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**PROGRAMACIÓN GENERAL ANUAL DE APRENDIZAJE  
INTEGRADO DE CONTENIDO Y LENGUA (AICLE) EN EL ÁREA  
DE CIENCIAS DE LA NATURALEZA**

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**PROGRAMACIÓN GENERAL ANUAL AICLE**

**1º EDUCACIÓN PRIMARIA (6 AÑOS)**

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## RESUMEN

Este es un Trabajo de Fin de Grado sobre una programación Anual para el curso de primero de primaria. Está centrado en los contenidos que se trabajan en la asignatura de Ciencias de la Naturaleza junto al desarrollo de habilidades para el desarrollo integral de la persona. Está basado en el enfoque de Aprendizaje Integrado de Contenido y Lengua (AICLE). Se clasifica en dos grandes bloques. En primer lugar, se hace referencia a la teoría, es decir, definiciones, conceptos y elementos importantes sobre esta forma de enseñanza. Además, se describen actividades y recursos que se suelen usar en esta forma de enseñanza y se incluyen actividades fuera del aula, que permiten la aplicación de los contenidos adquiridos y favorecen su aprendizaje de forma más significativa. En segundo lugar, se desarrollan nueve unidades didácticas para el primer curso de primaria a partir de los contenidos que los alumnos deben aprender a esta edad según el currículo oficial de la asignatura de Ciencias de la Naturaleza. De todas estas unidades, hay cuatro que tienen un mayor desarrollo, en cuanto a objetivos, contenidos y actividades. Por último, destacar que también se hace referencia al uso de distintos recursos y materiales para apoyar el aprendizaje de los contenidos en inglés, con especial atención a los recursos digitales que juegan un papel fundamental en un contexto de educación bilingüe.

### Palabras clave

AICLE, Programación General Anual, Primero de Educación Primaria, Ciencias de la Naturaleza, andamiaje.

## **ABSTRACT**

This is an End of Degree Project about an annual syllabus for the first year of primary education. It is focused on the contents that are worked on the subject of Natural Science together with the development of skills for the integral development of the child. It is based on the Content and Language Integrated Learning (CLIL) approach. It is classified into two parts. First, the theoretical framework is described i.e., definitions, concepts and important elements of this form of teaching. In addition, activities and resources that are commonly used in CLIL are described, and activities outside the classroom are included, which allow the application of the contents acquired and favor a more meaningful learning. Secondly, nine didactic units are developed for the first year of primary education, based on the contents that students should learn at this age according to the official curriculum of the subject of Natural Science. Of all these units, there are four that are more developed in terms of objectives, contents and activities. Finally, it should be noted that reference is also made to the use of different resources and materials to support the learning of content in English, with special attention to digital resources that play a fundamental role in a bilingual education context.

### **Key words**

CLIL, Annual Syllabus, first grade of Primary Education, Natural Science, scaffolding

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## **1. GENERAL PRESENTATION**

This final-degree project is an annual syllabus with the aim to help children to learn about Natural Science in Year 1 of Primary Education. This paper is divided in two different parts that have a connection. The first one refers to the theoretical framework and the educational legal references, that is the base of it. The second one is the annual syllabus designed through CLIL. It includes the methodology, skills, content, activities, teaching strategies, assessment and evaluation criteria, attention to diversity and didactic units taken from the Royal Decree 126/2014, where we can find the curriculum of Primary Education.

The units explained are for the year 2020-2021 from September to June. The didactic methodology used in all the units is based on the Content and Language Integrated Learning (CLIL) approach. The Spanish translation of this acronym is AICLE, standing for *Aprendizaje Integrado de Contenido y Lenguaje*.

CLIL approach involves the process of learning the content as well as the language in an integrated manner (Coyle et al., 2010). Thanks to this methodology students are able to work in a curricular subject by using the content and the language they need to learn and communicate.

It is also essential to look at the teacher's role, whose aim is to guide as well as support the learning process of the students. Therefore, the role of the students is to learn along the course using a foreign language. In relation with Natural Science, I will use activities where the students must experiment and at the same time, they will manipulate material in different activities.

When I had to choose between the different End- of-Degree Projects, I thought of choosing CLIL as a first option because it is not easy, but I like the challenge. Another reason for choosing this topic was for the opportunity that it brings of studying English and, perhaps, going to a foreign country for a year.

This degree project has been rather enjoyable and a process of learning new information about authors, educators, methodology, techniques, etc. Moreover, I have looked at the information about bilingual education and realized how this affects to kids with different

needs. Before having the course CLIL in the last year of university, I never heard about it. Above all, I found this very useful in today's children education because they learn curricular contents by using the second language, which results in a doble benefit.

## **2. MARCO TEÓRICO**

En este apartado se incluyen los apartados relacionados con el ámbito teórico y las bases de la metodología AICLE. Es decir, se explican las bases para poder poner en práctica la teoría. En primer lugar, la educación bilingüe. Esta metodología se establece dentro del marco de ser educado en un centro bilingüe, pero para ello es necesario entender este término. Una vez establecido el contexto de esta, se procede a la explicación de la misma, justo a los aspectos más importantes que debemos conocer como maestras. Algunas de estas partes son: los principios metodológicos y las 4Cs. Como se ha dicho anteriormente, a modo de resumen es la descripción del modelo explicando distintas partes.

### **2.1 EDUCACIÓN BILINGÜE**

Para definir el término de educación bilingüe primero es necesario definir y diferenciar los conceptos, pues suelen provocar algunas ideas erróneas, es decir, algo que no es cierto. A continuación, se ofrece un análisis del concepto y los tipos de educación bilingüe que se pueden desarrollar.

#### **2.1.1 DEFINICIÓN DE EDUCACIÓN BILINGÜE**

En primer lugar, *English as a Foreign language* (EFL), que traducido del inglés significa un segundo idioma o lengua extranjera, se refiere a la enseñanza en base al lenguaje, donde el escenario típico es una clase de inglés en la que los alumnos tienen como primera lengua el español u otros idiomas distintos del inglés. Su objetivo es que los alumnos aprendan la lengua extranjera. Más aplicado al contexto de la Comunidad de Madrid, sería la enseñanza del inglés partiendo de que su lengua materna es el español.

Esta forma de impartir conocimiento sobre la lengua extranjera no forma parte de las metodologías y principios usados en CLIL. En cambio, la educación bilingüe es la enseñanza y el uso de dos lenguas diferentes. Previamente, antes de definir qué es esto de



la educación bilingüe, es interesante ver las posibles diferencias entre las palabras mencionadas anteriormente (Tabla 1).

**Tabla 1**

*Diferencia entre EFL y la educación bilingüe*

Diferencias	EFL	Educación Bilingüe
Finalidad	Aprender inglés, es el objetivo final.	Aprender conocimientos a través del inglés.
Papel del profesor	El profesor debe ayudar a los alumnos a mejorar sus habilidades básicas de comunicación.	Ayudar a aprender el contenido a raíz del inglés. Es decir, desarrollo de las habilidades cognitivas y las lingüísticas. Progresar en las habilidades superiores del lenguaje.
Entorno en la clase	Los alumnos aprenden para saber comunicarse en determinados contextos.	Aprender inglés en general, no específicamente saber estar en contextos determinados.

*Nota:* Basado en Custodio Espinar (2021).

Paulston (1980) define el concepto de educación bilingüe como el uso de dos lenguas, como forma de enseñanza para los mismos alumnos. Dentro de un sistema educativo y un programa bien organizado que acompaña parte del currículo. Además, incluye el estudio de algunas áreas en su lengua materna y otras en el segundo idioma.

Antes de proceder con los tipos de educación bilingüe, es necesario entender la diferencia que existe entre ser bilingüe y recibir educación bilingüe. En primer lugar, ser bilingüe, implica saber dos idiomas perfectamente. Las personas que son bilingües son aquellas que dominan dos idiomas igual de bien. Son, por ejemplo, individuos que tienen el padre y la madre de una nacionalidad distinta. Por lo que a medida que van creciendo se les enseña y, como resultado, hablan ambos idiomas. A diferencia de “ser educado en colegio bilingüe” o lo que es lo mismo, recibir una educación bilingüe. Son centros en

los que se imparte la enseñanza de una lengua extranjera que, en la Comunidad de Madrid, es el inglés. En ellos, se mantienen las clases en español en asignaturas como matemáticas y lengua, además, de la enseñanza del inglés como lengua extranjera, se aprenden en inglés las áreas de *Natural and Social Science, Arts & Crafts, Physical Education or Music*.

Gracias a los colegios bilingües, los alumnos aprenden este idioma aplicado a determinado ámbitos académicos. Pero, esto no implica que los alumnos que finalicen sus estudios sean bilingües. Pues esto suele ser una concepción errónea, y algo que no suele ser entendido.

### 2.1.2 TIPOS DE EDUCACIÓN BILINGÜE

La educación bilingüe dispone de distintas formas y programas a la hora de enseñar. Es decir, como se imparte dentro de un aula, no todas las clases son iguales y disponen de los mismos recursos y alumnos. Por lo que podemos definir variedad de tipos.

Dale & Tanner (2012) establecen tres tipos de maneras de enseñanza bilingüe. Inmersión, *Content and Language Integrated Learning (CLIL)*, y, por último, *Content Based Language Teaching (CBLT)*, cuya definición en castellano es enseñanza de la lengua basada en contenidos.

Siguiendo el orden anterior, empezaré con la inmersión. Generalmente es usada en colegios de carácter internacional, donde el idioma se usa en todas las asignaturas que estudian los alumnos. De modo que no se centra mucho en el lenguaje, ya que, a lo largo del proceso, se garantiza su aprendizaje y se da por supuesto que los alumnos ya son competentes en la lengua.

A continuación, la metodología CLIL, o AICLE en español, es una enseñanza que, por medio de la lengua extranjera, se desarrolla el conocimiento tanto del lenguaje como del contenido. Y, para terminar, CBLT tiene parecido con la forma de educar anterior, pues combina contenido y lengua, pero se centra en la lengua y no en el contenido como ocurre en CLIL.

Por último, también podemos ver algunas diferencias entre estas formas de educación bilingüe. En CLIL, a diferencia de inmersión, la maestra se centra de forma equitativa

tanto en el desarrollo de las habilidades comunicativas como en el contenido. Otro aspecto para tener en cuenta entre CBLT y CLIL, es que en la primera las clases de lengua, aunque estén basadas en contenidos, son impartidas por una maestra que está especializada en el lenguaje. En cambio, AICLE, puede ser impartido por una maestra que está especializada en lengua extranjera o por una profesora generalista que imparte contenido. La Tabla 2 muestra el análisis de estas diferencias por áreas.

**Tabla 2**

*Diferencias entre distintas metodologías de aprendizaje de lengua extranjera y contenido*

Áreas	CBLT	CLIL	INMERSION
¿Quién enseña?	Profesor que se encarga del lenguaje.	Profesor que se encarga del lenguaje y del contenido.	Profesor que se encarga del contenido.
Lenguaje que se trabaja	Enseñar el lenguaje	El contenido y el lenguaje a través de este.	En el contenido.
Objetivo	Trabajar el lenguaje	A través del contenido, accedemos al lenguaje.	Trabajar el contenido.
Evaluación	Del lenguaje.	Del contenido y del lenguaje.	Del contenido.
Respuesta	Respuesta al lenguaje.	Da respuesta al contenido y al lenguaje.	Respuesta sobre el contenido.
Conocimiento	Sobre el lenguaje.	Ambas, lenguaje y contenido.	Sobre el contenido.

*Nota:* Basado en Dale & Tanner (2012, p. 4).

Además de la clasificación anteriormente explicada, existen otras dos modalidades más. Estas se relacionan entorno a la enseñanza CLIL y varían en función de un porcentaje de contenido impartido en la lengua extranjera.

Según Bentley (2010), “*soft CLIL*” es un término que hace referencia a una enseñanza del contenido curricular normalmente menor del 30%, que es la cantidad mínima que se puede dar para que un centro ofrezca una educación bilingüe en la Comunidad de Madrid. También hace referencia al aprendizaje de contenidos que forman parte del currículo, pero son estudiados en el aula de EFL. A diferencia de esto, “*Hard CLIL*” implica un mayor porcentaje que lo mínimo establecido y se refiere al estudio de asignaturas completas en la lengua extranjera como Natural Science Music and Physical Education (P.E).

## **2.2 METODOLOGÍA AICLE**

Este término AICLE, cuyas siglas significan Aprendizaje Integrado de Contenido y Lenguaje, tiene la finalidad de prestar una especial atención de forma equitativa tanto al contenido como al lenguaje. Además, pretende mejorar el proceso de aprender nuevos idiomas, aunque este concepto de aprender lenguas extranjeras no es nuevo, pues antiguamente ya se enseñaba la segunda lengua desde los clásicos.

Este enfoque de aprendizaje de la lengua a través del contenido surgió de la Unión Europea y posteriormente se empezó a implementar en los centros educativos de Europa y de España (Comisión Europea, 1995). Actualmente los países de la UE que cuentan con una mayor influencia son Holanda, los Países Bajos y Hungría (cita la fuente). Pudiendo así desarrollarse con otros idiomas más allá del inglés. Algunos ejemplos de otra lengua en la que se ha usado AICLE son: francés y alemán.

En el siglo XXI esta forma de educar ocupa más del 50%, de la oferta educativa en centros tanto privados, como concertados y públicos. La Comisión Europea (1994) define y publica en su Libro Blanco “Enseñar y aprender: hacia la sociedad del conocimiento” las bases del modelo educativo bilingüe que conocemos hoy. Entonces, ya explicaba que es un modelo en el que se utiliza una lengua más, junto a la lengua materna en la enseñanza del contenido y del lenguaje.

Marsh (2002), define esta enseñanza como un enfoque de atención sobre aspectos como el conocimiento del lenguaje intercultural, de las habilidades y de mejora del conocimiento. Unos años más tarde Van de Craen (2006), considera que AICLE es un método de aprendizaje significativo. Con el objetivo del aprendizaje del contenido como del lenguaje. Gajo (2007) establece como base de esta forma de aprender, la educación bilingüe.

Además de este enfoque metodológico, en el ámbito educativo existen otras formas de enseñar la lengua extranjera que se han mencionado ya (Tabla 2). Pero de todas ellas, AICLE destaca porque permite aprender de forma variable contenido y lengua extranjera al mismo tiempo. Es decir, tiene distintas metas educativas y permite el aprendizaje de la lengua extranjera en un horario escolar parecido al original porque se estudian las asignaturas del currículo. Gracias a esta versatilidad podemos establecer este modelo en función de las necesidades del contexto, del centro educativo y de los alumnos.

Además de adaptarse a nivel territorial, también podemos establecer su uso dentro de asignaturas curriculares, como, por ejemplo: historia, ciencias naturales, ciencias sociales, geografía, música, biología y física.

Gracias a esto se ha conseguido adquirir beneficios para el centro, para los alumnos y para los maestros. Antes de nombrar los beneficios, es necesario destacar que su efectividad será el resultado de una buena formación de los maestros (Custodio Espinar, 2019; 2020). Eurídice (2006) explica los aspectos positivos para los alumnos, y estos son:

1. Los alumnos están motivados porque conseguirán cumplir sus metas de forma rápida.
2. Los alumnos usan sus conocimientos previos para establecer una relación entre la nueva información y el lenguaje.
3. Los alumnos desarrollan las habilidades de comunicación entre ellos.
4. Los alumnos son capaces de establecer una relación entre lo que van a aprender y lo que ya saben.
5. Los alumnos amplían sus habilidades de hablar y escribir, haciendo una buena progresión en el proceso de aprendizaje.

6. Los alumnos usan distintas estrategias de aprendizaje, potenciando las inteligencias múltiples de Howard Gardner (1983).
7. Los alumnos desarrollan un pensamiento intercultural, usando esta metodología.

Por otro lado, las ventajas de su uso en los maestros se centran en la capacidad de recrear y realizar actividades más motivadoras y llamativas para los alumnos. Esto potencia que los alumnos quieran aprender contenidos del currículo. Además de un objetivo más personal, de mejora de hablar el idioma, es decir, explicarnos fluidamente.

Para concluir, mejora y anima al centro a usar nuevas técnicas, que van surgiendo. Y, por último, incita a los centros a enseñar más idiomas, pues ven que este método aporta muchos beneficios.

### 2.2.1 PRINCIPIOS METODOLÓGICOS

A continuación de forma visual se explican los principales aspectos metodológicos que son importantes para dar una clase de *CLIL*. Entre estos, se encuentran las 4Cs de Coyle (1999) (contenido, cognición, comunicación y cultura/contexto). Además, esto será la base para las distintas unidades didácticas que se presentarán en este Trabajo de Final de Grado (TFG).

Ball (2015) hace referencia a aspectos que debemos tener en cuenta antes de planificar, ya que responden a rasgos típicos de una planificación de una sesión AICLE. En primer lugar, los maestros debemos actuar como mediadores lingüísticos entre el alumno y sus conocimientos nuevos. En segundo lugar, crear en los alumnos la capacidad de tener una preocupación sobre el lenguaje como medio de comunicación.

El siguiente es planificar usando el idioma, y así poder elaborar un documento sobre las distintas habilidades lingüísticas que han de tener los alumnos, en cada uno de los momentos académicos. Y por último planificar una sucesión de actividades desde lo más personal, hasta conseguir trabajar de forma continua los distintos ejercicios.

A continuación, la Tabla 3 resume los principios metodológicos AICLE que deben estar presentes en una programación bajo este enfoque.

**Tabla 3***Aspectos metodológicos necesarios en la programación AICLE*

<b>Área</b>	<b>Principio metodológico AICLE</b>
<b>Contenido</b>	<p>Es necesario analizar las 4Cs para el aprendizaje eficaz del contenido y el desarrollo equilibrado del lenguaje, de estrategias de aprendizaje y de la competencia intercultural del alumnado.</p> <p>El contenido determina las demandas lingüísticas que el docente debe analizar y apoyar.</p>
<b>Cognición</b>	<p>La enseñanza se debe entender, en primer lugar, desde el conocimiento y el proceso de aprendizaje y, en segundo lugar, desde la interacción y el desarrollo del lenguaje: BICS &amp; CALPS (Cummins, 1999).</p> <p>El uso de esta metodología (AICLE) tiene una doble función, empezando por aprender y terminando por la capacidad de interactuar con los demás.</p> <p>El desarrollo cognitivo debe progresar desde <i>LOTS (lower order thinking skills)</i> hacia <i>HOTS (higher order thinking skills)</i>.</p>
<b>Comunicación</b>	<p>El docente analiza y apoya de forma distintas a los alumnos. Esta diferencia se debe a las competencias lingüísticas propias de cada alumno.</p> <p>A lo largo del proceso de aprendizaje de los alumnos, es necesario estar pendientes de la posibilidad de necesidad de apoyo a la hora de comunicarse con los demás. Esto es gracias a la existencia y uso de estrategias de andamiaje.</p> <p>Respetar el desarrollo de las cuatro habilidades básicas (lectura, escritura, escucha y habla). Usando el Marco Común Europeo de Referencia (Comisión Europea, 2001) podemos encontrar una clasificación de los distintos niveles.</p>
<b>Cultura</b>	<p>Durante el proceso de aprendizaje los alumnos deben tener el tiempo suficiente para compartir información entre ellos y con la</p>

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	profesora. Consiguiendo así que muestren interés sobre aspectos individuales como colectivos, es decir de los demás (Mehisto, 2008).
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<b>Estrategias metodológicas</b>	<p>Aplicadas en el enfoque AICLE.</p> <ul style="list-style-type: none"> <li>- Aprendizaje centrado en el alumno.</li> <li>- Desarrollo del aprendizaje autónomo.</li> <li>- Estrategias de desarrollo de la comunicación.</li> <li>- Adaptación a las necesidades de los alumnos.</li> <li>- Formación de alumnos competentes e independientes.</li> </ul>
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<b>Actividades</b>	<p>En AICLE necesitamos actividades que:</p> <ul style="list-style-type: none"> <li>- Trabajen los contenidos curriculares.</li> <li>- Sean adaptables a las necesidades de cada uno de los alumnos.</li> <li>- Conectados de forma personal con el alumno, para conseguir una mayor motivación.</li> <li>- Evaluar no solo el resultado sino la evolución del aprendizaje.</li> </ul>
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<b>Recursos</b>	<p>Deben promover la interacción y el aprendizaje de forma autónoma. Las nuevas tecnologías tienen fuerte implicación en las 4Cs de Coyle (1999).</p> <p>Los alumnos continúan su proceso de formación, a través de aprender a su propio ritmo, por sí solos.</p> <p>Por último, el uso de las TIC fomenta la motivación de los alumnos a la hora de aprender.</p>
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<b>Evaluación</b>	<p>Debe responder a los progresos alcanzados en cuanto al lenguaje y al contenido.</p> <p>Comprobación del uso de distintas metodologías, de forma individual, grupal, así como del lenguaje oral y escrito.</p> <p>Estrategias de evaluación sumativa (para medir el aprendizaje) y formativa (para mejorar el aprendizaje).</p>
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<b>Organización del aula</b>	Desarrollo de un clima afectivo positivo, a través de una buena distribución del aula, uso de recursos visuales y crecimiento de capacidades como la motivación y la confianza.
<b>Atención a la diversidad</b>	Se centra en la perspectiva de lo cognitivo junto al estilo de aprendizaje con la finalidad de conseguir un aprendizaje significativo. Asignación de la clasificación de Bloom en función de la capacidad del niño. Es decir, en función de cada uno, se utiliza LOTS o HOTS.

Nota: Basado de Custodio Espinar (2019, p. 194).

### 2.2.2 LAS 4CS

Como se ha explicado anteriormente, este método de enseñanza tiene una serie de elementos esenciales para programar lecciones. Entre los distintos autores, podemos destacar la implicación de Coyle (1999). Esta autora, destaca el uso de cuatro elementos que debemos desarrollar y tener en cuenta dentro de nuestra aula AICLE: *Content, communication, cognition and culture*. La Figura 1 muestra la relación que existe entre ellos.

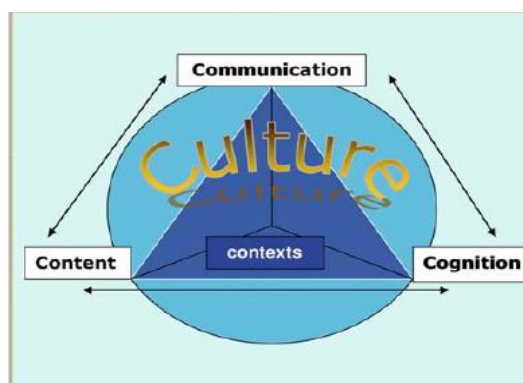


Figura 1. Las 4Cs de AICLE (Coyle, 1999).

Dentro del contexto académico, o sea, el colegio, podemos ver una relación entre las distintas partes que son necesarias en esta forma de aprendizaje. A raíz de la enseñanza de un contenido curricular se evocan a otros aspectos como son la comunicación, la cognición y la cultura.

Es decir, a través del contenido podemos desarrollar otras habilidades de gran valor a la hora de aprender, como es la comunicación. En apartados anteriores se hace referencia a que, con el uso de esta enseñanza, se permite llegar a un lenguaje que vas más allá de la mera comunicación para saber “defenderse”. Esto es así porque en AICLE se permite

desarrollar la capacidad de adquirir conocimiento, lo cognitivo, y lenguaje, lo comunicativo.

Para ir concluyendo, para que este enfoque responda ante esta forma de aprender es necesario, que los alumnos adquieran un conocimiento cultural. Tanto la comunicación, como lo cognitivo y, por último, el contenido está impregnados de cultura. En AICLE, el aprendizaje se encuentra en un entorno cultural ligado a una lengua extranjera, es decir, a una nueva sociedad que nos permite aprender aspectos nuevos de su cultura. Esto es lo que define el adquirir un aprendizaje social.

Comparando con las ideas anteriores, Marsh (2002) explica que junto a las 4cs existe una más, y ésta es la importancia de las competencias. Éstas se refieren a aquellas habilidades, conocimientos y actitudes que deben formar parte del aprendizaje y que en el modelo educativo español se denominan competencias clave. El currículo de Educación Primaria incluye en su artículo 5 estas competencias: Comunicación lingüística; Competencia matemática y competencias básicas en ciencia y tecnología; Competencia digital; Aprender a aprender; Competencias sociales y cívicas; Sentido de iniciativa y espíritu emprendedor; Y, por último, conciencia y expresiones culturales (Decreto 89/2014, p. 13).

Volviendo al modelo de las 4cs, en primer lugar, el Contenido serán los aprendizajes que los alumnos deben adquirir a medida que van avanzando en el proceso de formación. Pero, además responde a las habilidades y capacidades que tienen los alumnos de entender los distintos conocimientos que aparecen en la ley. Consiguiendo así formar a personas competentes para tener un buen futuro y un trabajo decente.

En segundo lugar, se hace referencia a lo cognitivo, es decir, las habilidades de pensamiento que tenemos para retener la información, lo que aprendemos. Esto es posible debido a las capacidades de comprensión tanto del lenguaje como del contenido que tiene el alumno. Gracias a esto, podemos permitir que los alumnos dispongan de cualidades tanto artísticas como críticas.

Para explicar el conocimiento de las personas, Bloom (1956) creó una clasificación para definir las distintas capacidades cognitivas que se dividen en dos grandes categorías:

LOTS (*Lower Orden Thinking Skills*) y HOTS (*Higher Order Thinking Skills*). Dentro de cada subgrupo existen las cualidades, destrezas cognitivas, junto a ejemplos de actividades, que podemos encontrar dentro de cada una. Un aspecto más antes de explicar la Tabla 4, cuanto mayor sea el nivel de pensamiento, más autonomía y aspectos cognitivos del niño van a ser desarrollados.

**Tabla 4**

*Descripción de la Taxonomía de Bloom*

LOTS	ACTIVIDADES	HOTS	ACTIVIDADES
Recordar	Identificar; Nombrar; Describir	Analizar	Comparar; Organizar; Encontrar
Entender	Clasificar; Explicar; Resumir	Evaluar	Comprobar; Criticar; Experimentar
Aplicar	Manipular; Ejecutar; Modificar	Crear	Hacer; Construir; Diseñar

*Nota:* Basado en la revisión por Anderson and Krathwohl (2001).

Como se ha explicado anteriormente, LOTS hace referencia a las destrezas básicas partiendo de la capacidad de recordar hasta la posibilidad de poner en práctica esos contenidos memorizados. Algunos ejemplos de actividades dentro de esta primera división son: identificar, clasificar y llevar a cabo.

En cambio, HOTS empieza por la aptitud de analizar para entender aquello que se pide y llegar al desarrollo de la creatividad. Como es lógico, es necesario que, para trabajar en estas destrezas cognitivas, hayamos conseguido progresar en las anteriores.

Además de estas destrezas cognitivas, estos autores incluyen el valor del conocimiento haciendo una división en función de la información. El conocimiento es vital a la hora de llevar a cabo LOTS y HOTS, siempre y cuando se parta de las necesidades individuales de los alumnos. La Tabla 5 muestra las dimensiones del conocimiento y el tipo de información que comportan.

**Tabla 5***La dimensión del conocimiento*

Conocimiento	Información
Conocimiento de hechos o <i>"Factual Knowledge"</i>	Se trata de la adquisición de información básica, es decir, términos y elementos.
Conocimiento conceptual o <i>"Conceptual Knowledge"</i>	Relación entre las distintas partes que conforman una unidad. Que permita clasificar, entender teorías y generalizaciones.
Conocimiento del proceso o <i>"Procedural Knowledge"</i>	Aquella información que nos permita hacer: el uso de métodos y técnicas, el uso de ciertas habilidades.
Conocimiento del metaconocimiento o <i>"Metacognitive Knowledge"</i>	La capacidad de pensar en general y de forma individual. Entre ellos destaca el autoconocimiento, sobre tareas que se han de realizar.

Nota: Adaptado de Anderson y Krathwohl (2001) y Coyle, Marsh, & Hood (2010, p. 31).

Para continuar, el aspecto de la comunicación es muy importante en esta enseñanza. Para que esto se puede llevar a cabo, es necesario la interacción, ya sea con el medio ambiente, como con otras personas. Es aquí donde podemos usar el lenguaje para ayudarnos a mejorar nuestro proceso de aprendizaje. Como se ha nombrado, la finalidad de AICLE es la mejora tanto del lenguaje como del contenido.

Y la verdadera importancia del lenguaje es poder aprender y estar en un contexto en el que me permita relacionarme con otros, usando el lenguaje como medio de relación entre los individuos. Pero, además, está el aprendizaje, que se refiere a los conocimientos que debemos impartir a nuestros alumnos. Llegando así a poder definir aquellos que son más generales, mientras que otros responden a aspectos más específicos.

Y, por último, pero no menos importante, la cultura. Esto nos permite entender nuevas versiones y puntos de vista. AICLE ayuda a que los alumnos aprendan acerca de rasgos

culturales importantes de cada sociedad, permitiéndoles así que tengan una comunicación entre culturas.

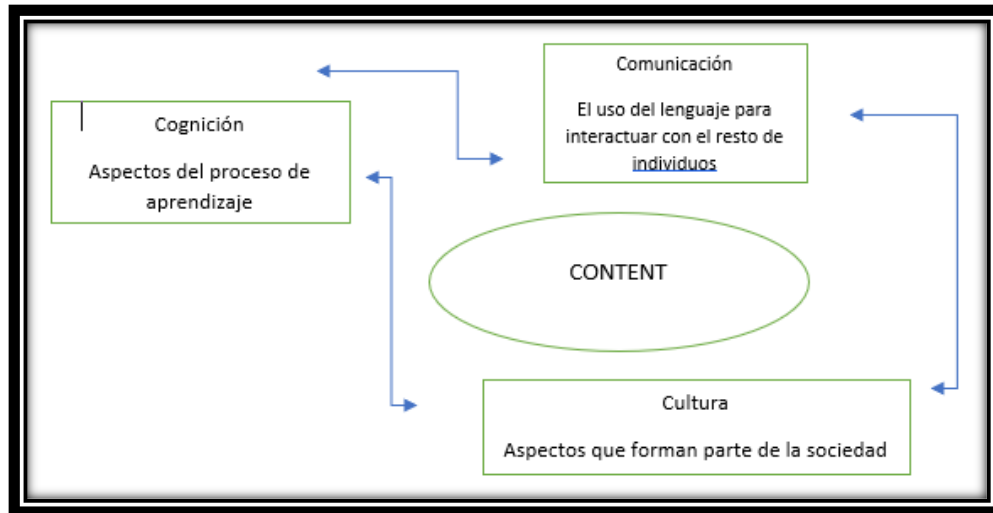


Figura 2: Relación entre las 4Cs (basado en Dale & Tanner, 2012).

En la imagen de arriba, podemos ver como el Contenido es el centro de la enseñanza. Y, a partir de éste, se nos permite desarrollar las demás aptitudes. Gracias a este esquema podemos planificar nuestras clases usando este mismo proceso.

Como conclusión, para que una planificación responda a este enfoque metodológico es necesario que cumpla con estos cuatro criterios. Pero para ello, primero debemos establecer cuáles son los objetivos de cada uno de ellos y saber qué implica cada uno de ellos.

### 2.2.3 EL ANÁLISIS DE LAS DEMANDAS LINGÜÍSTICAS DEL CONTENIDO

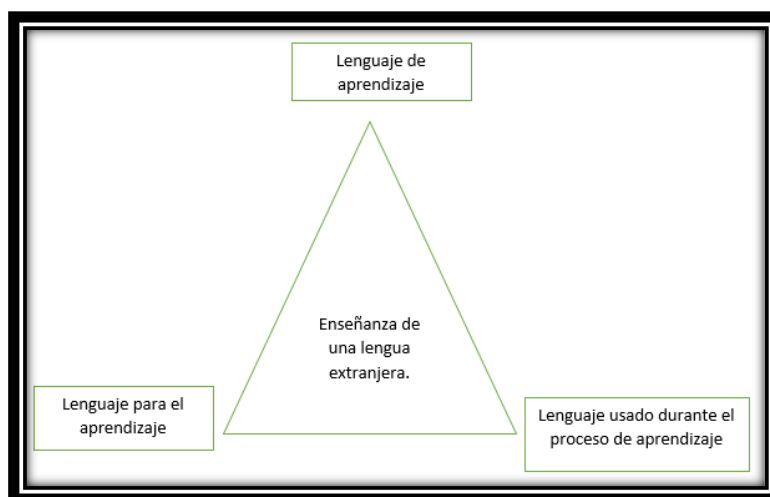
CLIL, es una enseñanza en la que se resalta la importancia tanto de los contenidos como del lenguaje. El lenguaje es la forma que tenemos de comunicarnos y es por ello por lo que debemos trabajarlo, de forma adecuada y continua.

A la hora de expresarnos en un contexto académico como lo es AICLE, podemos entender una clasificación de tres lenguajes distintos. Por tanto, es necesario entender cuál es la finalidad de cada uno y así poder usar el que corresponde a lo que yo quiero conseguir (Coyle, 2010). Pero además de poder ver diferencias en su objetivo, cada uno de estos lenguajes tiene distintas funciones.

A lo largo de una lección AICLE podemos ver el uso de los tres lenguajes. A continuación, se explica cada uno de los tipos, empezando por *“language of learning”*. Este concepto, traducido al español es, lenguaje de aprendizaje. Aquí los alumnos aprenden el vocabulario propio del contenido que se trabaja. Es decir, conceptos que aparecen en el ejercicio. Un ejemplo aplicado a una asignatura sería, si queremos que los alumnos aprendan sobre vertebrados e invertebrados, algunos términos que deben adquirir son: mamíferos, aves, reptiles, insectos, etc. Aunque la dificultad del lenguaje y el número de palabras varía en función del curso académico en el que se enseñe cada contenido.

En segundo lugar, *“language for learning”* lo podemos traducir como lenguaje para el aprendizaje. Haciendo referencia a aquello que va más allá de la cognición. Es decir, no se centra en la forma de aprender, sino en el proceso de aprendizaje. Son las acciones comunicativas que se deben realizar en los ejercicios. Esto implica en primer lugar, un entendimiento de los conocimientos, para saber realizar cada uno de los ejercicios. Siguiendo con el ejemplo anterior, podemos encontrar actividades de unir mediante flechas, clasificar, dibujar, etc. que para su realización implican unos determinados actos de lenguaje como comparar, relacionar, etc. Para fomentar el uso de esta variedad de lenguaje es importante el uso distintas técnicas de trabajo colectivo, como trabajo por parejas o en grupos cooperativos. Además de usar las preguntas para cuestionar, la memorización y la habilidad de aportar comentarios (ya sean opiniones, hechos, ideas) en actividades como los debates.

Y la última parte del lenguaje, es *“language through learning”*, que hace referencia a los procesos mentales que hacen las personas para entender y aprender nuevos conocimientos. Es decir, se refiere a el aprendizaje de nuevos conocimientos que no estaban programados en la unidad. Estos suelen aprenderse en función de la propia experiencia del individuo. Aplicado al ejemplo, los alumnos podrían contar experiencias dolorosas ante picaduras o mordiscos de los animales, por ejemplo. La Figura 3 describe estos tres tipos del lenguaje de AICLE.



*Figura 3:* Clasificación del lenguaje.

*Nota:* Basado en Coyle (2002, p. 36).

Para resumir, es muy importante que tengamos en cuenta el lenguaje en el proceso de aprendizaje de AICLE. No obstante, es necesario que los profesores asignen de forma individual a cada alumno, aquello que más conviene las características individuales del niño. Con el fin de que, a lo largo de la enseñanza, se trabajen los tres tipos de lenguajes, permitiendo su desarrollo personal, y consiguiendo formar conjuntamente a una persona competente lingüística y cognitivamente.

#### 2.2.4 ROL DEL MAESTRO Y DEL ALUMNO

En esta metodología es necesario que tanto el maestro como el alumno conozcan el papel que desarrollan. Por lo que es necesario que, para que esta enseñanza sea efectiva, los docentes conozcan el enfoque AICLE y estar bien formados para conseguir un buen desarrollo de los alumnos, en todos sus ámbitos.

Según el Marco Teórico Europeo para la Formación del Profesorado AICLE (Marsh et al., 2010), la finalidad del marco es establecer una serie de principios e de ideas para el desarrollo profesional de los conocimientos AICLE por parte de los docentes. Es decir, es necesario que los maestros reciban una formación, que les permita enseñar de forma adecuada a sus alumnos. Marsh et al. (2010) definen que, además se persigue el perfil ideal que debe tener una maestra de AICLE.

Para que la maestra sea competente en este ámbito es necesario que tenga, en primer lugar, una serie de competencias en relación con CLIL y un sólido conocimiento de su

desarrollo profesional en el aula. Este último hace referencia a los objetivos de enseñar a los alumnos AICLE.

Cuando implementamos el uso de CLIL en el aula es necesario hacer una pequeña introducción de la metodología que se va a usar, para que los alumnos se puedan ubicar. Al igual que clarificar los objetivos y aquello que esperamos que consigan. Además, son muy importantes las aptitudes profesionales necesarias en los docentes, que son imprescindibles para que sepan ofrecer la información y ayuden a los alumnos en cada uno de los siguientes ámbitos (Marsh et al., 2010):

- Reflejo personal.
- Bases fundamentales de CLIL.
- Contenido y preocupación por el lenguaje.
- Metodología y evaluación.
- Búsqueda de información y evaluación.
- Recursos de aprendizaje y del entorno.
- Control del aula.
- Control de la enseñanza CLIL.

Pérez Castaño (2018) determina seis competencias clave que debe tener un maestro. Custodio Espinar (2021) destaca, de entre todas las competencias definidas por Castaño (2018), las siguientes tres por ser las más significativas, en el aprendizaje CLIL.

En primer lugar, es necesario que la persona tenga la capacidad y habilidad de expresarse y hablar adecuadamente en el otro idioma, esto es la competencia lingüística. Es necesario saber comunicarse, tanto con los alumnos como con las demás personas. Junto a esta, encontramos la capacidad de entender el proceso pedagógico de aprendizaje por el que transcurren los alumnos. Esta competencia es la pedagógica y de conocimiento científico. Y, por último, la tarea de saber colaborar entre maestros y equipos



docentes. Es decir, la capacidad de saber trabajar juntos, consiguiendo así un máximo desarrollo del niño.

A parte de estas aptitudes, existen otras más, la competencia interpersonal, la competencia de la organización y la competencia de reflexionar y de desarrollo. Todas son necesarias para el docente, a la hora de educar.

CLIL aporta beneficios y ayuda a todo el colegio. Es decir, no solo hay ventajas para los maestros y alumnos, sino que además fomenta la colaboración en el colegio. Usando los apoyos y la zona de desarrollo próximo, se consigue apoyar a los alumnos a lo largo del proceso hasta que sean capaces de hacerlo por sí mismos.

Para que los alumnos consigan un aprendizaje significativo, es necesario tener una mirada colectiva de las necesidades y características de los alumnos. Y así, en el caso de que fuera útil, revisar y adaptar los contenidos programados.

Según dice Dale and Tanner (2012) los maestros tienen gran importancia en el desarrollo de las siguientes habilidades en los niños:

- Ayudar a los alumnos a prestar atención al vocabulario que usa ante un determinado contenido.
- Construir en los alumnos los conocimientos previos con el uso de herramientas y acciones de activación al principio de cada lección.
- Ayudar a los alumnos a estar atentos al contenido al igual que al proceso de aprendizaje, persiguiendo los goles y los objetivos establecidos.
- Estar seguros de que entienden el contenido a través de los apoyos.

A parte de esto, los maestros debemos desarrollar con la misma implicación las habilidades productivas como receptivas. Es decir, trabajar en el habla, en la escritura, la lectura y la escucha. Aunque en relación con esta metodología, queremos potenciar las habilidades productivas que son: el habla y la escritura.

Frente a todo esto, desde la perspectiva de los alumnos, lo fundamental es que, junto a la ayuda de los profesores, estos consiguen aprender y formar su propio conocimiento

mediante el desarrollo de habilidades de crear y de pensamiento crítico, de trabajar de forma colaborativa, así como también de forma individual.

Para ir terminando, es necesario entender que el maestro es una persona que hace de mediador del lenguaje. Tiene el objetivo de establecer una conexión entre el alumno y los conocimientos. Produciendo así un aprendizaje significativo para los alumnos, además del intervenir en el desarrollo de otras habilidades como es la autonomía, la capacidad y la conciencia crítica Dale and Tanner (2010).

### **3. CLIL ANNUAL SYLLABUS**

In this section the legal framework is explained. The content is taken from the educational Decree 89/2014. First, the objectives of the stage, this is what we want for the student to learn and do, is described. Related to this is the content, this is what the students need to learn in order to achieve the objectives. Therefore, in this syllabus it is important to look at the year 1 of primary education.

Also, it is explained in detail the methodological strategies which include the activities the activities that are going to be developed. The methodology is based on (Task based Learning), (TBL) and (Discourse and Barring Services), (DBS) idem. As well as the resources, which include a variety of materials that are going to be used in the classroom, some of them as a learning support or scaffolding.

As teachers we need to look at our students individually, so the information is centered in each one. Thus, a very important aspect is the attention to diversity. As it is mentioned before it is necessary to support the student all along the process of learning. But at the end, you need to assess the work they have done at their best possible level.

To help the students in their learning process a good communication with the families is paramount. This has a positive benefit of their education as they are supported inside and outside the school context.

### **3.1 OBJECTIVES**

The objectives of the stage are included in the Decree 89/2014. They are general objectives that refer to the integral development of students. Next, we will describe them and how they apply to the CLIL syllabus presented.

#### **3.1.1 GENERAL OBJECTIVE**

The main objective of primary education is to provide students with the necessary support for the development of oral, written, mathematical, cultural and personal development skills. Some of these abilities are oral expression and comprehension, writing, problem solving, study and work, creative development and affective development.

More specifically, the official curriculum presents at a national level the general objectives of the primary stage (BOE, Royal Decree 126/2014, art. 7, pp. 5-6) (Annex 1).

#### **3.1.2 SPECIFIC OBJECTIVES OF THE YEAR 1(2020-2021)**

At a regional level, the Community of Madrid also describes the general objectives for the primary stage in its article 4 (BOCM, Decree 89/2014, art. 4 pp. 12-13) (Annex 2).

From these objectives, the annual syllabus for year 1 presented in this work is aimed at achieving the following specific objectives:

First, it is necessary for students to develop adequate learning of the subject of natural sciences. Necessary for their training but with a more practical purpose for their day-to-day life. Therefore, it is necessary that the activities and exercises are applicable to their daily life. In this way, students learn a significant development.

Secondly, we seek the integral development of the student. Therefore, through this subject we want to work on the academic and personal aspects of the student. Thus, achieving an improvement in the skills of autonomy, self-improvement, creativity. As well as the improvement of the seven key competences.

Finally, capacity of building on new technologies is enhanced. It is therefore necessary that the students work on these contents on technology and by means of Information Communication Technology (ICT) tools.

### **3.2 CONTENTS**

The contents that students have to learn in the area of Natural Science are established in the Decree 89/2014. Below, we include the description of this content for the annual syllabus presented in this TFG and the sequence that we have designed for the first year of Primary Education.

#### **3.2.1 SEQUENCE OF THE OFFICIAL CURRICULUM OF THE COMMUNITY OF MADRID**

The curriculum of the Community of Madrid says that the contents of the area of Natural Science in the first year of Primary Education are the following (Table 6).

**Table 6**

*Natural Science content and standards in year 1 in the official curriculum*

<b>Blocks of contents</b>	<b>Standards</b>
<b><i>El ser humano y la salud</i></b>	1. Identifica y localiza las partes externas del cuerpo.
El ser humano y la salud	2. Describe la función de los músculos, huesos y articulaciones.
Conocimiento del cuerpo humano.	3. Identifica los cinco sentidos y localiza los órganos correspondientes.
	4. Adopta los hábitos necesarios de higiene personal, cuidado y descanso.
Conocimiento de uno mismo y de los demás.	5. Identifica y valora hábitos de vida saludables para prevenir enfermedades.
	6. Conoce las repercusiones para la salud del modo de vida.
Hábitos de higiene. Cuidado de la salud. Ejercicio físico.	7. Conoce los beneficios del ejercicio físico y de una alimentación sana.
	8. Desarrolla la identidad y la autonomía personal.
	9. Es capaz de analizar los propios sentimientos y respeta los de los demás.
	10. Asume la responsabilidad sobre lo que hace o dice.
	11. Adquiere hábitos de trabajo y de estudio.
<b><i>Los seres vivos</i></b>	12. Identifica y explica las diferencias entre seres vivos y seres inertes. Clasificación de los seres vivos.

Los seres vivos. Distinción entre seres vivos y objetos inertes.	13. Observa el reino de los animales y de las plantas, identificando sus características generales.
El reino de los animales.	14. Identifica las características que diferencian a los animales de otros seres vivos.
	15. Identifica las características que diferencian a los animales vertebrados de los invertebrados. Observa e identifica algunos animales de cada uno de estos grupos.
	16. Explica lo que diferencia a los animales domésticos y salvajes. Observa e identifica algunos animales de cada uno de estos grupos.
	17. Identifica y observa las características que diferencian los tipos de plantas (árbol, arbusto y hierba).
El reino de las plantas.	18. Observa algunas plantas silvestres y otras cultivadas.
	19. Conoce las partes de la planta (raíz, tallo y hoja). Hábitos de respeto y cuidado hacia los seres vivos.
	20. Conoce el cuidado que requieren los animales y las plantas.

Note: Taken from the Decree 89/2014 (pp. 20-21).

### 3.2.2 CONTENT DISTRIBUTION IN THE DIDACTIC UNITS

The following table shows the distribution of the content for each unit. The curricular content is distributed into the three terms of the school year and will be taught in three units per term (Table 7).

**Table 7**

*Distribution of the content*

TERM	UNITS	CONTENT
First term	Unit 1: I know my body.	1.1 Parts of the body
		1.2 The organs
		1.3 The bones
		1.4 The senses
	Unit 2: Eating healthy	2.1 Nutrients of the food pyramid.
		2.2 Healthy lifestyle (food and a diet).
	Unit 3: Keeping healthy	3.1 Healthy routines.

		3.2 Actions for being healthy.
		3.3 Thing to change.
Second term	Unit 4: Feeling good	4.1 Feelings and emotions. 4.2 Actions related to the feelings and emotions.
	Unit 5: Knowing about me and my friends.	5.1 Role of the family. 5.2 Importance of the friends. 5.3 Expressing my feeling when I am with friends and family.
	Unit 6: I'm older	6.1 Correct and incorrect things. 6.2 The responsibilities.
Third term	Unit 7: A view of nature	7.2 Difference between a living organism and nonliving.
	Unit 8: An animal world	8.1 vertebrates' animals 8.2 Invertebrates animals
	Unit 9: the kingdom plant	8.3 Domestic and wild animals. 9.1 the flowers and their parts. 9.2 Care of the plants. 9.3 Wild and cultivated plants.

Note: Based on Decree 89/2014 (pp. 20-21).

### **3.3 METHODOLOGICAL STRATEGIES**

In this part of the work, the aspects that are going to be explained are in relation to the lesson plan: resources, activities, methodologies. Firstly, the methodology, which is CLIL and involves a variety of techniques and methods. Secondly, the activities based on the learning outcomes designed from LOTS to HOTS. Finally, the resources used in the classroom for presenting the information and facilitating the acquisition of the language and skills. Some of these resources are ICT, human or material resources used in the class. Other aspects covered in this section are the control of the class and the reunions with the parents to follow the development of their kids.

### 3.3.1 METHDOLOGY

AICLE is an eclectic approach, which means that we can make use of different methodologies and strategies. By strategy we understand: "a different variety of meditated actions, chained to an end" (p. 17). Applied to the CLIL context we can highlight these two options to be used by CLIL teachers. This two are (Task-Based-Learning), (TBL) and (Project -Based-Learning), (PBL).

First, (TBL)by Nunan (2004) that aims to help learners to work on the production of skills with a meaningful purpose in the foreign language. TBL approach is based on the learners' experiences in relation with the language. In addition, its purpose is to achieve the languages objectives. On the other hand, it has some benefits for the learner, among them the use of all their resources to enhance their language development. As opposed to focusing specifically on the grammar and vocabulary of each context. The teacher gives feedback to the student depending on what he/she wants or what the exercise is about. So, formative and summative assessment are used. The end of this is to inform as well as say their strengths and things they can improve. But, also, the teacher can comment about the students work before, all along the process, and after. With regard to the activities, they need to include a wide variety of them likely to help the student to achieve a significant learning. TBL has five stages where each one requires something from the student (Table 8).

**Table 8**

*Stages of the Task-Based- Learning approach*

Stage	Requirement
S.1 Pretask	<ul style="list-style-type: none"> <li>- Instruction of the activity and support.</li> <li>- Choose a topic by student and teacher.</li> <li>-Pairs or groups to assign the roles and the materials used.</li> </ul>
S.2 Task	<ul style="list-style-type: none"> <li>- Relation with the topic and the students, by the teachers help.</li> </ul>

	- Complete the task by using the language, if needed use the scaffolding.
S.3.Planning	- Planification of the final task as well as the formation process.
S.4 Report	- Give an oral or a written evidence. - Teacher gives the appropriate feedback.
S.5 Language focus	- Highlight the more important aspects, as well as the assessment criteria.

Note: Based on Nunan (2004, p.7)

The second methodology that we want to highlight to implement this CLIL syllabus is in PBL, in order to enable students to work cooperatively. There are two possibilities, either in pairs or in groups. As a result, it is a showcase for both the teacher and the class.

Thomas (2000) explains five characteristics:

1. Centrality focused on content that appears in the curriculum.
2. Driving question, use of questions or activities that involve conflict resolution to achieve completion in the learning of concepts and principles.
3. Constructive investigations, activities focus on the individual's own knowledge.
4. Autonomy, access to personal development.
5. Realism, they need to be realistic and authentic for the student. (p. 10)

In addition, this provides the students with technological support. Students join as active agents in the process of accomplishing our own goals. By using the technology, it is promoting the ability of Computer Assisted Language Learning (CALL), which is very recommended by the European Commission, and it is related with CLIL.

### 3.3.2 ACTIVITIES

When a CLIL session is programmed, the sequence of activities to follow has to consider the progression from LOTS to HOTS. Due to the eclectic nature of this approach, it allows us to combine different techniques and methodological strategies (Dale & Tanner, 2012; Hattie, 2009).



As a first step we must achieve the activation of the students' knowledge. By means of an activity that catches their attention to remind them the knowledge they already have. In relation to the activities, there must be a great variety depending on the objective. The most frequent ones are activities for reinforcing and activating previous knowledge, activities for applying and activities for extending the contents learned.

Beyond this, teachers must start from the basis of students' interests, along with their level of knowledge. As mentioned above, following a progression starting with LOTS and going up to HOTS is paramount. As students improve and progress, we can assign more challenging homework and assignments.

The following is a summary and explanation of the possible activities that can be carried out in a CLIL syllabus (Dale and Tanner 2010 & Custodio and Caballero 2016).

- Activation activities, the purpose of this type of activity is to inform the students of the knowledge they are going to acquire, as well as giving information about the level of the students. Some examples of activities: warm-up, discussions, brainstorming, KWL grid and mind maps.
- Guiding understanding activities are based on Bloom's taxonomy of cognitive skills, sequenced from the lower to the higher order of cognitive skills. Examples of this activity group are expert groups and graphic organizers.
- Activities to focus on language, this depends on the level of the students as well as the language demands from the content. Examples of these activities are guessing the word, puzzles, crosswords, glossaries, etc.
- Activities to focus on speaking, the aim is to promote the interaction between the students. Also is a way of checking that they understand the content. A few examples are information gap, role play, or speaking.
- Activities to focus on writing, these are centered in the different genres, in addition to obtaining suitable end products. Examples of activities are a newspaper review, storyboard, blogs (López, Custodio, & Buckingham, 2018).

Moreover, Hattie (2009) suggests the following strategies that should be used in any class, mostly in CLIL: Direct instruction; Note taking and other study skills; Spaced practice; Feedback; Teaching metacognitive skills; Teaching problem solving skills; Reciprocal teaching; Mastery learning; Concept mapping; And, worked examples. These activities have a positive impact on the learning outcomes of the students and also in the teacher's role because they promote the use of innovative methodologies that can improve their practice.

### 3.3.3 RESOURCES

For the realization of the different didactic units, we are in the classroom. Space is an important resource and includes a variety of places at school such as the computer room and the playground. Those are some examples of places where students can feel safe and comfortable to learn of the language and content.

The different types of resources can be classified in human resources, material resources and ICT resources.

- Human resources: This refers to the people who are part of the learning process, and is formed by:
  1. The subject teacher, who is the Natural Science teacher in this syllabus.
  2. The language assistant, they are usually native people, born in a country where the mother tongue is English. Their job is to help the teacher in their lessons by doing different activities. Examples of the role they can take are working on the phonics, oral activities and pronunciation of the words; cultural activities; active observation activities; etc.
  3. The rest of the members of the school that participate in the learning process, but who are not inside the class. These people are in the school canteen and the secretary and the caretaker.

- **Material resources:** It responds to the physical elements that are necessary for learning and performing tasks. This not only includes the materials, such as pencil, eraser, cardboard, but also refers to the use of realia, posters and dictionaries.
- **ICT resources:** new technologies are of great importance in this approach so that a part of the teaching of the students is dedicated to this area. ICT learning always has to be developed under the supervision of the teacher in order to guarantee an adequate and fun learning experience. An example is: searching information, observation activities, the use of applications, websites, multimedia files, the use of computers and the digital whiteboard.

In recent years there has been a greater growth of Information and Communicate Technology (ICT), as a consequence of the technological development. LOMCE (2013) indicates that it is necessary to train our students on digital competence. They were born in the age of technology and have lived the relationship with these devices from a very young age. As Prensky (2001) says, they are defined as digital natives and the CLIL classroom can take advantage of this situation.

#### 3.3.4 CLASSROOM MANAGEMENT

As Sokal, Smith and Mowat (2003) put it, it is very important to recognize the great importance of classroom organization, for both teachers with years of experience as well as those who are just starting out. Expert teachers have tools and approaches to help with organization and encourage participation (Strange, Tucker, & Hindman, 2003).

There are some aspects to which we must pay attention such as classroom climate, thus having an implication on the attitude of the students. At the beginning of the course, teachers spend time on having a good organization of the classroom and an adequate control of it. Therefore, achieving a good climate for learning.

Doyle (1987) defines classroom management “as the set of actions to solve classroom problems” (p.30). Authors like Marzano and Pickering (2003) consider that it is made up of rules, procedures and routines as a means of classroom control. The norms establish the limits of what it is allowed (Nakamura, 2000). Unlike habits, they are more flexible,

but they have a specific side related to the actions. Therefore, it is necessary to establish effective habits and rules in the classroom (Mcleod, 2003).

As mentioned above, at the beginning of the year, it is necessary to reach a consensus on routines with the objective of promoting responsibility on the students about their instruction and their way of being in class (Covino & Iwanicki, 1996). This author lists some rules that should be followed in the class.

1. Respect each other.
2. Care for classroom materials.
3. Raise the hand for permission to talk.
4. Not drinking or eating in class.
5. Have fun every day.

In addition, this feature also defines the structuring of the physical space in the classroom. Some examples of things to take into account are the following: location of the furniture, place of the materials, arrangement of the digital whiteboard, location of the tables and the chairs. This allows for greater interaction among students and the ability to work comfortably.

### **3.4 ATTENTION TO DIVERSITY**

In order to attend to diversity in a classroom, it is necessary to know the individual needs of each student. For this, it is vital to put into practice the theory learned during the training process. Perez Cañado (2018) offers a classification of the possible actions for specific needs that we find in CLIL classes. This has the aim of helping the students, so we can define some measures: Make the groups, smaller; Adapt the participants to the groups; Avoid the difference between the high and low students; Use of multimodal input.

In order to achieve inclusive education, CLIL education aims that all students have easy access to knowledge, but also, equality from the social and economic point of view.

Some aspects of students with special needs have been adapted throughout history such as objectives, contents, evaluation, activities, and learning. In order to take into account, the special educational needs of students, we must start from two basic principles: these are attention to diversity and the principle of integration.

To be able to offer students an equal education, Ainscow (2001) defines diversity as referring to different experiences, knowledge, and intelligences. Gardner (1983) defines the existence of different intelligences that students have. Some examples of these are: linguistic, musical, logical-mathematical, spacial or kinesthetic intelligence.

By emphasizing the principle of attention to diversity, we can response to the academic needs of the students. In contrast, the principle of inclusion, according to Armstrong, Armstrong, and Spangou (2010), focuses on paying special attention to students who are on the verge of marginalization or social exclusion.

Some measures to adequately address the diversity that exists in the CLIL classrooms are (Ainscow,2001; Amaiz,2009,):

- Develop a curriculum that prioritizes student participation. Homromi, Peñafiel, and Hernandez (2017).
- Introducing another teacher into the classroom.
- Use of self-chosen activities, i.e., selected by the students.
- Communication with parents to gain access to students' personal information such as learning difficulties.
- Attending individually to students and establishing interpersonal relationships.
- Know the academic aspects of the students, in order to proceed with the individual adaptations.
- Highlight the objectives achieved, i.e., the most positive aspects. And to attend to those that we can improve.
- Use visual materials as well as manipulatives. In addition to creating awareness of new technologies.
- Support of different materials such as pictures, images that allow students to explain and clarify the information.

### 3.4.1 COGNITIVE DEMANDS' ANALYSIS: HOTS & LOTS.

Learning content will be effective if it aims to attract the attention of the learner and engage him/her in the learning process. From the teachers' point of view, they must take into account the need to activate knowledge in a way likely to develop student's own learning. Therefore, the content has to be taught using different resources in order to motivate students (Coyle et al., 2010).

In the classroom we find a wide diversity of students, who have different abilities. Some students may have high abilities, Down Syndrome, autism, dyslexia ... etc. As it is mentioned above, in the classrooms we find students with different characteristics. As teachers we must know how to adapt the contents. That is to say, to take that knowledge and to teach in an individual way to the students according to their capacities and knowledge.

In this syllabus, we are going to focus on students with Down Syndrome. In particular, the case of a pupil who is in the first year of primary and has a maturational delay of two years. Therefore, it is required to adapt the content learn at her age. Thus, we will consider the necessary adaptations in activities both inside and outside the school, which will also be explained.

For example, in an activity in which students have to identify and write the name of this student would have the name of the parts written down and the activity would be match using a line the name with the 'body' part. Also, if it is necessary, we can use visual aids for teaching, such as an image with a model. Using Bloom's taxonomy (1956) makes possible and easy to adapt general activities and reduce their cognitive load, thus, reducing the difficulty of the activity from HOTS to LOTS.

Meanwhile, in activities within the academic schedule but outside the center such as the cooking classes, other support elements are available to the student. First of all, visual aids using pictograms of the steps and tools to be used.

Another resource is the help of a specialist who dedicates a large part of his time to the teaching of these students. For students like these or with autism, the use of pictograms is useful, not only for its help but also to enhance their autonomy.

### 3.4.2 LANGUAGE DEMANDS ANALYSIS: SCAFFOLDING

As previously mentioned, CLIL responds to a type of learning that aims at more than content and language learning. Therefore, it is a knowledge that is the result of the social interaction between the teacher and the student. The educator has an experience that enriches the student, helping him/her in aspects that are not known. But, not only this, he/she also gives them the support and the best ways to learn (Dale and Tanner, 2012).

The learner finds out new facts by using different ways: with the help of an expert, peers and using resources. Once they have managed to understand that information, the learner must connect this new information with what they had previously learnt. Thus, completing a new and meaningful learning process. As Piaget and Inhelder (1975) defined, there are two key terms. The first is assimilation, the ability of understanding. The next one stands for accommodation, where the ability of remembering means to keep it in our memory. To complete this process, we can conclude that it is also needed the capacity of having a relation with people.

Other authors, such as Bruner or Vygotsky, emphasize the importance of the social aspect in the learning process and refer to the zone of proximal development (ZPD). This term was first defined by Wood, Bruner and Ross (1976) as a result of interaction with students for conflict resolution. Both terms ZPD and scaffolding have similar connotations.

As teachers it is useful to increase the areas where the knowledge for the students is not familiar. At the start, the students will claim for the teacher's help, as experiences improved this help is less used (Figure 5).

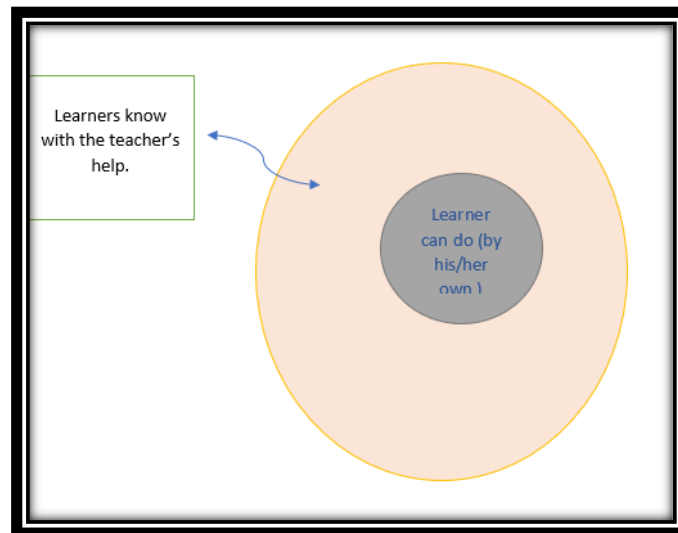


Figure 5: ZDP (based on Vygotsky, 1978).

### 3.4.3 TYPES OF SCAFFOLDING

Dale and Tanner (2012) define the existence of three types of scaffolding:

1. Reception scaffolding, the aim is to help the learners to understand and comprehend the information that comes from the source of knowledge.
2. Transformation scaffolding help the learners to choose and organize the information in different ways.
3. Production scaffolding, the aim is helping the learners make a personal design showing their own understanding of the knowledge. (p.31)

These three types are useful and necessary in the CLIL classroom due to its idiosyncrasy of combining the language and content learning. They will be described throughout the activities presented in this syllabus.

### 3.5 ASSESTMENT AND EVALUATION

As teachers we must use different ways to evaluate students' work. Assessment happens at the moment of learning acquisition, which is related to their learning process (Hanna & Dettme, 2004). In this sense, the teacher's role is to give the pupils feedback on their work during the learning process.

On other hand, the term evaluation, refers to the quality of the work in relation to previously established criteria. Baehr (2010) describes this process as the ability of writing



a number or score of the work done. This is part of the teacher work, and this appears and stays in the academic record.

The action of evaluating is a very important part of learning, as well as a complex task. So, this helps the students to improve on their work. All the techniques used need to be good enough to evaluate the pupil's work and learning level. Therefore, there are two types of assessment, formative and summative, and each one has a different aim. In conclusion, its purpose is to improve the students' abilities through the development of different activities during the process to improve the learning and at the end to gauge the quality of that learning.

Finally, when we plan a CLIL lesson, few steps need to be followed, with the aim of getting a significant process of learning. These are the aspects we need to go through when we assess in CLIL:

- Choose a content.
- Write the learning goals for the content, language and process and learning outcomes looking at the law document.
- Write the descriptors of performance to assess each criterion according to the task (learning outcomes).
- Use the descriptors to make your formative assessment.
- Design a task and an instructional objective likely to help students to achieve these learning goals.

### 3.5.1 FORMATIVE ASSESSTMENT

Formative assessment gives the learner feedback on the work done throughout the process, while learning. Its use allows to analyze and define what students learn as well as the integration of content and language (Coyle et al., 2010). This type of evaluation is also known as Assessment for learning (AfL). It is a process of interpretation and research to establish where and how to get there. This means establish the learning goals of the student to be able to prepare and select the tools use in the process of learning. One of the benefits of this form of testing is the variety of strategies that motivate student learning idem. (Lofft Basse,2016).

Some of the tools that can be used are rubrics, checklists, random selection tools or thumbs up/down.

- Random selection, some of the materials that student can use to personalized at the start of the course are the following, sticks or small pieces of paper. The aim of this is to make sure that the student understands the content as well as to ensure that he/she can answer to open questions.
- Thumbs up/down is an action that requires to move the finger up or down. It is used to show their knowledge. An example is an exercise of affirmation or negation, in favor or not.
- Checklists are also tables but used during the class, to assess the cooperative work, other students work, activities made in class. This are frequently used to see the process learning of the students as they improve.
- Rubrics are tables used for evaluating a final work with the aim to get a final score of the work done at the end of the unit or class. Where student know the aspect evaluation criteria

These tools can be divided in short- and long-term tools, where each one has different ways of checking the student knowledge. Firstly, the short term includes tools such as rubrics, checklist, random selection that have been explained previously. However, in the long term, the tools are used in order to enhance their autonomy and personal evaluation of their own work. Some of the most commonly used instruments are portfolios to make their own knowledge book, rubrics and checklists.

### 3.5.2 SUMMATIVE ASSESSTMENT

On the other hand, it is necessary to offer another form of assessment, this one is the summative assessment. It allows us to measure the level of learning and examine the results obtained. Some examples are tests usually used for examinations, essays, presentations where learning is evaluated.

Baehr (2010) distinguishes some aspects between the two forms of assessing as it is explained in Table 9.

**Table 9***The difference between the formative and summative assessment*

<b>Elements</b>	<b>Formative</b>	<b>Summative</b>
Function	Identify what students learn and how the view of dual learning in both content and language.	Measurement of what has been learned, the language helps the learner to show what he/she knows.
Teacher	Teacher provides feedback on knowledge, skills, activities.	The teacher role is to get a qualification of the learner's knowledge.
Tools	It focuses on instruction. And it is related to the quality integrated in the teaching process.  Has an effect on the metacognitive abilities.	Final product focused.
Aim	Get the improvement during the process of learning. As well as identify the possible needs of the students.	Get the final result of the learning process, marking.

Note: Based on Baehr (2010).

### **3.6 COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES**

The activities carried out to complete the academic syllabus are complementary. During the academic year of students of year 1, there have been planned four complementary activities. These take place in different contexts, are part of the school timetable and are related to different content learning. The first one is a class of cooking, the second one is the emotion museum, a visit to the zoo, and the last one is a visit to the zoo.

In each term, there will be an out-activity with a length of at least two hours. These have the aim of helping students to also improve in the personal way.

The function of these tasks is to provide an activity to finish the unit in a fun way so as to consolidate the content learnt. In the following table each activity is related to the unit in which it takes place (Table 10).

**Table 10***The complementary activities*

<b>Activity</b>	<b>Term</b>
"I am a chef" (Cooking classes)	Unit 2: Eating healthy
The emotions museum	Unit 4: Feeling good
"We go to the zoo"	Unit 8: An animal world
"Let's go to the Botanic Garden"	Unit 9: A plant world

The concerns of these activities are to develop the knowledge of the students outside of the class. Were they stand as a reinforce of the content learn. But using real living things like the animas and also the plants. The aim is to make the students put in a practice and funny way of what they learn. So, they can see the importance in their lives.

The reading program is a very important learning for the student of Primary. The reading skills help on the develop of other abilities, like fluently, on the comprehension of the text.

For kids of this age, it is very important to help the students to have an adequate reading skill, not only for the following course and more relevance for themselves. Along the course the students have a variety of resources to promote the ability of read:

- Theater, the students have to understand the message of the songs and play in relation with some gestures.
- Books, these are adapted to their level and age about different content work along the course.
- Short texts, to receive and transformation of their own knowledge.
- Videos, to improve the level of comprehension as well as the listening abilities.

### **3.7 TUTORIAL ACTION PLAN AND COLLABORATION WITH FAMILIES**

Tutorial action is a collaborative action between teachers and students with the aim of achieving personal, professional, and academic development. Therefore, the objective of the teacher's work is the maximum progress in these aspects (Castro, 2004).

The Tutorial Action Plan is the document that describes the measures and objectives of the school educational program. This has a length of medium and long-term vision. In addition to being a relevant document within the educational project of the center. This is known as *Proyecto Educativo del Centro* (PEC).

In order to develop it in the school, it is necessary the intervention of parents, teachers, tutors and students. In other words, the participation of the educational community. As a conclusion, our attention must be on the students' development, together with their surroundings.

### 3.7.1 INTERVIEWS AND INDIVIDUALIZED TUTORING

The individualized meeting with the parents of the students should include at least one per term. In this interview both sides will be speaking about the student's development. Some of the important parts are the progression on the different areas of the curriculum, the ability of expressing, how they behave, the communication with the classmates and teachers, aspects to improve and the ones that they are good at and the possible troubles they might have during the course.

This is a mandatory meeting. Therefore, if either the family or the teacher have something they want to discuss, they will have more reunions. This is one of the teacher's role, to have contact with the families of the students.

An important tip, for this reunion is the use of positive aspects about the child rather than negative. Therefore, always at the end we should say something good and nice of the student. At the end of the course there will be a meeting in the last term about the improvement of the student all along the course.

### 3.7.2 CLASSROOM GROUP MEETINGS

This class group meeting is the assembly. This is the moment where the teachers have a personal moment with the students. CLIL is a very demanding teaching and learning approach so by using this technique at the starter of the day, the ability of expressing themselves improves. Some of the things that can be talked are their feelings, an experience, fears, new learning knowledge, comments on the use of the L1 and L2, among others.

In this precious moment, where they are not obligated to express, the autonomy of the student grows, they feel free to speak and feel safe inside the class. This routine has been introduced in the previous years in the infant course, so students are familiarized with it.

### 3.7.3 MANDATORY REUNIONS WITH THE PARENTS

These reunions are at least one for semester, to see the improvement of the student. As well as the aspect that should be improve. According to the teacher timetable will be during the free classes and the end of the school.

The aspects that are going to be discuss is about the student and the learning process, with the aim of helping him from home and the school as much as possible. Although, they can have more reunions if it is need it, to talk about something that may concern to the family or the school.

The parents will choose the timetable when they can, given times that fits for the teacher. Applying this to the new situation of the COVID-19, this will be online using an app, through the school platform. However, if it is really important and need it because of the situation of the kid, they can be in the school. To talk about important things that should be in mind.

## 4. DIDACTIC UNITS

Through the academic year, there will be nine units for the Natural Science subject. So, the course will be divided into three terms, in each one we have three units. In the following tables this CLIL syllabus is developed including an analysis of the content, communication, cognition, culture and other relevant aspects to have in mind when planning a CLIL lesson.

### 4.1 FIRST TERM

#### 4.1.1 UNIT 1: I KNOW MY BODY.

<b><i>DIDACTIC UNIT 1: I KNOW MY BODY</i></b>	
<p><b>Content area:</b> Natural science</p> <p><b>Level:</b> Year 1</p> <p><b>Timing:</b> 8 sessions during the first term, 4 weeks.</p> <p><b>Description:</b> Students identify the different parts of the human body, such as organs, bones and arms, legs. So, they able to draw an explain the different aspects that form a human body.</p> <p><b>Product:</b> A poster of their body.</p>	
<b>CONTENT</b>	
<ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• The organs</li> <li>• The bones</li> <li>• The senses</li> <li>• Language content: Description of the posters</li> </ul>	
<b>COGNITION</b>	
<p><b><u>Learning goals</u></b></p> <ol style="list-style-type: none"> <li>1. To understand the different parts of the human body.</li> <li>2. To know the name of the organs and bones.</li> </ol>	<p><b><u>Learning standards</u></b></p> <ul style="list-style-type: none"> <li>• Pupils point the part of their body.</li> <li>• Pupils list the parts of the body: organs and bones,</li> <li>• Pupils recognize the function of the different organs in a human body.</li> </ul>

<p>3. To research information about the functions of the organs.</p> <p>4. To use a visual technique to remember the name of the bones.</p> <p>5. To describe their body.</p>	<ul style="list-style-type: none"> <li>• Pupil examine different resources of information.</li> <li>• Pupils compare their bones with the baby ones.</li> <li>• Pupils assess in a skeleton their knowledge of the bones.</li> <li>• Pupils describe the bones and organs of their body on a poster.</li> </ul>
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**CULTURE**

<p style="text-align: center;"><b><u>Learning goals</u></b></p> <p>To compare their body with the rest of the class.</p>	<p style="text-align: center;"><b><u>Learning standards</u></b></p> <p>Pupils identify the features of their body with their classmates’ body.</p> <p>Pupils compare their features using a Venn diagram.</p>
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**COMMUNICATION**

<p>Comparative</p> <p>He is taller than me.</p> <p>More</p> <p>Possessives</p> <p>I have...</p> <p>This is my...</p> <p>This are my...</p> <p>Adjectives</p> <p>My leg is long.</p> <p>My arm is short.</p> <p><u>Connectors:</u></p> <p><i>Addition</i> (also)</p> <p><i>Succession</i> (first, second, third, finally, lastly, begin with).</p>	<p style="text-align: center;"><b><u>Language for learning</u></b></p> <p><b>Teacher instructions:</b></p> <p>Describe your body, search for information.</p> <p>You need to cut and join.</p> <p>You need to point at the part of your body.</p> <p><b>Language for explaining:</b></p> <p>What do you know about the human body?</p> <p>The human body, is formed, has these organs.</p> <p><b>Language for comparing:</b></p> <p>His skin color is more white/dark than mine.</p> <p>However, I’m taller than</p>	<p style="text-align: center;"><b><u>Language through learning</u></b></p> <p>Language through activities.</p> <p>Language used in a description.</p> <p>Language used in the classroom language.</p> <p>Language used in the memorizing and repeating the previous contents.</p>
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	<p>him. Also, I am thinner than him.</p> <p><b>Language used in a description:</b></p> <p>I have / I don't have ...</p> <p>My body has two legs, two arms...</p> <p>I have five fingers in one hand and twenty with the arms and legs.</p> <p><b>Language for sequencing:</b></p> <p>First, second, thirdly, finally,</p> <p><b>Classroom language</b></p> <p>How do spell the word "" ....?</p> <p>You are going to work for this task in pairs.</p> <p>Repeat after me.</p>	
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<b>PROCEDURE</b>		
<b>Session 1: Dancing with my body.</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Group- ing/spaces</u></b>
10 minutes	<p>1. Ss listen to the song two times (<a href="https://www.youtube.com/watch?v=ZanHgPprl-0">https://www.youtube.com/watch?v=ZanHgPprl-0</a>. The first one to listen to the song and the second to do gestures along they music is playing. The song is "head, shoulders, knees and toes".</p>	All the class together
10 minutes	<p>2. Ss match the parts of the body to their names on the digital board.</p>	All the class together.

20 minutes	3. In a circle, they have to describe their body using “I have...”  Scaffolding: They will have in the interactive whiteboard the names of the different parts.	In groups
10 minutes	4. Ss draw a face on a checklist according to what they have learnt.	Individual
<b>Session 2” The parts of my human body”</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Group- ing/spaces</u></b>
5 minutes	1. Ss sing the song they learnt in session 1.	All the class
5 minutes	2. T gives the students a diagram of the body parts and they have to circle to the part that they watch on the video of the human body. Link to the video) <a href="https://www.youtube.com/watch?v=SqI-NMDeLa8">https://www.youtube.com/watch?v=SqI-NMDeLa8</a>	Individual
10 minutes	3. Ss name the parts while the teacher is writing the names on the whiteboard.	All the class
5 minutes	4. Each student has a template of a human body parts. First, recognize the parts then, they need to cut and join them to make a human body.	Individual
5 minutes	5. T presents flashcards with clothing. Students listen and repeat.	All the class
10 minutes	6. Ss draw their favorite clothing or the one they like to wear and speak.	Individual

15 minutes	<p>The ... is my favourite clothing.</p> <p>Scaffolding: The flashcards</p> <p>7. Small description of the work made of each student. This will be evaluated by a rubric. The focus is on the human body parts and the clothes vocabulary.</p>	Individual
<b>Session 3" Draw my body"</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Group- ing/spaces</u></b>
5 minutes	1. T asks students: Do you know what there is inside your body? Ss answer (L1 is welcome) and the T writes the answers on the board in English.	All the class
5 minutes	2. Brainstorming of the variety of the organs that are part of the body. T shows a drawing of the organs. Ss answer (L1 is welcome) and the T writes the organs on the mind map in English.	All the class
10 minutes	3. Ss use this ICT resource () <a href="http://www.tenalpscommunicate.com/clients/siemens/humanbodyOnline/">http://www.tenalpscommunicate.com/clients/siemens/humanbodyOnline/</a> to recognize the functions of the body organs. A brief explanation from the teacher of each organ and its function using gestures.	All the class.
20 minutes	4. On a wallpaper Ss draw the different organs and paste the label with its name and function. The material used is tempera paint.	Group work
5 minutes	5. Then clean and tidy the class.	All the class

<b>Session 4" The magic box"</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Group- ing/spaces</u></b>
10 minutes	1. T asks Ss How can we receive information? T makes a mind map of the different ideas and mimes the different sense organs to scaffold the answers.	All the class
10 minutes	2. A visual organizer with the part of the body use and the function. T will ask some question about what they see in the picture?  Scaffolding: There will be some highlighted words and pictures with pictures, that are very clear.	All the class
15 minutes	3. In groups they have a "magic box". Inside this box there will be: <ul style="list-style-type: none"> <li>- Air freshener</li> <li>- Rock</li> <li>- A bag of sweets</li> <li>- A picture of a person</li> <li>- Bubble wrap</li> </ul> Match the objects with the labels with the organ use. For example, the air freshener is smelling, and we use the nose.	Group work
10 minutes	4. T gives the student a sheet of paper cut it out with the sense and the functions match them.	In groups.
<b>Session 5: The bones of my human body</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	
5 minutes	1. As a review from the last session, watch this video. A video of the 5 senses.	All together

<p>20 minutes</p>	<p>2. In groups they have to create a mural of the sense using different materials.</p> <p>Scaffolding: Teacher give the steps.</p> <ul style="list-style-type: none"> <li>- How many senses do we have?</li> <li>- How are going to organize the space?</li> <li>- What materials are we going to use?</li> </ul>	<p>In groups</p>
<p>15 minutes</p>	<p>3. Small group presentation of the work done. Describing the materials use and why they have used that one. Meanwhile the teacher evaluates using a checklist.</p>	<p>In groups</p>
<p><b>Session 6" The teacher is a skeleton"</b></p>		
<p><b><u>Timing</u></b></p>	<p><b><u>Activities (T/ S role)</u></b></p>	<p><b><u>Group-</u></b></p>
<p>5 minutes</p>	<p>1. Warm up. T asks the following question. How many bones does the adult human body have?</p> <p style="text-align: center;">10      3,463      206</p> <ul style="list-style-type: none"> <li>- What is the most important bone? Backbone ribs radius</li> </ul>	<p><b><u>ing/spaces</u></b> Class group.</p>
<p>5 minutes</p>	<p>2. T ask some personal questions:</p> <ul style="list-style-type: none"> <li>- Have you ever broken a bone?</li> <li>- Which one? (For this they point at the part of the body.</li> <li>- Did it hurt very much or not? Yes, or no?</li> </ul>	<p>Class group</p>
<p>15 minutes</p>	<p>3. T shows a skeleton to understand the number of bones of the body.</p>	<p>All the class</p>

10 minutes	4. Ss copy the names of the bones to label a skeleton on a worksheet.	Individually
10 minutes	5. Using TPR, Ss point at the bones that appear on the song.	All the class
<b>Session 7" Let see how we grow up"</b>		
<b><u>Timing</u></b> 5 minutes	1. Routine about the bones. As a review from the session before.  - How many bones have a human body has? - Can you remember the name of any of them?	<b><u>Group- ing/spaces</u></b>  Individually
10 minutes	2. Compare these bones with a baby's. In groups think for the answer to the questions.  Scaffolding: These questions will be on the whiteboard.  - Do you think the babies have fewer or more bones? - What happens to the bones when we grow? - How are the bones joined?	In groups
5 minutes	3. After the questions Ss watch a video on the bones (look for a good one adapted to level 1 students)	All the class
20 minutes	4. T shows a list of functions of the skeleton and Ss identify the functions that appear on the video.  supports structure for your body gives the body its shape	In groups

<p>10 minutes</p>	<p>allows movement makes blood cells provides protection for organs stores minerals</p> <p>5. T gives Ss a cutout of the skeleton divided in groups. They cut and put all the bones together on the poster of the organs.</p>	<p>In groups</p>
<p><b>Session 8” My human body poster”</b></p>		
<p><b><u>Timing</u></b></p>		<p><b><u>Group- ing/spaces</u></b></p>
<p>5 minutes</p>	<p>1. Use mind map to name the parts(organs)of the body.</p>	<p>Group work</p>
<p>5 minutes</p>	<p>2. Use a paper sheet with a text with highlighted words. Ss have to match this word with a diagram picture.</p>	<p>Individually</p>
<p>5 minutes</p>	<p>3. T give the student a rubric with the parts that are going to be evaluated work on the groups to finish their work, and how they are going to present it.</p>	<p>Group work</p>
<p>15 minutes</p>	<p>4. Group presentation of the team’s artwork, made on the previous session as well as the information of the organ.</p>	<p>Collaborative group</p>
<p>5 minutes</p>	<p>5. SS use peer assessment to evaluate the other member of the group using a checklist.</p>	<p>All the class</p>
<p>10 minutes</p>	<p>6. Ss work on the digital board sorting the functions in the correct organ.</p>	<p>All the class</p>

## ASSESTMENT

### Evaluation criteria

- To know the different parts of the body and identify them on a body.
- To name the main organs and their functions.
- To know the main bones.
- To relate the five senses with their organs.

### Assessment

- Formative
  - Tools for interaction and feedback:
  - Use of checklist to evaluate the work. (Peer assessment)
  - Oral presentations.
- Summative
  - Use of a rubric to evaluate oral presentations. (The parts of the body)

## ATTENTION TO DIVERSITY

**Multimodal input:** To present the content of the unit using different materials.

- Videos explaining the contents.
- A picture of a person
- A warmup and a routine
- Drawing of a human body

### LOTS:

- Students name the different parts of the body.
- Students identify the name with a picture.

### HOTS:

- Students create a mural of the different senses using different materials.
- Students explain their body using their knowledge.

## MATERIALS AND RESOURCES

### Human resources

- The teacher of natural science (subject teacher)
- The language assistant (language teacher)

### Material resources



- Material for specific activities: baby, pencil colors, tempera, binders, felt pens, sand, rock, bag of sweet, pictures, freshener, bubble wrap, foil, a white sheet of paper.
- A worksheet of a human body.
- A worksheet with the bones and labels for the names.
- The magic box
- Scaffolding: A worksheet with the information of the organs, use of the white-board for information, the steps they need to follow.

#### Digital resources

- Video of the song “Head, shoulder, knees and toes” (Session 1) <https://www.youtube.com/watch?v=ZanHgPprl-0>.
- 6. Video of the Human body: (Session 2) <https://www.youtube.com/watch?v=SqI-NMDeLa8>
- 7. ICT resource parts of the human body: (Session 3) <http://www.tenalpscommunicate.com/clients/siemens/humanbodyOnline/>
- 8. Video of the bones of the body: (Session 5) <https://www.youtube.com/watch?v=h5dYvPruBFY>
- 9. Video of the 5 senses: (Session 8) <https://www.youtube.com/watch?v=q1xNuU7gaAQ>

#### 4.1.2 UNIT 2: EATING HEALTHY.

<b><i>DIDACTIC UNIT 2: EATING HEALTHY</i></b>	
<b>Content area:</b> Natural science	
<b>Level:</b> Year 1	
<b>Timing:</b> 8 sessions, 4 weeks.	
<b>Description:</b> Students learn about the groups in the food pyramid, so then they can create their own meals, based on a healthy diet.	
<b>Product:</b> To design a healthy lunch.	
<b>CONTENT</b>	
<ul style="list-style-type: none"> <li>• Nutrients of the food pyramid.</li> <li>• Healthy lifestyle (food and a diet).</li> </ul>	

<ul style="list-style-type: none"> <li>Language content: Description of a healthy lunch.</li> </ul>		
<b>COGNITION</b>		
<p><b><u>Learning goals</u></b></p> <ol style="list-style-type: none"> <li>To Know the food pyramid.</li> <li>To compare the benefits of the group aliments.</li> <li>To create a funny and original name for the final dish.</li> <li>To use a wheel graphic organizer to classify the food.</li> <li>To design a healthy lunch.</li> </ol>	<p><b><u>Learning standards</u></b></p> <ul style="list-style-type: none"> <li>Pupils list the aliments of the food pyramid. Pupils match the aliments to the group nutrients.</li> <li>Pupils recognize the importance of the aliments.</li> <li>Pupils examine different menus, looking for healthy and unhealthy products.</li> <li>Pupils assess a healthy lunch.</li> <li>Pupils compare the amount of healthy and unhealthy nutrients.</li> <li>To describe their healthy lunch.</li> </ul>	
<b>CULTURE</b>		
<p><b><u>Learning goals</u></b></p> <p>To contrast information between the Mediterranean diet and diets from other countries.</p>	<p><b><u>Learning standards</u></b></p> <p>Pupils understand what a Mediterranean diet is.</p> <p>Pupils use a Ven diagram to show the things in common and the differences.</p>	
<b>COMMUNICATION</b>		
<p><b><u>Language of learning</u></b></p> <p><b>Vocabulary of the unit</b></p> <p>Aliments: Broccoli, carrot cake, pizza, pasta, tomato, cheese, pesto, lettuce, meatballs, spaghetti.</p> <p>Tools: spoon, spatula, knife, bowl, saucepan, scissors.</p>	<p><b><u>Language for learning</u></b></p> <p><b>Teacher instruction</b></p> <p>Listen to the teachers, If you need help raise your hand, Put your name, then colour your hat and the last step is to cut your chef hat.</p> <p><b>Language for explaining.</b></p> <p>The food pyramid is formed by..., we need to eat this three times</p>	<p><b><u>Language through learning</u></b></p> <p>Language through activities.</p> <p>Language through interaction.</p> <p>Language through understanding the content.</p>

<p>Pyramid groups: Dairy, carbohydrates, vegetables, fruit, fats and oils.</p> <p><b>Language of the genre:</b> description of a lunch dish</p> <p>-Tense present simple tense</p> <p>You clean the saucepan.</p> <p>You prepare the things.</p> <p>-Imperative</p> <p>Use this to cook...</p> <p>Remember to control the time of cooked...</p> <p>Clean the tools if they are not going to be use.</p> <p>Keep everything clean.</p> <p>-Comparatives</p> <p>More... than</p> <p>Less than</p> <p>The most important is...</p> <p><u>Connectors</u></p> <p>Succession (first, second, third, continue with and finally)</p> <p>Result (as a result of, for this reason)</p>	<p>per day, we should eat more, and follow the...</p> <p><b>Language for expressing preferences:</b></p> <p>What is your favourite meal?</p> <p>My favourite meal is....</p> <p>I like to eat...</p> <p>I don't like to eat....</p> <p>I prefer to eat xxx than...</p> <p><b>Classroom language</b></p> <p>Come to the whiteboard, please.</p> <p>You need to choose one aliment and put it in the right group.</p> <p>You are going to work in groups of four or five.</p>	<p>Language used in the final presentation.</p>
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**ASSESTMENT**

**Evaluate criteria.**

- To know the group of the pyramid food.
- To name at least 5 aliments.
- To explain the Mediterranean diet.

- To design a lunch.

**Assessment**

- Formative
  - Assessment tools for interaction and feedback: Thumbs up/down and random selection tool, using sticks with the students’ names.
  - Oral presentation of a personal description (teacher’s rubric).
- Summative
  - Teacher’s rubric to evaluate the final product.

**ATTENTION TO DIVERSITY**

**Multimodal input**

- Visualize a movie.
- Use a song of the aliments.
- Flashcard for those who need visual aids.

**LOTS**

- Students understand what a Mediterranean diet is.
- Students identify healthy and unhealthy aliments.

**HOTS**

- Students design a menu.
- Students create their favorite dish.

**MATERIALS AND RESOURCES**

**Human resources**

- The natural science teacher (subject teacher)
- The language assistant (language teacher)
- The cook of the class of cooking

**Material**

The movie “Meatball’s rain”.

**Extra activities**

- Worksheet of paper of a menu
- Worksheet of a recipe of a sandwich
- Worksheet of a dish.

- Different materials to color the chef hat.
- Interactive activity to relate the name of the food with the picture.

### Scaffolding

- Pictures of the aliments of the movie.
- Images of the aliments of the song.
- A uniform a chef hat.
- Teacher and language assistant help.
- Realia of the tools used in the cooking.
- A mind map with the names of the aliments of a sandwich
- Highlighted words in the stories.
- Interactive game of the food pyramid.
- A poster of the food pyramid.

### Digital resources

- A song about aliment that you like or not.  
<https://www.youtube.com/watch?v=frN3nvhlHUK> (Session 1)
- Flashcards of the song ice cream <https://www.goconqr.com/es-ES/flash-card/31452929/song-ice-cream-> (Session 1)
- Book story from the internet <https://storyberries.com/category/stories-about-food-for-kids/> (Session 1)
- Website to make an interactive activity of the food pyramid <https://word-wall.net/es> (Session 2)
- The movie “Meatball’s rain” (Session 3 and 4).
- Flashcards of the previous actions before cooking  
<https://www.goconqr.com/flashcard/31454452/steps-before-cooking->  
(Session 6)
- Timeline with the steps of cooking the pasta and pizza <https://venngage.net/ps/mLZAtp18N4/steps-to-cook-pasta> (Session 6) and  
<https://venngage.net/ps/ekSAJ8CagE8/steps-to-cook-a-pizza>
- The food of a sandwich <https://www.goconqr.com/es-ES/flash-card/31452387/Sin-t-tulo> (Session 7)
- The food of our healthy sandwich in a interactive app <https://word-wall.net/es/resource/17064277>

- Peer evaluation <https://infograph.venngage.com/view/612ef1f8-c3e4-4b43-882c-66a44f8634e5>
- Interactive game to match the food with the name (Session 2)<https://wordwall.net/es/resource/17061856>
- Steps to follow the step on the cooking <https://venngage.net/ps/mLZAtp18N4/steps-to-cook-pasta>
- Flashcards of the nutrients of a sandwich <https://www.gocongr.com/es-ES/flashcard/31452387/Sin-t-tulo>

**PROCEDURE**

**Session 1 “Food song Dance”**

<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
10 minutes	<p>1. T asks question about their own experiences. Ss answer them.</p> <p>-What did you have this morning for breakfast?</p> <p>-Did you like it or not? (Use thumbs up/down to answer this question)</p> <p>-What is your favorite food? (Use of random selection)</p> <p>Scaffolding: My favorite food is xxx</p>	All the class.
10 minutes	<p>2. The T puts a song “Do you like broccoli ice cream”. Link of the video <a href="https://www.youtube.com/watch?v=frN3nvhl-HUk">https://www.youtube.com/watch?v=frN3nvhl-HUk</a></p> <p>T plays the song and stop when an aliment appears, LA helps the Ss on the process of learning the names and how to pronounce the words (language assistant). T play the song a second time,</p>	All the class together.

<p>15 minutes</p>	<p>Ss use thumbs up or down if they like it or not the food on the song.</p> <p>Scaffolding: Flashcards of the aliments of the song.</p> <p>3.Ss have a book that they have to look at and read. They look for the different aliments and food. These stories are part of the reading plan: <a href="https://storyberries.com/category/stories-about-food-for-kids/">https://storyberries.com/category/stories-about-food-for-kids/</a></p> <ul style="list-style-type: none"> <li>- Bastien’s apple salad</li> <li>- Patch la belle</li> <li>- The great cake contests</li> <li>- Jimmy the cat and gardening</li> </ul>	<p>In groups.</p>
	<p>10 minutes</p>	<p>All the class.</p>
<p><b>Session 2 “The food classification”</b></p>		
<p><b><u>Timing</u></b></p>	<p><b><u>Activities (T/ S role)</u></b></p>	<p><b><u>Grouping/spaces</u></b></p>
<p>5 minutes</p>	<p>1.Brainstorming of the nutrients for the class before.</p> <ul style="list-style-type: none"> <li>- How can remember a food from the books and video we watched?</li> </ul>	<p>All the class</p>

15 minutes	<p>Scaffolding: Use of the flashcards with the name and a picture.</p> <p>2.Ss have some questions to respond in groups. In groups they have to answer them.</p> <ul style="list-style-type: none"> <li>- Do you eat sweets every day?</li> <li>-Do you think that is healthy or unhealthy? (Visual support is provided to Ss, they point)</li> <li>- What it is more important to eat the fats, oil or bread and cereals? (Ss go to the pyramid and point).</li> </ul> <p>Scaffolding: A pyramid food sheet in each group.</p>	All the class
15 minutes	<p>3.Ss match the aliments with each group on the pyramid.</p> <p>Scaffolding: Interactive game with a food pyramid where they have to drag the different pictures with the names. T ask where they think the aliment go using a pyramid poster.</p>	All the class
10 minutes	4.Check the answer of the students. T explains briefly the possible difficulties and errors.	All the class
<b>Session 3: "Let's go to the cinema"</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
45 minutes	1.Special activity, watch the movie "Meatball's rain." T plays the movie, Ss need to remember the food they saw on the movie.	All the class



5 minutes	<p>Scaffolding: A picture glossary to circle the food as it appears on the movie.</p> <p>2.Ss list the names of the food they saw. T writes in a whiteboard.</p>	All the class
<b>Session 4 “Let’s go to the cinema”</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
40 minutes	1.Continue watching the movie and completing the picture glossary of food.	All the class
10 minutes	<p>2.T ask questions.</p> <p>- Do you think the food is healthy or unhealthy? Ss need to classify the food they have circled from the movie in a T-diagram.</p>	All the class
<b>Session 5:” Today we are going to be chefs”</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
10 minutes	<p>T ask questions, Ss answer it.</p> <p>-When you go to a restaurant who prepares the food you eat? - What is the work of a chef? - Do they wear uniform? -Do you know how is the uniform they were? - Do you like this job or not?</p> <p>Scaffolding: T has a chef hat, a uniform. As well as visual pictures.</p>	All the class

10 minutes	2. Do a mind map of the knowledge they know about a chef.	All the class
10 minutes	3. Ss order an example of a menu, that is cut it out.	In groups
5 minutes	4. T shows an example of a menu, of a restaurant. T ask: - Do you like this menu? (Use thumbs up/down) - Do you think you can do your own menu?	All the class
15 minutes	4. Using a template like a menu, Ss have to write a menu they will prepare and cook on a restaurant.  Scaffolding: visual aids of the food and their names, teacher or assistant help.	Individually
<b>Session 6: "Let's cook".</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
15 minutes	1. A previous explanation of the things to do before cooking.  Scaffolding: sentence cards Like wash our hands, wear an apron, wear gloves.	All together
20 minutes	2. The cook will explain the utensils that are going to be using in the process of cooking.  Scaffolding: Realia. While the cook is explaining them, they can touch and identify them.  Next, the cook gives Ss the recipes of the pasta and the pizza with the steps. Ss have to read and prepare the ingredients and mime the steps.	All together

40 minutes	<p>3.Ss will cook either pasta or a pizza. Half of them pasta and the other half pizza. Ss will use the tools as well as the nutrients they might need for the cooking.</p> <p>Scaffolding: The recipe and the steps for cooking. The help of the language assistant, the teacher and the cook.</p>	In groups
10 minutes	4.Ss must clean everything once they finish.	In groups
15 minutes	<p>5.Ss will explain how they felt during the process.</p> <ul style="list-style-type: none"> <li>- After the cooking, was tasty your plate?</li> <li>- Did you enjoy the cooking? (Use of thumbs up/down)</li> <li>- When you get home, what are you going to cook?</li> </ul> <p>The next thing, I'm going to cook is...</p>	All the class
20 minutes	6. Ss will make a chef hat, so first write your name, paint and then cut it out.	Individually
<b>Session 7: Making my snack for today</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
10 minutes	<p>1.Ss do brainstorming of the nutrients used in a healthy snack. T writes them down.</p> <p>Scaffolding: A healthy snack has... Flashcards of nutrients.</p>	All the class
10 minutes	2.Ss and T decides 6 of the nutrients of the interactive whiteboard app.	All the class

<p>25 minutes</p>	<p>Scaffolding: A healthy sandwich is made of....</p> <p>3. Ss write down what ingredients they will use in a template done previously in the activity before and draw a picture.</p> <p>Scaffolding: the names of the mind map.</p>	<p>Individually</p>
<p>5 minutes</p>	<p>4. T explains for homework they have to make a sandwich at their home and take a picture. With the chef hat.</p>	<p>Individually</p>
<p><b>Session 8 “The Mediterranean food”</b></p>		
<p><b><u>Timing</u></b></p>	<p><b><u>Activities (T/ S role)</u></b></p>	<p><b><u>Grouping/spaces</u></b></p>
<p>5 minutes</p>	<p>1. Ss have an envelope on the table and have to join the pieces of the food pyramid. Ss answer:</p> <ul style="list-style-type: none"> <li>- What aliment do we eat in the Mediterranean diet?</li> </ul> <p>Scaffolding: Use of the visual pyramid.</p>	<p>In groups</p>
<p>5 minutes</p>	<p>2. Ss have an example of a dish already made they have to discuss.</p> <ul style="list-style-type: none"> <li>- What are the aliments that appear on the dish?</li> <li>- It is healthy or not?</li> <li>- Choose one dish of the picture and compare the healthy and unhealthy ingredients.</li> <li>- What do you think you have to work on?</li> </ul>	<p>In groups</p>

15 minutes	<p>3. T gives Ss a worksheet of with a plate, Ss need to draw their design of a healthy lunch and label the food.</p> <p>Scaffolding: the teacher examples.</p>	Individually
20 minutes	<p>4. Ss do an explanation using the checklist with aspects (healthy lunch, are able to name the ali-ments on the draw, original one)</p> <p>Scaffolding: T has in the whiteboard sentences to describe (from the previous session) about my meal, like:</p> <ul style="list-style-type: none"> <li>- My favorite meal is ...</li> <li>- I design a ....</li> </ul> <p>As well as a poster of the language used in a de-scription in the class.</p>	All the class

### 5.1.3 UNIT 3: KEEPING HEALTHY.

<b><i>DIDACTIC UNIT 3: KEEPING HEALTHY</i></b>
<p><b>Content area:</b> Natural science</p> <p><b>Level:</b> Year 1</p> <p><b>Timing:</b> 8 Sessions</p> <p><b>Description:</b> Students know the actions they need to do, for being healthy and have a healthy live. Once, they found this, they need to change what is wrong for things that are good.</p> <p><b>Product:</b> A schedule of a healthy day</p>
<b>CONTENT</b>
<ul style="list-style-type: none"> <li>• Healthy routines.</li> <li>• Actions for being healthy.</li> <li>• Thing to change.</li> <li>• Language content: Explanation of a schedule.</li> </ul>

<b>COGNITION</b>		
<p style="text-align: center;"><b><u>Learning goals</u></b></p> <ol style="list-style-type: none"> <li>1. To know the meaning of healthy routines.</li> <li>2. To schedule a healthy day routine.</li> <li>3. To compare routines for being healthy.</li> <li>4. To be aware of the learning goals of the lesson.</li> <li>5. To explain a daily healthy routine.</li> </ol>	<p style="text-align: center;"><b><u>Learning standards</u></b></p> <ul style="list-style-type: none"> <li>• Pupils point at some pictures of healthy habits.</li> <li>• Pupils list some action for a healthy person.</li> <li>• Pupils examine the wrong actions and good actions.</li> <li>• Pupils recognize the bad actions and change it into good ones.</li> <li>• Pupils' sort good and bad action for the body.</li> <li>• Pupils' asses a timetable of healthy activities.</li> <li>• Pupils use WALT technique at the beginning of every session.</li> <li>• Pupils describe their own sketch of a healthy day.</li> </ul>	
<b>CULTURE</b>		
<p style="text-align: center;"><b><u>Learning goals</u></b></p> <p>To compare the sport games in the country.</p>	<p style="text-align: center;"><b><u>Learning standards</u></b></p> <p>Pupils identify the main sport of the country.</p> <p>Pupils contrast their country sport with a classmate.</p>	
<b>COMMUNICATION</b>		
<p style="text-align: center;"><b><u>Language of learning</u></b></p> <p><b>Vocabulary of the unit</b></p> <p>Days of the week: Monday, Tuesday, Thursday, Friday.</p> <p>Moment during the day: morning, afternoon, night.</p>	<p style="text-align: center;"><b><u>Language for learning</u></b></p> <p><b>Language for explaining.</b></p> <p>You need to summer, explain the activities, how long this will be, for how long.</p>	<p style="text-align: center;"><b><u>Language through learning</u></b></p> <p>Language through activities</p> <p>Language used in the presentation of the sketch.</p>

<p>Action verbs: run, jump, gym, legs, arm, eating healthy, sleep well.</p> <p>Language of the genre: recount</p> <p>Tense: present simple sentences using have to.</p> <p>Connectors</p> <p>Sequence (first, second, after, before)</p> <p>Exemplification (for example, as an example)</p>	<p><b>Language for sequencing</b></p> <p>First, second, third, the last thing</p> <p><b>Language for description</b></p> <p>This healthy routine is going to be develop for..., on Monday we will start, to continue on Tuesday we will play a game.</p> <p><b><u>Classroom language</u></b></p> <p>How do you spell...?</p> <p>Get on groups.</p> <p>On my week I...play a few sports/go to the park/ do my homework....</p>	<p>Language through peer interaction</p>
<b>ASSESTMENT</b>		
<p><b><u>Evaluate criteria.</u></b></p> <ul style="list-style-type: none"> <li>- To know a healthy habit.</li> <li>- To identify good and bad action related to health.</li> <li>- To explain a healthy day.</li> <li>- To name the different activities and sport that can be played.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Formative <ul style="list-style-type: none"> <li>- Oral presentation</li> <li>- Thumbs up/down for good and bad actions.</li> <li>- Checklist of the progress of the students.</li> <li>- Random selection</li> <li>- Mini whiteboards.</li> </ul> </li> <li>• Summative <ul style="list-style-type: none"> <li>- Teacher rubric</li> </ul> </li> </ul>		

- Evaluations by looking at pictures.

### **ATTENTION TO DIVERSITY**

#### **1. Multimodal input**

- Flashcards
- Videos from internet
- Pictures from a presentation
- Realia
- Personal experiences

#### **2. LOTS**

- Students identify good and actions.
- Students explain at least one healthy activity o routine.

#### **3. HOTS**

- Students change the bad actions to good ones.
- Students make a schedule of a healthy day

### **MATERIALS**

#### **Human resources**

- The natural science teacher (subject teacher)
- The language assistant (language teacher)

#### **Material resources**

##### **Material for a specific activity**

- Timetable
- Table organizer

##### **Materials extra**

- Sport movies
- Sheets of paper
- Book

##### **Materials for scaffolding**

- Flashcards
- Realia
- Videos from the internet



**Digital resources**

- A power point presentation
- Videos from the internet
- A movie related to sports. (Los futbolisimos)

**4.2 SECOND TERM****4.2.1 UNIT 4: FEELING GOOD.*****DIDACTIC UNIT 4: FEELING GOOD*****Content area:** Natural science**Level:** Year 1**Timing:** 8 sessions

**Description:** Student's name and identify the feelings they might have in different situations. As well as learning how to express themselves using the language and by gestures, visual information.

**Product:** A brochure of a feeling**CONTENT**

- Feelings and emotions.
- Actions related to the feelings and emotions.
- Language content: Language used in a brochure

**COGNITION****Learning goals**

1. To know the name of the feelings.
2. To understand the difference between a feeling and an emotion.
3. To interpreted a feeling in from of the class.
4. To use a flashcard to remember their feeling and how to behave.
5. To describe the brochure of the feeling

**Learning standards**

- Pupils list the name of the feelings.
- Pupils identify how we feel.
- Pupils recognize the different feelings on their classmates.
- Pupils demonstrate the feeling of different stories.
- Pupils differentiate the feelings.

		<ul style="list-style-type: none"> <li>• Pupils associate how to behave with the image of the feeling on the flash-card.</li> <li>• Pupils explain the idea of their brochure.</li> </ul>
<b>CULTURE</b>		
<b><u>Learning goals</u></b>	<b><u>Learning standards</u></b>	
To roleplay different feeling in different context.	<p>Pupils understand the feelings in different cultures.</p> <p>Pupils express personal opinions about feelings and emotions.</p>	
<b>COMMUNICATION</b>		
<b><u>Language of learning</u></b>	<b><u>Language for learning</u></b>	<b><u>Language through learning</u></b>
<p><u>Vocabulary of the unit</u></p> <p>Adjectives 1: Happy, sad, angry, hungry,</p> <p>Adjectives 2: tired, bored, scared, hurt, surprise, confused,</p> <p>Adjectives 3: blue, red, yellow and green.</p> <p><u>Language of the genre</u></p> <p>Description</p> <p>Tense: zero conditional, present simple</p> <p>Today I feel happy or sad.</p> <p>How do you feel today?</p> <p>When I am sad, I ...</p> <p>Action verbs like go, walk, dance, think, sleep.</p> <p>Connectors</p>	<p><b>Language for instructions</b></p> <p>You need to follow my instructions, read the questions and answer the questions.</p> <p><b>Language for explaining.</b></p> <p>I feel this way when...,</p> <p>When I'm ... I like to feel... because....</p> <p><b>Language for sequencing</b></p> <p>First, to continue with, secondly, to finish with</p> <p><b>Classroom language</b></p> <p>How are you today?</p> <p>How do you spell that?</p> <p>Today I feel...</p>	<p>Language through the activities</p> <p>Language used in a brochure.</p> <p>Language through interaction</p> <p>Language through understanding the content</p>

Reason and cause (because, to)		
Addition (also)		
<b>ASSESTMENT</b>		
<b><u>Evaluation criteria</u></b>		
<ul style="list-style-type: none"> <li>- To know the names of the feelings</li> <li>- To know how to describe their work using their own words.</li> <li>- To match and related the feelings to personal situations.</li> </ul>		
<b><u>Assessment</u></b>		
<ul style="list-style-type: none"> <li>• Formative <ul style="list-style-type: none"> <li>- Oral presentation of the brochure.</li> <li>- Checklist of the task completed.</li> <li>- Tools for interaction and feedback:</li> </ul> </li> <li>• Summative <ul style="list-style-type: none"> <li>- Rubric for the teacher to assess the mark of the final product.</li> </ul> </li> </ul>		
<b>ATTENTION TO DIVERSITY</b>		
<b><u>Multimodal input</u></b>		
<ul style="list-style-type: none"> <li>- Flashcards with the felling</li> <li>- Labels with the names of the feelings.</li> <li>- A poster with colors of the feelings.</li> <li>- Videos form YouTube</li> </ul>		
<b><u>LOTS</u></b>		
<ul style="list-style-type: none"> <li>- Students know the names of the feelings.</li> </ul>		
<b><u>HOTS</u></b>		
<ul style="list-style-type: none"> <li>- Students describe their work of the brochure.</li> <li>- Students analyze the effects of the feelings in a person.</li> <li>- Students explain how they feel.</li> </ul>		
<b>MATERIALS AND RESOURCES</b>		
<b><u>Human resources</u></b>		
<ul style="list-style-type: none"> <li>- Natural science teacher (subject teacher)</li> </ul>		

- Language assistant (language teacher)
- Tutor of the students

**Materials**

Materials for specific activities

- Flashcards with the feelings.
- Cardboard, felt tips, glue, scissor.
- Pictures of the faces and feelings
- Image from magazines

Materials for extra activities

- Worksheets with stories of the different feeling.
- Worksheets for relating the names and the feelings.
- Labels of the feelings.

Scaffolding

- Label with names of the feeling
- A power point with pictures and sentences to express what they feel.

**Digital resources**

- A power point presentation with the topic of the feeling.
- Songs about feeling.
- The movie “Inside out”.

4.2.2 UNIT 5: KNOWING ABOUT ME AND MY FRIENDS.

<b><i>DIDACTIC UNIT 5: KNOWING ABOUT ME AND MY FRIENDS</i></b>
<p><b>Content area:</b> Natural science</p> <p><b>Level:</b> Year 1</p> <p><b>Timing:</b> 8 sessions, 4 weeks</p> <p><b>Description:</b> Students learn about their family, the members of their family and how they feel when they are together. Also, about their friends.</p> <p><b>Product:</b> A description of their own family using a tree diagram.</p>
<b>CONTENT</b>
<ul style="list-style-type: none"> <li>• Role of the family.</li> </ul>

<ul style="list-style-type: none"> <li>• The family</li> <li>• Importance of the friends.</li> <li>• Expressing my feeling when I am with friends and family.</li> <li>• Language content: Description of their family.</li> </ul>		
<b>COGNITION</b>		
<p><b><u>Learning goals</u></b></p> <ol style="list-style-type: none"> <li>1. To understand what function has each member of the family.</li> <li>2. To relate the names and members of my family.</li> <li>3. To use a diagram tree to represent the members of my family.</li> <li>4. To describe their own family tree diagram.</li> </ol>	<p><b><u>Learning standards</u></b></p> <ul style="list-style-type: none"> <li>• Pupils list the names of the members of their family.</li> <li>• Pupils identify the paper they have inside the structure of the family.</li> <li>• Pupils classify them into the different group in a family (cousin, sister)</li> <li>• Pupils establish a relationship between them.</li> <li>• Pupils select the information they might need to complete the diagram.</li> <li>• Pupils assess the places they have inside the tree diagram.</li> <li>• Pupils explain the tree diagram of their family.</li> </ul>	
<b>CULTURE</b>		
<p><b><u>Learning goals</u></b></p> <p>To know the families (members, organization) from other places.</p>	<p><b><u>Learning standards</u></b></p> <p>Pupils recognize the structure of their own family.</p> <p>Pupils compare their family with a different one.</p>	
<b>COMMUNICATION</b>		
<p><b><u>Language of learning</u></b></p> <p><b><u>Vocabulary of the unit:</u></b></p> <p>Family members: mother, father, sister, brother, cousin, uncle,</p>	<p><b><u>Language for learning</u></b></p> <p><b><u>Teacher instruction</u></b></p> <p>Complete the activities, ask your parent about your family members, complete the</p>	<p><b><u>Language through learning</u></b></p> <p>Language through activities.</p>

<p>aunt, grandmother, grandfather, niece, nephew.</p> <p>Types of clothes: high heels, skirt, jeans, t shirt,</p> <p>Feelings: Happy, sad, excited, bored.</p> <p>Adjectives: generous, patience, punctual, friendly.</p> <p>Roles on the family: work, study, clean, help, tidy, pay.</p> <p>Types of families: Nuclear, extended, joing, blended, the ones you choose.</p> <p><b><u>Language of the genre:</u></b> explanation of a tree diagram</p> <p>Tense: Present simple In my house we live number people... We live in a big or small flat/house... My mother/father is called... Connectors</p>	<p>sheet of paper, explain the members of your family.</p> <p><b><u>Language for explaining.</u></b> My family is form, I have one/two brothers, their names are, he/she is... years.</p> <p><b><u>Language for likes and dislikes:</u></b> I like my family because... I dislike my brother because...</p> <p><b><u>Classroom language</u></b> Can you put down the blinds? We'll finish this exercise next lesson. You need to talk about your family.</p>	<p>Language through interaction.</p> <p>Language used of memorizing.</p> <p>Language used in the final presentation. Explanation of your family tree.</p>
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<p>Order (first, next to, second, following them) Reason and cause (because)</p>		
<b>ASSESTMENT</b>		
<p><b><u>Evaluation criteria</u></b></p> <ul style="list-style-type: none"> <li>- To know the type of family they live in.</li> <li>- To identify the members that are parts of their family.</li> <li>- To describe the family using a tree diagram.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Formative             <ul style="list-style-type: none"> <li>- Oral presentation.</li> <li>- Checklist of how they are improving.</li> <li>- Working in groups, altogether. (If they help, participate, look at other's needs)</li> <li>- Thumbs up/down</li> <li>- Mini whiteboards</li> <li>- Random selection</li> </ul> </li> <li>• Summative             <ul style="list-style-type: none"> <li>- Teacher rubric for the final assessment.</li> </ul> </li> </ul>		
<b>ATTENTION TO DIVERSITY</b>		
<p><b><u>Multimodal input</u></b></p> <ul style="list-style-type: none"> <li>- Flash cards with the family members.</li> <li>- Flashcards with the adjectives.</li> <li>- YouTube song (be yourself).</li> <li>- YouTube song" travell song"</li> </ul> <p><b><u>LOTS</u></b></p> <ul style="list-style-type: none"> <li>- Students identify the member of your family.</li> <li>- Students ask their parents about information of your family.</li> <li>- Student's name what type of family is yours.</li> </ul>		

**HOTS**

- Students explain your family structure using a tree diagram.
- Students compare your family with one of a different country.

**MATERIALS AND RESOURCES****Human resources**

- The natural science teacher (subject teacher)
- The language assistant (language teacher)
- The tutor of the class.

**Materials**

## Extra activities

- Play a game of cards, called the families.
- Watch the series "80 day to travel around the world".  
<https://www.youtube.com/watch?v=f6BQgoJfR0A>  
<https://www.youtube.com/watch?v=1XNIOLGUnQ4>

## Scaffolding

- Questions in the whiteboard of the game who who is.
- Use of gestures to understand the actions, transports.
- Imagine with names to help the students on the bingo.
- Pictures with the family member with their ages.
- Questionnaire to the parents.
- Sentences written down in the mini whiteboard.

**Digital resources**

- Song "Be yourself" <https://www.youtube.com/watch?v=NxzUoJsXrdU>  
(Session 1)
- Song "Travel song" <https://www.youtube.com/watch?v=t3tMvledlgU>

**PROCEDURE****Session 1 "Describing myself"**

<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
15 minutes	1.Ss will listen to the song "Be yourself" and use TPR to do some actions. Link	All the group.



<p>25 minutes</p>	<p><a href="https://www.youtube.com/watch?v=NxzUo-JsXrdU">https://www.youtube.com/watch?v=NxzUo-JsXrdU</a></p> <p>2. Ss need to describe themselves of how they look like. T gives an example.</p> <p>“My name is Verónica, and I wear glasses and usually high heels”.</p> <p>Ss do something similar but refer to them.</p>	<p>Individually</p>
<p>15 minutes</p>	<p>3.Ss choose a piece of paper with the name of a classmate and play who is who.</p> <p>Scaffolding: in the interactive whiteboard examples of questions, they can ask.</p>	<p>All the class together</p>
<p><b>Session 2 “I learn how to behave”</b></p>		
<p><b><u>Timing</u></b></p>	<p><b><u>Activities (T/ S role)</u></b></p>	<p><b><u>Grouping/spaces</u></b></p>
<p>10 minutes</p>	<p>1.Ss play a game, where they have to match the action to the name. Then they perform it in pairs.</p>	<p>In pairs</p>
<p>10 minutes</p>	<p>2.T asks if the action is good and bad.</p> <p>Scaffolding: In the whiteboard a piece of paper with this sentence:</p> <p style="padding-left: 40px;">- These actions are bad because ....</p>	<p>All the class</p>
<p>15 minutes</p>	<p>3.Ss have a piece of paper cut it out. Where they have to classify the action in things that people like or not.</p> <p>4.T explains the meaning and uses an example of the action, so they are able to understand.</p>	<p>In groups</p> <p>All group</p>

10 minutes	Scaffolding: use of gestures.	
<b>Session 3 “Explaining the adjectives”</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
5 minutes	1. Brainstorming of the adjectives we can use to describe someone.	All together  In groups
10 minutes	2. Ss match the name with an image of an action. Scaffolding: images of pictures	Individually
15 minutes	3. Ss complete a sheet of paper with a T-diagram with good and not very good personal things.	Class group
20 minutes	4. Ss put in common their answer, looking in a general point of view. T has a big cardboard to see if there are more negative than positive ones. Ss explained them a little bit. Scaffolding: The things I’m good at are .... The things I need to improve are... In the whiteboard there will be some flashcard with the names of the things and action.	
<b>Session 4 “The family members”</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
5 minutes	1. T asks questions to activate the knowledge of the students. - Do you like your family? (Use thumbs up/down) - How many brothers or sister do you have? (Use of the mini whiteboards) - Do you live with your grandparents? (Use thumbs up/down)	All the class

15 minutes	Scaffolding: images on flashcards.  2.T uses some flashcards with imagines of different families' members. That they have to read and repeat after the language assistant.	All the class
15 minutes	3.Ss play a bingo about the vocabulary of the family members.  Scaffolding: In a ppt they can see have the image with the word.	Individually
10 minutes	4.Ss draw a picture of their family and label the members using the vocabulary on the flashcards.	Individually
<b>Session 5" Contrasting my family with others"</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
10 minutes	1.T plays the song "Travell song" twice. Link <a href="https://www.youtube.com/watch?v=t3tMvledlgU">https://www.youtube.com/watch?v=t3tMvledlgU</a>  Ss have to listen to it once. Before the second time they think as a class for a gesture for the song and use TPR.	All the group
10 minutes	2.T asks questions about:  - Have you ever travelled to another country?  -What transport did you use to get there? (Make the gesture from the video)  -Did you have the opportunity to see people's clothes, what did they look like? how did they live?	All the class

15 minutes	<p>Scaffolding: an example of a country, a person from there and typical clothing.</p> <p>3.Ss have to read a short text with highlighted words that refer to:</p> <ul style="list-style-type: none"> <li>- A African family</li> <li>- An Indian family</li> <li>- An Esquimalt family</li> <li>- A Chinese family</li> </ul> <p>Scaffolding: A ppt with the table and the important aspects for Ss to complete a worksheet.</p>	In groups
5 minutes	<p>3. Ss have some features related to this families like clothing, a flag and a map of the countries. Ss have to match them.</p> <p>Scaffolding: use of pictures.</p>	In groups
5 minutes	<p>5.T asks about what their favorite type of family is? (Random selection)</p> <p>Scaffolding: a sentence card on the wall</p> <p>I PREFER THE _____ FAMILY BECAUSE THEY LOOK (flashcards where they have an adjective, elegant, original, fun, different).</p>	Individually
<b>Session 6 “write a letter to someone”</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
5 minutes	1.Ss play a memory with the family members. Match the name with the picture.	In groups
15 minutes		All the group

10 minutes	2.T reads a short story about friends and Ss listen and need to remember the friends of the story.	In groups
	3.Ss need to order a letter to a friend that has been cut out.	
15 minutes	4. Ss use a template of a letter to label the parts (date, greeting, closing Ss are going to write a letter using this template.	Individually
10 minutes	5.Ss writes positive things related to friendship (exit slips). Ss start writing long sentences saying something good and positive to a classmate.	Individually
<b>Session 7 “Talking about my family “</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Grouping/spaces</u></b>
15 minutes	1.Ss write a letter to a friend using the writing frame provided in the previous session. Scaffolding: The teacher and the language assistant support Ss during the writing process. If Ss need they write the beginning of the sentences on the board and Ss finish them.	Individually
15 minutes	2. Ss send the letter to their friends using a letter box and the T hands out the letters. Ss read them and say thank you to their friend.	All the class
10 minutes	3. T asks questions: - Is your family big or small? - How can you know all the members of your family? (The T shows the family tree of her family).	All the class

5 minutes	<p>4. T explains the information that is going to be used in the next session. Ss need to ask personal information of their family for next session.</p> <p>Scaffolding: a questionnaire to collect the information to complete the tree diagram.</p>	All the class
<b>Session 8 “Explaining my family “</b>		
<p><b><u>Timing</u></b></p>	<p><b><u>Activities (T/ S role)</u></b></p>	<p><b><u>Grouping/spaces</u></b></p>
5 minutes	<p>1.T shows a picture of an empty tree diagram, she asks.</p> <ul style="list-style-type: none"> <li>- Who knows what is this?</li> <li>-What is it used for?</li> </ul>	All the class
15 minutes	<p>2.Ss need to order the names of the members of a family. They must go from the oldest to the youngest.</p> <p>Scaffolding: Behind the picture, they have the ages of the family member.</p>	In groups
10 minutes	<p>3.Ss complete the information with the names of their family members on a worksheet.</p> <p>Ss write using full sentences.</p> <p>Scaffolding: In the whiteboard they have the sentences they need to copy. They only need to fill up with their names.</p> <p>For example, “My grandfather is (name)... and he is ... years”.</p>	Individual

20 minutes	4.Ss do a personal presentation of their family using the tree diagram and the sentences.	Individual
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#### 4.2.3 UNIT 6: I AM OLDER

<b><i>DIDACTIC UNIT 6: I AM OLDER</i></b>	
<p><b>Content area:</b> Natural science</p> <p><b>Level:</b> Year 1</p> <p><b>Timing:</b> 8 sessions, 4 weeks</p> <p><b>Description:</b> Students understand the importance of being responsible as well as the respect for the values of the society. As they get older, they become role models for younger kids and must behave according to their age.</p> <p><b>Product:</b> To make a collage of the most important values for them.</p>	
<b>CONTENT</b>	
<ul style="list-style-type: none"> <li>• Correct and incorrect things.</li> <li>• Responsibilities.</li> <li>• Values</li> <li>• Language content: Language used on the captions of the collage.</li> </ul>	
<b>COGNITION</b>	
<p style="text-align: center;"><b><u>Learning goals</u></b></p> <ol style="list-style-type: none"> <li>1. To know the meaning of responsibilities.</li> <li>2. To analyze their responsibilities (academic and personal).</li> <li>3. To use a checklist to assess their collage.</li> <li>4. To create a collage of a value of the most important value for them and write a caption to explain it.</li> </ol>	<p style="text-align: center;"><b><u>Learning standards</u></b></p> <ul style="list-style-type: none"> <li>• Pupil’s name all the responsibilities they may have.</li> <li>• Pupils illustrate different responsibilities they have.</li> <li>• Pupils recognize their responsibilities.</li> <li>• Pupils classify the responsibilities into academic and personal.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils assess the values they learn.</li> <li>• Pupils compare the values learn at home and at school.</li> <li>• Pupils explain the value in the collage.</li> </ul>
<b>CULTURE</b>		
<b><u>Learning goals</u></b>	<b><u>Learning standards</u></b>	
To create a personal pyramid with the most important values of the society.	Pupils list the values.  Pupils establish a personal opinion them from the most to less important.	
<b>COMMUNICATION</b>		
<b><u>Language of learning</u></b>	<b><u>Language for learning</u></b>	<b><u>Language through learning</u></b>
<b>Vocabulary of the unit</b>  Adjectives: Kindness, patience, gratitude, love, forgiveness  Materials: feathers, cardboard, magazine/newspaper pictures, felt tips, colour pens, silk paper, tempera.  <b>Language of the genre:</b> explanation  Defend their opinion, describe the value, describe what they have made.  Tense: present simple  Use of personal sentences like:  In mi opinion I think the most important value is...  For me...	<b>Teacher instruction:</b>  You need to do, explain a situation, this is important because...  <b>Language for designing:</b>  You need to create, imagine what materials you can use, make something the knowledge clear as well as visual.  <b>Language for explaining:</b>  My responsibilities are, I like this value because, If I act good, I will help..., I see this value in so many times, like ....  <b>Classroom language</b>  You need to think of an important value for you.	Language through activities  Language through interaction.  Language through the final presentation of the collage.  Language through the interaction with the LA.



<p>Some of the good actions are...</p> <p>Superlative</p> <p>the most important value is...</p> <p>Connectors</p> <p>Reason and cause (because, because of)</p> <p>Exemplification (for example)</p>	<p>Put you hand up if you have any doubt.</p> <p>Get into groups of four.</p>	
<b>ASSESTMENT</b>		
<p><b><u>Evaluation criteria</u></b></p> <ul style="list-style-type: none"> <li>- To express their own ideas.</li> <li>- To name the values that are familiar for them.</li> <li>- To classify the ones, learn at school and the ones at home.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Formative             <ul style="list-style-type: none"> <li>- Mini whiteboards</li> <li>- Random selection</li> <li>- Checklist of the items evaluated in the collage.</li> </ul> </li> <li>• Summative             <ul style="list-style-type: none"> <li>- Teacher rubrics for the presentation.</li> <li>- Mini quiz of the meaning of responsibilities and good or bad action that people do.</li> </ul> </li> </ul>		
<b>ATTENTION TO DIVERSITY</b>		
<p><b><u>Multimodal input</u></b></p> <ul style="list-style-type: none"> <li>- Flashcards of the values</li> <li>- Labels with the names</li> <li>- Personal experiences</li> <li>- Videos from the internet</li> </ul> <p><b><u>LOTS</u></b></p> <ul style="list-style-type: none"> <li>- Students identify behaviors of responsibility in their lives.</li> <li>- Students name three responsibilities.</li> </ul>		

**HOTS**

- Students describe the good and bad actions.
- Students explain the values, with examples.

**MATERIALS AND RESOURCES****Human resources**

- The natural science teacher (subject teacher)
- The language assistant (language teacher) support on the language these are the pronunciation or the scaffolding.
- The teacher of “Educación en valores”.

**Materials****Material for extra activities**

- Worksheet of matching and coloring pictures.
- Story books with a moral message.

**Scaffolding**

- The teacher support on the language.
- Labels of important words.
- Flashcards to support the name of the values.
- Videos revising the names.
- Visual pictures.
- Worksheet about the grammar.

**Digital resources**

- Story of the small price about different values.  
[https://www.youtube.com/watch?v=0RuGQ\\_KMXj8](https://www.youtube.com/watch?v=0RuGQ_KMXj8)
- Game about values, board game. <https://www.kwaliteit-enspel.nl/en/card-games/the-values-game>
- Book online to read, made by kids <https://freekidsbooks.org/human-values-foundation-stories-on-values-2019-edition-by-children-for-children/>

**4.3 THIRD TERM****4.3.1 UNIT 7: A VIEW OF NATURE.**

### ***DIDACTIC UNIT 7: A VIEW OF NATURE***

**Content area:** Natural science

**Level:** Year 1

**Timing:** 8 sessions, 4 weeks

**Description:** Students identify an object as non-living and an animal as a living organism. Then, they are able to understand the differences between them.

**Product:** A debate of the differences of the living and non-living organisms.

#### **CONTENT**

- Difference between a living organism and nonliving.
- Living organisms and their characteristics
- Non-living organisms and their characteristics.
- Language content: Language used in a debate.

#### **COGNITION**

##### Learning goals

1. To know the meaning of a living and non-living organism.
2. To analyse the main differences between the living and non-living things.
3. To use a visual mind map to understand the differences between living and non-living things.
4. To debate about the main differences of the living and non-living organism.

##### Learning standards

- Pupils describe the concept of living and non- living.
- Pupils name the main differences.
- Pupils difference a living organism and non-living.
- Pupils contrast the characteristic of a living and a non-living organism.
- Pupils identify the differences on a Ven Diagram and realize the relationship between the information and the type of visual organizer they are using.
- Pupils argue about the main differences and what they have in common.

		<ul style="list-style-type: none"> <li>To create an argument about their differences.</li> </ul>
<b>CULTURE</b>		
<p><b><u>Learning goals</u></b></p> <p>To identify the relevance of the living organism to the society.</p>		<p><b><u>Learning standards</u></b></p> <p>Pupils identifies the more important aspects of our society.</p> <p>Pupils relates the effect of our actions.</p>
<b>COMMUNICATION</b>		
<p><b><u>Language of learning</u></b></p> <p><b>Vocabulary of the unit:</b></p> <p>Living organism: People, cats, dogs, plants, animals, bird.</p> <p>Non-living organism: table, chair, pencil, house, television, paper.</p> <p><b>Language of the genre: Debate</b></p> <p><u>Tense:</u> Present tense</p> <p>Comparison sentences between living and nonliving.</p> <p>This happens...</p> <p>The difference are...</p> <p>That is true but,,</p> <p><u>Connectors</u></p> <p>Contrast (but)</p> <p>Addition (and)</p>	<p><b><u>Language for learning</u></b></p> <p><b>Teacher instruction</b></p> <p>First, we are going to sing a song, al, together, also we are going to make some gestures to relate the names.</p> <p><b>Language for explaining:</b></p> <p>In the world we have thing that can move and things that cannot, these are called,</p> <p><b>Language for debating:</b></p> <p>First, I like to say that, however the idea of xxx, your ideas in not correctly, but this is more important to us because...</p> <p><b>Classroom language</b></p> <p>Would you give us an example?</p> <p>Like this, not like that.</p>	<p><b><u>Language through learning</u></b></p> <p>Languages through activities.</p> <p>Language through the participation in a debate.</p> <p>Language through interaction.</p> <p>Programación General Anual Aprendizaje Integrado Contenido y Lenguaje (AICLE) Ciencias Naturales 1º de Educación Primaria</p>

## ASSESTMENT

### Evaluation criteria

- To know what a living and a non-living organism is.
- To understand the difference between them.
- To explain what they have in common and not.

### Assessment

- Formative
  - A one-minute paper of what they remember.
  - Mini whiteboards
  - Exit slips.
  - Checklist for active observation.
  - Random selection.
  - Checklist of the use of language in the class.
- Summative
  - Test at the end of the unit using google forms.
  - Teacher rubric to evaluate the debate.

## ATTENTION TO DIVERSITY

### Multimodal input

- Imagines of living and nonliving things.
- Flashcards of living and non-living organism with the names of the objects and animals.
- Labels of the different words that appear on the unit. Like: tree, house, flower, bed, cat, desk, chair....

### LOTS

- Students know what a living and non-living organism is.
- Students list the characteristics.

### HOTS

- Students difference the living organism from the non-living using the characteristics.
- Students give 5 examples of living and non-living organism.

### MATERIALS AND RESOURCES

#### Human resources

- The natural science teacher (subject teacher)
- The language assistant (language teacher)

#### Materials

- Realia (say what...)
- Animals (like a pet it could be a cat or dog)
- Worksheet to learn the names of the objects.
- Worksheet to color the imagines of...

#### Scaffolding

- Visual aids, such as pictures
- A power point with the imagines and some tips (the language, the name of the things)
- Flashcards.

#### Digital resources

- Video of the living and non-living organism.
- Game about living and non- living, that can be used as a refreshment. The link <https://www.eslgamesplus.com/living-and-non-living-things-science-monkey-game/>
- Google form to assess the student the knowledge of the students.

#### 4.3.2 UNIT 8: AN ANIMAL WORLD.

### ***DIDACTIC UNIT 8:AN ANIMAL WORLD***

**Content area:** Natural science

**Level:** Year 1

**Timing:** 8 sessions, 4 weeks.

**Description:** Students identify and list animals that are vertebrates as well as invertebrates, saying a few examples. As well as they are able to compare them and spot the difference of them. As a way of demonstrating their knowledge.

**Product:** Poster of their favorite animal and their characteristic.

### CONTENT

<ul style="list-style-type: none"> <li>• Vertebrates' animals</li> <li>• Invertebrates' animals</li> <li>• Domestic and wild animals.</li> <li>• Language content: Language used to create and describe a poster.</li> </ul>		
<b>COGNITION</b>		
<p><b><u>Learning goals</u></b></p> <ol style="list-style-type: none"> <li>1. To know the vertebrates and invertebrates' animals.</li> <li>2. To analyse differences between vertebrate and invertebrate animals.</li> <li>3. To use a tree chart to name and list the characteristic and animals of each group.</li> <li>4. To describe the animal that appears on the poster.</li> </ol>	<p><b><u>Learning standards</u></b></p> <ul style="list-style-type: none"> <li>• Pupils list a few animals.</li> <li>• Pupils classify them into vertebrates and invertebrates.</li> <li>• Pupils relate the animal to each group.</li> <li>• Pupils contrast information between vertebrates and invertebrates</li> <li>• Pupils select the most important aspects.</li> <li>• Pupils' asses the using the tree chart.</li> <li>• Pupils describe their knowledge about their favorite animal.</li> </ul>	
<b>CULTURE</b>		
<p><b><u>Learning goals</u></b></p> <p>To see the fauna of the different countries.</p>	<p><b><u>Learning standards</u></b></p> <p>Pupils identify and name the animals.</p> <p>Pupils investigate information about them.</p>	
<b>COMMUNICATION</b>		
<p><b><u>Language of learning</u></b></p> <p>Vocabulary of the unit</p>	<p><b><u>Language for learning</u></b></p> <p>Language for comparing:</p> <p>The xxx is bigger than xxx, however the xxx is smaller xxx.</p>	<p><b><u>Language through learning</u></b></p>

<p>Types of animals: Vertebrates, invertebrates, mammals, reptiles, amphibians, fish, birds, insects</p> <p>List of animals: Crocodile, fly, parrot, kangaroo, tiger, lion, zebra, hippopotamus, leopard, monkey.</p> <p>Parts of the body: fur, legs, wings, plumage, peak,</p> <p><b><u>Language of the genre</u></b></p> <p>Description</p> <p>Tense Present tenses</p> <p>The characteristic of this animals are...</p> <p>Their abilities are...</p> <p>They have ...legs with</p> <p><b><u>Connectors</u></b></p> <p>Reason and cause (because, because of)</p> <p>Contrast (but, however, while)</p>	<p><b>Language for sequencing</b></p> <p>In the first session we will work on..., then you need to work on..., do the activities individually or in groups of...</p> <p><b>Classroom language</b></p> <p>Stand up.</p> <p>Can you put the blinds down?</p> <p>Who likes Disney movies?</p>	<p>Language through activities.</p> <p>Language through the presentation of a personal poster.</p> <p>Language through peer interaction.</p>
<p><b>ASSESTMENT</b></p>		
<p><b><u>Evaluation criteria</u></b></p> <ul style="list-style-type: none"> <li>- To know the classification of the animals (vertebrates and invertebrates).</li> <li>- To name animal that are from each group.</li> <li>- To know the difference between the wild and domestic animal.</li> </ul>		



- To create a mural and be able to explain the work.
- To describe the characteristics of the animals using their own words.

### **Assessment**

- Formative
  - Gyrotory folder as a brainstorming of the ideas learnt on the previous sessions.
  - Checklist of the representation. Things to be evaluate language, implication on the work, effort.
  - Thumbs up/down, for this they like or not or yes to know. An example if the like or not the visit.
  - Mini whiteboards.
- Summative
  - Kahoot about the animals (short question, true and false)
  - Teacher rubric for the final task. (Description of the animal, the reason of why it is the favorite animal, different materials)

### **ATTENTION TO DIVERSITY**

#### **Multimodal input**

- Books.
- Songs of Disney movies.
- Song about the classification of the animals.
- Worksheets of paper to work on the animals.

#### **LOTS**

- Students name at least three animals of vertebrates and invertebrates.
- Students identify the main difference between wild and domestic animals.

#### **HOTS**

- Students create a personal mural and explain it.
- Students formulate their knowledge using their own words.
- Students investigate information on the internet.

### **MATERIALS**

#### **Human resources**

- The natural science teacher (subject teacher)

- The language assistant (language teacher)
- The zoo guide.

**Materials**

**Extra activities**

- Worksheets about animals (classification, names, for matching, information about them).
- Memory game

**Scaffolding**

- The language assistant on the pronunciation of the words.
- Big piece of paper with the structure of the comparison sentences.
- Worksheet of paper with all the animals.
- Visual pictures on the books.
- Pictures of the animals.

**Digital resources**

- The kahoot
- Song of animal classification.  
<https://www.youtube.com/watch?v=GfCRaUXlfiw> (Session 1)
- Song about the animals <https://www.youtube.com/watch?v=wCfWmlnJl-A>  
(Session 2 )
- **Songs for the theater:**
  - ✓ <https://www.youtube.com/watch?v=-WcHPFUwd6U> Tarzan
  - ✓ <https://www.youtube.com/watch?v=-WcHPFUwd6U> The jungle book
  - ✓ <https://www.youtube.com/watch?v=GibiNy4d4gc> The lion king

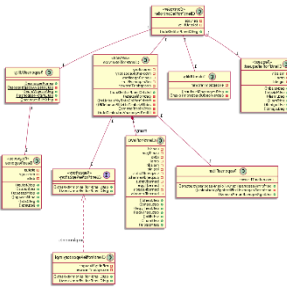
**PROCEDURE**

**Session 1 “How many animals I know”**

<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Group- ing/spaces</u></b>
10 minutes	1.Brainstorming of the animal that Ss may know.	All the class

10 minutes	2.T has some flashcards about animals, that they have to call out the names. Scaffolding: language assistant to support the student's pronunciation.	All the class
15 minutes	3.Ss play a bingo with different animals. Ss look at the whiteboard and cross out the ones they have. Scaffolding: use of pictures of the animals.	
10 minutes	4.Brainstorming: - Are these animals the same, looking at their size, weight, skeleton? -What difference can you see? Scaffolding: The use of the comparison. The ... is bigger than...	In groups
		All the class
<b>Session 2 "Found the animal"</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Group- ing/spaces</u></b>
10 minutes	1.Ss watch a video where they have to circle the animals that appear on the video. <a href="https://www.youtube.com/watch?v=GfCRaUXIfiw">https://www.youtube.com/watch?v=GfCRaUXIfiw</a> Scaffolding: a sheet of paper with lots of animals.	All the class
5 minutes	2.Ss have to construct a puzzle of the animal's classification.	In groups
10 minutes	3.Ss classify the animals they show on the video into the different groups. Scaffolding: In the whiteboard they have some key words.	In groups

10 minutes	4.Ss match the name and the pictures of the animals, playing a memory.	In groups
10 minutes	5.Ss write in a mural an animal they learnt. (Exit slips) Scaffolding: names of the sheet of paper written down.	All the group
<b>Session 3 “What I am?”</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Group- ing/spaces</u></b>
10 minutes	1.T plays a song twice. Ss think of a gesture, the second time the Ss sing and do the gestures. <a href="https://www.youtube.com/watch?v=wCfWmlnJl-A">https://www.youtube.com/watch?v=wCfWmlnJl-A</a>	All the group
15 minutes	2. Ss have different pictures of animals, they need to find the animal they are. Ss need to ask questions to the team to find what animal they are. Scaffolding: On the whiteboard they have examples of questions like <ul style="list-style-type: none"> <li>- Can I fly?</li> <li>- Am I big?</li> <li>- Do I live in the water?</li> </ul>	Group work
15 minutes	3.T asks the Ss what animals they were. Use a visual organizer UML diagram with the picture of the game.	All the class

<p>10 minutes</p>	<p>Ss need to classify them into vertebrate and invertebrates.</p>  <p>- Do you know if these animals can be classified?</p> <p>-</p> <p>4.Ss say their favorite animal</p> <p>Scaffolding: My favorite animal is...</p>	<p>All the group</p>
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**Session 4 “The Disney movies”**

<u>Timing</u>	<u>Activities (T/ S role)</u>	<u>Grouping/spaces</u>
<p>10 minutes</p>	<p>1.T asks:</p> <p>-who likes Disney movies? (Thumbs up/down)</p> <p>-What animals can we see in those movies? The L1 is welcome, to say the names of the animals.</p>	<p>All the group.</p>
<p>10 minutes</p>	<p>2.Ss are going to look for the following books and look for the animals they appear.</p> <ul style="list-style-type: none"> <li>• Jungle book</li> <li>• The lion king.</li> <li>• Tarzan</li> </ul> <p>Scaffolding: Visual pictures on the books.</p>	<p>Group work</p>
<p>5 minutes</p>	<p>3.Ss join in groups pictures of animals with the name of Disney movies.</p> <p>T explains they need to choose to be one animal. Ss choose.</p>	<p>Group work</p>

<p>5 minutes</p>	<p>4.T describes the work they are going to a theater of a movie. Ss choose to be one animal.</p> <ul style="list-style-type: none"> <li>- Jungle book → monkeys, bear, cougar.</li> <li>- The lion king → lions, zebras, giraffes, elephants.</li> <li>- Tarzan → Human boy, gorillas, snakes.</li> </ul> <p>The activity is to prepare a choreography to a song of the movie.</p>	<p>Group work</p>
<p>15 minutes</p>	<p>5.Ss talk to the group. T moves from group to group playing the song.</p> <p>Tarzan → <a href="https://www.youtube.com/watch?v=-WcHPFUwd6U">https://www.youtube.com/watch?v=-WcHPFUwd6U</a></p> <p>Jungle book → <a href="https://www.youtube.com/watch?v=ud5J7Ye332">https://www.youtube.com/watch?v=ud5J7Ye332</a></p> <p>The lion king → <a href="https://www.youtube.com/watch?v=GibiNy4d4gc">https://www.youtube.com/watch?v=GibiNy4d4gc</a></p>	<p>All the class</p>
<p>5 minutes</p>	<p>6.T closes the class, remembering tomorrows they have to do the theater.</p>	<p>All the class</p>
<p><b>Session 5 “let’s be actors in a play”</b></p>		
<p><b><u>Timing</u></b></p>	<p><b><u>Activities (T/ S role)</u></b></p>	<p><b><u>Group-ing/spaces</u></b></p>
<p>5 minutes</p>	<p>1.Ss have to construct a sheet of paper cut it out of an animal in the place they live.</p>	<p>In groups</p>
<p>15 minutes</p>		

	<p>2.Ss have to explain the final picture they have and explain it.</p> <p>Scaffolding:</p> <p>The animals are/is..</p> <p>The live in ...</p> <p>The weather is...</p> <p>Also, some words in the whiteboard relates to each category.</p>	All the class
15 minutes	<p>3.Ss represent the song. Once they finish, they have to explain a little bit of the fauna and the place where they live.</p>	All the class
10 minutes	<p>4.Peer assessment for voting for the one the liked more. Ss of the winner group have a special price.</p>	Individual
5 minutes	<p>5.T says the winner and the special price.</p>	All the class
<b>Session 6: “let’s go to the zoo”</b>		
<p><b><u>Timing</u></b></p> <p>2 hours long.</p>	<p><b><u>Activities (T/ S role)</u></b></p> <p>There will be two activities carry out during the visit to the zoo. As well as going through all the animals we can find in this place. SS will be divided into two smaller groups.</p> <p>Activity 1: Feed the goats as well as brush the fur.</p> <p>Activity 2: Make cheese from the milk of the goat.</p>	<p><b><u>Group- ing/spaces</u></b></p> <p>In two smaller groups.</p>

	<p>The tour guided will explain detail information of each animal. Ss have a booklet to draw each animal and write down the following information:</p> <ul style="list-style-type: none"> <li>- Name:</li> <li>- Type:</li> <li>- Characteristic:</li> </ul>	
<b>Session 7 “Thinning about all the animals”</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Group- ing/spaces</u></b>
5 minutes	<p>1.Brainstroming:</p> <ul style="list-style-type: none"> <li>- What was your favorite animal?</li> <li>-You were scared of any animal?</li> <li>- What is the animal that you don’t like?</li> </ul>	All the class
15 minutes	<p>2.Ss play a domino. Ss join the pieces. One is a picture and the other one something of the animal. Scaffolding: they have an example already done.</p>	In groups
15 minutes	<p>3.Ss to do the mindmap in grops, using pictures of the animals and pasting them as examples at the end of the branches of the mindmap</p>	In groups
10 minutes	<p>4.Ss have a piece of paper with some sentences they have to complete. This paper has an example of the sentences use in a poster presentation. Scaffolding: with words inside a box and some highlighted words.</p>	In groups
<b>Session 8 “My favorite animal is...”</b>		
<b><u>Timing</u></b>	<b><u>Activities (T/ S role)</u></b>	<b><u>Group- ing/spaces</u></b>
5 minutes	1.Brainstorming of the parts of a poster.	<b><u>ing/spaces</u></b>



10 minutes	<p>- Have you ever done a poster?</p> <p>-What materials can we use?</p> <p>Scaffolding: a model of a poster.</p> <p>2. Ss need to think of their favorite animals and explain the characteristics, funny things, parts of the body, food they eat, babies from an egg or not,</p> <p>Scaffolding: write down the information for the collage and the presentation.</p>	<p>All the group</p> <p>In groups</p>
15 minutes	4.Ss work on their collage.	Individual
20 minutes	5.Ss explain their own work. Evaluate using a rubric.	Individual

#### 4.3.3 UNIT 9: THE PLANTS KINGDOM.

<b><i>DIDACTIC UNIT 9: THE PLANTS KINGDOM</i></b>	
<b>Content area:</b> Natural science	
<b>Level:</b> Year 1	
<b>Timing:</b> 8 Sessions	
<b>Description:</b> Students are able to distinguish the parts of a plant. Therefore, they will develop a responsible thinking of how we can take care of them.	
<b>Product:</b> An oral presentation for good and bad action to the flowers.	
<b>CONTENT</b>	
<ul style="list-style-type: none"> <li>Flowers and their parts.</li> <li>Care of the plants.</li> <li>Wild and cultivated plants.</li> <li>Language content: Language used in an oral presentation.</li> </ul>	
<b>COGNITION</b>	
<u>Learning goals</u>	<u>Learning standards</u>
1. To know the parts of the flowers.	<ul style="list-style-type: none"> <li>Pupils match the parts of the plants.</li> </ul>

<ol style="list-style-type: none"> <li>2. To understand the difference between wild and cultivated plants.</li> <li>3. To research information of actions to care about plants.</li> <li>4. To use a listening song to remember the parts of the plants.</li> <li>5. To explain the good and bad actions against flowers.</li> </ol>	<ul style="list-style-type: none"> <li>• Pupils point at the parts using an image.</li> <li>• Pupils compare the parts of a wild and cultivated plant.</li> <li>• Pupils recognize the good actions and bad actions related to the care of the plants.</li> <li>• Pupils examine the benefits of their actions.</li> <li>• Pupils' use a song to remember the parts of a plant.</li> <li>• Pupils match a gesture with the part of the plant.</li> <li>• Pupils do a genially to present the good action and their benefits for the flowers and the human beings in front of the class.</li> </ul>
--	--

**CULTURE**

<p style="text-align: center;"><b><u>Learning goals</u></b></p> <p>To explain the meaning of the flowers, form different countries that students are from.</p>	<p style="text-align: center;"><b><u>Learning standards</u></b></p> <p>Pupils compare the most famous flowers from each country and their meaning.</p> <p>Pupils use a T-diagram to contrast plants from different countries.</p>
--	---

**COMMUNICATION**

<p style="text-align: center;"><b><u>Language of learning</u></b></p> <p><b>Vocabulary of the unit</b></p> <p>Parts of the flower: Flower, fruit, step, water, touch, leaf, root, stem,</p>	<p style="text-align: center;"><b><u>Language for learning</u></b></p> <p><b>Language for explaining:</b></p> <p>The plant has different parts, these are, each part has a function to do, the plants get them.</p>	<p style="text-align: center;"><b><u>Language through learning</u></b></p> <p>Language through activities.</p>
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<p>Types of flowers: wild, cultivated.</p> <p>Action verbs: broke, throw.</p> <p><b>Language of the genre:</b> Presenting information:</p> <p>Parts of a ppt: Introduction, advantages and disadvantages, end, questions.</p> <p>Structure of the presentation: Name of the person, action, good and bad things, questions, and end</p> <p>Language to explain the information of the ppt.</p> <p>The action I choose, this is good or bad because.</p> <p>The incorrect actions, we need to be careful, not ...</p> <p>Tense: Present simple negative and affirmative</p> <p>Some good actions are...</p> <p>Thing we need to change...</p> <p>Connectors</p> <p>Contrast (however, although)</p> <p>Consequence (so, as a result)</p>	<p>This action is bad because, however if instead of that we do this..., we must be careful of our actions.</p> <p><b>Language for sequencing</b></p> <p>To start with, then, to finish, to continue with</p> <p><b>Classroom language</b></p> <p>Come to the front of the class.</p> <p>Let's check the answers.</p> <p>Do you get it?</p> <p>The parts of the plants.</p>	<p>Language used in the oral presentation.</p> <p>Language through interaction.</p> <p>Language through understanding the content.</p>
<p><b>ASSESTMENT</b></p>		
<p><b><u>Evaluate criteria.</u></b></p> <ul style="list-style-type: none"> <li>- To know the parts of the plan.</li> <li>- To behave correctly taking care of the plants.</li> </ul>		

- To explain the action and why is right or wrong.

### **Assessment**

- Formative
  - Kahoot to ask about the knowledge of the students.
  - Exit slips.
  - Thumbs up.
  - Checklist of the group work.
- Summative
  - A 10-minute paper of what they learnt.
  - Teacher rubric of explanation of bad actions.

## **ATTENTION TO DIVERSITY**

### **Multimodal input**

- Flashcards
- Videos of plants.
- Realia (a flower)
- Pictures of different flowers

### **LOTS**

- Students know the name of the parts of the plants.
- Students understand the importance of the plants.

### **HOTS**

- Students describe a good and a bad action.
- Students distinguish the parts of the plants.

## **MATERIALS AND RESOURCES**

### **Human resources**

- The natural science teacher (subject teacher)
- The language assistant (language teacher.
- The guide of the botanic garden

### **Materials**

#### **Specific activities**

- Realia, flowers and trees from the garden.

- Map to see all the different plants.
- Explanation of the flowers

#### Extra activities

- Worksheets to colour and name the parts of the flowers.
- Virtual reality  
<http://multimedia.uoc.edu/blogs/rv/es/category/tecnologia/>

#### Scaffolding

- Imagines
- Using gestures to relate the movement to the name.
- Flashcards with good and bad action to care about plants.
- A virtual presentation <https://www.tinytap.com/activities/g3bj6/play/parts-of-the-plant>
- Labels of the parts of the plants.
- Video of the plant <https://www.youtube.com/watch?v=X6TLFZUC9gI>
- Worksheet cut it out of different plants.

#### Digital resources

- ICT tools like virtual reality
- Song taken from the internet.
- Pictures

## **5. CONCLUSIONS**

After finishing this project, I have seen how it has been a challenge, but at the same time a very valuable learning for my professional future. Because in the future I would like to work in a school as a teacher of natural science, social science, or English. I have focused my syllabus on the CLIL approach, which has helped me to improve both my language and my knowledge, which is the purpose of teaching itself.

The first aspect I want to highlight is the need to activate students' knowledge through the use of different resources. This is called multimodal input. Among them, we find the use of ICT. In relation to technology, teachers are in a constant process of learning about

technological aspects. Thus, having a positive impact on student learning. There are currently many tools that we must teach to our students to help them to acquire an integral development.

Secondly, the importance of evaluation in the learning process which is key to effective learning. It is necessary to use different forms such as self-assessment or peer-assessment, beyond the more frequent measures used such as exams and mini tests, the teacher's feedback is also necessary throughout the learning process, in order to correct mistakes and learn from them.

Besides, I think that attention to diversity is very important in general, but in CLIL in particular. In the century in which we find ourselves, we observe that there are more and more students with special educational needs in the classroom. Thus, promoting students' positive benefits for their individual needs is paramount. Some key concepts are to consider that everyone is different from the rest, to develop values like solidarity and the ability to help students individually when they need it. In this educational context, students learn how they can help; they act like mini teachers, and they improve their social relationships.

Finally, I would like to thank my tutor Magdalena Custodio Espinar for her great help and guidance in the thinking and writing of this work. Obtaining at the end, a work of which I am happy and proud of its final result. Along with the rest of the teachers who have accompanied me in this training journey and who have instilled great values for my personal and professional development.

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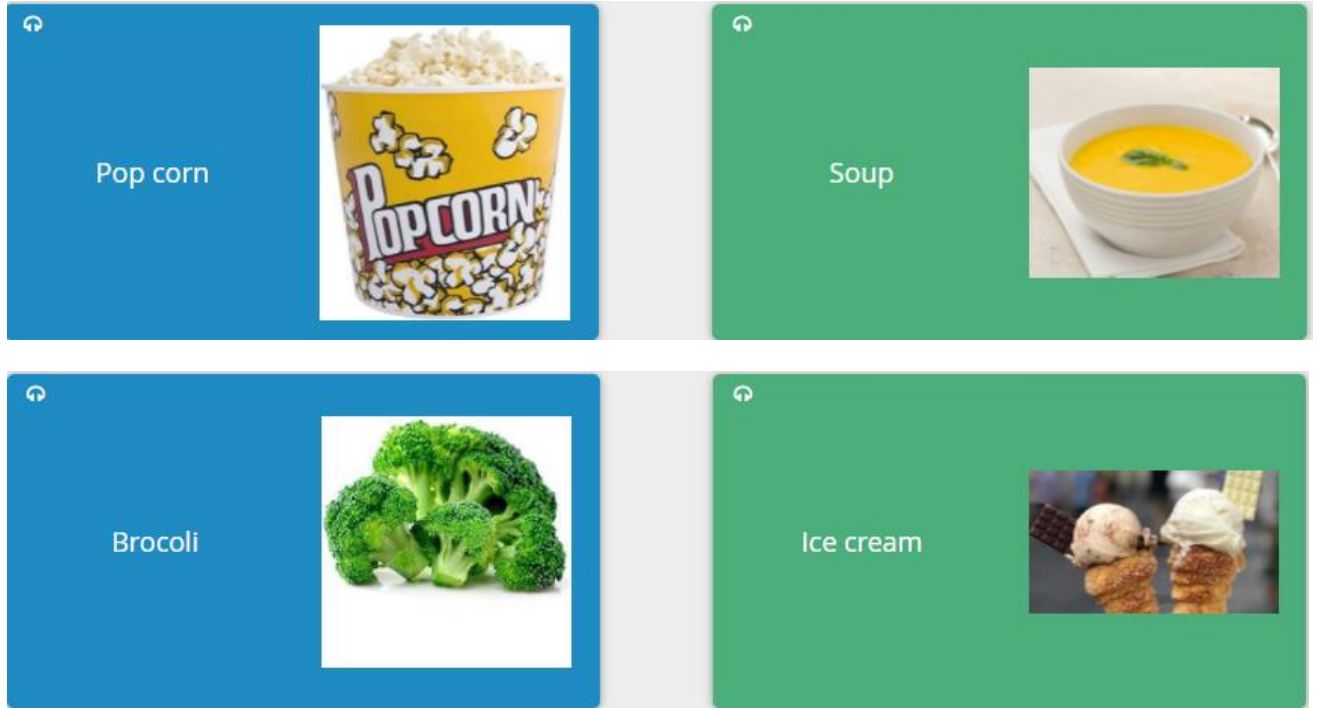
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## **7. APPENDICES**

### **7.1APPENDIX A. FLASHCARDS**

The link to the flashcards of the song is the following. It will be used in session number 1, <https://www.goconqr.com/es-ES/flashcard/31452929/song-ice-cream->



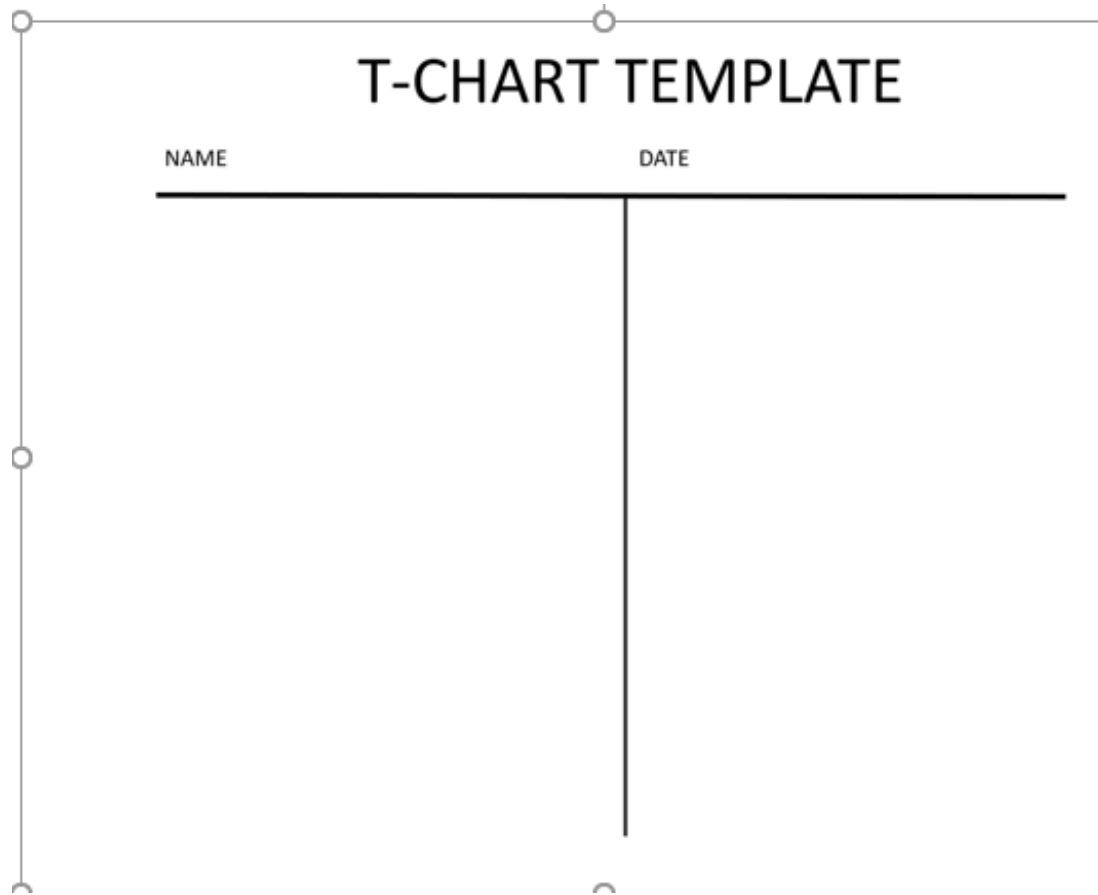
## **7.2 APPENDIX B. INTERACTIVE GAME, MATCH THE FOOD**

This is the link to the game they will play in class, <https://wordwall.net/es/resource/17061856>

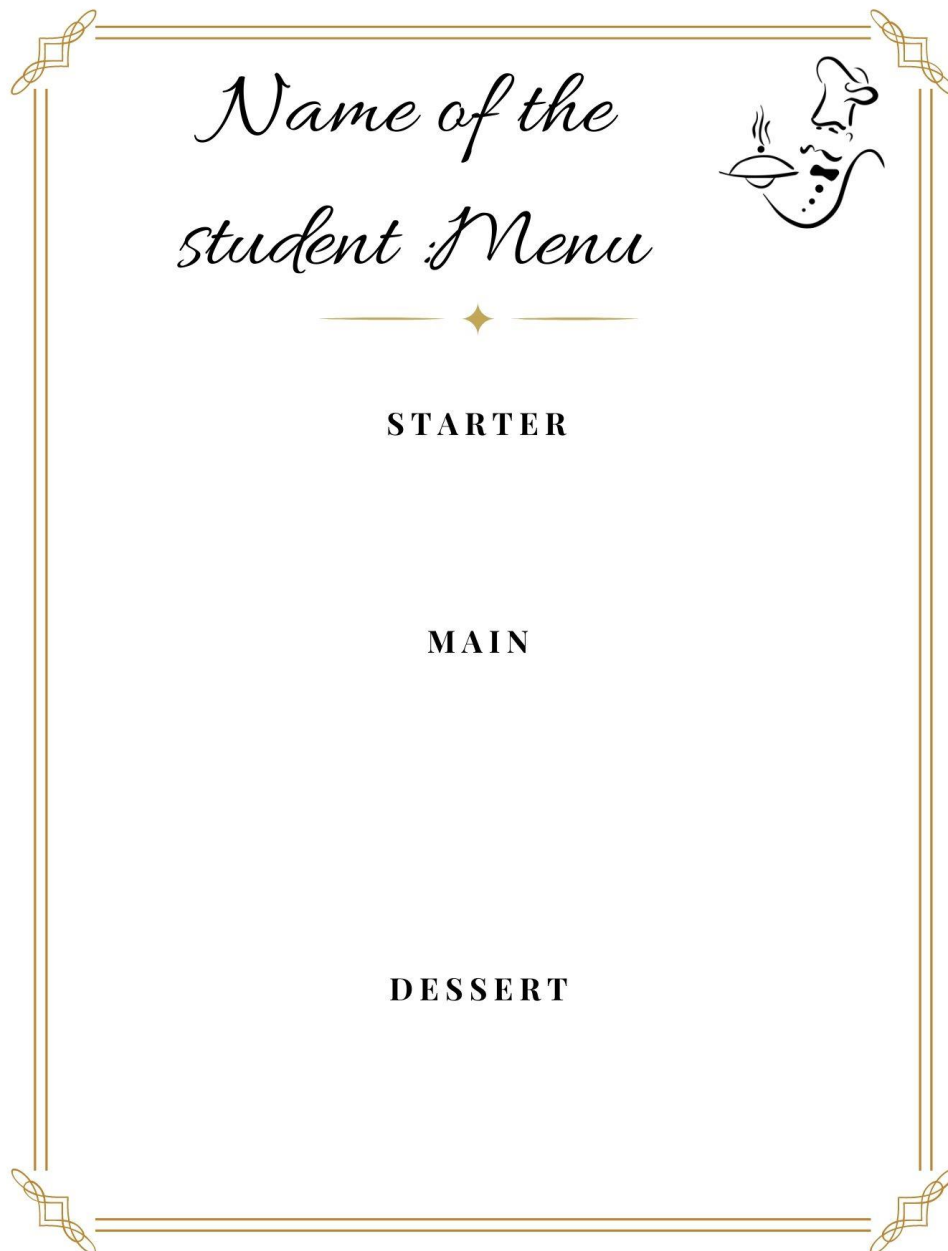
### 7.3 APPENDIX C. WORKSHEET MOVIE MEATBALLS




**7.4 APPENDIX D. T-DIAGRAM**



## 7.5 APPENDIX E. WORKSHEET OF A MENU



*Name of the student : Menu*



STARTER

MAIN





DESSERT

The worksheet is enclosed in a decorative gold border with ornate corner pieces. The text is centered and uses a mix of cursive and bold serif fonts.

## 7.6 APPENDIX F. STEPS BEFORE COOKING

This is the link, but the students have some cards with the instruction to follow.

<https://www.goconqr.com/flashcard/31454452/steps-before-cooking->

 <p>1. Clean your hands.</p>	 <p>2. Take an apron to prevent stains.</p>
 <p>3. Prepare the stools you are going to use.</p>	<p>4. Be focus on what you are going to cook.</p>
 <p>5. Read the recipe before starting the cooking.</p>	



## 7.7 APPENDIX G. STEPS FOR COOKING

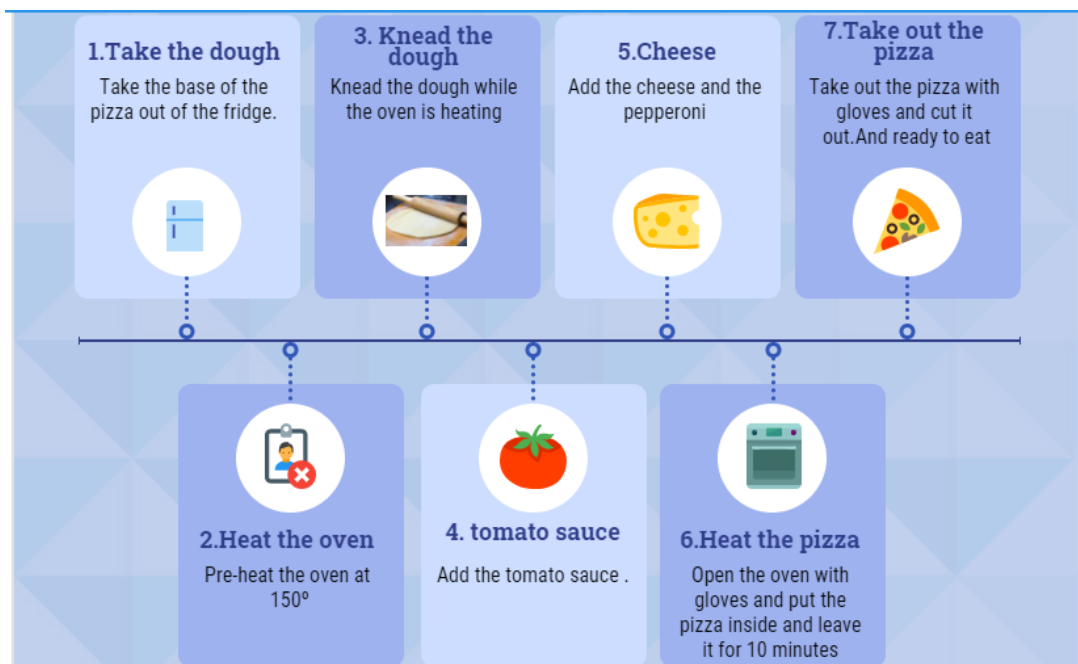
### 7.7.1 COOKING PASTA

The link is the following were students have a timeline with the steps to follow. This will develop in unit 6 <https://venngage.net/ps/mLZAtp18N4/steps-to-cook-pasta>



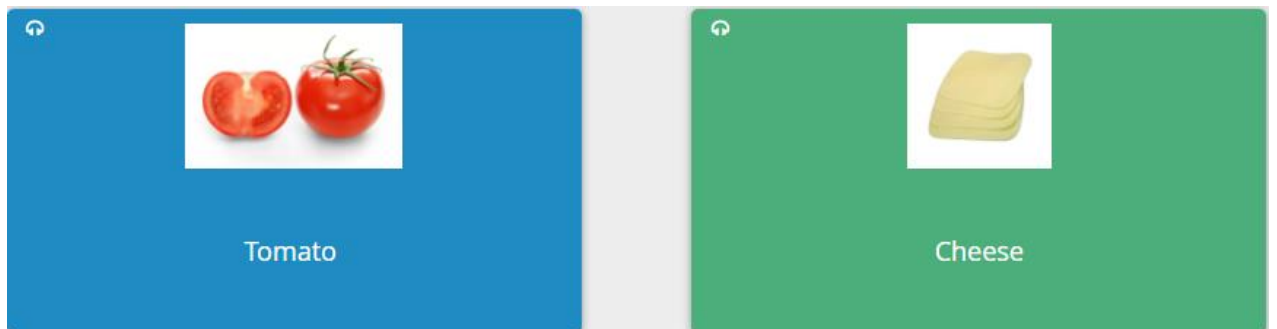
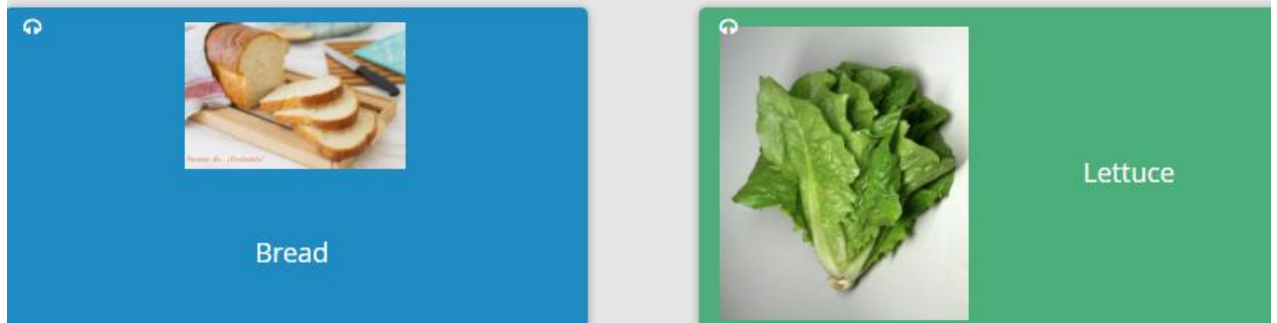
### 7.7.2 STEPS TO COOK A PIZZA

The link is the following were students have a timeline with the steps to follow. This will develop in unit 6 <https://venngage.net/ps/ekSAJ8CagE8/steps-to-cook-a-pizza>



## **7.8 APPENDIX H. FOOD IN THE SANDWICH**

This is the link to the flashcards use when we make a sandwich. This will be use in session number 7 <https://www.gocongr.com/es-ES/flashcard/31452387/Sin-t-tulo>



## **7.9 APPENDIX I. THE FOOD OF A HEALTHY SANDWICH**

Online page presentation that will be used in class, during session 7. <https://word-wall.net/es/resource/17064277>

## 7.10 APPENDIX J. COMPARING TYPICAL DISHES



French dish → Quiche



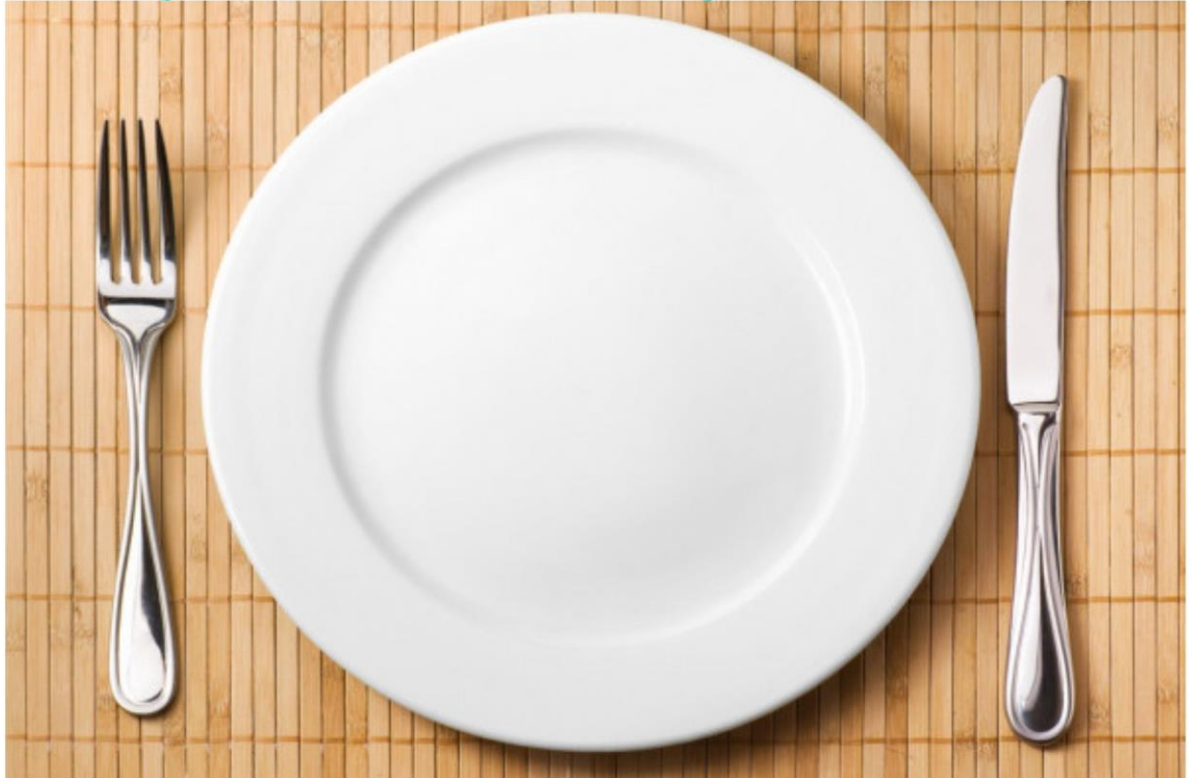
Italian dish → Lasagne



Indian dish → chicken curry with rice.

**7.11 APPENDIX K. WORKSHEET OF MY HEALTHY LUNCH**

# *My healthy lunch*



## 7.12 APPENDIX L.MY HEALTHY LUNCH

### Making A Poster: My healthy lunch

Teacher Name: **Mrs. Lapetra Lugo**




Student Name: \_\_\_\_\_

CATEGORY	EXPERT	ADVANCE	LEARNER	NOVICE
To create a name of a funny name for the dish	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
To use the present tense	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
To name each aliment and relate it to the correct group.	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
To make a visual final work	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
To describe the nutrient with the food group	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.

## 7.13 APPENDIX M. PEER ASSESSMENT

Link to the peer assessment checklist <https://venngage.net/ps/OH2L7ElfDWo/leadership-skills-in-ventory-and-self-assessment-checklist>

**Peer assessment**

			
Students explain the food that appers on the dish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students say correcty the name of the food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students use different colours and make it atracctive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students create a original name for the plate they design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7.14 APPENDIX N. HOLISTIC RUBRIC "MY FAVORITE DISH"

### Oral Presentation Rubric: My favourite dish

Teacher Name: **Mrs. Lapetra**

Student Name: \_\_\_\_\_

CRITERIA	POINTS
<ul style="list-style-type: none"> <li>• Different words or phrases not understood.</li> <li>• Not seem to understand.</li> <li>• It confused and mixed different times of the sentence.</li> <li>• Mumbles or cannot be understood, mispronounces a few words.</li> </ul>	<b>1 Point</b>
<ul style="list-style-type: none"> <li>• Vocabulary is appropriated.</li> <li>• Good understanding of parts.</li> <li>• Speak clear making more than two errors.</li> <li>• Mispronounces more than one word.</li> </ul>	<b>2 Points</b>
<ul style="list-style-type: none"> <li>• Vocabulary appropriate and 1-2 new words.</li> <li>• Good understanding.</li> <li>• Speaks clearly making one or two errors.</li> <li>• Mispronounces one word.</li> </ul>	<b>3 Points</b>
<ul style="list-style-type: none"> <li>• Vocabulary appropriate and definitions of the words.</li> <li>• Full understanding.</li> <li>• Speaks clearly and no errors.</li> <li>• Mispronounces no words.</li> </ul>	<b>4 Points</b>



## **8.ANNEXES**

### **8.1 BOE (BOLETIN OFICIAL DEL ESTADO)**

Here it is including the educational law from the contents are being taken. This document is for all the education systems of Spain. The link is: [BOE-A-2014-2222-PRIMARY EDUCATION \(2\).pdf](#)

### **8.2 BOCM (BOLETIN OFICIAL DE LA COMUNIDAD DE MADRID)**

In the following link, is the reference to the educational rules and program used in the community of Madrid. The link is [BOCM-20140725-1.PDF](#)

