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PROGRAMACIÓN GENERAL DE AULA

2º EDUCACIÓN INFANTIL (4 AÑOS)

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STORY TRAVELLERS

Learning English through stories

Programación didáctica – 2º Educación Infantil (4 años)

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1. Resumen

1.1 Resumen

Este Trabajo de Fin de Grado presenta una Programación General Anual dirigida a alumnos del segundo curso de Educación Infantil desde la perspectiva de la profesora especialista en inglés. Por tanto, la programación sigue un enfoque de Enseñanza de inglés como lengua extranjera (TEFL, en sus siglas en inglés), elaborada usando como referencia los objetivos, contenidos y criterios de evaluación de las áreas del *Decreto 17/2008*, y el marco proporcionado por la Escala Global del inglés (*Global Scale of English*) para fijar los objetivos del idioma.

Hay dos grandes partes en las que está dividido el trabajo. La primera recoge el contexto del centro escolar donde se desarrolla la propuesta, al igual que las metodologías, marco teórico y objetivos, contenidos y criterios de evaluación trabajados. También están detallados aspectos como los recursos y actividades, el trabajo con las familias, las medidas de atención a la diversidad y las actividades complementarias.

La segunda parte presenta doce Unidades Didácticas en las que se refleja de forma práctica lo recogido en la primera parte del trabajo. En ellas se encuentran los objetivos, contenidos y criterios de evaluación de cada unidad.

Este trabajo tiene como hilo conductor el aprendizaje basado en cuentos como metodología principal para la enseñanza del inglés en Educación Infantil. Se seleccionarán una serie de cuentos con los que se introducirán los contenidos de cada unidad, conectando con los intereses y motivaciones de los niños. El objetivo es enfocar el aprendizaje de la lengua extranjera de forma lúdica y natural.

Palabras clave

Educación Infantil, Programación General Anual, TEFL, narración de cuentos, enseñanza de una segunda lengua.

1.2 Abstract

This End of Degree Project presents an Annual Syllabus addressed for second of Early Childhood Education students from the perspective of the English teacher. Therefore, the syllabus follows a TEFL (Teaching English as a Foreign Language) approach, using the objectives, contents and evaluation criteria from the three main areas of the *Decreto 17/2008* and the language framework provided by the Global Scale of English (GSE) as a reference to its elaboration.

There are two main parts in which this work is divided. The first part gathers information about the school center's context in which this project is developed, as well as the methodologies, theoretical framework and objectives, contents and evaluation criteria that are used. Other aspects that can be found in this part are the resources and activities, family collaboration, attention to diversity measures and complimentary activities.

The second part presents twelve Didactic Units where the first part of the project is gathered and put into practice. In here, the objectives, contents and evaluation criteria for each unit is detailed.

This project has story-based learning as its common thread and main methodology for teaching English in Early Childhood Education. A variety of stories were selected to introduce the contents of each unit, connecting with the interests and motivations of the students. The objective is tackling the learning of a foreign language with a ludic and natural approach.

Key words

Early Childhood Education, Annual Syllabus, TEFL, story telling, second language instruction.

2. General Presentation

This end of degree project is an Annual Syllabus focused on teaching a foreign language (English), planned for 4-year-olds (second year of Early Childhood Education). The school where this syllabus is placed is fictional, but it is influenced by all the schools I had my internships in. This fictional school is named Santa Margarita. Furthermore, the syllabus is planned from the perspective of one of the English teachers of Early Childhood Education.

There are two main parts in this end of degree project. The first part of the project is the theoretical framework which supports the second part. In this part, the syllabus's context is described, as well as the psycho-evolutive characteristics of 4-year-old children. The learning objectives, contents and evaluation criteria can also be found in this part, all based on the legislative framework of the *Decreto 17/2008 de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil* and *Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil*. Moreover, the activities and resources used to achieve what is proposed in the objectives and the contents are described too. Finally, the attention to diversity measures, the complementary and extracurricular activities, the Tutorial Action Plan and collaboration with the families are presented and explained. The second part is in which the previous framework is put into practice, and it entails 12 Didactic Units. These units use the contents from the *Decreto 17/2008* to teach a second language, meaning that the units will work globally and transversally the language related objectives. Storytelling will be the method used to introduce the units, because it motivates the students, and it introduces content, language and cultural aspects at the same time. Apart from literature, the families are going to be another important part of the learning process. Because of the age of the children, working with the families is important to make sure the learning is consolidated, as affection plays a big role in the learning process.

The main motivation that leads me to follow this approach for this syllabus is the belief that young learners should receive a high-quality education of a foreign language, in this case, English. The importance this language has on the future of our students is well-known, however, there is more beyond the occupational interest. Knowing languages helps the students to be more independent in the global world they will live in, allowing them to navigate through different cultures and have meaningful experiences they would

not be able to have if they did not have a deep knowledge of another language. Conveying this perspective of English to the teachers —and therefore, the students— is a must to make teaching and learning meaningful. Another motivation that led me to choose this topic is the personal esteem for the language and my wish to learn and work on the matter. Moreover, I had the opportunity to do part of my internships with an English specialist, so I could see it is possible to integrate the language naturally and meaningfully in the school.

3. Annual Syllabus

3.1 Introduction

3.1.1 Theoretical justification: Influences of the main psychological, pedagogical and sociological tendencies in the educational process.

This Annual Syllabus has taken into consideration different educational tendencies and authors whose perspective have contribute greatly to Education.

First, it is necessary to mention Jean Piaget's (1896-1980) Theory of cognitive Constructivism and the four Developmental Stages. He divided the characteristics of a person's development from birth to adulthood in these four stages (Sensorimotor stage, preoperational, concrete operational and formal operational) and classified them by ages (birth to 18-24 months, 2 to 7 years old, 7 to 11 years old and adolescence to adulthood). As the students this syllabus is planned for are in the second cycle of Early Childhood Education, the preoperational stage is the one that was looked upon. The characteristics of this stage will be further described in the section "[*Psycho-evolutive characteristics of the students*](#)". Regarding the implications of his theory, it is especially important his take on human intelligence. Piaget described it as an adaptation process that human beings use to adjust to the environment's challenges they are faced with. This process happens because of two complementary processes of assimilation and accommodation. While interacting with the environment, humans are adjusting their previous schemas, therefore, building the new knowledge from what they previously know.

Lev Vygotsky's (1896-1934) Zone of Proximal Development (ZPD) outlines an idea that can be used together with what Piaget though of human intelligence to plan for this syllabus. Vygotsky differentiated two abstract zones in a person's mind. The first one entails what a person can do on its own. The second one, the ZPD, is the abstract zone where the goals (cognitive, procedural, etc.) a person cannot reach on their own are. By

interacting with others (teachers, peers or family), this person can receive help to expand that abstract zone, be able to reach those goals and be able to do them on their own. This is supported by Jerome Bruner's (1915-2016) scaffolding. Scaffolding means giving some aids to help someone—in this context, a student— reach the goals in their ZPD. These aids will be progressively removed as the learner gains autonomy and will be completely gone when the student can do that activity on their own.

Having said that, teachers must identify their students' ZPDs to determine where they are in the learning process and what is their previous knowledge to start building new knowledge from there. While working towards the learning goals, the teachers might use scaffolding to help the students reach what is in their ZPDs. By doing this, the learnings will be meaningful, which is a concept introduced by David Ausubel (1918-2008). Further characteristics of meaningful learning include choosing contents and objectives that are coherent and logic for the students. For this, teachers will also use students' previous knowledge, but also what their interests and motivations are. These are known as Centers of Interest by Ovide Decroly (1871-1932), which is from where knowledge has to start to be motivating and attractive for students.

One of these motivations are games. Friedrich Fröbel (1782-1852) developed the Play Theory and, as cited in Soëtard (2013), he thought of games as the “most profound expression of human existence”. It is the source that connects the inside and outside world of the child, and it is where his essence is manifested in the purest form.

Apart from this, the Theory of Self-efficacy of Albert Bandura (1925-) plays a big role in today's education. Self-efficacy is defined as “the beliefs in the ability of oneself to organize and execute the required actions to manage future situations” (Rodríguez-Rey & Cantero-García, 2020), which means how confident humans are in their own abilities to carry out certain actions. This is closely related to education, as it influences the activities our students choose to do—as self-efficacy is not developed in a general way, but is specific for each task—, how many difficulties they find while doing the activity and how much will they endure. Teachers must encourage students to trust their abilities and be careful with their insecurities. That is why it is important to create a comfortable environment in class, focusing on collaboration instead of competition, and where every student feel welcomed and valid. Furthermore, it is also important in the planning of the activities, as teachers must know in what areas the students might feel less capable and have the tools to change that. To give the opportunity to every student to feel capable, the

contents should be worked from the perspective of the Multiple Intelligences Theory proposed by Howard Gardner (1943-)

In Spain's Education System the importance of teaching a foreign language has been increasingly growing throughout the years. As stated in the Article 14 of *Ley Orgánica 2/2006, de 3 de mayo, de Educación*:

“Corresponde asimismo a las Administraciones educativas fomentar una primera aproximación a la lengua extranjera en los aprendizajes del segundo ciclo de la educación infantil, especialmente en el último año”.

In 2004, the Community of Madrid implemented a Bilingual Education Program for Primary in public schools, and in 2017, the second cycle of Early Childhood Education was included in the program. This shows that in 2006, the goal for Early Childhood Education was to first introduce the language, whereas in 2017, Infant students are also included in bilingual programs that go beyond a mere introduction to the English language.

3.1.2 Socio-cultural context

This syllabus is contextualized in a private and semi-private Catholic school, Santa Margarita. It is located in Aluche (Madrid), in a residential area. In consequence, there is mostly parks surrounding the school, but also a police station and the *Casa de Campo* with the zoo and the theme park. It is important to mention that the school is next to a church, which is where they celebrate most of the religious events that take place in the school year.

Santa Margarita accepts students from 3 to 17 years old, having all the compulsory years (Primary Education) and the non-compulsory years (2nd Cycle of Early Childhood Education and *Bachillerato*). There are two groups per level in Early Childhood Education and four groups in the following stages. Regarding the facilities, the school has a library, four playgrounds (for different grades), a gymnasium, a psychomotricity room for Infant students, a canteen, a teacher's room, a laboratory, and a computer room.

The families' socio-economic level is average, but it is important to mention that this is a balance between all the families in the school, because of the high diversity there is among them. This diversity affects the cultural level of the families too, finding families where both parents work and have university degrees, whereas other families are unemployed.

The structure of the families is also variable, and it is not strange to find a variety of family models (single parent, nuclear family, extended family, divorced parents...). And there are a lot of immigrant or mixed families, which adds to the diversity of the school.

3.1.3 Teaching staff context

There are three levels in Early Childhood Education —1st Year (3-year-olds), 2nd Year (4-year-olds) and 3rd Year (5-year-olds)—, and there are two groups per level, which makes a total of 6 groups. All Early Childhood Education grades have one homeroom teacher, making a total of six teachers, one of them being the coordinator of the stage. These teachers are responsible for the Spanish lessons, Music and Psychomotricity lessons. In addition to these teachers, there are three English teachers, one per year. The English teacher has to co-tutor two groups per year (i.e.: one English teacher for two groups of 2nd of Infant). There are also three Language Assistants (LA, hereinafter) that work with all of the English teachers.

As one of the important characteristics of the stage of Early Childhood Education is the globality of it, the importance of the staff that will surround and accompany the children through their stay at the school must be mentioned. The cleaning staff and the nurses will spend a lot of time with the students, so they must share the school's values and attitudes. But most importantly, the staff provided by an external company that takes care of the recess, the canteen and nap time, who will share their time with the students just as much as the teacher, are going to be a reference for the children. These moments are crucial in the students' development, and the role of the adults who accompany them through them is very important. For example, the canteen provides, not only an opportunity to socialize with their peers in another context, but it also allows to work on healthy habits—to know what a healthy diet is—and on how to correctly use the cutlery. These situations can support the learnings of the classroom, but with the benefit of being a real setting.

3.1.4 Academic aspects

Santa Margarita focuses on providing the best education to its students and tries to be up-to-date with the best methodologies to attend the needs of every student that comes into the school, regardless of their background. That is why the school uses innovative methodologies such as projects and corners. These methodologies are great to achieve the student's autonomous learning, working on curricular contents and on key competencies at the same time. They also favor the multiple intelligences, which means that the students will work on the contents in different ways to reach every type of intelligence.

Regarding the school's English program, Santa Margarita is on the early stages of the Bilingual English Development & Assessment program (BEDA). However, BEDA *kids* is not implemented in Early Childhood Education, meaning that the program is only implemented in Primary and Secondary Education at the moment. As BEDA is a bilingual program, Infant students must receive a complete and language-focused formation before starting Primary, so they start with a solid base level of language, and they can follow the bilingual program without trouble.

Apart from that, there are other programs which are not specifically academic, but are considered important in the educational process. Santa Margarita is well-known for the relationships the school has with the families and how welcoming it is with everyone. The school promotes close relationships with the families by ensuring the participation from the families and through open communication. Santa Margarita seeks closeness and plans several activities, workshops, and different opportunities for the families to join in throughout the school year. The school believes that both institutions should work together to give the children the best education. This mindset is especially important in Early Childhood Education, as most of the students have never been in a class before and seeing their parents trust and work together with the school will help them to adapt better to their new situation. In addition, allowing the parents to participate in class activities, in workshops and in the projects is very exciting and motivating for the children, being beneficial for the learning process.

3.1.5 Psycho-evolutive characteristics of the students

In order to effectively plan an Annual Syllabus for 4-year-old students, it is necessary to know the psycho-evolutive characteristics of children of that age. The development on a child's early stages of life is fast and full of possibilities. This development can be divided into three main areas: psychomotor, cognitive and affective. However, a child's development is global, which means that these areas are closely related, and they usually evolve together as a whole.

- **Psychomotor characteristics.** This area embraces the development of the psychomotor abilities of the body, in segments and in a whole. The building of their body image has already begun, and it is in this stage where the child is progressively dissociating each segment from their body and starts to control and coordinate the movements. When they are 4 years old, they have more control

over the way they walk and run, making more precise stops and turns; they are also able to walk backwards and jump several times in a row and over objects. They develop their balance while walking over a line, and they are able to keep it while standing on one leg. Regarding fine psychomotricity skills, they start to make more precise eye-hand movements —such as to aim while throwing an object or coloring inside the lines. On another hand, this area can include the child's time and space orientation. A 4-year-old child starts to differentiate directions (up, down, in front of, behind...) but has yet to distinguish between left and right. Their reference is their bodies. Related to their perception of time, they hardly differentiate past and future at the beginning. As they progress, they also start to understand that the activities have a certain duration and there are repetitive routines —this is one of the reasons why it is important to have a well-structured routine plan, because it helps the development of the students of understanding time.

- **Cognitive characteristics.** This area includes the abilities to understand the world and to act upon it while solving problems, by taking direct action or by talking. Moreover, the linguistic abilities of the child are also included in this area. According to Piaget's four developmental stages (as cited in Vasta, 1996), 4-year-old children are in the pre-operatory stage. It is characterized by faster, more flexible, more efficient and more socially compatible intellectual adaptations. The child still has an egocentric thinking and is still reluctant to adopt a different perspective but their own. In addition, while the child starts to explore their environment and starts to receive information, this information must be relevant to them to be worth remembering. The children of this age use the verbal language as their main way of communication, by using simple sentences and experimenting with the language using the schemata that they are starting to elaborate. From 2 to 4 years old they start to learn the Spanish phonological system, and from 4 to 5 they only find difficulties with complex syllabic structures (consonant – vowel – consonant, consonant – consonant – vowel). In this case, knowing how the children acquire and learn the language in their mother tongue is important because that is how they will best acquire and learn a second language. How the language is structured and what is its evolution are some things that must be considered while planning this Annual Syllabus.

- **Affective characteristics.** This area embraces the child's self-esteem and self-concept, their abilities to face new situations and people and their abilities to establish an active relationship with their surroundings. The main characteristic is their will to be more autonomous and progressively start to build their personality. With their personalities, they also start to build their self-esteem, which is an essential element that can affect their performance in the school. At the age of 4 they will start to play together with other children (for example, in a roleplay), but they are still very egocentric to play cooperatively. However, they start to solve conflicts with each other by talking instead of having aggressive reactions or asking for help from an adult. They will gradually learn to use the language to share toys and to plan their games.

3.2 Objectives

3.2.1 General Stage Objectives

General Stage Objectives are stated in the *Decreto 17/2008 de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil*. These objectives can be found in [Annex 1](#).

3.2.2 Didactic Objectives for the course

The Didactic Objectives for the stage of Early Childhood Education are stated in the *Decreto 17/2008 de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil*. They can be classified into three main areas:

1. *Conocimiento de sí mismo y autonomía personal* (Self-awareness and personal autonomy). The objectives presented in this area are related to the shaping of their identities, discovering and learning about their physical bodies —with its possibilities and limitations—, building their self-esteem and the acquisition of resources to establish relationships with others (family, peers, school...). Health, nutrition, and hygiene habits are also included in this area, as these objectives are essential for the care of their bodies and their immediate surroundings.
2. *Conocimiento del entorno* (Environmental awareness). This area focuses on the relationship between the children and their surroundings. Starting from the closest people and places, continuing to nature, space, different peoples of the world, the relevance of information and communication technologies (ICTs), and even

history. These contents help the children to increase their knowledge of the world, to understand its ways and appreciate the diversity that can be found in it.

3. *Lenguajes: Comunicación y representación* (Languages: Communication and representation). This area deepens in the development of children's communication abilities. Not only is it about speaking and writing, but also plastic and visual language, body language, musical language, audiovisual language, and the specific language of ICTs. Foreign languages are included as well.

The objectives are specified in each area in [Annex 2](#).

3.3 Contents

3.3.1 *Sequencing of contents of the official curriculum of the Community of Madrid*

The didactic units of this syllabus will work on the contents for the stage of Early Childhood Education stated in the *Decreto 17/2008 de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil*. These contents will be sequenced throughout the school year. They are located in [Annex 3](#).

3.3.2 *Sequencing in Didactic Units*

This Annual Syllabus takes place in the school year of 2020 – 2021 starting from the 9th of September to the 21st of June. There is at least one Didactic Unit per month, except for October and March, that have one main Didactic Unit and a shorter one that will last for a week. This makes a total of 12 Didactic Units.

The school year starts with the adaptation period (September), in which the teachers will introduce themselves and the basic routines the students will have to follow throughout the school year. The students will also learn how to make a short introduction of themselves and ask questions about their peers. In October there are two Didactic Units. The first one is related to the human body and its movements, and the second one is focused on Halloween. The following month will be dedicated to the city, focusing on the different places that the students can see and visit in Madrid. December is going to be focused on Christmas, and as Santa Margarita is a religious school, the students will learn about the secular and religious aspects of the festivity. Moving on to January, students will learn the names and the differences of the shapes, and how to compare them (big, bigger, biggest). In February students will learn to express affection towards others and

themselves, appreciating their virtues and differences. Then, in March, they will learn about the fruits, healthy habits and order (first, second...) in the first Didactic Unit. The other one will be about the festivity of Saint Patrick's Day. The following month, April, is going to use the topic of Easter to work on prepositions of place (on, in, under...) and asking questions (Where is...? Have you seen...?). In May, students will explore different artistic expressions. Lastly, students will turn into writers to make a story, learning the vocabulary related to the parts of a book and using it to create their own. This last Didactic Unit is very meaningful because there is a strong use of stories in all the previous ones.

MONTH	NAME OF THE UNIT	CONTENTS	Nº OF WEEKS
SEPTEMBER	Hello, school!	<ul style="list-style-type: none"> • Routines • Introducing ourselves (Name, age, likes, dislikes...) 	4 weeks (9 th of Sept. – 2 nd of Oct.)
OCTOBER	Move your body!	<ul style="list-style-type: none"> • Parts of the body • Body possibilities related to movement (run, jump, swim, kick, raise...) • Expressing possibilities (can) 	3 weeks (5 th – 23 rd of Oct.)
	Spooktacular Halloween!	<ul style="list-style-type: none"> • Halloween creatures and traditions (trick-or-treat, costumes, etc.) • Descriptive adjectives • Easy rhymes and songs 	1 week (26 th – 30 th of Oct.)
NOVEMBER	Wandering through my city!	<ul style="list-style-type: none"> • Buildings and elements in a city • Directions and orientation (go left, go right, go forward...) • Asking for directions (how do you go to...?) 	4 weeks (4 th – 27 th of Nov.)
DECEMBER	Oh deer, Christmas is here!	<ul style="list-style-type: none"> • Religious and secular elements and vocabulary • Religious and secular carols • Expressing desires (I want, I wish...) 	4 weeks approx. (30 th of Nov. – 21 st of Dec.)
JANUARY	Shapes here, shapes there, shapes everywhere!	<ul style="list-style-type: none"> • Naming the shapes • Recognizing the shapes in their surroundings • Comparatives and superlatives (-er, -est, more... than..., less... than...) • Time expressions (before and after) 	3 weeks (11 th – 29 th of Jan.)
FEBRUARY	Loving me, loving you	<ul style="list-style-type: none"> • Expressions of affection towards others and ourselves • Expressions of preference (I love) • Possessive adjectives (my, your, his/her, our, your, their) 	3 weeks (1 st – 18 th of Feb.)
MARCH	How much fruit!	<ul style="list-style-type: none"> • Names of the fruits • Ordinal numbers 	4 weeks approx. (24 th of February)

		<ul style="list-style-type: none"> • Life cycle of a butterfly • Quantity questions (how much/many) and answers. • Time adverbs (yesterday, today, tomorrow) 	– 8 th of March and from 22 nd – 25 th of March
	Feeling lucky on St. Patrick’s Day	<ul style="list-style-type: none"> • Vocabulary of the festivity (shamrock, leprechaun, pot of gold...) • Traditions (Irish dances, limericks, etc.) • Greetings (Top o’ the morning!) • Learning about the reasons why we should feel lucky 	1 week (10 th – 18 th of March)
APRIL	Hoppin’ into Easter!	<ul style="list-style-type: none"> • Easter and Spring vocabulary • Prepositions of place (in front of, behind, between, on, in, under, next to, etc.) • Easter traditions (egg painting, egg hunting) • Questions and answers to locate objects (Have you seen...?) 	4 weeks (7 th – 30 th of April)
MAY	This is art!	<ul style="list-style-type: none"> • Vocabulary and verbs related to art. • Primary and secondary colours • Artistic techniques (sculpture, painting, etc.) • Mixing colours • Creative process. • Sentence structure “This is/These are” to present their work 	4 weeks (5 th – 28 th of May)
JUNE	Once upon a time...	<ul style="list-style-type: none"> • Parts of a book (front and back cover, author, illustrator, etc.) • Parts of a story (beginning, middle, end) • Elements of a story (characters, conflict, etc.) • Creation of a story (individual and collective) • Tell the story they created. 	4 weeks approx. (31 st of May – 21 st of June)

3.4 Teaching and learning activities

3.4.1 Activity classification according to different criteria

The activities for the Didactic Units are planned to be diverse, meaningful and dynamic, to cover the needs of every student, as well as being interesting and relevant for them.

These activities were planned according to different criteria:

- **Grouping and interaction.** The students will have to work individually, in pairs, in small groups or all-together as a class. This will vary depending on the difficulty

of the task or the nature of it. For example, to practice phonology or asking questions, the students will need to work together to successfully fulfill the task. The groupings are closely related to the interaction the students can have on the different activities. This interaction can be between the teacher and one student, between two students or between one student and the whole class. The importance of organizing the students like this is placed on the interpersonal abilities they work on while working together and the improvement of the class atmosphere. Furthermore, this provides students the opportunity to scaffold each other while doing the activities.

- **Focus.** Depending on what the teacher wants to work on, the activities can be focused on the various skills and systems. The skills can be receptive (listening and reading) or productive (speaking and writing), whereas the systems can be classified in lexis, grammar, phonology, function and discourse. Planning the activities according to skills and systems is essential because this is the focus the lesson will have —what the teacher wants to develop and how they want to do it. Usually, the lessons will combine skills and systems, but they must not include a large number of any of them for the lesson to be effective.
- **Context.** There are some activities that must be done inside the classroom, whereas others can be done outside of the classroom because it is going to be more meaningful. Other places where activities can take place are on the playground of the school, the library, the street, a museum... Changing the context according to the activity they are going to do can be motivating for the students and it shows them the connection between what happens inside of the class and the real world.

As for every lesson, the activities are planned following the PPP model or the PWP framework. On one hand, PPP stands for Present, Practice and Produce, and it is used for teaching language systems. Firstly, the teachers present the target language in an appealing way to attract the students' attention and to activate their schemata. Secondly, the students practice with the target language in different ways to internalize it and feel comfortable with it. The practice is more controlled at the beginning and freer as the lesson progresses. Finally, the activities allow the students to produce the language more freely. On the other hand, PWP stands for Pre, While and Post, and it is used for teaching skills, more specifically, listening and reading. Teachers will activate the students' schemata and prepare what is needed for the activity, such as key words or questions to

introduce the topic, in the pre-step. Then, when the main activity starts—for example, a listening—and the teacher prepares different things to do while doing the listening, such as completing a table or an oral dictation. Lastly, in the post-listening, the students can further use the same skill or use a different one to expand on the topic. An example can be a speaking or writing (or a drawing) activity about their experience with something related to the listening.

As it was mentioned before, the activities can be classified by the focus the teacher wants to give them. One of the focuses are the macro skills—listening, speaking, reading and writing. They are classified by the orientation of communication (receptive skills or production skills) and by the mode of communication (oral or written). The students, just like how they learn Spanish, will start learning the second language (L2) from the verbal skills (listening and speaking, in that order). Students must be first introduced to the language by the receptive skills and when they are familiarized with the language, they will start with the production skills. In case of Infant students, as they are starting to read and write in their mother tongue, they cannot be fluent in those skills in the L2 yet and cannot be asked to do the same tasks as they would in their mother tongue. This means that the activities planned in this syllabus will mostly focus in listening and speaking. However, the teachers can introduce these skills while working on the other two. For example, labeling the pictures of the flashcards, or making them write some easy words following a guide.

3.4.2 Activity types

A description of what a usual English class is going to be presented in this section of the project. This structure is what can be expected from a regular 4-year-old English class. Following a set structure is important in Early Childhood Education, as routines help students understand and predict what will happen, which benefits the teaching and learning process. They can know what is expected from them in every moment. Specially in English class, as it is not their mother tongue, that can lead to confusion and disorganization.

The classes always start with a song ([Annex 8](#)), which will change depending on the time of the day it is. Afterwards, the teacher will call the students to the assembly. Assemblies are important as the mental schemata of the students is activated and they get in the English mindset. Moreover, as the assemblies use the same type of language and are done daily, the students start the classes with confidence as they know what language is going

to be used and usually understand every section of the assembly. The routines done in the assembly are specified in the section “[*Routines*](#)”. The time dedicated to the assemblies should be a maximum of 10 minutes and will take place in the 30 minutes dedicated for assemblies in the mornings (9:30-10:00h.) or in the afternoons (15:00-15:30h.) just before the English classes.

After the assemblies, the English class will start. As mentioned before, the structure of the lessons will change depending on the focus, but some common activities that might be recurring are:

- **Storytelling.** Stories will play an important role in the Didactic Units because it is what will introduce the contents of them. The teacher will have to decide if the storytelling will be done reading the book or telling the story, depending on the goal and what suits the story best. For example, a story like “We're Going on a Bear Hunt” by Michael Rosen will suit the telling style, whereas “The Three Little Pigs” can be read.
- **Songs.** This resource can be used to motivate, to activate or to complement different contents and objectives. Songs are very versatile. Students can be asked to learn a song, to actively listen and do something when certain words are used, to do Total Physical Response (TPR) activities...
- **Worksheets.** While this method should not be used on its own, sometimes worksheets are necessary to reach certain learning goals. Having said that, before letting the students work on the worksheets, the teachers must plan and do an activity to introduce the worksheet in a ludic manner —like a game, a song or a listen and point activity, depending on the goal of the worksheet.
- **Collaborative activities.** Students are going to collaborate several times in the lessons to work on the interpersonal competency and to develop empathy and collaborative skills. It is important for student to interact as they can learn from each other and allows different settings to happen. They have to share, to reach agreements, to be aware of other’s presence and feelings, to respect the similarities and differences between each other, to be assertive, to solve conflicts without using hurtful actions...
- **Scavenger hunt.** This activity can be used to develop students’ spatial awareness and autonomy while working on the contents of the lesson. Students can move freely in their teams around the spaces —which would be previously prepared by

the teacher— to complete their Scavenger hunt list. They can be used at the end of the lessons to assess the students.

- **Games.** Using games as a strategy to teach and learn is very beneficial and motivating for the students. Some common games used can be puzzles, dominoes, memories, tag, treasure hunts... but the teacher can also create games depending on the learning goals and students' interests and needs.

Apart from these activities, there are other activities that can be planned by the English teacher, which are:

- **Workshops.** The workshops will be done twice a month on Friday evenings (from 15:00 to 16:20). Families and teachers will collaborate to plan different activities for the workshops what will be connected to the contents and objectives of the Didactic Units. Some examples can be: storytellings, puppet theater, arts and crafts, musical activities, games, psychomotricity activities...
- **My Reading Buddy.** This activity will be done once a month in the English hours, at an agreed time with the teacher of the Primary students —in this case, Wednesdays (15:30 – 16:20). While this activity does not necessarily have to be connected to the objectives and contents of the Didactic Units, it will be excellent to practice skills and systems.

3.5 Methodology and didactic resources

3.5.1 Methodological principles

The methodological principles this syllabus suggests for the planning of the Didactic Units start from the premises that learning should be built on previous knowledge and by experiencing through the multiple intelligences. This is crucial to ensure that the students' needs are met, as there is more than one way of learning a content and the diversity of abilities is considered in the evaluation of the learning process. Furthermore, the results of the process are going to be better integrated in the students' knowledge. These two premises are taken from Vygotsky's Zone of Proximal Development (Vygotsky, 1978) and Howard Gardner's Theory of Multiple Intelligences (Gardner, 1983). The activities proposed in the Didactic Units will be diverse to try to satisfy every intelligence. Additionally, the first activities of the units will be planned to identify the previous knowledge of the students (i.e.: KWL charts) and the teacher will use formative

assessment methods monitor the students' progress, know what learning goals are yet to achieve and how to help them best to achieve them.

The common thread of the Didactic Units are stories and storytelling. Students find stories and fictional work very motivating and fun, and these will be used to introduce the students to the topics of the units. Not only the stories can introduce the contents and language goals (grammar, lexis, etc.), but they are also a cultural influence for the students. By using stories, the students are exposed to the English language naturally, as they are with their mother tongue, which is also part of the aim of the syllabus. As mentioned in the article by Garcés-Manzanera (2019):

“[...] , storytelling can favour the acquisition of the four linguistic skills accompanied by a series of visual aids [...] which motivate young learners” . (p.11)

The *Decreto 17/2008* states that oral comprehension and expression is where the focus need to be put when teaching a second language in the Infant stage, that is why the activities proposed in the Didactic Units will mostly put those skills into practice. Furthermore, the Decree also mentions that the contents from the other areas can be used to teach English, because of the globalizing character of the stage. Having said that, the activities will use the contents and objectives of the three main areas (*Self-awareness and personal autonomy, Environmental awareness, and Languages: communication and representation*) as a reference to plan the Didactic Units, as well as using the Global Scale of English (GSE) for the language learning objectives.

Apart from the previously stated, the syllabus follows a constructivist approach, in which learning is planned in a student-centered perspective instead of teacher-centered, making the students construct the knowledge by themselves through different strategies. Autonomous learning will be one of the main goals in the planning of the activities, therefore, critical thinking, self-assessment and metacognition will be encouraged in the Didactic Units (i.e.: helper role). Moreover, building knowledge through interaction is also a characteristic of the constructivist approach, resulting in the importance of different groupings to contribute to the students' learning process.

Other methodological principles that were considered in this syllabus is the importance of games and ludic strategies and the students' motivations. In the ages of Early Childhood Education, ludic strategies like games are an opportunity to simulate everyday

life situations where students can learn without realizing it because it is their natural way to interact with their environment (i.e.: the use of a puppet to interact with them). Furthermore, it is fun and motivating for them, which is important to keep their attention, adjust the lessons to their interests and make the learning meaningful.

3.5.2 Teacher and student roles

Santa Margarita is working towards being an innovative school. That is why the roles of the students, and the teacher follows the constructive model (Tonucci, 1990). In this model, the students are the center of the education, and we assume that they arrive with their own baggage of knowledge. The students go to school to build on their previous knowledge, and the teachers are the people who will provide the students with the help to reach new levels of knowledge. The intelligence is conceived as something that is changing, not something that is given by birth and stays the same throughout a person's life.

In the English class, the teachers and Language Assistants are a model for the children. They will provide help when needed and will scaffold the students until they reach autonomy. This model of teaching is based on the scaffolding proposed by Bruner, Wood and Ross (1976) and Vygotsky's Zone of Proximal Development (ZPD) (1978). The lessons will start in an engaging way, considering the students' interests, preferences and what they already know. In addition, as it is a multicultural school, the teachers will always take the background of the students into consideration when planning their lessons—as some students can have different accents or can know about the culture that is being taught. The teachers are also responsible for creating a comfortable class environment, while encouraging collaboration and respect for others. As a result, students will feel safe while participating in class activities and their performance inside the classroom will be better.

Another characteristic that the teacher must have is being collaborative. As there is a co-tutoring system at the Infant stage, having interpersonal abilities is necessary to provide the best education and feedback to the students and their families. The English teacher and the homeroom teacher must work together through the school year while planning the lessons to avoid contradictions. Apart from this, the co-tutoring system allows the teachers to support each other and learn from each other, which would be beneficial to develop their teaching methods and strategies. This also includes the Language Assistants even if their responsibilities are not the same as those of the other teachers, they will be

navigating the school year together. The LA can make great contributions —specially for the English class— and should be prepared for everything the other teachers have planned.

Early Childhood Education must aim to develop students’ autonomy in every level, so the children can use what is learnt in the classroom in other contexts to solve problems. That is why the students are the protagonists in their learning process. This means they must have an active role inside the classroom. To achieve this, teachers must create opportunities for student participation and research, so students can learn by doing. The students must have the space to learn at their own pace and the teacher should be there to guide and accompany them through the process, intervening only when necessary.

3.5.3 *Material and human resources*

To successfully conduct the objectives proposed in this syllabus, there are a large number of resources planned to be used throughout the Didactic Units. These resources can be classified into human and material resources. Likewise, the latter can be classified into expendable and non-expendable. All the details about the resources will be further elaborated in the tables below.

HUMAN	
PERSON	ROLE IN THE LEARNING PROCESS
English teacher	The language specialist teacher for who this syllabus is applied. It is an element who has a direct relationship with the teaching and learning process of the students.
Language Assistant (LA)	The native speaker teacher who will help and support the English teacher in their lessons. They are the cultural and language proficiency model for the students —and the English teacher as well.
Homeroom teacher	The homeroom teacher is going to co-tutor the class group with the English teacher and will be essential in the evaluation process and in the relationships with the families.
Families	They can be considered a direct influence in the teaching and learning process. They will be included in several activities throughout the school year and their participation is the key to achieve a well-established learning.
School’s counselling team	If a student or the families need a special type of counselling for which none of the teachers are prepared for, the school has a counselling team at their disposal.

Other students	Not only Primary students but also other Infant students from other classes that might be involved in the process. Learning from equals is a very fulfilling experience and every student involved finds benefits in it.
Student teacher	The possibility of having a teacher doing their internships in the school is considerably high, so they can be considered an influence in the teaching and learning process, as they will be able to plan activities for the students.

Table 1. Human resources.

For the materials, as was mentioned before, they are expendable and non-expendable. The stories that are going to be used in the syllabus as the common thread are part of these materials —specifically, part of the non-expendable ones. The materials should be authentic most of the time because they would provide better exposure of the language to the students, but some of them are going to be adapted to better suit the needs of the students or the activity. As an example, the Nativity story for [Unit 5](#) is an adaptation from the Bible so that it is suitable and understandable for children.

MATERIAL	
EXPENDABLE	NON-EXPENDABLE
<ul style="list-style-type: none"> • Worksheets • Papers, cardboards, crepe paper, foam paper... • Pencils, colour pencils, crayons, markers, whiteboard markers, gouache paint, chalks... • Scissors, glue-sticks, rubbers, brushes, awls... • Plasticine, rubber bands, wool, flat wooden sticks, cotton... 	<ul style="list-style-type: none"> • Didactic materials: stories, books, class' puppet, puzzles, games, Cuisenaire rods, flashcards, realia, visual organizers, mini whiteboards, construction blocks... • Technological materials: smartboard, computers, tablets, robots... • Audiovisual materials: songs, videos, movies... • Spatial materials: classroom, playground, psychomotricity room, library, the street...

Table 2. Material resources.

3.5.4 ICT resources

The students for which this syllabus is planned are considered Digital Natives, as designed by Prensky (2001):

“Our students today are all “native speakers” of the digital language of computers, video games and the Internet”.

Digital Natives are the generations who were born with these technologies, which are an integral part of their lives. Because of the interaction they have with this environment, the students think and process information differently from other generations. This makes ICT resources a key element in the learning process of the students, and the teachers must be familiarized with them to adapt the contents and objectives according to this. Additionally, in the Article 7 of *Decreto 17/2008* is stated that initial experiences with ICTs will be encouraged in the second cycle of Early Childhood Education. Additionally, the educational treatment these ICT resources receive should promote an appropriate and moderate use. As they are considered a language—one more way to communicate in our world— schools should provide students with the resources to understand and comprehend the messages in this language.

The ICT resources used in the English classroom are diverse. The classroom has a **smartboard** which can be used to draw, write, create activities or games, or project videos or songs. Both students and teachers can use this device throughout the school year with different purposes. A **computer** can also be found in the classroom, which is connected to the smartboard. The computer will be mostly used by the teacher, with occasional exceptions if the activity requires that a student uses the device. **Tablets** are going to be a widely used resource. Each teacher will have an individual tablet to organize the work, evaluate and keep track of what happens inside the classroom. Students, on their behalf, can work with the tablets provided by the school. These tablets can be used by students to investigate, to do planned activities with specific applications, to use features of the tablets—like oral dictation or the camera—to check pronunciation or to take pictures for the Scavenger hunt activities, among others that can be planned by the teacher. They will be shared with the other Infant grades, and the quantity will be around 25-30 to ensure that every student in a class can use one individually. By sharing the tablets, the students will learn to make an appropriate use of the school's materials, which is one of the many objectives worked in Early Childhood Education; yet by working individually with them will strengthen autonomous learning and the technological competency.

One alternative ITC resource is the **class' blog**, where the teacher will upload what is planned for the week or day and the later results. Families have access to this blog and will be able to see and follow the learning process of their children. Another alternative

resource is **Google Drive**, which will be used by teachers to plan and prepare the lessons together, as well as keeping track of what has been worked and the results.

3.5.5 Relationship with the Spanish learning

As it was mentioned before, there is a co-tutoring system in Early Childhood Education, meaning that all the groups will have two tutors in the same school year. On the one hand, the English teacher, who will have to tutor two groups per level, and will be in charge — alongside the Language Assistant— of the English learning. On the other hand, the homeroom teacher, who will take care of the Spanish learning, including Music and Psychomotricity. Both professionals will have to work together in the tutoring and the management of the classroom, aiming for the same goals to guide the students effectively. Keeping contact throughout the school year when planning the lessons, collaborating when organizing the workshops, and doing the evaluation of the students together, are some examples of what is expected of the co-tutoring system. Having a strong collaborative bond between the homeroom teacher and the English teacher will also affect the relationships with the families, as the reference teacher for them will be the homeroom teacher. The better the communication between the teachers is, the better will be the information delivered to the families about their child's progress.

Also, the English teacher should consider the stage the students are in regarding the Spanish learning: if they know how to read fluently, if they are starting to write, if they have dyslalia¹, if they have language maturative delay, etc. This information is going to be crucial to plan their lessons and adapt them to the different characteristics of the students. By doing this, the English teacher will know what to expect from each student. Moreover, the English teacher should be aware of how the students are learning Spanish: not only the methodology used in the school to read and write, but also the contextual aspects of the mother tongue of the students. For example, knowing that the latest phoneme they will be able to pronounce correctly in Spanish is going to be /r/, and this might be different if there is a student whose family is Chinese. However, all children start to learn a language by listening to it. Then, they start to use it because they need to communicate their needs and thoughts (speaking). And then, at the school, they are introduced to the written language. The English teacher should be aware of this

¹Dyslalia is a permanent functional disorder of the language. The child will omit, substitute or distort a phoneme without a sensorial or motoric existing cause. Some dyslalias are transitory and can be overcome with time depending on the type. And, others can be reeducated, also depending on different factors, but the prognosis is positive (Monfort & Juárez Sánchez, 2016, p.68).

progression, because a student who is not understanding what he is hearing will not be able to produce the language with the same fluency as one who does.

3.5.6 Time and spaces organization. Routines

In Early Childhood Education it is important to have a very clear organization of spaces and the time. This will create a comfortable environment in the class, as the students will be able to know where everything is inside of the class and what they can expect from the day. The weekly timetable and a map of the class can be found below.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30 – 10:00 (30min.)	ASSEMBLY (Spanish) (20min.)	ASSEMBLY (Spanish)	ASSEMBLY (Spanish)	ASSEMBLY (Spanish)	ASSEMBLY (Spanish) (20min.)
	ASSEMBLY (English) (10min.)				ASSEMBLY (English) (10min.)
10:00 – 10:50 (50min.)	ENGLISH	MATHS	PROJECT	PROJECT	ENGLISH
10:50 – 11:40 (50min.)	PROJECT	PROJECT	PROJECT	MATHS	MATHS
11:40 – 12:10 (30min.)	R	E	C	E	SS
12:10 – 13:00 (50min.)	PSYCHOMOTRICITY	PROJECT	MUSIC	PSYCHOMOTRICITY	MUSIC
13:00 – 15:00 (2h.)	L	U	N	C	H
15:00 – 15:30 (30min.)	ASSEMBLY (Spanish)	ASSEMBLY (Spanish)	ASSEMBLY (Spanish) (20min.)	ASSEMBLY (Spanish) (20min.)	WORKSHOPS
			ASSEMBLY (English) (10min.)	ASSEMBLY (English) (10min.)	
15:30 – 16:20 (50min.)	MATHS	PSYCHOMOTRICITY	ENGLISH	ENGLISH	WORKSHOPS

Table 3. Weekly timetable

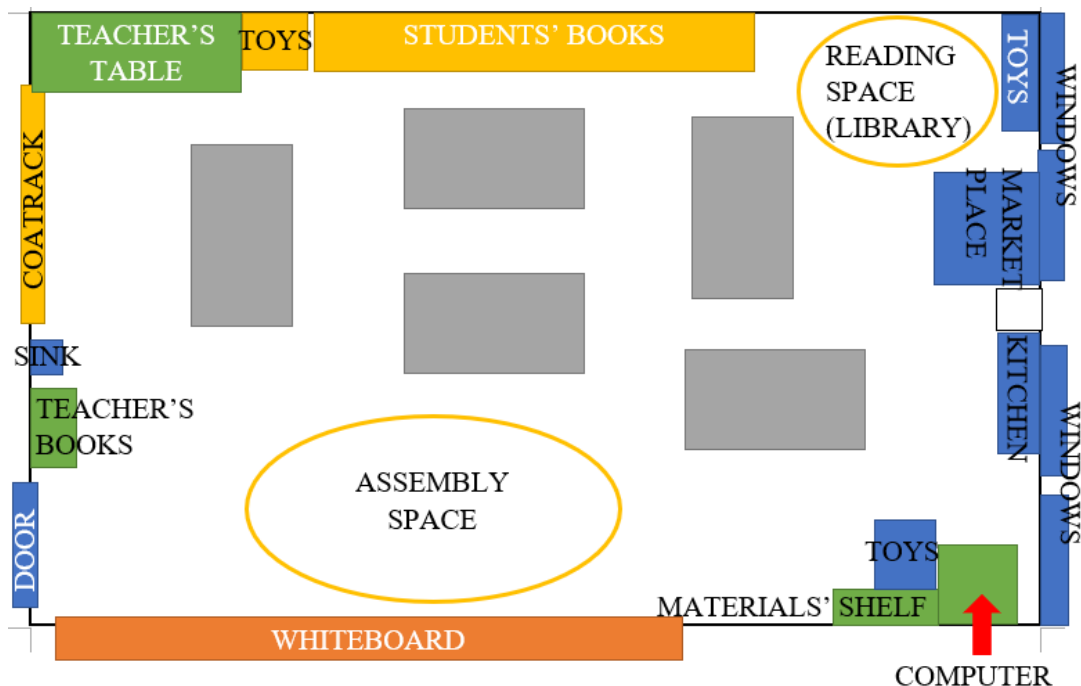


Figure 1. Classroom organization map

Regarding the English class, there are some routines that the students will follow from the beginning of the school year. The assemblies are the most common routine that the students will have. There will be a brief assembly before the start of every lesson. These assemblies are similar to the ones they do every morning and afternoon in Spanish. If the English class is in the morning, the assembly will be different than the one in the afternoon. These are the common sections of the assemblies:

- **Day of the week.** In this section the students will say what day of the week it is, what number is it and what month they are in. There is a song that uses Total Physical Response (TPR) to learn the days of the week ([Annex 7](#)) and another song to learn the months of the year. These songs will be used as a scaffold when needed.
- **Season.** The students will say what season it is. There is a song of the seasons of the year, but they will only listen to it when changing seasons.
- **Weather.** Before talking about the weather of the day, the students will sing a song, and will go through every possibility of the weather until the right one is shown. This routine will change as the year progresses, decreasing the usage of the song when the students start to learn the names of the climatic events.
- **Feelings.** The teacher will ask a few students how they are feeling, after revising the name of the emotions. At the beginning of the school year there is only going to be four feelings (happy, sad, excited and angry), and the teacher will add new ones throughout the year (sleepy, hungry, good, surprised, scared, hurt...). The teacher will also ask why they are feeling like that, expecting the students to use some English in their answers —always taking their knowledge of English into consideration.

Then, the morning assemblies add the section “**What’s on the menu?**”, where the teacher will tell the students the menu of the canteen with a visual aid (flashcards). By doing this, the students can also learn some vocabulary related to food and meals. On the contrary, the question asked on the afternoon assemblies is “**What did you have for lunch?**”. The teacher will first ask the students that have eaten at home about what they had for lunch, and then the teacher will randomly choose a student who eats at the school to tell their peers what they have eaten in the canteen.

As the school year advances, the teacher will add the **helper** role. The role will be chosen every Monday, and the chosen student will carry a label with his role. The helper will be an assistant of the teacher: the student will help giving out the materials in the activities, will help keeping silence in class, will ask the questions in the assembly... Also, the helper will keep the **class' puppet** over the weekend. Even if the puppet is introduced to the class earlier in the year, the students will only take the puppet home when the role of the helper is introduced in the routine. The helper will spend a weekend with the puppet and will be asked to take pictures of what they have been doing in the weekend. Once they come back to class on Monday, the student will tell the class about his weekend with the puppet and what they did. The helper and the puppet are going to be part of a weekly routine, which means that this will only be discussed on Mondays.

In addition to the previous routines, there is also going to be two monthly routines. Twice per month, the **workshops** that take place on Friday evenings will be in English. These workshops are planned by the families who agreed to participate in them beforehand, with the help of the teachers. And once per month, the Primary students are going to join the Infant students in **My Reading Buddy**. One 4-year-old student will be paired with a Primary student, and they will read a book together. This activity benefits both students, as it allows the Primary students to take initiatives and lead the younger students through their reading learning process. Moreover, as it is in English, it will be great to practice the language.

3.5.7 Student groupings

While planning for the activities, the teacher is going to organize the student in different ways depending on the goal of the activity and the needs of the students. Therefore, four types of student groupings are going to be used:

- **Individual.** The students will work individually while doing a worksheet or an individual project (drawing, crafts...).
- **Pairs.** For certain activities, the students will get into pairs, because the interaction between a pair is different from the interaction in a group. When they are in pairs, the students who are not very outgoing can have more opportunities to participate in a conversation and in the activity.
- **Teams.** In Spanish classes, the students are divided into teams, sorted by colours. These teams will remain the same throughout one trimester —in English classes

as well— and will change every trimester so the students can have the opportunity to work with every classmate. In some activities, the students will work in their colour team, but in others, the teacher can create new teams (for example, when smaller teams are needed).

- **Whole group.** This grouping will be used mostly for assemblies and storytellings, but also when listening to a song or dancing. Some activities will require the students to work as a whole group, to improve the class environment and strengthen the sense of belonging.

3.5.8 Relationship between the methodologies with the key competencies, the objectives and the contents

The meaning of a competency was defined in 2003 by Organization for Economic and Co-operation Development (OECD)'s Definition and Selection of Competencies (DeSeCo) project as “the ability to answer complex demands and appropriately accomplish various tasks”, and “it entails the combination of practical abilities, knowledge, motivation, ethical values, attitudes, emotions and other social and behavioral components that jointly mobilize to achieve an efficient action” (as cited in *Competencias clave*, n. d.).

The key competencies stated in the Article 5 of the *Decreto 89/2014* are seven:

1. Linguistic communication competency (*CCL*).
2. Mathematic competency and science and technology basic competencies (*CMCT*).
3. Digital competency (*CD*).
4. Learning to learn (*CPAA*).
5. Social and civic competencies (*CSC*).
6. Sense of initiative and entrepreneur spirit (*SIE*).
7. Cultural awareness and expressions (*CEC*).

While the Decree —and, therefore, the competencies— is referring to Primary Education, it is important to consider them while planning for Early Childhood Education. There are two legislative documents that confirms this. Firstly, the *Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación infantil* presents this statement:

“En esta etapa educativa se sientan las bases para el desarrollo personal y social y se integran aprendizajes que están en la base del

posterior desarrollo de competencias que se consideran básicas para todo el alumnado”. (p. 476)

Secondly, in the Article 14 of the *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (LOE) —which is updated with by the *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación* (LOMLOE)— the following is enunciated:

“Para garantizar la continuidad del proceso de formación y una transición y evolución positiva de todo el alumnado, se reflejará en el desarrollo curricular la necesaria continuidad entre esta etapa y la Educación Primaria, lo que requerirá la estrecha coordinación entre el profesorado de ambas etapas. A tal fin, al finalizar la etapa el tutor o tutora emitirá un informe sobre el desarrollo y necesidades de cada alumno o alumna”. (p.22)

With the previous evidence, it is confirmed that the two educational stages are connected and even if the key competencies are not defined in Early Childhood Education, they must be included in the learning process. As Early Childhood Education have a globalizing character, the competencies will be worked transversally and in an integrated way with the contents and objectives from the *Decreto 17/2008*. The three main areas in which these are classified must be combined when planning for lessons as well. However, some competencies can be recognized in the contents and objectives from the areas. Some examples might be the resemblance between several objectives and contents from Area 1 and sense of initiative and entrepreneur spirit, learning to learn or social and civic competencies, from Area 2 and mathematic competency and science and technology basic competencies, social and civic competencies or cultural awareness and expressions competencies, and from Area 3 and linguistic communication, cultural awareness and expressions or digital competencies.

3.6 Attention to diversity measures

3.6.1 General measures of attention for all the students

The diversity inside a classroom is almost inevitable and it is something that every teacher should be aware of and prepared for. Having said that, the students of Early Childhood Education can present greater differences. It is a stage where most of the developmental milestones happen at an incredible speed —and every child will probably reach these

milestones at different times and circumstances—, which requires the ability to adapt to these changes fast. Thus, when attending the general attention measures, the teachers must consider the month in which the students were born, the environment they are growing up in—regarding their families, birthplace, neighborhood or the quality and quantity of stimuli they receive—and their individual characteristics, like preferences.

As to the schooling path, students who had a previous experience in a nursery school will adapt better to the school ambience and their peers. These students will be familiarized with following rules, school coexistence and spending time away from home. On the contrary, the students who did not have this experience are expected to need more time to adapt to the routines and will show their personalities as the school year advances.

3.6.2 *Ordinary measures*

According to the *Instrucciones de 19 de julio de 2005, de la Dirección General de Centros Docentes relativas a la elaboración y revisión del Plan de Atención a la Diversidad, de los Centros Educativos sostenidos con fondos públicos de Educación Infantil y Primaria y Educación Secundaria de la Comunidad de Madrid*, ordinary measures are defined as the organization strategies and modifications that should be done by every center in regard to the groupings, teaching methodology, techniques, teaching and learning activities and strategies and evaluation with the purpose of attending diversity without modifying the curricular aspects such as objectives, contents and evaluation criteria.

Situations where materials or activities must be adapted to match the needs of the students are to be expected, as the spectrum of characteristics, learning pace, abilities and overall diversity inside a class can be as wide as the number of students there is. On one hand, the school's specialists, like Pedagogical Therapists (PT), are prepared to help in these situations by coordinating with the homeroom teacher and assisting students externally to ease their difficulties. On the other hand, the teacher can adapt the materials when needed and in the best way to help the students. As the students' teacher is one of the people who best know them and see the evolution and motivations, it is up to them how to change the activities. Some examples might be different scaffolding methods (providing visual aids, using Spanish language), different groupings (pairing them with students who are good collaborators, pairing students who might have complementing abilities), allowing students to have more time to finish an activity, or plan more complex activities for those who are willing to work further on the Units' topics. Not to mention that families must

be involved in the process, as they must be informed by the teacher about any adaptations that their child might need inside the classroom and the effectiveness of them, and about the measures that they could implement at home.

This syllabus will use two hypothetical student cases as an example of how these measures will be implemented in the Didactic Units. The first one is a boy named D., who has some symptoms of Attention-deficit/Hyperactivity Disorder (ADHD). And the second one is a girl named S. who has diabetes.

Regarding D's case, there is no official diagnosis, but he has been in the school since he was three, and the teachers had seen several symptoms that are similar to those present in ADHD. He moves a lot around the classroom and is difficult for him to stay seated. Because of this, he often disconnects from what is happening in class, and teachers have to explain the activities several times to him individually. Sometimes he does not understand the task, or he is easily distracted, in such manner that he rarely completes an activity. However, D. was born in December and has always been more naturally immature compared to his classmates. Therefore, he is not considered to need a curricular adaptation, because the symptoms might disappear as time passes. Having said that, D. will definitely need specific support, such as clearer and shorter instructions or having the help of a peer to complete an activity. The teacher must be patient with D. and should understand that he will need to stand up regularly.

In the case of S., she has a health condition that in most cases does not severely affect the learning process. Unfortunately, this is not her case. She is only in the school from 9:30 to 15:00, and her mother has to come during recess to monitor her. This means that S will only be able to do the morning activities and the teacher should send her complementary activities to keep up with what her peers are doing in class. S. also has a patch to control her glucose levels with a machine. The teacher has this machine in the mornings to make sure her glucose levels are fine. S's glucose levels can vary extremely fast and dangerously. This is what interferes the most in her learning process because teachers usually have to take her outside of the classroom to run or to eat —depending on what she needs to stabilize. It has happened before that she needs to leave the school because the teacher does not have the means to stabilize the glucose levels and cannot leave the rest of the class unattended. The school and the family are still looking for solutions — like hiring a nurse for S.— but there is nothing final for now. Support for S. must include her participation in physical activities, which she will be able to do or not depending on

the glucose levels, what she can eat and the lessons she might not take if her condition is serious. The teacher must work together with S's family to ensure her learning process is not severely altered by this.

3.6.3 *Extraordinary measures*

Extraordinary measures, as stated in the *Instrucciones de 19 de julio de 2005, de la Dirección General de Centros Docentes relativas a la elaboración y revisión del Plan de Atención a la Diversidad, de los Centros Educativos sostenidos con fondos públicos de Educación Infantil y Primaria y Educación Secundaria de la Comunidad de Madrid*, are the ones that address the measures of individual character that are taken in a center to answer the specific educational needs of the students and requires the organization of personal resources and specific materials.

The extracurricular measures are for specific children that usually have a diagnosis done by professionals from outside the school. In order to include them in the classroom, the curricular aspects of the lesson must be changed and adapted to their needs but keeping the same topic and being as close to the original as possible. To achieve this, specialists must work together with the homeroom teacher and the families. Some children might need specific communication methods (sign language, pictograms), space and movement adaptations (wheelchairs), materials or cognitively different learning goals. In this situation, it is advisable to ask the families about the diagnosis and what are the specific measures given by the professional who oversees the case because the school has to make choices depending on these measures and work hand in hand with the professionals.

3.7 Complementary and extracurricular activities

3.7.1 *Activities outside of the classroom and their relationship with the Didactic Units*

Apart from the classroom, learning can happen outside of it. It can be part of the Didactic Units or complement them, but it is necessary to show students the applications of what they are doing in class in a real context. Some activities that might take place outside of the class or complement the work of the Didactic Units are:

- **Different activities proposed in the Didactic Units.** The school is equipped with different facilities that will be used throughout the school year to do some activities of the Didactic Units. For example, the library plays an important role in the planning of this syllabus, as the Didactic Units will be introduced through

stories. The students will visit the library to read, to investigate or to listen to stories. Another example would be activities that have psychomotricity goals, like races or games, that will take place in the playgrounds of the school or in the psychomotricity room.

- **Workshops.** Depending on what type of workshop is proposed, the teachers and the family will decide where it would be more benefited. If there is more than one family involved, the playground can be a better option than the classroom, or if it is a workshop related to body movement. Some examples might be a baking activity ([Unit 3](#)), planning an activity that has to do with their occupation ([Unit 4](#)), a Scavenger hunt organized by families ([Unit 6](#)), learning a traditional dance ([Unit 9](#)), or an interactive theatre play ([Unit 10](#)). Activities with families will be highly encouraged, and not only will they participate in the workshops while the projects and the units are held, but they will also be asked to help in their organization and preparation. An example would be families planning the mentioned workshops, preparing the decorations for the project, gathering some materials that will be needed, etc.
- **My Reading Buddy.** This is a complementary activity that will take place in the school's library with Primary students. This activity consists of pairing one Infant student with one Primary student, and they will choose and read a book together. Both students will benefit from the experience, as the Primary student will help the Infant student in his/her reading learning process while he/she develops different competencies. This activity will take place in the school's library.
- **School outings.** There will be some school outings planned for the English lessons.
 - *Theatre plays.* As the literature is going to be an important aspect throughout the units, the school will take the students to some theater plays to work on the contents.
 - *Museum visits.* The school will take the students to the museums that can be beneficial for the teaching and learning process.
 - *Church visit.* As we mentioned before, there is a church next to the school where students go to celebrate different festivities and events. The church will also be visited as part of what is worked on the units.

- *Neighborhood tour.* In different Didactic Units the students are going to go outside of the school, to the parks that are nearby or just to walk around the streets. These activities will be fully monitored by the teachers.

The complementary and outside of the school activities do not necessarily have to work on the same contents proposed in the units, however, some of them do. These activities can work on different contents, or they can be used to work on the competencies, if the teachers want to focus on any of them in particular. Aside from this, the students need these activities to change the context of their learning. Not only it is motivating for them, but also gives them the opportunity to apply the contents, procedures and attitudes they learned inside the classroom into their everyday life. This gives learning a meaning and an objective, which is what students need to realize to start developing the competency of learning to learn. If they successfully use what they learned in class outside of it, it means that meaningful learning is happening.

3.7.2 Reading program

Literature is a resource for learning and offers the opportunity for linguistic development in a recreational manner. In Early Childhood Education the students will start with the reading and writing process, however, even if they still cannot read fluently, it is important to start introducing literature in their lives. By doing this the students can easily develop a liking to literature and the habit of reading—as it is easier to develop habits the younger the children are. Their first approach to literature should be interesting and exciting, and not perceived as something completely scholar or compulsory. Regarding the English class, if the students are starting to read in Spanish, the teachers cannot expect the students to have the same level in the second language—and they would not have the same easiness in the process. Despite that, as reading is also a cultural element—which involves developing empathy and knowledge about the world—students are going to be introduced to literature in English.

The first contact will start with the storytellings and story-based learning, which is the methodology that is going to be used to introduce and teach the contents of the Didactic Units. They are a motivating way to start the units but also efficient to approach literature in English to the students. The English teacher must prepare for the readings, as they must be visual and dynamic to keep the students' attention and ensure they understand the story—regardless of the activities planned after the storytelling.

As this syllabus uses story-based learning and storytelling, it makes the load of literature and this reading program high. That is why apart from this methodology, other measures have to be taken in order to make students understand the importance of literature in their lives. One way of doing this is creating spaces dedicated exclusively for reading which students can turn to in their free time, making reading books a part of their routines.

Thus, students have a space in the classroom dedicated to reading, next to a shelf with students' books. That reading space will have cushions and a carpet for students to be comfortable, and it is next to the windows, so they have natural light to read. The reading space can be used if they finish an activity early, when they have free time or when they are in the recess but cannot go outside of the classroom. The books from the shelf will be divided in sections and the students must keep the books organized. One of the sections is "Books in English", which are the books they can use if they finish an English activity early. Regardless of the language, these books must have big pictures and the text must be short and big. The students can ask the teacher to take a book home if they want, but they must return it the following week.

Lastly, the school's library is going to be an important space in the task of introducing literature to the students. They can learn what a library is, what are the rules inside a library and how to search for the books they want. And it will be the place where activities like My Reading Buddy take place, so Primary students can recommend different books and introduce literature from the perspective of another child, which is motivating.

3.8 Tutorial Action Plan and collaboration with the families

The Tutorial Action Plan is an essential part of the Early Childhood Education stage, as the children are still in the primary socialization and the family is the most important entity in this stage. The children will learn to interact with the world from there and the school will introduce them to the secondary socialization. The emotional load in the primary socialization is very important and the school has to consider this while working towards the secondary socialization, so the children feel safe and trusting. Therefore, collaborating with the families through the learning process is necessary to achieve this.

3.8.1 Tutorial Action Objectives

The main objectives of the Tutorial Action Plan in this 2nd of Early Childhood Education class are formulated from the values of Santa Margarita's Educative Project. The objectives include:

1. Provide information about the constant progress of the students throughout the school year.
2. Act on students' difficulties and enhance their strengths to allow them to reach their maximum personal and academic development.
3. Prevent the possible difficulties in the teaching and learning process, as well as other possible conflicts, such as conflicts between students, behavioral conflicts, family conflicts, etc.
4. Promote families' and students' participation in the school's activities, within the class group and the school.
5. Have a relationship of respect and trust between families and the school to favor the holistic development of the students.

3.8.2 Common tasks for collaboration between the school and the families

The family and the school must agree in a common goal to achieve better learnings for the children, not only educational, but also developmental. In order to do this, both institutions must be opened to communicate from the respect and the tolerance. And to stimulate these attitudes, schools should offer families the opportunity to collaborate in the teaching and learning process.

Families will be asked to participate in the weekly workshops that will take place every Friday as much as they can. The school should be aware that the families have different duties to attend and will facilitate the participation as much as possible. As seen in [*Complementary activities*](#), another activity where families can participate is in the projects. They can help preparing the Project or while the students are working on it. The second part is going to be the most common one, as the students might need help investigating and such.

Regarding the English class, there is an activity where families are going to be asked to participate: when taking the class' puppet home. The families will help the students when taking the pictures and practicing what they are going to say in class —with the help a poster, a video, etc. It would be desirable that the families use English while the puppet is at home and encourage their children to do so. Even if it is not perfect or they only use simple sentences or words, by doing this they would be participating in the process of learning English. Furthermore, if children see their parents getting involved and using the language, they will feel motivated to use it too.

3.8.3 Individual meetings and tutoring

One of the objectives of the Tutorial Action Plan is to have a relationship of respect and trust with the families. To achieve this, there needs to be quality in the communication between both institutions. The homeroom teacher will start meeting the families individually from October to November. In this first interview the teacher will inform the families about how their children are adapting to the school, what they have been doing and how they are progressing. The teacher will also tell them if the students are facing any difficulties and suggest ways to solve them. At the same time, the families will have the opportunity to talk about the things that might concern them—if they have any concerns—and ask for advice if needed. There will be no meetings in September as the students are still getting used to the routines and might need time to adapt. The only exception would be the students who have a history of difficulties or special needs, the students who are new and the students and have to adapt to the school. In addition, the teacher will contact the families if the students show concerning behaviors, like those who are having a hard time adapting to the class' routines.

The second interview will take place from January to March, and the teacher will inform the families about the progress of the students. If there were any measures taken in the first interview, the teacher will inform the parents about the results inside the classroom and ask what they have seen at home in relation to that. Then, both the teacher and the family will decide if the measures will continue, stop or change and how will that happen.

The last interview will take place from April to May. This interview will serve as a closure to the school year, so the teacher will gather the most important milestones from the students to show the families how they have progressed. The teacher will then talk about the special measures that were applied and the results they had, as was described in the second interview. Finally, the teacher will suggest some ways to keep working in the summer if needed.

Regardless of these interviews, if the teacher or the families want to have any extra interviews, they can contact each other and have one. The ones stated above are the minimum number of individual interviews the teacher and the families will have, but there is no limit as to how many interviews can a family have. Furthermore, the teacher must be approachable, so the families feel comfortable to contact them if they have any concerns.

As it was mentioned before, these interviews will be held by the homeroom teacher, but the information given to the families will be gathered by this teacher and the English tutor. Before the interviews, both teachers will meet and talk about what information they want to give, sharing their points of view. Everything will be in a document, to organize and keep track of their meetings. Then, the homeroom teacher will inform the English teacher about what happened in the interview and the decisions that were reached. By all means, it is possible to request a meeting with the English teacher, and the teacher can contact any family if needed.

3.8.4 Classroom group meetings

There is going to be three classroom group meetings throughout the school year. In these meetings, the homeroom teacher and the English teacher will be present, as they are both tutors of the group.

The first meeting will be in September, to introduce the tutors and the classroom. The families are going to be introduced to the class rules, the basic routines and the main objectives of 2nd of Early Childhood Education. Then, the first trimester will be outlined, explaining which Didactic Units and projects—in the case of the Spanish lessons—their children will be working on until December and what is expected of them as families in this. After that, the tutors will ask for volunteers for the October workshops and help for the projects and will explain that at the start of every unit or project an email will be sent to ask for the same. Next, the tutors will give the families the list of general materials that the children will need in the coming months. Finally, the families will have some time to ask questions and the tutors will ask them to complete an exit slip answering the following questions:

What are they most excited about?

Do they have any fears or concerns? If so, what are them?

Grade the meeting and suggest any changes if wanted:

- (1) Not satisfactory: there was lack of information or it was poorly delivered. The meeting was too long and tiring.
- (2) Good: some information was confusing or unclear, but everything was covered. The answers to the questions were not complete or didn't clear the doubts. The meeting was fine, but it started to get tiring towards the end.
- (3) Excellent: the information was precise and clear. The questions were completely answered. The meeting was dynamic.

Suggestion box:

The second meeting will be held in January. Like in September, the tutors will inform the families about the second trimester, what they can expect from the next months, and will ask for volunteers for the next month. The volunteers for January will be requested by email in December. The tutors will talk about the common issues inside the classroom: how the students are as a group, what synergy they have and how does it affect their learning. This will lead to the classroom rules in case there are new ones or if there are changes. After that, the tutors will give the list of general materials and the families will have time to ask questions. Finally, as in the first meeting, the families are going to be asked to do another exit slip with a slightly different set of questions:

What are your expectations on this second semester?

Is there any specific topic you want to talk about in the individual interview? Write it down and explain it if necessary.

Grade the meeting and suggest any changes if wanted:

- (1) Not satisfactory: there was lack of information or it was poorly delivered. The meeting was too long and tiring.
- (2) Good: some information was confusing or unclear, but everything was covered. The answers to the questions were not complete or didn't clear the doubts. The meeting was fine, but it started to get tiring towards the end.
- (3) Excellent: The information was precise and clear. The questions were completely answered. The meeting was dynamic.

Suggestion box:

The third meeting will be in April, and it will be similar to the second one: explaining the next trimester, answering questions, asking for volunteers and list the materials. There is also going to be an exit slip.

Is there something you'd like to do before the school year ends?

Grade the meeting and suggest any changes if wanted:

- (1) Not satisfactory: there was lack of information or it was poorly delivered. The meeting was too long and tiring.
- (2) Good: some information was confusing or unclear, but everything was covered. The answers to the questions were not complete or didn't clear the doubts. The meeting was fine, but it started to get tiring towards the end.
- (3) Excellent: The information was precise and clear. The questions were completely answered. The meeting was dynamic.

Suggestion box:

The last group meeting will be in June, before the school year ends. The tutors will summarize the school year and will suggest different ways to keep working on the summer. The families will have time to ask questions, and then they will do the last exit slip:

What is your opinion on the work of the tutors? Is there something they can improve?

If you could use one word to describe this school year, what would it be?

Grade the meeting and suggest any changes if wanted:

- (1) Not satisfactory: there was lack of information or it was poorly delivered. The meeting was too long and tiring.
- (2) Good: some information was confusing or unclear, but everything was covered. The answers to the questions were not complete or didn't clear the doubts. The meeting was fine, but it started to get tiring towards the end.
- (3) Excellent: The information was precise and clear. The questions were completely answered. The meeting was dynamic.

Suggestion box:

3.9 Evaluation of the teaching and learning process

3.9.1 Evaluation criteria

The evaluation criteria is taken from the *Decreto 17/2008 de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil*. In this Decree, it is stated that “*the evaluation in Early Childhood Education should serve to identify the learning acquired and the pace and the characteristics of each student*”. The evaluation in this stage should be “*global, continuous and formative*”, which are the three main characteristics for a complete evaluation.

The criteria that this syllabus is going to follow is divided in the three main areas (*Self-awareness and personal autonomy, Environmental awareness, and Languages: communication and representation*). An outline of them can be found in [Annex 4](#).

As this syllabus is planned from the perspective of the English teacher and the aim in this area is to prepare the students for the bilingual program of the school, so a standard to assess language ability must be included. The Global Scale of English (GSE) — which extends the Common European Framework of Reference for Languages (CEFR)— is the standard that is going to be used in this syllabus. The GSE uses a scale from 10 to 90

pinpoint the goals for all the skills within a CEFR level (Global Scale of English. Global English Language Standard, n. d.). This syllabus is going to focus on the GSE level 10 – 21, which corresponds to a below A1 level.

3.9.2 Evaluation strategies, techniques and tools

As it was mentioned before, one characteristic of the evaluation in Early Childhood Education is that it should be formative. This evaluation is done while the learning is happening, and it allows teachers to modify the learning process to be more adapted to the students. This means that it is helpful to know how the students are doing in the school year, how are they progressing and what help they might need. On the contrary, a summative evaluation will not give us specific information about the evolution of the students, because it only assesses the final results. However, this type of evaluation is also needed at least at the end of the school year. In this case, there is going to be a summative assessment at the end of every unit as well, so the evolution of the learning process is recorded. Therefore, the summative assessment will consider the information obtained in the formative assessment.

The areas in Early Childhood Education are evaluated together, along with the contents, procedures and attitudes. The teaching and learning process is global and it should be the same when teachers plan the evaluation process. Moreover, the cognitive, affective and psychomotor characteristics of the students in these ages usually evolve together, and it is reflected in the way they learn in the school.

Students' awareness of their learning process can and should be approached from the assessment as well. Therefore, three types of assessment are going to be used depending on who is responsible for said assessment:

- **Teacher assessment.** This is the traditional method of assessment. The teacher can use various ways to assess the students' work and performance on the tasks. While teacher assessment can provide the students information about their learning process through feedback, it is not enough to reach deeper levels of comprehension where they are in the learning process.
- **Self-assessment.** By using this type of assessment, the students can reflect on their own learning process. They are the ones doing the assessment, which creates opportunities for students to be critical and autonomous with their own learning.

- **Peer assessment.** Not only it is important for students to learn to be critical with themselves, but also with others. Students will be asked to discuss each other's work and performance on tasks in different ways.

There are various techniques that will be used when assessing students. The most used one is going to be active observation. To help with active observation, the teachers will use assessment tools like checklists or rubrics. Apart from this, other techniques to assess students would be with the work they do through the lessons, such as drawings, worksheets or even a portfolio. The tools used with these techniques are going to be the same as the ones used with active observation.

Adding to that were mentioned before, there are more tools and techniques that the teacher can use for the formative and summative assessment:

- **KWL chart.** This chart will be used at the start of every Didactic Unit. The acronym means "*what we Know, what we Want to know and what we have Learned*". This tool makes the students aware of their learning goals and processes, and it is useful for the teacher to know where the students are at the start of the unit and what are their motivations. This tool will be introduced in the beginning of the units when the topic is presented, and the columns K and W will be filled out. And when it is time to give closure to the unit, the students will complete the L column.
- **Checklists.** They are used to score the completion of a task, but as they are not very descriptive, it is hard to assess the quality of the student's performance. This tool can be used for specific activities done in the class and can be used by the students to assess themselves or their classmates. But they can also be used while observing the students to assess their performance on a task —like a presentation or their attitude while working in a group. Checklists can be used throughout the progression of the units and in the end of them as well, depending on the teacher's decision to use them for formative or summative assessment. Some examples of activities that will be assessed with checklists are observation in the classroom, mini whiteboard activities, memories, puzzles, Scavenger hunt, listen and point, participation in class, among others.
- **Rubrics.** They are scoring guides used to evaluate student performance or products. The teacher chooses what is going to be assessed and sets some

indicators to grade the different categories, specifying what each indicator means. They are great to assess the quality of the student's performance on the task. These can be used by the teacher to assess the students' work—with drawings, worksheets or presentations— or by the students to do self-assessment or peer assessment. Together with checklists, rubrics can also be used throughout the units' progression and in the end. Rubrics are going to be used to assess students' presentations of their work, worksheets, collaborative activities, drawings, among others.

- **Thumbs up and thumbs down.** This technique is used to assess critical thinking. The students are asked a question and they have to answer with a thumbs up or a thumbs down. Similar techniques would be true or false banners. These techniques can be used in lessons' activities to check understanding and knowledge. Teachers can see easily how many students answer correctly and see who needs help.
- **Random selection tools.** With this technique the teacher can select a student randomly to answer a question or to do an activity. By using this, the students will be actively listening, as they have the same chances to be chosen, and the teacher makes sure everyone participates in class. These techniques can be used in assemblies or in lessons, and they can be used throughout the school year.
- **Mini whiteboards.** By using this technique, the teacher can clearly see the answers of the students and makes sure that everyone is participating. Teachers can choose to use mini whiteboards instead of oral answers in lessons' activities or assemblies in all the school year.

3.9.3 Evaluation moments

Evaluation should be continuous, so there will be more than one moment for it. Teachers can choose to evaluate when they consider necessary in their lessons, however, there will be a few moments where evaluation must take place.

An initial evaluation will take place at the beginning of the school year because it is important for the teacher to know where their students are so they can start to build the new knowledge from there. This type of evaluation will also take place at the beginning of each Didactic Unit for the same reasons. One tool that can be used for this is the KWL chart.

During the school year there will be several types of evaluation, most of them being formative. As it was mentioned before, doing this help the teachers to adequate the lesson to the students' needs. Nonetheless, summative assessment will be used at the end of every unit—and in some specific activities—to gather the results of the learning process.

Finally, there will be a final evaluation at the end of the school year. This will be a reference to consider towards the next year, where the evolution of each student is conveyed. This evaluation will gauge the results from the continuous evaluation. The final evaluation sheet that is in Annex IV of the *Orden 680/2009, de 19 de febrero, de la Consejería de Educación, por la que se regulan para la Comunidad de Madrid la evaluación en la Educación Infantil y los documentos de aplicación* is going to be the reference to elaborate the English final evaluation report ([Annex 10](#)).

4. Didactic Units

This is the second part of the end of degree project in which the theoretical framework is put into practice in 12 Didactic Units. These units will be divided into three trimesters: units 2, 3, 4 and 5 are in the first trimester, units 6, 7, 8 and 9 in the second, and units 10, 11 and 12 in the third. Unit 1, as it takes place when the students are just back to school, will not be included in any trimester.

While planning for the units, I used the Lesson Plan Template from the subject *Teaching English as a Foreign Language I and II* from the Bachelor's Degree in Early Childhood Education with EFL Concentration. A version of the original template can be found in [Annex 5](#).

As mentioned before, Early Childhood Education is a globalized stage, and the contents should be worked in an integrated way. The objectives, contents and evaluation criteria were selected using the *Decreto 17/2008* and the learning goals and contents suggested in the GSE. However, as this syllabus is a planning for the English lessons, these criteria are going to be adapted to best suit the units' goals and the students' knowledge of the language. The competencies that are going to be worked on through the units are: linguistic communication competency (CCL), mathematic competency and science and technology basic competencies (CMCT), digital competency (CD), learning to learn (CPAA), social and civic competencies (CSC), sense of initiative and entrepreneur spirit (SIE) and cultural awareness and expressions (CEC).

4.1 Unit 1. Hello, school!

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 4 weeks (from the 9th of September to the 2nd of October)

Justification of the Didactic Unit's topic:

This unit is going to be the introduction to the new school year. In this unit, the goals are to get the students used to the new routines and the assemblies, and to get to know each other. The teacher will also remind the students some things they might know from the previous year (i.e.: saying “hello” and saying their names with “I am...”).

The class’ puppet and the common thread are going to be introduced in this unit as well. The puppet’s name is Ryan Reader, and he is an undercover alien ([Annex 6](#)). He is asking for help as he does not know anything about our world and needs to learn in order to keep his identity hidden. He heard that humans have everything written in books, but he is still learning our language and cannot understand a thing. As the year advances, Ryan will bring different books and stories to class for the students to read and investigate, so they can help him learn about our world and, hopefully, keep his identity hidden.

In this unit, the main book that is going to be used is *Hello School* by Priscilla Burris, with which students will learn to briefly introduce themselves to their peers and about the basic routines and events that can take place in school, as well as some class’ rules. As these routines will be used throughout the school year, the goal is to get students familiarized with them and help them understand better every part of the routine. Another book that will be used is *We Are All Different* by Twinkl Originals, which is going to introduce different ways to describe different aspects of ourselves to get others to know us. See both stories in [Annex 9](#).

PREVIOUS KNOWLEDGE

- Simple greetings and farewells: hello and goodbye.
- Understanding simple questions: “what is your name?”, “how old are you?”, “what’s this?”, etc.
- Understanding and being able to answer “yes or no” questions.
- Vocabulary that might be present in the stories and class: school, teacher, story, alien, help...
- Knowing the different vocabulary items in their mother tongue (Spanish): feelings, food & meals, days of the week, numbers, months...
- Answering questions about likes and dislikes in their mother tongue (Spanish).
- Describing themselves in their mother tongue (Spanish): name, age, number of siblings, colour of their hair...

LEARNING OUTCOMES (OBJECTIVES)

Students will be able to:

- Identify and name different feelings (happy, sad, angry and excited).
- Identify and name the months of the year.
- Recognize the days of the week and the Total Physical Response (TPR) movement associated to each day.
- Identify and name the four seasons.
- Count from 1 to 30 with the help of some flashcards.

- Introduce themselves using the sentence “My name is...”
- Express likes and dislikes using the sentences: “I like...” and “I don’t like...”
- Describe aspects of themselves using “I have...” or “I don’t have...” related to physical features (freckles, curly hair, etc.) or possession (a dog, two brothers).
- Ask other students about themselves: “What is your name?”, “How old are you?”, “What do you like?”, “Do you have any brothers or sisters?”, etc.

- Follow and respect the class rules.
- Take care of the material.
- Express interest in knowing their classmates and their interests.
- Have a positive and respectful attitude towards their peers and teacher.
- Work together in pairs or small groups.
- Develop attitudes of self-improvement and initiative.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information

CONTENTS

- Routines used in the assembly:
 - Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. (CCL)
 - Months: January, February, March, April, May, June, July, August, September, October, November and December. (CCL)
 - Feelings: happy, angry, sad and excited. (CCL) (CPAA)
 - Names of different food and meals: pasta, meat, fish, fruit, yogurt, soup, lasagna, Spanish omelet, chickpeas, sausages, chicken... (CCL) (CEC)
 - Seasons: spring, summer, autumn and winter. (CCL) (CEC)
 - Numbers from 1 to 30. (CMCT)
- Introducing themselves:
 - Simple sentences to give information about themselves (“My name is..., I am...”) (CCL) (SIE)
 - Expressions of likes and dislikes (“I like/don’t like...”) (CCL) (SIE)
 - Expressions to describe physical features (“I have straight/curly hair”; “I have freckles...”) (CCL) (CSC)
 - Expressions of possession (“I have a dog”; “I have two sisters”) (CCL) (CEC) (CSC)
- Class rules:
 - Raising a hand to speak, not interrupting the person who is speaking. (CSC) (SIE)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Groupwork and collaboration (CPAA) (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Investigation tools and methods. (CPAA) (CD) (SIE)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)

EVALUATION CRITERIA

- Accurately recognize and answer questions about the feelings
- Correctly recognize the month of the year they are in and name all the months.
- Correctly recognize the season they are in and differentiate and name all the seasons.
- Precisely name the day of the week they are in and recognize the TPR movements that are associated with each day.
- Count from 1 to 30 accurately with the help of the flashcards.

- Properly ask other students about themselves and their interests using expressions like “What is your name?”, “How old are you?”, “What do you like?”, “Do you have any brothers or sisters?”, etc.
- Effectively answer questions with the information they are asked in English or Spanish to show understanding of what they were asked.
- Accurately use the expressions “I like/don’t like” to talk about their likes and dislikes.
- Use “I have/I don’t have” precisely to describe aspects of themselves like physical features and possession.

- Demonstrate positive attitude and show respect towards others and themselves.

- Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
- Properly take care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.
- Accurately use different tools and methods to gather information and investigate

4.2 Unit 2. Move your body!

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 3 weeks (from the 5th to the 23rd of October)

Justification of the Didactic Unit's topic:

In this unit the students will learn about the parts of their bodies and their possibilities of movement. The teacher will remind the students about the parts of the body they should know from the previous year and introduce new ones. Then, the students will learn different action verbs related to movement and what they can do with their bodies. Additionally, they will learn possibility sentence structure in positive, negative and interrogative forms.

The main book that is going to introduce the unit's topic is *My Body* by Jill McDonald. In this book, the students can be reminded of some body parts they already know, be introduced to new ones, and learn some of their functions. *From Head To Toe* by Eric Carle is going to be the second book used to support the contents from the first one — regarding body parts and action verbs—, and will introduce the sentence structure to express possibility with “can”. Students will have to learn the names of the parts and know where they are and what they can do. While doing this, the class will be teaching Ryan Reader about the human body and what it can do, as for he has a different body with different possibilities. See both stories in [Annex 9](#).

PREVIOUS KNOWLEDGE

- Some body parts in English (head, arms, hands, feet, legs...).
- Name, recognize and correctly place the body parts in their mother tongue (Spanish).
- Being able to see, recognize and imitate different movements with their bodies (i.e.: running in place, jumping, breathing, skipping...).
- Knowing some functions of their bodies in their mother tongue (Spanish).
- Answer simple “yes or no” questions.
- Class rules.

LEARNING OUTCOMES (OBJECTIVES)

Students will be able to:

- Name, recognize and place different parts of their body and face.
- Identify some functions of the different body parts.

- Identify and differentiate action verbs related to body movement.
- Use action verbs to describe their movements.
- Ask and answer questions with “can”.
- Express possibility using “can”.
- Gain progressive control of their bodies.

- Have attitudes of respect and appreciation towards others’ bodies and possibilities.
- Know their possibilities and difficulties regarding body movement.
- Develop attitudes of self-improvement and initiative.
- Trust their body possibilities.
- Develop a positive body image.
- Collaborate and work in pairs or small groups.
- Take care of the material.
- Have a positive and respectful attitude towards their peers and teacher.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information

CONTENTS

- My body:
 - Parts of the body: head, neck, shoulders, arms, hands, fingers, chest, back, hips, knees, legs, foot, toe. (CMCT) (CCL)
 - Parts of the face: eyes, ears, nose, mouth, teeth, hair. (CMCT) (CCL)
- Body possibilities:
 - Action verbs related to body movement: run, jump, swim, stomp, skip, turn, bend, wave, clap, kick, wiggle, raise. (CMCT) (CCL)
 - Sentence structure to express possibility using “can”. (CCL) (SIE)
 - Collocations (stomp your feet, clap your hands) (CCL)
 - Control and coordination of their bodies. (CPAA)
- Other contents:
 - Diversity appreciation through the differences of our bodies. (CSC) (CMCT)
 - Self-efficacy: knowledge of their own possibilities of action and trusting themselves. (CSC) (SIE)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)
 - Groupwork and collaboration (CPAA) (CSC)
 - Investigation tools and methods. (CPAA) (CD) (SIE)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)

EVALUATION CRITERIA

- Accurately identify and place the body and face parts.
- Name some body parts (head, arms, hands, feet, legs, shoulders, knees, hips, fingers, toes).
- Recognize the action verbs related to body movement and accurately represent them with their bodies.
- Precisely ask and answer questions using “can”.
- Effectively use the sentence structure “I can” to express possibility related to body movement.
- Be respectful towards others’ bodies and their movement possibilities.
- Be aware of their own movement possibilities and difficulties.
- Progressively develop initiative and self-improvement attitudes.
- Progressively develop a positive body image.
- Demonstrate positive attitude and show respect towards others and themselves.
- Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
- Properly take care of the class material.
- Appreciate, be critical and evaluate their own and others' work.
- Accurately use different tools and methods to gather information and investigate.

4.3 Unit 3. Spooktacular Halloween!

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 1 week (from the 26th to the 30th of October)

Justification of the Didactic Unit’s topic:

This Didactic Unit is one of the short units that this syllabus has, along with [Unit 9. Feeling lucky on St. Patrick’s Day](#). It takes place on the week of Halloween—even if the 31st is on a Sunday. This unit immerses the students in the tradition of Halloween, so the cultural importance of this unit is remarkable. Even if Santa Margarita is a Catholic school, these kinds of lessons are important to immerse the students in the culture of the language. Furthermore, it is a festivity that is now celebrated in Spain as any other, even if it was not part of the Spanish original traditions.

The book used in this unit is *It’s Halloween Night* by Maryann Cocca-Leffler. It will introduce some vocabulary related to the festivity and some expressions that are commonly used. There are also a few adjectives that will be used to introduce different ones—even if they are not directly related to the topic. Another book used to support the

unit would be *10 Trick-or-Treaters* by Janet Schulman. In addition to everything stated previously, they are also going to be introduced to different activities that can be done on Halloween and some songs that they can sing as well. The reason why Ryan Reader decided to give us books about Halloween is because he was a little confused as to why there were monsters and creatures similar to him on Earth. Students need to learn about Halloween's tradition, costumes and such to show Ryan what it is. See both stories in [Annex 9](#).

PREVIOUS KNOWLEDGE
<ul style="list-style-type: none"> • Numbers from 1 to 10 in their mother tongue (Spanish) or in English • Recognize some creatures and costumes from Halloween and name them in Spanish. • Vocabulary that might be present in the stories and class: house, scary/scared, party, candy, etc. • Answer simple questions (“what’s this?”) with one-sentence answers in English or in Spanish. • Class rules.

LEARNING OUTCOMES (OBJECTIVES)
<p>Students will be able to:</p> <ul style="list-style-type: none"> → Name and identify Halloween creatures and elements and recognize their characteristics (witch, skeleton, vampire, ghost, spider, werewolf, monster, jack o’ lantern, haunted house, etc.) → Find out about different Halloween traditions and explain what is done in each. → Investigate about one Halloween tradition of their choice. → Use descriptive adjectives for people, objects or situations (scary, brave, strange, big, small, haunted, etc.) → Classify and differentiate sets of words depending on how they sound (bat-hat, house-mouse) → Become aware of rhyming words. → Listen and sing songs about Halloween. → Participate in social and cultural activities. → Share the materials with their peers. → Collaborate and work in pairs or small groups. → Discover different tools and methods to investigate and search for information. → Follow and respect the class rules. → Take care of the material. → Have a positive and respectful attitude towards their peers and teacher. → Develop attitudes of self-improvement and initiative. → Appreciate and evaluate the effort they put into their work. → Use different tools and methods to investigate and search for information

CONTENTS

- About Halloween:
 - Halloween creatures and elements: witch, skeleton, vampire, ghost, spider, werewolf, monster, jack o' lantern, haunted house, etc. (CCL) (CEC)
 - Halloween traditions: carving pumpkins, go trick-or-treating and wearing costumes. (CEC) (CPAA) (SIE)
- Language contents and awareness:
 - Adjectives to describe a person, an object or a situation: scary, brave, big, small, strange, spooky, eerie, haunted, etc. (CCL) (CMCT)
 - Easy rhymes (i.e.: sand-hand, bat-hat). (CCL)
- Attitudes and procedures:
 - Using different tools and methods to investigate and search for information. (CD) (CPAA) (SIE)
 - Participation in social and cultural activities. (CEC) (SIE)
 - Groupwork and collaboration. (CSC) (CPAA) (SIE)
 - Foreign traditions. (CEC) (CSC)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)

EVALUATION CRITERIA

- Correctly identify Halloween creatures and elements.
- Answer questions about some characteristics about Halloween creatures and elements (in English or Spanish), showing understanding of the question.
- Recognize and name Halloween traditions.
- Explain the Halloween tradition they chose to investigate.

- Describe people, objects and situations by accurately using some adjectives.
- Precisely recognize, distinguish and classify words by how they sound and rhyme.

- Sing along to the Halloween song.
- Correctly follow the TPR designed for the Halloween song.
- Actively participate in social and cultural activities.
- Show interest in foreign cultures and respect them.
- Effectively collaborate in their pairs or small groups.
- Accurately use tools and methods to investigate and search for information.
- Demonstrate a positive attitude and show respect towards others and themselves.
- Properly take care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.

4.4 Unit 4. Wandering through my city

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 4 weeks (from the 4th to the 27th of November)

Justification of the Didactic Unit's topic

In this Didactic Unit the students will learn about the elements that can be found in a city. They will learn the vocabulary about the places and different activities that can be done there. Then, students are going to learn about directions and orientation, leaning to read a map and use them to move around the place. It is important for students to know where they live —and it is part of the curriculum. In this unit they will also go outside the school to go around the neighborhood of the center to know what places seen in class they can recognize. Moreover, interpreting a map and learning to give and follow directions in essential for the students to navigate through places and spaces and be aware of their surroundings.

The book used to introduce this unit is *This Is My Town* by Mercer Mayer ([Annex 9](#)). With the book, the names of the places in the city are going to be introduced, as well as some activities. Ryan Reader suggested this book because where he lives is very different from our cities, and wants to know where we buy food, what is a museum, what is a park... Students will learn while teaching Ryan about where they live and will learn to give directions to teach others how to move around the city.

Regarding the routines and the assemblies, the helper role is going to be introduced in this unit, so students will start to take Ryan Reader home.

PREVIOUS KNOWLEDGE
<ul style="list-style-type: none">• Give short answers to simple questions. If not, show understanding of this questions by answering in Spanish.• Vocabulary that could be used in the lessons: transports, occupations, hobbies, etc.• Recognize and know some places in a city in Spanish with the help of pictures.• Have knowledge about what activities can people do in the city in Spanish.• Class rules

LEARNING OUTCOMES (OBJECTIVES)

Students will be able to:

- Identify the buildings and elements in a city (school, police station, fire station, hospital, museum, library, church, park, pharmacy, cinema, restaurant, shop, street, pedestrian crossing, traffic lights, bus/metro stations, etc.)
- Name some activities that can be done in the city and briefly explain them.
- Link the buildings with the different activities.
- Narrate what they usually do in the city.

- Orally recognize and understand directions (forward, back, straight, right, left, stop, continue, etc.)
- Ask for directions (how do you go to...?).
- Give directions to their classmates.
- Execute oriented movements.
- Locate themselves, others and objects in a space.

- Interpret and create a map.
- Listen attentively to others' instructions.
- Debate and reach agreements with others.
- Use different tools and methods to investigate and search for information.
- Work together in pairs or small groups.
- Follow and respect the class rules.
- Take care of the material.
- Have a positive and respectful attitude towards their peers and teacher.
- Develop attitudes of self-improvement and initiative.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.

CONTENTS

- About the city
 - Buildings in a city: school, police station, fire station, hospital, museum, library, church, park, pharmacy, cinema, restaurant, shop, etc. (CCL) (CMCT)
 - Elements of a city: street, pedestrian crossing, traffic lights, bus/metro stations, etc. (CCL) (CMCT)
 - Activities to do in a city and verbs used: buy, walk, eat, go, see, pray, play, help, etc. (CMCT) (CSC)
- About orientation:
 - Directions: forward, back, straight, right, left, stop, continue, etc. (CCL) (CMCT)
 - Asking for directions (how do you go to...?) (CCL) (SIE)
 - Spatial orientation and location of oneself and others in the space. (CMCT) (CPAA)
 - Execution of oriented movements. (CPAA) (SIE)
- Attitudes and procedures:
 - Map creation and interpretation. (CPAA) (SIE) (CMCT)
 - Active listening. (CPAA) (CSC)
 - Agreeing or disagreeing with their peers. (CCL) (CSC) (SIE)

- Collaboration and groupwork (CPAA) (CSC)
- Investigation tools and methods. (CPAA) (CD) (SIE)
- Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
- 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
- Class organization and care (CPAA) (SIE) (CSC)
- Initiative to improve what they can do and learn new things. (CPAA) (SIE)

EVALUATION CRITERIA

- Precisely name and identify the buildings in a city.
- Name a few activities that can be done in the city.
- Briefly narrate what they do in a city, using short and simple sentences.

- Precisely follow directions orally.
- Accurately ask for directions.
- Effectively give directions to their peers using visual aids.
- Effectively execute oriented movements.
- Can locate themselves and some objects in a space.

- Accurately interpret simple maps and create one.
- Listen attentively to others' instructions.
- Make efforts to reach agreements with their peers.
- Accurately use different tools and methods to gather information and investigate.
- Effectively collaborate in their pairs or small groups.
- Demonstrate a positive attitude when disagreeing with their peers, never resorting to violence.
- Properly take care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.

4.5 Unit 5. Oh deer, Christmas is here!

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 4 weeks approx. (from the 30th of November to the 21st of December)

Justification of the Didactic Unit's topic:

As this is the last Didactic Unit before the Christmas holidays, it is necessary to use the last month to explain and work on that topic. On one hand, it is something very motivating for the students; and on the other hand, teachers can use that motivation to introduce the contents that will prepare the students for the holidays. Just like Unit 3, this unit also has a high cultural load. In fact, this unit is not only focused on the English tradition of

Christmas (secular), but also on the original Spanish tradition (religious). The reason for this is because, as the school is religious, it is natural to include the religious aspect of Christmas—that is also going to be worked on the Spanish lessons with the homeroom teacher—, but in English speaking countries the secular aspect is more common. Also because of the diversity of the school, some families and students might celebrate Christmas including both traditions.

The two main books that will be used in the unit are *Bear stays up for Christmas* by Karma Wilson and *The Nativity Story* by The Church of Jesus Christ of Latter-day Saints (see both stories in [Annex 9](#)). The first story is going to introduce the secular aspects, such as Santa Claus, the Christmas tree, decorations, presents, etc. The second story is an adapted version of the Nativity Story for children, so they will learn about the birth of Jesus, the Three Wise Men, etc. Similar to what happened in Halloween, Ryan Reader will bring these stories because of the decoration of the streets and him wondering what humans are celebrating.

PREVIOUS KNOWLEDGE

- Vocabulary related to the religious and secular aspects of the festivity in Spanish.
- Give short answers to simple questions. If not, show understanding of this questions by answering in Spanish.
- Some winter-related vocabulary from previous years: snow, cold, types of clothing, etc.
- Vocabulary that may appear in the stories or in class: animals, star, desert, tree, etc.
- Expressing desires in Spanish.
- Knowing about the religious and secular traditions and being able to briefly explain them in Spanish.

LEARNING OUTCOMES (OBJECTIVES)

Students will be able to:

- Identify Christmas' secular elements and characters (Santa Claus, Christmas tree, mistletoe, decorations, presents, Rudolf, elves, North Pole, etc.)
- Briefly explain some secular traditions.
- Sing secular carols with the help of TPR.

- Briefly explain the Nativity.
- Identify the religious elements of Christmas (baby Jesus, Virgin Mary, Joseph, Bethlehem, God, shepherds, angel, Three Wise Men, etc.)
- Sing religious carols with the help of TPR.

- Identify the similarities and differences between the religious and the secular elements of Christmas.
- Understand and follow the basic structure of a letter (using “dear”, “kind regards”, etc.)
- Express desire using “I want” and “I wish”.
- Use polite expressions orally (please, thank you, sorry)
- Copy simple and short sentences and words.
- Use plasticine to represent secular and religious elements of Christmas.

- Follow and respect the class rules.
- Take care of the material.
- Have a positive and respectful attitude towards their peers and teacher.
- Work together in pairs or small groups.
- Develop attitudes of self-improvement and initiative.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information

CONTENTS

- Secular contents:
 - Elements and characters of Christmas: Santa Claus, Christmas tree, mistletoe, decorations, presents, Rudolf, elves, North Pole, etc. (CCL) (CEC)
 - Secular carols. (CEC) (CCL)
- Religious contents:
 - Traditional story of the Nativity. (CEC)
 - People and elements from the story: baby Jesus, Virgin Mary, Joseph, Bethlehem, God, shepherds, angel, Three Wise Men, etc. (CCL) (CEC)
 - Religious carols. (CCL) (CEC)
- Common contents:
 - Similarities and differences between religious and secular traditions. (CEC) (SIE) (CMCT)
 - Basic structure of a letter. (CCL) (CMCT)
 - Sentence structure to express desires with “I want” and “I wish”. (CCL) (SIE)
 - Expressions to show politeness (please, thank you, sorry). (CCL) (CSC)
 - Artistic expressions using plasticine. (CMCT) (CPAA)
- Attitudes and procedures:
 - Collaboration and groupwork (CPAA) (CSC)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)
 - Investigation tools and methods. (CPAA) (CD) (SIE)

EVALUATION CRITERIA

- Correctly identify Christmas' secular elements and characters.
- Understand some secular traditions and use English to explain them. Can use aids for help while explaining.
- Can sing secular carols with the help of TPR.

- Understand the Nativity and briefly explain it by using simple and short sentences in English.
- Precisely identify the religious elements of Christmas
- Can sing religious carols with the help of TPR.

- Accurately identify the differences and similarities between the religious and secular elements of Christmas.
- Know some elements from the structure of a letter and accurately use them.
- Effectively express desire using "I want" or "I wish".
- Use polite expressions when needed correctly.
- Can copy simple and short sentences and words, using what they know from Spanish lessons.
- Develop fine psychomotricity while working with plasticine.

- Demonstrate a positive attitude and show respect towards others and themselves.
- Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
- Properly take care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.
- Accurately use different tools and methods to gather information and investigate

4.6 Unit 6. Shapes here, shapes there, shapes everywhere!

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 3 weeks (from the 11th to the 29th of January)

Justification of the Didactic Unit's topic:

In this unit the students are going to learn about shapes. This unit is important for students to learn about different elements from their environment, their components and learning ways to compare them. Because of this, not only will they learn the shapes as they are, but also recognizing them in their environment and analyzing how can they combine shapes to simulate other elements. Students will be able to work on perspectives and develop their creativity. While working with shapes, students are also going to learn about comparatives and superlatives, as they are going to be asked to compare the different

shapes and their sizes. Also, they will use the comparatives and superlatives with other things to practice and for deeper and better understanding.

The main book of this unit is *Big Box of Shapes* by Wiley Blevins, which is going to introduce the topic of the shapes and the different ways to combine them. From there, the students will turn to their environment to search for shapes and learn about the importance of perspective. As for the comparatives and superlatives, they will be introduced with *Big Bigger Biggest* by SAMi. Ryan Reader chose the first book because he found the box of shapes—which will be part of the materials used by the teacher—and wanted to learn about them. See both stories in [Annex 9](#).

PREVIOUS KNOWLEDGE
<ul style="list-style-type: none"> • Names of the shapes in Spanish • Clearly recognize the differences between objects. • Be able to explain the differences between objects in Spanish. • Numbers from 1 to 15. • Vocabulary that appears in the story: house, face, truck, hat, kite, wand, turtle, and sunglasses • Give short answers to simple questions. If not, show understanding of this questions by answering in Spanish or with gestures if it is a “yes” or “no” question. • Recognize some descriptive adjectives that may appear in the class and will be used with comparatives and superlatives (big, small, tall, short, long, etc.) • Class rules.

LEARNING OUTCOMES (OBJECTIVES)
<p>Students will be able to:</p> <ul style="list-style-type: none"> → Identify and name the different shapes (square, circle, rectangle, triangle, diamond, oval, heart and star) → Identify and recognize the shapes in elements found in their surroundings. → Describe and compare objects using comparatives and superlatives (er/-est, more... than..., less... than..., etc.) → Understand the meaning behind “before” and “after”. → Use the time expressions before and after to indicate the change in an element. → Analyze and argue the importance of perspective. → Follow and respect the class rules. → Take care of the material. → Have a positive and respectful attitude towards their peers and teacher. → Work together in pairs or small groups. → Develop attitudes of self-improvement and initiative.

- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information.

CONTENTS

- Shapes contents:
 - Shapes: square, circle, rectangle, triangle, diamond, oval, heart and star. (CCL) (CMCT)
 - Elements that contain shapes in them (i.e.: table-rectangle, traffic signs-circles and triangles, mirrors-oval, etc.) (CMCT)
- Contents about comparing:
 - Comparatives and superlatives: -er/-est, more... than..., less... than..., etc. (CCL) (CMCT)
 - Changes in perspective. (CMCT) (CPAA)
 - Time expressions: before and after. (CCL) (CMCT)
- Attitudes and procedures:
 - Collaboration and groupwork (CPAA) (CSC)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)
 - Investigation tools and methods. (CPAA) (CD) (SIE)

EVALUATION CRITERIA

- Precisely name and identify the different shapes.
- Correctly recognize the shapes in elements found in their surroundings.

- Accurately compare objects using comparatives and superlatives.
- Precisely use the time expressions before and after to indicate a change in their environment.
- Can give their opinion on the importance of perspective in English or Spanish.

- Demonstrate a positive attitude and show respect towards others and themselves.
- Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
- Properly take care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.
- Accurately use different tools and methods to gather information and investigate

4.7 Unit 7. Loving me, loving you

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 3 weeks (from the 1st to the 18th of February)

Justification of the Didactic Unit's topic:

The contents from this unit could be considered very important for the self-concept, self-esteem and the integral development of the students. Apart from this, it will help in the relationships they have with others and their way of interacting with the world, playing a part in creating a comfortable and accepting environment inside the classroom. The topic for the unit was chosen to be taught in St. Valentine's month, to add to the meaning. Some people name it as the month of love, but instead of talking about the love between two lovers, students will learn about the different ways of expressing love towards different kinds of people and about the importance of self-love.

The two main books that will be used are *Love is you and me* by Monica Sheehan and *I Like Myself* by Karen Beaumont (see both stories in [Annex 9](#)). The first one is going to introduce the question of what love is. This book shows the perspective of love from people who love each other as in family, friends, neighbors or lovers. In short, the love we give to others, which is a love that is easy to understand because people usually do acts of love —meaning others can see that love. Whereas self-love is not so easy to see because it is more private, not so explicit. That is when the second story comes into action.

Ryan Reader chose these two books because he saw the acts of love between humans and did not understand what they were doing. He does not know what love is and students are going to learn about these two different types of love and explain them to him.

PREVIOUS KNOWLEDGE
<ul style="list-style-type: none">• Being able to give their opinion of love in Spanish.• Know the meaning of “love”.• Briefly understand the pronouns: I, you, he/she, we, they.• Give short answers to simple questions. If not, show understanding of this questions by answering in Spanish or with gestures if it is a “yes” or “no” question.• Class rules

LEARNING OUTCOMES (OBJECTIVES)

Students will be able to:

- Formulate an opinion about what love is to them.
- Enumerate some ways to express their love to others (by saying nice things, by saying we love them, by giving hugs, by comforting them, by saying sorry, etc.)
- Use different ways to express their love for their classmates and family.
- Briefly explain the meaning of self-love.
- Enumerate and experience some ways to show love to themselves (by trusting ourselves, by appreciating our efforts, by resting when we are tired, by accepting who we are, by speaking up for ourselves, etc.)
- Share what they think others should love about themselves.
- Explain why is important to show our love towards others and to ourselves.

- Understand and use possessive adjectives (my, your, his/her, our, your, their).
- Express preference using “I love...”
- Express their favourites using simple and short sentences such as “My favourite... is...”

- Follow and respect the class rules.
- Take care of the material.
- Have a positive and respectful attitude towards their peers and teacher.
- Work together in pairs or small groups.
- Develop attitudes of self-improvement and initiative.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information.

CONTENTS

- What is love:
 - Meaning of the word “love”. (CCL) (CEC) (CSC)
 - Importance of showing love to others. (CSC) (CPAA)
 - Ways to express our love for others: by saying nice things, by saying we love them, by giving hugs, by comforting them, by saying sorry, etc. (CMCT) (CSC) (CPAA)
 - Meaning and importance of self-love. (SIE) (CCL) (CSC)
 - Ways to express love to ourselves: by trusting ourselves, by appreciating our efforts, by resting when we are tired, by accepting who we are, by speaking up for ourselves, etc. (CMCT) (CSC) (CPAA)
- Language to express love:
 - Possessive adjectives: my, your, his/her, our, your, their. (CCL) (CSC)
 - Expression of preference using “I love...” (CCL)
 - Favourites (My favourite... is...) (CCL) (SIE) (CSC)
- Attitudes and procedures:
 - Collaboration and groupwork (CPAA) (CSC)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)
 - Investigation tools and methods. (CPAA) (CD) (SIE)

EVALUATION CRITERIA

- Share and successfully defend their idea of love.
- Precisely name and accurately use and show different ways to express their love to others.
- Effectively explain the meaning of self-love briefly. If not, show understanding by explaining in Spanish.
- Accurately name and practice different ways of self-love.
- Be kind and understanding towards others’ perspective of themselves.
- Understand the importance of showing love towards others and ourselves by giving a briefly explanation. If not, show understanding of the importance by explaining in Spanish.

- Correctly identify and use possessive adjectives.
- Effectively using “I love...” to express preference.
- Precisely use simple sentences like “My favourite... is...” to express favourites.

- Demonstrate a positive attitude and show respect towards others and themselves.
- Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
- Properly take care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.
- Accurately use different tools and methods to gather information and investigate

Activities:

Week 1 (4 lessons)

- **Lesson 1.**

Ryan Reader will introduce the first story (*Love is you and me* by Monica Sheehan) to the students. The students will see the cover and wonder what the book is about. They will briefly talk about love and will write in the K column of the KWL chart what they know about the topic. The LA will tell the story, using gestures and looking at the students. Then, the teacher will re-tell the story making mistakes (i.e.: Love is sour, instead of love is sweet) to see if the students understand the story. Then, the students will write in the whiteboards what they want to learn or what they wonder about the topic.

- **Lesson 2.**

The lesson will start with a song (*Love Is Easy* by McFly). The teacher will then show a group of pictures of people. In these pictures, the students have to say if they can see love in the pictures and why (i.e.: a father with his baby, a couple, two children playing together, etc.). The teacher and the LA will choose the students with a random selection tool. After going through all the pictures, the students will get into 5 small groups, and they'll have to answer a few questions (Are there different ways to love? Can you give examples?, Who can you love? Does everyone deserve love?). Then, each group will say their answers to the whole class. As a request for home, they have to think and present one way they have of loving someone.

- **Lesson 3.**

The lesson will start with a Scavenger hunt. The students will have to find the pictures from yesterday using clues. The pictures will be in different places inside the classroom. The sentence "I love..." is going to be introduced with a song. The students will sing the song. Then, in the assembly, the students will make a card for a classmate saying they love them (the teacher will pair every student, so everyone receives a card).

- **Lesson 4.**

This lesson will take place on a workshop Friday. So, in the English class, some students will present their investigations about the ways they have of loving people. The LA will help with their production of the language. The investigations

will be placed in the wall next to the KWL chart. The possessive adjectives are introduced. They will practice by listening and repeating, and then with a worksheet in which they will have to circle the person the possessive adjective is referring to. The LA or the teacher will help the students in the process. Finally, the students will sit on an assembly, and they say something they love about the person who is next to them. The teacher and the LA will help and scaffold if needed.

Week 2 (4 lessons)

- **Lesson 5.**

More students will present their investigations and place them next to the KWL chart. Then, the question about the meaning of love will be brought up by the teacher and the LA. The students will make a drawing in a piece of paper, and they'll explain it to the classroom. With the time that is left, the students will decorate the bowl they did in the workshop.

- **Lesson 6.**

This lesson is a My Reading Buddy Day. Students will be doing this activity in the time of the English lesson, but they will read books of their choice related to the topic of the unit with the help of the Primary students. This activity will take place in the school library.

- **Lesson 7.**

The second story (*I Like Myself* by Karen Beaumont) by is going to be introduced this day. Like the first one, the students will look at the cover of the book and think about what it is about and what they know about the topic. Then, they will complete the K column of last week's KWL chart with their ideas. The LA will read the story, showing the pictures and commenting about them —as it can be a complicated topic. After reading the story, the teacher will ask the students to think about what would happen if things were different in the story (i.e.: if she cared about others' opinions, would she be as happy?). They'll answer with the mini whiteboards and the teacher will ask some students to explain their answers. Finally, the students will write on the mini whiteboards what they want to learn about the topic, and the teacher and LA will put it into the W column.

- **Lesson 8.**

The lesson will start with the same song used in the previous week, to revise “I love...” and the possessive adjectives. The teachers will prepare a roleplay game for the whole class. The teacher will give the students cards with some information about what the character they are playing as love about themselves. The other students have to guess by asking questions (Do you love your...?) The teacher will put banners with the language needed as a scaffold.

Week 3 (3 lessons)

- **Lesson 9.**

In this lesson the teacher will introduce the favourites (My favourite... is...) The teacher will put visual aids to help children remember the language. In this lesson the students will use that sentence structure to talk about their favourites about others (i.e.: My favourite thing to do with my classmate is working together, my favourite thing about my classmate is that he/she plays with me). They will make a drawing and then present it to the class while producing the target language.

- **Lesson 10.**

In this lesson, the students will use the same structure from the previous day to talk about their own favourites about themselves. They will play a game in which they will need to go around the class asking their peers about things they prefer about themselves (i.e.: What is your favourite physical feature? What is your favourite aspect of your personality?). The other student has to answer and then, they will have to share in small groups what they learned from the other students (i.e.: His favourite physical feature is his eyes). The teacher and the LA will help students while they are doing the activity, as well as assessing their use of the possessive adjectives.

- **Lesson 11.**

This is the lesson to give the unit a closure. The teacher will show the first book, and the whole class will play a game with the LA. In this game, the students are going to be standing up in a circle, and they have to say a way of loving others while they act it out. They will have to try to remember what their peers said before adding their sentence into the game. Then, teacher will show the second book, the students will have to make a drawing about one thing they will start to

do from now to take care of themselves. Finally, the whole group will complete the L column of the KWL chart.

Materials:

Stories ([Annex 9](#)), songs, flashcards and scaffolding sheets with the language structures, KWL chart, whiteboards, pictures of people, random selection tool, materials to draw and paint (paper, markers, pencils, etc.).

Attention to diversity measures:

General measures:

Students will always have the scaffold for the language in the wall if they need it. And as their presentations are also put up next to the KWL chart, they can use them as a scaffold too.

Apart from that, teachers will always model, drill or translate language, as well as using a lot of gestures to make sure students are understanding the lesson. The teachers will correct the students when needed, making sure to do it on the spot when the focus is, for example, on phonology, and do it after the student produces the language if the focus is fluency.

The teacher will also upload the songs, the stories, the sentence structure that students are learning and the activities to the class blog, so every family can have access to it and practice at home if they want.

Ordinary measures:

If ordinary measures were necessary, the teachers will modify certain activities to suit the needs of the students. And could collaborate with the families if needed. And, if there are students who finish the activities fast or who can achieve learning outcomes with a higher cognitive or linguistic load, the teacher will prepare some activities for them. Some examples can be reading more books (i.e.: *Speak Up* by Miranda Paul), letting them present the importance of self-love, etc.

For D's case, he could have more individual scaffolding when learning the language and while presenting. For the memory games, the teacher or the LA can write in the whiteboard a quick scaffold to help him remember the order. The scaffolding could be provided by the teacher or a classmate depending on the situation. The teacher would advise the family of D. to use the materials that were sent by the teacher at home.

For S's case, the teacher is going to advise to use the materials too, as well as sending the planning for the afternoon lessons (lessons 2, 3, 6, 7, 10 and 11), as she will not be able to attend.

Extraordinary measures:

If extraordinary measures were necessary, the teachers will collaborate with the families and the professionals overseeing the student's case, modifying the learning outcomes, contents and evaluation criteria to fit the student's abilities and needs.

Complementary and extracurricular activities:

The same day as lesson 4, which is a Friday, the families will prepare a workshop with the help of the teacher. The workshop is going to be from 15:00h to 16:20h. As we are working on the different types of love, the workshop is going to be about family love. The families who volunteered will think of a craft to do, which will be a gift for the families. In this case, they are going to use clay to make a small bowl in the shape of a heart.

4.8 Unit 8. How much fruit!

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 4 weeks approx. (from the 24th of February to the 8th of March, and from the 22nd to the 25th of March)

Justification of the Didactic Unit's topic:

In this unit the students will be introduced to the Spring and some changes that happen through the season. They will also work on the names of the fruits, numbers and quantity, order, seriation and adverbs to express time. The story that will introduce this topic is

going to be *The Very Hungry Caterpillar* by Eric Carle ([Annex 9](#)). Students will learn about the phases in the life cycle of butterflies. The ordinal numbers can be introduced with this or with the order the caterpillar ate the fruits. As the students should already know the days of the week—or at least know the order with the help of TPR—, they can use this previous knowledge to understand the ordinal numbers better. Fruits and numbers can be partly considered previous knowledge, as students have been learning them through the assemblies. However, it is a chance to revise and strengthen the understanding of these contents. Other contents that will be worked through the unit are going to be quantity with “how much” and “how many” questions, briefly work with seriation, and adverbs to express time (yesterday, today, tomorrow).

As this unit will be interrupted after two weeks by another unit ([Unit 9. Feeling lucky on St. Patrick’s Day](#)), and then resumed for another two weeks, the contents will be divided so there is no abrupt interruption that could confuse the students. For the first two weeks, the focus is going to be in the contents that are closely related to the story, ending that period with the students understanding and explaining the life cycle of the butterflies. The other two weeks will be focused on working on the quantity and time expressions.

Ryan Reader chose this story because he found a caterpillar one day, started feeding it and then it changed into a butterfly. He wants to know what happened to his caterpillar. Did the butterfly eat it? Is it possible that the caterpillar turned into the butterfly? If so, how? Students are going to answer these questions while working on the contents mentioned above.

PREVIOUS KNOWLEDGE
<ul style="list-style-type: none">• Names of some easy fruits: apple, pear, orange, banana, etc. If not, recognize and name the fruits in Spanish.• Numbers from 1 to 20 at least.• Names of the ordinal numbers in Spanish from 1 to 10.• Days of the week: names and order, with the help of TPR if needed.• Recognize food in Spanish, as well as other elements found in the story (i.e.: mariposa, hoja, etc.)• Size adjectives (small, medium, big)• Comparatives and superlatives (-er/-est)• Give short answers to simple questions. If not, show understanding of this questions by answering in Spanish or with gestures if it is a “yes” or “no” question.• Class rules

LEARNING OUTCOMES (OBJECTIVES)

Students will be able to:

- Identify and name the fruits they should already know (apple, pear, bananas, etc.) and the new ones (watermelon, lemon, melon, plums, cherries, strawberries, tangerines, etc.)
- Name the phases in the life cycle of a butterfly (egg, caterpillar, cocoon and butterfly.)
- Explain the life cycle of a butterfly.
- Use the ordinal numbers from first to tenth to organize elements or steps.

- Ask questions using “how much” and “how many”.
- Understand and answer questions of quantity (“there are 3...”, “there are a lot...”, etc.)
- Understand and use time adverbs (yesterday, today, tomorrow) to place events in time.

- Organize elements in a series.
- Compare the size of fruits.
- Follow and respect the class rules.
- Take care of the material.
- Have a positive and respectful attitude towards their peers and teacher.
- Work together in pairs or small groups.
- Develop attitudes of self-improvement and initiative.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information

CONTENTS

- Contents from the story:
 - Fruits: watermelon, lemon, melon, plums, cherries, strawberries, tangerines, etc. (CCL) (CMCT)
 - Phases of the life of butterflies: egg, caterpillar, cocoon and butterfly. (CCL) (CMCT)
 - Ordinal numbers: first, second, third, fourth, fifth, ..., tenth. (CMCT) (CCL)
- To tell quantity and time:
 - Questions and answers of quantity: “how much”, “how many”, “there are 3...”, “there are a lot...”, etc. (CCL) (CMCT)
 - Time adverbs: yesterday, today and tomorrow. (CMCT) (CCL)
- Attitudes and procedures:
 - Seriation of elements. (CMCT)
 - Collaboration and groupwork (CPAA) (CSC)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)
 - Investigation tools and methods. (CPAA) (CD) (SIE)

EVALUATION CRITERIA

- Correctly name and identify fruits.
- Accurately identify the phases in the life cycle of a butterfly.
- Precisely name the order of the phases in the life cycle of a butterfly and is able to briefly explain the cycle. If not, show understanding by explaining in Spanish or help themselves with scaffolds.
- Effectively organize elements of steps using the ordinal numbers.

- Correctly use the question structure to ask about quantity using “how much” and “how many”.
- Accurately answer questions about quantity. If not, show understanding of the question by answering in Spanish.
- Effectively recognize time adverbs and correctly use them to place events in time.

- Correctly complete series and organize elements in a series.
- Accurately identify the differences and similarities between fruits and compares them.
- Demonstrate a positive attitude and show respect towards others and themselves.
- Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
- Properly take care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.
- Accurately use different tools and methods to gather information and investigate

4.9 Unit 9. Feeling lucky on St. Patrick’s Day!

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 1 week (from the 10th to the 18th of March)

Justification of the Didactic Unit’s topic:

This unit is the other short unit, along with [Unit 3. Spooktacular Halloween!](#), that this syllabus has. This unit will focus on the celebration of St. Patrick’s Day and Irish culture. Students are going to learn an Irish dance, as well as other myths and traditions like the leprechaun chase, the rainbows and the pot of golds, the shamrocks and the clovers, etc. In addition, they will learn a typical Irish way to greet others and they will learn to say a limerick.

While using the book *Pete the Cat: The Great Leprechaun chase* by James Dean ([Annex 9](#)), they will be introduced to this festivity by the hands of a character that they might know from previous years (Pete the Cat). In this story, Pete is trying to catch a leprechaun named Clover to bring good luck to his friends. However, Clover will teach Pete a very

important lesson related to luck: Pete himself is the luck his friends need. That is going to be important to reflect on the different reasons why we should feel lucky, instead of looking for luck anywhere else. Then, students are going to learn about the leprechauns' myths and Irish traditions to celebrate the festivity, apart from all the specific vocabulary the unit has.

Ryan Reader chose this book because he encountered a leprechaun and was fascinated because he wore a lot of green —and he looked very similar to him! He started investigating and discovered this festivity and wanted to share it with the students to learn together about it.

PREVIOUS KNOWLEDGE

- Vocabulary that may appear in the story: sign, teacher, catch, net, lure, etc.
- Recognize some contents in Spanish.
- Progressive control and coordination of their bodies to be able to dance.
- Give short answers to simple questions. If not, show understanding of this questions by answering in Spanish or with gestures if it is a “yes” or “no” question.
- Class rules.

LEARNING OUTCOMES (OBJECTIVES)

Students will be able to:

- Name and recognize elements from St. Patrick's Day and Irish culture (leprechaun, clover, Ireland, shamrock, pot of gold, rainbow, luck/lucky, Irish flag, etc.)
- Dance to an easy Irish dance.
- Listen, repeat and say from memory an easy limerick.
- Greet others throughout the week using “Top o’ the morning to ya!”

- Understand and briefly explain why leprechauns are considered to bring luck.
- Learn and name some reasons about why they feel like they are lucky (because we have friends who help us, because we can go to school, etc.).

- Participate in social and cultural activities.
- Follow and respect the class rules.
- Take care of the material.
- Have a positive and respectful attitude towards their peers and teacher.
- Work together in pairs or small groups.
- Develop attitudes of self-improvement and initiative.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information

CONTENTS

- Irish culture and traditions:
 - Vocabulary: leprechaun, clover, Ireland, shamrock, pot of gold, rainbow, luck/lucky, Irish flag, etc. (CCL) (CEC)
 - Irish dance: The Waves of Tory. (CEC) (SIE)
 - Easy limericks. (CLL) (CEC)
 - Greetings: Top o' the morning to ya! (CEC) (CCL) (CSC)
- Learning about luck:
 - Tradition of leprechauns that bring luck. (CEC)
 - Reasons why we are lucky: because we have friends who help us, because we can go to school, etc. (CPAA) (SIE) (CSC)
- Attitudes and procedures:
 - Participation in social and cultural activities. (CEC) (SIE)
 - Foreign traditions. (CEC) (CSC)
 - Collaboration and groupwork (CPAA) (CSC)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)
 - Investigation tools and methods. (CPAA) (CD) (SIE)

EVALUATION CRITERIA

- Precisely name and identify elements from St. Patrick's Day and Irish culture.
- Demonstrate a positive attitude while learning a dance.
- Correctly remembers and executes the steps to the dance.
- Effectively repeats the limerick.
- Can say the limerick from memory.
- Uses "Top o' the morning to ya!" to greet others.

- Briefly explain why leprechauns are considered to bring luck. If not, show understanding by explaining in Spanish.
- Precisely name some reasons why they feel like they are lucky and effectively explain why they chose that. If they are not able to explain it in English, show understanding by explaining in Spanish.

- Actively participate in social and cultural activities.
- Show interest in foreign cultures and respect them.
- Demonstrate a positive attitude and show respect towards others and themselves.
- Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
- Properly take care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.
- Accurately use different tools and methods to gather information and investigate

Activities:

Lesson 1				
Title	The Great Leprechaun chase		Time	50'
Focus				
Skills	Listening	Speaking	Reading	Writing
Systems	Grammar	Phonology	Lexis	Function Discourse
Competences	Grammatical	Socio-linguistic	Discourse	Strategic
Contents	<ul style="list-style-type: none"> • Vocabulary: leprechaun, clover, Ireland, shamrock, pot of gold, rainbow, luck/lucky, Irish flag, etc. • Reasons why we are lucky: because we have friends who help us, because we can go to school, etc. • Foreign traditions. • Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. • Initiative to improve what they can do and learn new things. 			
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> → Name and recognize elements from St. Patrick's Day and Irish culture (leprechaun, clover, Ireland, shamrock, pot of gold, rainbow, luck/lucky, Irish flag, etc.) → Understand and briefly explain why leprechauns are considered to bring luck. 			
Procedures				
Timing	Stage	Activities (T / S role)	Grouping	
10'	Pre- (Warm-up)	Ryan Reader tells his experience —previously explained in the justification of the unit's topic— to the students (Ss , hereinafter) and shows the book to them. Teacher (T , hereinafter) asks what they think the book can be about and what they know about St. Patrick's Day. Write down everything the Ss say in the K (what we Know) column of the KWL chart.	Whole group	
5'	Pre-	The LA will show flashcards with important vocabulary that appear in the story (Leprechaun, pot of gold, rainbow and luck*). LA will model the language by saying each word while pointing at the flashcards. The Ss will first repeat after the LA . Then, the LA will only point to the flashcard and the Ss should say the word on their own. <i>*The T and the LA will do a brief roleplay to demonstrate the meaning of the word luck. Ss will probably say translate it to Spanish if they understand it. If not, the T will translate it.</i>	Whole group	
15'	While-	The T reads the story. T will read the text and show the pictures from the book and will make pauses to let the LA ask questions about what is happening in the story.	Whole group	

		<p>Ss will actively listen to the story and will answer the questions asked. The Ss can also ask questions.</p> <p>Examples of questions asked by the T while reading:</p> <ul style="list-style-type: none"> • When can you catch a Leprechaun? • What do you think is going to happen next? • What is the Leprechaun's name? • Do you think Pete is going to catch the Leprechaun this time? • Why did Pete let Clover go? 	
10'	Post-	<p>T will say some statements about the story to check understanding, and Ss will answer with "Thumbs up or thumbs down".</p> <p>Examples of statements:</p> <ul style="list-style-type: none"> • The Leprechaun brought luck to Pete and his friends. True or false? • A Leprechaun is easy to catch. True or false? • Leprechauns have pots of gold. True or false? 	Individual answers
5'	Post-	KWL chart: Ss will have 5 minutes to draw individually on a mini whiteboard what they want to know about St. Patrick's Day. As they finish, they will show it and explain it to the T and LA	Individual
5'	Post-	The T and LA will show the Ss the complete W (what we Want to know) column with all their answers from the previous activity.	Whole group
Spaces			
Classroom:			
<ul style="list-style-type: none"> • Ss in the assembly space while doing whole group activities. • Ss in the tables when working individually. 			

Lesson 2				
Title	Top o' the morning to ya!		Time	50'
Focus				
Skills	Listening	Speaking	Reading	Writing
Systems	Grammar	Phonology	Lexis	Function Discourse
Competences	Grammatical	Socio-linguistic	Discourse	Strategic
Contents	<ul style="list-style-type: none"> • Vocabulary: leprechaun, clover, Ireland, shamrock, pot of gold, rainbow, luck/lucky, Irish flag, etc. • Greetings: Top o' the morning to ya! • Collaboration and groupwork • Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. • 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. • Class organization and care • Initiative to improve what they can do and learn new things 			

Learning outcomes		Students will be able to: <ul style="list-style-type: none"> → Name and recognize elements from St. Patrick’s Day and Irish culture. → Greet others throughout the week using “Top o’ the morning to ya!” → Follow and respect the class rules. → Take care of the material. → Have a positive and respectful attitude towards their peers and teacher. → Work together in pairs or small groups. → Share the materials with their peers. 	
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5’	Present (Lead in)	The T and the LA will play “ <i>I’m a Little Leprechaun</i> ” song for the Ss (see <i>Materials</i> section below the activities). They are going to just listen to the song this first time.	Whole group
10’	Present	<p>The LA will quickly revise the vocabulary taught the previous lesson and will add more elements. Ss will listen and repeat.</p> <p>The T and the LA will put the flashcards on the whiteboard for students.</p> <p>Then, the Ss will listen to the song a second time and will point to the flashcards on the whiteboard when they hear the words in the song.</p>	Whole group
10’	Practice	<p>Ss will get into pairs. Each pair will get a bingo card and some tokens to place on the bingo cards.</p> <p>They have to listen and place the tokens when the T says the vocabulary words they have on their card.</p> <p>The LA can point to the flashcards on the whiteboard if the students need some scaffolding.</p>	In pairs
10’	Practice	<p>TPR game. They move to the psychomotricity room.</p> <p>T and LA place the flashcards around the room. When T or LA say a word, Ss have to run to the place the flashcard is placed. But, if the T/LA says “hello” the Ss have to stay where they are and answer with “Top o’ the morning” while waving to the T/LA.</p>	Whole group
15’	Produce	<p>Find your partner game, in the psychomotricity room: each student has a flashcard (there are some flashcards repeated) and they have to find another peer who shares the same flashcard as them. Ss have to greet each other by saying “Top o’ the morning! Are you a...?” *. Together, they must return to where the flashcard the T/LA placed in the previous game are.</p> <p><i>*Before starting the activity, the T/LA will demonstrate with an example how students have to greet and ask each other. While doing that, they will place the sentences in a wall, as scaffolding for the Ss.</i></p>	Whole group but individual production of the language

Spaces	
Classroom	<ul style="list-style-type: none"> To listen to the song and do the bingo.
Psychomotricity room	<ul style="list-style-type: none"> To do the TPR activity and finding your partner activity.

Lesson 3				
Title	Limericks for St. Patrick's Day		Time	50'
Focus				
Skills	Listening	Speaking	Reading	Writing
Systems	Grammar	Phonology	Lexis	Function Discourse
Competences	Grammatical	Socio-linguistic	Discourse	Strategic
Contents	<ul style="list-style-type: none"> Easy limericks. Foreign traditions. Collaboration and groupwork Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. Class organization and care Initiative to improve what they can do and learn new things 			
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> → Listen, repeat and say from memory an easy limerick. → Have a positive and respectful attitude towards their peers and teacher. → Work together in pairs or small groups. → Share the materials with their peers. → Follow and respect the class rules. 			
Evaluation criteria	<ul style="list-style-type: none"> Precisely repeat the limerick 			
Procedures				
Timing	Stage	Activities (T / S role)	Grouping	
10'	Present	Ryan Reader will tell the Ss that the Leprechaun told him that limericks are a must on St. Patrick's Day. And Ss should know what they are. The T will play " <i>The Limerick Song</i> " (see <i>Materials</i> section below activities) to introduce the topic of the lesson. The Ss will listen to the song.	Whole group	
15'	Present	As limericks have rhymes, the Ss will play a rhyming game with short words. The T/LA will first read all the words included in the game, and the domino cards will have pictures to help the Ss remember the names. The Ss will get into small groups, and the T will give each group a little domino game. They have to place	Small groups	

		the pieces of the domino in a way that the words that rhyme are connected.	
10'	Practice	The LA will introduce our class limerick (see <i>Materials</i> section below activities) by reading it out loud. Then, the LA will read it again while pointing at some flashcards while the students say the word the LA is pointing at. This will be repeated several times.	Whole group
15'	Produce	The Ss are going to be divided into 5 small groups. Each group will say a line from the limerick together. At first, the T/LA will scaffold with the flashcards and will model the language but will progressively leave the Ss way the whole sentence on their own.	Small groups working on their lines.
Spaces			
Classroom			
<ul style="list-style-type: none"> • Assembly space to listen to the song and learn the limerick. • Tables to play with the dominoes. 			

Lesson 4			
Title	What makes us lucky?	Time	50'
Focus			
Skills	Listening	Speaking	Reading Writing
Systems	Grammar	Phonology	Lexis Function Discourse
Competences	Grammatical	Socio-linguistic	Discourse Strategic
Contents	<ul style="list-style-type: none"> • Vocabulary: leprechaun, clover, Ireland, shamrock, pot of gold, rainbow, luck/lucky, Irish flag, etc. • Collaboration and groupwork • Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. • 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC) • Class organization and care • Initiative to improve what they can do and learn new things 		
Learning outcomes	Students will be able to: → Name and recognize elements from St. Patrick's Day and Irish culture		
Evaluation criteria	<ul style="list-style-type: none"> • Precisely name and identify elements from St. Patrick's Day and Irish culture. 		
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
1-5'	Pre-	Show the flashcards with the vocabulary and let Ss say the words, as they should already produce the language on their own. <i>Drill or model language if needed.</i>	Whole group

10'	While-	The LA will re-tell the story of the unit, and the Ss are going to have their own set of flashcards to raise whenever they hear the vocabulary of the story. T will evaluate them as they do the re-telling of the story.	Individual
15'	Post-	Ss will get into 5 small groups and T/LA will give each group a set of flashcards with the vocabulary of the unit. The groups will play charades. One student will randomly pick a card and mimic what it is while his/her groupmates guess. The T and the LA will evaluate the Ss while they are playing.	Individual and small groups
20'	Wrap up	With the time that is left, the T/LA will help the Ss practice the dance (learnt in the workshop with the families) and the limerick for the presentation on St. Patrick's Day.	Whole group
Spaces			
Classroom <ul style="list-style-type: none"> The first three activities (vocabulary revision, re-telling of the story and explaining the reasons why they feel lucky). Psychomotricity room <ul style="list-style-type: none"> To practice the dance and the limerick. 			

Lesson 5				
Title	It's St. Patrick's Day!		Time	1° 20'
Explanation	This lesson will be on the 17 th of March, Wednesday. From 15:00 to 16:20, all the Early Childhood Education years are going to be celebrating St. Patrick's Day. All the classes will have something prepared to present. In the case of this class, they prepared a limerick and an Irish dance taught by the families in the workshops of the previous Friday.			
Focus				
Skills	Listening	Speaking	Reading	Writing
Systems	Grammar	Phonology	Lexis	Function Discourse
Competences	Grammatical	Socio-linguistic	Discourse	Strategic
Contents	<ul style="list-style-type: none"> Irish dance: The Waves of Tory. Easy limericks. Greetings: Top o' the morning to ya! Participation in social and cultural activities. Foreign traditions. Collaboration and groupwork 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. 			

	<ul style="list-style-type: none"> Initiative to improve what they can do and learn new things. 		
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> → Dance to an easy Irish dance. → Listen, repeat and say from memory an easy limerick. → Greet others throughout the week using “Top o’ the morning to ya!” → Develop attitudes of self-improvement and initiative. → Participate in social and cultural activities. 		
Evaluation criteria	<ul style="list-style-type: none"> Correctly remembers and executes the steps to the dance. Precisely repeat the limerick. Can say the limerick from memory. Actively participate in social and cultural activities Show interest in foreign cultures and respect them. Demonstrate a positive attitude and show respect towards others and themselves 		
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
20’	Preparation	To introduce St. Patrick’s Day, the Ss will do a little craft. The T would ask the Ss to bring a cork from a wine bottle beforehand. They will use that and green gouache paint to stamp a shamrock on a white cardboard. They will cut it in a circle and the T/LA will use wool to make it a medal.	Individual
60’	Presentation	Starting from the 3-year-olds, all the classes will perform or present what they have prepared for St. Patrick’s Day. All the Ss will be wearing something green —preferably a T-shirt or a sweater—, something that was previously requested to the families. This class will say the limerick with the help of the T/LA and then they will show the dance.	Whole group and all the Early Childhood Education years.
Spaces			
Classroom			
<ul style="list-style-type: none"> To do the St. Patrick’s Day craft. 			
Playground			
<ul style="list-style-type: none"> To celebrate the festivity with all the Early Childhood Education years. 			

Lesson 6				
Title	Until next year, St. Patrick’s Day!		Time	50’
Focus				
Skills	Listening	Speaking	Reading	Writing
Systems	Grammar	Phonology	Lexis	Function Discourse
Competences	Grammatical	Socio-linguistic	Discourse	Strategic
Contents	<ul style="list-style-type: none"> Reasons why we are lucky: because we have friends who help us, because we can go to school, etc. 			

	<ul style="list-style-type: none"> • Foreign traditions. • Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. • 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. Initiative to improve what they can do and learn new things. 		
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> → Learn and name some reasons about why they feel like they are lucky (because we have friends who help us, because we can go to school, etc.). → Follow and respect the class rules. → Have a positive and respectful attitude towards their peers and teacher. → Develop attitudes of self-improvement and initiative. → Appreciate and evaluate the effort they put into their work. 		
Evaluation criteria	<ul style="list-style-type: none"> • Precisely name some reasons why they feel like they are lucky and effectively explain why they chose that. If they are not able to explain it in English, show understating by explaining in Spanish. • Show interest in foreign cultures and respect them. • Demonstrate a positive attitude and show respect towards others and themselves. • Progressively develop initiative and self-improvement attitudes. • Appreciate, be critical and evaluate their own and others' work. 		
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5'	Warm-up	<p>Ryan Reader will appear with the story to put it away in the T's books cupboard, as the class finished learning everything about St. Patrick's Day.</p> <p>Then, the T will play the "I'm a Little Leprechaun" song.</p>	Whole group
15'	Reflection	<p>As Ss have learned that the Leprechaun is not the luck that they need, even if the myths say otherwise, they are going to think of reasons why they are lucky. The T/LA can give some examples.</p> <p>The Ss will draw in the mini whiteboard the reason why they feel lucky, and then they will briefly present it to their peers.</p>	Individual and whole group
20'	Self-evaluation	<p>The T will give a checklist to the Ss to evaluate themselves. The Ss will complete the self-evaluation* and can ask the T or the LA for help. After that, the Ss will give the T their checklists.</p> <p><i>*T will read the items in the evaluation one by one, and Ss will answer when the item is read, so they know what they are answering.</i></p>	Individual

10'	Reflection and wrap up	The LA will ask the Ss what they have learned, and the T will write down their answers in the L (what we Learned) column. Then, the Ss will say which was their favourite part of the unit.	Whole group
Spaces			
Classroom			
<ul style="list-style-type: none"> To do all the activities planned. 			

Materials:

Materials	
Lesson 1	<ul style="list-style-type: none"> Flashcards (Annex 11) KWL chart (Annex 13) Story. <i>Pete the Cat: The Great Leprechaun chase</i> by James Dean (Annex 9) Mini whiteboards
Lesson 2	<ul style="list-style-type: none"> <i>I'm a Little Leprechaun</i> song (Annex 12) Bingo (Annex 15) Scaffolding for the questions (Annex 14) Whiteboard.
Lesson 3	<ul style="list-style-type: none"> Limerick (Annex 17) Domino (Annex 16) <i>The Limerick Song</i> (Annex 12) Flashcards
Lesson 4	<ul style="list-style-type: none"> Flashcards Story. <i>Pete the Cat: The Great Leprechaun chase</i> by James Dean.
Lesson 5	<ul style="list-style-type: none"> St. Patrick's medal (Annex 18) <ul style="list-style-type: none"> Corks from wine bottles. Green gouache paint White cardboard Wool. Limerick Dance (Annex 12)
Lesson 6	<ul style="list-style-type: none"> KWL chart <i>I'm a Little Leprechaun</i> song Mini whiteboards Checklist for the self-assessment (Annex 19).

Attention to diversity measures:

General measures:

Students will always have the flashcards used by the teachers available to look at, as the teachers will put them on a wall or on the whiteboard to make them accessible.

Apart from that, teachers will always model, drill or translate language, as well as using a lot of gestures to make sure students are understanding the lesson. The teachers will correct the students when needed, making sure to do it on the spot when the focus is, for example, on phonology, and do it after the student produces the language if the focus is fluency.

Additionally, the teacher is going to consider the cultural diversity of the class. If there are students whose families –or themselves— know about the culture of Ireland closely, they can prepare a brief cultural presentation. Or these families can be the main volunteers for the workshop, if possible. Furthermore, the teacher can use this opportunity to compare and contrast the cultures inside the class. For example, ask students if they know any symbols of good luck besides the ones from St. Patrick’s Day.

The teacher will also upload the flashcards used in class, the story, the songs, the limerick and a video of the dance to the class blog, so every family can have access to it and practice at home if they want.

Ordinary measures:

If ordinary measures were necessary, the teachers will modify certain activities to suit the needs of the students. And could collaborate with the families if needed.

If there are students who finish the activities fast or who can achieve learning outcomes with a higher cognitive or linguistic load, the teacher will prepare some activities for them. An example would be more books to read (i.e.: *How To Catch A Leprechaun* by Adam Wallace and Andy Elkerton), a memory game with pictures and words, let them use the materials from the unit (the bingo, the dominos), etc.

For D’s case, he could have more individual scaffolding when learning the vocabulary, the limerick or the dance. The scaffolding could be provided by the teacher or a classmate depending on the situation. The teacher would advise the family of D. to use the materials that were sent by the teacher at home.

For S's case, the teacher is going to advise to use the materials too, as well as sending the planning for lessons 1, 2 and 6—and 5 if the family does not bring her to the celebration day— because those lessons are on the afternoons, so S. will not be there.

Extraordinary measures:

If extraordinary measures were necessary, the teachers will collaborate with the families and the professionals overseeing the student's case, modifying the learning outcomes, contents and evaluation criteria to fit the student's abilities and needs.

Complementary and extracurricular activities:

The same day as lesson 3, which is a Friday, the families will prepare a workshop alongside the English teacher. The goal of the workshop is going to be learning an Irish dance. In this case, the dance chosen is The Waves of Tory ([Annex 12](#)).

The workshop is going to be from 15:00h to 16:20h. The families will introduce the dance by telling the students what it is about. Then, they are going demonstrate the dance for the students —so this workshop will need a few volunteers. Then, each parent will work on the “waves”² with a small group of students. When all the small groups can do that movement, all the class will get together and will learn the whole dance.

The students will dance to this song on St. Patrick's Day (lesson 5).

4.10 Unit 10. Hoppin' into Easter!

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 4 weeks (from the 7th to the 30th of April)

Justification of the Didactic Unit's topic:

This unit will take place in Spring, so some vocabulary items from that topic will be included to work with the contents of the unit. These vocabulary items should sound familiar to the students as they worked on them in previous years. Yet the main topic is going to be Easter. In this case, it will only work on the secular aspects of Easter, so

² This is the moment where one pair goes through other pairs' arms ([Annex 12](#), min. 0:40)

students will learn about the Easter bunny, the egg painting and hunting, and other elements. Additionally, the students will learn to ask about the location of objects with the sentence structure “Have you seen...?” and will learn prepositions of place. Regarding the prepositions of place, students will revise the ones learnt in previous years and learn new ones.

The books brought to class by Ryan Reader are going to be *We’re Going on an Easter Egg Hunt* by Martha Mumford and Laura Hughes, and *I want my hat back* by Jon Klassen (see both stories in [Annex 9](#)). With the first book—which is an Easter version of *We’re Going on a Bear Hunt* by Michael Rosen—, Easter and its egg hunt is going to be introduced, as well as different prepositions of place. Starting from here, the contents of the units will be displayed and developed. The second book will introduce the sentence structure of “Have you seen...?” to ask for the location of objects and the structure of the answers “I have/haven’t/have not seen...”. Ryan chose these books because he found an Easter egg next to where he lives and wanted to know more about Easter.

PREVIOUS KNOWLEDGE
<ul style="list-style-type: none"> • Numbers from 1 to 20. • Spring vocabulary: bear, fox, rabbit/bunny, flower, trees, chick, bee, lamb, etc. • Vocabulary that can appear in the stories or class: spring vocabulary, hunt, love, want, etc. • Name of different Easter elements in Spanish. • Prepositions of place they should have some previous knowledge of: in front of, behind and between. • Know the prepositions of place in Spanish and accurately recognize them. • Name of basic body parts (ears, nose, foot, legs, etc.) • Descriptive vocabulary and structures. • Give short answers to simple questions. If not, show understanding of this questions by answering in Spanish or with gestures if it is a “yes” or “no” question. • Class rules

LEARNING OUTCOMES (OBJECTIVES)
<p>Students will be able to:</p> <ul style="list-style-type: none"> → Name and identify Easter and Spring elements (Easter Bunny, basket, Easter eggs, chocolate eggs, chick, lamb, ladybug, painting eggs, egg hunting, etc.). → Experience, understand and briefly explain Easter traditions (painting eggs and egg hunting). → Describe the Easter Bunny physically and what is his role in the festivity. → Ask questions to locate objects with “Have you seen...?” → Answer questions about location with “I have/haven’t/have not seen...”

- Identify and recognize the prepositions of place orally (in front of, behind, between, on, in, under, by/next to, around and through).
- Use the prepositions of place to describe the location of objects.

- Participate in social and cultural activities.
- Follow and respect the class rules.
- Take care of the material.
- Have a positive and respectful attitude towards their peers and teacher.
- Work together in pairs or small groups.
- Develop attitudes of self-improvement and initiative.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information

CONTENTS

- Easter and Spring elements:
 - Vocabulary: Easter Bunny, basket, Easter eggs, chocolate eggs, chick, lamb, ladybug, painting eggs, egg hunting, etc. (CCL) (CEC)
 - Traditions of Easter: painting eggs and egg hunting. (CEC) (SIE)
 - Easter Bunny: what does he do, what does he look like (new body parts: tail), etc. (CEC)
- Finding objects:
 - Questions and answers to locate objects using “Have you seen...?” and “I have/haven’t/have not seen...” (CCL) (SIE) (CPAA)
 - Prepositions of place: in front of, behind, between, on, in, under, by/next to, around and through. (CCL) (CMCT)
- Attitudes and procedures:
 - Participation in social and cultural activities. (CEC) (SIE)
 - Foreign traditions. (CEC) (CSC)
 - Collaboration and groupwork (CPAA) (CSC)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)
 - Investigation tools and methods. (CPAA) (CD) (SIE)

EVALUATION CRITERIA

- Accurately identify and name Easter and Spring elements.
- Briefly explain and describe what is done in Easter traditions. If not, show understanding by explaining in Spanish.
- Correctly describe the Easter Bunny, identifying his main body parts.
- Effectively explain the role of the Easter Bunny. If not, show understanding by explaining in Spanish.

- Correctly use the sentence structure “Have you seen...?” to ask for the location of objects.
 - Correctly use the sentence structure “I have/haven’t/have not seen...” to answer questions regarding the location of objects.
 - Effectively use the prepositions of place to describe the location of objects.
 - Accurately locate objects when given a description of the location (prepositions of place).
-
- Actively participate in social and cultural activities.
 - Show interest in foreign cultures and respect them.
 - Demonstrate a positive attitude and show respect towards others and themselves.
 - Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
 - Properly take care of the class material.
 - Progressively develop initiative and self-improvement attitudes.
 - Appreciate, be critical and evaluate their own and others' work.
 - Accurately use different tools and methods to gather information and investigate.

Activities:

Week 1 (3 lessons)

The first story (*We’re Going on an Easter Egg Hunt* by Martha Mumford and Laura Hughes) will be introduced this week. The students will complete the columns K and W from the KWL chart and will choose what tradition of the festivity they want to investigate. The students will work on the Easter and Spring vocabulary using flashcards, listen and point or using tablets to work on phonology among other activities. They will also start to learn the prepositions of place, using songs like *On In Under By Song* and *In Front Of, Behind, Between* by Maple Leaf Learning.

Week 2 (4 lessons)

The students will start the week revising the prepositions of place and doing some TPR activities to consolidate knowledge. Teacher can use this opportunity to do some formative assessment. The second story (*I want my hat back* by Jon Klassen) is going to be introduced, and the students will work on the sentence structure proposed by the story, as well as completing the K and W columns from last week’s KWL chart.

Week 3 (4 lessons)

Starting with a song (*Boom Chicka Boom. Easter Song For Kids* by the Learning Station), the Easter bunny will be introduced. This week will be dedicated to the Easter bunny and

his role in the festivity. The students will also practice the sentence structure from the previous week and the prepositions of place in activities like, for example, looking for the Easter Bunny. The activity My Reading Buddy will be on this week's Wednesday as well.

Week 4 (4 lessons)

The students will present their investigations this week. Because of that this week is going to be dedicated to learning about the different traditions of Easter, like egg painting and egg hunting. They are also going to be using the prepositions of place and "Have you seen...?" while working with the vocabulary. The teacher and the LA will assess the students, and the students will also complete a self-assessment checklist. On the last day, the students will complete the last column of the KWL chart.

Materials:

Stories (*We're Going on an Easter Egg Hunt* by Martha Mumford and Laura Hughes, and *I want my hat back* by Jon Klassen), songs (*On In Under By Song* and *In Front Of, Behind, Between* by Maple Leaf Learning and *Boom Chicka Boom. Easter Song For Kids* by the Learning Station), KWL chart, students' tablets, flashcards, scaffolding wall, materials for the egg painting activity (false eggs, gouache paint, glitter, etc.), rubrics for the teachers and checklists for the students' self-assessment.

Attention to diversity measures:

General measures:

Students will always have the scaffold for the language in the wall if they need it, as well as the flashcards used by the teacher. The teachers will also repeat the songs of the prepositions with the TPR so the students can learn and understand them better.

Apart from that, teachers will always model, drill or translate language, as well as using a lot of gestures to make sure students are understanding the lesson. The teachers will correct the students when needed, making sure to do it on the spot when the focus is, for example, on phonology, and do it after the student produces the language if the focus is fluency.

The teacher will also upload the stories (*We're Going on an Easter Egg Hunt* by Martha Mumford and Laura Hughes, and *I want my hat back* by Jon Klassen), the vocabulary flashcards, the language scaffolds, the songs (*On In Under By Song* and *In Front Of, Behind, Between* by Maple Leaf Learning and *Boom Chicka Boom. Easter Song For Kids* by the Learning Station) and the activities to the class blog, so every family can have access to it and practice at home if they want.

Ordinary measures:

If ordinary measures were necessary, the teachers will modify certain activities to suit the needs of the students. And could collaborate with the families if needed. And, if there are students who finish the activities fast or who can achieve learning outcomes with a higher cognitive or linguistic load, the teacher will prepare some activities for them. Some examples can be learning more complex prepositions of place, researching for more complex topics for their investigations, etc.

For D's case, he could have more individual scaffolding when learning the language and while presenting. The scaffolding could be provided by the teacher or a classmate depending on the situation. The teacher would advise the family of D. to use the materials that were sent by the teacher at home.

For S's case, the teacher is going to advise to use the materials too, as well as sending the planning for the afternoon lessons (lessons 1, 2, 5, 6, 9, 10, 13 and 14), as she will not be able to attend.

Extraordinary measures:

If extraordinary measures were necessary, the teachers will collaborate with the families and the professionals overseeing the student's case, modifying the learning outcomes, contents and evaluation criteria to fit the student's abilities and needs.

Complementary and extracurricular activities:

There will be two workshops in this unit. The first one will be in the 2nd week, and it's going to be an interactive theatre play in which students will need to use the prepositions of place to help the characters in their story.

The second workshop is going to be in the 4th week. The last lesson of the unit will also take place on that same Friday, so the families will organize an Easter Egg Hunt to give the unit a nice closure.

4.11 Unit 11. This is art!

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 4 weeks (from the 5th to the 28th of May)

Justification of the Didactic Unit's topic:

This Didactic Unit will use art as a way to learn English. Students will learn vocabulary related to arts and crafts and will also use different materials to experiment and create. Also, they will learn about the primary colors and their combinations. They will reflect on what creativity is, and they are going to use it to experiment with the contents and the language following the three phases of creativity proposed by Jaime Buhigas (TEDx Talks, 2012). Students are going to revise and use what they already know about describing elements and will learn the sentence structure “This is a/an...” and “These are...” and the negative forms adding “not”.

Ryan Reader is going to bring two books into class. The first one is *Mix It Up!* by Hervé Tullet, that will introduce the colours in a very interactive way. The book does not explain what is happening to the colours, but students will see and make their guesses from what they see in the book. Then, they are going to experiment by themselves and reach conclusions. Along with this, *Not a Box* by Antoinette Portis is going to introduce the creative part. In the story, students will see how one object can be a lot of different things depending on what the artist's purpose is. Both stories are suggestive and are not very explicit in the content the children are going to learn, which is great to let the students explore by themselves. Ryan chose them because he was mesmerized with the art the humans can create and wanted to learn more about the techniques they use and about creativity. See both stories in [Annex 9](#).

PREVIOUS KNOWLEDGE

- Descriptive adjectives, comparatives and superlatives.
- Names of the colours in Spanish.
- Names of art elements in Spanish.
- Diverse vocabulary from any topic.
- Having the initiative to propose ideas.
- Give short answers to simple questions. If not, show understanding of this questions by answering in Spanish or with gestures if it is a “yes” or “no” question.
- Class rules

LEARNING OUTCOMES (OBJECTIVES)

Students will be able to:

- Name and identify artistic elements and objects (brush, canvas, sculpture, plasticine, collage, gouache paint, chalks, awls, mix, splash, spin, draw, paint, cut, tear, glue, imagine, etc.)
- Recognize and name the primary (Magenta, Yellow, and Cyan) and secondary colours (Orange, Green, and Purple).
- Mix colours to create others.
- Formulate hypothesis about what happens when mixing colours and prove them.
- Understand, experience, and analyze what happens when you mix black and white with other colours.
- Use and learn the basics for different artistic techniques (sculpture, painting, collages, etc.)

- Briefly define what is creativity for them.
- Experiment the creative phases to create a product.

- Present their work while using the structure “This is a/an...” and “These are...”
- Use descriptive adjectives while presenting their work.
- Explain the materials used in their work.

- Follow and respect the class rules.
- Take care of the material.
- Have a positive and respectful attitude towards their peers and teacher.
- Work together in pairs or small groups.
- Develop attitudes of self-improvement and initiative.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information

CONTENTS

- Artistic elements:
 - Vocabulary and verbs related to art: brush, canvas, sculpture, plasticine, collage, gouache paint, chalks, awls, mix, splash, spin, draw, paint, cut, tear, glue, imagine, etc. (CCL) (CEC)
 - Primary colours: Magenta, Yellow, and Cyan. (CCL) (CEC) (CMCT)
 - Secondary colours: Orange, Green, and Purple. (CCL) (CEC) (CMCT)
 - Lighting and saturation: mixing with white and black. (CEC) (CMCT) (CPAA)
 - Artistic techniques: sculpture, painting, collages, etc. (CPAA) (CMCT) (SIE)
 - Making predictions (“I think it will be...”) (SIE) (CCL)
- Creative process:
 - Meaning of creativity. (CMCT) (CEC)
 - Phases of the creative process: black, white and red (CEC)
- Presenting their work:
 - Sentence structure “This is a/an...” and “These are...” in positive and negative forms (adding “not) to present their artistic work. (CCL)
 - Revision of descriptive adjectives, comparatives and superlatives. (CCL) (CMCT)
- Attitudes and procedures:
 - Collaboration and groupwork (CPAA) (CSC)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)
 - Investigation tools and methods. (CPAA) (CD) (SIE)

EVALUATION CRITERIA

- Correctly name and identify artistic elements and objects.
- Accurately name the primary and secondary colours.
- Effectively state their hypothesis and explain the results. If not in English, with scaffolds or in Spanish.
- Correctly mix colours with purpose and successfully achieve the colour they wanted.
- Precisely know the basics for different artistic techniques and can use them autonomously.

- Effectively develops a personalized idea of creativity and can briefly define it. If not, shows understanding by defining it in Spanish.
- Successfully goes through the three phases of creativity while working on a product.

- Accurately uses the structure “This is a/an...” and “These are...” to present their work.
- Effectively uses descriptive adjectives while presenting their products.
- Briefly explain the materials used in their artistic piece. If not, use scaffolds or Spanish to show understanding.

- Demonstrate a positive attitude and show respect towards others and themselves.

- Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
- Properly take care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.
- Accurately use different tools and methods to gather information and investigate

4.12 Unit 12. Once upon a time...

Level: 4-years-old (2nd of Early Childhood Education)

Timing: 4 weeks approx. (from the 31st of May to the 21st of June)

Justification of the Didactic Unit's topic:

This last unit is going to be the conclusion of the whole school year. As the common thread of the syllabus was stories and storytelling, students have learned a lot about others' creations, and it is time for them to be the authors of their own stories. In this unit the students will learn about the physical structure of a book, as well as the structure of a story (beginning, middle and end) and its elements (characters, conflict, etc.). They are going to use different creative methods —like the idea jar or the story dice— to activate the creative process and give them ideas for the final project. Students will also use what they have learnt throughout the school year in this last unit, such as descriptive structures, prepositions of place, adjectives, comparatives and superlatives, basic action verbs, frequent everyday words, structures to express possibility and desires, and diverse vocabulary, among others.

Ryan Reader realized that, even if he learned things about the humans from the books, the stories were entertaining. In his free time, he read other stories —more like, saw the pictures— and he loved them all! As he has to have a job to keep his identity hidden, he thought of becoming a writer, because just like humans put knowledge inside their books, he can share his knowledge of his planet by writing. Ryan is asking for help one last time and chose *A Squiggly Story* by Andrew Larsen and *Idea Jar* by Adam Lehrhaupt (see both stories in [Annex 9](#)) to learn about writing stories. With the first books the students are going to learn about the structure of a story and its elements, and with the second one, they will learn about methods to get ideas to write stories. While writing their own stories, students will help Ryan to learn about the structure of a book and, hopefully, he can keep being an undercover alien with all he has learned in school.

PREVIOUS KNOWLEDGE

- Copy short and simple texts.
- Diverse vocabulary.
- Simple sentences to give information about people (name, age, etc.)
- Expressing preference (like, love, my favourite, etc.)
- Expressing possession (I have). Use that same structure to physically describe a person.
- Expressing possibility (can)
- Expressing desire (wish, want)
- Comparatives and superlatives (-er/-est, more-than, less-than, etc.)
- “This is/These are” structure.
- Prepositions of place.
- Adverbs of time and other time expressions.
- Ordinal numbers (first to tenth) and cardinal numbers (1 to 30).
- Descriptive adjectives.
- Basic action verbs (walk, go, run, jump, etc.)
- If they do not remember how to say what they want to say in English, show understanding by saying it in Spanish or use scaffolds.
- Give short answers to simple questions. If not, show understanding of this questions by answering in Spanish or with gestures if it is a “yes” or “no” question.
- Class rules

LEARNING OUTCOMES (OBJECTIVES)

Students will be able to:

- Identify and name the parts of a book (title, front and back cover, author, spine and illustrator).
- Recognize and understand the structure of a story (dedication, beginning, middle and end).
- Understand and identify the elements of a story (character introduction, conflict, descriptions, narration and dialogues).

- Create their own story step by step (designing the characters, thinking of a possible conflict and a resolution, etc.)
- Use different elements of a story to create their own.
- Write and illustrate some parts of the story.
- Design the cover of a book.
- Collaborate with their peers to create a story.
- Do a storytelling of their own story for their peers.

- Copy simple and short sentences that were previously produced orally by them.
- Follow and respect the class rules.
- Take care of the material.
- Have a positive and respectful attitude towards their peers and teacher.

- Work together in pairs or small groups.
- Develop attitudes of self-improvement and initiative.
- Appreciate and evaluate the effort they put into their work.
- Share the materials with their peers.
- Use different tools and methods to investigate and search for information

CONTENTS

- Theoretical contents:
 - Parts of a book: title, front and back cover, author, spine and illustrator. (CCL) (CEC)
 - Structure of a story: dedication, beginning, middle and end. (CCL) (CEC)
 - Elements of a story: character introduction, conflict, descriptions, narration and dialogues. (CCL) (CEC)
- Practical contents:
 - Creation of a story: designing the characters, thinking of a possible conflict and a resolution, etc. (SIE) (CPAA) (CCL)
 - Designing the book: writing some parts of the story and illustrate the story. (SIE) (CPAA) (CCL)
 - Collaborative story. (SIE) (CPAA) (CSC)
 - Presentation and storytelling of their own story. (SIE) (CPAA) (CCL)
- Attitude and procedures:
 - Collaboration and groupwork (CPAA) (CSC)
 - Class rules: raising a hand to speak, not interrupting the person who is speaking, listening to the teacher, etc. (CPAA) (SIE) (CSC)
 - 3 Rs: Respect for self, Respect for others and Responsibility for all your actions. (CSC)
 - Class organization and care (CPAA) (SIE) (CSC)
 - Initiative to improve what they can do and learn new things. (CPAA) (SIE)
 - Investigation tools and methods. (CPAA) (CD) (SIE)

EVALUATION CRITERIA

- Accurately identify the parts of a book.
- Precisely recognize the structure of a story.
- Correctly identify and understand the elements of a story.

- Successfully create their own story step by step.
- Include different elements of a story while creating their own.
- Actively work and participate in the process of creating their stories.
- Show understanding of the parts of a book by accurately placing the elements while creating their own.
- Show understanding of the structure of a story by accurately following said structure to create their own.
- Effectively collaborate and reach agreements with their classmates to create a collaborative story.
- Successfully tell their own story to the whole class, using scaffolds or not.

- Recognize written forms of the words and letters from what they are taught in Spanish and successfully copy them.
- Effectively produce a simple and short sentence orally and copy the written form.
- Have a positive attitude and show respect towards others and themselves.
- Can comfortably work together with others, showing collaborative attitudes and participating in the groupwork.
- Properly takes care of the class material.
- Progressively develop initiative and self-improvement attitudes.
- Appreciate, be critical and evaluate their own and others' work.
- Accurately use different tools and methods to gather information and investigate

Activities:

Week 1 (4 lessons)

- **Lesson 1.**

Ryan Reader will bring the first book into class (*A Squiggly Story* by Andrew Larsen). As always, the students will write what they know about the topic on the K column of the KWL chart before reading the story. The teacher will introduce some vocabulary before reading the story. Then, the LA will read the story while asking questions to check the students understanding. Finally, the students will complete the W column with what they want to know about the topic.

- **Lesson 2.**

In this lesson, the students will work on the vocabulary of the structure of a book. Using a story that they already know as an example, the teacher and the LA will label the parts of the book (cover, title, author, etc.) with pieces of paper. After presenting the language, the students will complete an easy worksheet in which they'll have to cut the labels and glue them in a picture of a book. The teacher will leave the book used to present the language as scaffold for the students. Then, the students will get into small groups and will be given 4 books per group. They are going to label the parts of the books.

- **Lesson 3.**

In this lesson the students will work on the vocabulary of the parts and elements of a story. As a warm-up, the teacher will tell the story of *The Three Little Pigs*, using flashcards and pictures. While telling the story, the teacher will label the parts of the story (beginning, middle and end) as well as some elements

(characters and conflict). Later, the students will get into small groups to work with different stories (Little Red Riding Hood, Goldilocks and the Three Bears, Jack and the Beanstalk and Hansel and Gretel). The LA and the teacher will remember the students what the stories are about. Then, they will hand each group a set of pictures from their story. They are going to order them and label them, as well as circling all the characters. Finally, in the same small groups, the students will play charades. One group will be given a part of The Three Little Pigs story to represent. After a few minutes of preparation, they will perform for their peers and the other groups have to guess what part of the story they are representing, and which are their roles.

- **Lesson 4.**

The second book (*Idea Jar* by Adam Lehrhaupt) is going to be introduced in this lesson. The students will write what they know in the K column from the first session's KWL chart. The teacher and the LA will tell the story with flashcards and a little of roleplay to make it interactive. After reading the story, the teacher will say some statements about the story to check understanding, and the students will answer with a "thumbs up or a thumbs down". After this, they'll write what they want to know in the W column. Finally, the teacher and the LA will suggest the students to make a story altogether as a class to practice before making our own stories.

Week 2 (4 lessons)

- **Lesson 5.**

We are starting to make our common story. The teacher and the LA will place all the scaffoldings that might be necessary in the wall (the previous knowledge and the vocabulary from the lesson) so students are able to see them. Then, they will give out a piece of cardboard to the students. The students can draw a character, a place, an antagonist, a conflict or something they'd like to include in the story. Then, the whole class will sit in the assembly and will make a story including all the ideas from the class.

- **Lesson 6.**

With the story from the previous day, the students will create the story physically. They will get into 5 small groups, and each group will take care of a different part of the story: character presentation, beginning, two groups working on the middle

—or conflict— and the end. The teacher and LA will write some guides for the students to follow, because even if they do not understand written English, they can copy the letters from simple sentences.

- **Lesson 7.**

After writing a collaborative story, the students are ready to write their own stories. In this lesson, the teacher and LA will guide the students, with the necessary scaffolds, into writing the beginning of their stories, as well as designing the characters that will appear in it. The students will describe what they want to do, and the teacher and LA will put it into written words for them to copy. When they are finished, they can illustrate those parts of their story.

- **Lesson 8.**

In this lesson the students will continue with the middle and ending of their story. Just like the previous lesson, the teacher and the LA will support the students' work.

Week 3 (4 lessons)

- **Lesson 9.**

This will be the last lesson the students will be preparing their stories. In this lesson, the parts of the book will be remembered, and the students will make the cover of their stories. They will also complete anything they have left.

- **Lesson 10.**

My Reading Buddy is going to be the activity done in this lesson. But, this time, the students from this class will do the storytelling of the collaborative story for the Primary Students.

- **Lesson 11.**

This lesson is going to be a storytelling lesson in which half of the students will present their stories to their peers. The LA will help the students in their presentation while the teacher assesses the performance of the students with a rubric.

- **Lesson 12.**

In this lesson, the other half of the class will perform their storytellings. Same as before, the LA will be helping the students while the teacher assesses their performance.

Week 4 (1 lesson)

- **Lesson 13.**

In this last day, the students will complete a self-evaluation checklist about their stories and their storytellings from the previous lessons. They are also going to complete the L column from the KWL chart. After that, Ryan Reader will give them a medal for being amazing Story Travellers and helping him in keeping his identity hidden.

Materials:

Stories ([Annex 9](#)), whiteboard, mini whiteboards, flashcards and scaffolding wall (from the contents of this unit and the previous ones), stories (Three Little Pigs, Little Red Riding Hood, etc.), game (correctly ordering the story), arts and crafts materials (cardboards, paint, awls, markers, scissors, paper, etc.), a rubric for the teacher to assess the students and a checklist for students to do their self-assessment.

Attention to diversity measures:

General measures:

Students will always have the scaffold for the language in the wall if they need it, as well as the vocabulary of this unit and the previous ones.

Apart from that, teachers will always model, drill or translate language, as well as using a lot of gestures to make sure students are understanding the lesson. The teachers will correct the students when needed, making sure to do it on the spot when the focus is, for example, on phonology, and do it after the student produces the language if the focus is fluency. The teacher will also consider the ability of the students to write. Even if they will only copy the letters, some students might need a little help while writing.

The teacher will also upload the stories (*A Squiggly Story* by Andrew Larsen and *Idea Jar* by Adam Lehrhaupt), all the scaffolds from the previous units and the vocabulary of this unit and the activities to the class blog, so every family can have access to it and practice at home if they want.

Ordinary measures:

If ordinary measures were necessary, the teachers will modify certain activities to suit the needs of the students. And could collaborate with the families if needed. And, if there are students who finish the activities fast or who can achieve learning outcomes with a higher cognitive or linguistic load, the teacher will prepare some activities for them. Some examples can be reading more books (i.e.: *One Day, The End* by Rebecca Kai Dotlich), writing longer stories or longer sentences, etc.

For D's case, he could have more individual scaffolding when learning the language and while presenting. The scaffolding could be provided by the teacher or a classmate depending on the situation. The teacher would advise the family of D. to use the materials that were sent by the teacher at home.

For S's case, the teacher is going to advise to use the materials too, as well as sending the planning for the afternoon lessons (lessons 2, 3, 6, 7, 10 and 11), as she will not be able to attend.

Extraordinary measures:

If extraordinary measures were necessary, the teachers will collaborate with the families and the professionals overseeing the student's case, modifying the learning outcomes, contents and evaluation criteria to fit the student's abilities and needs.

Complementary and extracurricular activities:

The same day as lesson 12, which is a Friday, the families will prepare a workshop with the help of the teacher. The workshop is going to be from 15:00h to 16:20h. This time will be a storytelling session, and the teacher will ask all the families to assist. First, the families who volunteered to prepare the workshop will perform the storytelling for the students and the other families. After that, the students will show the collaborative story of the class to the families.

5. Conclusions

Now that my End of Degree Project is finished, I can say that it's been a long but rewarding journey. The excitement I had since the beginning stayed with me throughout the project, and I firmly believe that it is depicted in my work. And it is time to reflect on what I have done for the past months.

Firstly, the topic of the project and the objectives that has. As soon as I knew that I could plan as an English teacher, I decided that was what I was going to do. I am very interested in the teaching and learning of foreign languages, especially English, so there was no way I was going to let this opportunity slip away. I have challenged myself into thinking and developing the best Annual Syllabus I could think of. And it really was a challenge. Starting from doing such a project in a foreign language, which is something I have never done before. I could see my own limitations, but it has also helped me in learning a more academic language that will probably be helpful in the future. But, most importantly, I have learned a lot about planning as an English teacher in Early Childhood Education. I am very grateful for the TEFL training the university gave me this last four years, because I resorted to it several times while working on the project. We have planned Didactic Units before, but they were all in Spanish, and I realize how different they are from the English ones. Even if the curriculum underlines the importance of learning English, there are no specific guidelines that a teacher can follow—not like the three main areas for Spanish lessons—and it is a matter of seeing your resources and see what you can do with them. A lot of creativity and knowledge of the language is needed to make the lessons motivating and truly meaningful for the students. But the students will benefit from a good teacher that knows how to prepare the lessons and the units. So, even with all the difficulties, I am glad I decided to choose this topic for my project because being a good English teacher is something I aspire to be, and this experience has brought me closer to my goal. However, I think there is room for improvement in several areas, that hopefully will get better with time and experience.

Secondly, story-based learning methodology along with the storytellings was something that I was sure I was going to use as well. Reading is one of my passions, and teaching through your passions helps you get to your students, as you are more motivated as a teacher. Moreover, the combination of English and storytelling was the detonating factor

that made me choose this Degree in the first place, and it is great that I could finish it doing a whole Annual Syllabus about this.

The End of Degree project helped me to confirm that I chose the right path, which I'm extremely excited to begin professionally. It showed me that, even if I did not trust my own abilities that much, I successfully completed this challenge. And now, I have to look for the next one.

Finally, I must mention the help I received from the people around me throughout this project, because they were an essential part of it. On one hand, my project director and teacher, Lyndsay Buckingham, who has had endless patience with me and has been a great support since the beginning. Thank you for everything that you have taught me and for always encouraging me through the process, it has been a pleasure. On the other hand, my classmates from the Early Childhood Education Degree, with whom I have spent four wonderful years—even if these last two were a little different. It has not been easy, but we made it together. I wish you all the best.

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7. Annexes

7.1 Annex 1. General Stage Objectives

Objetivos Generales de la Etapa por el *Decreto 17/2008 de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil.*

- a) Conocer su propio cuerpo y el de los otros y sus posibilidades de acción, adquirir una imagen ajustada de sí mismos y aprender a respetar las diferencias.
- b) Observar y explorar su entorno familiar, natural, social y cultural.
- c) Adquirir una progresiva autonomía en sus actividades habituales.
- d) Desarrollar sus capacidades afectivas.
- e) Adquirir y mantener hábitos básicos relacionados con la higiene, la salud, la alimentación y la seguridad.
- f) Relacionarse con los demás y adquirir progresivamente pautas elementales de convivencia y relación social, así como ejercitarse en la resolución pacífica de conflictos.
- g) Desarrollar habilidades comunicativas en diferentes lenguajes y formas de expresión.
- h) Iniciarse en las habilidades lógico-matemáticas, en la lectura, en la escritura y en el movimiento, el gesto y el ritmo.
- i) Desarrollar la creatividad.
- j) Iniciarse en el conocimiento de las ciencias.
- k) Iniciarse experimentalmente en el conocimiento oral de una lengua extranjera.

7.2 Annex 2. Didactic Objectives for the course

Área 1. Conocimiento de sí mismo y autonomía personal.

1. Formarse una imagen ajustada y positiva de sí mismo, a través de la interacción con los otros y de la identificación gradual de las propias características, posibilidades y limitaciones, desarrollando sentimientos de autoestima y autonomía personal.
2. Reconocer, identificar y representar las partes fundamentales de su cuerpo y algunas de sus funciones, descubriendo las posibilidades de acción y de expresión y coordinando y controlando cada vez con mayor precisión gestos y movimientos.
3. Identificar los propios sentimientos, emociones, necesidades o preferencias, y ser capaces de denominarlos, expresarlos y comunicarlos a los demás, identificando y respetando, también, los de los otros.
4. Realizar, de manera cada vez más autónoma, actividades habituales, aumentando el sentimiento de confianza en sí mismo y la capacidad de iniciativa y desarrollando estrategias para satisfacer sus necesidades básicas.
5. Desarrollar hábitos de respeto, ayuda y colaboración, evitando actitudes de discriminación en función de cualquier rasgo diferenciador y comportamientos de sumisión o dominio.
6. Desarrollar habilidades para afrontar situaciones de conflicto.
7. Progresar en la adquisición de hábitos y actitudes relacionados con la seguridad, la higiene, el aseo y el fortalecimiento de la salud, apreciando y disfrutando de las situaciones cotidianas de equilibrio y bienestar emocional.
8. Tomar la iniciativa en la realización de tareas y en la proposición de juegos y actividades.

Área 2. Conocimiento del entorno.

1. Observar y explorar de forma activa su entorno generando interpretaciones sobre algunas situaciones y hechos significativos y mostrando interés por su conocimiento.
2. Conocer y valorar los componentes básicos del medio natural y algunas de sus relaciones, cambios y transformaciones, desarrollando actitudes de cuidado, respeto y responsabilidad en su conservación.
3. Adquirir nociones de geografía a través del paisaje.

4. Conocer los roles y responsabilidades de los miembros más significativos de sus grupos sociales de referencia.
5. Relacionarse con los demás, de forma cada vez más equilibrada y satisfactoria, interiorizando progresivamente las pautas de comportamiento social y ajustando su conducta a ellas.
6. Conocer las fiestas y celebraciones de su entorno como fruto de la costumbre y la tradición.
7. Conocer y aceptar las normas que hacen posible la vida en grupo y algunas de las formas más habituales de organización social.
8. Iniciarse en las habilidades matemáticas, manipulando funcionalmente elementos y colecciones, identificando sus atributos y cualidades y estableciendo relaciones de agrupamientos, clasificación, orden y cuantificación.
9. Utilizar los cuantificadores básicos. Conocer los cardinales y ordinales.
10. Conocer, utilizar y escribir la serie numérica para contar elementos.
11. Iniciarse en las operaciones matemáticas básicas de adición y sustracción.
12. Realizar seriaciones con objetos y números.
13. Iniciarse en la estimación, comparación y medida de diferentes magnitudes. Distinguir y usar unidades de medida naturales y convencionales. Utilizar instrumentos de medida.
14. Iniciarse en la estimación y medida del tiempo. Conocer y usar los diferentes instrumentos de medida del tiempo.
15. Conocer, identificar y nombrar formas planas y cuerpos geométricos.
16. Orientar y situar en el espacio las formas, los objetos y a uno mismo. Utilizar las nociones espaciales básicas.
17. Ampliar la curiosidad y el afán por aprender, adquirir fundamentos de pensamiento y ampliar el campo de conocimiento para comprender mejor el mundo que le rodea.

Área 3. Lenguajes: Comunicación y representación.

1. Utilizar la lengua como instrumento de aprendizaje, de representación, de comunicación, de disfrute y de expresión de ideas y sentimientos.
2. Valorar y utilizar la lengua oral como un medio de relación con los demás y de regulación de la convivencia.

3. Expresar con corrección emociones, sentimientos, deseos e ideas mediante la lengua oral y a través de otros lenguajes, eligiendo el que mejor se ajuste a la intención y a la situación.
4. Comprender las intenciones y mensajes de otros niños y adultos, adoptando una actitud positiva hacia la lengua, tanto propia como extranjera.
5. Conocer y utilizar las distintas normas que rigen las conversaciones.
6. Comprender, reproducir y recrear algunos textos literarios y de tradición cultural mostrando actitudes de valoración, disfrute e interés hacia ellos.
7. Iniciarse en los usos sociales de la lectura y de la escritura explorando su funcionamiento y valorándolas como instrumento de comunicación, información y disfrute.
8. Leer y escribir palabras y oraciones sencillas.
9. Escuchar atentamente la lectura o exposición de textos sencillos para comprender la información y ampliar el vocabulario.
10. Escuchar, preguntar, pedir explicaciones y aclaraciones, y aceptar las orientaciones dadas por el profesor.
11. Iniciarse en la participación de diferentes situaciones de comunicación, respetando sentimientos, ideas y opiniones, y adoptando las reglas básicas de la comunicación.
12. Representar, por medio de la expresión corporal, cuentos sencillos.
 13. Acercarse al conocimiento de obras artísticas expresadas en los lenguajes plástico, musical y corporal y realizar actividades de representación y expresión artística para comunicar vivencias y emociones, mediante el empleo de diversas técnicas.
 14. Conocer las técnicas básicas de expresión plástica.
 15. Reconocer los colores primarios y su mezcla.
 16. Cantar, escuchar, bailar e interpretar.
 17. Aprender canciones, bailes y danzas.
 18. Leer, interpretar y producir imágenes en situaciones de comunicación dirigidas o espontáneas.
 19. Conocer algunas manifestaciones culturales de su entorno.
 20. Iniciarse en el uso oral de una lengua extranjera para comunicarse en actividades dentro del aula, y mostrar interés y disfrute al participar en estos intercambios comunicativos.

7.3 Annex 3. Contents of the official curriculum of the Community of Madrid

Área 1	
Conocimiento de sí mismo y autonomía personal	
<p>Bloque 1 <i>El cuerpo y la propia imagen</i></p>	<ul style="list-style-type: none"> ○ El cuerpo humano: Características diferenciales del cuerpo. Identificación y localización de partes externas e internas del cuerpo. Exploración del propio cuerpo. Identificación y aceptación progresiva de las características propias. Representación gráfica del esquema corporal. ○ Sensaciones y percepciones de los cambios físicos propios y de su relación con el paso del tiempo. Las referencias espaciales en relación con el propio cuerpo. ○ Los sentidos y sus funciones: Sensaciones y percepciones. ○ Las necesidades básicas del cuerpo. Identificación, manifestación, regulación y control de <u>las mismas</u>. Confianza en las capacidades propias para su satisfacción. ○ Identificación y expresión de sentimientos, emociones, vivencias, preferencias e intereses propios y de los demás. Control progresivo de los propios sentimientos y emociones. ○ Aceptación y valoración ajustada y positiva de sí mismo, así como de las posibilidades y limitaciones propias. ○ Valoración positiva y respeto por las diferencias, aceptación de la identidad y características de los demás, evitando actitudes discriminatorias.
<p>Bloque 2 <i>Juego y movimiento</i></p>	<ul style="list-style-type: none"> ○ Confianza en las propias posibilidades de acción, participación y esfuerzo personal en los juegos y en el ejercicio físico. ○ Coordinación y control postural: El cuerpo y el movimiento. Progresivo control del tono, equilibrio y respiración. Satisfacción por el creciente dominio corporal. ○ Exploración y valoración de las posibilidades y limitaciones perceptivas, motrices y expresivas propias y de los demás. Iniciativa para aprender habilidades nuevas. ○ Coordinación y control de las habilidades motrices. ○ Nociones básicas de orientación en el espacio y en el tiempo y coordinación de movimientos. ○ Adaptación del tono y la postura a las características del objeto, del otro, de la acción y de la situación. ○ Juego simbólico y juego reglado. Comprensión y aceptación de reglas para jugar. Valoración de su necesidad. ○ Comprensión y aceptación de las normas implícitas que rigen los juegos de representación de papeles, participación en su regulación y valoración de su necesidad. ○ Actitud de ayuda y colaboración con los compañeros en los juegos.

<p>Bloque 3 <i>La actividad y la vida cotidiana</i></p>	<ul style="list-style-type: none"> ○ Iniciación a la representación teatral. ○ Las actividades de la vida cotidiana. Iniciativa y progresiva autonomía en su realización. Regulación del propio comportamiento, satisfacción por la realización de tareas y conciencia de la propia competencia. ○ Normas elementales que regulan la vida cotidiana. Planificación secuenciada de la acción para resolver tareas. Aceptación de las propias posibilidades y limitaciones en la realización de las mismas. ○ Hábitos elementales de organización, constancia, atención, iniciativa y esfuerzo en la propia actividad. ○ Habilidades para la interacción y colaboración y actitud positiva para establecer relaciones de afecto con las personas adultas y con los iguales. ○ Valoración y gusto por el trabajo bien hecho por uno mismo y por los demás, reconocimiento de los errores y aceptación de las correcciones para mejorar sus acciones. ○ Cuidado y orden con sus pertenencias personales. ○ La iniciativa en las tareas y la búsqueda de soluciones a las dificultades que aparecen.
<p>Bloque 4 <i>El cuidado personal y la salud</i></p>	<ul style="list-style-type: none"> ○ La salud y el cuidado de uno mismo. ○ Acciones y situaciones que favorecen la salud y generan bienestar propio y de los demás. ○ La higiene personal. Adquisición y práctica de hábitos saludables: Higiene corporal, alimentación, ejercicio y descanso. ○ Utilización adecuada de espacios, elementos y objetos. Petición y aceptación de ayuda en situaciones que la requieran. Valoración de la actitud de ayuda de otras personas. ○ Gusto por un aspecto personal cuidado. ○ Mantenimiento de limpieza y orden en el entorno. ○ Aceptación de las normas de comportamiento establecidas durante las comidas, los desplazamientos, el descanso y la higiene. ○ El dolor corporal y la enfermedad. Valoración ajustada de los factores de riesgo, adopción de comportamientos de prevención y seguridad en situaciones habituales, actitud de tranquilidad y colaboración en situaciones de enfermedad y de pequeños accidentes. ○ Identificación y valoración crítica ante factores y prácticas sociales cotidianas que favorecen o no la salud.
<p>Área 2 Conocimiento del entorno</p>	
<p>Bloque 1 <i>Medio físico: elementos, relaciones y medida</i></p>	<ul style="list-style-type: none"> ○ El paisaje y el medio físico. Observaciones, descubrimiento y descripción del entorno próximo. La orientación en el espacio. La observación de los cambios en el tiempo. ○ Identificación y conocimiento de las características del cambio del paisaje a lo largo del año. Las estaciones. La adaptación

	<p>de las personas, animales y plantas a dicho cambio. Paisajes del mundo.</p> <ul style="list-style-type: none"> ○ Conocimiento de algunos elementos del relieve geográfico. ○ Los objetos y materias presentes en el medio, sus funciones y usos cotidianos. Interés por su exploración y actitud de respeto y cuidado hacia objetos propios y ajenos. ○ Atributos de los objetos: Color, forma, textura, tamaño, sabor, sonido, plasticidad, dureza. ○ Respeto y cuidado de los objetos de uso individual y colectivo. ○ Actitud positiva para compartir juguetes y objetos de su entorno familiar y escolar. ○ Percepción de atributos y cualidades de objetos y materias. Interés por la identificación y clasificación de elementos y objetos y por explorar sus cualidades, características, usos y grados. ○ Aproximación a la cuantificación de colecciones. Aplicación del ordinal a pequeñas colecciones. Comparación, agrupación u ordenación de objetos en función de un criterio dado. Utilización del conteo como estrategia de estimación y uso de los números cardinales referidos a cantidades manejables. ○ Los números, cardinales y ordinales, y las operaciones. Cuantificadores básicos: Todo/nada/algo, uno/varios, etcétera. ○ Aproximación a la serie numérica: Su representación gráfica y su utilización oral para contar. Observación y toma de conciencia de la funcionalidad de los números en la vida cotidiana. Construcción de la serie numérica mediante la adición de la unidad. ○ Nociones básicas de medida: Grande/mediano/pequeño, largo/corto, alto/bajo, pesado/ligero. ○ Utilización de comparaciones: Más largo que, más corto que, más grande que, más pequeño que, etcétera. ○ Mediciones con diferentes unidades de longitud, capacidad y tiempo. Utilización de medidas naturales (mano, pie, paso, etcétera). Estimación y comparación. ○ Estimación intuitiva y medida del tiempo: El reloj. Ubicación temporal de actividades de la vida cotidiana. ○ Exploración e identificación de situaciones en que se hace necesario medir. Interés y curiosidad por los instrumentos de medida. Aproximación a su uso. ○ Iniciación al cálculo con las operaciones de unir y separar por medio de la manipulación de objetos. Iniciación a la adición y sustracción con números. Resolución de problemas que impliquen operaciones sencillas.
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	<ul style="list-style-type: none"> ○ Identificación de formas planas (círculo, cuadrado, rectángulo, triángulo) y tridimensionales en elementos del entorno. Exploración de algunas figuras y cuerpos geométricos elementales. ○ Nociones básicas de orientación. Posiciones relativas. ○ Situación en el espacio. Realización de desplazamientos orientados.
<p>Bloque 2 <i>Acercamiento a la naturaleza</i></p>	<ul style="list-style-type: none"> ○ Características generales e identificación de los seres vivos (semejanzas y diferencias), y materia inerte como el Sol, animales, plantas, rocas, nubes o ríos. Valoración de su importancia para la vida humana. ○ Observación de algunas características, comportamientos, funciones, relaciones y cambios en los seres vivos. Aproximación al ciclo vital, del nacimiento a la muerte. ○ Curiosidad, respeto y cuidado hacia los elementos del medio natural. ○ Reconocimiento sencillo y primeras clasificaciones de los animales. Interés y gusto por las relaciones con ellos. ○ Reconocimiento sencillo de las plantas y de sus partes. ○ Cambios que se producen en animales y plantas en el curso de su desarrollo. La adaptación al medio. ○ Productos elaborados a partir de materias primas procedentes de animales y plantas. ○ Observación de fenómenos del medio natural (lluvia, viento, día, noche, etcétera). Formulación de conjeturas sobre sus causas y consecuencias. ○ Disfrute al realizar actividades en contacto con la naturaleza. Valoración de su importancia para la salud y el bienestar. Repoblación, limpieza y recogida selectiva de residuos. ○ El Universo. El Sistema Solar. El Sol y los planetas. El giro de los planetas alrededor del Sol. ○ La Tierra y la Luna. Los viajes espaciales
<p>Bloque 3 <i>Cultura y vida en sociedad</i></p>	<ul style="list-style-type: none"> ○ Identificación de los primeros grupos sociales de pertenencia: La familia y la escuela. Toma de conciencia de la necesidad de su existencia y funcionamiento mediante ejemplos del papel que desempeñan en su vida cotidiana. Valoración de las relaciones afectivas que en ellos se establecen. ○ Valoración y respeto de las normas que rigen la convivencia en los grupos sociales a los que pertenece el alumno. La participación en la familia y en la escuela. ○ La familia: Sus miembros, relaciones de parentesco, funciones y ocupaciones. Lugar que ocupa entre ellos. ○ La vivienda: Dependencias y funciones. Tareas cotidianas del hogar. Participación en dichas tareas. Las rutinas caseras.

	<p>Ofrecimiento y solicitud de ayuda para sí mismo y para los demás.</p> <ul style="list-style-type: none"> ○ La escuela: Dependencias, uso y funciones. Los miembros de la escuela: Los niños y los adultos. Funciones y ocupaciones. La clase: Distribución y empleo de los espacios. Objetos y mobiliario. Cuidado y respeto por las dependencias del Centro y de su entorno para poder realizar las actividades en espacios limpios y ordenados. Las rutinas escolares. La importancia de aprender. ○ El entorno próximo al alumno: La calle, el barrio, el pueblo y la ciudad. Formas de organización humana según su ubicación en los distintos paisajes: rural y urbano. Observación de necesidades, ocupaciones y servicios en la vida de la comunidad. ○ La actividad humana en el medio: Funciones, tareas y oficios habituales. Valoración de los diferentes trabajos como necesarios para una sociedad. Respeto a los trabajos desempeñados por las personas de su entorno. ○ Los servicios relacionados con el consumo. ○ Distintos medios de transporte. Normas básicas de circulación. ○ Los medios de comunicación: Televisión, radio, prensa, teléfono y ordenador. ○ Lugares para divertirse y aprender: Teatro, circo, zoo, biblioteca, polideportivo, etcétera. ○ Las tradiciones y las costumbres. ○ Iniciación a la Historia. La Prehistoria. El hombre prehistórico: Vida cotidiana, vivienda, trabajo, animales y ritos. ○ Pueblos del mundo. Pueblos del hielo, del desierto y de la selva. Rasgos físicos, vivienda, alimentación, indumentaria, costumbres. ○ Máquinas y aparatos. Utilidad, funcionamiento, inventores. ○ Incorporación progresiva de pautas adecuadas de comportamiento, disposición para compartir y para resolver conflictos cotidianos mediante el diálogo de forma progresivamente autónoma, atendiendo especialmente a la relación equilibrada entre los niños y las niñas. ○ Reconocimiento de algunas señas de identidad cultural del entorno e interés por participar en actividades sociales y culturales. ○ Identificación de algunos cambios en el modo de vida y las costumbres en relación con el paso del tiempo. ○ Interés y disposición favorable para entablar relaciones respetuosas, afectivas y recíprocas con niños de otras culturas.
<p>Área 3 Lenguajes: Comunicación y representación</p>	
<p>Bloque 1 <i>Lenguaje verbal</i></p>	<p><i>1.1 Escuchar, hablar y conversar</i></p> <ul style="list-style-type: none"> ○ Utilización y valoración progresiva de la lengua oral para evocar y relatar hechos, para explorar conocimientos, para expresar y

		<p>comunicar ideas y sentimientos para regular la propia conducta y la de los demás.</p> <ul style="list-style-type: none"> ○ Expresión oral utilizando oraciones de distinto tipo (afirmativas, negativas e interrogativas), cuidando el buen empleo del género y el número y usando correctamente los tiempos verbales (presente, pasado y futuro). ○ Uso progresivo, acorde con la edad, de léxico preciso y variado, estructuración gramatical correcta, entonación adecuada, tono de voz apropiado, ritmo, pronunciación clara y discriminación auditiva. ○ Participación y escucha activa en situaciones habituales de comunicación. Acomodación progresiva de sus enunciados a los formatos convencionales, así como acercamiento a la interpretación de mensajes, textos y relatos orales producidos por medios audiovisuales. ○ Utilización adecuada de las normas que rigen el intercambio lingüístico, respetando el turno de palabra, escuchando con atención y respeto. Interés y esfuerzo por expresarse correctamente. ○ Exposición clara y organizada de las ideas. ○ Empleo de las formas socialmente establecidas para iniciar, mantener y terminar una conversación.
	<p><i>1.2 Aproximación a la lengua escrita</i></p>	<ul style="list-style-type: none"> ○ Aproximación al uso de la lengua escrita como medio de comunicación, información y disfrute. Interés por explorar algunos de sus elementos. ○ Diferenciación entre las formas escritas y otras formas de expresión gráfica. Identificación de palabras escritas muy significativas y usuales. Percepción de diferencias y semejanzas entre ellas. Iniciación al conocimiento del código escrito. ○ Relaciones entre el lenguaje oral y escrito. Identificación de letras. ○ Comprensión de palabras y textos escritos a partir de experiencias próximas al alumno. ○ Escritura de letras, sílabas, palabras y oraciones sencillas. Acentuación de las palabras. ○ Lectura de sílabas y palabras. Lectura de oraciones y textos sencillos en voz alta con pronunciación, ritmo y entonación adecuados. ○ Uso, gradualmente autónomo de diferentes recursos y soportes de la lengua escrita como libros, revistas, periódicos, carteles, etiquetas, pictogramas, rótulos, folletos, cuentos, tebeos, biblioteca del aula, etcétera. Utilización progresivamente ajustada de la información que proporcionan. ○ Interpretación de imágenes, carteles, fotografías. Comprensión y producción de imágenes secuenciadas cronológicamente. ○ Interés y atención en la escucha de narraciones, explicaciones, instrucciones o descripciones, leídas por otras personas.

		<ul style="list-style-type: none"> ○ Comprensión de las palabras, oraciones y textos leídos. ○ Utilización de la escritura para cumplir finalidades reales. Desarrollo perceptivo-motriz; orientación <u>espacio-temporal</u>, esquema corporal, discriminación de figuras, memoria visual. Entrenamiento del trazo: Direccionalidad, linealidad, orientación izquierda-derecha, distribución y posición al escribir. Gusto por producir mensajes con trazos cada vez más precisos y legibles. ○ Disfrute con el lenguaje escrito.
	<i>1.3 Acercamiento a la literatura</i>	<ul style="list-style-type: none"> ○ Escucha atenta, comprensión de cuentos, relatos, canciones, leyendas, poesías, rimas, adivinanzas y retahílas, tanto tradicionales como contemporáneas, de forma individual y en grupo, como fuente de placer y de aprendizaje. ○ Memorización y recitado de algunos textos de carácter poético, folclóricos o de autor, disfrutando de las sensaciones que el ritmo, la rima, y la belleza de las palabras producen. ○ Participación creativa en juegos lingüísticos para divertirse y para aprender. ○ Dramatización de textos literarios y disfrute e interés por expresarse con ayuda de recursos extralingüísticos. ○ Interés por compartir interpretaciones, sensaciones y emociones provocadas por las producciones literarias. ○ Manejo y cuidado de los cuentos y los libros. ○ Utilización de la biblioteca con respeto y cuidado. Valoración de la biblioteca como recurso informativo de entretenimiento y disfrute.
	<i>1.4 Lengua extranjera</i>	<ul style="list-style-type: none"> ○ La lengua extranjera como medio de comunicación oral. ○ Interés por participar en interacciones orales en lengua extranjera en rutinas y situaciones habituales de comunicación. ○ Comprensión de la idea global de textos orales, en lengua extranjera, en situaciones habituales del aula y cuando se habla de temas conocidos y predecibles. ○ Comprensión de textos sencillos transmitidos oralmente. ○ Actitud positiva hacia la lengua extranjera. ○ Expresión oral con buena entonación y pronunciación. ○ Adquisición de vocabulario básico. ○ Comprensión de mensajes, preguntas y órdenes sencillas. ○ Uso de normas socialmente establecidas para iniciar, mantener y terminar una conversación: Saludar, despedirse, dar las gracias, etcétera. ○ Comprensión y reproducción de poesías, canciones, etcétera.
Bloque 2 <i>Lenguaje audiovisual y tecnologías de la información y la comunicación</i>		<ul style="list-style-type: none"> ○ Iniciación en el uso de instrumentos tecnológicos como ordenador, cámara o

	<p>reproductores de sonido e imagen, como elementos de comunicación.</p> <ul style="list-style-type: none"> ○ Acercamiento a producciones audiovisuales como películas, dibujos animados o videojuegos. Valoración crítica de sus contenidos y de su estética. ○ Distinción progresiva entre la realidad y la representación audiovisual. ○ Toma progresiva de conciencia de la necesidad de un uso moderado de los medios audiovisuales, y de las tecnologías de la información y la comunicación.
<p>Bloque 3 <i>Lenguaje plástico</i></p>	<ul style="list-style-type: none"> ○ La expresión plástica como medio de comunicación y representación. ○ Experimentación y descubrimiento de algunos elementos que configuran el lenguaje plástico (línea, forma, color, textura, espacio). ○ Expresión y comunicación de hechos, sentimientos y emociones, vivencias, o fantasías a través del dibujo y de producciones plásticas realizadas con distintos materiales y técnicas. ○ Las técnicas básicas de la expresión plástica: dibujo, pintura, modelado. Materiales y útiles. ○ Representación de la figura humana, diferenciando las distintas partes de su cuerpo. ○ Los colores primarios y su mezcla. ○ Uso del "collage" como medio de experimentación con diversos materiales, formas y colores. ○ Interpretación y valoración progresivamente ajustada de diferentes tipos de obras plásticas presentes en el entorno. ○ Iniciación al arte: pintura, escultura y arquitectura. Principales elementos. Autores representativos. Ámbitos de exposición: El museo.
<p>Bloque 4 <i>Lenguaje musical</i></p>	<ul style="list-style-type: none"> ○ Ruido, silencio, música. ○ Exploración de posibilidades sonoras de la voz, del propio cuerpo, de los objetos cotidianos y de los instrumentos musicales. Utilización de los sonidos hallados para la interpretación y la creación musical. Música coral e instrumental. ○ Reconocimiento de sonidos y ruidos de la vida diaria: ambulancias, trenes, coches, timbres, animales, etcétera, y discriminación de sus rasgos distintivos y de algunos contrastes básicos (largo-corto, fuerte-suave, agudo-grave). ○ Audición atenta de obras musicales presentes en el entorno: canciones populares infantiles, danzas, bailes y audiciones. ○ Interés y <u>participación activa</u> y disfrute en la interpretación de canciones, juegos musicales y danzas sencillas. ○ La canción como elemento expresivo. Canciones de su entorno y del mundo.

<p>Bloque 5 <i>Lenguaje corporal</i></p>	<ul style="list-style-type: none"> ○ Descubrimiento y experimentación de gestos y movimientos como recursos corporales para la expresión y la comunicación. ○ Utilización, con intención comunicativa y expresiva, de las posibilidades motrices del propio cuerpo con relación al espacio y al tiempo: Actividad, movimiento, respiración, equilibrio, relajación. ○ Nociones de direccionalidad con el propio cuerpo. ○ Desplazamientos por el espacio con movimientos diversos. ○ Representación espontánea de personajes, hechos, situaciones e historias sencillas reales o imaginarias en juegos simbólicos, individuales y compartidos. ○ Interés e iniciativa para participar en actividades de dramatización, danzas, juego simbólico y otros juegos de expresión corporal.
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7.4 Annex 4. Evaluation criteria

Área 1. Conocimiento de sí mismo y autonomía personal

1. Dar muestra de un conocimiento progresivo de su esquema corporal y de un control creciente su cuerpo.
2. Reconocer y nombrar las distintas partes del cuerpo y ubicarlas espacialmente, en su propio cuerpo y en el de los demás.
3. Regular el desarrollo del tono, la postura, el equilibrio, el control respiratorio y la coordinación motriz, utilizando las posibilidades motrices, sensitivas y expresivas del propio cuerpo.
4. Manifestar respeto y aceptación por las características de los demás, sin discriminaciones de ningún tipo, y mostrar actitudes de ayuda y colaboración.
5. Distinguir los sentidos e identificar sensaciones a través de ellos.
6. Expresar emociones y sentimientos a través del cuerpo.
7. Representar papeles en piezas teatrales sencillas.
8. Participar en juegos, mostrando destrezas motoras en desplazamientos, marcha, carrera y saltos, y habilidades manipulativas.
9. Proponer reglas para llevar a cabo juegos conocidos o inventados y aceptarlas, mostrando actitudes de colaboración y ayuda mutua y evitando adoptar posturas de sumisión o de dominio.
10. Realizar autónomamente y con iniciativa actividades habituales para satisfacer necesidades básicas relacionadas con el cuidado personal, la higiene, la

alimentación, el descanso, la salud, el bienestar, los desplazamientos y otras tareas de la vida diaria.

11. Orientarse en el espacio tomando puntos de referencia.
12. Colaborar en el orden y en la limpieza de los espacios comunes.
13. Cuidar y mantener ordenadas sus pertenencias.

Área 2. Conocimiento del entorno

1. Discriminar objetos y elementos del entorno inmediato y actuar sobre ellos.
2. Mostrar interés por el medio natural e identificar y nombrar algunos de sus componentes, formulando observaciones y conjeturas sobre las causas y consecuencias de lo que en él sucede.
3. Indagar en algunas características y funciones generales de los elementos de la naturaleza, acercándose a la noción de ciclo vital y constatando los cambios que esto conlleva.
4. Identificar distintos animales según algunas de sus características más importantes.
5. Distinguir y conocer distintos tipos de plantas. Reconocer la raíz, el tallo y las hojas como partes de la planta.
6. Establecer algunas relaciones entre el medio físico y social, identificando cambios naturales que afectan a la vida cotidiana de las personas y cambios en el paisaje por intervenciones humanas.
7. Mostrar una actitud de cuidado y respeto hacia la naturaleza, participando en actividades para conservarla. Conocer las estaciones del año identificando los cambios estacionales y sus efectos en el medio natural.
8. Identificar río, mar, montaña, valle y llanura.
9. Saber que la Tierra gira alrededor del Sol. Conocer el nombre de algunos planetas y que la Luna gira alrededor de la Tierra.
10. Agrupar, clasificar y ordenar elementos y colecciones según semejanzas y diferencias (forma, color, tamaño, peso, etcétera) y su comportamiento físico (caer, rodar, resbalar, botar, etcétera).
11. Discriminar y comparar algunas magnitudes y cuantificar colecciones mediante el uso de la serie numérica.
12. Aprender a contar de forma correcta y conocer los primeros números ordinales y cardinales. Identificar y escribir, al menos, los diez primeros números. Realizar correctamente dictados de números.

13. Realizar sumas y restas sencillas.
14. Usar instrumentos de medida.
15. Conocer e identificar las formas planas y los cuerpos geométricos más elementales: Círculo, cuadrado, triángulo, rectángulo, esfera y cubo.
16. Manejar las nociones básicas espaciales (arriba, abajo; dentro, fuera; cerca, lejos, etcétera), y temporales (antes, después, por la mañana, por la tarde, etcétera).
17. Identificar, conocer y vincularse afectivamente a los grupos sociales más significativos de su entorno.
18. Distinguir a los miembros de su familia, identificando parentesco, funciones y ocupaciones dentro del grupo.
19. Conocer las dependencias del colegio, la clase, sus miembros y sus funciones y moverse en ellas con autonomía.
20. Identificar las dependencias de la casa y sus funciones.
21. Conocer los principales servicios comunitarios que ofrece la comunidad en la que vive: Mercado, atención sanitaria, medios de transporte, etcétera, y su papel en la sociedad.
22. Conocer y orientarse en los espacios cercanos a su vivienda y al centro escolar.
23. Tomar conciencia de la necesidad de dotarse de normas para convivir. Conocer y respetar las normas de convivencia de los distintos grupos a los que pertenece.
24. Conocer los principales medios de comunicación.
25. Analizar situaciones conflictivas y las competencias generadas para un adecuado tratamiento y resolución de las mismas.
26. Comprender algunas señas, elementos y costumbres que identifican a otras culturas presentes en el medio. Establecer relaciones de afecto, respeto y generosidad con todos sus compañeros.
27. Mostrar comportamientos adecuados y utilizar las fórmulas de cortesía.
28. Identificar y entender algunos aspectos del Universo y de la Prehistoria.
29. Algún invento importante para la Humanidad y el nombre de su inventor.

Área 3. Lenguajes: comunicación y representación

1. Utilizar la lengua oral del modo más conveniente para una interacción positiva con sus iguales y con las personas adultas, según las intenciones comunicativas.
2. Valorar el interés y el gusto por la utilización pertinente y creativa de la expresión oral para regular la propia conducta, para relatar vivencias, para razonar y resolver

situaciones conflictivas, para comunicar sus estados de ánimo y compartirlos con los demás.

3. Comprender mensajes orales diversos, relatos, producciones literarias, descripciones, explicaciones e informaciones que les permitan participar de la vida en el aula mediante la comunicación oral: Conversaciones, cuentos, refranes, canciones, adivinanzas, poesías, etcétera, mostrando una actitud de escucha atenta y respetuosa.
4. Hablar con una pronunciación correcta.
5. Discriminar auditivamente palabras y sílabas.
6. Mostrar respeto a los demás manifestando interés y atención hacia lo que dicen y en el uso de las convenciones sociales: Guardar el turno de palabra, escuchar, mirar al interlocutor, mantener el tema, así como aceptar las diferencias.
7. Mostrar interés por los textos escritos presentes en el aula y en el entorno próximo, iniciándose en su uso, en la comprensión de sus finalidades y en el conocimiento de algunas características del código escrito.
8. Interesarse y participar en las situaciones de lectura y escritura que se producen en el aula.
9. Reconocer las grafías dentro de las palabras e identificar letras. Leer letras, sílabas, palabras, oraciones y textos sencillos, comprendiendo lo leído.
10. Representar gráficamente lo leído. Escribir letras, sílabas, palabras y oraciones. Escribir los acentos en las palabras. Realizar copias sencillas y dictados de palabras.
11. Memorizar y contar pequeños relatos, cuentos, sucesos, refranes, canciones, adivinanzas, trabalenguas, poesías y retahílas, con buena entonación y pronunciación.
12. Dramatizar textos sencillos.
13. Usar adecuadamente el material escrito (libros, periódicos, etiquetas, publicidad, cartas, etcétera).
14. Interpretar imágenes, carteles, fotografías, pictogramas y cuentos.
15. Conocer y usar palabras y expresiones sencillas para iniciar, mantener y terminar una conversación en la vida cotidiana, en una lengua extranjera.
16. Expresarse y comunicar vivencias, emociones y sentimientos utilizando medios, materiales y técnicas propios de los diferentes lenguajes artísticos y audiovisuales, mostrando interés por explorar sus posibilidades, por disfrutar con sus

producciones y por compartir con los demás las experiencias estéticas y comunicativas.

17. Identificar los colores primarios y su mezcla y realizar mezclas de colores.
18. Representar la figura humana.
19. Reconocer materiales aptos para la escultura: Madera, bronce, barro, escayola, papel.
20. Reconocer algunos elementos arquitectónicos de los edificios: fachada, tejado, ventana, columna, arco.
21. Conocer algunos artistas representativos.
22. Conocer las posibilidades sonoras del propio cuerpo, de los objetos y de los instrumentos musicales.
23. Memorizar canciones.
24. Desplazarse por el espacio con distintos movimientos.
25. Desarrollar la sensibilidad estética y actitudes positivas hacia las producciones artísticas en distintos medios, así como el interés para compartirlas.

7.5 Annex 5. Original Lesson Plan Template

Unit		Lesson		Group		Time	
Topic / Session Title				Class	English		
Focus	Select the areas you will be targeting. Don't pick too many, or the LP will lack focus.						
Skills	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
Competences	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
Contents	These contents should come from the <u>curriculum</u> , or be adapted/narrowed down from those in the curriculum. They should directly relate to your learning outcomes and specify the language and content to be used/learned.						
Learning outcomes	<p>Students will be able to:</p> <p>Your outcomes should be very specific, and reflect the main aims of the class (systems, skills, etc.) should students be able to do as a result of the lesson? 2-3 learning outcomes should be enough for 1 session.</p>						
Evaluation criteria	<p>Written in simple present. Examples:</p> <p>- Students identify / effectively employ / accurately describe / etc.</p>						
Previous knowledge	What you assume students already know and will be needed in class e.g. grammar items, conceptual knowledge...						
Materials	<p>Materials that will be used by teacher and students, including ICT tools, arts materials, dictionaries, etc. Important: attach to the LP any supplemental materials: worksheets, links to videos, audios or websites, printout of MS <u>Powerpoint</u> slides, sample posters or visual aids, etc.</p>				Spaces	<p>The spaces you will need: classroom, playground, gym...</p>	

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
Time planned for each activity, in minutes	<p>The stage of the class, following a lesson planning rationale.</p> <p>Check with your teacher what specific stages you should be following depending on the lesson plan required.</p>	<p>What the teacher and students are expected to do.</p> <p>Notes:</p> <ul style="list-style-type: none"> - Be concise in your descriptions - You may use abbreviations, e.g. T (teacher), Ss (students) 	<p>How you expect Ss to interact?</p> <p>What are the criteria for choosing groups?</p> <p>Examples: Whole class, pairs, groups of 3, etc.</p>

General advice – Your lesson plan should include enough detail that someone other than you (for instance, a substitute teacher) should be able to use it to teach the class effectively. In other words, the reader of the LP (your teachers or peers) should be able to visualize what you have in mind for your class.

Source: Teaching English as a Foreign Language I and II

7.6 Annex 6. Class puppet, Ryan Reader



Source: Pinterest (<https://pin.it/5FsBUBW>)

7.7 Annex 7. Routine song. Days in a week.

This song is adapted from the song The Days of the Week Song (Jbrary, 2017). It will use the same rhythm, but the lyrics and the start will be a little different. The things written between brackets and in cursive next to the lyrics is the TPR.

Before starting to sing, the teacher will count to 7 with their fingers and students will copy what the teacher is doing. Then, the song will start:

Lyrics:

There are seven days, there are seven days, there are seven days in a week:

Monday (*touch the top of the head*),

Tuesday (*touch the shoulders*),

Wednesday (*touch the hips*),

Thursday (*touch the knees*),

Friday (*touch the feet*),

Saturday (*roll the arms to the right*)

And Sunday (*roll the arms to the left*)

7.8 Annex 8. Routine song. Greeting song.

The song used in this routine is named Greeting song (English Singing, 2015). As there are three ways of greeting in the song (“good morning”, “good afternoon” and “good evening”), depending on the time of the day the song is sang, the lyrics will change. Thus, the song is not going to be fully sang in the routines and there is going to be some changes made (i.e.: changing “I’m not good” for “I’m fine”)

Lyrics:

[For the mornings]

Good morning. Good morning.

Good morning. How are you?

I'm fine. I'm fine. I'm fine.

Thank you.

[For the afternoons]

Good afternoon. Good afternoon.

Good afternoon. How are you?

I'm fine. I'm fine. I'm fine.

Thank you.

7.9 Annex 9. Stories.

Here is a table with the links to a read aloud version of every story used in the Didactic Units, with the exception of the Nativity Story, which is a link to a website.

UNIT	TITLE	AUTHOR	LINK
1. Hello, school!	Hello School	Priscilla Burris	https://youtu.be/r2kpNF_9oho
	We Are All Different	Twinkl Originals	https://youtu.be/G1avMGuHwuU
2. Move your body!	My Body	Jill Mcdonald	https://youtu.be/yS1NyXZaIMc
	From Head to Toe	Eric Carle	https://youtu.be/Vjum-5bNmz0
3. Spooktacular Halloween!	It's Halloween Night	Maryann Cocca-Leffler	https://youtu.be/Mlij9BI3qBA
	10 Trick-or-Treaters	Janet Schulman	https://youtu.be/Zw-ei9U9CI8
4. Wandering through my city	This Is My Town	Mercer Mayer	https://youtu.be/_Anw0Uxzq4E
5. Oh deer, Christmas is here!	Bear stays up for Christmas	Karma Wilson	https://youtu.be/mbIU4h86v58
	The Nativity Story	The Church of Jesus Christ of Latter-day Saints	Click here to see website
6. Shapes here, shapes there, shapes everywhere!	Big Box of Shapes	Wiley Blevins	https://youtu.be/XmT3d-khryE
	Big Bigger Biggest	SAMi	https://youtu.be/_wkqtQs-BuU
7. Loving me, loving you	Love Is You and Me	Monica Sheehan	https://youtu.be/z1kyKrRPSDc
	I Like Myself	Karen Beaumont	https://youtu.be/wTIyUKznXzk
8. How much fruit!	The Very Hungry Caterpillar	Eric Carle	https://youtu.be/75NQK-Sm1YY
9. Feeling lucky on St. Patrick's Day!	Pete the Cat: The Great Leprechaun Chase	James Dean	https://youtu.be/aUiAnNXxvHc
10. Hoppin' into Easter!	We're Going on an Easter Egg Hunt	Martha Mumford & Laura Hughes	https://youtu.be/oZgXcZAF9PA
	I Want My Hat Back	Jon Klassen	https://youtu.be/xaal3PCBO8w
11. This is art!	Mit It Up!	Hervé Tullet	https://youtu.be/DuJzLzE36uA
	Not A Box	Antoinette Portis	https://youtu.be/qXqFv610g0o
12. Once upon a time...	A Squiggly Story	Andrew Larsen	https://youtu.be/rGEZ_6dVmWI
	Idea Jar	Adam Lehrhaupt	https://youtu.be/4DRZW3cFyNA

7.10 Annex 10. Final evaluation sheet.

DENOMINACIÓN DEL CENTRO, CÓDIGO, DIRECCIÓN POSTAL, TELÉFONO, FAX, CORREO ELECTRÓNICO
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EDUCACIÓN INFANTIL
INFORME FINAL DE APRENDIZAJE
(Art. 12 de la Orden 680/2009, de 19 de febrero)

Curso 20__ / 20__

Alumno/a: _____
Lugar y fecha de nacimiento: _____

Situación del alumno	Medidas de apoyo adoptadas
<input type="checkbox"/> Necesidades educativas especiales	<input type="checkbox"/> Adaptación significativa del currículo
<input type="checkbox"/> Altas capacidades intelectuales	<input type="checkbox"/> Ampliación del currículo
<input type="checkbox"/> Dificultades de aprendizaje	<input type="checkbox"/> Refuerzo educativo

	SI	NO
Permanencia de un año más en el segundo ciclo de la etapa ¹ .		
Anticipación de un curso en el inicio de la escolarización en la Educación Primaria ²		

Grado de consecución de los objetivos en las áreas del segundo ciclo

CONOCIMIENTO DE SÍ MISMO Y AUTONOMÍA PERSONAL ³	C	NC	EP
Actúa con autonomía en hábitos y rutinas			
Identifica, nombra y conoce las distintas partes de su cuerpo			
Actúa con seguridad y confianza, teniendo en cuenta sus posibilidades			
Respeto las normas elementales de relación y de convivencia			
Expresa sus ideas, sentimientos y necesidades al profesor y a sus compañeros			
Desarrolla destrezas motoras y habilidades manipulativas			
Sabe situarse en el espacio respecto a sí mismo, a los demás y a los objetos			
Diferencia algunas características de los objetos a través de los sentidos			
Comparte y cuida el material de la clase			
Cuida su aspecto personal			

CONOCIMIENTO DEL ENTORNO	C	NC	EP
Conoce, observa, explora y cuida su entorno: clase, patio...			
Conoce distintos tipos de paisaje			
Identifica los cambios estacionales y sus efectos en el medio			
Conoce las características más importantes de los seres vivos			
Identifica a los miembros de la familia y las relaciones entre los mismos			
Identifica y entiende aspectos básicos de la Prehistoria y de la Historia			
Identifica y entiende aspectos básicos del Universo			
Comprende y utiliza correctamente el vocabulario básico temático			
Conoce, utiliza y escribe la serie numérica para contar elementos			
Asocia y clasifica elementos según un criterio dado			
Realiza sencillas operaciones de cálculo de suma y resta			
Realiza sencillos problemas de suma y resta			
Conoce y utiliza las nociones espaciales trabajadas			
Reconoce y dibuja formas geométricas básicas			

¹ Sólo para alumnos con necesidades educativas especiales.

² Sólo para alumnos con altas capacidades intelectuales.

³ Se consignará **C** (Conseguido), **NC** (No conseguido) o **EP** (En proceso).

LENGUAJES: COMUNICACIÓN Y REPRESENTACIÓN⁴		C	NC	EP
Se expresa oralmente con claridad				
Utiliza un vocabulario cada vez más rico				
Comprende, memoriza y reproduce textos sencillos				
Inventa y narra sencillas historias y acontecimientos				
Escribe letras, sílabas y palabras				
Lee, comprende y escribe oraciones sencillas				
Entona las frases correctamente				
Pronuncia de forma correcta palabras de cierta dificultad				
Participa en diálogos escuchando a los demás y respetando el turno de palabra				
Realiza elaboraciones plásticas utilizando materiales y técnicas distintas				
Aprende y reproduce canciones, ritmos y bailes sencillos				
Comprende mensajes, preguntas y órdenes sencillas en lengua inglesa				
Se expresa oralmente en inglés con entonación y pronunciación adecuadas				
Presenta un equilibrio corporal adecuado en ejercicios dirigidos y espontáneos				
Participa en las actividades de psicomotricidad y dramatización				
Utiliza de acuerdo a su nivel las tecnologías de la información y la comunicación				

ACTITUDES Y HÁBITOS⁵		S	AV	N
APRENDIZAJE	Muestra interés por aprender			
	Se esfuerza en la realización de sus tareas			
	Trabaja metódicamente			
	Es participativo en clase			
RELACIÓN SOCIAL	Respeto a sus profesores			
	Trata con respeto a sus compañeros			
	Se relaciona con sus compañeros			
	Es activo en los trabajos de grupo			
HÁBITOS	Es autónomo en la realización de sus trabajos			
	Mantiene la atención en clase			
	Es capaz de ordenar sus materiales			
	Muestra tolerancia a la frustración			

OBSERVACIONES

_____, a ___ de _____ de 20__

Vº Bº
El/la Director/a

El/la Tutor/a

(Sello del centro)

Fdo: _____

Fdo: _____

Con fecha ___ de _____ de 20__ se hace entrega a los padres o tutores legales del alumno del Informe Final de Aprendizaje de Educación Infantil.

⁴ Se consignará **C** (Conseguido), **NC** (No conseguido) o **EP** (En proceso).

⁵ Se consignará **S** (Siempre), **AV** (A veces), **N** (Nunca).

7.11 Annex 11. Flashcards.

Here are examples of some flashcards that are going to be used in the Didactic Unit.



Source: Teachers pay teachers ([https://www.teacherspayteachers.com/Product/Freebie-St-Patricks-Day-Vocabulary-Cards-](https://www.teacherspayteachers.com/Product/Freebie-St-Patricks-Day-Vocabulary-Cards-590592?epik=dj0yJnU9ZWYtczBuYm1Eb1NmZEZPZDNQNGpvVDltQ2IUVmV6aUQmcD0wJm49QzFzaXNMNXdNNXdycUxOY19qUFhKZyZ0PUFBQUFBR0M1Rlo4)

[590592?epik=dj0yJnU9ZWYtczBuYm1Eb1NmZEZPZDNQNGpvVDltQ2IUVmV6aUQmcD0wJm49QzFzaXNMNXdNNXdycUxOY19qUFhKZyZ0PUFBQUFBR0M1Rlo4](https://www.teacherspayteachers.com/Product/Freebie-St-Patricks-Day-Vocabulary-Cards-590592?epik=dj0yJnU9ZWYtczBuYm1Eb1NmZEZPZDNQNGpvVDltQ2IUVmV6aUQmcD0wJm49QzFzaXNMNXdNNXdycUxOY19qUFhKZyZ0PUFBQUFBR0M1Rlo4)
)

7.12 Annex 12. Songs and dances for Unit 9

These songs are all taken from Youtube.

NAME	CHANNEL	LINKS
I'm a Little Leprechaun	The Kiboomers	https://youtu.be/BSJsP_EBhR4
The Limerick Song	Imagine Learning	https://youtu.be/k-rN3DGMCS_E
Irish dancing. The Waves of Tory	Gergel School	https://youtu.be/Z8P8mRJueVY

7.13 Annex 13. KWL chart

KWL Chart

Topic _____

K	W	L
What I Think I <u>Know</u>	What I <u>Want</u> to Know	What I <u>Learned</u>

Source: Pinterest (<https://pin.it/N4fWKiw>)



Image of the Leprechaun used was taken from: Freepik
(https://www.freepik.es/vector-premium/ilustracion-divertida-duende-dibujos-animados_6962390.htm)

Source: Author.

7.15 Annex 15. Bingo for Unit 9

These are a few examples of the bingo cards.

		
LEPRECHAUN	RAINBOW	SHAMROCK
		
CLOVER	IRELAND	IRISH FLAG

		
LUCKY	POT OF GOLD	LEPRECHAUN
		
IRISH FLAG	SHAMROCK	RAINBOW

Source: Author.

Sources of the pictures:

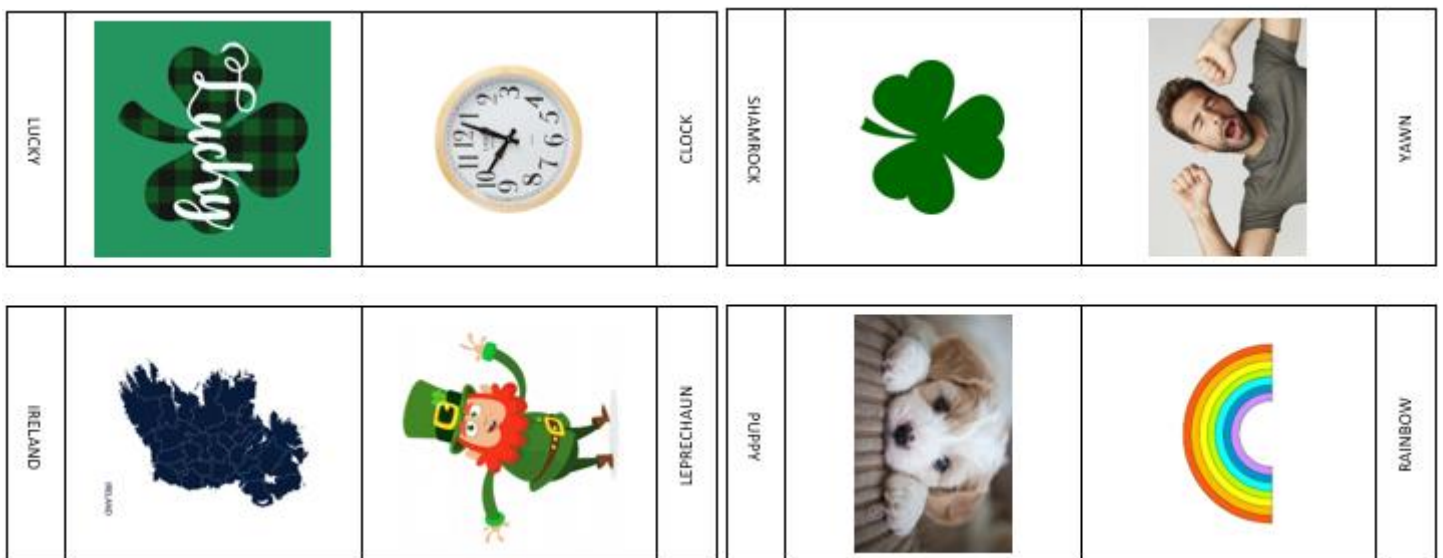
- Leprechaun: from Freepik (https://www.freepik.es/vector-premium/ilustracion-divertida-duende-dibujos-animados_6962390.htm)
- Rainbow: from LearnEnglish kids (<https://learnenglishkids.britishcouncil.org/es/node/18508>)
- Shamrock: from Adobe Stock (https://stock.adobe.com/es/search?k=shamrock&as_campaign=ftmigration2&as)

[_channel=dpcft&as_campclass=brand&as_source=ft_web&as_camptype=acquisition&as_audience=users&as_content=closure_tag-page\)](#)

- Clover: from pngkey (https://www.pngkey.com/detail/u2q8a9a9q8q8r5w7_shamrock-png-four-leaf-clover/)
- Ireland: from Adobe Stock (<https://stock.adobe.com/ee/search?k=ireland%20map>)
- Irish flag: from Pinterest (<https://pin.it/3FTHLia>)
- Lucky: from Waggoner Wave (<https://wagwave.blogspot.com/2021/03/lucky-us.html>)
- Pot of gold: from creazilla (<https://creazilla.com/es/nodes/4416-pot-of-gold-clipart>)

7.16 Annex 16. Domino.

These are examples of some domino pieces that can be used.



Source: Author.

Sources of the pictures:

- Leprechaun, Ireland, lucky, shamrock and rainbow: the same sources as stated in [Annex 15](#).
- Puppy: from Nawpic (<https://www.nawpic.com/es/puppy-3/>)
- Clock: from Alandeko (<https://www.alandeko.com/en/product/wall-clock-manila-40x40x8cm/2000000936055/>)
- Yawn: from WR mattress (<https://wrmattress.com/is-it-normal-to-yawn-excessively/>)

7.17 Annex 17. Limerick

*This is the story of a Leprechaun named Wyatt,
whose big desire was to be giant.
He tried eating magic beans
and now he can't be seen!
Funny how the fortune played with Wyatt!*

Source: Author.




7.18 Annex 18. St. Patrick's craft.

Example of St. Patrick's Day craft from lesson 5.



Source: Author.

7.19 Annex 19. Self-assessment checklist.

<p><u>TICK AN OPTION</u></p>	 <p>YES</p>	 <p>NO</p>	 <p>SOMETIMES</p>
<p>I CAN NAME THINGS FROM ST. PATRICK'S DAY (LEPRECHAUN, CLOVER, POT OF GOLD...)</p>			
<p>I CAN RECITE A LIMERICK</p>			
<p>I CAN DANCE TO "THE WAVES OF TORY"</p>			
<p>I CAN GREET SOMEONE USING "TOP O' THE MORNING!"</p>			
<p>I WORKED HARD THIS UNIT!</p>			

Source: Author.

Source of the pictures: from Daily Serving

(<https://www.dailyserving.com/2012/01/help-desk-the-answer-is-no/>)