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PROGRAMACIÓN GENERAL ANUAL DE APRENDIZAJE INTEGRADO DE CONTENIDO Y LENGUA
(AICLE)

3º EDUCACIÓN INFANTIL (5 AÑOS)

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RESUMEN

Este Trabajo de Fin de Grado es una Programación General Anual dirigida al tercer curso de Educación Infantil. En ella, se trabajan contenidos de las áreas Conocimiento de sí mismo y autonomía personal y Conocimiento del entorno. Del mismo modo, se trabajan de forma transversal contenidos del área de Lenguajes: comunicación y representación. La propuesta está basada en el enfoque AICLE (Aprendizaje Integrado de Contenido y Lengua).

Este trabajo está dividido en dos grandes partes. En la primera se detalla el marco teórico en el que se desarrolla el contexto de la propuesta, así como los fundamentos del enfoque AICLE y los objetivos, contenidos y criterios de evaluación que se trabajan. A parte de esto, también se incluyen las actividades, recursos, medidas de atención a la diversidad, las actividades complementarias y el Plan de Acción Tutorial y de colaboración con las familias. En segundo lugar, se desarrollan diez unidades didácticas dirigidas al tercer curso de Educación Infantil. El hilo conductor de la programación es el propio niño y el cuidado de su salud a través de tres proyectos, de forma que se desarrolla uno en cada trimestre del curso escolar. Cuatro de las unidades se desarrollan en mayor profundidad, incluyendo las actividades que se realizan en cada sesión para alcanzar los objetivos propuestos, así como algunos de los materiales y recursos necesarios para llevarla a cabo en el aula.

Palabras clave

3º Educación Infantil, AICLE, Programación General Anual, unidades didácticas AICLE.

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ABSTRACT

This End-of-degree Project is an Annual Syllabus aimed at the third course of Infant Education. In it, contents from the curricular areas Self-knowledge and personal autonomy and Knowledge of the environment are worked. Likewise, the contents from the Languages: communication and representation area are worked on in a transversal way. The proposal in based on the CLIL (Content and Language Integrated Learning) approach.

This work is divided into two main parts. In the first one, a theoretical framework, where the context of the proposal is developed, is detailed, as well as the basis of the CLIL approach and the objectives, contents and evaluation criteria used for the syllabus. Besides, the activities, resources, attention to diversity measures, complementary activities and the Tutorial Action Plan and Collaboration with families are ~~also~~ included. In the second part, ten didactic units are developed for the third course of Infant Education. The common thread of the syllabus is the child's own body and its healthcare throughout three projects, so that one is developed in each term of the school year. Four out of the ten units are developed in greater depth, including the activities that are performed in each session to achieve the proposed objectives and some of the materials and resources needed to carry them out in the classroom.

Key words

Year 3 of Infant Education, CLIL, Annual Syllabus, CLIL didactic units.

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1. GENERAL PRESENTATION

This final degree project is an annual syllabus for the third year of Infant Education through the CLIL (Content and Language Integrated Learning) approach. The project is divided into two different but related parts. The first part is the theoretical and legislative framework that supports the work. It includes the context in which the syllabus is applied, the psycho-evolutive characteristics of five-year-old children, the learning objectives, contents, and evaluation strategies used, based on the Royal Decree 1630/2006 and the Decree 17/2008, and a framework that describes the main aspects of the CLIL approach. Furthermore, it includes the activities and resources needed to cover the contents and achieve the objectives abovementioned, the strategies used to ensure the attention to diversity, the complementary activities, and the Tutorial and Collaboration with Families plans.

The second part of the project consists of ten didactic units in which the theoretical framework is put into practice. The units are divided into three projects, and all of them are based on the child's own body and its care: My body, How to take care of my body I: healthy food and How to take care of my body II: healthy lifestyle. These projects follow a constructivist approach that starts in the child's immediate environment and increases in complexity as it progresses but is always focused on the child's interests. Thus, the child is the protagonist of its own learning process through the content and the language, and the activities proposed in the units seek to motivate students and guide them along the process. In this context, CLIL seeks to have the students learn at their own pace based on their interests, leaving the teachers to support and promote learning from a secondary role. Great importance is given to the relation with families in order to consolidate the learning and assure that both the school and the families work in the same direction.

I would like to finish this presentation stating the motivations that led me to take the challenge to develop an End-of-degree project on CLIL. I boarded this adventure without knowing all that it would teach me, not only about the approach but also about myself and my abilities. It has been a long process that required lots of hard work, as researching and planning for Infant students in a foreign language is not an easy thing to do. Nevertheless, this challenge has made me reflect on the kind of teacher I am and the path I think education should follow. I firmly believe that languages are essential to a proper cognitive and social development, and that learning a foreign language at an early age has many benefits. Thus,

by developing this project I put into practice everything that I have learnt throughout my degree at the time that I contribute to build on the type of education I believe in: brave but well-founded.

2. ANNUAL SYLLABUS

2.1 Introduction

In this section, a summary of the principal methodologies behind the Content and Language Integrated Learning (CLIL) approach is presented. Also, an insight on how to develop CLIL lessons with Very Yong Learners, as well as an overview on the psycho-evolutive characteristics of the 5-year-old students, as they are the target age for this Annual syllabus (*Programación General Annual,* PGA).

In Spain, Infant Education is divided into two cycles. The first cycle is for students from 0 to 3 years old, and the second cycle is for students from 3 to 6 years old, just before they enter Primary Education. Both cycles are voluntary, and it is the parents' decision whether to school their children. Educative action in this stage is driven to integrate the students' experiences and learning and to propose stimulus that foster their natural curiosity and willingness to learn (BOCM, 2008). The ultimate goal for Infant Education is to contribute to the children's physical, sensorial, intellectual, affective and social development.

2.1.1 Theoretical justification

As mentioned above, CLIL stands for Content and Language Integrated Learning: "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle, Hood, & Marsh, 2010, p. 1). It is an innovative fusion of both language and content education in which each is interwoven. As Marsh (2000) argues, CLIL offers young learners realistic and natural opportunities to learn and use an additional language in such a way that they forget about learning the language as such and focus only on learning the content.

In 1995, the Commission of European Communities published a White Paper putting forward the guidelines for action in the fields of education and training. The document states that "investment in knowledge plays an essential role in employment, competitiveness, and social cohesion". In order to achieve this, it analyses the changes that had to be made to strengthen

the training and apprenticeship policies. Therefore, it addresses the following objectives (Commission of the European Communities, 1995):

- To encourage the acquisition of new knowledge
- To bring school and the business sector closer together
- To combat exclusion
- To develop proficiency in three European languages
- To treat capital investment and investment in training on an equal basis.

This White Paper was the starting point for the implementation of a multilingualism strategy in Europe, and it was when CLIL became popular amongst the European countries. This approach is designed for students to learn content through a second language, enabling the achievement of some of the above-mentioned objectives.

Nevertheless, years before that, since 1990, the teaching of a second language was compulsory in Spain, as stated in the *Ley Orgánica de Ordenación General del Sistema Educativo (LOGSE, 1990).* The approach focussed on language learning from the age of 8 onwards. In 1996, the British Council and the Ministry of Education and Science launched a Bilingual Programme that develops an integrated curriculum. This project is implemented in 135 public infant, primary and secondary schools from around the country at the moment (Ministerio de Educación Cultura y Deporte, 2016), and it has inspired other institutions to develop CLIL programmes.

In 2001, the European Year of Languages was celebrated, and it highlighted the many ways of promoting language learning and linguistic diversity. This allowed The Commission of European Communities for further reflection on the matter. Then, in 2003, the Action Plan 'Promoting Language Learning and Linguistic Diversity' introduced concrete proposals aimed at the development of lifelong language learning, better language learning and building a language-friendly environment. Attention was brought once again to the fact that multilingualism is key for individual and global development, and to the numerous cultural and mobility benefits that are obtained when it is implemented.

Following the European guidelines that advised a reinforcement of the teaching of the foreign language in the school stage, in 2004 the Community of Madrid implemented its Bilingual Education Project in public primary schools. After that, in 2006, the LOE stated that "it is the

responsibility of the education authorities to encourage an initial approach to foreign language learning in the second cycle of pre-school education, especially in the final year", but it was not until 2017 that the Community of Madrid expanded its bilingual program for the second cycle of Infant Education. It is currently offered in infant, primary, secondary, and vocational training schools.

Nevertheless, little research has been made on CLIL with very young learners, that is, ages 3 to 7. One of the reasons behind is that it is difficult to obtain statistics on CLIL on kindergarten and pre-schooling (Marsh, 2012). Coyle et al. (2010) specify that "it is often hard to distinguish CLIL from standard forms of good practice in early language learning" (p.17).

When using the CLIL approach with very young learners, it is important to consider what developmental stage they are at. Piaget (1975) categorized young learners into four developmental stages attending to different factors: sensori-motor stage (ages 0-2), pre-operational stage (ages 2-7), concrete-operational stage (ages 7-11) and adolescence (ages 11-15).

Attending to this criteria, very young learners would be those on the sensori-motor and pre-operational stages. Given their unique characteristics, CLIL must be adapted to their cognitive level, and different teaching strategies are required to guarantee a successful learning and teaching process.

There are many benefits to integrating content and language learning (CLIL) from an early stage. Amongst those benefits, motivation, cognitive and language skills development, intercultural awareness, and predisposition to learn other languages are the ones that directly address the objectives set by the Commission of the European Communities in 1995. Moreover, they also pair with those on the 'Promoting Language Learning and Linguistic Diversity' Action Plan in 2003.

Nowadays, 50% of the public schools in the Community of Madrid offer bilingual education based on CLIL, and this program was extended to the second cycle of Infant Education in 2017. Designing adapted CLIL syllabus for Infant Education is, therefore, necessary to guarantee good practice in this stage.

2.1.2 Psycho-evolutive characteristics of students

In order to develop this syllabus successfully, it is necessary to take into consideration the psycho-evolutive characteristics of 5-year-old students. Only in that case their necessities would be covered and the CLIL approach fully adapted to them.

To do so, an insight on Jean Piaget's Cognitive Development Theory (Huitt & Hummel, 2003) is presented. As mentioned before, Piaget classified young learners into four developmental stages, attending to different criteria. The cognitive factors for each stage are described as follows:

- **Sensori-motor (ages 0-2):** children interact with the environment by manipulating objects, their vocabulary grows exponentially (from sounds to words) and the language skills are developed rapidly. They respond to step-by-step commands.

- **Pre-operational (ages 2-7):** children acquire language, is egocentric and his thinking is literal and concrete (pre-causal thinking). The grammatical system is consolidated, and the reasoning used is primarily transductive (if A causes B today, then A always causes B). They have limited sense of time and they are egocentric.

- **Concrete-operational (ages 7-11):** logical thought processes are developed as well as the ability to reason syllogistically. Children can understand cause and effect intellectually and they are able to draw conclusions.

- **Adolescence (ages 11-15):** children can think abstractly, their reasoning is both deductive and inductive. Children can build on past experiences, conceptualize the invisible and make complex logical reasoning.

Throughout his theory, Piaget explains children's cognitive development as a sum of structures that favour the children's adaptation to their own environment. To support this development, four factors are needed: maturation (biological-related aspects), experiences, social transmission (factors the student may acquire by interacting with others) and balance. Based on Piaget's Cognitive Development Theory (1896-1980), the main characteristics of 5-year-old children are the following:

- **Linguistic development:** children speak fluently and broaden their vocabulary progressively; they build up sentences and make use of the language as a means of socialization. School plays an important role in the language activation and

development because it is the main environment where children communicate with their peers. It is the teachers' role to scaffold their language production and be aware of the language they are exposed to. Regarding the acquisition of a second language, Tabors and Snow (1994) state it presents social and cognitive challenges that will be overcame when the second language developmental sequence is completed. This sequence consists of four periods: using the home language in second language situations, silent period, short and telegraphic phrases in the second language and productive use of the second language. The second language development depends on my different factors: cognitive development and second language exposure, for instance.

- **Cognitive development:** children show a high capacity to differentiate and classify the stimulus they receive and create an adequate response, being it symbols, images or words related to their close environment. The attentional levels at this age increase considerably, and they can focus their attention on specific situations. Time concept is not yet fully developed. Similarities and differences can be distinguished based on some criteria. Children can make and follow patterns and stablish correspondences.

- **Motor development**: children develop a proper whole-body motor control, fine motricity is improved by using small items such as pencils, scissors, etc. and all gross motor skills are almost perfect.

- **Moral development**: Lawrence Kohlberg (1971) determined the moral development in children. He described six stages and referred that children (4-11) could find themselves in any of the two first: in the first one, children regulate their conduct in behalf of the positive or negative consequences it may carry. On the second stage, children become aware of their belonging to a larger group, and they will consider what is good or bad depending on what the greater group considers.

- **Socio-affective development:** when children turn 5, they have already developed a great level of autonomy and they are capable of stablishing relations with others using their knowledge of the language. Some responsibilities are acquired, and they interact with others in a more respectful way. Children's egocentrism is left aside as their sensibility and empathy grow. At this age, children start to identify his own emotions and can show and control them. Also, they introduce themselves in social groups,

what makes them incorporate values such as responsibility, solidarity, and justice to make living harmoniously possible.

Considering these features, it is clear that CLIL is a very suitable approach at this age for many different reasons: it is motivating for students, helps learners to develop communicative skills, enhances cognitive development as more connections are made in the brain, plans for different ways of learning (hands-on, student-centred, use of ICT resources), and develops learners' intercultural awareness (Dale & Tanner, 2012).

2.1.3 Socio-cultural context

In this section, the main features of the school in which this syllabus would be introduced will be described, as well as the socio-cultural characteristics of the environment surrounding it.

This Project is contextualised in a private Infant Education School called *Aussie* situated in El Viso, Madrid. It is a residential area close to a great variety of parks and museums such as *Parque de Berlín*, *Museo de Ciencias Naturales* or *Auditorio Nacional de Música*. This gives an amazing opportunity for making excursions and outside-school activities, which are paramount in CLIL to develop authentic tasks connected to student's personal environment.

The school was founded in 2010, and it has been permanently improving its didactics ever since. As an Infant Education School, its educational offer is for students from 0 to 6 years old. Learners from 0 to 3 years old belong to the first cycle and students from 3 to 6 years old belong to the second cycle. Moreover, learners are divided by age group in each cycle, so that 6 age groups are found in the school (0, 1, 2, 3, 4, 5 years old students), the first three from the first cycle and the followings from the second cycle.

Even though the bilingual programme for the Community of Madrid was not implemented in Infant Education until 2017, three years before, in 2014, the school developed its own CLIL programme. This was authorised by the Regional Ministry of Education and it has been in operation ever since. Since then, the school has been working to improve it: information talks about the CLIL principles have been given to families, teachers have been accredited as CLIL experts by attending formative courses to understand what CLIL is and how to implement this approach in their lessons, and they have been developing new materials and learning new ways to develop better CLIL lessons. The school facilities are the following:

On the ground floor of the school we can find:

- A big playground with sledges and a wide area for running and free playing for the second cycle students.
- A smaller and covered playground for the first cycle students. Second cycle students may make use of it occasionally when the weather conditions are not appropriate for using the bigger playground.
- 3 First cycle classrooms (one for each age group), with their private restrooms
- The kitchen and the dining room.
- Teachers' meeting room, restrooms, and lockers for personal objects.

On the first floor:

- 3 Second cycle classrooms (one for each age group), each with its private restroom.
- Head-office room.
- Teachers' restrooms.

The socio-economical level of the families is medium-high, and most of them have two or more children enrolled at the school. The cultural level is high, as both parents of the children have studied a university degree and masters and they have a working position at the moment. This transforms into families being very keen on helping the children and participating actively in the workshops and special days programmed in the school calendar. Families actively engaged with the school activities make a great advantage for the implementation of a bilingual program based on CLIL, as families' support benefit students' learning. Also, many families speak English, which is an advantage for their kids, as their exposure to the second language happens not only at school but also at home.

2.1.4 Teaching staff context

Every grade has one class, with a maximum of 20 students. In the first cycle, there are two teachers in every class, and in the second cycle, one leading teacher for each. Also, in the second cycle, the CLIL teacher and the Language Assistant are present in all CLIL lessons. These teachers only deliver the CLIL lessons, as the leading teacher is the one in charge of the Spanish teaching.

This Annual syllabus is aimed at the Year 3 classroom, where there are 18 students (9 boys and 9 girls). The vast majority of the students have attended school since they were 3 years old, so they are already familiar with the school dynamics. Nonetheless, there is one student with identified High Intellectual Abilities that will need scaffolding in his learning process.

2.2 Objectives

2.2.1 General stage objectives

Stage objectives are defined as the learning results that are aimed to achieve in students because of the teaching activity. These objectives are stated in the Decree 17/2008 *de 6 de marzo, por el que se desarrollan para la Comunidad de Madrid las enseñanzas mínimas de Educación Infantil.* The general stage objectives for this CLIL syllabus are detailed in Annex 1.

2.2.2 Didactic objectives for the course

In the Decree 17/2008 *de 6 de marzo, por el que se desarrollan para la Comunidad de Madrid las enseñanzas mínimas de Educación Infantil,* the didactic objectives for the Infant Education stage are divided in three areas of knowledge:

1. Self-awareness and personal autonomy
2. Knowledge of the environment
3. Languages: communication and representation

Therefore, it is the school and teacher's responsibility to select the objectives according to the level of the students and the expected results throughout the course. The didactic objectives for this CLIL syllabus are stated in Annex 2.

2.3 Contents

2.3.1 Sequencing of the contents of the official curriculum of the Community of Madrid

In this section, an outline of the contents that will be taught throughout the syllabus is presented. These contents allow for the achievement of the objectives proposed in the previous section. They are divided in the three areas of knowledge according to the Decree 17/2008 *de 6 de marzo, por el que se desarrollan para la Comunidad de Madrid las enseñanzas*

mínimas de Educación Infantil. In this CLIL syllabus, the contents are divided into three big Projects:

- Project 1: My body
- Project 2: How do I take care of my body I: healthy food
- Project 3: How do I take care of my body II: healthy lifestyle

These three Projects aim to highlight the importance of health and the benefits of a healthy lifestyle. In Annex 3, a table with the contents that will be taught is presented.

2.3.2 Sequencing in Didactic Units

In order to address the different contents indicated in the previous section, it is important to make a good distribution and a chronological sequencing of the Didactic Units. Table 1 is developed according to the school calendar in *ORDEN 2042/2019, de 25 de junio, de la Consejería de Educación e Investigación por la que se establece el Calendario Escolar para el curso 2019/2020 en los centros educativos no universitarios sostenidos con fondos públicos de la Comunidad de Madrid.*

Table 1. *Distribution and chronological sequence of the Didactic Units of the Syllabus*

	DATES	Nº WEEKS	UNIT	TITLE	TYPE OF UNIT
PROJECT 1	6th September – 27th September	3	1	Welcome back!	Short
	30th September – 8th November	6	2	This is me	Short
	11 November – 20th December	6	3	Who takes care of me?	Long
	Christmas holidays				
PROJECT 2	8th January – 31st January	4	4	Healthy and yummy in my tummy	Long
	3rd February – 6th March	5	5	Food around the world	Long
	9th March –	4	6	Here comes the spring	Long

	2nd April				
	Easter holidays				
PROJECT 3	14th April – 8th May	4	7	Time for sports: The Olympic Games!	Short
	11th May – 5th June	4	8	My city and me	Short
	8th June – 3rd July	4	9	Healthy planet, healthy life	Short
	6th July – 30th July	4	10	What time is it? Summertime!	Short
	End of the school year				

2.3.3 Contents worked in a transversal way throughout all the projects

Given the holistic nature of the Infant Education and the eclecticism of the CLIL approach, some curricular contents will be taught transversally through all the Projects. These contents are taken from the Decree 17/2008, and they are divided into the three areas of knowledge. See Annex 4.

2.4 CLIL Approach

In order to understand this project, it is necessary to introduce the CLIL approach and the methodologies on which it is based. Mehisto, Marsh, and Frigols (2008) state that CLIL is a dual approach that integrates the teaching of content from the curriculum with the teaching of a non-native language. As stated in Coyle at al. (2010): "each is interwoven, even if the emphasis is greater on one or the other at a given time" (p. 1).

The basis for this approach is a compilation of many different theories. Vygotsky's (1978) term of 'zone of proximal development' (ZDP), which refers to the learning process that is challenging yet reachable for students if the correct support and guidance is given. Bruner continues this with his scaffolding theory on how to progressively make the students' learning more independent (Bruner, 1999), which is paramount in CLIL. Anderson and Krathwohl (2001) added a 'knowledge' dimension to Bloom's Taxonomy (Bloom, 1984) to connect the thinking processes to knowledge construction, leading to a more complete framework,

another key element of CLIL. Cummins (1979, 2001) provided a distinction between BICS (basic interpersonal communication skills) and CALP (cognitive academic language proficiency), both clearly present in a CLIL classroom. Finally, Coyle et al. (2010) developed the 4 Cs Framework: content, communication, culture, and cognition, which are the foundations of effective CLIL lesson plan. All these theories and frameworks are the pillars of CLIL methodological principles, which are described below.

2.4.1 Methodological principles

In this section, a brief description of the methodological principles is presented, distributed in a table following the template that will be used for the Didactic Units:

Table 2. CLIL methodological principles

Content	The conceptual, linguistic, and procedural dimensions must be considered when planning the content. Curriculum-based. Determines the linguistic demands.
Cognition	Progression from lower order cognitive demands to higher order cognitive demands (Bloom's Taxonomy). Cognitive demands of the activities must be adapted to the student's cognitive development level.
Communication	Linguistic demands: - are determined by content. - must be analysed to support students' language development. - must be analysed to guarantee the development of support strategies for interaction (reception, transformation, and production scaffolding) adapted to the students' linguistic competence level. Language teaching must respect the balanced development of the four basic skills (listening, reading, speaking, and writing). Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency must be addressed.

	Common European Framework of Reference (CEFR) to determine the proficiency levels and evaluation strategies adapted to them.
Culture	Intercultural competence must be developed.
Methodological strategies	Student-centred strategies (learning by doing, autonomous learning). Interactive learning. Flexibility. Adaptation strategies.
Activities	Designed from an open, eclectic, and integrated vision of the language learning models. Connected to the curricular objectives and contents. Content and meaning approach should be the starting point. Connected to the learners' interests, realistic and motivating. Allow integrative evaluation of content, language, and processes.
Resources	Must promote interaction and autonomous learning. Interaction and Communication Technologies (ICT) resources to respect the students' learning pace and to develop new learning strategies. Common European Framework of Reference (CEFR) for language demands analysis and assessment.
Assessment	Must attend to the progresses achieved by the students. Strategies such as individual and group, oral and written, self and co-assessment should be used, as well as formative and summative, to ensure the progressive learning. The CEFR is an essential instrument to determine the levels and develop adapted language evaluation strategies.
Classroom organization	Schedule organization must follow the intensity, reiteration, and one-face-one-language principles.

	Classroom organization must ensure a well-being and positive affect environment, obtained by visual resources, furniture organization and students' work layouts, for instance.
Attention to diversity	Diversity awareness (from cognitive demands to learning strategies) is vital to ensure the effective content learning. Bloom's taxonomy will be used for this matter. Its division into LOTS (lower-order thinking skills) and HOTS (higher-order thinking skills) allow teachers to adapt the activities depending on the student's cognitive development.
	Multimodal input: present the contents in various ways to consider different learning styles and multiple intelligences.

Note: Adapted from Custodio Espinar (2019c).

As Table 2 shows, these methodological principles are connected to the different components of a CLIL syllabus, and they must be developed considering the three pillars of the CLIL approach (Kiely, 2011): the 4 Cs framework, Communicative Language Teaching, and BICS and CALP, which will be described below.

2.4.2 The 4 Cs

Integrating content and language learning is a complex task. Therefore, Coyle et al. (2010) have developed the following 4 Cs Framework to analyse the importance of the essential components to acquire content through a second language in a significant way, using language both to communicate and to learn. It integrates four contextualised building blocks: **content** (subject matter learning, new knowledge, skills and understanding), **cognition** (learning and thinking processes, HOTS and LOTS), **communication** (language learning and using) and **culture** (development of intercultural understanding and global citizenship). The integration of these four blocks is always embedded in a specific **context** that makes each CLIL programme unique.
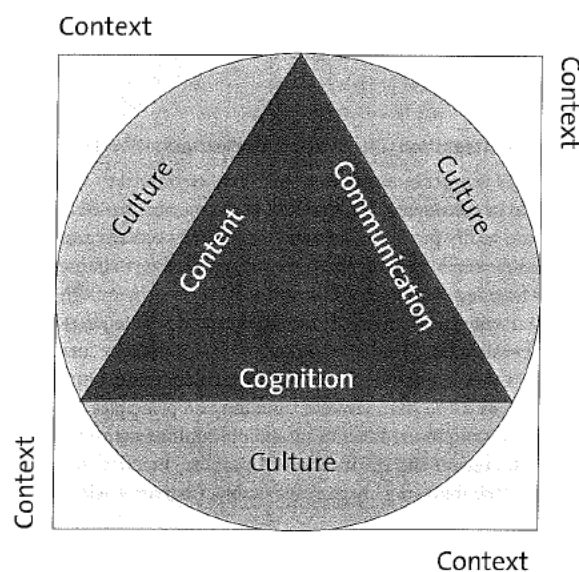
Figure 1: The 4 Cs Framework (Coyle et al., 2010, p.41)

Custodio Espinar (2019a) describes these components from a practical point of view in the context of bilingual schools implementing CLIL. She says that most of the CLIL programs develop the **content** through specific subjects or curricular areas and recommends a cross-curricular approach in which tasks can be presented integrating contents from different areas.

In a CLIL context, **cognitive development** happens at the same time as language skills development. This implies that the learning context is practice-led, so that interaction and autonomous learning promote the cognitive skills development. Students use the vehicular language to deal with the content, progressing towards a more academic type of language: the cognitive academic language proficiency (CALP) as Cummins coined it in 1979.

A real **communicative context** is created in CLIL because language is used both to learn the content (CALP) and to communicate, using basic interpersonal communication skills (BICS) (Cummins, 2008). It is essential to scaffold these interaction processes in order to promote and guarantee that students receive the feedback they need to progress in the understanding of the content and the language development.

Culture plays a central role in the CLIL context due to the nature of the approach and the ultimate reason why it was created and implemented in European learning models. As Berardo and Deardorff (2006) state, it should be the driving force that makes the learners reflect and appreciate their own culture and develop intercultural competence. Moreover, this competence grows into an ability to adapt to intercultural contexts from an open, flexible,

and respectful vision of foreign cultures. Tolerance attitudes are developed as well as the curiosity and interest for what is beyond the student's close vital context. Some authors, such as Mehisto et al. (2008), prefer to use the term 'community' instead of 'culture', because it reflects more clearly the existing bond between the classroom learning context and the wider social learning context.

2.4.3 Communicative language teaching

In order to develop the communicative competence, Canale and Swain (1980) have given a full insight on the main sub-competencies needed. According to Morrow (1977), some features of communication are: the sociocultural and interpersonal interaction it entails, its unpredictability and creativity, the context and discourse in which it takes place, its authentic language involvement, and its perception of success based on behavioural outcomes. Thus, the proposed communicative approach is:

> an integrative one in which emphasis is on preparing second language learners to exploit those grammatical features of the second language that are selected on the basis of their grammatical and cognitive complexity, transparency with respect to communicative function, probability of use by native speakers, generalizability to different communicative functions and contexts, and relevance to the learners' communicative needs in the second language (Canale & Swain, 1980, p. 29).

According to these authors, the three main sub-competencies to develop the communicative competence are the following:

- **Grammatical competence**: it includes the knowledge of lexical items, rules of phonology, syntax, sentence-grammar semantics, and phonology. It is relevant to CLIL approach because it provides learners with the knowledge of how to determine and express themselves accurately in the foreign language.
- **Sociolinguistic competence**: it is made up of sociocultural and discourse rules. Sociocultural rules specify the extent to which the propositions and communicative functions are appropriate within a given sociocultural context and the extent to which appropriate attitude and register are conveyed by a particular grammatical form within a given sociocultural context. Discourse rules refer to the combination of utterances and communicative functions, and to notions such as topic and comment.

- **Strategic competence:** refers to the verbal and non-verbal communication strategies that can relate to either the grammatical or sociolinguistic competences. These strategies are used when there are communication breakdowns due to performance variables or insufficient competence. This competence is particularly useful in early stages of second language learning, as they are 'coping' strategies. Moreover, their development is more likely to be produced in real-life communication situations.

These three sub-competencies should be considered when programming a CLIL syllabus for students to perform at the desired level in the communicative competence.

2.4.4 BICS and CALP

The acronyms BICS and CALP were introduced by Cummins (1979) and serve to make a distinction between Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. These are two different language dimensions that must be considered when developing a CLIL syllabus. Although the terms have evolved throughout the years, the essence continues to be the same as in its origins. In Cummins (2000) words: "BICS refers to conversational fluency in a language while CALP refers to students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school". Therefore, we could infer that CALP refers to the schooling language and BICS can be developed in any communicative context.

Moreover, according to Cummins (1999), the development of the language of BICS takes shorter than CALP. BICS development is almost completed in the first six years, as its posterior development is very much reduced. Literacy and vocabulary knowledge (CALP), in contrast, continues to develop throughout the schooling period, and usually throughout life.

Nonetheless, both language dimensions are relevant to the CLIL approach, as content and language are taught, and students should move from BICS to CALP depending on the situation. Scaffolding is necessary in this process, and teachers should recognise when it is time for students to move from BICS to CALP and support them in the transition. Additionally, assessment for both dimensions is essential, as the failure to evaluate both BICS and CALP has sometimes led to misconceptions about students' language proficiency, directly contributing to academic failure (Cummins, 1999). Students might have a very good fluency and conversational level (BICS), but low CALP will result in them failing in content understanding.

It is extremely important that very young learners develop both dimensions simultaneously since the first stages of education to avoid these difficulties.

2.4.5 Teacher training and roles

In order to develop a proper CLIL program, teacher training is essential (Custodio Espinar, 2019b). As Ioannou-Georgiou states, CLIL teachers need to have adequate competence in the CLIL language, training in foreign language teaching as well as in teaching their particular content subject, and an understanding of the CLIL approach and relevant methodology (2012, p. 500). Moreover, it is vitally important for the implementation of these programs to be understood, chosen and owned not only by teachers but by stakeholders too (Coyle, 2009; Mehisto, 2009; Pérez-Cañado, 2017).

Successful CLIL teaching requires teachers to be competent in the approach as well as in the language and content. Bertaux, Coonan, Frigols and Mehisto (2010) extensively explain those competences needed. Here is a summary based on Mehisto et al. (2008):

- Knowledge of methodology for integrating both language and content.
- Ability to create rich and supportive target-language environments.
- Ability to making input comprehensible.
- Ability to use teacher-talk effectively.
- Ability to promote student comprehensible output.
- Ability to attend to diverse student needs.
- Ability to continuously improve accuracy.

When considering the roles that teachers may take, it is necessary to bear in mind that an active collaboration between content and language teachers is key to a successful CLIL program (Sallaberri, 2010). This involves a greater workload for both teachers, especially for the content teacher if he or she is not confident in the foreign language. Rather than working on their personal proficiency in the foreign language, content teachers need to develop a language consciousness that triggers their awareness of their own foreign language input as well as expected output from students (Pavón Vázquez & Ellison, 2013, p.70). Language teachers should facilitate student's use of the language, helping them to use it effectively in all the language skills when dealing with content.

As Dale and Tanner (2012) state, collaboration between subject and language teachers can take many forms, so it can take place before, during or after the lesson. Based on this principle, they state the following language teacher roles:

Before the lesson:

- Identify the language used in an activity and pre-teach or practise that language with students.
- Identify the text-type that the learners are working on within an activity and work on typical language used in this text-type.
- Identify a specific language skill that is used in an activity and practise it.
- Identify the learning strategies that are needed for an activity and practise it with learners.

During the lesson:

- Monitor, support and give feedback on learners' language production.
- Give feedback on common learners' mistakes.
- Help learners to speak by eliciting and encouraging useful language through questioning.

After the lesson:

- Give feedback or teach a remedial lesson on language issues that need attention.
- Provide feedback on language that the students produced.
- Do follow-up activities on language (grammar, for instance) or skill follow-up activities.
- Use subject material as input for language lessons.

The content teacher roles can also be divided into *before*, *during* and *after* the lesson, but their essence remains constant: monitor, support and give feedback on ideas or content.

Given the nature of Infant Education in Spain, one teacher is responsible for all the learning of the students throughout the year: the tutor or leading teacher. In this CLIL syllabus, and in order to follow the *one-face-one-language* principle, another teacher is responsible for the CLIL teaching and learning process. Therefore, this CLIL teacher is responsible for both the content and the language learning of students in the English language.

2.5 Activities and resources

Given the eclectic nature of the CLIL approach, the combination of very different learning strategies and techniques is possible (Dale & Tanner, 2012). Therefore, there is no specific sequence of activities for this approach, but some recommendations in order to plan the learning process.

Custodio Espinar (2019a) suggests starting with a diagnosis activity that connects the contents with the students' interests to activate the previous knowledge on the topic. Depending on the content and the methodology, the following activity could be for reinforcement, application or extension. Finally, it is essential that the sequence promotes higher order thinking and interaction, so analysis, evaluation, or creation activities, preferably in groups, would be best for this stage. This last stage allows students to publish their final product, increasing the interaction between learners and the consolidation of the content and language learning. The integration based on ICT tools and resources promotes the integration of these principles (Custodio Espinar & Caballero, 2016).

Also, given that CLIL builds up on student's previous knowledge, the activities used to achieve the learning goals should follow a constructivist method. Piaget (1975) described the following as necessary for an activity to be considered constructivist:

- Promote the learning by understanding and not by repetition.
- Develop cognitive schemas of the learner.
- Be related to the general objectives of the stage.
- Demand from the student the practical application of the knowledge, skills, values, attitudes and learning strategies of the areas in which they are presented.
- Facilitate its realization autonomously and demand an active role of the student.
- To be able to be applied to reality.
- Be motivating and adjusted to the interests and needs of students.

Once the core characteristics of the CLIL activities have been described, the following section deepens into the types of activities that can be found in this syllabus, as well as the resources that will be needed in order to carry them out in an Infant classroom.

2.5.1 Activities classification attending to different criteria

As it has been previously mentioned, one of the main characteristics of CLIL is that activities are realistic and meaningful to the students. Authentic tasks are described as assignments designed to assess the students' ability to apply standard-driven knowledge and skills to real-world challenges (Jon Mueller, 2018). This means students are asked to construct their own responses to overcome challenges that are similar to those they can encounter in the real world. It is especially important for young learners to be exposed to life like problems, as they are only able to think in a very concrete way because they have not yet developed the abstract thinking.

Different types of activities can be found in this CLIL syllabus:

- **Activation activities**: warm-up activities, discussions on the new topic with learners using questions and visuals, brainstorms, guessing the lesson, Venn diagrams, KWL grids, word walls, mind maps, etc. These activities help learners be aware of what they are going to learn in the projects. They also help the teacher make an evaluation on the previous content and language knowledge that students have for the topic.

- **Thinking skills/process activities:** these are activities that make students progress from LOTS to HOTS. At the beginning of the learning process, the activities would develop concrete thinking skills and, as it continues, these activities would activate a more creative and abstract way of thinking.

- **Round up/evaluation activities:** the goal for these activities is for students to summarize what they have learnt, present it to their peers and be aware of their own learning. Here, authentic tasks will be used, so that students have the opportunity to construct a final product or a performance that reveals their learning of the contents from the specific project they have been working on (Mueller, 2018). Including authentic tasks that involve the creation of a final product is particularly important in Infant Education due to the children's lack of abstract thinking.

Also, activities can be different depending on their focus:

- **Language**: these will depend on the linguistic demands of the project and the language proficiency of the students. They can be aimed at receptive (listenings, video watching, songs, theatre excursions, etc.) or productive skills (role plays, oral

presentations, word games, etc.). Considering the students' age and their natural development of the language, language activities focus on the development of the receptive skills (listening and reading) in this stage. Therefore, their first language plays an important role, especially in oral interaction. Productive skills will also be addressed, starting with speaking, and using specific programmes such as Jolly Phonics to work on speaking and writing skills in the second language.

- **Content**: these activities must follow a specific sequence according to a cognitive taxonomy, from LOTS to HOTS. Some examples would be the following: experiments, storytelling, games, web-quests, podcasts, etc.

The activities presented are varied and can be developed in many different ways attending to the following criteria:

- **Grouping**: activities can be done individually, in pairs, in small groups (4 or 5 children) or as a whole group.
- **Environment:** inside or outside class, in the playground, in the psychomotricity room, in the theatre…
- **Guidelines:** student-led or teacher-led.
- **Interaction:** student to teacher, teacher to student or student to student.

2.5.2 Human, material, and ICT resources

In this section, a list of the different resources that will be used to conduct the lessons is presented, including human, material and ICT resources needed to successfully develop the syllabus.

2.5.2.1 Human resources

They include all the people involved in the students learning process in the context of this syllabus:

- **Leading teacher**: this is the student's main group teacher, who delivers all the Spanish lessons for the group and works with the CLIL teacher, EFL teacher and Language Assistant to plan for the whole year so the curricular contents are covered, either in Spanish, CLIL or EFL lessons.

- **CLIL teacher**: this is the CLIL expert in the school, who works with the leading teacher and the language assistant to cover both the curricular and linguistic objectives for the year. The CLIL teacher is accredited both as an Infant Education teacher and as a CLIL expert and she is responsible for the CLIL lessons. Following the aforementioned *one-face-one-language* principle, this teacher will only communicate with students in English.

- **English as a Foreign Language teacher**: this is the teacher that will develop the lessons to cover for the contents in English from the third area of the curriculum (Languages: communication and representation). His role is similar to that stated in the Orden 2126/2017, art. 5.

- **Religion teacher:** this is the teacher responsible for the religious education for the families that may require it for their children.

- **Language Assistant (LA),** who is a native speaker. They support the CLIL teacher and the EFL teacher before, during and after the lessons, helping them prepare, develop and evaluate the students' understanding and production in English. Also, outside the classroom they help the CLIL, the EFL and the leading teacher to improve their language proficiency.

2.5.2.2 Material resources

As Meyer states: "Meaningful, challenging and authentic. Those should be the main criteria for selecting appropriate classroom materials" (2010). Therefore, apart from usual classroom materials (pencils, markers, paper, etc.), realia, images, life-like problems, and everyday objects will be used to develop the lessons. Materials to scaffold the students learning will also be needed, such as flashcards, visual and graphic organisers. Stories, big books and films will also be used, given the appealing nature of literacy for small children. Puzzles and card games will be used too so the logical thinking skills are developed.

2.5.2.3 ICT resources

We are going to work with digital native students and accompany them in their learning process (Marc Prensky, 2001) throughout their first years. Them being digital natives means their handling capacity will be very high as they are familiarised with ICT resources and use them outside school.

The new technologies are paramount in CLIL for many reasons. One of them links with the previously mentioned: students are already familiarised with these technologies, so using them in class increases their motivation. Also, active participation happens when ICT resources are used, as interaction is generated, and language is used in a real context so both BICS and CALP are developed, which improves students' learning significantly. Also, using technologies boosts students' autonomy and their self-assessment abilities (Custodio Espinar & Caballero-García, 2016). Thus, lessons will be more authentic and student-centered when using ICT resources.

Moreover, the Spanish legislation promotes that these ICT technologies are used in Infant Education. As the Royal Decree 1630/2006*, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación infantil* states:

> *En el segundo ciclo se fomentará una primera aproximación a la lecto-escritura, a la iniciación en habilidades lógico-matemáticas, a una lengua extranjera, al uso de las tecnologías de la información y la comunicación y al conocimiento de los diferentes lenguajes artísticos.*

For the development of this CLIL syllabus, the ICT resources that will be used are a digital board, in which videos, presentations, songs, films and games will be displayed; interactive tables, to promote autonomous learning and the development of coping strategies; and a class blog where teachers will weekly upload pictures and videos of the students working in class. This will enable families to watch what their kids have been working on so that the bond between families and the school is strengthened.

2.5.3 Space and time organisation and resources

The spaces that will be used for the development of the projects are varied: they will be carried out in the classroom, as well as in the playground, the school kitchen, or the dining room. Also, some activities will be developed outside the school, in museums or parks nearby.

It is important that kids have a space where they can express themselves without the fear of being judged or criticized. This space will also bring opportunities to use the language and content they have acquired. In order to do this, the school will have spaces for students to display their individual and group work, as well as room on the artistic corner to show their art works. This will create a positive classroom environment in which the students will feel

safe while their sense of community grows (Krashen, 1985; Pedota, 2007). The organization of the elements in the class can be seen in the Appendix 1.

Routines are especially important in Infant Education given the need of structure students require in their lives. Having a daily routine provides this structure and the environment for learning to take place (Rawlings, Allanson, & Notar, 2017). Moreover, this structure offers a foreseeable time frame that enables students to orientate themselves, anticipate to possible changes and adapt to new rules (Palomar Negredo, Muñoz Rodríguez, Nus Rey, & Arteaga Hueto, 2014).

Thus, regarding the time organisation, a weekly timetable is presented below. The lessons begin at 9:00 and finalise at 16:00. Following the Decree 17/2008 and the guidelines of the Orden 2126/2017 for the Bilingual programme in the Community of Madrid, one daily session of 45 minutes is taught in English. This session will be dedicated to the development of the Projects through the CLIL approach and, on Wednesdays, students will have another session for learning English as a Foreign Language (EFL). The organisation of the sessions for the 5-year-old class is presented in the following table:

Table 3. *Weekly timetable at school*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00			Assembly		
9:45	Mathematics	Psychomotricity	EFL	Psychomotricity	Projects (CLIL)
10:30	Free play	Projects (CLIL)	Free play	Projects (CLIL)	Mathematics
11:15			Break		
11:45	Projects (CLIL)	Mathematics	Mathematics	Mathematics	Psychomotricity
12:30			Lunch		
13:15	Break	Break	Break	Break	Break
14:00	Reading and writing	Reading and writing	Reading and writing	Reading and writing	Reading and writing
15:00	Religion/free play	Free play	Music	Religion/free play	Free play

Source: the author.

A brief description on what each label corresponds to is presented below:

- **Assembly**: it is the first activity of each day. During this time, the morning routines are followed, and the students will be presented with the schedule for the day. As stated before, this helps students to feel secure and be prepared for what the day has to offer. This session will be conducted in Spanish by the tutor.

- **Mathematics**: every day, students will have a session to work on the learning of the numerical representation and a first approach to calculus. This session will take place in the morning and will be driven by the tutor in Spanish.

- **Free play**: during these sessions, students will have time to play, either individually or in groups, with the materials and games that are available. Depending on the weather conditions, these sessions might take place in the playground some days. They will also be able to use the literacy corner in these sessions.

- **Psychomotricity**: the psychomotricity sessions will be conducted in Spanish by the tutor and will be focused on the development of the students' gross motor skills.

- **Projects (CLIL)**: the sessions dedicated to work on the projects through CLIL will be focused on the learning of the English language and curricular content, and the CLIL teacher will lead them.

- **EFL (English as a Foreign Language)**: these sessions will be led by the EFL teacher, and the contents from the third area (Languages: communication and representation) will be worked during these sessions.

- **Reading and writing**: these sessions will be conducted by the students' leading teacher to develop the students' receptive and productive skills in the Spanish language.

- **Religion**: these sessions are optional, and the students' families will have to decide whether to include them in their children's education program before the first day of school. The students that do not attend to these lessons will have time for free play.

- **Music**: every Wednesday, students will enjoy one hour of music class, where they will be presented with the principles of music and will play musical games as a first approach to this discipline.

2.5.4 Classroom management

Classroom management is considered to be a high priority and an area of concern by both novice and experienced teachers (Sokal, Smith, & Mowat, 2003). Effective teachers manage

and organize the classroom with expertise at the time that they expect their students to contribute in a positive and productive manner (Stronge, Tucker, & Hindman, 2004). Classroom climate can have as much impact on student learning as student aptitude (Wang, Haertel, & Walberg, 1993). Therefore, careful attention must be given to this matter in particular in a CLIL context. Classrooms that encourage low affective filters among their students are the ones in which low anxiety is promoted (Krashen, 1985). Hence, the pedagogical goal in this matter is to create situations that promote a low filter in order to increase the students' learning opportunities (Krashen, 1983).

The beginning of the school year and, in particular, the first day of class are vital to make students aware of the expected classroom management, classroom organization, and student behaviour (Emmer, Evertson, & Anderson, 1980; Emmer, Evertson, & Worsham, 2003).

According to Doyle (1986), classroom management covers the actions and strategies used by teachers to solve the problem of order in classrooms. Nevertheless, it can be also used rules, procedures and routines that ensure students are actively involved in learning (Marzano and Pickering, 2003). Put simply in the words of McLeod, Fisher and Hoover (2003): "teachers use management not to control student behaviour, but to influence and direct it in a constructive manner to set the stage for instruction".

Another important factor for classroom management are routines. As aforesaid, reiteration and intensity are two of the main principles in CLIL (Custodio Espinar, 2019a). Thus, a routine is highly recommended for both the teacher and students to be aware of foreseeable events that may occur in the lesson. Teachers invest a lot of time at the beginning of the school year teaching the routines to the students, so that when the learners acquire them, they can focus on the instruction better (Covino & Iwanicki, 1996, McLeod et al., 2003; Shellard & Protheroe, 2000). Moreover, as Covino and Iwaniki state, routines make students more responsible for their own behaviour and learning in the classroom (1996).

As mentioned before, it is especially important that students feel comfortable in class. Therefore, some specific rules for the CLIL classroom will be outlined (see Appendix 2):

- Try by yourself, ask your friends and if you still cannot do it, ask the teacher
- Ask for 'Time-out' if you do not know how to say something in English
- Respect your classmates when they are speaking and thinking in English

All the criteria mentioned above is thought to make the time at school as profitable as possible, as well as to help students feel relaxed and comfortable and increase their willingness to come to school and learn through English too.

2.6 Assessment and evaluation strategies/criteria

"Reflecting on learning feeds cognitive development. It is by determining what we know, by establishing benchmarks, setting goals, assessing progress, and looking at how we are learning that we can make informed decisions about the whole process." (Mehisto et al., 2008).

As it has been mentioned before, CLIL is a student-based approach. The content and language that is used to develop the syllabus is carefully selected based on students' previous knowledge. Therefore, assessment plays an important role for the CLIL syllabus to be effective and adapted to the group of students. In this syllabus, content and language will be assessed. Moreover, both students' and teachers' performance will be evaluated.

2.6.1 Evaluation criteria

As stated in Decree 17/2008, assessment in Infant Education should serve to identify the learning acquired and the pace and characteristics of each child's development. Given that it is an integral part of the learning process, many tools will be used for assessing students' performance. In order to assess content, the evaluation criteria offered in the Infant Education Curriculum for the Community of Madrid (Decree 17/2008) is used. The evaluation criteria that will be used for this CLIL syllabus is outlined in Annex 5.

Moreover, to assess language production and communicative skills in the foreign language, the Common European Framework of Reference for Languages, CEFR (2018) and the Global Scale of English Learning Objectives for Young Learners, GSELO for YL (2016) will be used as a reference (levels *Below A1* and *A1*).

2.6.2 Evaluation procedure

In order to carry out an adequate evaluation of the students' learning process, two evaluation strategies are considered necessary for CLIL settings: formative and summative assessment. Formative assessment optimizes the learning process and allows for modifications to be made throughout the process so that it is better adapted to the students' abilities. "The strength of

formative assessment processes is that they enhance learning to an extent where they actively support better summative outcomes" (Coyle et al. 2010). Summative assessment, therefore, is carried out at the end of the learning process and it measures its quality as well as the learners' ability at that point in time (Coyle et al., 2010; Custodio Espinar, 2019a).

According to the Decree 17/2008 and the Order 680/2009, the evaluation procedure for the second cycle of Infant Education is global, continuous, and formative. The aim for this evaluation procedure is to identify what the students have learnt and the rhythm and characteristics of their individual development. Direct and systematic observation constitutes the main evaluation technique for this stage. Moreover, at least three evaluation sessions must be held throughout the course. The last evaluation session will have the status of a final evaluation, in which the formative assessment results will be valued. In Year 3 of Infant Education, these results will be collected in a final learning report (*Informe final de aprendizaje*) that will be attached to the students' personal record.

Therefore, formative assessment techniques will be used for evaluating CLIL. In formative assessment, feedback is provided during the instructional process, while learning is taking place. Thus, it allows to identify students' strengths and weaknesses and it facilitates content and language integration, providing great opportunities for improving the learning process as it takes place (Loft Basse, 2016). One of the main principles to consider in formative assessment is scaffolding, because, in order to assess what students can do on their own, we need to know first what they can do with help. The scaffold will progressively be removed as the learning increases.

2.6.3 Evaluation strategies and techniques

As stated in Coyle et al. (2010, p. 114), two essential questions arise when it comes to evaluating in CLIL: "should we assess language or content?" And "what methods can we use which will give reliable assessment information?" This section is designed to answer both questions and link them with the previous formative and summative concepts. The answer to the first question is simple: we should assess both content and language (Coyle et al., 2010). However, the challenge is how to do it without the result of one affecting the other, and that challenge relies on the methods used for a reliable assessment of CLIL.

When it comes to content, students may understand it but they might lack the communicative abilities to demonstrate their comprehension. Thus, in order to avoid language being a barrier to demonstrate content learning, one of the principles that must guide content assessment is to "use the most direct method which uses the less language" (Coyle et al., 2010). Also, the content aspect that is being assessed needs to be well defined, being it factual recall, general understanding, or the ability to manipulate and transform the content using HOTS. Some examples of strategies used for assessing content are grids, diagrams, learning walls, and yes/no questions. We Are Learning To (WALT) and What I'm Looking For (WILF) techniques are helpful because they prepare students for the lesson as they know in advance what is going to be taught and what the final product may look like. Visuals can help Infant Education students to understand these techniques better. Plenaries are another great strategy for content assessment: it is an assembly at the end of the session to review the main contents that have been worked throughout the lesson.

In order to assess language, the CEFR (2018) and the GSELO for YL (2016) levels *Below A1* and *A1* will be used. As in content assessment, it is extremely important to reflect on the language competence aspect that is being assessed: subject-specific vocabulary, using appropriate language structures, listen for meaning, or present or discuss effectively, for instance. The 'language clinic' is a very useful tool for assessing language: the teacher can gather language errors that occur in the class and writes them down in a poster placed in a wall, so that it is visible for all students. From time to time, a 'language clinic' session is conducted, and the errors are discussed in class so that students understand the correct way to communicate. Correcting students on the spot is another strategy that can be used to assess language production, but care must be taken when using it because it may undermine students' confidence as it breaks the flow of communication. To avoid this, modelling or drilling techniques can be useful.

Below, a table with the formative assessment strategies and techniques that will be used in this CLIL syllabus is presented:

Table 4. *Formative assessment tools.*

	Content	Language
Interaction	- WALT/WILF	- Correcting on the spot

	- Plenaries	- Modelling and drilling	
	- Diagrams	- Learning wall	
	- Exit slips	- Thumbs up/down	
	- Thumbs up/down	- Random selection tools	
	- Mini whiteboards		
Active observation	- Observation checklist	- Observation checklist	
	- Class diary	- Class diary	
		- Language clinic	
Long term	- Checklists	- Checklists	
	- Rating scales	- Rating scales	

Source: the author

In order to develop the autonomous learning methodological strategy, assessment should not only come from the teacher but also be aimed at the students' own reflection on the learning as well as the reflection on other students' learning process. Therefore, teacher assessment should be accompanied by self- and peer-assessment techniques:

- **Self-assessment**: it is an essential part of formative assessment. It refers to the learners' own reflection on their learning process. Techniques such as thumbs up/down, learning walls or exit slips will be used in this syllabus to enable students' self-assessment.
- **Peer-assessment**: it is a technique in which students assess one another. This means, using pair discussions or whole-class discussions, students communicate what they think of others' works or performances. Other techniques such as "three stars and one wish" are likely to be used in peer-assessment. Moreover, by using these strategies we are also working on the students' empathy and assertive communication skills.

The principles and techniques described in this section will be developed in the "Evaluation" section of each project where the assessment tools that will be used for each are detailed.

2.7 Attention to diversity through CLIL

According to Decree 17/2008, it is the school's responsibility to organise the measures that provide educational care and support to students with different educational needs. As stated in the Organic Laws LOE 2/2006 and LOMCE 8/2013, the following are considered students

with specific educational support needs (*ACNEAE – Alumnado con necesidades específicas de apoyo educativo*):

- students with special educational needs (*ACNEE – Alumnado con necesidades educativas especiales*),
- students with high intellectual abilities,
- students with late integration into the Spanish educational system and
- students with specific learning difficulties.

CLIL is an appropriate approach for a great variety of students because it makes language learning more accessible to all types of learners no matter their social class or socio-economic status (Madrid & Pérez Cañado, 2018). Nonetheless, according to this authors, it is yet a challenge for teachers to deal with students with special needs in a CLIL context given the lack of research that has been made in this area.

Madrid and Pérez Cañado (2018) state that two essential principles should be combined in order to consider the special needs in a CLIL environment: attending to diversity and inclusion. Diversity is an inherent characteristic of humans that refers to individual differences. Therefore, attending to diversity means respecting those differences and responding to all students' educational needs. Inclusion focuses on the students that are at risk of marginalization and social exclusion, and the existing necessity to respond to their learning needs through the educational systems. These two principles are associated with the integration phenomenon. Inclusive education has been made a priority in many governments worldwide. Hence, this CLIL syllabus intends to follow the principles abovementioned by applying ordinary measures to attend to diversity, which will be described below.

2.7.1 Cognitive demand analysis: HOTS & LOTS

Cognitive engagement is essential to the CLIL classroom because it ensures effective content learning. Therefore, content should be taught through activities that enhance the development of cognitive and problem-solving skills that motivate students (Coyle et al., 2010). This implies that students need to be aware of their own learning process, so metacognitive skills should also be promoted. In the CLIL approach, the integration of content and language learning is supported from a neurological base, stating the simulation of cognitive flexibility among other reasons.

In 1956, Benjamin Bloom developed a taxonomy that categorised the different types of thinking processes into six levels, from the less, low order thinking skills (LOTS) to the most demanding ones, high order thinking skills (HOTS). The sequence of LOTS progresses from remembering to understanding and applying and the HOTS go from analysing to evaluating and creating. This taxonomy allows working at a different level for each of the students, considering their own abilities and their cognitive starting point.

Afterwards, in 2001, Anderson and Krathwohl published an updated version that included the knowledge dimension into Bloom's taxonomy. This is very useful for CLIL settings, as both the knowledge and the cognitive process dimensions are targeted. In 2002, Krathwohl revised this taxonomy and constructed the Taxonomy Table, a very interesting tool that enables teachers to be aware of the type of skills the learning objectives are targeting. Thus, it can be used to make the adaptation of the learning goals and outcomes to lower or higher order thinking skills to attend to the diversity in the class visible. An example of the Taxonomy Table and how it would look after the objectives are laid out is presented below:

Table 5. *Cognitive progression and learning goals Didactic Unit 4*

The knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual knowledge			Objective 1, 3		Objective 6	
B. Conceptual knowledge			Objective 4	Objective 5		Objective 7
C. Procedural knowledge			Objective 2			Objective 7
D. Metacognitive knowledge						

Note. Adapted from Krathwohl (2002, p. 217)

In addition to Bloom, Anderson, and Krathwohl, other theorists have conducted research about the different types of thinking and have developed other taxonomies, such as Marzano (2012). The importance is not on the taxonomy used but on the identification of the content and knowledge processes that take place in the CLIL classroom. This is essential so that support is provided both for the content and the language needed in order to follow the CLIL lessons.

Finally, it is important to point out that providing the students with a work strategy that favours interaction, collaboration and cooperation, as well as problem solving tasks, is necessary for the development of higher order thinking skills (Custodio Espinar, 2018). However, as stated before, these strategies should be adapted to the students' individual needs and follow a progressive increase in their cognitive demand, from LOTS to HOTS.

2.7.2 Ordinary and extraordinary measures to attend diversity

According to the Royal Decree (2006), attention to diversity is a need that encompasses all stages of education and all students. In other words, it is a matter of considering the diversity of students as a principle and not as a measure that corresponds to the needs of a few. In fact, one of the fundamental principles of this legislation is the flexibility to adapt education to the diversity of students' skills, interests, expectations and needs, as well as to the changes experienced by students and society, as described in the Royal Decree (2006). Thus, this CLIL syllabus is designed following this principle.

Ordinary measures are the organization strategies and the modifications that each centre apply to one particular group of students regarding the grouping, methods, techniques, teaching-learning strategies and activities, and evaluation aiming at attending to the diversity without modifying the curricular objectives, contents and evaluation criteria.

Extraordinary measures are applied to one student to attend to his individual educational needs. These include the organization of personal resources and materials, and can also imply the modification of curricular objectives, contents, or evaluation criteria.

This syllabus is designed for a third course of the second cycle of Infant Education class where there is a child with High Intellectual Abilities. The ordinary measures that will be applied include the following: flexible methodology that enables changes depending on the students' needs, small working groups that promote collaboration between students, variety in exercises and tasks to ensure all learning types are being covered, use of ICT resources and realia to facilitate learning, highlight students' achievements and minimizing their errors so that they feel competent, constant feedback both to students and families, comprehensible teacher speech with adequate volume, speed and spelling considering the students receptive skills, and an affective teacher-students relationship that ensures their affective filter to learning new things is lowered (Krashen, 1983) (adapted from Madrid & Pérez Cañado, 2018).

Some extraordinary measures that will be implemented in the CLIL lessons to attend to the High Intellectual Abilities are the following:

- Encourage the student to have a positive relationship with the teachers involved in his instruction.
- Including one or more optional activities that target HOTS (adapted to the student's abilities).
- Give him active roles in every activity to prevent boredom
- Encourage group work.
- Pair him with another student so he can help his partner.

Moreover, the Curricular Flexibilization (*Flexibilidación curricular*) and the Educative enrichment programmes (*Programas de enriquecimiento educativo*) are extraordinary measures for students with High Intellectual Abilities, and they will be offered to the family in case they want them to be implemented with their child.

2.8 Complementary and extra-curricular activities

It is known that learning does not only occur in class-like settings. The personal and academic development of children must be endorsed by activities that allow the improvement of their skills inside and outside school. Thus, out-of-class and complementary activities are paramount, as well as the extensive reading programme, that enables the development of literacy skills.

2.8.1 Out-of-class activities

These are activities that will take place within the school timetable and will be programmed in order to reinforce the curricular contents and guide students to make significant connections with the outside world, applying what they have learnt to other contexts. As most of the contents from the Self-knowledge and personal autonomy and Environmental knowledge areas will be taught through CLIL, the out-of-class activities will also be carried through this approach.

Some examples for out-of-class activities are cooking activities, gross psychomotor skill activities that will be carried out in the playground, experiments, and treasure-hunting activities. Moreover, some of these activities will be carried out outside the school, such as

excursions to the market, the theatre or the park. A more detailed explanation will be made in each Project, as the activities will be linked to the contents taught in each of them.

Extra-curricular activities are those that take place in the school setting but outside of the school timetable, and they do not necessarily work on curricular contents, although they can contribute to their reinforcement. Also, the adults that oversee these activities are not the schoolteachers, but specialists in the activity itself. The school offers ballet lessons every Monday and Wednesday, from 17:00 to 17:50, and robotics every Tuesday and Thursday from 17:00 to 17:50.

2.8.2 Extensive reading programme

Literacy is one of the most important tools in Infant Education for countless reasons. It is paramount for the correct development of many different skills, and it allows for an integrative educational project. Also, numerous benefits are obtained when using literacy in Infant Education: it provides children with playful sensations, makes them feel emotions, awakens and develops their creativity and fantasy and, above all, amuses them. It favours their cognitive development through complex argumentative proposals that allow the child to think, analyse, judge, evaluate, criticize, invent, and assume facts. Moreover, it encourages the incorporation of cultural and social values through folk and traditional stories (De la Roz, 2019). De la Roz highlights the positive influence literacy has on the following three dimensions (2019):

- **The linguistic dimension**: literacy is strongly linked to the development of written and oral communicative abilities, reading comprehension and written expression. It allows students to communicate with their peers and share stories, as well as develop their listening skills when they are being read a story or watching a theatre play.

- **The cultural dimension**: literacy provides relevant data on other worlds, other cultures, other spaces and other times. It helps students to understand that the world is much bigger than they think, broadens their vision of the world and connects them with diverse realities.

- **The emotional dimension**: literary stories bring the reader into contact with new, surprising and different realities and experiences, generating new ideas, emotions and visions. It links them with experiences that belong to others but that produce an

emotional response in them. Through the vicissitudes of the characters, children can identify and understand the emotions of the other. Thus, it is a very easy way to work on empathy because it allows students to understand why the characters do what they do, and, therefore, their capacity to understand other people grows.

The extensive reading programme is a combination of different strategies that aim to improve the students' reading habit and to develop all the above-mentioned dimensions. It incorporates multiple text formats according to the contents of the different areas, to guarantee, with some continuity, its success. It is a flexible plan that will be modified as it evolves, always looking after the students' care and considering their personal development and preferences.

Some of the activities to develop the extensive reading programme will be carried out in every class by the tutor or the CLIL teacher, others will be carried out by specialists from outside the school, and others will take place outside school, such as the theatre excursion. Half of the activities will be carried out in English to accompany the CLIL programme that is followed. These are the activities and a brief description of what they imply:

- **Theatre**: an excursion to the nearest theatre will be made so that students can enjoy a play designed for children in its proper environment.
- **Kamishibai**: it is a Japanese technique used for storytelling.
- **Puppet show**: the teachers will use the puppets to make a puppet show for the students.
- **Create our own story**: the students will continue a story that the teacher will start, one sentence each until the story is complete.
- **Visual stories**: some of the drawings of the students will be laid on the tables and they will have to invent a story from their drawings and tell it to the rest of the class
- **Illustrator**: a children's book illustrator will come to the school and paint on a big poster a story as he draws it. Later, the poster will be placed somewhere so that all the students can look at it and remember the story.
- **Invent the last part of this story**: the teacher will tell a story to the students and suddenly stop, then every child should think how they think the story ends and make a drawing illustrating it.

- **Audio books**: an audio book will be played, and the students will listen to it. Then, a conversation about it will take place.

- **Shadow theatre**: a shadow theatre will be carried out by the teachers for the students to enjoy. Then, a workshop will take place for the students to experience this technique.

- **Listen and imagine:** the students will listen to a musical piece. Later, they will have to tell what they have imagined in their heads while the music was playing.

- **Picture-story:** take some photographs and ask the students to imagine the stories that are behind them.

- **Turn around this story**: take a famous tale and change it all around. For example: "The smurf and the seven Snowhites" instead of "Snowhite and the seven smurfs".

For the application of the reading plan to the 5-year-old classroom, some rules will be followed both by the teachers and the students. As it can be seen in the classroom plan (Appendix 1), one of the corners of the class is the literacy corner. This space has a carpet with cushions on top that enable students to feel comfortable and sit as they like whenever they are in the corner. Also, it is an inviting space decorated by the children so that they feel it as theirs. Two bookshelves (one for Spanish and one for English language items) contain the books and the students have free access to them in some moments of the day. Meticulous care is given to those books, as their outside appearance is essential for them to be appealing to children. Both the tutor and the CLIL teacher will give special emphasis to this corner. Every day, a student will be selected as the library responsible and he or she will make sure it is well tidied and the books are in good conditions.

Moreover, some of the activities will be done in collaboration with other members of the school and with the students' families, both in Spanish and English, in order to share it with them this extensive reading programme. One of the examples of these activities is the "**Reading with friends**" workshop. It consists of a joint activity between the 5-year-old students and the 2-year-old students, and it will be developed in Spanish. Once a month, both groups will be paired and the older students will read stories, tell a tale or represent a theatre play to the younger ones. The aim of this activity is to develop the students' affective relationships as well as prove their reading abilities and have a good time with the younger students. In order to bring together the extensive reading programme and the CLIL syllabus,

an activity called "**My amazing weekend**" will be made. A great blank book will be presented to the students on the first days of the school year. Each week, one of the students will take the book home on Friday and will have to complete some pages with drawings, photographs and a description of how their weekend was. They will bring it back to class on Monday and show it to the rest of the class. This activity will be carried out in English to foster the students' communicative skills but always scaffolded by the teacher.

2.9 Tutorial Action Plan and Collaboration with Families

The tutorial action is a continuous process of students' monitoring that is developed systematically and actively by the tutors in a school. It is systematically planned with a medium- and long-term perspective, and it is part of the School's Educative Project (*Proyecto Educativo del Centro, PEC*). It implies an active collaboration between all the educational agents involved: parents, teachers, students, and the educational institution itself. The focus of this plan is the student, and everything revolves around them.

The Tutorial Action Plan (PAT) is the instrument that brings together all the measures and the main objectives of this programme. It is the framework where the organisation criteria and the priority lines of tutoring operation are stated (MEC, 1996).

2.9.1 Tutorial Action Plan Objectives

Based on the School's Educative Project and the values it promotes, the Tutorial Action Plan for the 5-year-old classroom has been developed. The main objectives of this Tutorial Plan include:

- Contributing to a personalized education, attending to the individualization and integration basic principles.
- Preventing difficulties to make sure students are motivated and willing to come to school.
- Favouring the autonomy and social and moral development processes.
- Contributing to adequate interaction between the educative community agents and their environment.

2.9.2 Common tasks for collaboration with families

Collaboration with families is paramount in Infant Education: the school and the families need to share the same educational goal in order to achieve a unified education for the children. Therefore, the communication between the school and the families must be fluent. To facilitate this, every day, when the parents come to pick up their children, a brief conversation will be held with each parent to share the activities of the day and a summary of the children's behaviour, and to communicate any other important issue that may arise. Moreover, activities such as "**My amazing weekend**", abovementioned, allow to improve the relationship between families and the school. The children's families will also be invited to evaluate the students' final products with rubrics in some of the Units. Moreover, they will have the opportunity to come over to the school in some specific days, such as "I work as a …" day in Project 1.

2.9.3 Interviews and individualized tutoring

Individualized tutoring meeting will be held periodically with the students' families to deepen into some aspects of their development. One meeting will be held on the first part of the course (before Christmas holidays) to discuss matters that the students may need to improve, and another one at the end of the third term, to evaluate the students' progression throughout the year and the possibilities for their future. In these meetings, both the tutor and the CLIL teacher will be present to give an overall evaluation of the child.

Furthermore, a meeting with all the 5-year-old classroom families will be held in the month of February to inform about the closest Primary Education schools and help the families to choose the best option for their children.

2.9.4 Classroom group meetings

Classroom group meetings are being held every day in the assembly. This is a precious moment for the teacher to evaluate some features of the children's development, their interaction with their peers and, also, some learning aspects. Students have the freedom to express their feelings any time, as well as their fears or the negative aspects that they might encounter in their learning process. This enables to grow their autonomy at the time that permits the teacher to take note and evaluate the need to modify some aspects. Regarding the CLIL syllabus, group meetings will be held every week to evaluate the students' progress.

3. PROJECTS

In this section, the Projects and the Didactic Units that constitute each of them are presented. The general aim behind these three Projects is to make the students aware of the importance of health and how to live a healthy life. For doing so, this idea has been broken up into three main pieces: My body (Project 1), How to take care of my body: healthy food (Project 2) and How to take care of my body II: healthy lifestyle (Project 3).

In the first project, the first unit (Welcome back!) is developed as an adaptation period to both the school setting and the CLIL lessons. In this unit, a great emphasis will be made on the school and classroom rules in order to create an adequate environment for students to learn. The second unit (This is me) focuses on the students' body perception, of both physical and emotional aspects. The third and last unit of this section (Who takes care of me?) is aimed at the learning of the main social groups to which the students belong (the family) and the professionals that take make our lives healthier with their jobs.

The second project is divided into three units. Unit 4 (Healthy and yummy in my tummy) is focused on food, its healthiness and where can we buy them. Unit 5 (Food around the world) is aimed at the discovery of the origins of food: where does it come from, how do we eat it, how does it change from one place to another, etc. Unit 6 (Here comes the spring) is aimed at the changes that occur during the year: the growth of plants and animals.

The third and last project is divided in four units, and the objective behind them is to make the students conscious about their environment and how to live a healthy life in it. Unit 7 (Time for sports. The Olympic Games!) is aimed at the development of gross motor skills and the knowledge of different sports and their rules. Unit 8 (My city and me) focuses on the students' environment: their home and their cities, and the traditions that they entail. Unit 9 (Moving around) allows students to understand how cities work, the main means of transport and communication that exist and the importance of recycling for our health. The last unit of the syllabus is What time is it? Summertime! and it focuses on summer, its characteristics, where can we go on vacation and what can we do to keep ourselves healthy during this time.

The structure followed to develop the Didactic Units corresponds to that settled by Custodio Espinar (2019a, p. 493). However, some modifications have been made in order to adapt it to the Infant Education Stage. For instance, apart from the reference to the contribution of each

Unit to the development of the key competences, the contribution to the achievement of the stage objectives of Infant Education is stated.

Moreover, in order to bring the learning experience even closer to the students' lives, every Unit has one or two Bonus activities. These vary from excursions to activities in the school where families are involved, or even games days in the school. Some of these activities contribute to the Out-of-class activities section and others (such as the excursion to the theatre in Unit 8) complement the Extensive reading programme.

3.1 Project 1. My body

3.1.1 Unit 1: Welcome back!

Didactic Unit 1.

Welcome back!

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 10 sessions during the first term over 3 weeks

Description: adaptation to the new school year and knowledge of the first project

Product: oral presentation of themselves and what they like most about the school.

Rationale: in this first didactic unit, students recognize the school as a peaceful place to be and to learn. They understand the routines followed in the CLIL classroom and recognize the CLIL mascot. Moreover, they describe the main characteristics of the first project (My body).

Bonus activity: 'Treasure hunt': all the students from the second cycle will be mixed into groups and they will need to find clues in the different school facilities that will lead them to the final treasure.

CONTENT	
Content:	**Contribution to …**
• Orientation in space (school facilities) • Interaction and collaboration • Affective relations • Class routines	**The general stage objectives:** • To observe and explore his familiar, natural, social, and cultural environment.

- Basic behavioural and classroom rules
- Identification of the first social groups to which they belong: the school
- Project 1 characteristics

Language content:

- Oral presentation of themselves

- To relate to others and progressively acquire elementary guidelines for coexistence and social relations.
- To initiate experimentally the oral knowledge of a foreign language

The key competences:

- Linguistic communication.
- Learning to learn.

COGNITION

Teaching objectives:

- To know class routines and times
- To understand basic classroom rules
- To recognise the different school facilities

Language objectives:

- To explain the main points of Project 1
- To present themselves and express what they like at school

Learning outcomes:

- Students (Ss) identify when the class is starting and when it is ending
- Ss know when it is time to change activities
- Ss follow the classroom rules
- Ss create their own set of language rules
- Ss present themselves to their peers
- Ss express what they like about school
- Ss name the school facilities
- Ss classify what can and cannot be done in each facility
- Ss explain the characteristics of Project 1

CULTURE

Teaching objectives:

- To raise awareness on the importance of using greetings when meeting somebody

Learning outcomes:

- Ss understand when to use greetings

• To differentiate between formal and informal greetings and farewells	• Ss use greetings when they enter the classroom and farewells when they leave it
	• Ss use different expressions formal/informal depending of the person they interact with (e.g. language assistant or mate).

COMMUNICATION

Language of learning:

- Basic informal expressions for greeting and farewells (e.g. 'Hello', 'How are you doing?').
- Basic formal expressions (e.g. 'Good morning', 'How do you do?', 'I am fine, thank you,')
- Language to introduce themselves (e.g. 'My name is ...', 'I am …').
- Expressions to express likes and dislikes (e.g. 'I like…', 'I do not like…').
- School facilities' vocabulary (e.g. playground, classroom, dining room, kitchen, etc.)
- Language to write a set of instructions (e.g. 'Raise up your hand' 'Keep the classroom tidy')

Language for learning:

- Classroom language (e.g. pencil, rubber, paper)
- Language to make simple requests (e.g. 'Can I...?' 'May I...?').
- Language to show surprise (e.g. 'Wow!')
- Language to give an order (e.g. 'Say…', 'Repeat…', 'Sit down/stand up', 'Grab your pencil')
- Actions they can/cannot do in each facility (e.g. 'I can eat at the school canteen, but I can't jump at the school canteen').
- Connectors for addition and contrasting (e.g. 'I can … and I can …', 'I can … but I can't …')

Language through learning:

- Language through peer interaction during the lessons
- Language through describing school facilities (adjectives and adverbs)

- Language through activities, videos, flashcards, ICT, teamwork, games and stories

ASSESSMENT

Evaluation criteria:

- Orientate oneself in space by taking reference points.

- Collaborate in the order and cleanliness of the common spaces.

- Take care and keep their belongings in order.

- Discriminate and act on objects and elements in the immediate environment.

- Identify, know and bond affectively with their most significant social groups.

- To know the school's premises, the class, its members, and their functions, and to move around in them with autonomy.

- Get to know and get oriented in the spaces near home and school.

- Know and respect the rules of coexistence of the different groups to which they belong.

- Present themselves and their favourite part of the school

Minimum required:

- Ss name two classroom rules

- Ss identify each facility with what can be done in it

- Ss use formal and informal greetings and farewells accordingly to the context

Assessment:

- **Of language:**
  - Teacher and Language Assistant's oral language modelling on the spot
  - Language clinic
  - Thumbs up/down, mini whiteboards, random selection tools.

- **Of content:**
  - Teacher rubric for the final presentation
  - Teacher oral and written feedback on the activities

- **Of process:**
  - Learning intentions wall
  - Teacher checklist for active observation of the students when they are doing the activities
  - Class diary

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all the students understand and engage cognitively (puppet show to present the CLIL mascot, songs to guide the routines, labelled and picture flashcards in every room, realia, picture books)
- Split the larger group into smaller groupings to encourage group work

LOTS: Ss draw their favourite space of the school to have a scaffold for the final presentation.

HOTS: Ss make a longer presentation explaining some aspects of the school facility they have chosen.

Attention to High Intellectual Abilities: pair him with another student so he can help his partner, give him an active role in every activity to prevent him from being bored, keep him always occupied, HOT activity: create a layout of his dreamt school and present it to the class in a poster format.

3.1.2 Unit 2: This is me

Didactic Unit 2.

This is me

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 14 sessions during the first term over 6 weeks

Description: students' body perception, of both physical and emotional aspects

Product: create a poster about themselves and present it to their peers

Rationale: this unit is designed for the students to learn about their bodies: its most important parts, their senses, and their emotions. It contributes to the proper development of the self-image and to acknowledge the differences between each other.

Bonus activity: excursion to the Natural Sciences Museum

CONTENT

Content:	Contribution to …
• The human body: differentiative characteristics of the body.	**The general stage objectives:**

- The senses and their functions: sensations and perceptions.
- Identification and expression of sentiments, emotions, and their progressive control.
- Personal appearance care

Language content:

- Personal descriptions

- Know their own and other's bodies and their possibilities of action, acquire an adjusted image of themselves and learn to respect differences.
- Develop their affective abilities
- Introduce themselves in the knowledge of science

The key competences:

- Linguistic competence
- Digital competence
- Learning to learn

COGNITION

Teaching objectives:

- To know the main parts of the body
- To compare the body parts
- To be aware of their own emotions
- To describe their sensations and perceptions
- To compare two different senses
- To identify the senses with the part of the body that corresponds to them

Language objective:

- To describe themselves

Learning outcomes:

- Ss identify the parts of the body
- Ss represent and compare the body parts
- Ss show their feelings and emotions in an emotions chart
- Ss differentiate between the senses
- Ss match the senses with the body parts that correspond to them
- Ss identify, name and describe their body parts and their emotions

CULTURE

Teaching objectives:

- To understand that everybody is different
- To appreciate the diversity of the students in the class

Learning outcomes:

- Ss identify differences between their peers
- Ss show respect to those who are different

• To raise awareness of their behaviour and the consequences that it has on others	• Ss explain the ways in which they are different from each other • Ss evaluate their behaviour and plan changes

COMMUNICATION

Language of learning:

- Parts of the body (e.g. face, forehead, eyes, nose, mouth, teeth, tongue, ears, hair, shoulders, arms, elbows, hands, fingers, nails, tummy, back, butt, leg, knee, feet, toes)
- Feelings/emotions (e.g. happy, sad, angry, tired, worried, shocked, surprised, confused, sleepy)
- Senses (e.g. sight, hearing, touch, smell, taste)
- Language to describe parts of the body and senses (e.g. 'This is my…', 'I use my … to …')
- Language to explain a poster (e.g. 'This is me', 'These are my …', 'I painted the trousers in blue')
- Connectors for addition and contrast: and/but (e.g. 'Me and … are …', 'I have a … but … does not have a …')
- Connectors for giving reasons: because (e.g. 'He feels … because …')

Language for learning:

- Classroom language (e.g. scissors, crayons, pencil colours, markers)
- Language to express feelings (e.g. 'I feel…', 'Today, I am feeling…')
- Language to compare (e.g. 'My … is longer/shorter than …', 'my … is bigger/smaller than …')
- Language to express ability (e.g. 'I can … with my … but I cannot … with my …')

Language through learning:

- Language through activities, videos, ICT, teamwork, games, stories
- Language through peer interaction
- Language through describing people (e.g. blond, curly, short, long)

ASSESSMENT

Evaluation criteria:

- Show a progressive knowledge of their body scheme and an increasing control of their body

- Recognize and name the different parts of the body and locate them spatially, in their own body and in that of others.

- Show respect and acceptance for the characteristics of others, without discrimination of any kind, and show attitudes of help and collaboration.

- Distinguish the senses and identify sensations through them

- Expressing emotions and feelings through the body

- Identify, know and bond affectively with their most significant social groups.

- Represent and explain the human figure

Minimum required:

- Ss identify and name their body parts and feelings.

- Ss represent their senses and the body parts related to them

Assessment:

- **Of language:**
    - Teacher and Language Assistant's oral language modelling on the spot
    - Language clinic
    - Feedback of activities using thumbs up/down, mini whiteboards and random pick up tools

- **Of content:**
    - Teacher oral and written feedback on the activities
    - Teacher checklist for active observation
    - Emotions chart

- **Of process:**
    - Learning intention wall
    - Teacher checklist for active observation of the students when they are doing the activities
    - Class diary

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all the students understand and engage cognitively (stories to present the emotions, TPR activities and games to learn the parts of the body, realia to learn the senses, ICT games to encourage motivation and work on the digital competence)
- Break activities into smaller parts to ensure the understanding of the processes

LOTS: name the body parts, identify the feelings showed on flashcards and match the senses to the body parts.

HOTS: investigate their peers' emotions and what causes them, suggest solutions to the problems originated in class

Attention to High Intellectual Abilities: encourage group work, pair him with another student so he can help his partner, give him an active role in every activity to prevent him from being bored, HOTS activity: research on some of the muscles and bones under our skin, draw a skeleton and present it to the class.

3.1.3 Unit 3: Who takes care of me?

Didactic Unit 3.

Who takes care of me?

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 14 sessions during the first term over 6 weeks

Description: identify the different family members and their professions. Christmas week.

Product: description of a mind map about a character and his life (family, job, and friends)

Rationale: this Didactic Unit is designed for students to learn about their proximal environment, the members who compose it and some of their functions in the society. It helps them develop awareness about the people that is present in their lives and the relations between them.

Bonus activity: 'I work as a …': some of the students' family members will come to the school and explain their jobs to the class.

CONTENT	
Content:	**Contribution to …**
	The general stage objectives:

- The family: its members, functions, and occupations.
- Animals classification: pets
- Human activity in the environment: functions, tasks, and usual jobs.
- Identification of the changes in lifestyle and customs in relation to the changing times

Language content:

- Description of a character

- Observe and explore their familiar, natural, social, and cultural environment
- Develop their affective abilities
- Acquire and maintain habits related to hygiene, health, food, and safety
- Relate to others and progressively acquire elementary guidelines for coexistence and social relations

The key competences:

- Linguistic competence
- Digital competence
- Learning to learn
- Cultural awareness and expressions

COGNITION

Teaching objectives:

- To know the members of their family
- To know different jobs
- To understand how other people have an influence in our health

Language objective:

- To describe a person

Learning outcomes:

- Ss understand what a family is
- Ss identify the members of their family
- Ss explain the bond they have with the members of their family
- Ss understand what some jobs imply
- Ss identify when they need to ask a specific worker for help
- Ss describe a member of their family

CULTURE

Teaching objectives:

- To establish affective relations with adults and peers
- To be aware of the different types of family that exist
- To be aware of the need for different jobs

Learning outcomes:

- Ss identify different types of families
- Ss create affective bonds with each other
- Ss identify how different workers help us in our daily lives
- Ss name Christmas objects

- To be aware of the celebration of

  Christmas

COMMUNICATION

Language of learning:

- Family members (e.g. father, mother, son, daughter, brother, sister, grandparent, grandmother, cousin, aunt, uncle, baby)

- Jobs (e.g. teacher, dentist, doctor, carpenter, pilot, fireman, farmer, astronaut, shop keeper)

- Workplaces (e.g. school, hospital, carpentry, plane, airport, farm, rocket, spaceship, fire office, shop)

- Christmas (e.g. Christmas tree, Father Christmas, presents, reindeer, slide, snow)

- Language to describe a member of the family (e.g. 'This is my…', 'I have a …')

- Connectors (e.g. 'and', 'but', 'because')

- Language for the final presentation (e.g. 'This is … ', 'He/she has a … ', 'He/she works as a … ', 'He/she works in a … ', '… has some friends. They are called …')

Language for learning:

- Classroom language (e.g. glue stick, cardboard, poster, mind map)

- Language to ask questions (e.g. 'How many people are there in your family?', 'Do you have a dog?', 'Do you live with your grandparents?')

- Language to compare (e.g. 'I have one brother but … has one sister')

- Language to reason (e.g. 'I … because …')

- Language to describe a job (e.g. 'My mother is a nurse', 'Nurses work at a hospital')

- Language to express future plans (e.g. 'When I grow up, I want to be a …')

Language through learning:

- Language through describing the family tree.

- Language through the ICT games.

- Language through peer and adult interaction in the activities.

- Language through the bonus activity (e.g. professions not included in the initial plan).

ACTIVITIES

Timing	Stage	Activity	Group
		Session 1 (45 mins)	

10 – 15 min	Introduction to the Didactic Unit	The Unit poster is presented and explained to the Ss. Conversation with the Ss and brainstorm about first ideas about the Unit: What can you see on the poster? Is this family like yours? Who takes care of you? Who do you live with? Do you know any of the professions in the pictures? Can you name one? Scaffolding: T and LA point at the Unit poster (Appendix 7.3.1) while the conversation takes place for Ss to visualize what is brought up in the conversation, T and LA model and drill some of the important vocabulary that is used during the conversation (e.g. family, job, works, mum, dad), T and LA help Ss' production by starting some sentences, use of L1 if necessary.	Whole group
20 mins	Thinking skills	1. Some flashcards with different types of families are shown to the Ss and they raise up their hands when the family that most resembles theirs is shown. 2. Some Ss tell the class about their families. Scaffolding: T and LA stick the families flashcards (Appendix 7.3.2) on the wall for the students to visualize and think about them , T and LA state some of the most important aspects of the different families in activity 1 (e.g. 'In this family there are two kids', 'In this family there is one grandmother'), T and LA prompting in activity 2 (e.g. 'How many brothers or sisters do you have?', 'What are their names?', 'Do you live with your grandparents?').	Whole group
10 – 15 mins	Round up	Ss fill up an exit slip drawing one type of family they did not know that existed.	Individually

Session 2 (45 mins)

10 mins	Activation	The family song https://www.youtube.com/watch?v=d_WQEw13TCo is on in the ICT board and Ss listen to it and look at the video on the board. A conversation about the different family members takes place. Scaffolding: family members labelled flashcards are showed as the song is on, T and LA modelling and drilling on the spot (e.g. 'I have a mother/father and his/her name is …') in the conversation.	Whole group
25 mins	Thinking skills	1. The families flashcards (Appendix 7.3.2) are laid out on the floor of the class. Ss will have to run to the family that has the characteristics the teacher and the LA describe (e.g. 'Run to a family that has one father', 'Go to the family that has two kids'). 2. Each group choose one family and they label the family members and describe the family to the class. Later, the groups are joined, and Ss compare their families. Scaffolding: family members labelled flashcards and families flashcards (Appendix 7.3.2), T and LA modelling on the spot for the descriptions (e.g. 'In this family we can see one mother, one kid and one grandparent') and the comparisons (e.g. 'In this family there is one mother but in the other family there is not a mother').	Small groups
10 mins	Round up	Ss fill out the Learning wall. The statement of the day is: "I can say 4 members of a family".	Individually
Session 3 (45 mins)			
20 mins	Activation	Storytime: My family https://www.englishforeveryone.org/PDFs/Beginning%20Short%20Stories%20with%20Questions,%20My%20family.pdf	Whole group

Pre-reading: T and LA show some of the family members labelled flashcards and Ss are selected to say the name of the family member.

While-reading: Ss listen carefully and clap when they hear the words 'mother' and 'father'.

Post-reading: Then, some questions are asked to the Ss and they are selected to answer them with a random pick up tool.

Scaffolding: T and LA modelling and prompting on the spot (e.g. 'This is the mother', 'This is the son'), family members labelled flashcards, questions for the post-reading activity (e.g. How many people are there in Eric's family? How many sisters does Eric have? Do they have a pet? What is the pet's name?).

20 mins	Thinking skills	Each Ss is given a label with a family member label. Then, they form families and play symbolic games representing the family member that they have. Every 7 minutes, the labels are interchanged so Ss play different roles. Scaffolding: family members labelled flashcards, T and LA correcting on the spot.	Small groups
5 mins	Round up	The family song https://www.youtube.com/watch?v=d_WQEw13TCo is on, and Ss tidy up all the materials they have used during the game. Ss are asked to bring pictures about their families for the next session.	Whole group
Session 4 and 5 (1h 30 mins)			
15 mins	Activation	The family song https://www.youtube.com/watch?v=d_WQEw13TCo is on and Ss dance and sing to it. The T and the LA show the family members labelled flashcards as the song is playing. Afterwards, Ss play an interactive game in the board	Whole group

(https://learnenglishkids.britishcouncil.org/word-games/family) in which they need to match the labels with the family members. When they are done, they explain the family member they have matched.

Scaffolding: family members labelled flashcards, interactive game spelling so that Ss do not need to read the labels but listen to the words, T and LA modelling and prompting on the spot (e.g. 'This is the mother', 'This is the son').

1 hour	Thinking skills	1. Ss take out the family pictures they have brought to school and talk about their families.	1. Two groups
		2. The T and the LA explain what a family tree is and give an example on the board.	2. Whole group
		3. Ss draw and colour a family tree and complete it with the pictures of the family members they have brought. If they have not brought any pictures, they draw their relatives.	3. Individually
		4. Ss are paired up and they talk with each other about their families using their family trees as a reference.	4. In pairs
		Scaffolding: questions for the conversation (e.g. 'Who is this?', 'What is his/her name?', 'Do you live with them?'), T and LA modelling on the spot, families flashcards and family members labelled flashcards, prompting for the final chat (e.g. 'This is my mother', 'This is my brother, he is older/younger than me', 'This is my cousin …, I like to play with him/her').	
15 mins	Round up	A plenary takes place and some Ss have time to explain their family trees to the rest of the class.	Whole group

		Scaffolding: T and LA prompting and modelling (e.g. 'How many people are there in your family?', 'Who is this?', 'This is my …', 'He/she is called …') family members flashcards and family tree.	

Session 6 and 7 (1h 30 min)
Bonus activity: 'I work as a…'

10 mins	Activation	Ss are sitting on a plenary and they are explained what the session is about using a visual map: some family members have come to school to explain their jobs, Ss are divided in groups and they have 10 mins to talk with each family member.	Whole group
1 hour 10 mins	Thinking skills	1. Ss are divided into different groups (depending on the number of family members available, 4 kids per family member). Then, the family member begins an explanation about their jobs and ss can ask questions. Every 10 minutes, the groups move, and another family member explains their job. 2. Ss make a poster for each of the family members, drawing and writing what they remember for each of them. Scaffolding: professions flashcards (Appendix 7.3.3) and pictures of the family members that have come to the class, T and LA modelling and prompting the interaction on the spot with the poster for the conversation (Appendix 7.3.4).	Small groups
10 mins	Round up	Plenary about the session, T and LA ask questions about the family members that have come to class while they point to their pictures. Ss use the thumbs up/down to answer the questions. Scaffolding: questions (e.g. 'Is he/she a doctor?', 'Does he/she work in a school?', 'Does he/she work with	Whole group

animals?') and professions flashcards ([Appendix 7.3.3](#)) on the wall.

		Session 8 (45 mins)	
10 mins	Activation	Plenary to make a review of all the jobs worked on in the bonus activity. <u>Scaffolding</u>: questions (e.g. 'Who is this?', 'What is his/her job?', 'Does she work with animals?'), professions flashcards ([Appendix 7.3.3](#)) and pictures of the family members that have come to class.	Whole group
20 mins	Thinking skills	Discussion about how do people's jobs help us have a healthy life, LA makes a mind map for each profession on the board with all the ideas shared by the Ss. <u>Scaffolding</u>: T and LA guide the conversation by asking questions to the Ss and modelling the structures on the spot (e.g. 'How do nurses help us have a healthy life?', 'Nurses help us because they give us medicines'), professions flashcards ([Appendix 7.3.3](#)) and pictures of the family members that came to class.	Two big groups
15 mins	Round up	T says some statements like the ones used in the discussion and the Ss rise their thumbs up if they are true or put their thumbs down if they are false. <u>Scaffolding</u>: stress given on the important words of the statements (e.g. *Nurses* help us because they give us *medicines*). LA points at the professions flashcards ([Appendix 7.3.3](#)) on the wall when the T mentions them, T makes reference to the mind maps previously made in the session and mimic some actions to clarify.	Whole group
		Session 9 (45 mins)	

10 mins	Activation	Ss listen to the jobs' song: https://www.youtube.com/watch?v=ckKQclquAXU and watch its video on the ICT board. Later, T and LA ask them to name the professions that appeared on the video (teacher, dentist, doctor, carpenter, and pilot). Scaffolding: one Ss writes the occupations on the board with the help of the LA, T points at the Unit poster (Appendix 7.3.1) to help Ss remember.	Whole group
20 mins	Thinking skills	Each group chooses one job from the video, brainstorm everything they know about it and fill out a mind map about it. Every 5 minutes, they change and brainstorm on another job. Scaffolding: questions to guide the brainstorm (e.g. 'Where do teachers work?', 'What do they need to work?'). T and LA modelling on the spot, Unit poster (Appendix 7.3.1), professions flashcards (Appendix 7.3.3).	Small groups
15 mins	Round up	Ss take turns and share all the information brainstormed while the T writes down the main aspects on a poster for each job. Scaffolding: LA corrects Ss production on the spot, T guides the activity (e.g. 'Let's talk about the doctors', 'Where do doctors work?'), Unit poster (Appendix 7.3.1) and professions flashcards (Appendix 7.3.3) as visual aids.	Whole group
Session 10 (45 mins)			
5 mins	Activation	Ss listen to the jobs' song https://www.youtube.com/watch?v=ckKQclquAXU and dance and sing it.	Whole group
25 mins	Thinking skills	Symbolic play: Ss play pretending they have a job and acting it out. Scaffolding: realia (fireman hat, doctors' bag, space suit, etc.), T and LA make sure	Small groups

		they are talking in English while they are playing, asking questions to them (e.g. 'What is your job?', 'Are you a doctor?'), modelling (e.g. 'I am a doctor/astronaut') and correcting on the spot.	
15 mins	Round up	Ss tidy up all the materials they have used to play while a stopwatch (https://www.online-stopwatch.com/full-screen-stopwatch/ is counting backwards.	Whole group
	Session 11 (45 mins)		
10 mins	Activation	Ss brainstorm the professions that they have already learnt and find the posters from session 9 that are hidden in the class.	Whole group
25 mins	Thinking skills	Story time: Professions story https://www.youtube.com/watch?v=EgQf7106-E0 Pre-reading activity: T randomly choose Ss to say one of the professions they already know. While-reading activity: Ss clap every time they hear a new profession. Post-reading activity: plenary to brainstorm everything they know about the professions from the story, organising the information on a mind map. Scaffolding: questions for the plenary (e.g. 'What do doctors need to work?', 'Where do teachers work?'), professions flashcards (Appendix 7.3.3), T and LA correcting the spelling on the spot.	Whole group Small groups
10 mins	Round up	Ss fill out exit slips drawing the profession they like the most. When they are finished, they tell the T or the LA why that is their favourite profession. Scaffolding: T and LA prompting for the exit slips (e.g. 'This is a farmer. It is my favourite profession because I like animals'), occupations posters and mind maps, professions flashcards (Appendix 7.3.3).	Individually

		Session 12 (45 mins)	
10 min	Activation	A big black box (filled with professions realia) is standing in the middle of the class. Ss discuss what they think there is inside the box. Scaffolding: T and LA prompting for the discussion (e.g. 'I think there is an animal inside the box')	Whole group
25 mins	Thinking skills	1. T and LA let Ss approach the box in turns and they show one item to the Ss selected. This Ss describes the object and make the other Ss guess what he/she has seen. 2. The professions flashcards are displayed in the playground. The T and the LA say some statements and the Ss run and touch the profession that corresponds to the statement. Scaffolding: T and LA prompting for act. 1 (e.g. 'This is an object that nurses need in their job', 'It is red, and firemen wear it in the head'), statements for act. 2 (e.g. 'This person works in a hospital' → Ss get the nurse or the doctor), professions flashcards (Appendix 7.3.3), T and LA modelling and mimic on the spot.	Whole group
10 mins	Round up	Ss go back to class and each of them makes a statement about the flashcard that the T or the LA choose. Scaffolding: professions flashcards (Appendix 7.3.3), T and LA modelling and prompting (e.g. 'The firemen drive a fire truck', 'Farmers work at a farm').	Individually
		Session 13 (45 mins)	
10 mins	Activation	'It's Christmas time!' The class is filled with Christmas decorations and Christmas songs	Whole group

		https://www.youtube.com/watch?v=UcWc_0Dt01 c are on in the interactive board. Ss dance and sing.	
30 mins	Thinking skills	T and LA show an example of the final product to the Ss and explain what they need to complete. 1. Selection of the character they want to describe. 2. Fill out the mind map (Appendix 7.3.6) with the characteristics of their character (family, job, friends). Scaffolding: T and LA explanation and examples, stressing the fields that need to be completed, completed mind map on the ICT board.	Individually
5 mins	Round up	Ss fill out exit slips with a smiley face, neutral face or sad face depending on how they feel about the final product of the unit. T and LA randomly ask some Ss about their feelings to get feedback.	Individually

Session 14 (1 h 30 mins)

Final session

10 mins	Activation	'What am I?' game. T and LA mimic some actions related to professions and Ss guess them.	Whole group
1 hour 15 mins	Thinking skills	1. Ss finish their mind maps for the final product. 2. By turns, Ss have 5 minutes to present their characters to their peers using the mind maps as a reference. Scaffolding: flashcards with prompts for the presentation (Appendix 7.3.5), mind map for the final presentation (Appendix 7.3.6), T and LA model the final presentation (e.g. 'This is …', 'He/she has a brother and a sister', 'They are called …', 'He/she works as a …').	Individually
5 mins	Round up	Ss will fill out the learning wall. The statement of the day is 'I can describe a character and his life'.	Individually

MATERIALS AND RESOURCES

ICT

- Family song: https://www.youtube.com/watch?v=d_WQEw13TCo

- Story: My family: https://www.englishforeveryone.org/PDFs/Beginning%20Short%20Stories%20with%20Questions,%20My%20family.pdf

- Interactive game Session 4 and 5 (family members matching game): https://learnenglishkids.britishcouncil.org/word-games/family

- Jobs song: https://www.youtube.com/watch?v=ckKQclquAXU

- Random selection tool: https://wheelofnames.com/

- Stopwatch: https://www.online-stopwatch.com/full-screen-stopwatch/

- Professions story: https://www.youtube.com/watch?v=EgQf7106-E0

- Christmas songs: https://www.youtube.com/watch?v=UcWc_0Dt01c

- Game and story about jobs: https://learnenglishkids.britishcouncil.org/short-stories/what-will-i-be-when-i-grow-up

HUMAN

- Teacher (T) and Language Assistant (LA)

- Family members invited for the Bonus activity 'I work as a…'

MATERIAL

- Unit poster: 'Who takes care of me?' (Appendix 7.3.1)

- Families flashcards (Appendix 7.3.2)

- Professions flashcards (Appendix 7.3.3)

- Poster for the Bonus activity (Appendix 7.3.4)

- Flashcards with prompts for the final presentation (Appendix 7.3.5)

- Mind map for the final presentation (Appendix 7.3.6)

- Family members labelled flashcards: http://resources.sparkleplus.co.uk/9001-10000/sb9287.pdf

- Occupations poster: http://www.funkidsenglish.com/images/Images/Learning%20Resources_Images/Support_Materials/Wall_Posters/what-do-they-do-chart.png

- Box with realia about jobs (fireman hat, doctors' bag, spacesuit)

ASSESSMENT

Evaluation criteria:

- Regulate the development of tone, posture, balance, respiratory control, and motor. coordination, using the motor, sensory and expressive possibilities of one's body.
- To carry out autonomously and with initiative regular activities to satisfy basic needs.
- Discriminate and act on objects and elements in the immediate environment.
- Identify, know and bond affectively with their most significant social groups.
- Distinguish family members by identifying kinship, roles, and occupations.
- Establish relationships of affection, respect, and generosity with all their peers.
- Describe a character following a given sequence.

Minimum required:

- Students identify their closest family members (mother, father, siblings, and grandparents)
- Students explain one job and the place where it is developed
- Students list 2 Christmas items

Assessment:

- **Of language:**
  - Teacher and Language Assistant's oral language modelling on the spot
  - Language clinic
  - Feedback of activities using thumbs up/down and random pick up tools
- **Of content:**
  - Teacher oral and written feedback on the activities
  - Teacher checklist for active observation
- **Of process:**
  - Learning intentions wall
  - Teacher checklist for active observation while Ss are doing the activities
  - Class diary

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all Ss understand and engage cognitively (songs and videos on the ICT board to present the contents in an engaging way, TPR activities and symbolic play for Ss to enjoy, drillings to work on the correct

pronunciation, mind maps to transform the knowledge, flashcards and images as visual aids)

- T and LA encourage Ss to participate actively in the activities
- Continuous changes in the groupings to ensure all the Ss work together at some point
- Families' participation in the Bonus activity

LOTS: choose their character from a tv series or story and draw 3 aspects of his life (friends, family, and job) for the final presentation

HOTS: create their own character and make up a story about it to tell the class

Attention to High Intellectual Abilities:

Encourage group work, pair him with another student so he can help his partner, give him an active role in every activity to prevent him from being bored, HOTS activity: write 2 interesting facts about some members of his family and read them to his peers.

3.2 Project 2. How to take care of my body I: healthy food

3.2.1 Unit 4: Healthy and yummy in my tummy

Didactic Unit 4.

Healthy and yummy in my tummy

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 12 sessions during the second term over 4 weeks

Description: first approach to healthy eating habits and places to buy food

Product: role play about different daily situations in a shop

Rationale: the aim of this Unit is for ss to learn about healthy and unhealthy food, identify and explain what senses intervene in the eating procedure and how and where we can buy food.

Bonus activity: excursion to the closest market to the school (*Mercado de Chamartín*)

CONTENT	
Content:	**Contribution to …**
• The senses and their functions: sensations and perceptions	**The general stage objectives:**

- Healthy habits: food and nutrition.
- Object attributes: colour, form, texture, size, taste, sound, plasticity, and hardness.
- Human activity in the environment: functions, tasks, and usual jobs.
- Consumption-related services.

Language content:

- Role play

- Observe and explore their familiar, natural, social, and cultural environment.
- Progressive acquisition of autonomy in regular activities.
- Acquire and maintain habits related to hygiene, health, food and safety
- Relate to others and progressively acquire elementary guidelines for coexistence and social relations, as well as exercise in the pacific resolution of conflicts
- Develop creativity

The key competences:

- Linguistic communication
- Mathematic competence
- Digital competence
- Learn to learn
- Social and civic competences
- Sense of initiative and entrepreneurial spirit

COGNITION

Teaching objectives:

- To identify the senses that take part in the eating procedure
- To know examples of healthy and unhealthy food
- To know the origin of some food
- To compare shops and the products that are sold in them

Language objective:

Learning outcomes:

- Ss recognize the senses that intervene in the eating procedure
- Ss distinguish between healthy and unhealthy food
- Ss categorize food into different groups attending to the criteria given (e. g: origin: plants/animals)

• To dramatize daily situations	• Ss complete a diagram comparing different shops
	• Ss play roles to dramatize everyday situations

CULTURE

Teaching objectives:	Learning outcomes:
• To understand the importance of eating healthy food	• Ss identify and describe the importance of healthy food

COMMUNICATION

Language of learning:

- Food (e.g. fruits, vegetables, meat, fish, beans, grains)

- Meals (e.g. breakfast, lunch, dinner, snack)

- Places where we buy food (e.g. bakery, butchers, delicatessen, fishmongers, greengrocers)

- Food tastes (e.g. sweet, savoury, bitter, sour, spicy)

- Language to buy food (e.g. 'Can I have two kilos of tomatoes, please?', 'Can you give me three milk cartons, please?')

- Language to sell food (e.g. 'The price is ten (10) euros (€)', 'Is that everything?', 'Do you want something else?')

- Quantifiers (e.g. one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10), eleven (11), twelve (12), a dozen (12))

- Language related to theatre (e.g. play, costume, rehearsal, script, scenery, character)

Language for learning:

- Classroom language (e.g. white glue, punch, pad).

- Language to describe food and where does it come from (e.g. 'This is an apple and it comes from the trees')

- Language to ask for help (e.g. 'Can you help me…?')

- Language to describe the taste of food (e.g. 'Bananas are sweet', 'Broccoli is savoury').

Language through learning:

- Language through songs (e.g. adjectives: big, strong)

- Language through peer and adult interaction in the activities.

- Language through the interaction with the people at the market (bonus activity)

ACTIVITIES

Timing	Stage	Activity	Group
		Session 1 (45 mins)	
5 mins	Introduction to the Didactic Unit	Healthy eating song: https://www.youtube.com/watch?v=-JldSBUQB34 Ss listen to the song and dance with it.	Whole group
35 mins	Thinking skills	1. T plays the song again and asks Ss to look at the video and listen carefully. Then, T lays some flashcards with images and words on the floor and ask Ss to pick up the ones that were mentioned on the song.	Whole group
		2. KWL chart. Ss fill out the 'I know…' and 'I wonder…' columns about healthy and unhealthy food.	Individually
		3. Ss draw and decorate food items, use a punch and a pad to cut them out, and stick them on the walls to decorate the classroom for the new Project.	Individually
		Scaffolding: LA drills the words on the flashcards as Ss pick them up (e.g. 'Healthy, very good, healthy food was mentioned on the song, how do you say that? Healthy, amazing'), Ss can fill out the KWL chart columns drawing, writing or both, T and LA help them with the writing using the food flashcards for activity 1.	
5 mins	Round up	Ss tidy up all the materials used while the Healthy eating song https://www.youtube.com/watch?v=-JldSBUQB34 is on. When it is over, everything must be clean and tidy.	Whole group
		Session 2 (45 mins)	

10 mins	Activation	TPR activity (Simon says) to make a quick revision on the parts of the body and the 5 senses. Scaffolding: LA guides the activity and asks some questions to get more information (e.g. 'Simon says touch your nose', 'What do we do with our noses?').	Whole group
30 mins	Thinking skills	1. Story: 'How does it taste?' https://www.youtube.com/watch?v=PrVmIqu-7cQ Pre-reading: senses flashcards. Ss are randomly picked to say the sense they see on the flashcards. While-reading: Ss clap whenever they hear the name of one sense in the story. Post-reading: Ss match the senses that appeared on the story with the picture of the story where it was mentioned.	Whole group
		2. T presents plates with chopped food (banana for sweet, lemon for sour, salty biscuits for savoury, 90% dark chocolate for bitter and onion for spicy). Ss taste the food and identify each's flavour.	Whole group
		3. Ss match pictures of food with its flavours in a worksheet. Scaffolding: LA guides the pre-, while- and post-reading activities, flashcards for each flavour next to the plates where it corresponds, LA models and drills the flavours, T asks questions for activity 3 (e.g. 'Is it sweet like bananas?', 'Is it bitter like dark chocolate?').	Individually
5 mins	Round up	Ss fill out the learning intentions wall with a smiley, neutral or sad face. The statement of the day is 'I can name the flavour of the food'.	Individually

Session 3 (45 mins)

10 mins	Activation	Healthy food vs unhealthy food. T asks Ss to draw on their mini white boards one healthy food and one unhealthy food.	Whole group
25 mins	Thinking skills	Healthy vs unhealthy food song: https://www.youtube.com/watch?v=fE8lezHs19s LA asks Ss to say some of the healthy and unhealthy foods they have heard in the song. Next, LA shows some food flashcards and drills their names. Then, T lays the flashcards on the floor and ask one randomly picked Ss to get a healthy/unhealthy food and say its name out loud. Scaffolding: the song has its lyrics on the screen so Ss can look at them and start identifying the food with its word, LA models the names of the food, T asks questions for the last activity (e.g. 'Can you get a flashcard with a healthy food?', 'Can you give me a flashcard with an unhealthy food?').	Whole group
10 mins	Round up	TPR activity. T draws a line separating the class in two halves. One flashcard with 'Healthy' will be placed in one half and another one with 'Unhealthy' will be placed in the other half. LA says some foods and Ss run and place themselves in the half of the class that corresponds. Scaffolding: T and LA model and repeat the words if necessary, T plays with the Ss to ensure understanding of the game.	Whole group
Session 4 (45 mins)			
5 mins	Activation	Healthy eating song: https://www.youtube.com/watch?v=-JldSBUQB34 Ss listen to the song and dance to it.	Whole group
30 mins	Thinking skills	4 pictures (fruit trees for fruits, a farm with animals for meat, a fish net on a boat for fish, and an orchard	Whole group

with vegetables for vegetables) are placed one on each table. T explains what food comes from each of these places showing Ss the flashcards with pictures and the names of the food.

		TPR activity: relay race. Ss are divided in four groups, and each team has four flashcards, one with a food for each category (meat, fish, fruits, and vegetables). Ss look at the flashcards and think of the category of one. One team member runs to the table of that category and leaves the flashcard, then runs back to the team and the next Ss does the same until they have no flashcards left. When they have finished, T and LA get the pictures and the flashcards and start asking questions about them to the Ss. Scaffolding: LA models and drills the names of the food, T and LA make an example of the TPR activity to ensure understanding, LA asks questions for the last activity (e.g. 'What is this?', 'Where does it come from?').	Small groups
10 mins	Round up	T shows the food flashcards to the Ss and randomly picks one Ss to say the food on the flashcard out loud and where does it come from. Scaffolding: LA modelling and correcting the Ss pronunciation of the food names on the flashcards.	Whole group
Session 5 (45 mins)			
10 mins	Activation	Quick reminder of the last session (food groups – fruit, vegetables, meat, and fish). TPR activity: each corner of the classroom will have one of the pictures stuck and Ss run to the corners that correspond to the food that the T says.	Whole group

		Scaffolding: LA shows the flashcards when the T says the food to ensure understanding.	
30 mins	Thinking skills	Presentation of the poster: 'Places where we buy food'. T and LA explain that different foods can be bought in different places and give one example of each with the different individual posters.	Whole group
		Ss are then divided into two groups and brainstorm in a diagram more items that can be bought in each shop. Then, they share their ideas with the T's help. The LA will make a list of the items and place it below each poster.	Two groups
		Scaffolding: LA correcting and modelling the stores' names, T and LA ask questions to help the brainstorm (e.g. 'What do you see in the greengrocers when you go shopping with your family?', 'Do they sell fish in the greengrocers?'), T modelling the phrases for the sharing time (e.g. 'In the fishmongers we can buy mussels').	
5 mins	Round up	T says some statements and Ss rise their thumbs up if they are true or put their thumbs down if they are false.	Whole group
		Scaffolding: LA rises the flashcards corresponding to the statements, T stresses the important words in each statement (e.g. 'We *can* buy *fish* in the *fishmongers'*)	

Sessions 6 & 7 (2 hours)

Bonus activity

15 mins	Activation	T and LA explain the excursion to the supermarket and state the most important rules.	Whole group
		Scaffolding: Every rule is identified with a gesture so that T and LA do not need to repeat them during the	

		excursion. When they make the gesture, Ss identify the rule and act accordingly (e.g. 'Silence' – T and LA put their index finger in front of their lips)	
1h 30 mins	Thinking skills	Excursion to the market: *Mercado de Chamartín.* In the market, Ss can see the shops and the products sold in each of them and practice some of the vocabulary learnt in previous sessions.	Whole group
		Bonus game: each group is given a shopping list and Ss must "buy" the products as quickly as they can (T and LA have the money to do so).	Two groups
		Scaffolding: T and LA model the new vocabulary, T is responsible of one group and LA is responsible of the other and they accompany them throughout the bonus game, flashcards with prompts for asking for the products to the shop keepers (e.g. 'Can I have one kilo of oranges?', 'Can you give me one dozen of eggs?') and flashcards with quantifiers, parents are invited to the excursion for extra help.	
15 mins	Round up	Back in class, by turns, Ss share in a plenary what they have bought and where with their classmates. Scaffolding: T and LA model the statements (e.g. 'We bought two kilos of lemons in the greengrocers'). The LA writes down the list on the board.	Whole group
Session 8 (45 mins)			
10 mins	Activation	T and LA explain the final product to the Ss: they are going to prepare a role play to perform in front of the whole school. The play has place in a market and Ss must use the vocabulary learnt. T and LA present word cards with the main vocabulary of the roleplay and Ss match them with pictures of them. Then, T	Whole class

and the Ss with Hight Intellectual Abilities make a short example of a roleplay.

Scaffolding: Word cards with the vocabulary of the roleplay are displayed (e.g. scene, character 1, character 2, dialogue, script, rehearsal, costumes), T and LA act out one short dialogue to give an example to the Ss (e.g. 'Good morning, Sir, how are you doing?', 'I am fine, thank you, do you want to buy something from my shop?', 'Yes, I do. I came to the greengrocers to buy some apples, can you give me one kilo of apples, please?').

25 mins	Thinking skills	Ss think and draw in a comic-like template a story that could have place in a supermarket. Then, they show and explain their drawings to the rest of the class and vote for the best sequence. Scaffolding: T and LA write down the proper dialogues of the scenes, flashcards used in the excursion (e.g. 'Can I have one kilo of oranges?', 'Can you give me one dozen of eggs?') to prompt the dialogues in the story, star stickers to vote for their favourite stories.	Small groups
10 mins	Round up	Ss fill out exit slips with a smiley, neutral or sad face depending on their motivation to participate on the role play.	Individually
Session 9, 10 & 11 (2h 30 mins)			
5 mins	Activation	T and LA explain the development of the sessions. Preparation for the role play (story chosen in the previous session): dialogues, scenery, and roles.	Whole group
2h 15 mins	Thinking skills	1. The roles of the play are raffled between the Ss.	Whole group

		2. Ss plan and make the scenery for the play with recycled materials they have brought from their homes. 3. Ss rehearse their roles and the play various times. Scaffolding: pictures of the products sold in each store for Ss to make the scenery, T and LA write down, model and repeat the dialogues to Ss until they learn them.	
10 mins	Round up	Ss tidy up all the materials and T and LA give the scripts of the play to each Ss so that they can rehearse at home with their families' help.	Whole group

Session 12 (45 mins)			
25 mins	Activation	Ss place all the scenery in the stage, dress up and make a last rehearsal. Scaffolding: T and LA model the dialogues of the play.	Whole group
10 mins	Thinking skills	1. T presents the play to the rest of the school's Ss and to their families. 2. Ss act out their play. 3. Families and other Ss and Ts give a big applause and congratulate the Ss after the play. Scaffolding: T and LA model the dialogues of the play in case some Ss get lost.	Whole group
10 mins	Round up	Families fill out a checklist to vote for the funniest character, the most realistic, the most fluent, etc., ensuring each Ss gets a prize. Ss say goodbye to their families, T asks the Ss 'Did you have fun with the role play?' and Ss answer using the thumbs up/down technique.	Individually

MATERIALS AND RESOURCES

ICT

- Healthy eating song: https://www.youtube.com/watch?v=-JldSBUQB34

- Healthy vs unhealthy food song: https://www.youtube.com/watch?v=fE8lezHs19s

- Healthy meal song: https://www.youtube.com/watch?v=YZ11C-U7S8I

HUMAN

- Teacher (T) and Language Assistant (LA)

- Market shop assistants

- Students' families

MATERIAL

- Individual KWL chart for the Project

- Mini white boards

- Food flashcards

- Flavours flashcards

- Poster: food tastes and senses https://www.mes-english.com/flashcards/senses.php

- Poster: places where we buy food https://www.sparklebox.co.uk/previews/8276-8300/sb8281-places-where-we-buy-food-banner.html

- Individual poster for each shop (bakery, fishmongers, greengrocers, butchers and delicatessen): https://www.sparklebox.co.uk/previews/8276-8300/sb8280-places-where-we-buy-food-posters.html

- Checklist for the families to give awards in the final play

ASSESSMENT

Evaluation criteria

- Distinguish the senses and identify sensations through them

- Orientate oneself in space by taking reference points

- Collaborate in the order and cleanliness of common spaces

- Care for and keep one's belongings tidy

- Identify different animals according to some of their most important characteristics

- Know the main community services offered by the community in which one lives: market, health care, means of transport, etc. and their role in society

Minimum required

- Ss recognize the senses related to the eating procedure

- Ss identify healthy and unhealthy food

- Ss compare two shops and the products bought in them

- Ss dramatize a simple role in a play

Assessment:

- **Of language:**
  - Teacher and Language Assistant's oral language modelling on the spot
  - Language clinic

- **Of content:**
  - Teacher oral and written feedback on the activities
  - Teacher checklist for active observation
  - Thumbs up/down, exit slips, random pick up tools, mini-white boards and TPR activities

- **Of process:**
  - KWL chart
  - Learning intention wall
  - Class diary
  - Families' checklist for the final play

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all the students understand and engage cognitively (songs to activate the schemata, TPR activities to work on kinaesthetic abilities, flashcards, posters, images, diagrams as visual aids)
- Split the larger group into smaller groupings
- Individual support for the role play

LOTS: make a drawing of the different types of shops

HOTS: research about their favourite food

Attention to High Intellectual Abilities:

Encourage group work, pair him with another student so he can help his partner, give him an active role in every activity to prevent him from being bored, HOTS activity: pre-teach the vocabulary of the role-play by performing and showing examples in Session 8.

3.2.2 Unit 5: Food around the world

Didactic Unit 5.

Food around the world

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 12 sessions during the second term over 5 weeks

Description: discovery of the origins of food, how do we cook some recipes and how to properly behave during a meal

Product: make a recipe with healthy food and explain where its food comes from.

Rationale: this Didactic Unit is designed for ss to deepen on their knowledge of food and its relation to culture: Do we cook the same food everywhere in the world? What and how do people from other cultures eat?

Bonus activity: 'What have you cooked?' is an activity where the Ss' families are involved. Five families will share one recipe each from different countries (Spain, Italy, USA, Mexico, and Japan) and some interesting facts about it.

CONTENT

Content:	Contribution to …
- Rules of behaviour during meals - Object attributes: colour, form, texture, size, taste, sound, plasticity, and hardness. - Food classification: grains, dairy, vegetables, fruit, protein, drinks. - The healthy eating plate - Countries: Spain, Italy, USA, Mexico, and Japan. **Language content:** - A recipe	**The general stage objectives:** - Observe and explore their familiar, natural, social, and cultural environment - Acquire and maintain habits related to hygiene, health, food, and safety - Relate to others and progressively acquire elementary guidelines for coexistence and social relations, exercise in the pacific resolution of conflicts **The key competences** - Linguistic communication - Mathematic competence

- Digital competence
- Learn to learn
- Social and civic competences
- Cultural awareness and expressions

COGNITION

Teaching objectives:

- To know the different food categories
- To find differences amongst foods
- To learn healthy and unhealthy plates based on the Healthy eating plate proportions
- To know cooking-related verbs
- To know recipes from different countries of the world

Language objective:

- To create a recipe

Learning outcomes:

- Ss classify food based on its category (grains, dairy, vegetables, fruit, protein, drinks)
- Ss compare food based on its attributes
- Ss analyse a meal to determine whether it is healthy or unhealthy
- Ss evaluate the food proportions of a meal and compare it to the Healthy eating plate
- Ss identify the elements of a given recipe
- Ss compare two recipes to decide why they are healthy or not.
- make a recipe following the Healthy eating plate proportions

CULTURE

Teaching objectives:

- To be aware of the diversity of food existing in the world
- To know the rules of behaviour during meals

Learning outcomes:

- Ss identify typical food from different places
- Ss match stereotypical food to the country where it is popular
- Ss list different ways to eat food (chopsticks, hands, cutlery, etc.)
- Ss apply the rules in the meals time

COMMUNICATION

Language of learning:

- Rules of behaviour during meals (e.g. 'I use my napkin to clean myself', 'I ask for help when I need it', 'I do not play with the food', 'I keep my voice level low')

- Food classification (e.g. grains, vegetables, fruit, dairy, protein)

- Specific vocabulary related to food (e.g. chop, boil, put, add, mix, fry)

- Countries of the World (e.g. Spain, Italy, USA, Mexico, and Japan)

- Language to describe the origin of food (e.g. 'Pizza is cooked in Italy', 'Sushi is from Japan', 'Hamburgers are typical from USA')

- Language to sequence a procedure (e.g. 'First…', 'after that…', 'the third step is…', 'lastly…')

- Imperative forms for the recipe (e.g. 'First, wash the fruits, then cut them in pieces')

Language for learning:

- Classroom language (e.g. school bag, scissors, eraser, keyboard)

- Present simple (e.g. 'First, you boil the eggs', 'Then, you cut the onion')

- Passive form (e.g. 'Pizza is cooked in Italy')

Language through learning:

- Language through the WALT poster

- Language through the bonus activities and recipes (e.g. throw away, peel off, etc.)

- Language through peer and adult interaction in the activities.

- Language through discovering other cultures and their foods

ACTIVITIES

Timing	Stage	Activity	Group
		Session 1 (45 mins)	
5 mins	Introduction to the Didactic Unit	T and LA present the Didactic Unit through a WALT poster with images of a set of rules, a Healthy eating plate, a recipe, and pictures of food from Spain, Italy, USA, Mexico, and Japan. Ss look at the poster for a few minutes and then T hides the poster.	Whole group

		Scaffolding: Initial statement (e.g. 'This is what we are learning to do in this Unit'), 'We are learning to…' is written down in the WALT poster.	
30 mins	Thinking skills	T and LA ask some questions about the poster to make Ss recall the visual information they have obtained. Ss rise their hand to answer the questions and a conversation about the four topics of the unit takes place. Scaffolding: T asks questions (e.g. 'What are we going to learn?', 'What did you see in the poster?', 'What did you like about the poster?') and guides the conversation, LA makes drawings of the Ss' answers on the board and models the answers giving the students the beginning of the sentence for all of them to finish in chorus (e.g. 'We are going to learn how to make (recipes)', 'I like the pictures of the (food)'), T explains the Bonus activity of the Unit and shows a calendar with the dates in which it will be made.	Whole group
10 mins	Round up	Ss fill out exit slips with the topic they are most excited about. Scaffolding: T and LA help Ss write down their exit slips with the topic flashcards.	Individually
Session 2 (45 mins)			
5 mins	Activation	Quick revision of the four topics of the unit and set the topic for the day. Scaffolding: T shows four pictures of the topics of the unit and randomly asks some Ss (e.g. 'Do you remember one of the topics we talked about in the session yesterday?'). T gives clues of the topic of the day (rules at the table) without saying the name (e.g. 'We are going to learn about spoons and forks', 'We are going to learn about something you do at a table') and Ss guess it.	Whole group

		LA makes a cross on the discarded images until Ss make their final guess.	
20 mins	Thinking skills	1. T puts two rings on the floor (one red and one green). T explains the game: She reads some flashcards with statements and Ss are randomly chosen to place the flashcards in the green or red ring (green if they think that is a rule they must follow at the table and red if not). When Ss fail, T and LA ask questions to ensure understanding.	Whole group
		2. T gives one flashcard to each Ss and tells them to make two groups, one with the rules they must follow and another with the rules they must not follow in the dining room.	Two groups
		Scaffolding: T shows the flashcards to the Ss as she reads them (e.g. 'I can shout in the dining room', 'II do not play with food'), the flashcards have pictures that represent what is stated, LA asks questions (e.g. 'Do you think you should shout in the dining room?', 'Is it OK to eat with your mouth open?').	
20 mins	Round up	Ss create and decorate a poster with the most important rules to follow in the meals time. Then, they go to the dining room and stick it on the wall to remember the rules when they are having lunch at school.	Whole group
		Scaffolding: T and LA help Ss write down the rules. They have sentences cut outs and they match them (e.g. 'I do not play', 'with the food'). Then, Ss copy what is stated in the cut outs in a poster.	

Session 3 (45 mins)

5 mins	Activation	T plays the song 'Food groups are rocking tonight' https://www.youtube.com/watch?v=GaLvxVnn8Yg and Ss dance as they like.	Whole group
30 mins	Thinking skills	T and LA divide the class in five corners, one for each group of food (protein, dairy, vegetables, fruit, and grains). Every 5 minutes Ss move to the next corner. • Protein: Ss complete a puzzle with different drawings of food from this group. • Dairy: T reads some interesting statements about dairy products and Ss fill out a mind map • Vegetables: symbolic play, Ss fill out their shopping cart with vegetable food toys • Fruit: Ss write down the name of some fruits • Grains: Ss draw their favourite plate of grains Scaffolding: flashcards with the food names and pictures of each corner are placed in the corners, LA models the pronunciation of some products (e.g. 'Oh, you drew a pasta plate, pasta is a grain', 'Very good, you wrote down orange, oranges are fruits'), T stresses the intonation on the important words when reading the statements (e.g. '*Milk* comes from *cows, goats* or *sheep*').	Small groups
10 mins	Round up	Ss classify some pictures of food in a table diagram below their food group name.	Whole group
Session 4 (45 mins)			
5 mins	Activation	T plays the song 'Food groups are rocking tonight' https://www.youtube.com/watch?v=GaLvxVnn8Yg and Ss dance as they like.	Whole group
30 mins	Thinking skills	1. 'Show me the flashcard' T holds a bunch of food flashcards and starts sweeping the last one up until	Whole group

part of its drawing is showing. Ss guess the flashcard and then say the group that the food belongs to.

2. 'Guess the flashcard' one randomly picked up Ss describes a flashcard and the others guess it.

3. T and LA explain that we need to eat healthy and show a poster of a healthy eating plate with the proportions stated.

4. Ss play the healthy eating plate game on the ICT board https://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities/My-Plate-Match-Game

Scaffolding: LA drills the food flashcard names in activities 1 and 2, T and LA refer to the poster for visual learners to understand the healthy eating plate, LA models the food groups names and proportions in activities 3 and 4 (e.g. 'The protein part is smaller than the vegetables part').

10 mins	Round up	Ss fill out the Learning intentions wall. The statement of the day is: 'I understand what a healthy eating plate is'.	Individually
Session 5 (45 mins)			
5 mins	Activation	The cooking song is on and Ss dance to it https://www.youtube.com/watch?v=X122vzQcGkg	Whole group
30 mins	Thinking skills	1. T plays the Cooking song again and stops it every time a verb appears, LA drills the cooking verbs. 2. T explains what each verb means and gives an example of foods cooked with that technique. 3. T shows flashcards of the examples given in activity 2 and randomly asks Ss to match the cooking technique with the corresponding food plate. Scaffolding: LA drills the cooking verbs (e.g. 'chop', 'mix', 'fry'), T gives each Ss half a sentence and they	Whole group

		have to find their pair and then say the sentence out loud (e.g. 'We chop food' 'to get smaller pieces', 'We mix the ingredients' 'to make a healthy salad', 'We fry potatoes' 'to make chips')	
10 mins	Round up	Ss complete a puzzle of an image of a plate. Then, they search for the image on the ICT board, click on it and a recorded phrase stating the cooking technique used for that plate will be played. Then, they repeat the cooking technique used for their recipe. Scaffolding: images on the board while the Ss are making the puzzles, T writes down the verbs that the ICT board phrase states and then points at them when the Ss repeat the phrases.	In pairs
Session 6 (45 mins)			
10 mins	Activation	The cooking song is on and Ss dance to it https://www.youtube.com/watch?v=X122vzQcGkg Quick review of the cooking techniques from the previous session. T holds the cooking technique flashcard. LA shows different plates flashcards and Ss shout out the cooking technique when the LA shows the food plate made with the cooking technique that the T is holding. Scaffolding: T drills the names of the cooking techniques and LA drills the name of the plates before the start of the game.	Whole group
25 mins	Thinking skills	1. T explains the Bonus activities to the Ss: five Ss' families are going to come to the school and share with us a recipe from their country and some facts about it.	Whole group

		2. T explains who is going to come each day and presents a calendar showing the recipes and the flags from the country of each recipe. 3. Ss match pictures of the food with the flags from the country of each recipe. Scaffolding: Ss listen to the names of the countries (Spain, Italy, Mexico, USA, Japan) and put the pictures of the typical plates (Spanish omelette, spaghetti Bolognese, hamburgers, tacos and sushi) in the corresponding country, T ask Ss questions about the plate presented and Ss answer with the thumbs up/down technique (e.g. 'Have you ever tried hamburgers?', 'Do you know how to cook spaghetti?').	
10 mins	Round up	Ss fill out exit slips with the plate they are more enthusiastic about. Scaffolding: the names of the plates are showing on the ICT board, T and LA read them aloud and Ss copy one of them in a piece of paper.	Individually
Sessions 7, 8, 9, 10 & 11 (45 mins)			
Bonus activities			
10 mins	Activation	T presents the family that is going to guide the session, the plate they are going to talk about and the country where that plate is famous. Scaffolding: as the T is explaining, the LA points at the picture of the plate, the flag of the country and the picture of the family, as well as passes around the earth globe ball with the country highlighted.	Whole group
30 mins	Thinking skills	1. Families explain the recipe, the ingredients, and the steps to cook the plate. 2. Families state two facts about the plate.	Grouping of acts. 1 and 2 is decided

		3. Ss identify the food groups used for the plate and compare it to the healthy eating plate. Then, they state if it is healthy or not and present two reasons. Scaffolding: T and LA model and drill the words used by the families (e.g. 'We use potato for the omelette. Potato is a vegetable, and we slice the potato and then we fry it'), poster with the recipe and pictures to visually support the steps, healthy eating plate picture and food groups flashcards for activity 3. T models the way to present the reasons (e.g. 'This plate is healthy because it uses all the food groups').	by the families Act. 3 in small groups
5 mins	Round up	T, LA and Ss thank and say goodbye to the families. Then, one Ss is selected to paste the picture of the family, the plate, and the flag on the classroom wall.	Whole group

Session 11 (45 mins)

5 mins	Activation	The cooking song is on and Ss dance to it https://www.youtube.com/watch?v=X122vzQcGkg	Whole group
25 mins	Thinking skills	T and LA make a quick reminder of the parts of a recipe: ingredients, steps, presentation. T explains what the final product for the Unit is. T gives examples of different recipes from the same countries of the bonus activities and the Ss are grouped in pairs. Ss then chat and decide the recipe they want to write down. Scaffolding: T uses the posters from the recipes that the families brought to show the parts of the recipes and uses them as an example of the final product, LA prompts sentences to guide the decision of the recipe (e.g. 'Do you want to make a recipe from Japan?', 'No, I don't', 'I want to make a recipe from	Whole group Pairs

		Italy'), pictures of the plates and the country flags will be stuck on the wall as visual aids.	
15 mins	Round up	Ss share their decision with the T, LA and their classmates and they draw the flag of their country and the name of the plate in their posters. <u>Scaffolding</u>: T models the statements (e.g. 'We chose the pizza recipe from Italy', 'We chose the hot dog from USA') and LA helps with the writing on the posters with the flashcards.	Pairs to the whole group
Session 12 (1 h 15 mins)			
5 mins	Activation	Ss are grouped in pairs and T gives each of them their poster.	Pairs
1 hour	Thinking skills	1. Ss follow the recipe template to write down the recipe they have chosen and decorate their poster. 2. Ss present their recipes to their peers and vote for the one they liked the most. <u>Scaffolding</u>: T and LA give pictures of the ingredients and the cooking process to the Ss for act. 1. LA models the writing on the posters with the flashcards, Ss can draw some parts of the recipe to reduce the writing part if it is too long. T models and prompts the presentation of the recipe (e.g. 'This is the hot dog recipe. It is a recipe from USA. The ingredients we need are … The steps are: First, … Then, … Lastly, …)	Pairs
10 mins	Round up	Ss fill out the learning wall and give themselves one star for each content learnt (set of rules, healthy eating plate, recipe, and the 5 countries). <u>Scaffolding</u>: the contents are stated in the ICT board and T explains them out loud for Ss to identify each of them.	Individually

MATERIALS

ICT:

- Food groups are rocking tonight https://www.youtube.com/watch?v=GaLvxVnn8Yg
- Healthy eating plate game https://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities/My-Plate-Match-Game

HUMAN:

- Teacher (T) and Language Assistant (LA)
- Families for the Bonus activity

MATERIAL:

- WALT poster
- Calendar with the Bonus activity dates
- Rings
- Poster with the rules for the dining room
- Materials for the corners: puzzle, list of statements, food toys.
- Diagrams: table, mind map
- Healthy eating plate poster https://cdn1.sph.harvard.edu/wp-content/uploads/sites/30/2012/09/HEPJan2015.jpg
- Flashcards: unit topics (Set a table, Healthy eating plate, Recipe and Food from the world), rules at the table, food, groups of food, cooking techniques, food plates, countries' flags, and countries' names.
- Recipes' posters
- Pictures of the ingredients and the cooking techniques for the final product.

ASSESSMENT

Evaluation criteria:

- Show respect and acceptance for the characteristics of others, without discrimination of any kind, and show attitudes of help and collaboration.
- Participate in games, demonstrating motor skills in movement, walking, running, and jumping, and manipulative skills
- Perform autonomously and with initiative regular activities to meet basic needs related to personal care, hygiene, food, rest, health, welfare, travel and other tasks of daily life.

- Group, classify and order elements and collections according to similarities and differences (shape, colour, size, weight, etc.) and their physical behaviour (falling, rolling, slipping, bouncing, etc.)

- Understand some signs, elements and customs that identify other cultures present in the environment. Establish relationships of affection, respect, and generosity with all their peers

Minimum required:

- Students follow the behaviour rules while having lunch

- Students name the five food groups

- Students match the plates from the bonus activities with their origins

- Students classify one plate as healthy and another as unhealthy

Assessment:

- **Of language:**

    - Teacher and Language Assistant's oral language modelling on the spot

    - Language clinic

    - Feedback of activities using thumbs up/down and random pick up tools

- **Of content:**

    - Teacher oral feedback on the activities

    - Teacher checklist for active observation

    - Exit slips

    - WALT poster

- **Of process:**

    - Learning intentions wall

    - Teacher checklist for active observation of the students when they are doing the activities

    - Class diary

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all the students understand and engage cognitively (songs to increase motivation, games to bring the contents closer

to the Ss' lives, ICT videos and games to ensure attention, flashcards and pictures as visual aids).

- Break activities into smaller parts.
- Split the larger group into smaller groupings.

LOTS: choose their favourite food and describe everything they can think about it

HOTS: design a poster of the recipe with the steps followed to make it. The poster will be placed to decorate the dining room

Attention to High Intellectual Abilities:

Encourage group work, pair him with another student so he can help his partner, give him an active role in every activity to prevent him from being bored, HOTS activity: investigate about a famous chef and present his or her most famous recipe to the rest of the class.

3.2.3 Unit 6: Here comes the spring

Didactic Unit 6.

Here comes the spring

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 11 sessions during the second term over 4 weeks

Description: seasonal changes that affect out food, the growth of plants and animals and Easter traditions

Product: record of the growth of a seed throughout the Unit.

Rationale: this Didactic Unit is aimed at summarizing all the learning of the Project, deepening into plants and animals, classifying them in different groups and being aware of the modifications of the landscape throughout the year.

Bonus activities: excursion to a farm school and Easter egg hunt in the school

CONTENT	
Content:	**Contribution to …**
• The seasons: spring, summer, autumn, and winter • Different landscapes: rural and urban.	**The general stage objectives:** • Observe and explore their familiar, natural, social, and cultural environment

- Elements of the geographical relief
- Plants and their parts
- Animal classification: wild and farm animals; fish, birds, land animals.
- Changes that occur in animals and plants during their development
- Traditions and customs: Easter

Language content:

- Sequence of events

- Progressive acquisition of autonomy in regular activities
- Develop creativity
- Introduce themselves in the knowledge of science

The key competences:

- Linguistic communication
- Basic competences in science and technology
- Learning to learn
- Social and civic competences
- Cultural awareness and expressions

COGNITION

Teaching objectives:

- To know the seasons
- To understand the changes of the landscape in the seasons
- To know elements of the rural and urban landscapes
- To classify animals and plants
- To analyse the parts of a plant
- To know the life cycle of plants and animals

Language objective:

- To relate a sequence of events

Learning outcomes:

- Ss name the four seasons
- Ss match the seasons with their characteristics
- Ss illustrate how the landscape changes in every season
- Ss name some elements of the urban and rural landscapes
- Ss organise animals and plants in diagrams
- Ss name the parts of a plant
- Ss compare plants and their parts
- Ss illustrate the life cycle of plants and animals

CULTURE

Teaching objectives:

- To understand the traditions related to Easter

Learning outcomes:

- Ss describe Easter-related traditions

• To differentiate between the Spanish Easter traditions and the British Easter traditions	• Ss explain the main Spanish Easter traditions
	• Ss classify traditions based on the culture they belong to

COMMUNICATION

Language of learning:

- Seasons (e.g. spring, summer, autumn, winter)
- Parts of a plant vocabulary (e.g. roots, stem, leaves, flower, petals, seed)
- Elements of the rural and urban landscapes (e.g. mountain, river, valley, lake, buildings, airports, traffic lights, shops)
- Animals and their pup's vocabulary (e.g. pig – piglet; dog – puppy, chicken – chick, cow – calf, sheep – lamb, rabbit – bunny, cat – kitten)
- Easter vocabulary (e.g. Easter egg, Easter bunny, Easter basket)
- Language to describe the life cycle of animals and plants (e.g. 'When it is born it is called…', 'It grows, and it turns into a …')
- Language to describe a procedure (e.g. 'First…', 'Second…', 'Next…', Lastly…')

Language for learning:

- Classroom language (e.g. ICT board, web page, cursor)
- Language to describe the seasons (e.g. 'In winter it is cold and snowy', 'Flowers grow in spring', 'It is very hot in summer')
- Language to describe the landscape (e.g. 'This mountain has … and …', 'In the countryside we can see… ')

Language through learning:

- Language through activities, videos, songs, and stories.
- Language through peer and adult interaction in the activities.
- Language through the excursion to the school farm
- Language through the Easter egg hunt

ACTIVITIES

Timing	Stage	Activity	Group
		Session 1 (45 mins)	

15 mins	Introduction to the Didactic Unit	T presents the title of the Unit: 'Here comes the spring' and shows a white poster divided in four rectangles. Then, asks Ss to brainstorm what can be missing in the poster. T guides the conversation until the seasons are mentioned. Scaffolding: The Unit title is written in the board, LA writes down all the ideas that the students brainstorm, T prompts the brainstorm (e.g. 'There are four rectangles, what groups of four things do you know?', 'Think about the Unit title, do you know what is spring?', 'What do you do in summer?), T presents some clothes and Ss match them to the seasons (e.g. swimming suit, raincoat, scarf).	Whole group
20 mins	Thinking skills	1. T plays the seasons song twice https://www.youtube.com/watch?v=8ZjpI6fgYSY. The first time, Ss just listen to it, and the second time, T and stops it every time a season is described. Ss repeat what they have seen in the video and listened to in the song and LA writes it down on the board. 2. Ss decorate the poster with the four seasons and the characteristic items of each. Scaffolding: the subtitles of the video are on for Ss to identify some words, LA drills some of the characteristics while writing them on the board (e.g. 'It is cold in winter', 'Leaves fall down in autumn').	Whole group Small groups
10 mins	Round up	The seasons song https://www.youtube.com/watch?v=8ZjpI6fgYSY is on and Ss tidy up the classroom.	Whole group
Session 2 & 3 (3 hours)			
Bonus activity			
10 mins	Activation	Bonus activity: Excursion to the school farm. Ss play a game on the ICT board: farm animals. Ss decide if	Whole group

		the animals live in the farm or not and move them to the image of the farm. Then, T and LA explain the excursion to the Ss and the most important rules. Scaffolding: T says the name of the animal when Ss select them, every rule is identified with a gesture so that T and LA do not need to repeat them during the excursion. When they make the gesture, Ss identify the rule and act accordingly (e.g. 'Silence' – T and LA put their index finger in front of their lips), some families are invited to the excursion as extra help.	
2 h 30 mins	Thinking skills	Excursion to the school farm. In the farm, Ss can see and interact with the animals and crops harvested and they learn some of the vocabulary related to it. Ss play some games organised by the school farm's staff. As a gift from the excursion, the school farm's staff gives some seeds to everyone. We say goodbye and thank you to the school farm and return to our school. Scaffolding: T and LA show flashcards with the new vocabulary (pictures and labels) and Ss say the names of the animals out loud.	Whole group
20 mins	Round up	Back at school, a plenary to summarize the excursion takes place, guided by the T and the LA. Ss fill out an exit slip with whatever they enjoyed most in the excursion. Scaffolding: Ss play again the game on the ICT board to check if they were right about the farm animals, T and LA prompting (e.g. 'What did you see in the school farm?', 'What animals were there?', 'What crops were growing?'), T sticks on the wall the flashcards with the vocabulary that appear in the	Whole group

conversation, LA writes down on the class diary the most important facts about the excursion.

		Session 4 (45 mins)	
5 mins	Activation	T plays 'The farmer plants the seeds' https://www.youtube.com/watch?v=cRhGOdqWIIo and Ss sing and dance freely.	Whole group
30 mins	Thinking skills	1. T plays the song again and asks Ss to stand up every time they hear the word 'seeds', which will be written down on the board. T asks Ss if they want to plant the seeds that the school farm gave us.	Whole group
		2. T shows all the materials we need to plant a seed and leaves them on the floor of the room. T asks one Ss at a time: 'Look for the seeds' and shows an image of the seeds. T does the same with all the materials (plastic cup, soil, water)	
		3. T shows three pictures with the procedure to plant the seeds. Ss order the images and then follow the procedure. Each Ss plants their seeds in the plastic containers given by the T and LA.	Two groups
		4. LA chooses one Ss to be responsible of the 'My seed needs…' wheel. Every day, this Ss must make sure all the seeds get what they need. Scaffolding: T describes the procedure (e.g. 'First, we place the cotton in the container', 'Next, …') and points at the visual support (Figure 7.4.1) while Ss are planting the seeds in act. 3, T helps one group and LA helps the other group in the planting procedure, 'My seed needs…' wheel (Figure 7.4.2).	
10 mins	Round up	T plays 'The farmer plants the seeds' https://www.youtube.com/watch?v=cRhGOdqWIIo while Ss tidy up all the materials used in the session.	Whole group

		Session 5 (45 mins)	
10 mins	Activation	T gives out a copy of the 'My seed is changing' sheet to every Ss and explains that they must fill it every day to record the growing of their seeds. Scaffolding: T refers to the 'My seed is changing' sheet (Figure 7.4.3) as a visual aid for Ss to understand.	Whole group
30 mins	Thinking skills	T shows the 'Parts of a plant' poster and LA drills every part to ensure correct pronunciation. Guided drawing activity: Ss draw a plant with all the parts mentioned before. Scaffolding: 'Parts of a plant' poster (Figure 7.4.4) as visual support, T's instructions for the guided drawing (e.g. 'First, we draw a long and green stem', 'Now, we draw the roots. The roots are brown lines that go from the stem to the border of the page', etc.).	Whole group
5 mins	Round up	T plays 'The farmer plants the seeds' https://www.youtube.com/watch?v=cRhGOdqWIIo while Ss tidy up all the materials used in the session.	Whole group
		Session 6 (45 mins)	
10 mins	Activation	Time for Ss to fill out the 'My seed is changing' sheet. Quickly reminder of the parts of the plant. TPR activity: T shows flashcards with the names of the parts of the plant and Ss run and touch the picture of the part told by the T. Scaffolding: LA reads out loud the flashcards shown by the T, T points at the parts on the 'Parts of a plant' poster.	Whole group
30 mins	Thinking skills	T explains that every living thing has a life cycle and that we are going to learn the life cycle of butterflies	Small groups

in this session by working on different corners (10 mins for each corner):

Corner 1: Sensorial activity. Different kinds of dried pasta will be mixed on a box. Ss play and sort the pasta as they like. Then, T approaches and ask Ss to sort and glue the pasta in a flow chart with the four different stages of the butterfly life cycle (Figure 7.4.5).

Corner 2: Literacy. Pre-reading activity: conversation about the book covers and what Ss think the book is about. While reading activity: LA reads 'The very hungry caterpillar', by Eric Carle and Ss repeat the names of the food that appears on the story. Post-reading activity: Ss draw the caterpillar eating healthy food.

Corner 3: ITC game (https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zwn6mnb)

Scaffolding: T explains every corner before starting, poster with instructions for Corner 1 (e.g. 'First, you play with the pasts', 'Then, you sort the pasta as the life cycle of a butterfly', 'Lastly, you glue the pasta on the sheet and write down your name'), LA models the pronunciation of the important words of the story (e.g. 'egg', 'caterpillar', 'butterfly'), T gives instructions for the ICT game and makes an example for Ss to understand the game.

5 mins	Round up	The seasons song https://www.youtube.com/watch?v=8ZjpI6fgYSY is on and Ss tidy up the classroom.	Whole group
Session 6 (45 mins)			
5 mins	Activation	Time for Ss to fill out the 'My seed is changing' sheet.	Individually

30 mins	Thinking skills	1. T shows pictures of the animals they saw at the school farm and LA drills their names and their sounds. 2. TPR game: statues. T plays some music and Ss dance in the classroom. When the music stops, Ss pose and make the noise of the animal the T says. 3. Ss match the animals with their babies on a worksheet. Scaffolding: T shows the 'Farm animals and their babies' poster (Figure 7.4.6), Ss order the life cycle of animals and label it using a model (e.g. 'When it is born it is called piglet', 'It grows, and it turns into a pig').	Whole group
10 mins	Round up	T randomly picks up Ss and they explain one of the animals of their worksheet. Scaffolding: T and LA model the statement (e.g. 'When it is born it is called…', 'It grows, and it turns into a …').	Individually
Session 7 (45 mins)			
5 mins	Activation	Time for Ss to fill out the 'My seed is changing' sheet.	Individually
25 mins	Thinking skills	1. T shows one picture of a rural landscape and one picture of an urban landscape to Ss. T shows some flashcards with pictures of elements from the landscapes and Ss say if they belong to the rural or the urban landscapes pictures. 2. T gives each Ss a label and they have to say if that object is in the rural or urban landscape picture. 3. Ss draw an urban or rural landscape and write down 'Rural' or 'Urban' as a title of the drawing. Scaffolding: flashcards with elements of the landscapes and their names (e.g. mountain, rive, buildings, traffic lights).	Whole group

15 mins	Round up	T plays the seasons song https://www.youtube.com/watch?v=8ZjpI6fgYSY and 'The farmer plants the seeds' https://www.youtube.com/watch?v=cRhGOdqWIIo song while Ss tidy up the classroom.	Whole group
Session 8 (45 mins)			
5 mins	Activation	Time for Ss to fill out the 'My seed is changing' sheet.	Individually
30 mins	Thinking skills	Quick reminder of the different types of landscapes. T shows the pictures and points at the elements and Ss say the name of the elements. T explains that we are going to learn different geographical relief elements in the session by working on different corners (10 mins for each corner): Corner 1: Sensorial activity. Sand box on the light table. Ss move the sand and make different relieves. Corner 2: Puzzles. Ss make the puzzles provided. The images of the puzzles show different landscapes with the relieves labelled. Corner 3: Constructions. Ss use wooden pieces to design a landscape and label its relieves. Scaffolding: T explains every corner before starting, LA tells the names of the relieves and drills them when the Ss make them in the sand box and in the constructions corner (e.g. mountain, river, valley, lake), T reads the labels out loud in the puzzles corner.	Small groups
10 mins	Round up	Ss fill out the learning wall with a smiley, neutral or sad face. The statement of the day is 'I can identify four geographical relief elements'.	Individually
Sessions 9 & 10 (2 hours)			
Bonus activity			

30 mins	Activation	T and LA explain the session of the day and the Bonus activity. T explains that Easter time is near and that every country celebrates it differently. Some Ss' families are invited to participate and explain how they celebrate Easter at home. Scaffolding: an Easter poster is placed on the wall, Ss' families bring some pictures to explain the Easter traditions from their countries (Spain and UK), T and LA model and drill the vocabulary (e.g. 'Easter eggs' hunt', 'Easter rabbit', 'parades', 'religion').	Whole group
1h 15 mins	Thinking skills	Bonus activity: Easter games. All the Ss from the school are mixed up in different groups and play traditional Easter games: egg-shackling, egg-rolling, egg-and-spoon races, colour your Easter egg, Easter egg hunt, etc.	Small groups
15 mins	Round up	After all the games, Ss come back to class and T makes a summary of the activities of the day. Ss fill out a T-chart comparing the celebrations of Easter in Spain and in the UK. Scaffolding: flashcards with pictures of the UK and Spanish Easter traditions, flashcards with the name of the games Ss have played, T and LA help Ss with the writing, they write it on the board and Ss copy.	Small groups
Session 11 (45 mins)			
5 mins	Activation	Time for Ss to fill out the 'My seed is changing' sheet.	Individually
35 mins	Thinking skills	1. Ss collect and order all their 'My seed is changing' sheets. Ss label the parts of the plants and the stages of the process.	Individually
		2. Ss present the growth of their plants to their peers with the 'My seed is changing' worksheet and the prompts flashcards with the stages as support.	Individually

		Lastly, they show the real plant and pass it on for Ss to see it in more detail.	
		3. Ss compare the growth of their plants to the 'Parts of a plant' poster ([Figure 7.4.4](#)) on a T-chart. <u>Scaffolding</u>: T and LA show the prompts flashcards for the presentation (e.g. 'First,…', 'Second…', 'Later, …', 'Lastly, …'), 'Parts of a plant' poster as a visual aid for the labelling process, the presentation, and the T-chart.	In pairs
5 mins	Round up	Ss fill out an exit slip with the activity they enjoyed most of the Unit. They take their plants home.	Individually

MATERIALS

ICT:

- Seasons song https://www.youtube.com/watch?v=8ZjpI6fgYSY
- The farmer plants the seeds https://www.youtube.com/watch?v=cRhGOdqWIIo
- Life cycle games https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zwn6mnb

HUMAN:

- Teacher (T) and Language Assistant (LA)
- Families for the Bonus activities.

MATERIAL:

- Seeds, plastic containers for the seeds, cotton, water.
- Planting seeds poster ([Figure 7.4.1](#)), 'My seed needs…' wheel ([Figure 7.4.2](#)) and 'My seed is changing' sheets ([Figure 7.4.3](#))
- Parts of a plant poster ([Figure 7.4.4](#))
- Pasta sensorial activity layout ([Figure 7.4.5](#))
- Dried pasta
- Farm animals and their babies poster ([Figure 7.4.6](#))
- Flow chart, T-chart
- Book: The very hungry caterpillar, by Eric Carle
- Learning wall

ASSESSMENT

Evaluation criteria:

- Regulate the development of tone, posture, balance, respiratory control, and motor coordination, using the motor, sensory and expressive possibilities of one's body

- Participate in games, demonstrating motor skills in movement, walking, running and jumping, and manipulative skills

- Propose rules for carrying out known or invented games and accept them, showing attitudes of collaboration and mutual help and avoiding adopting positions of submission or domination

- To carry out autonomously and with initiative regular activities to satisfy basic needs related to personal care, hygiene, food, rest, health, well-being, travel and other daily life tasks.

- Show interest in the natural environment and identify and name some of its components, making observations and conjectures about the causes and consequences of what happens in it

- To investigate some general characteristics and functions of the elements of nature, approaching the notion of life cycle and noting the changes this entails

- Identify different animals according to some of their most important characteristics

- Distinguish and know different types of plants. Recognize the root, stem and leaves as parts of the plant

- Show an attitude of care and respect towards nature by participating in activities to conserve it. Know the seasons of the year by identifying seasonal changes and their effects on the natural environment.

Minimum required:

- Ss name the four seasons

- Ss identify four parts of a plant

- Ss match the animals and their babies

- Ss recognise different landscapes and geographical elements on each

- Ss summarise the British and Spanish Easter traditions

Assessment:

- **Of language:**

  - Teacher and Language Assistant's oral language modelling on the spot

- Feedback of activities using random pick up tools

- **Of content:**

    - Teacher oral and written feedback on the activities

    - Teacher checklist for active observation

    - Families checklist for active observation in the Bonus activities

- **Of process:**

    - Learning intentions wall

    - Teacher checklist for active observation of the students when they are doing the activities

    - Class diary

    - Exit slips

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all the students understand and engage cognitively (posters, flashcards and pictures to present the contents, picture books as literary resources, songs to consolidate the vocabulary, hands-on activities to work on procedural knowledge, TPR activities to work on kinaesthetic abilities, diagrams to scaffold the learning process)

- Break activities into smaller parts

- Split the larger group into smaller groupings

- Work in corners

LOTS: students draw the plant each week and label its parts

HOTS: students write down the name of the plant and write down a summary of the changes occurred during its growth

Attention to High Intellectual Abilities:

Encourage group work, pair him with another student so he can help his partner, give him an active role in every activity to prevent him from being bored, HOTS activity: make an herbarium and classify flowers based on different criteria.

3.3 Project 3. How to take care of my body II: healthy lifestyle

3.3.1 Unit 7: Time for sports. The Olympic games!

Didactic Unit 7.
Time for sports. The Olympic Games!

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 12 sessions during the third term over 4 weeks

Description: physical exercise, sports and its relation to a healthy lifestyle

Product: interview a famous sports player using the language learnt

Rationale: this Didactic Unit is aimed at the development of gross motor skills and the learning of some sports, their rules and the values related to them

Bonus activity: 'Aussie's Olympic Games' will be organised on week 3. Students will be divided into teams and play games in the playground. Invitation of Marta Arce as a Paralympic sports player.

CONTENT	
Content:	**Contribution to …**
• Coordination and postural control: the body and movement. • Coordination and control of motor skills. • Healthy habits: physical exercise • Olympic and Paralympic sports • Sports' rules and values • Interest in exploration and an attitude of respect and care towards one's own and other people's objects. • Appreciation of the importance of doing activities in contact with nature for health and well-being.	**The general stage objectives:** • Knowing your own and other people's bodies and their possibilities of action, acquiring an adjusted image of yourself and learning to respect differences. • To be initiated in movement, gesture, and rhythm. **The key competences:** • Linguistic communication • Mathematical competence • Social and civic competences. • Sense of initiative and entrepreneurship.

Language content:	• Cultural awareness and expressions.
• Wh- questions	

COGNITION

Teaching objectives:	Learning outcomes:
• To know some sports	• Ss name and represent some sports
• To understand sports' rules	• Ss state the differences between two sports
• To categorize sports	• Ss match some sports with some of their rules
• To recognize the differences between sports	• Ss state the rules of some sports
Language objective:	• Ss classify sports based on some criteria
• To ask questions to gather information	• Ss evaluate some sport practices

CULTURE

Teaching objectives:	Learning outcomes:
• To know some sports and their origins	• Ss identify sports' values when they play sports
• To know some sports' values and practice them	• Ss recognize where some sports were created
• To be aware of the existence of Paralympic sports	• Ss act following the sports' values
	• Ss differentiate between Olympic and Paralympic sports
	• Ss state the rules of some Paralympic sports

COMMUNICATION

Language of learning:

- Olympic sports (e.g. archery, athletics, badminton, basketball, volleyball, canoeing, cycling, diving, football, gymnastics, handball, hockey, martial arts, swimming, table tennis, tennis, water polo)

- Sports' related words (e.g. swimming pool, horse, ball, net, basket, goal, points)

- Sports' related verbs (e.g. play, jump, run, ride, pass, throw, catch, turn)

- Write a set of rules (e.g. 'You can… but you cannot…', 'It is forbidden to…', 'If you …, you are eliminated').
- Frequency adverbs (e.g. always, sometimes, often, rarely, never)
- Language to ask for information: Wh-words (e.g. 'Which sport…?', 'When…?', 'What…?', 'How do you…?', 'How often do you…?')

Language for learning:

- Language to express aggrupation (e.g. individual, in pairs, in teams of 3, 4, 5…)
- Language to evaluate (e.g. 'They are/are not following the rules', 'This team is/is not playing fair')
- Language to express habits (e.g. 'I … once a week', 'We … two/three times a week')
- Language to describe a sport (e.g. 'You play tennis in pairs', 'You play water polo in a swimming pool')
- Language to express ability (e.g. 'Can you play….?', 'Yes, I can. / No, I can't')

Language through learning:

- Language through activities, videos, songs, and stories.
- Language through peer and adult interaction in the activities.
- Language through playing sports

<div align="center">ASSESSMENT</div>

Evaluation criteria:

- Regulate the development of tone, posture, balance, respiratory control and motor coordination, using the motor, sensory and expressive possibilities of one's body
- Participate in games, demonstrating motor skills in movement, walking, running and jumping, and manipulative skills
- Propose rules for carrying out known or invented games and accept them, showing attitudes of collaboration and mutual help and avoiding adopting positions of submission or domination
- To carry out autonomously and with initiative regular activities to satisfy basic needs related to personal care, hygiene, food, rest, health, well-being, travel and other daily life tasks.
- Discriminate and act on objects and elements in the immediate environment

- Establish some relationships between the physical and social environment, identifying natural changes that affect people's daily lives and changes in the landscape due to human interventions

- Handle basic notions of space (up, down; inside, outside; near, far, etc.) and time (before, after, in the morning, in the afternoon, etc.)

- Know the main community services offered by the community in which they live: market, health care, means of transport, etc. and their role in society

Minimum required:

- Ss identify eight Olympic sports

- Ss state three rules for four different sports

- Ss play sports following the rules

- Ss state two differences between Olympic and Paralympic sports

Assessment:

- **Of language:**

    - Teacher and Language Assistant's oral language modelling on the spot

    - Language clinic

    - Feedback of activities using mini whiteboards and random pick up tools

    - Exit slips

- **Of content:**

    - Teacher oral and written feedback on the activities

    - Teacher checklist for active observation

    - Exit slips

- **Of process:**

    - Learning intention wall

    - Teacher checklist for active observation of the students in the Bonus activity

    - Class diary

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all the students understand and engage cognitively (flashcards, posters and pictures to learn the vocabulary, videos

and songs to present the contents, TPR activities to work on the processes, images and diagrams to transform the knowledge)

- Break activities into smaller parts
- Split the larger group into smaller groupings

LOTS: ss will create drawings of the sports they are learning so that they can remember the sports' rules in future sessions

HOTS: complete a flow chart with the steps followed when playing one of the sports

Attention to High Intellectual Abilities:

Encourage group work, pair him with another student so he can help his partner, self-evaluation techniques are encouraged, give him an active role in every activity to prevent him from being bored: In the Aussie Olympic games (Bonus activity), he could be the referee in some games, for instance; HOTS activity: create a survey to find out the most popular sports in the class.

3.3.2 Unit 8: My city and me

Didactic Unit 8.

My city and me.

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 12 sessions during the third term over 4 weeks

Description: house parts, first approach to the main places in a city, discovery of Madrid and some of its history.

Product: in teams, Ss plan an excursion to a famous place in Madrid

Rationale: this Didactic Unit is aimed at the identification of the students' close environment and the development of the sense of belonging to the city where ss live and the knowledge its main places.

Bonus activities: San Isidro's party at the school with the collaboration of families (week 1) and excursion to the theatre (week 3)

CONTENT	
Content:	**Contribution to …**
• The house: rooms and functions.	**The general stage objectives:**

- Home routines.
- Traditions and customs.
- The city and its main parts.
- The activities of daily life. Initiative and progressive autonomy in their realization

Language content:

- Description of a place of the city
- Description of a routine

- Observe and explore their family, natural, social and cultural environment
- Acquire and maintain healthy habits related to hygiene, health, food and safety.
- To relate to others and progressively acquire elementary guidelines for coexistence and social relations, as well as to exercise in the peaceful resolution of conflicts.
- To develop creativity

The key competences:

- Linguistic communication.
- Digital competence.
- Social and civic competences.
- Sense of initiative and entrepreneurship.
- Cultural awareness and expressions.

COGNITION

Teaching objectives:	Learning outcomes:
- To know the rooms of the house - To know the main places of a city and what can be done in each - To describe the main places in Madrid - To make future plans **Language objectives:** - To describe a place - To plan a future event	- Ss name and describe the rooms of the house - Ss explain what can and cannot be done in each room - Ss identify and name the main places of a city - Ss describe what can and cannot be done in each place - Ss compare two places of the city

- Ss identify the places in which they can have fun, learn, play, rest, ask for help, etc.
- Ss plan an excursion to a famous place in Madrid

CULTURE

Teaching objectives:	Learning outcomes:
• To be aware of some traditions and customs in Madrid	• Ss describe some customs from Madrid • Ss identify traditional festivities • Ss understand each city has its own traditions

COMMUNICATION

Language of learning:

- House's rooms (e.g. hall, bedroom, dining room, bathroom, kitchen, playing room, garden)
- Cities main places (e.g. post office, park, city hall, shopping mall, bus stop, metro stop, bank, hotel, church, museum, library, theatre, police station)
- Language to describe a routine (e.g. 'when I wake up…', 'before having breakfast…', 'after lunch…')
- Language to express plans (e.g. 'In the morning we will…', 'at lunchtime we will…')

Language for learning:

- Language to describe actions (e.g. 'in the sports centre we can play sports', 'in the park we cannot buy food')
- Language to orientate oneself (e.g. right, left, on the corner, next to…)

Language through learning:

- Language through the excursion to the theatre
- Language through the bonus activity San Isidro's party

ASSESSMENT

Evaluation criteria:

- Regulate the development of tone, posture, balance, respiratory control and motor coordination, using the motor, sensory and expressive possibilities of one's body

- Identify the rooms of the house and their functions

- To know the main community services offered by the community in which you live: market, health care, etc. and your role in society

- Get to know and get oriented in the spaces near your home and school.

- To understand some signs, elements and customs that identify other cultures present in the environment. To establish relationships of affection, respect, and generosity with all their classmates

- Show proper behaviour and use the courtesy formulas

Minimum required:

- Ss name the rooms of the house and explain what can and cannot be done in each room

- Ss identify and name the main places of a city, and describe what can and cannot be done in three of them

- Ss give some ideas for the final product

- Ss express plans using the formula: "I will … "

Assessment:

- **Of language:**
    - Teacher and Language Assistant's oral language modelling on the spot
    - Language clinic
    - Feedback of activities using thumbs up/down, mini whiteboards and random pick up tools

- **Of content:**
    - Teacher oral and written feedback on the activities
    - Teacher checklist for active observation

- **Of process:**
    - Learning intention wall
    - Teacher checklist for active observation of the students when they are doing the activities
    - Class diary

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all the students understand and engage cognitively (picture books, stories, videos, TPR activities, flashcards, posters, pictures, images, diagrams)

- Break activities into smaller parts

- Splitting the larger group into smaller groupings

LOTS: Ss will draw their favourite part of their house.

HOTS: Ss will be shown different houses and they will decide which one is better and explain why.

Attention to High Intellectual Abilities:

Encourage group work, self-evaluation techniques are encouraged, pair him with another student so he can help his partner, give him an active role in every activity to prevent him from being bored, HOTS activity: create a city model (or map) with its main parts.

3.3.3 Unit 9: Moving around

Didactic Unit 9.

Healthy planet, healthy life.

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 12 sessions during the third term over 4 weeks

Description: knowledge of the importance of a healthy planet and how to reduce pollution (means of transport, reducing, reusing, and recycling)

Product: wall display about how to make the Earth a healthy planet

Rationale: this Didactic Unit is aimed at raising awareness of the importance to take care of our planet and how does that help us to have a healthy life

Bonus activities: road education circuit and 'What can I do with this?', an arts and crafts activity in which the Ss' families will present ways of transforming waste into works of art.

CONTENT

Content:	Contribution to …
	The general stage objectives:

- Behaviour rules established during travel.
- Different means of transport. Basic rules of movement.
- Road signs.
- The "4R" rules: reduce, reuse, repair, recycle.
- Cleaning, and selective waste collection. Rubbish containers.
- Satisfaction with task accomplishment and awareness of one's competence
- The media

Language content:

- Giving advice

- Observe and explore their family, natural, social, and cultural environment
- To develop creativity.
- To be initiated in the knowledge of sciences

The key competences:

- Digital competence
- Social and civic competences
- Sense of initiative and entrepreneurship

COGNITION

Teaching objectives:

- To know the main means of transport
- To know the main rules for taking care of our planet
- To know the rubbish containers and what can be thrown in each
- To know the main media

Language objectives:

- To give advice

Learning outcomes:

- Ss classify the means of transport based on the place (road, track, air, water), public or private, healthier or unhealthier.
- Ss match the rubbish containers with objects that can be thrown in them
- Ss identify the rubbish containers by their colours
- Ss identify and explain the main media
- Ss use expressions to give advice

CULTURE

Teaching objectives:

Learning outcomes:

• To understand how the way in which we move affects the planet	• Ss describe the means of transport that help have a less polluted planet
• To understand the rules of behaviour in the streets	• Ss apply the rules of behaviour in the streets

COMMUNICATION

Language of learning:

- Means of transport (e.g. bus, bicycle, on foot, metro, plane, train, boat, taxi)

- Classification of rubbish (e.g. paper, plastic, metal, glass and organic)

- Distance-related words (e.g. far, near, close to, tec.)

- Language to describe what we can or cannot do in some places (e.g. 'Walking around the pool is permitted, but running is not allowed')

- The "r"s rule: reduce, reuse, repair, recycle

- Language to give advice (e.g. 'You should…', 'We might…')

Language for learning:

- Language to explain mobility (e.g. 'on foot', 'by car, bus, taxi, plane…')

- Language to compare (e.g. 'Planes are faster than cars', 'Riding a bicycle is healthier than going by car', 'Using the bus pollutes less than using the car')

Language through learning:

- Language through the road education circuit

- Language through the interaction with families

- Language through the media

ASSESSMENT

Evaluation criteria:

- Regulate the development of tone, posture, balance, respiratory control and motor coordination, using the motor, sensory and expressive possibilities of one's body

- Participate in games, demonstrating motor skills in movement, walking, running and jumping, and manipulative skills

- To carry out autonomously and with initiative regular activities to satisfy basic needs related to personal care, hygiene, food, rest, health, well-being, travel and other daily life tasks.

- Discriminate and act on objects and elements in the immediate environment

- Establish some relationships between the physical and social environment, identifying natural changes that affect people's daily lives and changes in the landscape due to human interventions

- Show an attitude of care and respect towards nature by participating in activities to conserve it.

- Become aware of the need to have rules for living together. To know and respect the rules of coexistence of the different groups to which they belong

- Get to know the main media

- To know the sound possibilities of one's body, objects, and musical instruments

Minimum required:

- To list 5 means of transport

- To identify 4 road signs

- To name the rubbish containers and identify two items to throw in each

- To follow the rules of behaviour in the streets

Assessment:

- **Of language:**
  - Teacher and Language Assistant's oral language modelling on the spot
  - Language clinic
  - Feedback of activities using thumbs up/down, mini whiteboards and random pick up tools

- **Of content:**
  - Teacher oral and written feedback on the activities
  - Teacher checklist for active observation

- **Of process:**
  - Learning intention wall
  - Teacher checklist for active observation of the students when they are doing the activities
  - Class diary
  - Ss' family's rubric for evaluating behaviour in the streets

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all the students understand and engage cognitively (picture books, stories, videos, TPR activities, flashcards, posters, pictures, images, diagrams)
- Break activities into smaller parts
- Splitting the larger group into smaller groupings

LOTS: flashcards with road signs and images showing what they mean. Pairing up for some activities

HOTS: develop a poster with some road safety rules

Attention to High Intellectual Abilities:

Encourage group work, pair him with another student so he can help his partner, give him an active role in every activity to prevent him from being bored, self-evaluation techniques are encouraged, HOTS activity: write a letter to the city mayor proposing some ideas for a healthier city.

3.3.4 Unit 10. What time is it? Summertime!

Didactic Unit 10.

What time is it? Summertime!

CONTENT AREA: Self-knowledge and personal autonomy, Knowledge of the environment.

Level: Year 3, second cycle of Infant Education

Timing: 12 sessions during the third term over 4 weeks

Description: approach to summertime, the activities we can do in summer and how to keep ourselves healthy during this time of the year.

Product: make a mural about their ideal holidays

Rationale: this Didactic Unit is aimed at the knowledge of the summer and everything related to it. As it is very hot in Madrid during this time of the year, the flexibilization of this Unit is total and the activities will be rescheduled if required.

Bonus activity: Water games every Friday in the playground.

CONTENT	
Content:	**Contribution to …**
	The general stage objectives:

- The landscape and the physical environment: the beach and the mountain
- The objects and materials present in the environment, their functions, and daily uses.
- The seasons.
- Characteristics of landscape change throughout the year.
- Elements of the geographical relief
- Simple recognition and first classifications of animals

Language content:

- Making plans

- Observe and explore their family, natural, social, and cultural environment.
- Acquire and maintain healthy habits related to hygiene, health, food and safety.
- To relate to others and progressively acquire elementary guidelines for coexistence and social relations, as well as to exercise in the peaceful resolution of conflicts.
- To develop creativity.

The key competences:

- Sense of initiative and entrepreneurship.
- Social and civic competences.
- Cultural awareness and expressions

COGNITION

Teaching objectives:

- To understand what going on vacation means
- To know some of the most popular places to go on vacation
- To know the characteristics of the landscapes
- To identify elements of different landscapes
- To know different sea animals

Language objectives:

- To make plans

Learning outcomes:

- Ss identify the beach and the mountain as places to go on vacation
- Ss compare the beach and the mountain elements
- Ss identify the characteristics of landscape and the changes throughout the year
- Ss classify animals depending on the environment where they live
- Ss make plans using the present continuous form

CULTURE

Teaching objectives:	Learning outcomes:
• To know the elements that keep us healthy during summer	• Ss identify specific clothes for the summer • Ss match the clothes with weather conditions

COMMUNICATION

Language of learning:

- Elements of the beach (e.g. sand, shallow, buoy, boat)
- Elements of the mountain (e.g. soil, moss, cottage, bush)
- Characteristics of the landscape (e.g. flat, steep, sloped)
- Sea animals (e.g. whale, fish, octopus, squid, shark)
- Present continuous (e.g. 'I am going to the beach', 'We are travelling to Barcelona')
- Time expressions (e.g. before, after, in the morning, in the afternoon)

Language for learning:

- Language to describe (e.g. 'This beach is big', 'Those mountains are very steep')
- Language to express sensations (e.g. 'I am very hot today', 'I am sweating a lot')
- Basic notions of space (e.g. up, down; inside, outside; near, far, etc.)

Language through learning:

- Language through talking about places to go on vacation (e.g. cities of Spain)
- Language through the water games

ASSESSMENT

Evaluation criteria:

- Regulate the development of tone, posture, balance, respiratory control and motor coordination, using the motor, sensory and expressive possibilities of one's body
- Propose rules for carrying out known or invented games and accept them, showing attitudes of collaboration and mutual help and avoiding adopting positions of submission or domination
- Discriminate and act on objects and elements in the immediate environment

- Show interest in the natural environment and identify and name some of its components, making observations and conjectures about the causes and consequences of what happens in it

- Identify different animals according to some of their most important characteristics

- Establish some relationships between the physical and social environment, identifying natural changes that affect people's daily lives and changes in the landscape due to human interventions

- Show an attitude of care and respect towards nature by participating in activities to conserve it. Know the seasons of the year by identifying seasonal changes and their effects on the natural environment.

- Identify river, sea, mountain, valley and plain

- Handle basic notions of space (up, down; inside, outside; near, far, etc.) and time (before, after, in the morning, in the afternoon, etc.)

Minimum required:

- Ss identify the beach and the mountain as places to go on vacation

- Ss can state two differences between the beach and the mountain

- Ss classify animals depending on the environment where they live

- Ss make plans using the present continuous form

Assessment:

- **Of language:**
  - Teacher and Language Assistant's oral language modelling on the spot
  - Language clinic
  - Feedback of activities using thumbs up/down, mini whiteboards and random pick up tools

- **Of content:**
  - Teacher oral and written feedback on the activities
  - Teacher checklist for active observation

- **Of process:**
  - Learning intention wall
  - Class diary

ATTENTION TO DIVERSITY

General measures to attend diversity:

- Multimodal input to present the activities to ensure all the students understand and engage cognitively (picture books, stories, videos, TPR activities, flashcards, posters, pictures, images, diagrams)
- Break activities into smaller parts
- Splitting the larger group into smaller groupings

LOTS: Ss describe their typical vacations using the vocabulary and grammar learnt throughout all the course

HOTS: Ss make a visual map with the vacations they have planned

Attention to High Intellectual Abilities:

Encourage group work, pair him with another student so he can help his partner, give him an active role in every activity to prevent him from being bored, self-evaluation techniques are encouraged, HOTS activity: invent a new water game and explain the rules using a poster. The game will be played on the last Friday with his peers.

4. CONCLUSIONS

After completing my End-of-degree project, I can confirm what a great challenge it has been. I knew it since the beginning: planning for Infant Education is not easy and making it through a methodology I did not know seven months ago has been a harsh but amazing experience. It has taught me a lot, not only about education, second language learning or the CLIL approach itself, but also about myself and my teacher profile. I have learnt that being a teacher means giving all you have and all you are to your students. I have understood that you cannot teach from something you do not truly believe in because, if you try do it, it will not work. And this is where my challenge began: understanding what the CLIL approach implied and soak up everything that being a CLIL teacher meant. When I took the first look at it, I was fascinated: it summarized everything I liked about education and organized it into an approach I could use in my lessons. That was the moment when I felt that developing a CLIL syllabus was the thing to do.

Nevertheless, I became a little disappointed when I started researching about CLIL in Infant Education settings. There has been lots of research about how CLIL works in Primary and

Secondary schools, but very little on the way to use this approach with very young learners. Therefore, one of the biggest difficulties I had to face during the development of the project has been adapting this approach into a suitable one for an Infant Education classroom. Moreover, given the existent wide variety of bilingual education programs, I had to do a lot of research on their implementation in Europe, Spain and, more specifically, in Madrid to understand what each of them implies and how they are conducted.

Therefore, I can say that the development of this project has taught me how to research efficiently and, more importantly, how to put into practice everything that I have learnt. It summarizes the kind of education I believe in: an education centred on the students and their environment, which works with families and considers them as a key piece for students' development, and that is adapted to the new challenges the changing world we live in brings to us.

Finally, I would like to thank everyone that has supported me through this process. My teachers at the Universidad Pontificia Comillas, who have taught me how to be a professional and have helped me link the theoretical concepts with the practical knowledge I have gained throughout the four years of internships. I would also like to thank all my internship tutors, who have guided me and taught me so much about the Infant Education classroom. I would especially like to thank Magdalena Custodio, who together with Lyndsay Buckingham, has introduced me in the CLIL world. I could not have done it without your support and endless patience, Magdalena, thank you for being there and for always encouraging me to better myself, it has been a pleasure.

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6. ANNEXES

6.1 Annex 1. General Stage Objectives

As stated in the Decree 17/2008 *de 6 de marzo, por el que se desarrollan para la Comunidad de Madrid las enseñanzas mínimas de Educación Infantil, Artículo 4. Objetivos,* the general stage objectives for this CLIL syllabus are the following:

a) Conocer su propio cuerpo y el de los otros y sus posibilidades de acción, adquirir una imagen ajustada de sí mismo y aprender a respetar las diferencias.

b) Observar y explorar su entorno familiar, natural, social y cultural.

c) Adquirir una progresiva autonomía en sus actividades habituales.

d) Desarrollar sus capacidades afectivas.

e) Adquirir y mantener hábitos saludables relacionados con la higiene, la salud, la alimentación y la seguridad.

f) Relacionarse con los demás y adquirir progresivamente pautas elementales de convivencia y relación social, así como ejercitarse en la resolución pacífica de conflictos.

g) Desarrollar habilidades comunicativas en diferentes lenguajes y formas de expresión.

h) Iniciarse en las habilidades lógico-matemáticas, en la lectura, en la escritura y en el movimiento, el gesto y el ritmo.

i) Desarrollar la creatividad.

j) Iniciarse en el conocimiento de las ciencias.

k) Iniciarse experimentalmente en el conocimiento oral de una lengua extranjera.

6.2 Annex 2. Didactic objectives

ÁREA	OBJETIVOS
1	- Formarse una imagen ajustada y positiva de sí mismo, a través de la interacción con los otros y de identificación gradual de las propias características, posibilidades y limitaciones, desarrollando sentimientos de autoestima y autonomía personal.
	- Reconocer, identificar y representar las partes fundamentales de su cuerpo y algunas de sus funciones, descubriendo las posibilidades de acción y de

expresión y coordinando y controlando cada vez con mayor precisión gestos y movimientos.

- Identificar los propios sentimientos, emociones, necesidades o preferencias, y ser capaces de denominarlos, expresarlos y comunicarlos a los demás, identificando y respetando, también los de los otros.

- Realizar, de manera cada vez más autónoma, actividades habituales, aumentando el sentimiento de confianza en sí mismo y la capacidad de iniciativa y desarrollando estrategias para satisfacer sus necesidades básicas.

- Desarrollar hábitos de respeto, ayuda y colaboración, evitando actitudes de discriminación en función de cualquier rasgo diferenciador y comportamientos de sumisión o dominio.

- Desarrollar habilidades para afrontar situaciones de conflicto.

- Progresar en la adquisición de hábitos y actitudes relacionados con la seguridad, la higiene, el aseo y el fortalecimiento de la salud, apreciando y disfrutando de las situaciones cotidianas de equilibrio y bienestar emocional.

- Tomar la iniciativa en la realización de tareas y en la proposición de juegos y actividades.

| 2 | - Observar y explorar de forma activa su entorno generando interpretaciones sobre algunas situaciones y hechos significativos y mostrando interés por su conocimiento. |

- Conocer y valorar los componentes básicos del medio natural y algunas de sus relaciones, cambios y transformaciones desarrollando actitudes de cuidado, respeto y responsabilidad en su conservación.

- Conocer los roles y responsabilidades de los miembros más significativos de sus grupos sociales de referencia.

- Relacionarse con los demás, de forma cada vez más equilibrada y satisfactoria, interiorizando progresivamente las pautas de comportamiento social y ajustando su conducta a ellas.

	-	Conocer las fiestas y celebraciones de su entorno como fruto de la costumbre y la tradición.
	-	Conocer y aceptar las normas que hacen posible la vida en grupo y algunas de las formas más habituales de organización social.
	-	Iniciarse en las habilidades matemáticas, manipulando funcionalmente elementos y colecciones, identificando sus atributos y cualidades y estableciendo relaciones de agrupamientos, clasificación, orden y cuantificación.
	-	Utilizar los cuantificadores básicos. Conocer los cardinales y ordinales.
	-	Conocer, utilizar y escribir la serie numérica para contar elementos.
	-	Iniciarse en las operaciones matemáticas básicas de adición y sustracción.
	-	Realizar seriaciones con objetos y números.
	-	Iniciarse en la estimación, comparación y medida de diferentes magnitudes. Distinguir y usar unidades de medida naturales y convencionales. Utilizar instrumentos de medida.
	-	Conocer, identificar y nombrar formas planas y cuerpos geométricos.
	-	Orientar y situar en el espacio las formas, los objetos y a uno mismo. Utilizar las nociones espaciales básicas.
	-	Ampliar la curiosidad y el afán por aprender, adquirir fundamentos de pensamiento y ampliar el campo de conocimiento para comprender mejor el mundo que le rodea.
3	-	Iniciarse en el uso oral de una lengua extranjera para comunicarse en actividades dentro del aula, y mostrar interés y disfrute al participar en estos intercambios comunicativos.

6.3 Annex 3. Contents

An outline of the contents that will be taught in each Project is presented below. The contents are divided in the three areas of knowledge according to the Decree 17/2008 *de 6 de marzo, por el que se desarrollan para la Comunidad de Madrid las enseñanzas mínimas de Educación Infantil.*

6.3.1 Project 1 Contents: My body

ÁREA	BLOQUE	CONTENIDO
1	1. El cuerpo y la propia imagen	• El cuerpo humano: características diferenciales del cuerpo. Identificación y aceptación progresiva de las características propias. Representación gráfica del esquema corporal. • Los sentidos y sus funciones: sensaciones y percepciones. • Identificación y expresión de sentimientos, emociones, vivencias, preferencias e intereses propios y de los demás. Control progresivo de los propios sentimientos y emociones.
	2. Juego y movimiento	• Nociones básicas de orientación en el espacio y el tiempo y coordinación de movimientos.
	3. La actividad y la vida cotidiana	• Habilidades para la interacción y colaboración y actitud positiva para establecer relaciones de afecto con las personas adultas y con los iguales.
	4. El cuidado personal y la salud	• La salud y el cuidado de uno mismo. • La higiene personal. Hábitos saludables: higiene corporal y descanso. • Gusto por un aspecto personal cuidado. • Normas de comportamiento
2	1. Medio físico: elementos, relaciones y medida.	• Nociones básicas de orientación. Posiciones relativas • Situación en el espacio. Realización de desplazamientos orientados.
	2. Acercamiento a la naturaleza	• Características generales e identificación de los seres vivos (semejanzas y diferencias). • Observación de algunas características, comportamientos, funciones, relaciones y cambios en los seres vivos.

| | 3. Cultura y vida en sociedad | • Identificación de los primeros grupos sociales de pertenencia: la familia y la escuela. Toma de conciencia de la necesidad de su existencia y funcionamiento mediante ejemplos del papel que desempeñan en su vida cotidiana. Valoración de las relaciones afectivas que en ellos se establecen.
• La familia: sus miembros, relaciones de parentesco, funciones y ocupaciones. Lugar que ocupa entre ellos.
• Identificación de algunos cambios en el modo de vida y las costumbres en relación con el paso del tiempo.
• La actividad humana en el medio: funciones, tareas y oficios habituales. Valoración de los diferentes trabajos como necesarios para una sociedad. Respeto a los trabajos desempeñados por las personas de su entorno. |

6.3.2 Project 2 Contents: How do I take care of my body I: healthy food

ÁREA	BLOQUE	CONTENIDO
1	1. El cuerpo y la propia imagen	• Los sentidos y sus funciones: sensaciones y percepciones.
	2. Juego y movimiento	• Adaptación del tono y la postura a las características del objeto, del otro, de la acción de la situación.
	3. La actividad y la vida cotidiana	
	4. El cuidado personal y la salud	• Hábitos saludables: alimentación. • Normas de comportamiento establecidas durante las comidas.
2	1. Medio físico: elementos,	• La observación de los cambios en el tiempo. Las estaciones. Identificación y conocimiento de las características del cambio del paisaje a lo largo del año.

relaciones y medida.		• Conocimiento de algunos elementos del relieve geográfico • Atributos de los objetos: color, forma, textura, tamaño, sabor, sonido, plasticidad, dureza. • Percepción de atributos y cualidades de objetos y materias. Interés por la identificación y clasificación de elementos y objetos y por explorar sus cualidades, características, usos y grados.
2. Acercamiento a la naturaleza		• Reconocimiento sencillo y primeras clasificaciones en los animales. Interés y gusto por las relaciones con ellos. • Reconocimiento sencillo de las plantas y sus partes. • Cambios que se producen en animales y plantas en el curso de su desarrollo. La adaptación al medio. • Productos elaborados a partir de materias primas procedentes de animales y plantas.
3. Cultura y vida en sociedad		• Distintos paisajes: rural y urbano. • La actividad humana en el medio: funciones, tareas y oficios habituales. Valoración de los diferentes trabajos como necesarios para una sociedad. Respeto a los trabajos desempeñados por las personas de su entorno. • Los servicios relacionados con el consumo.

6.3.3 Project 3 Contents: How do I take care of my body II: healthy lifestyle

ÁREA	BLOQUE	CONTENIDO
1	1. El cuerpo y la propia imagen	
	2. Juego y movimiento	• Coordinación y control postural: el cuerpo y el movimiento. Progresivo control del tono, equilibrio y respiración. Satisfacción por el creciente dominio corporal.

		• Coordinación y control de las habilidades motrices.
	3. La actividad y la vida cotidiana	• Las actividades de la vida cotidiana. Iniciativa y progresiva autonomía en su realización. • Satisfacción por la realización de tareas y conciencia de la propia competencia.
	4. El cuidado personal y la salud	• Hábitos saludables: ejercicio. • Normas de comportamiento establecidas durante los desplazamientos.
2	1. Medio físico: elementos, relaciones y medida.	• La observación de los cambios en el tiempo. Las estaciones. Identificación y conocimiento de las características del cambio del paisaje a lo largo del año. • Conocimiento de algunos elementos del relieve geográfico • El paisaje y el medio físico. Observaciones, descubrimiento y descripción del entorno próximo. La orientación en el espacio. • Los objetos y materias presentes en el medio, sus funciones y usos cotidianos. Interés por su exploración y actitud de respeto y cuidado hacia objetos propios y ajenos.
	2. Acercamiento a la naturaleza	• Reconocimiento sencillo y primeras clasificaciones en los animales. Interés y gusto por las relaciones con ellos. • Disfrute al realizar actividades en contacto con la naturaleza. Valoración de su importancia para la salud y el bienestar. Repoblación, limpieza y recogida selectiva de residuos.
	3. Cultura y vida en sociedad	• La vivienda: dependencias y funciones. Tareas cotidianas del hogar. Participación en dichas tareas. Las rutinas caseras. Ofrecimiento y solicitud de ayuda para sí mismo y para los demás.

- El entorno próximo al alumno: la calle, el barrio, el pueblo y la ciudad.
- Las tradiciones y las costumbres
- Distintos medios de transporte. Normas básicas de circulación.
- Lugares para divertirse: teatro, circo, zoo, biblioteca, polideportivo, etc.

6.4 Annex 4. Transversal contents

Área 1. El conocimiento de sí mismo y la autonomía personal

Bloque 1. El cuerpo y la propia imagen

Valoración positiva y respeto por las diferencias, aceptación de la identidad y características de los demás, evitando actitudes discriminatorias.

Bloque 2. Juego y movimiento

Actitud de ayuda y colaboración con los compañeros en los juegos.

Juego simbólico y reglado. Comprensión y aceptación de las reglas para jugar.

Iniciación a la representación teatral.

Bloque 3. La actividad y la vida cotidiana

Normas elementales que regulan la vida cotidiana. Planificación secuenciada de la acción para resolver tareas. Aceptación de las propias posibilidades y limitaciones en la realización de las tareas.

Valoración y gusto por el trabajo bien hecho por uno mismo y por los demás.

Cuidado y orden con sus pertenencias personales.

La iniciativa en las tareas y la búsqueda de soluciones a las dificultades que aparecen.

Bloque 4. El cuidado personal y la salud

Acciones y situaciones que favorecen la salud y generan bienestar propio y de los demás.

El dolor corporal y la enfermedad.

Colaboración en situaciones de enfermedad y pequeños accidentes.

Identificación y valoración critica ante factores y prácticas sociales cotidianas que favorecen o no la salud.

Área 2. El conocimiento del entorno

Bloque 1. Medio físico: elementos, relaciones y medida

Respeto y cuidado de los objetos de uso individual y colectivo.

Los números, cardinales y ordinales. Cuantificadores básicos.

Aproximación a la serie numérica.

Nociones básicas de medida: grande/pequeño/mediano, largo/corto, alto/bajo, pesado/ligero.

Ubicación temporal de actividades de la vida cotidiana.

Identificación de formas planas (círculo, cuadrado, rectángulo, triángulo) y tridimensionales en elementos del entorno.

Actitud positiva para compartir juguetes y objetos de su entorno familiar y escolar.

Bloque 2. Acercamiento a la naturaleza

Curiosidad, respeto y cuidado hacia los elementos del medio natural.

Observación de fenómenos del medio natural (lluvia, viento, día, noche, etc.). formulación de conjeturas sobre sus causas y consecuencias.

Disfrute al realizar actividades en contacto con la naturaleza. Valoración de su importancia para la salud y el bienestar. Repoblación, limpieza y recogida selectiva de residuos.

Bloque 3. Cultura y vida en sociedad

Normas que rigen la convivencia en los grupos sociales a los que pertenece el alumno. La participación en la familia y en la escuela.

La escuela: dependencias, usos y funciones. Los miembros de la escuela: los niños y los adultos. Funciones y ocupaciones. La clase: distribución y empleo de los espacios. Objetos y mobiliario. Cuidado y respeto por las dependencias del centro y de su entorno para poder realizar las actividades en espacios limpios y ordenados. Las rutinas escolares. La importancia de aprender.

Incorporación progresiva de pautas adecuadas de comportamiento, disposición para compartir y para resolver conflictos cotidianos mediante el dialogo de forma progresivamente autónoma, atendiendo especialmente a la relación equilibrada entre los niños y las niñas.

Señas de identidad cultural del entorno e interés por participar en actividades sociales y culturales.

Interés y disposición favorable para entablar relaciones respetuosas, afectivas y recíprocas con niños de otras culturas.

Área 3. Lenguajes: comunicación y representación

Bloque 1. Lenguaje verbal

Apartado 1.4 Lengua extranjera

La lengua extranjera como medio de comunicación oral

Interés por participar en interacciones orales en lengua extranjera en rutinas y situaciones habituales de comunicación

Comprensión de la idea global de textos orales, en lengua extranjera, en situaciones habituales del aula y cuando se habla de temas conocidos y predecibles

Comprensión de textos sencillos transmitidos oralmente

Actitud positiva hacia la lengua extranjera

Expresión oral con buena entonación y pronunciación

Adquisición de vocabulario básico

Comprensión de mensajes, preguntas y órdenes sencillas

Uso de normas socialmente establecidas para iniciar, mantener y terminar una conversación: saludar, despedirse, dar las gracias, etcétera.

Comprensión y reproducción de poesías, canciones, etcétera.

Bloque 2. Lenguaje audiovisual y tecnologías de la información y la comunicación

Acercamiento a producciones audiovisuales como películas, dibujos animados o videojuegos.

Bloque 3. Lenguaje plástico

La expresión plástica como medio de comunicación y representación.

Expresión y comunicación de hechos, sentimientos y emociones, vivencias o fantasías a través del dibujo y de producciones plásticas realizadas con distintos materiales y técnicas.

Representación de la figura humana, diferenciando las distintas partes de su cuerpo.

Bloque 4. Lenguaje musical

Audición atenta de obras musicales presentes en el entorno: canciones populares infantiles, danzas, bailes y audiciones.

Interés y participación activa y disfrute en la interpretación de canciones, juegos musicales y danzas sencillas.

Bloque 5. Lenguaje corporal

Descubrimiento y experimentación de gestos y movimientos como recursos corporales para la expresión y la comunicación.

Utilización, con intención comunicativa y expresiva, de las posibilidades motrices del cuerpo con relación al espacio y al tiempo: actividad, movimiento, respiración, equilibrio, relajación.

Desplazamientos por el espacio con movimientos diversos.

Interés e iniciativa para participar en actividades de dramatización, danzas, juego simbólico y otros juegos de expresión corporal.

6.5 Annex 5. Evaluation criteria

An outline of the evaluation criteria that will be used for assessment in each Project is presented below. The evaluation criteria is divided in the three areas of knowledge according to the Decree 17/2008 *de 6 de marzo, por el que se desarrollan para la Comunidad de Madrid las enseñanzas mínimas de Educación Infantil.*

ÁREA	CRITERIO DE EVALUACIÓN
1	• Dar muestra de un conocimiento progresivo de su esquema corporal y de un control creciente de su cuerpo
	• Reconocer y nombrar las distintas partes del cuerpo y ubicarlas espacialmente, en su propio cuerpo y en el de los demás.
	• Regular el desarrollo del tono, la postura, el equilibrio, el control respiratorio y la coordinación motriz, utilizando las posibilidades motrices, sensitivas y expresivas del propio cuerpo
	• Manifestar respeto y aceptación por las características de los demás, sin discriminaciones de ningún tipo, y mostrar actitudes de ayuda y colaboración.
	• Distinguir los sentidos e identificar sensaciones a través de ellos
	• Expresar emociones y sentimientos a través del cuerpo
	• Representar papeles en piezas teatrales sencillas

- Participar en juegos, mostrando destrezas motoras en desplazamientos, marcha, carrera y saltos, y habilidades manipulativas.

- Proponer reglas para llevar a cabo juegos conocidos o inventados y aceptarlas, mostrando actitudes de colaboración y ayuda mutua y evitando adoptar posturas de sumisión o dominio

- Realizar autónomamente y con iniciativa actividades habituales para satisfacer necesidades básicas relacionadas con el cuidado personal, la higiene, la alimentación, el descanso, la salud, el bienestar, los desplazamientos y otras tareas de la vida diaria.

- Orientarse en el espacio tomando puntos de referencia

- Colaborar en el orden y en la limpieza de los espacios comunes

- Cuidar y mantener ordenadas sus pertenencias

2	

- Discriminar objetos y elementos del entorno inmediato y actuar sobre ellos

- Mostrar interés por el medio natural e identificar y nombrar algunos de sus componentes, formulando observaciones y conjeturas sobre las causas y consecuencias de lo que en él sucede

- Indagar en algunas características y funciones generales de los elementos de la naturaleza, acercándose a la noción de ciclo vital y constatando los cambios que esto conlleva

- Identificar distintos animales según algunas de sus características más importantes

- Distinguir y conocer distintos tipos de plantas. Reconocer la raíz, el tallo y las hojas como partes de la planta

- Establecer algunas relaciones entre el medio físico y social, identificando cambios naturales que afectan a la vida cotidiana de las personas y cambios en el paisaje por intervenciones humanas

- Mostrar una actitud de cuidado y respeto hacia la naturaleza, participando en actividades para conservarla. Conocer las estaciones del año identificando los cambios estacionales y sus efectos en el medio natural.

- Identificar río, mar, montaña, valle y llanura
- Agrupar, clasificar y ordenar elementos y colecciones según semejanzas y diferencias (forma, color, tamaño, peso, etc.) y su comportamiento físico (caer, rodar, resbalar, botar, etc.)
- Manejar las nociones básicas espaciales (arriba, abajo; dentro, fuera; cerca, lejos, etc.) y temporales (antes, después, por la mañana, por la tarde, etc.)
- Identificar, conocer y vincularse afectivamente a los grupos sociales más significativos de su entorno
- Distinguir a los miembros de su familia, identificando parentesco, funciones y ocupaciones dentro del grupo.
- Conocer las dependencias del colegio, la clase, sus miembros y sus funciones y moverse en ellas con autonomía
- Identificar las dependencias de la casa y sus funciones
- Conocer los principales servicios comunitarios que ofrece la comunidad en la que vive: Mercado, atención sanitaria, medios de transporte, etc. y su papel en la sociedad
- Conocer y orientarse en los espacios cercanos a su vivienda y al centro escolar.
- Tomar conciencia de la necesidad de dotarse de normas para convivir. Conocer y respetar las normas de convivencia de los distintos grupos a los que pertenece
- Conocer los principales medios de comunicación
- Comprender algunas señas, elementos y costumbres que identifican a otras culturas presentes en el medio. Establecer relaciones de afecto, respeto y generosidad con todos sus compañeros
- Mostrar comportamientos adecuados y utilizar las fórmulas de cortesía

| 3 | · Representar la figura humana |
| | · Conocer las posibilidades sonoras del propio cuerpo, de los objetos y de los instrumentos musicales |

7. APPENDICES

7.1 Appendix 1. Classroom map
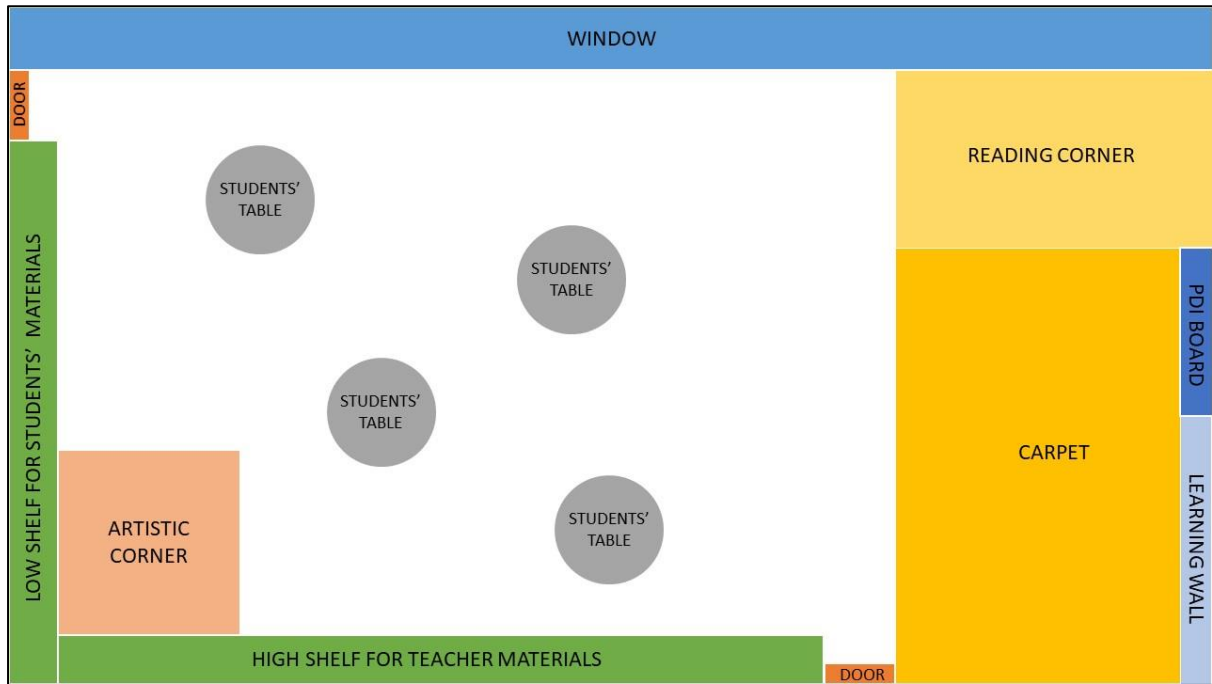
Source: author

Source: author

7.3 Appendix 3. Unit 3 Materials

Figure 7.3.1: Unit poster

Source: author

Images:

- Families:
  https://upload.wikimedia.org/wikipedia/commons/f/f1/Bringing_families_together_%288516532223%29.jpg
- https://www.ag.ndsu.edu/publications/home-farm/when-grandparents-become-parents-to-their-grandchildren/rgb-boy-and-grandparents-bigstockphoto.jpg
- http://swscmedia.com/_swsc_wp/wp-content/uploads/2013/03/children-and-families2.jpg
- https://2012books.lardbucket.org/books/a-primer-on-communication-studies/section_08/2e342b7156dcde711eb10a55e7c2c843.jpg
- http://cronkitenews.asu.edu/assets/images/14/06/13-dads-trio-full.jpg
- http://www.ghrfoundation.org/uploads/3/1/3/1/31315939/1588221_orig.jpg
- http://farm8.staticflickr.com/7272/8168174674_91f264321d_z.jpg
- https://i0.wp.com/epicmommyadventures.com/wp-content/uploads/2015/11/Family-Finances-How-to-Budget-as-a-Single-Parent1-1.jpg?fit=500%2C332&ssl=1

Professions:

- https://c2.staticflickr.com/4/3810/12212077185_833316377e_b.jpg
- https://upload.wikimedia.org/wikipedia/commons/thumb/a/ab/Dental-Hygienist.jpg/1200px-Dental-Hygienist.jpg

- http://www.pngall.com/wp-content/uploads/2018/05/Doctor-PNG-File-Download-Free.png
- http://upload.wikimedia.org/wikipedia/commons/0/03/Paris_-_Carpenter_workshop_-_4980.jpg
- https://www.pilotcareernews.com/wp-content/uploads/2015/07/2015outlook.jpg
- http://farm7.staticflickr.com/6191/6122032240_c05f6bc5bf_z.jpg
- http://www.takepart.com/sites/default/files/styles/large/public/salinas-farm.jpg
- https://upload.wikimedia.org/wikipedia/commons/thumb/9/91/Bruce_McCandless_II_during_EVA_in_1984.jpg/1200px-Bruce_McCandless_II_during_EVA_in_1984.jpg
- https://c2.staticflickr.com/4/3097/3161673990_dcef1e9f6b_b.jpg

Figure 7.3.2: Families flashcards
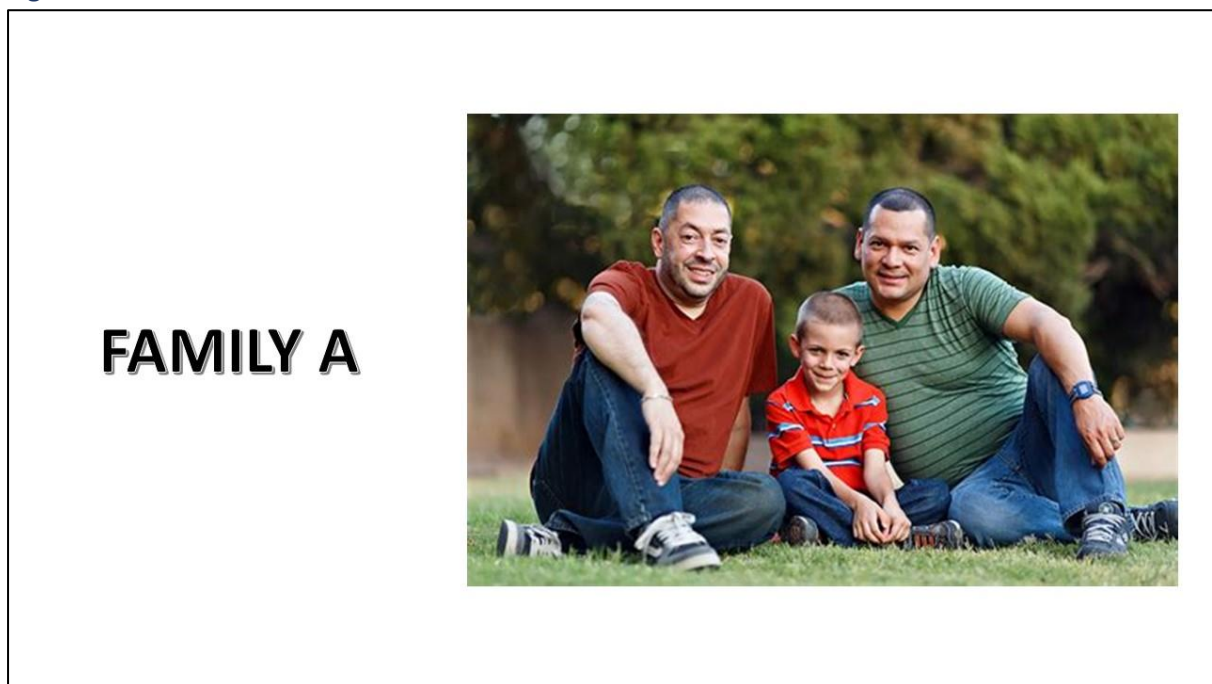
FAMILY B

FAMILY C

FAMILY D

FAMILY E

153

FAMILY F

FAMILY G

Source: author

Figure 7.3.3: Professions flashcards

ASTRONAUT

CARPENTER

DENTIST

DOCTOR

157

FARMER

FIREMAN

María Elena Gómez Sousa

PILOT

SHOP KEEPER

Source: author

Figure 7.3.4: Poster for the Bonus activity
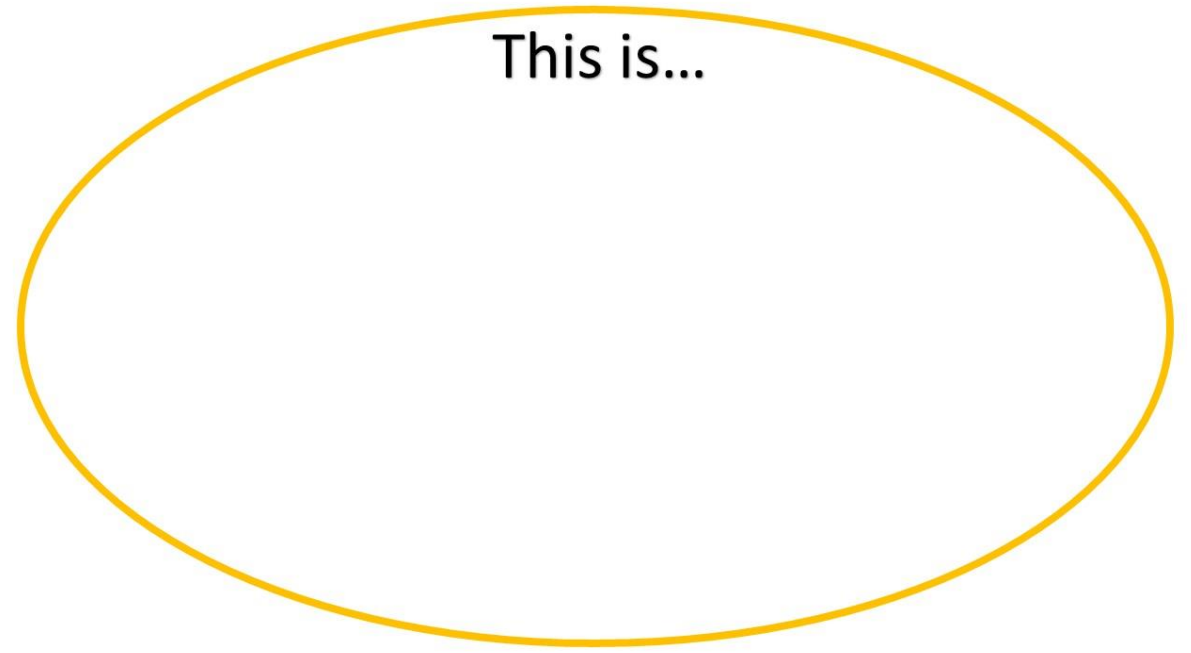
Source: author

Figure 7.3.5: Prompts for the final presentation

FAMILY

... has a ...

Brother	Mother	Grandfather
Sister	Father	Grandmother
Dog	Cat	Rabbit

PROFESSION

... works as a ... in a ...

Source: author

Figure 7.3.6: Mind map for the final presentation
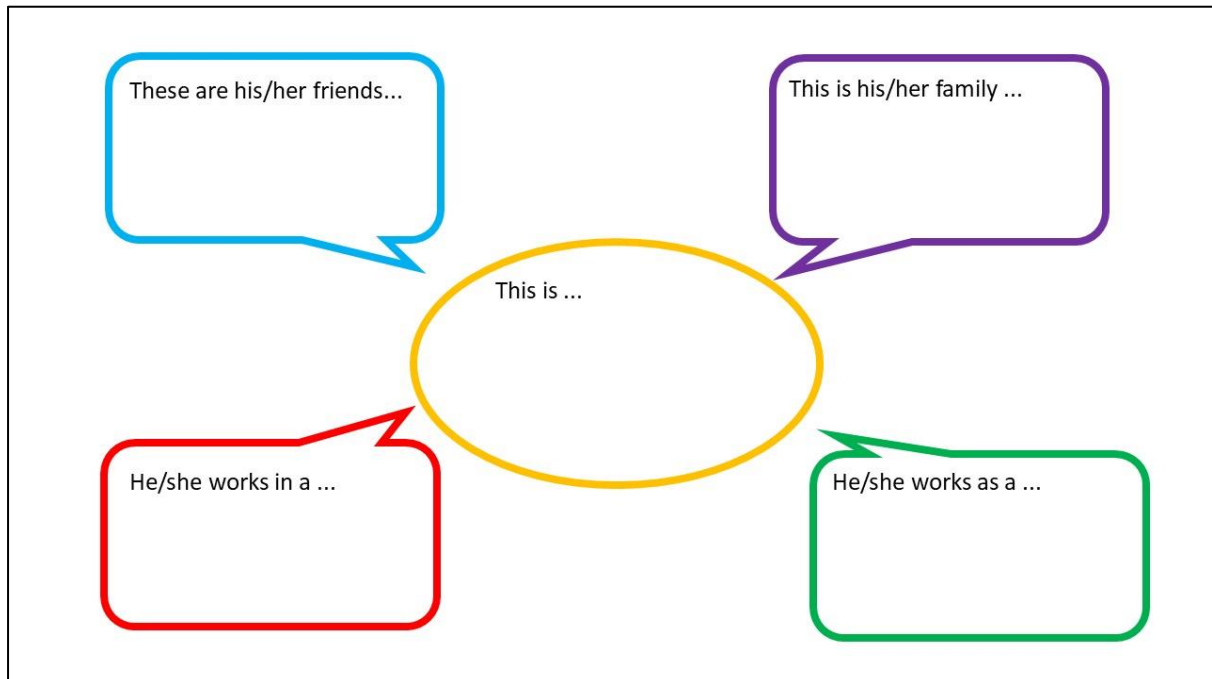
Source: author

7.4 Appendix 4. Unit 6 Materials

Figure 7.4.1: Planting seeds poster

Source: https://infanteach.wordpress.com/2020/04/26/plantamos-una-semilla/
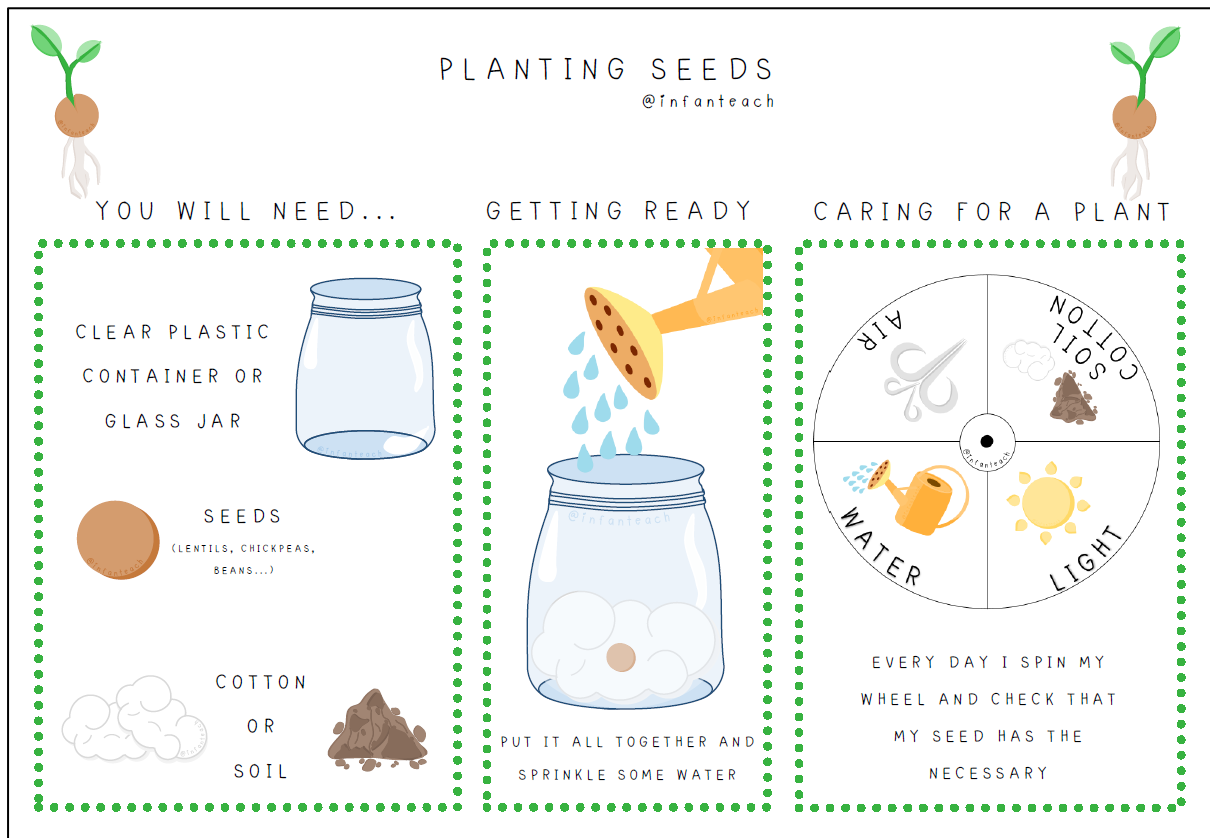
Figure 7.4.2: 'My seed needs…' wheel

Source: https://infanteach.wordpress.com/2020/04/26/plantamos-una-semilla/
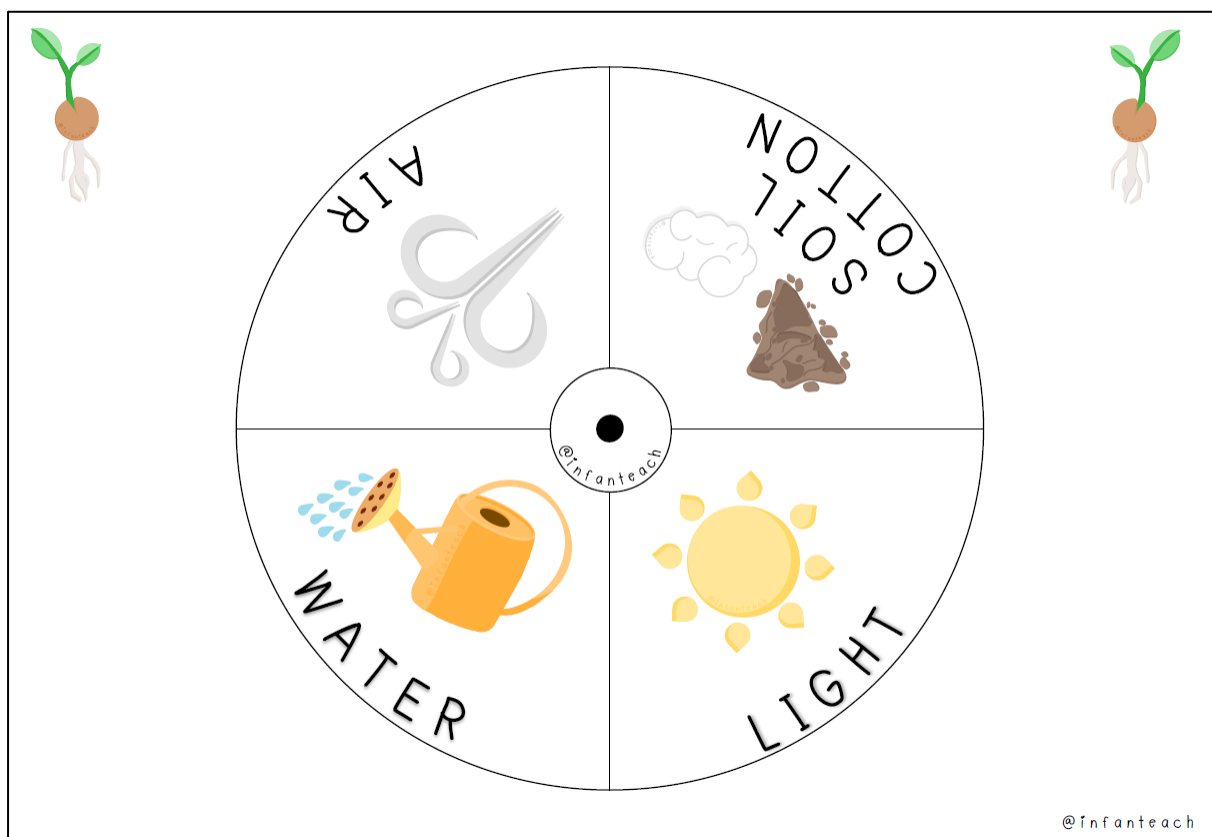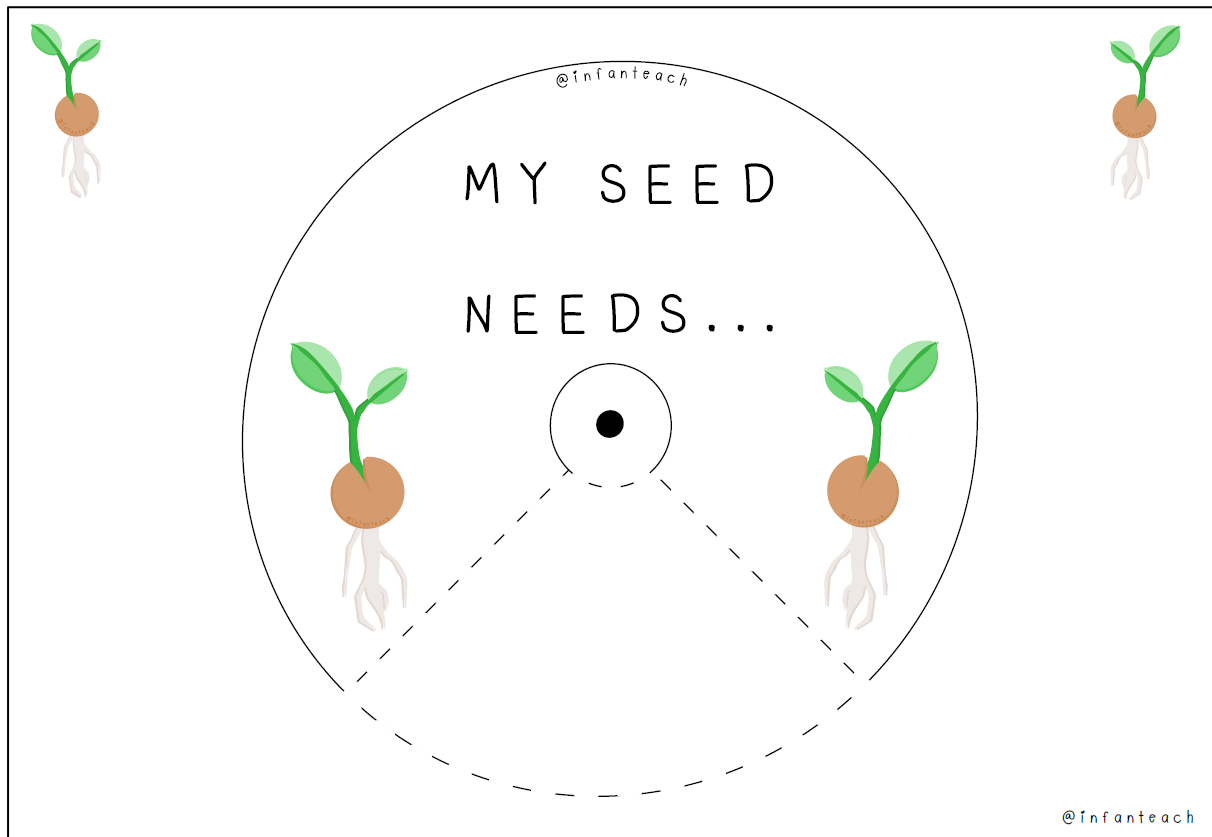
Figure 7.4.3: 'My seed is changing'
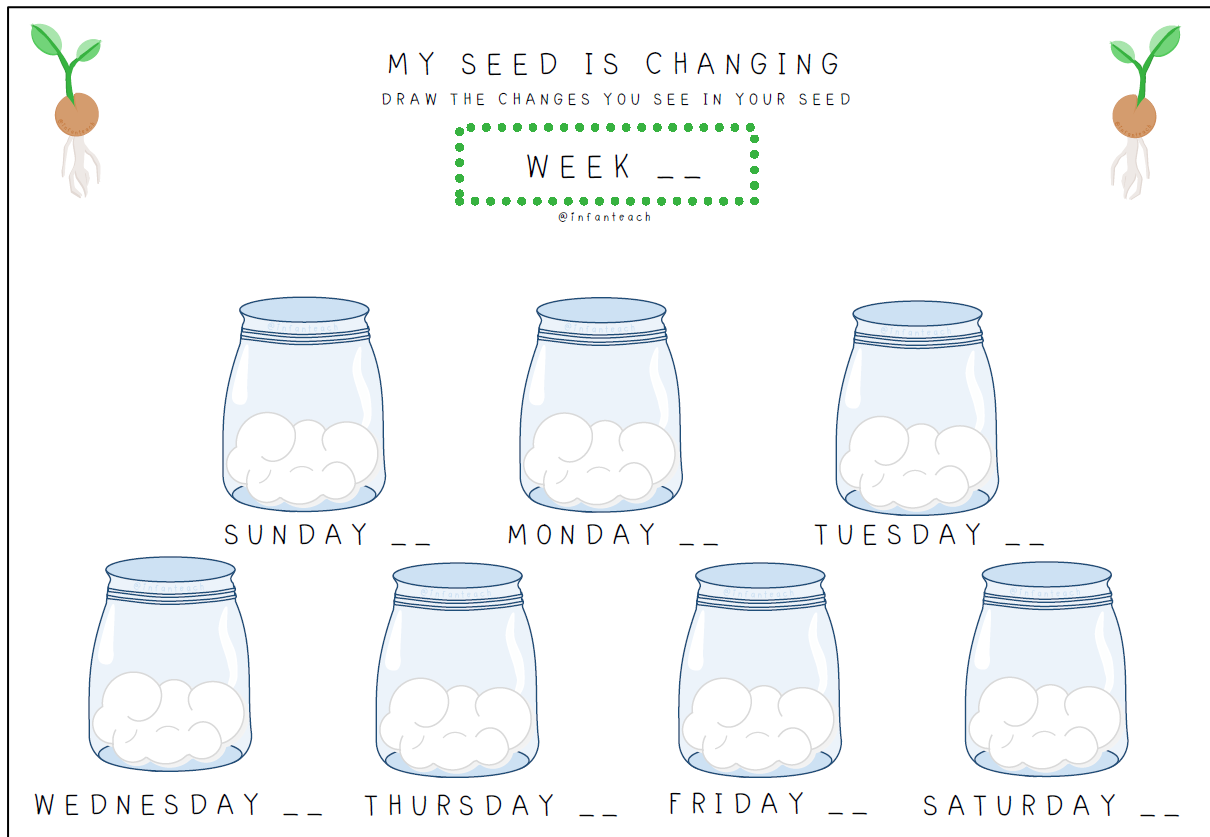
Figure 7.4.4: Parts of a plant poster
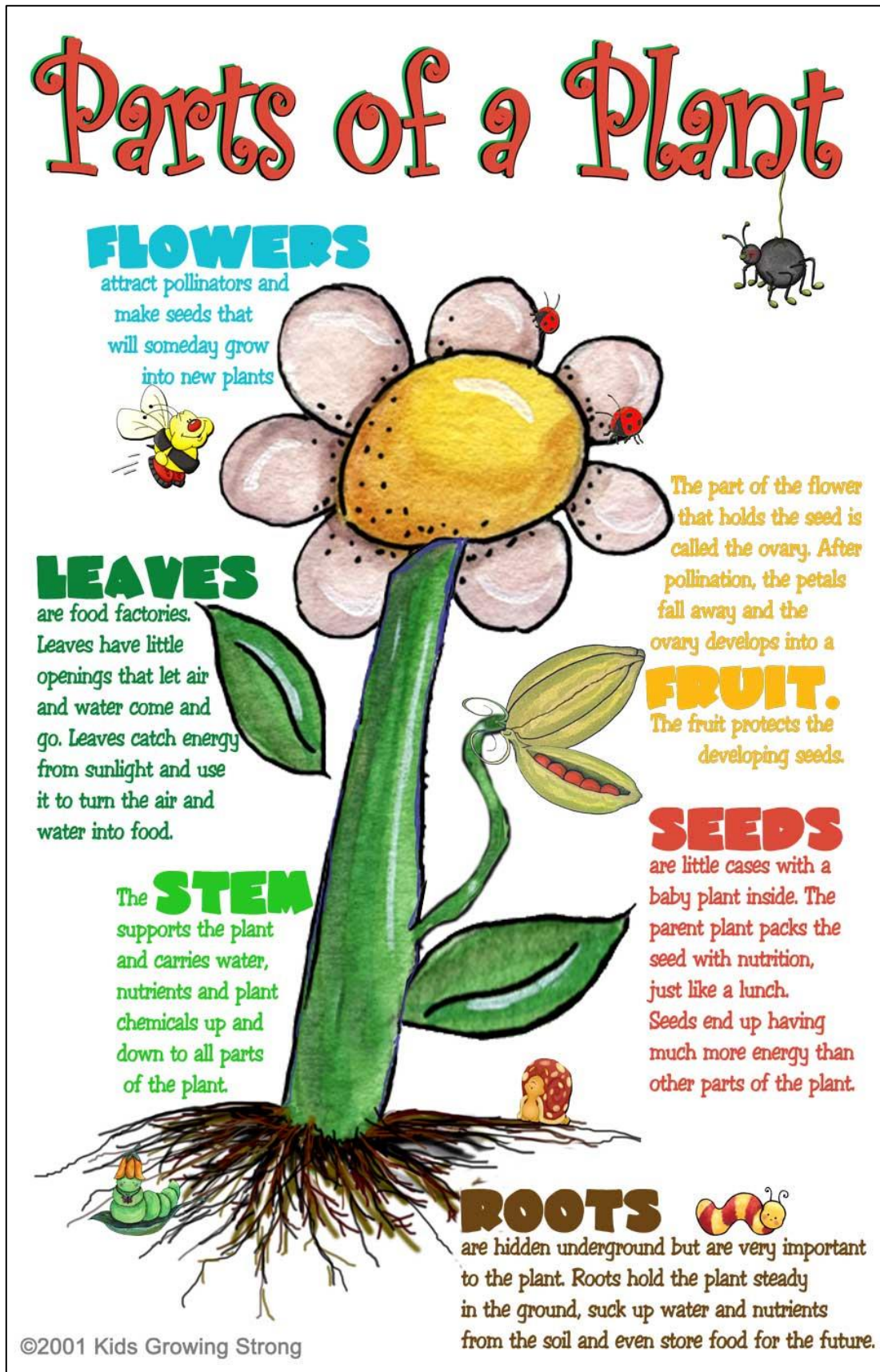
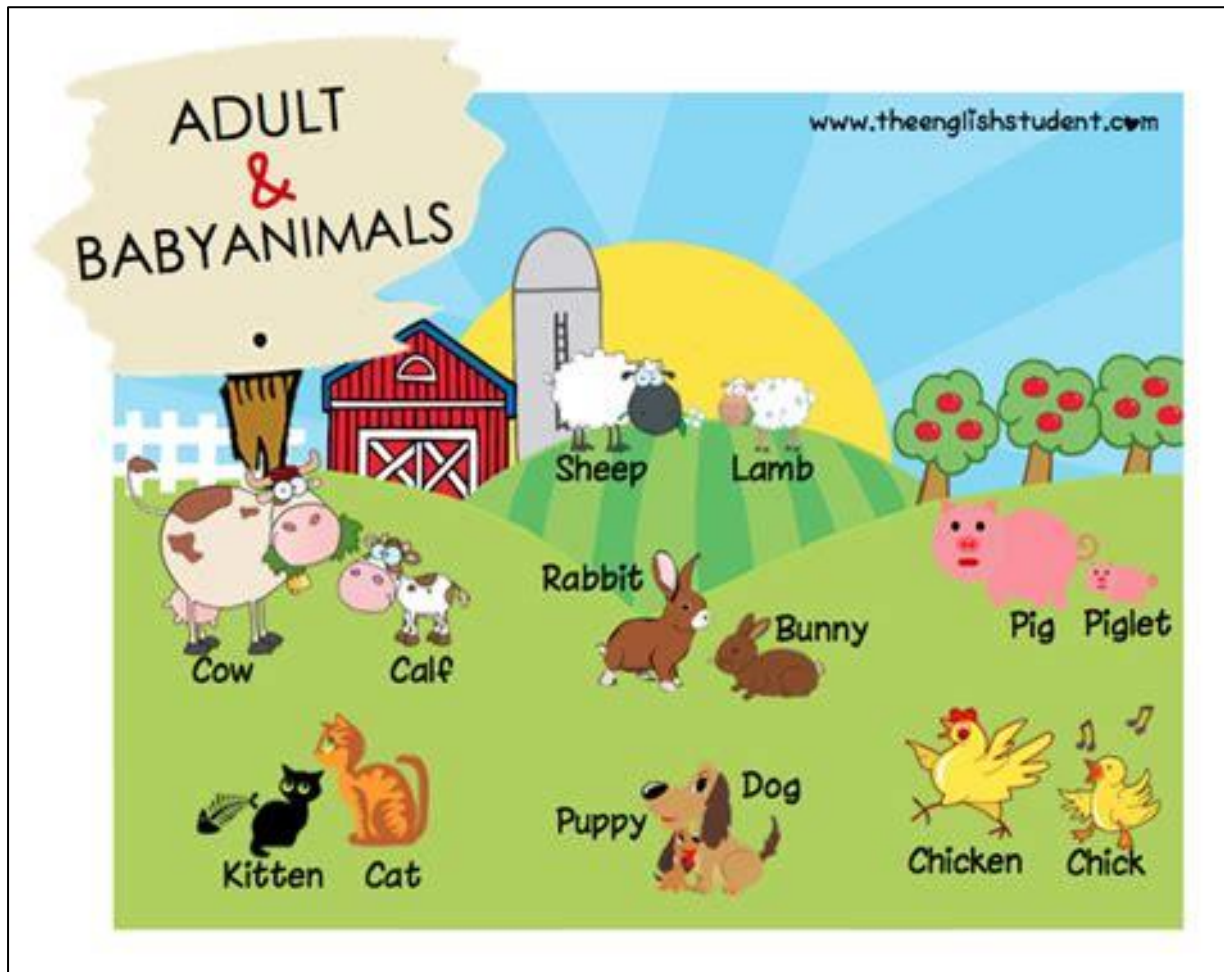Figure 7.4.5: Pasta sensorial activity
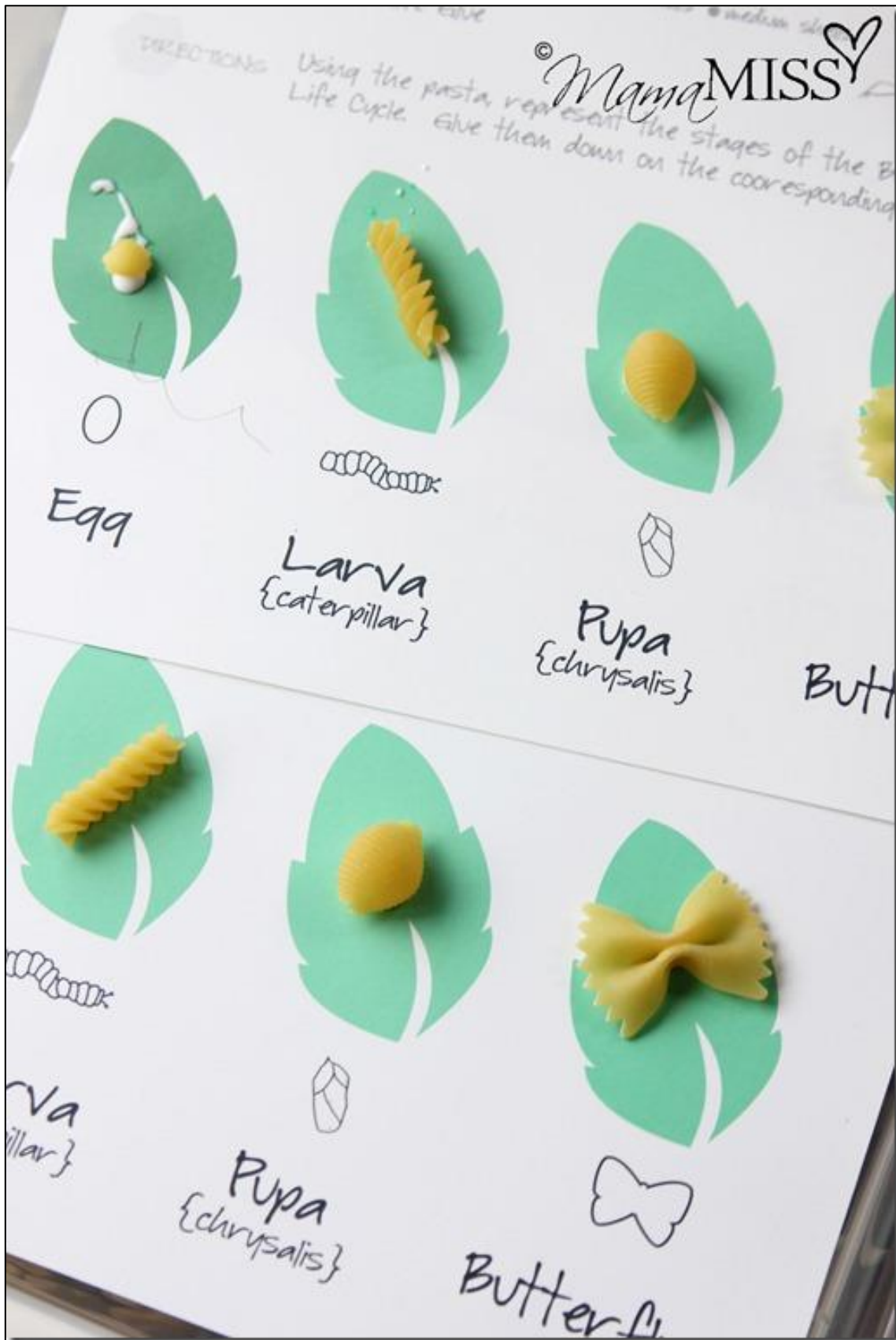
Figure 7.4.6: Farm animals and their babies poster

Source: https://www.ecosia.org/images?q=animals+and+their+babies+worksheet+for+kids&license=share#id=6A6A806D24DCB27024727B563DDE6297447856DE