen to the story La madre chillona and work together to retell it using simple English WH-questions (What, Who, Where, When, Why) and visual arts. Through drawings, colors, and short sequences, pupils represent the key moments and emotions of their own story. English becomes the tool to describe their illustrations, and Art becomes the medium to express understanding. The project ends with each child creating a small illustrated booklet that retells the story in their own words and images.</p> |   |
| <b>Universal Design for Learning (UDL)</b>                   | Multiple means of representation   | Story read aloud + video version; Emotions posters (angry/sad/happy); Color-coded WH-question cards; Simplified storyboard templates                                      |
|  | Multiple means of action and expression  | Draw instead of writing; Answer orally or with sentence strips; Use gestures to show emotions.  |
|  | Multiple means of engagement   | Personalize colors + characters<br>Peer support during book creation<br>Emotional connections to real life make the story meaningful                                      |
| <b>Intercultural component</b>                               | <p>“Love in My Culture”<br/>Students bring or draw a simple example of how their family shows care.<br/>Examples by country:<br/>Spain: bedtime stories, hugs<br/>Latin America: diminutives (mi amorcito), food as affection<br/>Morocco: blessings (Dios te proteja), respectful gestures<br/>Vietnam/Asia: caring through meals, quiet affection</p>  |   |
| <b>Evaluation criteria, tools and qualification criteria</b> |  |   |
| <b>Evaluation criteria</b>                                   | Comunicación: 1.1, 1.2; 2.1, 2.2, 2.3  |   |
|  | Plurilingüismo: 3.1, 3.2   |   |
|  | Interculturalidad: 6.1, 6.2  |   |

| <b>UNIT 14: WEATHER AND SEASONS</b> |                                    |                           |                                      |
|-------------------------------------|------------------------------------|---------------------------|--------------------------------------|
| <b>Topic</b>                        | <b>Weather, cloths and seasons</b> | <b>Sessions and dates</b> | <b>5 sessions</b><br>26/april-05/may |
| <b>Focus</b>                        |                                    |                           |                                      |

| Skills  | Listening   | Reading  | Speaking | Writing |           |   |
|---|---|--|----------|---------|-----------|---|
| Systems                                       | Function  | Phonology  | Lexis    | Grammar | Discourse |   |
| <b>Cross-curricular / CLIL link</b>           | <b>Natural Science:</b><br>In this unit, Natural Science content is integrated through the exploration of weather phenomena, seasons, and how the environment changes over time. Students observe the real world around them and learn how weather influences daily life, living beings, and human decisions.   |  |          |         |           |   |
| <b>Curricular elements</b>                    |   |  |          |         |           |   |
| <b>Learning objectives outcomes</b>           | The students will be able to: <ul style="list-style-type: none"> <li>◆ Identify and describe daily weather conditions.</li> <li>◆ Connect weather with appropriate clothing choices.</li> <li>◆ Recognize and name the four seasons.</li> <li>◆ Ask and answer simple questions about weather and seasons.</li> <li>◆ Understand how weather affects living things (CLIL – Natural Science).</li> <li>◆ Compare weather across different cultures and countries.</li> </ul> |  |          |         |           |   |
| <b>Specific competence</b>                    | 1   | 2  | 3        | 4       | 5         | 6 |
| <b>Key Competence</b>                         | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC  |  |          |         |           |   |
| <b>Contents from Decree 155/2022 (Madrid)</b> | <b>Category</b>   | <b>Detail</b>  |          |         |           |   |
|   | Function  | Describing weather relating to seasons and cloths<br>Asking about weather<br>Giving simple recommendations: Wear a coat.   |          |         |           |   |
|   | Lexis   | <b>Weather:</b> sunny, rainy, windy, cold, hot, cloudy, snowy, foggy.<br><b>Seasons:</b> spring, summer, autumn, winter.<br><b>Clothes:</b> coat, hat, t-shirt, sweater, boots, scarf, gloves. |          |         |           |   |
|   | Grammatical structure   | It's + weather word → It's sunny / windy / rainy.<br>I wear... / You need...<br>In (season), it's...   |          |         |           |   |
|   | Sub-skills  | <b>Listening</b><br>Recognizing environmental sounds (wind, rain...)<br><b>Speaking:</b><br>Grammar accuracy in simple structures.   |          |         |           |   |
|   | pronunciation   | Tounge twister: "A happy cat has a hat and a jacket."  |          |         |           |   |
| <b>Learning situation</b>                     | <b>"Weather Walk Around the School"</b><br>Students take a short walk around the school patio to observe the real weather. They use simple English to describe what they see and decide how the weather affects what they can do outside.<br>Create a Class Weather Wall:   |  |          |         |           |   |
| <b>Universal</b>                              | Multiple means of   | Real images, icons, colour-coded charts, simple weather maps.  |          |         |           |   |

|  |   |   |
|--|---|---|
| <b>Design for Learning (UDL)</b>                             | representation  | Videos of different types of weather.<br>Graphic organizers: Season & Clothes chart.<br>Audio + gestures + weather symbols  |
|  | Multiple means of action and expression   | Students respond through speaking, pointing, drawing, or selecting cards; Completing a digital or paper weather chart.<br>Recording a short “Weather Report”; Acting out weather with gestures. |
|  | Multiple means of engagement  | Movement games (“Weather statues”, “Season corners”). Gamified tasks (“Little Meteorologists”); Choice of clothing items for avatars. Story-based tasks .                                       |
| <b>Intercultural component</b>                               | Compare weather in Spain with a contrasting country (e.g., United Kingdom, Canada, Australia).<br>Awareness of diverse climates and traditions connected to seasons (e.g., Australian Christmas in summer, monsoon season in India) |   |
| <b>Evaluation criteria, tools and qualification criteria</b> |   |   |
| <b>Evaluation criteria</b>                                   | Comunicación: 1.1, 1.2; 2.1, 2.2, 2.3   |   |
|  | Plurilingüismo: 3.1, 3.2  |   |
|  | Interculturalidad: 6.1, 6.2   |   |

| UNIT 15: MY NEIGHBORHOOD            |   |                    |                 |                |                      |   |
|-------------------------------------|---|--------------------|-----------------|----------------|----------------------|---|
| Topic                               | Places in town and location   | Sessions and dates |                 |                | 6 sessions 10-27/may |   |
| <b>Focus</b>                        |   |                    |                 |                |                      |   |
| <b>Skills</b>                       | <b>Listening</b>  | <b>Reading</b>     | <b>Speaking</b> | <b>Writing</b> |                      |   |
| <b>Systems</b>                      | <b>Function</b>   | <b>Phonology</b>   | <b>Lexis</b>    | <b>Grammar</b> | <b>Discourse</b>     |   |
| <b>Cross-curricular / CLIL link</b> | <b>Social Science:</b><br>students learn that a neighborhood is a community space made up of different places that serve different purposes. They understand that neighborhoods are organized, maps help us locate places, and location influences daily life.  |                    |                 |                |                      |   |
| <b>Curricular elements</b>          |   |                    |                 |                |                      |   |
| <b>Learning objectives outcomes</b> | The students will be able to: <ul style="list-style-type: none"> <li>◆ Identify common places in town (school, park, supermarket, hospital, library...).</li> <li>◆ Understand basic locations and directions (next to, behind, in front of, between).</li> <li>◆ Describe simple maps.</li> <li>◆ Ask and answer questions about what is around them.</li> <li>◆ Recognize how neighborhoods are organized (CLIL Social Science).</li> </ul> |                    |                 |                |                      |   |
| <b>Specific competence</b>          | 1   | 2                  | 3               | 4              | 5                    | 6 |
| <b>Key Competence</b>               | CCL; CP; STEM; CD; CPSAA; CC; CE; CCEC  |                    |                 |                |                      |   |
|                                     | Category  |                    | Detail          |                |                      |   |

|  |  |  |
|--|--|--|
| <b>Contents from Decree 155/2022 (Madrid)</b>                | Function   | Identifying places in town.<br>Asking about location: Where is the...?<br>Saying where things are: It's next to... / It's behind   |
|  | Lexis  | School, park, supermarket, library, hospital, cinema, bakery, police station, bus stop.<br>Next to, between, behind, in front of   |
|  | Grammatical structure  | It's + place.<br>It's next to / behind / in front of / between...<br>There is / There are (very simple introduction).  |
|  | Sub-skills   | <b>Reading:</b> For gist<br>Recognition of places and simple written directions<br><b>.Writing:</b><br>Naming places and writing short sentences describing positions (next to, in front of, near, between). |
|  | pronunciation  | Students choose one movement for each word: jump, step forwards, clap, tap shoulders   |
| <b>Learning situation</b>                                    | <p><b>“My way home map”</b><br/>Students create a simple map showing the route from the school to an imaginary house. Along the way, they choose and draw important neighborhood places, use symbols, and describe where each place is located using basic prepositions of place<br/>The activity helps them develop spatial awareness and simple map-reading skills in a creative, playful way.</p> |  |
| <b>Universal Design for Learning (UDL)</b>                   | Multiple means of representation   | Real images, icons, simple maps, neighborhood photos; Videos of neighborhood life; Colour-coded location arrows.   |
|  | Multiple means of action and expression  | Building mini-maps with blocks;<br>Drawing simple neighborhood routes; Oral, pointing, and kinesthetic responses; Small group presentations  |
|  | means of engagement  | Offering Choice to Increase Motivation;<br>Connecting life to real-life experiences<br>Supporting emotional engagement;<br>Encouraging collaboration and social interaction.                                 |
| <b>Intercultural component</b>                               | Explore how communities around the world organize their services (e.g., post office, local shops).<br>Learn greetings and signs in English from real cities.   |  |
| <b>Evaluation criteria, tools and qualification criteria</b> |  |  |
| <b>Evaluation criteria</b>                                   | Comunicación: 1.1, 1.2; 2.1, 2.2, 2.3  |  |
|  | Plurilingüismo: 3.1, 3.2   |  |
|  | Interculturalidad: 6.1, 6.2  |  |

## 7. METHOLOGIES

Methodologies provide the structure required to bridge the gap between a child's current ability and their potential. According to Vygotsky's (1978) Theory of Social Development, the Zone of Proximal Development (ZPD) is where the most sensitive instruction occurs. Without a clear methodology, the syllabus risk being too simple or too complex. A strong methodology shifts the student from a passive recipient of information to an active constructor of knowledge (Bruner, 1961).

Teaching EFL should be meaningful, playful, and communicative, and by integrating language with content, culture, and key competences rather than focusing solely on grammar; communicative approaches may take place. EFL teachers should therefore use a variety of methodologies and strategies to make the language more engaging and to involve students in a more dynamic and active learning process (Byram, 1997).

Moreover, according to Bratoz et al. (2022), attitude and motivation are key factors in successful language learning. Positive attitudes tend to increase motivation, whereas negative attitudes have a decreasing effect on learners' motivation. These attitudes are shaped primarily and strongly by students' parents, teachers, and peers (Bratoz et al., 2022; Gardner, 1985; Dörnyei, 2009).

### ➤ **Universal Design for Learning (UDL):**

The UDL is not a teaching method, but rather an educational theoretical framework for designing lessons, materials, and assessments so that all students can access learning and demonstrate what they know without requiring separate, individualized adaptations. UDL is normally understood through its three fundamental principles:

- ✘ Multiple means of representation: different ways of presenting information such as oral, written, visual, graphic organizers, gestures, subtitles...
- ✘ Multiple means of action and expression: Using different options for the learners to show what they have learnt such as oral presentation, poster, digital product, written text, performance...
- ✘ Multiple means of engagement: different ways to motivate and involve learners such as choices, relevant tasks, collaborative work, game-like challenges (CAST, 2018; Rose & Meyer, 2002; Meyer et al., 2014)

➤ **Total Physical Response (TPR):**

The TPR is an approach to foreign language teaching developed by James J. Asher (Asher, 1977; Richards & Rodgers, 2001). It is based on providing learners with plenty of comprehensible listening input linked to physical actions. Language is introduced through instructions or commands to which learners respond with movements. TPR assumes that a target language is best acquired in a manner similar to how children naturally acquire their mother tongue, where comprehension precedes production. At this age, the use of this approach is particularly useful to help learners acquire the language. First, it helps students develop listening skills. Another advantage is that the new language is presented visually through movement, which children can easily understand and relate to. Some TPR-based songs are widely used in classrooms around the world, such as “Head, Shoulders, Knees and Toes” and “If You’re Happy and You Know It” (Asher, 1969; British Council, n.d.).

➤ **The PPP Model (Presentation-Practice-Production)**

The PPP model is a well-known procedure in language teaching. This model assumes that the teacher first presents the context in which the language is used (for example, describing someone's favourite food) and clearly demonstrates the meaning and form of the new language (e.g. I like / I don't like fish; Sam likes / doesn't like fish). In the practice stage, learners drill and practice constructing sentences using structures such as I like / I don't like and She likes / She doesn't like, often through controlled drilling and guided activities. In the production stage, learners use the language more freely, for example by asking each other about their favourite food. The PPP framework can also be applied to the teaching of language functions, vocabulary, and pronunciation (Harmer, 2007; Scrivener, 2011).

➤ **Task-based learning (TBL)**

The TBL is another learner-centered approach to language teaching. In TBL, students are presented with a non-linguistic task they have to carry out or a problem they have to solve, using the target language to communicate and reach a meaningful outcome (Willis, 1996; Willis & Willis, 2007). The procedure usually follows three main stages.

- ✦ The pre-task stage involves the teacher introducing the topic and the task and presenting or explaining the new language that learners may need.
- ✦ In the task stage, pupils work in pairs or small groups to complete the task and then prepare a brief report or presentation for the class.
- ✦ Finally, in the language-focus stage, learners study and practice the linguistic elements that emerged during the task, paying attention to grammar, vocabulary, and pronunciation (Ellis, 2003; Nunan, 2004)

➤ **Content and language Integrated Learning (CLIL):**

Content and Language Integrated Learning (CLIL) involves learning subject content such as mathematics, physical education, music, or arts through a foreign language. It also means learning a foreign language by studying a content-based subject.

The primary motivation for using CLIL is to improve language proficiency by broadening the scope of traditional foreign language teaching, while at the same time enabling learners to achieve the same level of specialist knowledge as they would in lessons taught in their first language (Dalton & Bauer, 2019).

In the European educational context, CLIL has been established as an umbrella term for teaching settings in which a foreign language is used as the medium of instruction. CLIL brings several benefits to language learning: it encourages holistic learning, stimulates students' cognitive potential, and promotes critical and creative thinking, discussion, and professional literacy. CLIL is not about learning isolated aspects of a language, but rather about using the new language to talk about a specific content area. Crucially, the language used must be comprehensible and accessible so that learning can take place, (European Commission, 2018).

➤ **Cooperative Learning:**

This methodology shows that structured work improves prosocial behaviour, the ability to empathize, communicate, and resolve conflict (Johnson & Johnson, 1994). Students feel a sense of belonging and responsibility to their team which makes them more likely to participate in tasks they might otherwise find boring (Sharan, 1990).

In a nutshell, the application of these methodologies is not elective but essential. It transforms the annual syllabus from a static list of contents into a dynamic roadmap

that respects the psychological and neurological development of the child (Piaget, 1972; Goswami, 2008).

## **8. EVALUATION**

Assessment for teaching purposes is generally defined as the process of systematically gathering information from multiple and diverse sources and making inferences about the students to develop a deep understanding of what students know, understand and can do (Huba & Freed, 2000). In other words, assessment is a systematic basis for making inferences about the learning and development of students.

For young EFL learners, the most suitable approach to assessment is ongoing formative evaluation that is integrated into playful classroom activities, supported when necessary by simple, developmentally appropriate summative tasks. Using a mix of observation, games, portfolio, self and peer-assessment and targeted activities provides dependable information about learning while also sustaining children's motivation. Assessment to support learning, not just measure it: give feedback regularly, clear learning goals, and flexible teaching adjustments enhance both achievement and motivation in primary contexts.

The best methods assessment for the second-grade students are firstly continuous teacher observations, for example, teachers use simple checklists and anecdotal notes while children do TPR, songs, story-time and pare games to record comprehension, participation, and emerging language. Secondly, games and action-based tasks can be evaluated through such as "Simon say", "flashcards or picture games, bingo, matching, miming and pointing. Instead of writing, children demonstrate comprehension by moving, pointing, choosing, or performing actions.

These approaches are particularly appropriate for every young learner in the pre-production or early speaking stages. Thirdly, the evaluation can be done through short oral tasks with visual support. Brief speaking activities such as naming images, giving a simple supported description of a picture, responding to yes/no questions, or completing a short show and telling using objects are effective at this level. The use of visual aids (real objects, flash cards, story images) lowers linguistic demands and helps reduce anxiety. Fourthly, using basic listening comprehension activities can be assessed through listening and doing tasks like coloring, circling, drawing, or sticking, as well as listening and point or choosing between two images. Learner's responses should remain physical or very limited rather than full written sentences.

Assessing "the same content" with a single instrument, without adjustments or varied formats, reinforces inequity. A diversity-responsive approach calls for differentiated, formative, and adaptable assessment methods that evaluate core competencies rather than merely speed or adherence to a standard pace (Tomlinson, 2001; Dustin, 2003).

### **What to evaluate?**

Evaluation focuses on applied communicative and attitudinal competencies rather than theoretical content. Organized into seven key dimensions covering oral and written skills, interaction, interculturality, and self-regulation the process measures observable performance. By tracking functional language use in real classroom contexts, this approach ensures a holistic assessment of both linguistic proficiency and personal development.

### **How to evaluate?**

Assessment combines continuous observation with summative milestones. Formative data is collected via checklists, anecdotal records, portfolios, and self-assessment during active communicative tasks. These are complemented by summative performance tasks (50%) at the end of each unit. This dual approach ensures the final grade reflects both the learning process and the attainment of specific curricular goals through measurable consolidated tasks.

### **When to evaluate?**

Evaluation is continuous, occurring primarily during routine activities like TPR and games. This formative process is complemented by summative milestones at the end of each unit, consisting of final tests and performance tasks (50%). These assessments measure consolidated learning and provide objective data for the final grade. While formal diagnostic sessions are omitted, ongoing observation ensures an implicit, constant monitoring of student progress from the start.

### **Who evaluates?**

Evaluation is primarily conducted by the teacher through active observation and performance recording during classroom dynamics. However, this process also incorporates self-assessment, allowing students to reflect on their learning through end-of-unit rubrics to develop metacognitive skills. While teacher-led assessment currently prevails, the syllabus promotes a gradual shift towards greater student involvement, including peer assessment, to foster autonomy and shared responsibility in the evaluation.

The following assessment matrix outlines the integrated evaluation system designed for this syllabus. In compliance with the LOMLOE's emphasis on continuous and formative assessment, this framework balances the monitoring of the learning

process with the measurement of specific academic results. This evaluation is structured into main components: Formative assessment (50%), which tracks daily progress, communicative initiative, and student attitudes; and summative assessment (50%). Which evaluates the students' ability to consolidate and to apply the unit's core contents through final tasks and tests. This balanced assessment ensures that the final grade reflects both the student's consistent effort and their ultimate achievement of the specific competences. Furthermore, this table streamlines the assessment process by linking specific linguistic skills prioritizing oral comprehension and expression with the various instruments and agents involved in the evaluation cycle.

| <b>PROPOSED ASSESSMENT MATRIX</b>           |  |   |                   |
|---|--|---|-------------------|
| <b>Category / Competence</b>                | <b>Observable Indicators (Criteria)</b>  | <b>Assessment Instruments</b>                             | <b>Weight (%)</b> |
| <b>Oral Communication (C.E. 1 &amp; 2)</b>  | Respond to TPR commands; identify key vocabulary; produce basic classroom routines/phrases.          | Systematic observation, Checklists, feedback, Oral games. | 15%               |
| <b>Written Literacy (C.E. 3)</b>            | Match words to images; identify concrete data in short texts; produce guided structures              | Classwork (notebook), Feedback, Worksheets, Portfolio.    | 15%               |
| <b>Interaction &amp; Mediation (C.E. 4)</b> | Requests help/info using basic strategies; identify cultural elements; participates in pairs/groups. | Role-plays, Peer-assessment, Observation.                 | 10%               |
| <b>Attitudes &amp; Reflection (CPSAA)</b>   | Show effort and autonomy; manage errors positively; complete self-assessment sheets.                 | Ticket exit, Self-assessment rubric, Teacher diary.       | 10%               |
| <b>Summative Evaluation</b>                 | Performance in end-of-unit tasks or term reviews (Application of integrated skills).                 | Unit Challenges / Term Projects/ final tests.             | 50%               |

## 9. ATENTION TO DIVERSITY

Attention to diversity is to recognize each person as unique, not as a deviation from a supposed norm. This inclusion paradigm challenges the logic of exclusion and normalization, and it is grounded in the following principle:

- ◆ Equal opportunities, not identical outcomes: the goal is to provide each student with the necessary adjustment to achieve common curricular objectives, rather than lowering standards or merely integrating those who differ from the standard model in a passive way (UNESCO, 1994; 2020).
- ◆ Diversity intersects with socioeconomic, ethnic, linguistic, gender, and disability-related factors. Ignoring these dimensions perpetuates inequality gaps; responding to them constitutes a strategy for social justice (Bourdieu & Passeron, 1970; Fraser, 2005; Puigvert, 2011).

From a curricular standpoint, attending diversity does not mean making isolated adjustments for “special cases,” but rather rethinking the overall design of teaching and learning processes.

Universal Design for Learning (UDL) proposes that diversity is not an obstacle but the starting point. The curriculum should therefore be structured to offer multiple means of access, expression, and participation, ensuring that shared learning outcomes can be achieved without segregation (CAST, 2018; Dolmage, 2017).

Differences in pace, learning style, mother tongue, phonological development, neurodiversity, and other characteristics are understood as visible and structurally addressed elements within planning itself not as issues to be “fixed” at the last minute (Biklen & Burke, 2006; Florian, 2014).

Addressing diversity also transforms the quality of learning, not merely the quantity of opportunities available. Lev Vygotsky (1978) explains that learning potential expands through guided interaction with others who are more competent or who bring different perspectives. The visible diversity present in the classroom differences in pace, languages, and experiences constitutes a structural cognitive resource for everyone's progress, provided that the classroom is organized cooperatively rather than competitively (Johnson & Johnson, 1999).

When teachers design differentiated learning pathways, students learn to reflect on their own processes, resources, and strategies, thereby strengthening self-regulation and, consequently, improving overall performance (Zimmerman, 2000; Hattie, 2009). Research on inclusion shows that when attention to diversity is effectively implemented, it reduces dropout rates, delays, and grade repetition, while improving achievement indicators for the entire group not only for students with special needs (Ainscow, 2005; Lens, 2011).

Diversity is not a problem to be solved behind closed doors, but rather a setting for the construction of citizenship. Inclusive practices help students understand that receiving accommodations is not a privilege but a right, and that differences are not flaws but legitimate social conditions (Sen, 1999; Vallés, 2011). When the classroom is organized so that all differences are visible and valued, hostility towards what is different, fear of disability or of what is considered 'strange', and rejection of linguistic or cultural diversity are dismantled (Banks, 2004; Nieto, 2000).

## **9.1: intercultural component**

Intercultural dimension in language teaching aims to develop learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping that arises from perceiving someone through a single identity. It is based on perceiving the interlocutor as an individual whose qualities are to be discovered, rather than as a representative of an externally ascribed identity. Intercultural communication is communication on the basis of respect for individuals and equality of human rights, functioning as the democratic basis for social interaction (Byram, 1997; Council of Europe, 2001).

Incorporating the intercultural component into EFL in schools is important and essential, since children are not only learning vocabulary, but also learning how people live, think, and communicate in other contexts. This helps them use English in a meaningful and respectful way. Exposing learners to intercultural aspects at an early age fosters attitudes of curiosity, respect, and empathy towards difference. It prepares them for real-life communication, where understanding different perspectives, values, and behaviours is as important as mastering correct grammar. Intercultural experiences can increase motivation and improve learning outcomes, and they also support inclusive education, because comparing cultures including learners' own validates diverse family backgrounds and helps all children feel represented (Byram, 1997; Council of Europe, 2001/2018).

The intercultural dimension in language teaching encourages learners to share their own experiences and opinions while engaging in respectful dialogue with their classmates. Such discussions should be structured around agreed-upon norms rooted in human-rights principles and mutual respect. In this process, students learn

as much from one another as they do from the teacher, as they contrast their own cultural frames with the new cultural contexts they encounter through language learning (Deardorff, 2006).

Therefore, developing the intercultural dimension in language teaching implies recognizing that its ultimate goals are: to foster both intercultural and linguistic competence; to prepare learners for meaningful interaction with people from other cultures; to help them understand and accept individuals from diverse backgrounds as holders of different perspectives, values, and ways of behaving; and to enable them to experience cross-cultural communication as a source of personal and social enrichment (Kramsch, 1993).

What language teachers need for the intercultural dimension is not simply more knowledge about other countries and cultures, but rather skills in creating a classroom atmosphere that allows learners to take risks in their thinking and feeling. These skills are best developed through practice and reflection on experience (Byram, 1997; Deardorff, 2006). Teachers may find common ground in this with colleagues from other subjects, or through participation in learning experiences that involve risk and critical reflection.

Teachers cannot be neutral on cultural issues, since they respond to other cultures as human beings, not only as language teachers. They therefore need to consider how their own stereotypes and prejudices may influence their teaching unconsciously, and what effects this might have on learners. In addition, they need to reflect on how they respond to the prejudices of their students, not only as teachers but as human beings who are themselves subconsciously shaped by their own experiences of otherness. (Byram, 1997; Deardorff, 2006).

In short, interculturality is not an ethical “extra” or an added burden for teachers: it lies at the heart of high-quality, democratic, and evidence-based education. Without it, schools lack both legitimacy and effectiveness (Ainscow, 2005; UNESCO, 2020; Toma & García, 2011; García Carrasco, 2013; Tomlinson, 2001).

## **10. INTEGRATION OF THE DIDACTIC PROGRAMME WITHIN TRANSVERSAL SCHOOL PLANS.**

This didactic syllabus actively reinforces the school linguistic project by fostering metalinguistic awareness. Rather than treating English as a separate entity, it promotes a transfer of cognitive strategies between first and second language, enhancing the students’ overall discursive competence and logical reasoning. Through the promotion of oracy and literary sensibility, students develop the ability to navigate diverse communicative registers and aesthetic experiences, viewing language as a tool for democratic participation and personal enrichment.

The inherent vulnerability of language learning is leveraged to build emotional intelligence and resilience. Our classroom dynamics prioritize the ethics of alterity, where everyone is valued and the diversity is seen as structural resource. By systematically deconstructing gender biases and promoting cooperative learning, the syllabus contributes to a culture of peace and equality. Students learn that effective communication requires not only grammatical precision but also the empathy and respect necessary for social justice and conflict resolution.

Finally, this project connects the curriculum to Sustainable Development Goals (SDGs) through health and environmental plans. By addressing global challenges such as climate change and holistic well-being in a lingua franca, students internalize their role as global citizens. Units focusing on eco-literacy and healthy lifestyles

transform environmental stewardship from a local school requirement into a global communicative necessity, ensuring that students emerge as conscious guardians of their collective future.

## **11. CONCLUSION**

The present Final Degree Project has attempted to demonstrate that English language learning can and must be an experience accessible to all students, regardless of their abilities, backgrounds, or learning needs. As UNESCO (2009) defines it, inclusive education is a process of strengthening the capacity of the education system to reach out to all learners a principle that has guided every decision made throughout this work.

The theoretical framework established the legislative and pedagogical foundations supporting inclusive education, drawing on Ainscow and Miles' (2008) premise that inclusion must guarantee the presence, participation, and achievement of all students. This was complemented by Vygotsky's (1978) Zone of Proximal Development, which reminds us that when instruction is calibrated to each learner's potential, every child is capable of meaningful progress with appropriate support.

The fifteen didactic units designed from “*All About Me*” to “*My Neighborhood*” form a spiral curriculum built on Krashen's (1982) Input Hypothesis, offering comprehensible, low-anxiety language experiences across meaningful real-life topics. Their thematic variety responds to Gardner's (1983) Theory of Multiple Intelligences, ensuring that different cognitive profiles are activated and valued throughout the learning process.

Methodologically, the project is grounded in the Universal Design for Learning framework (Rose & Meyer, 2002), which addresses learner variability proactively by offering multiple means of representation, expression, and engagement. The evaluation model aligns with Black and Wiliam's (1998) research on formative assessment, prioritizing ongoing feedback and process over purely summative outcomes. Finally, the intercultural dimension draws on Byram's (1997) model of Intercultural Communicative Competence, recognizing that language learning is also a process of building openness and empathy across cultural boundaries.

In conclusion, as Tomlinson (2001) argues, responding to students' diverse needs is not a concession but a mark of professional excellence. This Final Work affirms that the path to English learning need not be uniform to be effective, it is precisely in its diversity where its greatest strength lies, and where every child finds their place.

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### 13. ANNEX.

#### DEVELOPED UNIT

Harmer (2007) describes the method as the practical implementation of an underlying approach to language teaching, translating theoretical principles into concrete classroom practice. It includes the characteristic types of activities, the defined roles assigned to both the teacher and the learner, the selection and use of materials, and the way the syllabus is organized and sequenced. Methods are therefore identifiable by their specific procedures and techniques, which shape how language is presented, practiced, and assessed in the classroom.

|  |                            |                |          |  |                |                   |
|--|----------------------------|----------------|----------|--|----------------|-------------------|
| <b>Unit</b>  | <b>12</b>                  | <b>Session</b> | <b>1</b> | <b>2<sup>nd</sup> Year</b>   | <b>Time:</b>   | <b>50 minuits</b> |
| <b>Sesion title</b>  | <b>What is a festival?</b> |                |          | <b>subject</b>   | <b>English</b> |                   |
| <b>focus</b>   |                            |                |          |  |                |                   |
| <b>Operational objectives :</b><br>-Introduce the concept of <i>festival</i> using multimodal input.<br>-Present key vocabulary through TPR and echo-drilling.<br>-Foster oral participation by naming colors, objects, and symbols.<br>-Engage students through movement and visual stimuli.  |                            |                |          | <b>Leaning outcomes:</b><br>-Identifies festivals and symbols in visual input.<br>-Responds to TPR instructions.<br>-Repeats and pronounces key vocabulary.<br>-Produces single-word oral responses. |                |                   |
| <b>Key competences (RD 157/2022)</b><br>CCL, CCL, CPSAA, CCEC.   |                            |                |          | <b>Operational descriptors (RD 157/2022)</b><br><b>1; 2; 1; 1</b>  |                |                   |
| <b>Specific competences</b><br>CE1, CE2, CE3   |                            |                |          | <b>Evaluation criteria</b><br>1.1, 1.2, 2.2, 3.1.  |                |                   |
| <p><b>Commnication:</b></p> <ul style="list-style-type: none"> <li>-Iniciación en estrategias elementales para la comprensión y producción... usando imágenes, contexto, repetición, imitación, visualización, pistas claves.</li> <li>-Saludar, despedirse, presentarse, dar las gracias, pedir permiso y ayuda.</li> <li>-Identificación de características de personas, objetos y lugares.</li> <li>-Responder a preguntas concretas sobre cuestiones cotidianas en inglés.</li> <li>-Producción de textos orales, escritos y multimodales breves y sencillos... como felicitaciones, notas, listas, avisos, cuentos, cómics... con apoyo visual.</li> <li>--Léxico elemental de alta frecuencia relativo a relaciones personales básicas, vivienda, lugares y entornos cercanos</li> </ul> |                            |                |          |  |                |                   |

|  |  |
|--|--|
| <b>Content blocks (decree 61/2022)</b> | <p>-Mensajes breves y sencillos con pronunciación, entonación y ritmo adecuados.</p> <p>-Convenciones y estrategias conversacionales elementales verbales y no verbales.</p> <p><b>Plurilingüismo:</b></p> <p>-Repetición, imitación, solicitud de aclaraciones,</p> <p><b>Interculturalidad:</b></p> <p>-Conocimiento de aspectos culturales, tradiciones y costumbres de otros países.</p> <p>-Respeto y tolerancia por el interlocutor, sus costumbres, tradiciones y cultura.</p> <p><b>Discursivos:</b></p> <p>-Exclamaciones/ Afirmaciones</p> <p>-Tiempo verbal.</p> <p><b>CONTENT FOR SOCIAL SCIENCE (CLIL subject)</b></p> <p><b>Vivir in comunidad</b></p> <p>-Diversidad cultural/ Respeto a tradiciones</p> <p>-Convivencia en actividades colectivas</p> <p><b>El mundo que vivimos:</b></p> <p>-Diferencias entre entornos y tradiciones</p> |
|--|--|

|               |  |   |
|---------------|--|---|
| <b>Skills</b> | <b>Subskills</b>   | <b>systems</b>  |
| Listening     | Listening for key words in multimodal input<br>Following TPR commands<br>Recognising vocabulary through visuals              | <b>Lexis:</b><br>Christmas, Easter, Halloween, Chinese New Year, All Souls' day, Diwali (India), Hanami (Japan), October fest (Germany). New Year Eve.                  |
| speaking      | Repeating vocabulary through echo -drill<br>Producing single-word utterances;<br>Naming familiar elements (colors / symbols) | <b>Phonology:</b><br>Rhythm, repetition<br>Repeat while naming festivals:<br>"Diwali! Clap-tap-clap... !<br>Hanami! Clap-tap-clap...!<br>October fest! Clap-Clap-Clap!" |

**Procedures**

| timing | Stages     | activities/task  | Grouping    |
|--------|------------|--|-------------|
| 5      | Activation | Have you ever been in any festival?  | whole class |
| 10     | Input      | Short video of festival and some simple questions (What colours did you see? What do people eat?). | Whole class |
| 15     | TPR        | Teacher commands: "wave the dragon!"   | Whole class |
| 20     | Task       | Draw one festival element for mural. (Pumpkin for Halloween, Cherry blossom for Hanami...)         | individual  |

|                                 |                              |                |          |                            |                |                   |
|---------------------------------|------------------------------|----------------|----------|----------------------------|----------------|-------------------|
| <b>Unit</b>                     | <b>12</b>                    | <b>Session</b> | <b>2</b> | <b>2<sup>nd</sup> Year</b> | <b>Time:</b>   | <b>50 minuits</b> |
| <b>Sesion title</b>             | <b>My group, my festival</b> |                |          | <b>subject</b>             | <b>English</b> |                   |
| <b>focus</b>                    |                              |                |          |                            |                |                   |
| <b>Operational objectives :</b> |                              |                |          | <b>Leaning outcomes:</b>   |                |                   |

|  |   |   |                 |
|--|---|---|-----------------|
| <ul style="list-style-type: none"> <li>-Organise students into cultural festival groups.</li> <li>-Provide auditory input linking countries and festivals.</li> <li>-Guide students to complete a Cultural Passport.</li> <li>-Continue progress on the Learning Situation.</li> </ul> |   | <ul style="list-style-type: none"> <li>-Identifies festival–country pairs.</li> <li>-Understands simple information through listening models.</li> <li>-Completes guided writing in the Cultural Passport.</li> </ul> |                 |
| <b>Key competences (RD 157/2022)</b><br>CCL, CP, CPSAA, CCEC   |   | <b>Operational descriptors (RD 157/2022)</b><br>1; 2; 1; 1  |                 |
| <b>Specific competences</b><br>CE1, CE2, CE3, CE4  |   | <b>Evaluation criteria</b><br>1.2, 2.3, 3.1, 6.1  |                 |
| <b>Skills</b>  | <b>Subskills</b>  | <b>systems</b><br><br><b>Lexis:</b><br>Presents, cake, dance, skull, candle, costumes, easter eggs, mask, pumpkin, Cherry blossom, fireworks, dragon, decoration.<br><b>Discourse</b>                                 |                 |
| Listening  | Identifying festival–country information<br>Matching spoken input with visual clues<br>Listening to teacher modelling |   |                 |
| Writing  | Copying festival words<br>Writing symbols and foods<br>Completing passport sections                                   |   |                 |
| <b>Procedure</b>   |   |   |                 |
| <b>timing</b>  | <b>Stages</b>   | <b>activities/task</b>  | <b>Grouping</b> |
| 5  | activation  | Can someone tell me some known festivals?   | Whole class     |
| 10   | Group creation  | Draw symbols cards  | class           |
| 15   | Listening   | Teacher modelling: “In Mexico the people celebrate all souls’day”, In China.....”   | Groups          |
| 15   | LS Worktime   | Students complete their Cultural Passport   | Individual      |
| 5  | sharing   | Students report their chosen festival   | Groups          |

|  |                             |                |                |   |              |                   |
|--|-----------------------------|----------------|----------------|---|--------------|-------------------|
| <b>Unit</b>  | <b>12</b>                   | <b>Session</b> | <b>3</b>       | <b>2<sup>nd</sup> Year</b>  | <b>Time:</b> | <b>50 minuits</b> |
| <b>Sesion title</b>  | <b>Let’s create symbols</b> |                | <b>subject</b> | <b>English</b>  |              |                   |
| <b>focus</b>   |                             |                |                |   |              |                   |
| <b>Operational objectives :</b><br><ul style="list-style-type: none"> <li>-Support students in creating a cultural symbol for their stand.</li> <li>-Teach a simple descriptive sentence.</li> <li>-Help students read and write a complete sentence.</li> <li>-Produce materials for the Learning Situation.</li> </ul> |                             |                |                | <b>Leaning outcomes:</b><br><ul style="list-style-type: none"> <li>-Reads and understands a simple model sentence.</li> <li>-Produces a correct descriptive sentence.</li> <li>-Creates a symbol to be used in the fair.</li> </ul> |              |                   |
| <b>Key competences (RD 157/2022)</b><br>CCL, CPSAA, CCEC   |                             |                |                | <b>Operational descriptors (RD 157/2022)</b><br>1; 1; 1   |              |                   |
| <b>Specific competences</b><br>CE2, CE4, CE5, CE6  |                             |                |                | <b>Evaluation criteria</b><br>2.3, 3.1, 5.1.  |              |                   |

|                          |  |  |                 |
|--------------------------|--|--|-----------------|
| <b>Skills</b><br>Reading | <b>Subskills</b><br>Reading model sentences<br>Recognising festival words; Identifying colour adjectives | <b>systems</b><br><b>Function</b><br>identifying and naming events.<br><br><b>Phonology:</b><br>Rhythm, repetition |                 |
| Writing                  | Completing a frame ("Our ___ is ___.")<br>Writing colour words<br>Labelling drawings                     |  |                 |
| <b>Procedures</b>        |  |  |                 |
| <b>timing</b>            | <b>Stages</b>  | <b>activities/task</b>   | <b>Grouping</b> |
| 10                       | Reading  | Read model sentences from board  | In groups       |
| 10                       | Crafting   | Create festival symbol with example shown.   | Whole class     |
| 15                       | LS time work   | Write sentences card for the stand.  | Individual      |
| 15                       | Gallery walk   | View all symbols on tables   | Whole class     |

|  |   |  |          |  |                 |                   |
|--|---|--|----------|--|-----------------|-------------------|
| <b>Unit</b>  | <b>12</b>   | <b>Session</b>   | <b>4</b> | <b>2<sup>nd</sup> Year</b>   | <b>Time:</b>    | <b>50 minuits</b> |
| <b>Sesion title</b>  | <b>Exclamation! Vow!</b>  |  |          | <b>subject</b>   | <b>English</b>  |                   |
| <b>focus</b>   |   |  |          |  |                 |                   |
| <b>Operational objectives :</b><br>-Introduce exclamative structures through drama.<br>-Practice expressive intonation.<br>-Prepare one official exclamation for the festival stand. |   |  |          | <b>Leaning outcomes:</b><br>-Understands exclamations and repeats them.<br>-Produces one expressive exclamation related to their symbol.<br>-Uses gesture and intonation effectively.    |                 |                   |
| <b>Key competences (RD 157/2022)</b><br>CCL, CCEC, CPSAA.  |   |  |          | <b>Operational descriptors (RD 157/2022)</b><br><b>3; 2; 2</b>   |                 |                   |
| <b>Specific competences</b><br>CE2, CE3, CE4, CE6  |   |  |          | <b>Evaluation criteria</b><br>2.1, 2.3, 3.2.   |                 |                   |
| <b>Skills</b><br>Listening   | <b>Subskills</b><br>Listening for intonation cues;<br>Recognising exclamations;<br>Identifying adjectives |  |          | <b>systems</b><br><b>Grammar + Discourse</b><br><b>What+a+adjective+noun!</b><br>What a big _____!<br>What a beautiful _____!<br><b>How+ajective!</b><br>How colourful!<br>How exciting! |                 |                   |
| speaking   | Producing expressive exclamations<br>Using gestures and tone;<br>Applying structure to their symbol       |  |          |  |                 |                   |
| <b>Procedures</b>  |   |  |          |  |                 |                   |
| <b>timing</b>  | <b>Stages</b>   | <b>activities/task</b>   |          |  | <b>Grouping</b> |                   |
| 5  | Presentation  | Dramat modelling of exclamations<br>Exampal: Arms stretched WIDE to show "big"<br>What a big dragon! |          |  | Whole class     |                   |

|    |                         |  |           |
|----|-------------------------|--|-----------|
| 10 | Listening and imitation | Music movement<br>Echo-drill (What –a –big-dra-gon!) | In groups |
| 20 | LS work time            | Creat official exclamation poster                    | In groups |
| 15 | Speaking                | Perform their exclamation                            | In groups |

|  |  |   |          |  |                 |                   |
|--|--|---|----------|--|-----------------|-------------------|
| <b>Unit</b>  | <b>12</b>  | <b>Session</b>                              | <b>5</b> | <b>2<sup>nd</sup> Year</b>   | <b>Time:</b>    | <b>50 minuits</b> |
| <b>Sesion title</b>  | <b>Stand Preparation.</b>  |   |          | <b>subject</b>   | <b>English</b>  |                   |
| <b>focus</b>   |  |   |          |  |                 |                   |
| <b>Operational objectives :</b><br>-Guide the assembly of the festival stand.<br>-Practice reading and placing signs.<br>-Rehearse the final oral presentation for the fair. |  |   |          | <b>Leaning outcomes:</b><br>-Reads and interprets stand labels.<br>-Organises festival materials coherently.<br>-Delivers a clear, rehearsed presentation. |                 |                   |
| <b>Key competences (RD 157/2022)</b><br>CCL, CCEC, CPSAA   |  |   |          | <b>Operational descriptores (RD 157/2022)</b><br><b>3- 2- 2</b>  |                 |                   |
| <b>Specific competences</b><br>CE2, CE3, CE6   |  |   |          | <b>Evaluation criteria</b><br>2.1, 2.3, 3.1  |                 |                   |
| <b>Skills</b><br>Reading   | <b>Subskills</b><br>Reading and matching simple signs<br>Placing labels correctly<br>Recognising festival vocabulary |   |          | <b>systems</b><br><br><b>Lexis:</b><br>revision<br><br><b>Phonology:</b><br>Rhythm, repetition   |                 |                   |
| speaking   | Rehearsing presentation lines;<br>Turn-taking<br>Using functional English  |   |          |  |                 |                   |
| <b>Procedures</b>  |  |   |          |  |                 |                   |
| <b>timing</b>  | <b>Stages</b>  | <b>activities/task</b>                      |          |  | <b>Grouping</b> |                   |
| 5  | Crafting   | Assemble stand with materials               |          |  | In groups       |                   |
| 10   | Reading  | Place signs+practise reading aloud          |          |  | In groups       |                   |
| 15   | LS work time   | Full rehearsal of presentation for the fair |          |  | In groups       |                   |
| 20   | Review   | Teacher feedback                            |          |  | Whole class     |                   |

|   |                             |                |          |   |                |                   |
|---|-----------------------------|----------------|----------|---|----------------|-------------------|
| <b>Unit</b>   | <b>12</b>                   | <b>Session</b> | <b>6</b> | <b>2<sup>nd</sup> Year</b>  | <b>Time:</b>   | <b>50 minuits</b> |
| <b>Sesion title</b>   | <b>World Festival Fair!</b> |                |          | <b>subject</b>  | <b>English</b> |                   |
| <b>focus</b>  |                             |                |          |   |                |                   |
| <b>Operational objectives :</b><br>-Enable real oral communication during the fair.<br>-Guide students to interact with audience (classmates and teacher) |                             |                |          | <b>Leaning outcomes:</b><br>-Greets, explains, and thanks classmates and teacher<br>-Answers simple questions.<br>-Presents the festival stand clearly. |                |                   |

|  |   |   |                 |
|--|---|---|-----------------|
| -Evaluate oral skills authentically.   |   |   |                 |
| <b>Key competences (RD 157/2022)</b><br>CCL; CP; STEM<br>CD; CPSAA, CC, CCEC |   | <b>Operational descriptors (RD 157/2022)</b><br>1,2,3,5; 1,2,3; 3,5<br>1,4; 1,3; 1,3,4; 1 |                 |
| <b>Specific competences</b><br>CE1-6   |   | <b>Evaluation criteria</b><br>1.1–1.2, 2.1–2.3, 3.1–3.2, 6.1–6.2.                         |                 |
| <b>Skills</b><br>Speaking  | <b>Subskills</b><br>Delivering rehearsed presentation<br>Using greetings and thanks<br>Explaining symbols | <b>systems</b><br><b>Function</b><br>Describing actions and customs<br>Comparing cultures |                 |
| Listening  | Understanding public questions; Responding meaningfully<br>Recognising vocabulary in context              | <b>Phonology:</b><br>Rhythm, repetition   |                 |
| <b>Procedures</b>  |   |   |                 |
| <b>timing</b>  | <b>Stages</b>   | <b>activities/task</b>  | <b>Grouping</b> |
| 5  | Opening   | The teacher gives a word of welcome to the Festival Fair to everyone.                     | Whole class     |
| 35   | Presentation of groups  | Each group presents and interacts with the audience about their work.                     | In groups       |
| 5  | Closure   | Voting and handling diplomas  | Whole class     |
| 5  | Final reflexion   | Expressing their feelings   | individual      |

## ANNEX OF MATERIALS FOR UNIT 12:

Here is the link and QR for material access:

[https://drive.google.com/file/d/1DKxfBArU2YoftsiHNC\\_SXcniKK1CoyND/view?usp=s\\_haring](https://drive.google.com/file/d/1DKxfBArU2YoftsiHNC_SXcniKK1CoyND/view?usp=s_haring)

