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EXPL[🔍] RING MADRID



ÁREA DE INGLÉS

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1. INTRODUCTION

English has been with me since I was a child. Both at school and outside of it I have been practicing it and I continue to do so it is a language that I like very much and that, in addition, allows you to communicate with practically everyone.

The reason why I have chosen to plan an annual syllabus in English is because, from my point of view, sometimes the subject of English as a foreign language is not taught in the right way. During my internship and at the university I have realized the great variety of resources we have to teach this subject and the amount of fun and motivating activities we can do. That is why my yearly syllabus will focus on task-based learning, which is made meaningful through real-life.

Teaching English to young children from early ages offers various benefits. It promotes bilingualism and allows the child to master this and other languages more easily, improves the child's learning capacity, increases mental flexibility and agility, and provides social and professional advantages due to the globalization of the planet. (UNIR, 2020).

Therefore, bilingual education is increasingly gaining presence in education from an early age. Furthermore, both in our professional environment, and in our personal life, it has become an indispensable tool for communicating without barriers throughout the planet.

The English subject is one of those subjects that you either love and enjoy, like me, or the opposite. This is why I want to give a different approach to this subject, after my experience in my practices, I have realized that most of the students that did not enjoy this subject was because they found it boring and monotonous, open the book by a page, do the exercises and end of the class. This programming is focused on a way that is playful and enjoyable, that manages to captivate the attention and interest of all the students. The thread will be carried out through a leprechaun friend who will come to visit us and who will propose different activities. It will be focused on the city of Madrid, the city where I was born, I have lived all these years and that I consider a fascinating place that hides infinite places, corners and secrets that I would like my students to discover so that they fall in love as I am with Madrid. In each of the units, we will discover different aspects of this city through exciting challenges and activities that will make the children enter a different and fun world during the English classes.

2. THEORETICAL JUSTIFICATION

A yearly syllabus is an instrument for planning the teaching-learning processes for a year and subject, which aims to articulate over time the various actions necessary to achieve the proposed learning objectives, determine the most appropriate methodological strategies for this purpose and describe how the evaluation and grading processes will be implemented.

Primary Education, regulated by Royal Decree 157/2022, of March 1, which establishes the organization of minimum teachings of Primary Education is characterized by being a basic and compulsory education. It comprises three cycles of two academic years each and is organized in areas that will have a global and integrating character, will be oriented to the development of the students' competences and may be organized in areas.

According to its implementation schedule included in the third final provision of this same RD, it will be applied in the 1st, 3rd and 5th grades of Primary Education during the 2022/2023 academic year and in the whole stage as of 2023/2024.

The design of this syllabus design is guided by the most significant principles of education that inspire the Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE) - Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la LOE (LOMLOE), such as: the quality of education for all students, equity, the transmission and implementation of democratic values, flexibility to adapt education to students, as well as the individual effort of students and the sharing of it by families, the participation of the educational community, the development of equal rights and opportunities.

My intention in designing this type of planning is, in the first place, to guide the students' learning. This programming offers enough information to determine what is intended to be learned, how it will be done, under what conditions and how it will be evaluated. Secondly, achieving transparency in the information on the development of the program allows us to make a public document of our intentions with a group of students. Finally, it provides basic material for the evaluation of the quality of both the teaching and the teacher, since it represents the teacher's commitment.

3. CONTEXTUALIZATION

The educational center on which this proposal will be based is the [Colegio María Virgen-Fundación Educativa Jesuitinas](#). It is located at Padre Damián, 20, in the Hispanoamérica neighborhood, district of Chamartín, Madrid.

This locality is furnished with all the necessary amenities, with complete transportation, health and education services of high quality. The students come from mainly middle-class backgrounds, and have a medium-high cultural level, who wish to access post-compulsory studies in a percentage higher than 90%, and who are interested in a comprehensive education that includes the institutions characteristic values.

Colegio María Virgen is semi-private and religious. It has 1100 students, approximately. It is distributed in Early Childhood Education, a stage that comprises two cycles. The first cycle is from 0 to 2 years old, and the second from 3 to 6 years old. There are 3 classes per year with approximately 20 children per class. It has a psychomotor and early stimulation program and comprehension projects that, in turn, address multiple intelligences. Bilingualism is an educational commitment of the school that is strengthened in Early Childhood Education and begins in Primary Education, using the English language as a means of communication in subjects such as Social Science and Natural Science.

The Maria Virgen School has obtained certification as a bilingual center by the Community of Madrid (Order 11394/2012, of October 20th). The educational center starts its own Bilingual Project from Early Childhood Education, where sounds are learned. It continues with the reinforcement of comprehension and oral and written expression throughout the educational stage. This, together with the increase of the English teaching load, the Cambridge ESOL certification and a greater number of accredited teachers, have allowed the official authorization to implement the Bilingual Own Project from the year 2012, under the Law of Autonomy of Centers.

In the Primary stage there is a native conversation assistant who is incorporated into the classroom for three hours a week in all courses. There are five weekly hours of English, two weekly hours of Natural Science and two weekly hours of Social Science. (Jesuitinas María Virgen, n.d.)

This text presents a table (**Annex 1**) showing the number of hours English speaking assignments are taught during the week. Additionally, a school calendar (**Annex 2**) with respective holidays is provided, along with a table (**Annex 3**) that explains it in more detail.

Furthermore, the school has also obtained certification by Catholic Schools (BEDA), a flexible program that intends to help in the process of improving the teaching of English without compromising the quality of the rest of the teaching and the Educational Project and values of the Center. In addition, it has a program for the implementation of iPads starting in 4th grade and extending through the last year of high school. This project aims to provide useful tools to promote the pedagogical change in which the center is immersed. (Jesuitinas María Virgen, n.d.)

Its pedagogical method is based on active methodologies and innovation. One of the aspects that most caught my attention is that this school is part of the network of Lowe case for the schooling of students with autism spectrum disorder (ASD). They have an ASD classroom specially created to respond to the specific needs of these students. The school day for ASD students is distributed in two spaces, the ASD classroom, called the kite classroom, and their reference classroom. (Jesuitinas María Virgen, n.d.)

This course design addresses group A of the 3rd year of Primary Education and has been elaborated for the area of English as a Foreign Language. The decisions included in this course design have been made in the framework of the Annual General Programme (PGA) of this academic year. The documents that plan the educational intentions of the school are currently being revised to be adapted to the objectives and the curricula specified by Royal Decree 157/2022 and 61/2022. The PGA referred to has several aims, among which the following can be highlighted:

- To stimulate the integration and meaningfulness of learning
- To give impulse to creativity

These statements are the essential referent for the two nuclear elements of this course design: the objectives and contents of the didactic units.

The class has a total number of 24 students in the third year of Primary Education. Although the majority of the class are native born Spaniards, the number of immigrants

has been growing in the classroom. Therefore, this classroom is both multi-ethnic and multi-lingual. In this twenty-four-student class, there are a student who has just arrived from La Coruña due to a transfer in the work of his parents, so we will be pending the inclusion by the group and, finally, a Brazilian student who arrived in the city in 1st grade, so he has adapted perfectly to the language and the rhythm of his classmates, three Romanians, two Japanese students, three Dominican students and one Moroccan student. Thus, the classroom proposed is also multi-religious and multicultural. In such a context, children come to school from different home backgrounds, with different needs, with different aspirations and with different cultural understandings.

Also noteworthy is the presence of a student with attention deficit hyperactivity disorder (ADHD), a mental disorder comprising a combination of persistent problems such as difficulty paying attention, hyperactivity and impulsive behavior.

Finally, I would like to add that, in general, the group has a good academic average, they are hard-working students who show interest in learning. But I would highlight the presence of three students who have a little more difficulty in understanding concepts, two of them due to a lack of cooperation from their families at home, and the other, the ADHD student, has difficulty paying attention, so gamified activities will be something that will help him to acquire knowledge.

4. OBJECTIVES

By "objectives" we understand those achievements that the student is expected to reach at the end of the process, the attainment of which guarantees the acquisition of competencies. They are the following in Primary School.

The Royal Decree 157/2022, of March 1st, which establishes the organization and minimum teachings of Primary Education, establishes that Primary Education will contribute to develop in children the capacities that will allow them:

a) Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas de forma empática, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como el pluralismo propio de una sociedad democrática.

b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.

c) Adquirir habilidades para la resolución pacífica de conflictos y la prevención de la violencia, que les permitan desenvolverse con autonomía en el ámbito escolar y familiar, así como en los grupos sociales con los que se relacionan.

d) Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas por motivos de etnia, orientación o identidad sexual, religión o creencias, discapacidad u otras condiciones.

e) Conocer y utilizar de manera apropiada la lengua castellana y, si la hubiere, la lengua cooficial de la comunidad autónoma y desarrollar hábitos de lectura.

f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

g) Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo, conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.

h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.

i) Desarrollar las competencias tecnológicas básicas e iniciarse en su utilización, para el aprendizaje, desarrollando un espíritu crítico ante su funcionamiento y los mensajes que reciben y elaboran.

j) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.

k) Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física, el deporte y la alimentación como medios para favorecer el desarrollo personal y social.

l) Conocer y valorar los animales más próximos al ser humano y adoptar modos de comportamiento que favorezcan la empatía y su cuidado.

m) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con las demás personas, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.

n) Desarrollar hábitos cotidianos de movilidad activa autónoma saludable, fomentando la educación vial y actitudes de respeto que inciden en la prevención de los accidentes de tráfico.

The objectives that are indicated below have been drafted based on the assessment criteria outlined in the Decree 61/2022:

- ❖ Distinguish and understand short and simple texts about topics close to personal life and appropriate fiction for the age of the students, expressed in standard language. Related to evaluation criteria 1.1
- ❖ Select appropriate strategies in communication situations to understand explicit information in short English texts on known topics. Related to evaluation criteria 1.2
- ❖ Expressing every day and relevant topics for students orally using verbal and non-verbal resources paying attention to the rhythm, accentuation and intonation inherent to English. Related to evaluation criteria 2.1
- ❖ Write short and simple texts, appropriate for the situation, following models using basic structures and vocabulary of the English language, covering relevant topics of daily life. Related to evaluation criteria 2.2
- ❖ Select and apply tactics to develop concise and simple communication in English, according to communicative intentions, with the help and use of resources and material/electronic supports, as required. Related to evaluation criteria 2.3
- ❖ Participate in brief interactions on pre-planned meaningful topics, using tactics such as repetition, slow rhythm or non-verbal language, respecting verbal politeness and digital etiquette. Related to evaluation criteria 3.1
- ❖ Choose and apply basic techniques to greet, say goodbye and introduce yourself; communicate short messages; and formulate and answer simple questions in English. Related to evaluation criteria 3.2

- ❖ Interpret written texts, concepts and short, simple messages, with guidance, in heterogeneous environments; demonstrating understanding and curiosity for the interlocutors and difficulties to be understood, using resources and supports. Related to evaluation criteria 4.1
- ❖ Choose and employ basic strategies in a guided manner to build connections, promote understanding and generate data, exchange information with material or digital resources according to the situation. Related to evaluation criteria 4.2
- ❖ Examine and distinguish similarities and contrasts between diverse languages, through guided reflection on fundamental concepts of their operation. Related to evaluation criteria 5.1
- ❖ Use and differentiate, in a directed way, knowledge and techniques to improve their ability to connect and learn a foreign language, with the help of other participants and analog and digital resources. Related to evaluation criteria 5.2
- ❖ Indicate and apply, in a controlled manner, the progress and basic problems in the process of acquiring a foreign language, distinguishing the aspects that favor the increase and participating in self-assessment tasks and those of others, such as those suggested in the European Language Portfolio (PEL). Related to evaluation criteria 5.3
- ❖ Show consideration in multicultural situations, identifying and contrasting essential similarities and differences between languages and cultures, and showing disapproval towards discriminations and prejudices of any kind in everyday conversations. Related to evaluation criteria 6.1
- ❖ Appreciate and value the diversity of other countries where a different language is spoken as a source of knowledge expansion, showing curiosity to understand their languages and cultures, to promote harmony and respect towards others. Related to evaluation criteria 6.2
- ❖ Choose and use, with direction, simple tactics to understand and appreciate the most important aspects of the variety of language, language, culture and art. Related to evaluation criteria 6.3

5. COMPETENCES

The curricular concretion that supposes this yearly syllabus has as fundamental referents the operative descriptors of the key competences, published in the RD 157/2022, of minimum teachings. They are the following:

4.1 Competence in Linguistic Communication

Competence in linguistic communication includes the ability to interact effectively and accurately through spoken word, written language, sign language or multiple languages; understand, reflect messages of others; develop independent thought and knowledge creation; reflect on language behavior, enjoy the artistic dimension of language and appreciate literary culture.

In this yearly syllabus, pupils learn to use language as an instrument to express and interpret concepts, facts, feelings and ideas. Students work with language thoroughly in interactive dialogues and games, multiliteracy tasks relating to real-world texts, and personalized speaking and writing activities.

4.2 Multilingual Competence

Multilingual competence implies the ability to use several languages, both oral and signed, efficiently for learning and communication. This skill seeks the recognition and respect of the linguistic characteristics of each one, as well as the use of personal experiences to exchange between languages. It also encompasses historical and intercultural components to know, appreciate and respect the linguistic and cultural diversity of society, with the intention of promoting democracy.

Exploring Madrid encourages pupils to draw on their personal linguistic repertoires across languages to improve their ability to communicate and learn a new language.

4.3 Mathematical, Science, Technological, and Engineering competence (STEM)

Firstly, the competence in STEM involves the use of scientific methods, mathematical thinking, technology, and engineering techniques to comprehend the world and transform the environment in a responsible and sustainable manner. Secondly, Mathematical competence allows us to develop and apply the mathematical perspective and reasoning to solve various problems in different contexts. Thirdly, Science competence means having the ability to understand and present the natural and social environment using scholarship and practices, such as monitoring and experimentation. This facilitates the formulation of questions, establishing deductions based on evidence, and understanding and influencing the natural and social realm. Finally, Technological and Engineering competence consists of taking scientific

principles and applying them to alter society according to the needs and desires of individuals, in a safe, responsible and sustainable way.

Pupils develop and apply mathematical thinking to everyday contexts by working with simple charts, graphs and diagrams and practice presenting information using different technologies. Cognitive tasks such as ordering and sequencing, classifying, counting, and identifying differences and similarities incorporate recognition and practice of numbers.

4.4 Digital Competence

Digital Competence is the safe, healthy, sustainable, critical, and responsible use of digital technologies for learning, work, and participation in society. This includes information and data literacy, communication and collaboration, media literacy, creating digital content, security, digital citizenship, privacy, intellectual property, problem solving, and computational and critical thinking.

This yearly syllabus develops pupil's digital competence by a wide variety of digital resources. During the year, students will reinforce their knowledge and the content learned by playing interactive language games, listening to songs or watching animated and real-world videos.

4.5 Personal, social, and learning to learn competence

Personal, social, and learning-to-learn competency encompasses the ability to reflect on oneself, manage time and information effectively, collaborate with others, maintain resilience, face uncertainty and complexity, adapt to change, develop skills for taking care of oneself and others, and orient oneself to the future. In addition, it includes managing metacognitive processes, identifying behaviors contrary to coexistence, and managing conflicts in an empathic and integrating way.

This competence will be the heart of Exploring Madrid, supporting the ability to understand and appreciate diversity in society. Pupils also learn to become effective, autonomous, self-aware learners, and to work collaboratively as a part of a team. Regular self-evaluation tasks encourage them to identify their learning strengths and take responsibility for their own learning. Tasks among the yearly syllabus develop highly transferable collaborative, problem-solving and decision-making skills.

4.6 Citizenship competence

Citizenship competence seeks to have students understand social, economic, legal and political concepts, be informed about world events and make commitments to sustainability and global citizenship. This includes civic literacy, adoption of democratic values and respect for human rights, critical reflection on ethical issues and development of a sustainable lifestyle in line with the Sustainable Development Goals of the 2030 Agenda.

In this syllabus we will work through tolerance and respect for differences, students will learn to value diversity, to respect the rights of others, to understand the importance of civic responsibility. This competence will also be worked in dialogue and debate and understanding the importance of freedom of expression.

4.7 Entrepreneurial competence

Entrepreneurial competence involves the ability to identify opportunities, develop ideas, assess the environment, imagine creative solutions, manage projects and make decisions based on information and knowledge. This includes skills such as strategic thinking, ethical reflection, motivation, empathy, communication and negotiation, to create sustainable solutions of social, cultural and economic-financial value.

Exploring Madrid challenge students to analyse and infer, draw conclusions, express opinions and respond to a wide variety of texts. The tasks and the projects require pupils to work collaboratively and creatively, share ideas, plan and show initiative.

4.8 Awareness and cultural expressions competence

Awareness and cultural expressions competence refers to the understanding and respect of different cultures, as well as the creative expression of ideas, opinions, feelings and emotions. This also implies a commitment to the development and expression of one's own identity and cultural heritage. This competence also requires an awareness that art and other cultural manifestations can shape the world.

This syllabus design promotes cultural awareness and artistic expressions through creative activities in the tasks. Those tasks will raise awareness of other cultures and encourage pupils to explore and appreciate different text types such as poems and fables.

6. CONTENTS

6.1 Introduction

The contents presented in the following pages are based on those established in the official curriculum for English as a Foreign Language in Primary Education and on their specification in the school documents for the stage and cycle.

The syllabus is organized into 15 didactic units in which “Exploring Madrid” will be used as the main thread. They are organized in four blocks. To the three prescriptive that are recognized in the royal decree that establishes the minimum teachings for this stage, the Community of Madrid, in its Decree 61/2022, adds a fourth. The “Communication” block includes the contents necessary for the development of activities and communicative strategies of comprehension, production and interaction and guided search for information. The “Multilingualism” block covers content related to the student’s personal language repertoire and reflection on the functioning of languages, in general, and of English, in particular. The “Interculturality” block integrates the contents about cultures conveyed through English, and its appreciation as an opportunity to enrich and develop attitudes of interest in knowing and understanding other languages and cultures. The last block, added by the Community of Madrid, presents the “Syntactic-discursive Contents” of the English language that must be dealt with at this stage.

In addition, I will occasionally refer to Order 5958/2010 of December 7, of the Ministry of Education, which regulates bilingual public schools in the Community of Madrid.

This text describes a proposed didactic unit that uses a leprechaun from Dublin as the central theme. He wants to learn about Madrid, planning a visit with his family, but they know nothing about the city. Through different tasks, students will teach him about the city as part of the syllabus. Units 1, 6, and 5 will have a final assignment at the end of each unit. The first unit is the first contact with the course and methodology, the second is a special date such as Christmas, and the third is longer and more laborious, because it will consist on elaborating, in groups, a three-day itinerary for the leprechaun and his family in Madrid, in that unit, they are going to put in practice what they have learnt in all the previous units. The other units will be grouped in pairs; in the first one an intermediate assignment will be presented and in the second one another assignment will be presented that will cover contents from that unit and the

previous one. Thus, the final assignment will be the result of learning from two units. Finally, it should be noted that in the last unit, number 15, a final assignment will be developed that will include contents from the whole course. This unit will end at the beginning of June, since the following weeks will be used to present the work to other colleagues and to hold conferences so that families can come and see the great work that the children have done throughout the course. This thread selection is based, mostly, on three principles, the first is related to motivation, which will make students interested in the subject and in learning with the leprechaun. The second principle allows us to work on intercultural competence and, the third one, is to introduce communicative methodologies in the teaching of English, especially task-based and content-based learning.

The specific calendar for the implementation of this syllabus may be found in Annex 2 and 3 (**Annex 2-3**)

6.2 Didactic Units tables

This section seeks to make apparent all the contents, objectives, assessment criteria, and justification of the educational units that will be discussed in this course using a straightforward and visually attractive method.

UNIT 1: WELCOME LEPRECHAUN	
Timing:	19 th September to 30 th September
Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica de textos breves y sencillos haciendo uso de diversas estrategias. (1) • Producir textos sencillos de manera comprensible y estructurada mediante el empleo de estrategias para expresar mensajes breves. (2) • Interactuar con otras personas recurriendo a estrategias de colaboración y empleando recursos analógicos y digitales (3) • Reconocer y usar repertorios lingüísticos personales entre distintas lenguas. (5)
STAGE OBJECTIVES	B, D, I, J, M
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To understand short texts • To write simple sentences with correct punctuation. • To search information using ICT correctly. • To select the main ideas of a text. • To introduce themselves to their classmates using the structure I like/I don't like; I like • To talk about hobbies • To describe people

	<ul style="list-style-type: none"> To solve different challenges by working collaboratively
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RATIONALE OF THE DIDACTIC UNIT

This unit is the beginning of the project in which students will dive into. The first unit of the course will start with a letter of introduction from Colin, the leprechaun. In it, he will comment on basic information necessary for the students to get to know him, where he comes from, mentioning some relevant aspects of his city... Finally, he will tell them that he also wants to get to know the students, relevant aspects about them that they want to tell him.

The final task of this unit will be to discover what a leprechaun is, where it comes from, and curiosities and legends, as well as for the students to get to know each other better through different activities. For this, the work of this unit will be done both individually and in groups. For the search and inquiry about the leprechaun, they will be grouped in pairs, they will present everything they have found in a digital presentation that they will share with the rest of their classmates. The second part, they will do it individually, since it will consist of an introducing yourself telling basic information to get to know both the leprechaun and the rest of the classmates, using the vocabulary and grammar that will be seen in this first unit.

FINAL PROJECT: DIGITAL PRESENTATION: WHAT IS LEPRECHAUN?

BASIC KNOWLEDGE	ASSESSMENT CRITERIA	ASSESSMENT TOOL
COMMUNICATION: - Funciones comunicativas básicas de uso común como saludar, despedirse y presentarse. - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa.	1.2 Seleccionar y aplicar, de forma guiada, estrategias adecuadas en situaciones comunicativas cotidianas	Observations
	2.2 Redactar textos muy breves y sencillos, con adecuación a la situación comunicativa propuesta	Rubrics
	3.2 Seleccionar y utilizar, de forma guiada y en situaciones cotidianas, estrategias elementales para saludar, despedirse y presentarse	Quizziz
	4.1 Interpretar y explicar textos, conceptos y comunicaciones breves y sencillas, de forma guiada	Exposition
TARGET LEXIS	Hobbies: football (n), ballet (n), music (n), read (v), walk (v), play (v) Adjectives to describe people: tall (adj), short (adj), blonde (adj), extroverted (adj), kind (adj), tidy (adj), calm(adj), friendly (adj).	
PLURILINGUALISM - Léxico y expresiones para comprender enunciados sobre la comunicación, la lengua y el aprendizaje.	5.2 Utilizar y diferenciar, de forma guiada, los conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera	Teacher's check list

INTERCULTURALITY - La lengua extranjera como medio de comunicación y relación con personas de otros países. - Interés en la participación en intercambios comunicativos a través de diferentes medios (cartas, e-mails, video llamadas, videoeco)	6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas. 6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera 6.3 Seleccionar y aplicar, de forma guiada, estrategias básicas para entender y apreciar los aspectos más relevantes de la diversidad de la lengua	Learners' diary
SYNTACTIC AND DISCURSIVE	I like/I don't like; I like <i>I like music</i> <i>I don't like football</i> Verb- ing <i>Dancing, playing, skiing, surfing</i>	
UDL	PRINCIPLE 1: Implication - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic PRINCIPLE 2: Representation - Perception: ATbar, Canva - Language and symbols: Word Art, Wordreference - Comprehension: Soy Visual PRINCIPLE 3: Actions and expressions - Physical means of action: Google Earth - Expression and communication: Visual thinking, Canva - Executive functions: ZAC Browser	

UNIT 2: EXPLORING THE DIFFERENT CUISINES	
Timing:	3 rd October to 14 th October
Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica de textos breves y sencillos haciendo uso de diversas estrategias. (1) • Producir textos sencillos de manera comprensible y estructurada mediante el empleo de estrategias para expresar mensajes breves. (2) • Participar en situaciones predecibles, usando estrategias y conocimientos para procesar (4) • Reconocer y usar repertorios lingüísticos personales entre distintas lenguas. (5) • Apreciar y respetar la diversidad de otros contextos (6)
STAGE OBJECTIVES	B, D, F, J
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To describe typical dishes including their recipe • To name and write food words • To use some and any with countable and uncountable nouns • Ask and answer questions with Is/Are there any...? • To search information using ICT correctly. • To show respect for their class fellows

	<ul style="list-style-type: none"> To collaborate with their classmates in the realization of different group activities.
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RATIONALE OF THE DIDACTIC UNIT

The main topic of this unit is food, and it will start with a picture of a typical dish from Dublin, the Irish Stew, accompanied by a text talking about the typical dishes that there are in the city. It will be very enriching to show the different dishes eaten in cities that are not so far from ours.

The middle task will consist of making, among the whole class, a book with typical dishes from Madrid with its corresponding recipe. Each one of them will have a typical dish, from starters to desserts, and they will have to write their recipe and a bit of history and curious facts about that dish. This book will have another section that the students who are not from Madrid will do, so they will bring diversity and will show typical dishes from other places.

BASIC KNOWLEDGE	ASSESSMENT CRITERIA	ASSESSMENT TOOL
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<p>COMMUNICATION:</p> <ul style="list-style-type: none"> - Estrategias básicas de uso común para la comprensión y la producción. - Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en situaciones cotidianas básicas. - Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa. 	1.2 Seleccionar y aplicar, de forma guiada, estrategias adecuadas en situaciones comunicativas cotidianas	Observations
	2.2 Redactar textos muy breves y sencillos, con adecuación a la situación comunicativa propuesta	Rubrics
	3.1 Participar en situaciones interactivas breves sobre temas cotidianos preparados previamente, a través de diversos soportes.	Exposition
	4.2 Seleccionar y aplicar estrategias faciliten la comprensión y producción de información.	Exposition

TARGET LEXIS	Food names: bread (n), meat (n), potato (n), egg (n), fish (n), squid sandwich (n), oxtail (n), garlic soup (n), churros (n), chocolate (n), donut (n).
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<p>PLURILINGUALISM</p> <ul style="list-style-type: none"> - Léxico y expresiones para comprender enunciados sobre la comunicación, la lengua y el aprendizaje. - El error como parte integrante del proceso de aprendizaje y como instrumento de mejora. - Iniciación a estrategias y herramientas de evaluación de uno mismo y de los demás. 	5.2 Utilizar y diferenciar, de forma guiada, los conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera	Teacher's check list
	5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje	Rubrics

<p>INTERCULTURALITY</p> <p>- La lengua extranjera como medio de comunicación y relación con personas de otros países.</p> <p>- Estrategias básicas de uso común a través del uso de imágenes, pósteres, fichas de vocabulario, mapas mentales...</p> <p>- Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios</p>	<p>6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas.</p> <p>6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera</p>	<p>Learners' diary</p>
<p>SYNTACTIC AND DISCURSIVE</p>	<p>There is/there are: <i>There's some cheese</i> <i>There aren't any potatoes</i> Is/are there any...? <i>Are there any crisps? Yes, there are/No, there aren't</i></p>	
<p>UDL</p>	<p><u>PRINCIPLE 1: Implication</u></p> <ul style="list-style-type: none"> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <p><u>PRINCIPLE 2: Representation</u></p> <ul style="list-style-type: none"> - Perception: ATbar, Canva - Language and symbols: Wordreference - Comprehension: Soy Visual, Pixabay <p><u>PRINCIPLE 3: Actions and expressions</u></p> <ul style="list-style-type: none"> - Expression and communication: Speech texter, Canva - Executive functions: ZAC Browser 	

<p>UNIT 3: EVERYONE CAN JOIN THE ADVENTURE</p>	
<p>Timing:</p>	<p>17th October to 28th October</p>
<p>Specific competences</p>	<ul style="list-style-type: none"> • Comprender el sentido general e información específica de textos breves y sencillos haciendo uso de diversas estrategias. (1) • Apreciar y respetar la diversidad de otros contextos valorando las diferencias y semejanzas entre culturas. (6)
<p>STAGE OBJECTIVES</p>	<p>B, D, I, J</p>
<p>DIDACTIC OBJECTIVES:</p>	<ul style="list-style-type: none"> • To search information responsively on ICT • To use sequenced structures in their presentations • To show respect for their class fellows • To collaborate with their classmates in the realization of different group activities.
<p>RATIONALE OF THE DIDACTIC UNIT</p>	
<p>This unit will start with a photo of Leprechaun Colin and his family, he wants the students to know them as they will also be going on the trip to Madrid. In it he tells that one of his children is vegetarian and the other is gluten intolerant.</p>	

The final task will be a link with the previous unit, in which they must find a restaurant in Madrid where they can try typical food but where the whole family can enjoy it. The students will be grouped in pairs for this activity, and they will be randomly assigned typical food from those found in the booklet of Unit 2 so that they can look for an establishment to enjoy it. Each couple must present the reasons why that restaurant is a good option taking into consideration its location, price, and establishment. Once the presentations are finished, the best restaurants will be voted on. Students who did it about typical food from another city must look for a restaurant in Madrid where Leprechaun and his family can also enjoy it.

FINAL PROJECT: EATING THE BEST FOOD FOR EVERYONE

BASIC KNOWLEDGE	ASSESSMENT CRITERIA	ASSESSMENT TOOL
COMMUNICATION: - Estrategias básicas de uso común para la comprensión y la producción. - Comprensión, producción y coproducción de textos orales - Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales.	1.2 Seleccionar y aplicar, de forma guiada, estrategias adecuadas en situaciones comunicativas cotidianas.	Observations Exposition
	4.2 Seleccionar y aplicar estrategias faciliten la comprensión y producción de información.	
TARGET LEXIS	Gluten free (adj), gluten friendly (adj), vegetarian (adj), vegan (adj), menu options (n), prices (n), locations (n), allergies (n), well-accommodated (adv).	
PLURILINGUALISM - Léxico y expresiones para comprender enunciados sobre la comunicación, la lengua y el aprendizaje.	5.2 Utilizar y diferenciar, de forma guiada, los conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera	Teacher's check list
INTERCULTURALITY - La lengua extranjera como medio de comunicación y relación con personas de otros países. - Aspectos de la lengua, la cultura y la sociedad más significativos relativos a las costumbres - Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios	6.1 Actuar con respeto comparando semejanzas y diferencias entre culturas 6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera	Learners' diary

SYNTACTIC AND DISCURSIVE	Quantity expressions <i>The menu is 12 euros</i> Affirmative sentences <i>This restaurant has gluten free options</i> <i>The menu is accommodated to special dietary needs</i>
UDL	<u>PRINCIPLE 1: Implication</u> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <u>PRINCIPLE 2: Representation</u> - Perception: AT bar, Canva - Language and symbols: Wordreference <u>PRINCIPLE 3: Actions and expressions</u> - Physical means of action: Google Earth - Expression and communication: Visual thinking, Pic-collage, Canva - Executive functions: Creately

UNIT 4: ZOOS OR NO ZOOS?	
Timing:	2 nd November to 14 th November
Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica de textos breves y sencillos haciendo uso de diversas estrategias. (1) • Producir textos sencillos de manera comprensible y estructurada mediante el empleo de estrategias para expresar mensajes breves. (2) • Interactuar con otras personas en intercambios comunicativos respetuosos con las normas de cortesía. (3) • Participar en situaciones usando estrategias y conocimientos para transmitir información (4) • Reconocer y usar repertorios lingüísticos personales entre distintas lenguas para mejorar la respuesta en situaciones conocidas. (5) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
STAGE OBJECTIVES	B, F, L
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To name and write about animals in a zoo • To use comparatives and superlatives when talking about animals • To listen for details on the comparisons • To express their ideas in a debate • To debate ideas respectively and with order • To solve different challenges by working collaboratively • To show respect for their class fellows
RATIONALE OF THE DIDACTIC UNIT	
<p>This unit will start with an Instagram post of the leprechaun with his family at the Dublin Zoo. In it, he will tell how much fun they had, but also the sadness they felt seeing those animals locked up and not in their natural habitat. During the unit, they will carry out an activity in rotating pairs. Each student will choose an animal from those in the zoo and compare it with the one of the partners that has been assigned to him at that moment. The comparison will be made with the structure they will learn throughout the unit and the appropriate vocabulary.</p>	

The middle task will consist of a debate between the whole class, half of the students will be in favor and the other half against, the students will be positioned randomly, being able to defend something they do not agree with. They will tell them their experience of the weekend with their family there, they had a great time, although some animals made them sad because they were not in their natural habitat. Is there a zoo in Madrid? What do you think of them? Debate dividing the class into those in favor and those against, they will have to document themselves for the debate day to defend their ideas and opinions.

BASIC KNOWLEDGE	ASSESSMENT CRITERIA	ASSESSMENT TOOL
<p>COMMUNICATION:</p> <ul style="list-style-type: none"> - Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en las que se utilicen estrategias comunicativas - Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: expresar las preferencias, el acuerdo o desacuerdo en lengua inglesa. - Estrategias interactivas, un intercambio verbal y colectivo de ideas. - Convenciones y estrategias conversacionales básicas verbales o no verbales (gestos, contacto físico, expresiones faciales, posturas corporales...) 	1.2 Seleccionar y aplicar, de forma guiada, estrategias adecuadas en situaciones comunicativas	Observations
	2.3 Seleccionar y aplicar estrategias para producir mensajes breves y sencillos en inglés con ayuda de recursos y apoyos físicos o digitales.	Rubrics
	3.2 Utilizar estrategias elementales para expresar mensajes breves y formular y contestar preguntas sencillas en lengua inglesa.	Quizziz
	4.2 Seleccionar y aplicar estrategias que faciliten la comprensión y producción de información y la comunicación, usando, con ayuda, recursos y apoyos físicos o digitales.	Debate
TARGET LEXIS	Animals in the zoo: dolphin (n), hippo (n), kangaroo (n), lion (n), panda (n), parrot (n), penguin (n), polar bear (n), shark (n), tiger (n), whale (n), crocodile (n), giraffe (n), monkey (n).	
<p>PLURILINGUALISM</p> <ul style="list-style-type: none"> - Iniciación a estrategias y herramientas básicas de evaluación de uno mismo y de los demás 	<p>5.2 Utilizar los conocimientos y capacidad de comunicar y de aprender la lengua extranjera, con apoyo de otros participantes y de soportes analógicos y digitales.</p> <p>5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje</p>	Teacher's check list
<p>INTERCULTURALITY</p> <ul style="list-style-type: none"> - La lengua extranjera como medio de comunicación y relación con personas de otros países - Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios 	<p>6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas.</p> <p>6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera</p>	Learners' diary

SYNTACTIC AND DISCURSIVE	Orden (5958/2010) Language children are exposed to (Bilingual schools) Comparatives and superlatives <i>Taller (than) smaller (than), bigger (than)</i> <i>The tallest, the smallest, the biggest</i> <i>More dangerous than, less colorful than</i>	
UDL	<u>PRINCIPLE 1: Implication</u> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <u>PRINCIPLE 2: Representation</u> - Perception: ATbar, Canva - Language and symbols: Wordreference - Comprehension: Pixabay <u>PRINCIPLE 3: Actions and expressions</u> - Expression and communication: Speech texter, Visual thinking, Canva - Executive functions: ZAC Browser, Creately	

UNIT 5: EXPLORING THE WONDERS OF NATURE	
Timing:	15 th November to 28 th November
Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica y predecible de textos breves y sencillos (1) • Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación (2)
STAGE OBJECTIVES	B, F, H, J
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To name activities you can do in the natural environments • To plan and write an article • To use expressions of ability when talking about naming the activities that can be done • To collaborate with their classmates in the realization of different group activities.
RATIONALE OF THE DIDACTIC UNIT	
<p>The unit will open with a post in a newspaper describing Phoenix Park, the zoo is located inside it, so you can get an idea of how big it is. The post will also talk about all the nature that is in it, some of the activities that can be done and the existence of animals such as deer that you can see free in the park. The teacher will also show students a video of Phoenix Park, so they can have an idea of what the leprechaun is talking about.</p> <p>The final task will be linked with the previous one, and it consist of a post in a magazine created by the students, who will be organized in groups of 3 people, chosen randomly, in which they must choose natural environments that are within the city of Madrid and the activities that can be done in them. Also, they will have to include animals that you can see in those natural spaces, using the vocabulary used in the last unit and with the one taught on this one. Once they are finished, the articles will be shared by all the groups to have a magazine. Each group will present the work done and, finally, the whole class will vote for the one that they liked the most or that they most wanted to go to. The most voted natural environment will be the destination of the next excursion that will be made at the end of the unit.</p>	

FINAL PROJECT: NATURE JOURNALISTS	
BASIC KNOWLEDGE	ASSESSMENT CRITERIA
COMMUNICATION: - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa. - Estrategias elementales de búsqueda guiada de información en medios analógicos y digitales.	2.2 Redactar textos muy breves y sencillos, con adecuación a la situación comunicativa propuesta
	4.2 Seleccionar y aplicar estrategias faciliten la comprensión y producción de información.
TARGET LEXIS	Garden animals: bird (n), butterfly (n), ant (n), bee (n), beetle (n), frog (n), hedgehog (n), owl (n), snail (n), spider (n). Activities to do in the parks: boat ride (n), palace (n), concert (n), puppet show (n), picnic (n), botanic garden (n), gymnastics (n), cable car (n), sports (n).
PLURILINGUALISM - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.	5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje
INTERCULTURALITY - La lengua extranjera como medio de comunicación y relación con personas de otros países - Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios	6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas. 6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera
SYNTACTIC AND DISCURSIVE	<u>Orden (5958/2010)</u> <u>Language children are exposed to (Bilingual schools)</u> Ability (can) <i>At the Retiro Park you can see puppet shows</i> <i>In Casa de Campo you can make a picnic</i>
UDL	<u>PRINCIPIE 1: Implication</u> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <u>PRINCIPIE 2: Representation</u> - Perception: ATbar, Youtube, Canva - Language and symbols: Wordreference - Comprehension: Pixabay <u>PRINCIPIE 3: Actions and expressions</u> - Physical means of action: Google Earth - Expression and communication: Visual thinking, Pic-collage, Speech-texter

	- Executive functions: ZAC Browser
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UNIT 6: CHRISTMAS IS COMING!

Timing:	29 th November to 16 th December
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Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica y predecible de textos breves y sencillos (1) • Producir textos sencillos de manera comprensible y estructurada (2) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
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STAGE OBJECTIVES	B, D, J
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DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To write a postcard with the family traditions • To learn new traditions • To use present simple to describe habits and routines • To use vocabulary related to Christmas • To respect their classmates • To interact with the others by asking questions
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RATIONALE OF THE DIDACTIC UNIT

In this unit, Colin will talk to the students about the family traditions he has at home during these special dates. Christmas is a magical time for them, and they enjoy it a lot. He will do it through a postcard he sends to the students with the whole Colin family together with a huge Christmas tree.

The final task will consist of writing a postcard similar to the one the leprechaun sent, with a photo of the student with some Christmas family tradition they do at home, accompanied by a text explaining what they do. Finally, they will present it in front of their classmates, so that everyone can share what they do during these dates and discover new traditions.

FINAL PROJECT: WRITING CHRISTMAS TRADITIONS IN POSTCARDS

BASIC KNOWLEDGE	ASSESSMENT CRITERIA
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COMMUNICATION: - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa. - Estrategias elementales de búsqueda guiada de información en medios analógicos y digitales.	1.2 Seleccionar y aplicar para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa. <hr/> 2.2 Redactar textos muy breves y sencillos a partir de modelos y a través de herramientas analógicas y digitales
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TARGET LEXIS	Key dates of the Christmas season: Christmas Eve (n), Innocent's Day (n), New Years Eve (n), Christmas Lottery (n), Three Kings Day (n) Christmas words: candles (n), decorations (n), Christmas tree (n), star (n), carols (n), secret Santa (n), bells (n), chimney (n).
PLURILINGUALISM - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.	5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje
INTERCULTURALITY - La lengua extranjera como medio de comunicación y relación con personas de otros países - Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios	6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas. 6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera
SYNTACTIC AND DISCURSIVE	Present simple: <i>We always wear matching pajamas.</i> <i>I set the Christmas tree with my mother</i>
UDL	<u>PRINCIPLE 1: Implication</u> - Interest: Mentimeter, Kahoot! - Persistence: Rubrics - Self-regulation: Mindfulness dynamic <u>PRINCIPLE 2: Representation</u> - Perception: ATbar, Canva - Language and symbols: Wordreference <u>PRINCIPLE 3: Actions and expressions</u> - Expression and communication: Visual thinking, Canva

UNIT 7: SPORTS ARE FUN-DAMENTAL	
Timing:	9 th January to 20 th January
Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica y predecible de textos breves y sencillos (1) • Producir textos sencillos de manera comprensible y estructurada (2) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
STAGE OBJECTIVES	B, D, I, J
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To write a letter to the leprechaun speaking about sports • To name typical sports • To understand the rules of a hurling match • To search information correctly using ICT • To use going to and talk about sport plans • To write about future actions using going to

	<ul style="list-style-type: none"> To respect their classmates
RATIONALE OF THE DIDACTIC UNIT	
<p>Colin will kick off this unit with a letter to the students about a hurling match he watched the other day. In it, he will describe what this sport is and where he went to watch it, since it is a typical sport from his land the children probably do not know it. Also, students will see a video sent by the leprechaun in which the rules of this game are explained, so they can understand better how that sport is like.</p> <p>This middle task requires students to work individually at first; they must choose a typical sport that can be seen and played in Madrid and investigate it. The task consists of creating a group podcast, where students who have chosen the same sport discuss what they have researched and noted in their mind maps. They will talk about where it is played, the rules, and their opinions about why they would like to go see it. If only one student has chosen a sport, they will be grouped with other classmates and the debate will be held with different sports.</p>	
BASIC KNOWLEDGE	ASSESSMENT CRITERIA
<p>COMMUNICATION:</p> <p>- Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa.</p> <p>- Estrategias elementales de búsqueda guiada de información en medios analógicos y digitales.</p>	1.2 Seleccionar y aplicar para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa.
	2.2 Redactar textos muy breves y sencillos a partir de modelos y a través de herramientas analógicas y digitales
TARGET LEXIS	<p>Sports: tennis (n), basketball (n), golf (n), horseback riding (n), football (n)</p> <p>Places: stadium (n), court (n), field (n), pitch (n), ring (n), pool (n)</p> <p>Sports gear and related objects: ball (n), tennis racket (n), helmet (n), golf club (n)</p>
<p>PLURILINGUALISM</p> <p>- Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.</p>	5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje
<p>INTERCULTURALITY</p> <p>- La lengua extranjera como medio de comunicación y relación con personas de otros países</p> <p>- Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios</p>	<p>6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas.</p> <p>6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera</p>
SYNTACTIC AND DISCURSIVE	<p><u>Orden (5958/2010)</u></p> <p><u>Language children are exposed to (Bilingual schools)</u></p> <p>Future: going to</p> <p><i>I'm going to talk about tennis</i></p> <p><i>We're going to plan a visit to the Santiago Bernabéu</i></p>

UDL	<p><u>PRINCIPLE 1: Implication</u></p> <ul style="list-style-type: none"> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <p><u>PRINCIPLE 2: Representation</u></p> <ul style="list-style-type: none"> - Perception: ATbar, Youtube, Canva - Language and symbols: Wordreference - Comprehension: Pixabay <p><u>PRINCIPLE 3: Actions and expressions</u></p> <ul style="list-style-type: none"> - Physical means of action: Google Earth, Spreker - Expression and communication: Visual thinking, Speech texter, Pic-collage - Executive functions: ZAC Browser, Creately
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UNIT 8: EXPLORING THE MUSEUM WORLD

Timing:	23 rd January to 3 rd February
Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica y predecible de textos breves y sencillos (1) • Producir textos sencillos de manera comprensible y estructurada (2) • Emplear recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos (3) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
STAGE OBJECTIVES	B, D, F, I, J
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To search for information using ICT responsively • To understand the main ideas of a text • To plan and design a museum ticket • To write key information on an infographic • To use adjectives of frequency • To introduce adverbs of time on the infographic • To solve different challenges by working collaboratively

RATIONALE OF THE DIDACTIC UNIT

In this unit, the leprechaun will send us a ticket so we can go to his favorite museum in Dublin: the "National Leprechaun Museum", a museum dedicated to leprechauns. He will also show students a letter written by the museum (**See Annex 4**), in which they will have to answer some questions so the leprechaun can be sure students understand what the museum is about.

Colin will also add a letter in which he will say that there are also museums inside the stadiums of different sports, but his favorite is the one dedicated to them. That is where the connection to the topic of sports will arise, since the students will also be able to choose museums that are inside sports stadiums.

The final task will consist of creating a ticket to one of the museums in Madrid. To that end, the whole class will look for museums so that there is a wide variety of them. Students will be grouped in pairs and each one will be assigned a museum. They will have to create a ticket and an infographic with relevant data about the museum such as: a schedule, what you can find inside it, address and prices.

FINAL PROJECT: A TICKET FOR THE MUSEUM

BASIC KNOWLEDGE	ASSESSMENT CRITERIA
<p>COMMUNICATION:</p> <ul style="list-style-type: none"> - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa. - Estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. - Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. 	1.2 Seleccionar y aplicar para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa.
	2.2 Redactar textos muy breves y sencillos a partir de modelos y a través de herramientas analógicas y digitales
	3.2 Seleccionar y utilizar estrategias elementales para expresar mensajes breves.
	4.2 Aplicar, de forma guiada, estrategias elementales que ayuden a crear puentes y faciliten la comprensión y producción de información
<p>TARGET LEXIS</p>	<p>Adjectives of frequency: every day, once a week. Adverbs of time and quantity: sometimes, never, always, many, all, some, many, a lot, (a) little, more, half.</p>
<p>PLURILINGUALISM</p> <ul style="list-style-type: none"> - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales. 	5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje
<p>INTERCULTURALITY</p> <ul style="list-style-type: none"> - La lengua extranjera como medio de comunicación y relación con personas de otros países - Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios 	<p>6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas.</p> <p>6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera</p>
<p>SYNTACTIC AND DISCURSIVE</p>	<p>What + noun: <i>What fun!</i> How + adjective: <i>How exciting!</i></p> <p><u>Orden (5958/2010)</u> <u>Language children are exposed to (Bilingual schools)</u></p> <p>Time: <i>Open at; From 9 in the morning to 7 in the evening</i> Frequency: <i>One a week the museum is free</i> Quantity: <i>The museum is always full on Sundays</i></p>
<p>UDL</p>	<p><u>PRINCIPLE 1: Implication</u></p> <ul style="list-style-type: none"> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <p><u>PRINCIPLE 2: Representation</u></p> <ul style="list-style-type: none"> - Perception: ATbar, Canva - Language and symbols: Wordreference - Comprehension: Pixabay

	PRINCIPLE 3: Actions and expressions - Physical means of action: Google Earth - Expression and communication: Visual thinking, Speech-texter, Canva - Executive functions: ZAC Browser
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UNIT 9: HISTORY THROUGH MONUMENTS
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Timing:	6 th February to 17 th February
Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica y predecible de textos breves y sencillos (1) • Producir textos sencillos de manera comprensible y estructurada (2) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
STAGE OBJECTIVES	B, D, F, H, I, J
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To search information using ICT responsively • To make use of wh- questions • To gather the necessary information to learn about the monument • To understand the presentations of their classmates • To learn relevant data about the monuments of all their peers • To solve different challenges by working collaboratively

RATIONALE OF THE DIDACTIC UNIT

Colin will send us a photo of Dublin Castle accompanied by a reflection on the importance of monuments in cities and the great history they carry behind them. Throughout the unit, we will discover the number of monuments we find in Madrid and the history behind them.

For the middle task, students will be grouped in pairs and become experts of a monument in Madrid. They will have to inform themselves using ICT resources to be experts of the monument, as they will have to become reporters and do a report. The task will consist of making a video report in which the two students and the monument appear, either because they have gone to the same monument and have made the video there or with an image of it in the background. For the report they will have to ask questions using the wh-questions. Once all the videos are finished, they will be shown in class so that the rest of the classmates can also become experts and enjoy the interviews.

BASIC KNOWLEDGE	ASSESSMENT CRITERIA
COMMUNICATION:	1.2 Aplicar estrategias para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos
- Funciones comunicativas adecuadas al contexto: describir personas, actividades, objetos y lugares	2.1 Expresar oralmente frases cortas con información básica utilizando recursos verbales y no verbales, prestando atención al ritmo, la acentuación y la entonación propios del inglés.
- Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un	2.2 Redactar textos muy breves y sencillos, con adecuación a la situación comunicativa propuesta, a partir de modelos y a través de herramientas analógicas y digitales

intercambio verbal y colectivo de ideas. - Emisión de palabras clave, frases e información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos.	3.1 Participar en situaciones interactivas breves y sencillas preparadas previamente, a través de diversos soportes 4.1 Interpretar y explicar textos y conceptos de forma guiada, en situaciones en las que atender a la diversidad, mostrando empatía e interés por los interlocutores e interlocutoras
TARGET LEXIS	Materials: stone (n), marble (n), bronze (n), metal (n), steel (n), granite (n) Places where the monument can be located: parks (n), gardens (n), public squares (n), cemeteries (n), memorial centers (n), libraries (n), universities (n), city halls (n), museums (n), churches (n).
PLURILINGUALISM - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.	5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje
INTERCULTURALITY - La lengua extranjera como medio de comunicación y relación con personas de otros países - Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios	6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas. 6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera
SYNTACTIC AND DISCURSIVE	Wh- questions <i>Where is the monument located?</i> <i>What does the monument represent?</i> <i>When was the monument built?</i> <i>Who designed the monument?</i>
UDL	<u>PRINCIPIE 1: Implication</u> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <u>PRINCIPIE 2: Representation</u> - Perception: ATbar, Canva - Language and symbols: Wordreference - Comprehension: Pixabay <u>PRINCIPIE 3: Actions and expressions</u> - Physical means of action: Google Earth - Expression and communication: Visual thinking, Powtoon - Executive functions: ZAC Browser, Creately

UNIT 10: ARCHITECTURE EVERYWHERE

Timing:

20th February to 6th March

Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica y predecible de textos breves y sencillos (1) • Producir textos sencillos de manera comprensible y estructurada (2) • Emplear recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos (3) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
STAGE OBJECTIVES	B, D, F, H, I, J
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To use vocabulary taught on the last units • To search information using ICT responsively • To work as a team equitably • To write a magazine article • To use present simple and past simple on their articles • To overcome difficulties through collective effort • To respect their classmates
RATIONALE OF THE DIDACTIC UNIT	
<p>Colin the leprechaun will start this unit with a magazine section about architecture. It will feature a picture of Dublin City Hall accompanied by relevant data such as the architect who designed it, the type of architecture and a bit of history.</p> <p>The final task will consist in choosing a monument seen in the previous unit or another type of establishment such as those seen throughout the local unit located in Madrid and with an architectural style that they like or catches their attention. Students will organize themselves in groups of 3 people and will create a magazine article like the one Colin showed us. On their articles, they will have to use the structure present simple and past simple. Once finished, they will be shared so that the whole class can enjoy different architectural styles and the articles will be grouped together to create a magazine of Madrid architecture in class.</p>	
FINAL PROJECT: DISCOVERING ARCHITECTURAL SECRETS	
BASIC KNOWLEDGE	ASSESSMENT CRITERIA
<p>COMMUNICATION:</p> <ul style="list-style-type: none"> - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa. - Estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. - Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. 	<p>1.2 Aplicar estrategias para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa.</p> <p>2.2 Redactar textos muy breves y sencillos a partir de modelos y a través de herramientas analógicas y digitales</p> <p>3.2 Seleccionar y utilizar estrategias elementales para expresar mensajes breves.</p> <p>4.2 Aplicar, de forma guiada, estrategias elementales que ayuden a crear puentes y faciliten la comprensión y producción de información</p>
TARGET LEXIS	<p>Places in local area: restaurant (n), library (n), shopping center (n), museum (n), palace (n), building (n), cathedral (n), park (n), street (n), theatre (n), castle (n), bridge (n), hospital (n), city hall (n), station (n).</p>

<p>PLURILINGUALISM</p> <p>- Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.</p>	<p>5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje</p>
<p>INTERCULTURALITY</p> <p>- La lengua extranjera como medio de comunicación y relación con personas de otros países</p> <p>- Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios</p>	<p>6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas.</p> <p>6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera</p>
<p>SYNTACTIC AND DISCURSIVE</p>	<p>Present simple: it is/it's not-it isn't <i>It is located in...</i> <i>It's not inside a fountain</i></p> <p>Past simple: it was/it was not-wasn't <i>It was made of stone</i> <i>It wasn't built in the top of a rock</i></p>
<p>UDL</p>	<p><u>PRINCIPLE 1: Implication</u></p> <ul style="list-style-type: none"> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <p><u>PRINCIPLE 2: Representation</u></p> <ul style="list-style-type: none"> - Perception: ATbar, Canva - Language and symbols: Wordreference - Comprehension: Pixabay <p><u>PRINCIPLE 3: Actions and expressions</u></p> <ul style="list-style-type: none"> - Physical means of action: Google Earth - Expression and communication: Visual thinking, Canva, Speech texter - Executive functions: ZAC Browser, Creately

<p style="text-align: center;">UNIT 11: EVERY SEASON IS A POEM</p>	
<p>Timing:</p>	<p>7th March to 17th March</p>
<p>Specific competences</p>	<ul style="list-style-type: none"> • Comprender el sentido general e información específica y predecible de textos breves y sencillos (1) • Producir textos sencillos de manera comprensible y estructurada (2) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
<p>STAGE OBJECTIVES</p>	<p>B, D, F, J</p>
<p>DIDACTIC OBJECTIVES:</p>	<ul style="list-style-type: none"> • To understand the poem • To use vocabulary taught among the unit • To present activities they do in different seasons • To pronounce correctly when reading the poem

	<ul style="list-style-type: none"> • To make a poem including activities related to the seasons • To correlate the seasons with the weather in an appropriate way • To work collaboratively
RATIONALE OF THE DIDACTIC UNIT	
<p>The unit will begin with a poem written by the leprechaun in which he talks about activities he likes to do in spring. (See Annex 5). The students will be grouped in pairs, and they will have to analyze the poem to understand what it says and highlight the activities he likes to do during this season.</p> <p>The middle task will consist of elaborating, in the same pairs, a poem about the activities they like to do in Madrid during the four seasons of the year. Before starting the poem, a brainstorming session will be carried out among the whole class about the activities they do in Madrid during the different seasons and rhymes that can be associated with each one of them. Finally, the students will read their poems with the rest of their classmates, so that they will have a fun time in which they will learn from their peers and practice intonation and emphasis.</p>	
BASIC KNOWLEDGE	ASSESSMENT CRITERIA
COMMUNICATION: - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa.	1.2 Aplicar estrategias para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa.
	2.1 Redactar textos muy breves y sencillos usando estructuras y léxico elemental de la lengua inglesa.
TARGET LEXIS	Stroll (v), snowman (n), hike (v), thunderstorm (n), barbecue (n), amusement park (n), cinema (n), pumpkin (n), pinecones (n)
PLURILINGUALISM - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.	5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje
INTERCULTURALITY - La lengua extranjera como medio de comunicación y relación con personas de otros países - Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios	6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas.
	6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera
SYNTACTIC AND DISCURSIVE	Weather: sunshine, clouds, rain, snow, wind, fog. Seasons: spring, summer, autumn, winter Adjectives of weather: <i>cloudy, sunny, windy, rainy</i> <u>Orden (5958/2010)</u> <u>Language children are exposed to (Bilingual schools)</u> Weather and seasonal activities + verb-ing <i>Going to the beach, apple picking, playing in the rain, flying a kite</i>

UDL	<p><u>PRINCIPLE 1: Implication</u></p> <ul style="list-style-type: none"> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <p><u>PRINCIPLE 2: Representation</u></p> <ul style="list-style-type: none"> - Perception: Canva - Language and symbols: WordArt, Wordreference - Comprehension: Soy Visual, Pixabay <p><u>PRINCIPLE 3: Actions and expressions</u></p> <ul style="list-style-type: none"> - Expression and communication: Visual thinking, Speech-texter, Canva - Executive functions: Creately
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UNIT 12: PACKING FOR THE TRIP

Timing:	20 th March to 30 th March
Specific competences	<ul style="list-style-type: none"> • Producir textos sencillos de manera comprensible y estructurada (2) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
STAGE OBJECTIVES	B, D, F, J
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To create a suitcase with the necessary items • To express possession when presenting their suitcases • To work collaboratively listening to the ideas of the others • To respect the classmates while they are presenting

RATIONALE OF THE DIDACTIC UNIT

This unit will start with a letter from the leprechaun Colin, worried because the date to go to Madrid is approaching and they still don't have any clothes in the suitcases. What they have decided is that they will go in June, as they have seen that it is a good month to travel, although they still don't know the exact dates. The final task will consist of organizing, in pairs, a suitcase for the leprechaun, in which both the clothes and the essential accessories for travelling to Madrid in June are included. Once they have finished, they will expose them so that all the students can see both the designs of the suitcases and what is inside them. When exposing, the students must follow the structure learned in the unit of I have got - I haven't got.

FINAL PROJECT: A SUITCASE FOR AN UNFORGETTABLE TRIP
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BASIC KNOWLEDGE	ASSESSMENT CRITERIA
COMMUNICATION: - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa.	<p>1.2 Aplicar estrategias para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa.</p> <p>2.1 Redactar textos muy breves y sencillos usando estructuras y léxico elemental de la lengua inglesa.</p>
TARGET LEXIS	Summer clothes: t-shirt (n), shorts (n), sunglasses (n), sandals (n), bathing suit (n), dress (n), hat (n), cap (n), trunks (n), tank top (n), shorts (n), skirt (n), sneakers (n)

<p>PLURILINGUALISM</p> <p>- Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.</p>	<p>5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje</p>
<p>INTERCULTURALITY</p> <p>- La lengua extranjera como medio de comunicación y relación con personas de otros países</p> <p>- Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios</p>	<p>6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera</p>
<p>SYNTACTIC AND DISCURSIVE</p>	<p>Express possession: I have got – I haven't got <i>I have got a dress in my suitcase</i> <i>I haven't got a coat on my suitcase</i></p>
<p>UDL</p>	<p><u>PRINCIPLE 1: Implication</u> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <u>PRINCIPLE 2: Representation</u> - Perception: Canva - Language and symbols: Wordreference - Comprehension: Soy Visual, Pixabay <u>PRINCIPLE 3: Actions and expressions</u> - Expression and communication: Visual thinking, Canva - Executive functions: Creately</p>

<p>UNIT 13: HOW CAN I GET TO...?</p>	
<p>Timing:</p>	<p>11th April to 24th April</p>
<p>Specific competences</p>	<ul style="list-style-type: none"> • Producir textos sencillos de manera comprensible y estructurada, mediante la planificación o la compensación(2) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
<p>STAGE OBJECTIVES</p>	<p>B, D, F, I, J</p>
<p>DIDACTIC OBJECTIVES:</p>	<ul style="list-style-type: none"> • To create a map with clear and precise information • To use the structure present simple to give instructions to explain how to go to a specific place by different transports • To indicate the basics you need to travel • To respect the others on their productions
<p>RATIONALE OF THE DIDACTIC UNIT</p>	

Colin the leprechaun will kick off this unit with an image of himself on a double-decker bus, typical of Dublin. He will accompany it with a text talking about the transport available in his city and which ones he and his family use in their daily life.

The middle task will consist of discovering the different types of transport that can be used in Madrid because, once they have seen them all, they will have to individually create a map. To create this map, they will first have to choose their favorite place in all of Madrid and write, using the present simple to give instructions, how to get there using the different transports available in the city, and what do you need to have to use that transport (ticket, driver license, app). Once everyone has finished, they will present it to their classmates explaining the map and, the most important thing, it will allow them to discover new places for the rest of the class and work with the transport.

BASIC KNOWLEDGE	ASSESSMENT CRITERIA
<p>COMMUNICATION:</p> <ul style="list-style-type: none"> - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa. 	<p>1.2 Aplicar estrategias para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa.</p> <p>2.3 Producir mensajes breves y sencillos en inglés, adecuados a las intenciones comunicativas usando recursos y apoyos físicos o digitales.</p>
<p>TARGET LEXIS</p>	<p>Transports: metro (n), bus (n), taxi (n), tram (n), bicycle, (electric) (n) scooter (n), car (n), train (n), cable car (n) travel by (v), take a (v).</p>
<p>PLURILINGUALISM</p> <ul style="list-style-type: none"> - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales. 	<p>5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje</p>
<p>INTERCULTURALITY</p> <ul style="list-style-type: none"> - La lengua extranjera como medio de comunicación y relación con personas de otros países - Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios 	<p>6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera</p>
<p>SYNTACTIC AND DISCURSIVE</p>	<p>Present simple to give instructions <i>Take the metro to explore...</i> <i>Ride the bus to...</i> <i>Hire a bike</i> <i>Catch a taxi</i></p>
<p>UDL</p>	<p><u>PRINCIPLE 1: Implication</u> <ul style="list-style-type: none"> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <u>PRINCIPLE 2: Representation</u> <ul style="list-style-type: none"> - Perception: ATbar, Canva - Language and symbols: Wordreference - Comprehension: Pixabay <u>PRINCIPLE 3: Actions and expressions</u></p>

	<ul style="list-style-type: none"> - Physical means of action: Google Earth - Expression and communication: Visual thinking, Canva - Executive functions: ZAC Browser, Creately
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UNIT 14: LOOKING FOR SHELTER

Timing:	25 th April to 10 th May
Specific competences	<ul style="list-style-type: none"> • Comprender el sentido general e información específica y predecible de textos breves y sencillos (1) • Producir textos sencillos de manera comprensible y estructurada (2) • Interactuar con otras personas recurriendo a estrategias de colaboración y empleando recursos analógicos y digitales (3) • Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
STAGE OBJECTIVES	B, D, F, I, J
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> • To search for an accommodation that meets the requirements • To use the structure very + adjective when describing • To look for different types of housing • To use adjectives to express quality • To solve different challenges by working collaboratively

RATIONALE OF THE DIDACTIC UNIT

Colin will start this unit with great news, they already have a date for their stay in Madrid! They have chosen to travel from June 23 to 25, but they don't know where to stay when they arrive.

The final task will consist, firstly, of looking for a centric and not very expensive accommodation. For this, they will be divided into groups of 3 people, and among all the participants they must find an adequate accommodation. Once they have finished, they will do the second part of the final task, which will consist of elaborating a map, as they did in the previous unit, in which they explain how to go from the Madrid airport to the selected accommodation using the different transports seen in the previous unit. Giving Colin and his family the opportunity to choose the best option regarding the accommodation and the transport they will use. Finally, they will present it in a Power Point presentation to the rest of their classmates in class.

FINAL PROJECT: FROM ONE PLACE TO ANOTHER

BASIC KNOWLEDGE	ASSESSMENT CRITERIA
COMMUNICATION: - Modelos contextuales y géneros discursivos básicos de uso común en la comprensión, producción y coproducción de	1.2 Aplicar estrategias para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa.
	2.3 Producir mensajes breves y sencillos en inglés, adecuados a las intenciones comunicativas usando recursos y apoyos físicos o digitales.

<p>textos orales, escritos y multimodales, breves y sencillos, en lengua inglesa.</p> <p>- Léxico de interés para el alumnado relativo a relaciones personales próximas, vivienda, lugares y entornos cercanos en inglés.</p> <p>- Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales.</p>	<p>3.1 Participar en situaciones interactivas breves y sencillas a través de diversos soportes.</p> <p>4.2 Seleccionar y aplicar, de forma guiada, estrategias elementales que ayuden a crear puentes y faciliten la comprensión y producción de información y la comunicación</p>
<p>TARGET LEXIS</p>	<p>Types of accommodation: hotel (n), hostel (n), apartment (n), vacation home (n)</p> <p>Adjectives to express quality: cozy, spacious, comfortable, luxurious, welcoming, clean</p>
<p>PLURILINGUALISM</p> <p>- Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.</p>	<p>5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje</p>
<p>INTERCULTURALITY</p> <p>- La lengua extranjera como medio de comunicación y relación con personas de otros países</p> <p>- Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios</p> <p>Aspectos de la lengua, la cultura y la sociedad más significativos relativos a las costumbres, la vida cotidiana y las relaciones interpersonales básicas en países donde se habla la lengua extranjera.</p>	<p>6.1 Actuar con respeto en situaciones con diferentes culturas, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas.</p> <p>6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera</p>
<p>SYNTACTIC AND DISCURSIVE</p>	<p><u>Orden (5958/2010)</u> <u>Language children are exposed to (Bilingual schools)</u></p> <p>Express quality: very/really + adjective <i>Very/really beautiful</i> <i>Very/really luxurious</i> <i>Very/really impressive</i> <i>Very/really clean</i> <i>Very/really cozy</i></p>

UDL	<p><u>PRINCIPLE 1: Implication</u></p> <ul style="list-style-type: none"> - Interest: Mentimeter, Kahoot! - Persistence: Padlet, Rubrics - Self-regulation: Mindfulness dynamic <p><u>PRINCIPLE 2: Representation</u></p> <ul style="list-style-type: none"> - Perception: ATbar, Canva - Language and symbols: Wordreference - Comprehension: Pixabay <p><u>PRINCIPLE 3: Actions and expressions</u></p> <ul style="list-style-type: none"> - Physical means of action: Google Earth - Expression and communication: Visual thinking, Canva - Executive functions: ZAC Browser, Creately
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UNIT 15: THE CITY	
Timing:	11 th May to 2 nd June
Specific competences	<ul style="list-style-type: none"> Comprender el sentido general e información específica y predecible de textos breves y sencillos (1) Producir textos sencillos de manera comprensible y estructurada, mediante la planificación o la compensación(2) Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera (6)
STAGE OBJECTIVES	B, D, F, I, J
DIDACTIC OBJECTIVES:	<ul style="list-style-type: none"> To express opinions using adjectives as participles To use prepositions to link ideas To use adverbs of sequence when talking about different activities Make recommendations to To include the vocabulary and grammar viewed throughout the year To work collaboratively and with respect to the different ideas and opinions
RATIONALE OF THE DIDACTIC UNIT	
<p>For this last unit, Colin will send an email thanking the students for their work and effort put into this great adventure. Finally, they will go to Madrid for 3 days, from 23-25 June, to make sure he has sent the plane tickets. The final task will consist of making an itinerary for those 3 days they will spend in Madrid. For this, in addition to the vocabulary and structure they will learn in the last unit, the students will have to put into practice all they have learned throughout the course. It will start from the day and time they land in Madrid until they leave again, passing through the different museums, restaurants, monuments, streets, squares and all the attractions that each group considers essential. They will be divided into groups of 4 people, so they will have more variety when it comes to seeing the activities that each participant has done throughout the course, since it is intended to get that of the participants, not all have worked together before.</p> <p>This unit will be the longest of all, since the final task requires more time than the rest and that, in addition, all the previous knowledge will be used.</p>	
FINAL PROJECT: 3-DAY ITINERARY IN MADRID	

BASIC KNOWLEDGE	ASSESSMENT CRITERIA
<p>COMMUNICATION:</p> <ul style="list-style-type: none"> - Comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos en lengua inglesa. - Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en situaciones cotidianas básicas - Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. 	<p>1.2 Aplicar estrategias para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares en lengua inglesa.</p> <hr/> <p>2.3 Seleccionar y aplicar estrategias para producir mensajes breves y sencillos en inglés, adecuados a las intenciones comunicativas.</p> <hr/> <p>4.2 Seleccionar y aplicar, de forma guiada, estrategias elementales que ayuden a crear puentes y faciliten la comprensión y producción de información</p>
TARGET LEXIS	Adjectives: exciting, breathtaking, delicious, fascinating, enchanting, relaxing
<p>PLURILINGUALISM</p> <ul style="list-style-type: none"> - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales. 	5.3 Registrar y aplicar, de manera guiada, los avances y dificultades elementales en el proceso de aprendizaje
<p>INTERCULTURALITY</p> <ul style="list-style-type: none"> - La lengua extranjera como medio de comunicación y relación con personas de otros países - Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios 	6.2 Reconocer y apreciar la diversidad de otros países donde se habla la lengua extranjera
<p>SYNTACTIC AND DISCURSIVE</p>	<p>Describing location: <i>Next to</i> <i>Opposite</i> <i>In front of</i></p> <p><u>Orden (5958/2010)</u> <u>Language children are exposed to (Bilingual schools)</u></p> <p>Prepositions: movement, time, place phrases <i>At the end of the day, go in front of ...</i> <i>You can go by underground to...</i></p> <p>Adverbs of sequence: <i>First, next, after, before...</i></p>

UDL	<u>PRINCIPLE 1: Implication</u>
	- Interest: Mentimeter, Kahoot!
	- Persistence: Padlet, Rubrics
	- Self-regulation: Mindfulness dynamic
	<u>PRINCIPLE 2: Representation</u>
	- Perception: ATbar, Canva
	- Language and symbols: Wordreference
	- Comprehension: Pixabay
	<u>PRINCIPLE 3: Actions and expressions</u>
	- Physical means of action: Google Earth
- Expression and communication: Visual thinking, Canva, Speech-texter	
- Executive functions: ZAC Browser, Creately	

7. METHODOLOGY

This section describes the main methodological principles and strategies that are used in this yearly syllabus, in which the discovery of different forms of learning, teamwork, perseverance and motivation are encouraged.

Task-based learning is the methodology that will be carried out throughout the syllabus, which consists of an approach where learners carry out tasks such as solving a problem or planning an activity. The language learnt comes out of the linguistic demands of the activity. A task-based syllabus is structured around a series of these tasks. Firstly, there will be a pre-task, in which the topic and the task will be introduced. Secondly, task cycle will appear, which includes the task, students complete it in pairs or groups using the language resources they have, planning, where students prepare a short oral written report to tell the class and, the last, report. Finally, the post-task, in which students listen to their classmates talking about the same topic as they did. The first part is called analysis, and it consists of the teacher setting some language-focused tasks, based on the texts students have read or on what they have heard. These are often called consciousness-raising activities, there are activities which work as a guideline pushing learners to examine examples of language and prompting them to form their own conclusions concerning how language functions and can appear in the forms of dialogue or narrative when spoken or written. (Willis and Willis, 1996)

In this yearly syllabus, task-based learning will be implemented by different tasks among the course in which a leprechaun called Colin asks students for help. He wants to visit Madrid, but he does not have any idea about our city so, with every task, students will help them with topics related to real life and in whose they will have to interact with the other practicing the skills of reading, writing, listening and speaking.

At the beginning of each unit, the leprechaun will send the students a message through letters, emails, pictures, blog posts, etc. about a specific topic. This is when they will be presented with a task to complete throughout the unit. The final product of each two units is related to the literacy approach and task-based focus, since there will be a tangible product at the end of the final task that can be shared with the Leprechaun.

For units 1, 6, and 5, the final task will be completed within that unit; the first of these being the first contact with the course and methodology, the second being special dates such as Christmas, and the third being lengthier than the others, with a longer and more laborious final product. For the rest of the units, they will be grouped in pairs; in the first one, a middle task will be presented and in the second, another task will be presented which will include not only contents from that unit but from the previous one as well. In this way, the final task will be a result of learning from two units. Finally, it should be noted that in the last unit, number 15, a final task will be elaborated which will include contents not only from that unit but from the entire course.

For all this, the implementation of ICT will play an essential role, since in some units, the leprechaun will contact the students through emails or photos, which they will be able to see through the Internet. In addition, in many of the tasks they must, firstly, search for information using ICT and, secondly, present, on some occasions, using technological resources.

8. EVALUATION

The assessment of the course will be continuous and formative, according to Article 17 of Decree 61/2022, and will be a tool for continuous improvement of the teaching and learning processes.

To this end, the professor will evaluate his own practice, through adaptation of the program to the characteristics of the students; adaptation of the evaluation to the characteristics of the students; compliance with didactic coordination agreements regarding planning and evaluation, quarterly review of the programming in the light of the profile of the students; compliance with the programming; diversified management of the organization of the students and the space (cooperative, pairs, assembly, etc.); proposing diverse activities for different interests and abilities; use of various evaluation tools (controls, rubrics, presentations, etc.); continuous monitoring of

students with pending courses from previous courses; monitoring and reinforcement of students upon detection of difficulties; usefulness of the processes of recovery of previous evaluations; incorporation of new teaching methodologies.

For the evaluation, the main referents are the specific competences of the subject, and the criteria of evaluation are described, and throughout the process of continuous evaluation they will be collected integrally.

Evaluation criteria

The student's final grade will be determined by the results obtained in the midterm and final tasks, as these tasks allow students to demonstrate their understanding and ability to apply the knowledge acquired. In addition, the teacher will keep a daily record of the progress of the students in the realization and preparation of the different activities that are developed throughout each unit.

Assessment strategies, techniques and tools

This yearly syllabus will follow a continuous assessment, which implies that not only middle and final tasks will be considered, but also the process followed to reach them, and the activities carried out throughout the units. Continuous evaluation is something that helps the teacher to get detailed information about the evolution that the students are having throughout the course, as well as to detect any difficulties they may encounter. Also, continuous evaluation enables the student to have control over his/her learning process. As a result of this research, this assessment is proposed to increase the student's motivation. (Monforte García y Farias Martínez, 2013)

It is important to know that exams will not be used to assess the knowledge and skills acquired by the students. Instead, the methodology implemented on this syllabus will be used to check if the students have acquired the necessary knowledge. Before each task, the teacher will give them instructions related to vocabulary, grammar and skills they should acquire among the middle and final tasks. All this information will be recorded and will serve as evidence of what has been learned at the end of the unit. That's why the involvement, attitude and work of the students during the preparation of the work will be of great importance. Finally, highlight the use of self-assessment rubrics and peer assessment after completing the middle and final tasks. After every session, students will have to fill out a self-evaluation form (**Annex 6**) that includes a

rubric and questions about what they have learned, what they feel they need help with, and what they would like to know more about. In this way, the teacher will have a record made by each student after each session. Also, when they finish the final or middle task, students will have to fill out a peer-evaluation to evaluate how did their classmates worked (**Annex 7**). Students must carry out these evaluations in a respectful manner, valuing the involvement and effort of both themselves and their classmates.

9. DIVERSITY ATTENTION MEASURES

Classroom diversity is a need for proper student development. This means that educators must adjust course content to cater to different skills and motivations of each student, which requires recognizing the different learning capacities, needs, and preferences of each student.

Universal Design for Learning (UDL) is a comprehensive approach to curriculum design that considers the diverse needs of learners. Their goal is for all people to be able to learn autonomously, regardless of their physical, sensory and cognitive abilities. Therefore, it is a form of inclusive education that responds to the differences of each of our students. It consists of three fundamental principles, which are related to three brain networks. The first principle, which is responsible for the affective networks, provides multiple forms of involvement and responds to the "why of learning". Its use is aimed at motivating the students in different ways to foster interest. The second principle, collected in the strategic network, provides multiple forms of action and expression and responds to the "how to learn". It is oriented so that the students can present their knowledge and learning in different formats. Finally, the third principle, which is found in the recognition network, is the one that provides multiple forms of representation and responds to the "what to teach". It is aimed at offering different alternatives in the design of classroom activities. (CAST, 2018)

UDL strives to reduce barriers and create equitable learning opportunities for all students. This model is becoming increasingly popular due to its potential to help achieve Sustainable Development Goal 4, which is to promote quality education and lifelong learning for everyone by 2030. (Pastor, 2018).

9.1 General attention measures for all the students

These measures that follow are intended to serve all types of students, regardless of their learning pace or abilities in the classroom, ensuring access to all content and curriculum for all members of a class.

- 1) Interaction and collaboration will be promoted
- 2) Provide frequent feedback to students on their progress and performance
- 3) Make use of visual aids, such as pictures and videos, to help students better understand the material.
- 4) Incorporate active learning activities, such as group work and games, to keep students engaged.
- 5) Allow students to take part in their own learning by providing them with choice and opportunities to express their opinions.
- 6) Include short activities that require active participation, like group work or games, to keep students engaged in the lesson.
- 7) Flexibility in accepting different responses
- 8) Options for students who present a faster pace of learning
- 9) Creating materials related to possible student tastes.
- 10) Continuous training to promote updated and motivating teaching.

9.2 Ordinary measures: educational support needs

According to the Organic Law 3/2020 of December 29th, which modifies Organic Law 2/2006 of May 3rd, of Education, students who need special educational support are those who, compared to regular support, require extra help due to the presence of a disorder that affects their ability to learn, such as high abilities, attention deficit disorder with hyperactivity or personal circumstances.

Educational administrations must take action to discover students' needs as soon as possible. Enrollment of these students must respect the principles of equality, integration and non-discrimination to ensure that they are not excluded from the education system.

9.3 Extraordinary measures: curricular adaptations

According to article 73 of the Organic Law 3/2020 of December 29th, which modifies Organic Law 2/2006 of May 3rd, of Education students with special educational needs are those who face barriers that limit their access, presence, participation or learning,

due to disability or serious behavioral, communication or language disorders, for a period of their schooling or throughout it, and who require certain specific educational supports and attention for the achievement of learning objectives appropriate to their development.

For this minority group of students, specialized attention should be established, which requires sustained changes in the educational course. This includes the acquisition of skills, learning of specific topics, modification of teaching methods, and the use of specific assessments. The school may also consider the inclusion of an expert to provide individual assistance to the student in need, which would require close coordination between the English teacher and the specialist.

10. PROGRAMMING CONTRIBUTION TO THE DEVELOPMENT OF OTHER PLANS

This section outlines the techniques and procedures to be implemented across the various modules that will foster the acquisition of skills and expertise related to the appropriate utilization of ICT tools and the improvement of the students' civic responsibility and interaction with fellow citizens.

10.1 Contribution to the use of ICT resources and digital competence.

Our class has an interactive board connected to the teacher's laptop which is usually employed to display the lessons and activities to be done, as well as to present some unit matters and elucidate the contents in an enjoyable, captivating and stimulating manner.

Throughout the course, students will use ICT resources responsibly when searching for information for the different tasks and to review contents of the different units. These initiatives are directly related to the skills that will be implemented in students during the course.

10.2 Contribution to the development of the students 'civic responsibility and coexistence with others

Throughout all the units of this syllabus, it is intended to promote and increase individual and group work, to know how to work alone as well as with the rest of the students, working cooperatively respecting the ideas and opinions of others and knowing how to defend what one thinks. In addition, in each unit they will be grouped in different ways, so that the students will have the opportunity to work with all the classmates, thus learning to work with different people.

11. CONCLUSIONS

The elaboration of this end-degree project has been a great challenge for me from the start. At first, I felt lost and had many doubts about how I could carry it out, but with the work and perseverance I have had in the last months, I have achieved a result that I am very happy with.

One of the biggest challenges was first, to think of the main theme. I had to find something that I liked and from which I could make the most of such a big project and, after thinking, I realized that one of the things I love the most is my city, Madrid. Adding a leprechaun element to work on intercultural competence was also a lot of hard thinking. The second big challenge was to implement the task-based learning methodology. It was a long process to think, prepare and develop the 15 didactic units, preparing tasks for each one of them which could be tracked and made sense. For all this, I'm very happy and proud of seeing that I was able to do it and that it's a great work.

Despite the great challenges I have faced throughout this process, I cannot be happier to see that all work has its rewards. I am very proud of myself, of how I managed to carry out a work like this and of something I like and have enjoyed.

One of the most important and essential factors in this process has been my tutor, Alfonso López Hernández, who has been available to me since the first moment whenever I needed it, resolving the innumerable doubts that arose and offering me all the help that was in his hand. I have been very lucky to have him as a tutor, after enjoying his teachings in university subjects, here I have been able to meet a different Alfonso whom I have to thank a lot.

Thanks to Universidad Pontificia Comillas it has been possible to develop this project. Without the teachers I've had throughout the year, who have taught me to look for different teaching methods taking into account the learning rhythms of the students, through the amount of resources and activities they taught us and used in their sessions. My inspiration has been, in large part, thanks to the entire teaching team that I have been lucky to meet.

This project has made me aware, once again, of how important and necessary it is to implement different methodologies in student learning. It is a shame to continue seeing schools that teach students in a traditional way, without taking advantage of all the resources they have at their disposal, diminishing the motivation and interest of such a beautiful subject as English.

12. REFERENCES

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LEGAL FRAMEWORK:

Decree 61/2022, of July 13, of the Governing Council, which establishes the organization and curriculum of the Primary Education stage for the Community of Madrid.

Order 5958/2010, of December 7, of the Ministry of Education, which regulates public bilingual schools in the Community of Madrid

Organic Law 3/2020 of December 29th, which modifies Organic Law 2/2006 of May 3rd, of Education.

Royal Decree 157/2022, of March 1, which establishes the organization and minimum teaching of Primary Education.

13. ANNEXES

Table 1. Number of hours English speaking assignments are taught during the week.

	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade	6 th grade
NATURAL SCIENCE	2	2	2	2	2	2
SOCIAL SCIENCE	2	2	2	2	2	2
ENGLISH	5	5	5	5	5	5
TOTAL	9	9	9	9	9	9

Annex 2. School calendar

Curso escolar 2022-2023																												
Septiembre 2022							Octubre 2022							Noviembre 2022							Diciembre 2022							
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D	
			1	2	3	4						1	2	1	2	3	4	5	6				1	2	3	4		
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				26	27	28	29	30	31			
							31																					
Enero 2023							Febrero 2023							Marzo 2023							Abril 2023							
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D	
						1			1	2	3	4	5				1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
23	24	25	26	27	28	29	27	28					27	28	29	30	31		24	25	26	27	28	29	30			
30	31																											
Mayo 2023							Junio 2023							Inicio periodo lectivo Fin periodo lectivo Días no lectivos y festivos nacionales, autonómicos o locales Inicio 1º trimestre Fin 1º trimestre Inicio 2º cuatrimestre Fin 2º trimestre Inicio 3º trimestre Fin 3º trimestre														
L	M	X	J	V	S	D	L	M	X	J	V	S	D															
1	2	3	4	5	6	7				1	2	3	4															
8	9	10	11	12	13	14	5	6	7	8	9	10	11															
15	16	17	18	19	20	21	12	13	14	15	16	17	18															
22	23	24	25	26	27	28	19	20	21	22	23	24	25															
29	30	31					26	27	28	29	30																	

Annex 3. Table 2

SCHOOL DAYS	The teaching activities will start on September 7th and end on June 22nd, 2023.	
HOLIDAYS	<p>Christmas: from December 22nd 2022 at midday, until January 8th 2023, inclusive.</p> <p>Easter: from March 30th, at midday, until April 10th, inclusive.</p> <p>Summer: at the end of the school year.</p>	
HOLIDAY AND NON-SCHOOL DAYS	2022	2023
	<ul style="list-style-type: none"> • October 12th: Pilar Day • October 31st: Non-Working Day • November 1st: All Saints' Day • November 9th: Almudena Day • December 5th: Non-Working Day • December 6th: Constitution Day • December 7th: Non-Working Day • December 8th: Immaculate Conception Day 	<ul style="list-style-type: none"> • 24 y 27 de febrero: No lectivo • February 24th and 27th: Non-Instructional Day • March 20th: For the relocation of the San José holiday • May 1st: Labor Day • May 2nd: Madrid Community • May 15th: Saint Isidro • May 19th and 20th: School Holidays

Annex 4. Comprehension activity of Unit 8

WELCOME TO THE NATIONAL LEPRECHAUN MUSEUM!!

Come explore the National Leprechaun Museum and take a journey through the magic of Irish mythology! Discover a world of leprechauns, giants, fairies and more! Learn about the first ever leprechaun sighting and how they are represented in popular culture today.

See giant objects and take a chance to see if the crock of gold exists at the end of the rainbow!

Bring a postcard and draw your own story, you could keep it or send it anywhere in the world!

For the braver kids and its parents, there are Night Time Tours, in where you will hear a lot of stories...

NAME: _____

1. What is the National Leprechaun Museum?

2. What kind of characters are featured in the museum?

3. What is the Red Hat Tour?

4. What is the Night Time Tour?




5. What can you do with a postcard at the museum?

Annex 5. Spring poem Unit 11






Annex 6. Example of an auto evaluation rubric to fill out after the sessions

AUTOEVALUATION RUBRIC

			
I HAVE SHOWN INTEREST IN THE TASK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I HAVE WORKED COOPERATIVELY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I HAVE LISTENED AND RESPECTED MY CLASSMATES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I HAVE USED THE VOCABULARY AND GRAMMAR LEARNED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex 7. Example of a template to evaluate the classmates after a task

PEER-EVALUATION			
NAME:			
SHARES HIS/HER IDEAS WITH OTHERS			
LISTEN TO OTHERS			
DOES THE ASSIGNED TASK			
RESPECT OTHERS			

Annex 8: UNIT 4: ZOOS OR NO ZOOS?

I have chosen unit 4, Zoos or not Zoos? as the unit to develop. The main reason I have chosen this is because I find it to be a very enriching and different unit for the students. The task they will have to carry out will be a debate, something they are not used to but which I consider to be fundamental, usually not done in lower classes in schools, which is a big mistake. In addition, it is worth noting that in this unit intercultural competence and critical thinking will be worked on, something very necessary that should be worked on with the students.

In this unit, students will immerse themselves in an animal unit, which will begin with a post on Instagram from the leprechaun telling us how much fun he had at the zoo but also the sadness he felt for the animals in the cages. Through the different sessions and activities, the students will work on the four skills: reading, listening, writing and speaking in a dynamic and fun way, always making them participants and fostering interest and motivation.

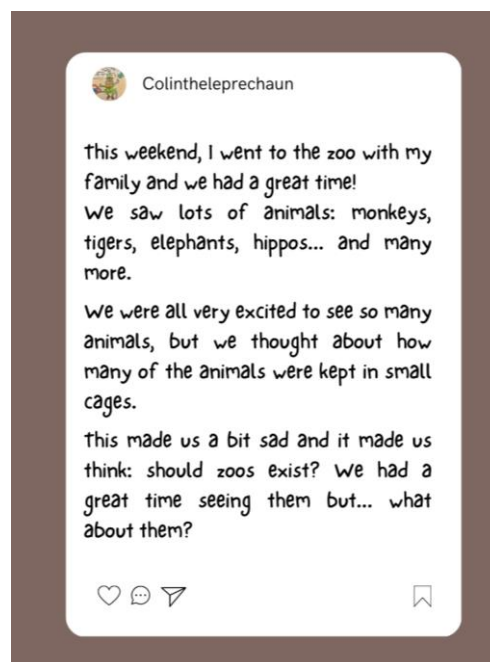
The rest of the information related to the contents, objectives or evaluation criteria that will be carried out in a schematic way in the form of a table can be found on page 21.

Unit	4	Lesson	1	Year	3	Time	50 minutes
Session Title	Let's see what the leprechaun has sent us!			Subject	English		
FOCUS							
Skills	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Listening	Speaking	Reading	Writing		
Systems	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Grammar	Phonology	Lexis	Function	Discourse	
Key competences	<p><u>Key competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication • Multilingual Competence • Personal, Social and learning to learn Competence • Entrepreneurial Competence 						
Specific competences	<p><u>Specific competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Comprender el sentido general e información específica de textos breves y sencillos haciendo uso de diversas estrategias. (1) • Interactuar con otras personas en intercambios comunicativos respetuosos con las normas de cortesía. (3) 						
Contents	<p><u>(Decree 61/2022)</u> Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en las que se utilicen estrategias comunicativas. (A. Communication)</p> <p>Estrategias interactivas, un intercambio verbal y colectivo de ideas. (A. Communication)</p> <p>La lengua extranjera como medio de comunicación y relación con personas de otros países (C. Interculturality)</p> <p><u>Contents</u> that will be taught in this session: - Reading an Instagram post (with teacher support).</p>						
Learning outcomes	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Make predictions of what is going to happen in the post the leprechaun has sent • Read and understand the text identifying the gist 						
Evaluation criteria	<p><u>Students can:</u></p> <ul style="list-style-type: none"> • Correctly apply strategies to interact with others (1.2) • Effectively appreciate the diversity of other countries where the foreign language is spoken (6.2) 						
Previous knowledge	<p>We assume <u>students already know...</u></p> <ul style="list-style-type: none"> • Some animal's names (elephant, giraffe, snake) • Colors 						
UDL	<p><u>Mindfulness dynamic</u> before the lesson will help students to be more connected with the class and themselves.</p> <p>T will use <u>Mentimeter</u> to write the Ss predictions on the board so, after they have read the whole text, the leprechaun has sent, we will check the predictions that are on the board</p>						

Materials	<ul style="list-style-type: none"> Leprechaun post ICT tools (digital board to read the text and to make mentimeter https://www.menti.com/alukc7vxiegy) Template for Ss to express their feelings 	Spaces	Classroom
PROCEDURES			
Timing	Stage /substage	Activities	Grouping
5 minutes	Warm-up	Mindfulness dynamic: this dynamic is going to appear in every session, so Ss could have some minutes to breath and calm.	Whole class
10 minutes	Pre-reading	<u>Predictions:</u> before reading the text, T will just show Ss the post with the picture. (A) So Ss could make some predictions about what the leprechaun is going to tell us about. Also a few minutes to talk about how they felt in the last unit with the task.	Whole class
25 minutes	While-reading	T will show Ss the post the leprechaun has sent. (A) Read the text all together and check if the predictions of the Ss where right	Whole class
10 minutes	Post-reading	Ss will spend a few minutes filling out a template in where they must write how did they feel after the lesson, feeling free to write whatever they want. Doing this, T can know how their Ss felt. (B)	Pairs


LESSON MATERIALS:

A) Instagram post of the Leprechaun Colin



B) Time to write their feelings

How are you feeling?
Feel free to express your feelings :)



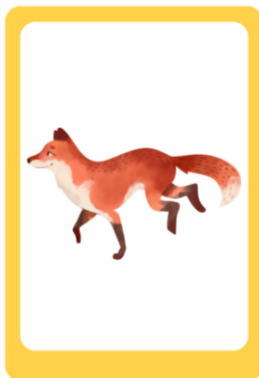
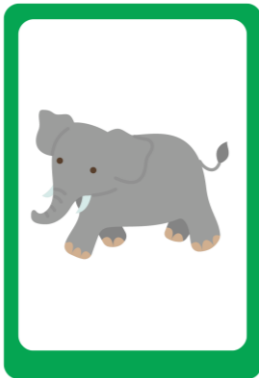
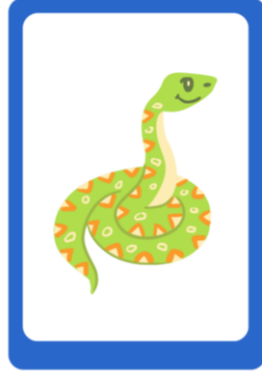
Unit	4	Lesson	2	Year	3	Time	50 minutes
Session Title	What's inside my bag?			Subject	English		
FOCUS							
Skills	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Listening	Speaking	Reading	Writing		
Systems	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Grammar	Phonology	Lexis	Function	Discourse	
Key competences	<p><u>Key competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication • Multilingual Competence • Personal, Social and learning to learn Competence 						
Specific competences	<p><u>Specific competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Interactuar con otras personas en intercambios comunicativos respetuosos con las normas de cortesía. (3) • Participar en situaciones usando estrategias y conocimientos para transmitir información (4) 						
Contents	<p><u>(Decree 61/2022)</u> Conocimientos para participar en actividades de participación en las que se utilicen estrategias comunicativas (Bloque A. Comunicación) Estrategias conversacionales básicas verbales (Bloque A. Comunicación) Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (Bloque B. Plurilinguismo)</p> <p><u>Contents</u> that will be taught in this session:</p> <ul style="list-style-type: none"> - New vocabulary of animal names with its noise. - Make use of the structure "Is that a...?" in interactions with classmates 						
Learning outcomes	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Recognize and name the following animals: kangaroo, monkey, snake, hippo, elephant, giraffe, tiger, lion, fox, 						

	<ul style="list-style-type: none"> • Use the structure “What is this...? This is a... when talking about animals • Use the structure “Is that a...?” when asking • Evaluate themselves after the lesson 		
Evaluation criteria	<p><i>Students can:</i></p> <ul style="list-style-type: none"> • Correctly apply strategies to ask and answer questions (3.2) • Effectively use resources to understand the information (4.2) • Effectively register the strengths and weaknesses (5.3) 		
Previous knowledge	<p>We assume <i>students already know...</i></p> <ul style="list-style-type: none"> • Some animal's names (elephant, giraffe, snake) • The structure: What is this? This is a... 		
UDL	<p><u>Mindfulness dynamic</u> before the lesson will help students to be more connected with the class and themselves.</p>		
Materials	<ul style="list-style-type: none"> - Bag - Zoo animals' flashcards - Rubrics 	Spaces	Classroom
PROCEDURES			
Timing	Stage /substage	Activities	Grouping
5 minutes	Warm-up	Mindfulness dynamic	Whole class
5 minutes	Present	T show students a bag and ask Ss what they think there's inside.	Whole class
25 minutes	Practice	<p>After having a few minutes to make predictions, T will start showing what did he brought in that bag. T start taking out flashcards of zoo animals (C), showing them and using the structure What is this? This is a... through <u>elicitation</u>. After, T chorus the animal noise: <i>Example:</i> “What is this? This is a... lion” “What noise does a lion make? Roar!”</p> <p>Checking understanding game: “Pass the animal” The whole class will be seated in a circle. T passes a flashcard to the nearest student. As they pass the cards, they have to say the animal's name and noise. After a few cards, T will show Ss the different flashcards by asking: “Is that a...?” and Ss must answer: “Yes, it is or No it isn't”</p>	Whole class
10 minutes	Produce	<p>Game: Is that a... Yes, it is/No it isn't Ss will work in groups of 4, in which they will have to draw one of the animals they have learnt, the rest of the group must guess it by asking: Is that a...?</p>	Groups
5 minutes	Self-evaluation	At the end of each session, the students will fill out a self-evaluation form (D) that includes a rubric and questions about what they have learned, what they feel they need help with, and what they would like to	Individually

		know more about. In this way, the teacher will have a record made by each student after each session.	
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LESSON MATERIALS:

C) Animals' flashcards



D) Self-assessment rubric

SELF-ASSESSMENT RUBRIC

			
I HAVE SHOWN INTEREST IN THE TASK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I HAVE WORKED COOPERATIVELY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I HAVE LISTENED AND RESPECTED MY CLASSMATES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I HAVE USED THE VOCABULARY AND GRAMMAR LEARNED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit	4	Lesson	3	Year	3	Time	50 minutes
Session Title	Tigers or sharks?			Subject	English		
FOCUS							
Skills	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Listening	Speaking	Reading	Writing		
Systems	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Grammar	Phonology	Lexis	Function	Discourse	
Key competences	<p><u>Key competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication • Multilingual Competence • Digital Competence • Personal, Social and learning to learn Competence • Citizenship Competence • Entrepreneurial Competence 						
Specific competences	<p><u>Specific competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Interactuar con otras personas en intercambios comunicativos respetuosos con las normas de cortesía. (3) • Participar en situaciones usando estrategias y conocimientos para transmitir información (4) 						
Contents	<p><u>(Decree 61/2022)</u> Estrategias para un intercambio verbal y colectivo de ideas (Bloque A. Comunicación) Convenciones y estrategias conversacionales básicas verbales o no verbales (Bloque A.Comunicación) Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (Bloque B. Plurilinguismo)</p> <p><u>Contents</u> that will be taught in this session:</p> <ul style="list-style-type: none"> - Reading and understanding texts by groups. - Finding the meaning of unfamiliar words with context. - Answer questions related to the topic they have read about. 						
Learning outcomes	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Understand the main ideas of a text about tigers and sharks • Work collaboratively by proposing ideas while respecting each other 						
Evaluation criteria	<p><u>Students can:</u></p> <ul style="list-style-type: none"> • Correctly use their knowledge to express and share ideas with the class (3.2) • Effectively talk with their partner to answer questions (4.2) 						


Previous knowledge	<p>We assume <u>students already know</u>...</p> <ul style="list-style-type: none"> • Some animal's names (elephant, giraffe, snake) • Vocabulary: ocean, blood, skeleton, skin, scales, habitat, hunt 		
UDL	<p><u>Mindfulness dynamic</u> before the lesson will help students to be more connected with the class and themselves. T will use <u>Pixabay</u> for the images of the tiger and the shark Ss can use <u>Wordreference</u> to look for words they are not familiar for them <u>Speech texter</u> if necessary for Ss that have more difficulties when writing</p>		
Materials	<ul style="list-style-type: none"> - Ball - Tiger and Shark texts - Template with questions of the texts - Rubrics 	Spaces	Classroom
PROCEDURES			
Timing	Stage /substage	Activities	Grouping
5 minutes	Warm-up	Mindfulness dynamic	Whole class
10 minutes	Vocabulary review	<p>Game: "Pass the ball" T will start this game which consists of reviewing vocabulary of the last sessions. Once someone throws the ball at you, you have to say an animal name, when you say it, you pass it to another classmate. If someone can't say any name, is out of the game.</p>	Whole class
20 minutes	While-reading	<p>T will put 2 images on the board (E): one of a tiger and another one of a shark. He will ask students what they know about each animal and some differences.</p> <p>T will separate the class into two teams: Team Shark and Team Tiger. Each team will have to read a text (F) of the animal they have. Every student on the team must have a text; they will have to read it first, on their own and, after, T will write on the board specific points (such as: location, hunt, food, largest, smallest, skeleton, skin) in where Ss will have to pay more attention while they read it the second time and when sharing what they have read with the rest of the group.</p>	<p>Whole class</p> <p>Middle class</p>
10 minutes	Post-reading	In the same teams, T will make pairs using a random selection tool and both will have to answer some questions related to the text they read before with the rest of the team.	Pairs
5 minutes	Self-evaluation	Ss will have to write and express how did they work in this session and what are their difficulties and interests	Individually

LESSON MATERIALS:

E) Tiger and shark pictures



F) Readings and questions



TIGERS

Tigers are one of the most beautiful animals in the world! They are found in a variety of habitats in parts of Asia and Russia.


Tigers are the largest species of the cat family and they can weigh up to 660 pounds!

Tigers are excellent hunters and they use their powerful jaws and sharp claws to catch their prey.

They can even swim very fast in order to catch their prey. They usually eat deer, wild boar, and other animals.


Tigers are an endangered species because of hunting and loss of habitat.

Answer the questions:

-  1. Where can you find tigers?

-  2. What is the largest animal in the cat family?

-  3. What do tigers use to hunt?

-  4. What animals eat the tiger?

-  5. Why are tigers in danger?

SHARKS


Sharks are one of the most feared creatures in the ocean, they have been around for more than 400 million years!!


Sharks come in all shapes and sizes, the smallest is only about 8 inches long, to the biggest whale shark, which can reach lengths of more than 40 feet.


Sharks have a skeleton made of cartilage instead of bones, and their skin is covered in tiny scales called denticles.


Sharks also have an amazing sense of smell and can detect a single drop of blood in an Olympic-sized swimming pool!


Answer the questions:

-  1. For how many years have sharks existed?

-  2. What is the smallest type of shark?

-  3. What material are a shark's skeleton made of?

-  4. How is the skin of a shark?

-  5. Can sharks smell blood?

Unit	4	Lesson	4	Year	3	Time	50 minutes
Session Title	Comparing everything			Subject	English		
FOCUS							
Skills	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Listening	Speaking	Reading	Writing		
Systems	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Grammar	Phonology	Lexis	Function	Discourse	
Key competences	<p><u>Key competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication • Multilingual Competence • Personal, Social and learning to learn Competence 						
Specific competences	<p><u>Specific competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Interactuar con otras personas en intercambios comunicativos respetuosos con las normas de cortesía. (3) • Participar en situaciones usando estrategias y conocimientos para transmitir información (4) 						
Contents	<p><u>(Decree 61/2022)</u> Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación (Bloque A. Comunicación) Estrategias interactivas, un intercambio verbal y colectivo de ideas. (Bloque A. Comunicación) Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (Bloque B. Plurilinguismo)</p> <p><u>Contents</u> that will be taught in this session:</p> <p><u>Orden 5958/2010)</u> <u>Languaqe children are exposed to (Bilingual schools)</u> Comparative adjectives (bigger, smaller, slower, shorter, taller)</p>						

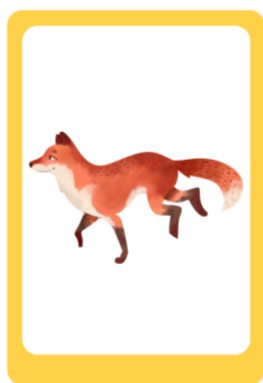
Learning outcomes	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Use comparatives when talking about animals • Work collaboratively with their partner • Evaluate themselves after the lesson 		
Evaluation criteria	<p><u>Students can:</u></p> <ul style="list-style-type: none"> • Correctly use adjectives to compare animals with a partner and in the interactions with the teacher (3.2) • Effectively use strategies to match the picture with its adjective on their little boards (4.2) 		
Previous knowledge	<p>We assume <u>students already know...</u></p> <ul style="list-style-type: none"> • Some animal's names (elephant, giraffe, snake) • Adjectives such as short, long, big, small 		
UDL	<p><u>Mindfulness dynamic</u> before the lesson will help students to be more connected with the class and themselves. T will use <u>Canva</u> for the elaboration of the animals' flashcards that are going to be around the classroom</p>		
Materials	<ul style="list-style-type: none"> - Flashcards with animals' pictures - Panel with adjectives - Digital board - Little boards of the Ss - Rubrics 	Spaces	Classroom
PROCEDURES			
Timing	Stage /substage	Activities	Grouping
5 minutes	Warm-up	Mindfulness dynamic	Whole class
10 minutes	Lead-in	<p>Game: "Guess the animal" T will make random groups of 4 people and give them a paper with the name of an animal. The group will have to make the figure of that animal using the bodies of all the members of the group. The rest of the class will have to guess which animal it is.</p>	Groups
20 minutes	Present	<p>T will paste different animal pictures around the class (G) (under the tables, stuck on the walls, on the window...). T will point at a picture and give some seconds to the Ss to write one of the words they are projected on the digital board on their small boards. Example: T points at the picture of an elephant, Ss look at the board to choose one of the adjectives (H), they will probably select big or heavy and write it on their small boards.</p> <p>After they have matched the first image with the adjective, T will select another one, and so do with the rest of the pictures.</p>	Whole class

		<p>After all the pictures are matched with an adjective, T will take them one by one and compare it using elicitation: <i>Example:</i> <i>Picture of an elephant and the word: big</i> <i>Picture of a mouse and the word: small</i> <i>Pick the picture of the elephant and write big under the picture. Point to the mouse picture and elicit "big-bigger" "small-smaller" and write that under the picture, underlining the "er" part.</i></p> <p>T will make more examples till the Ss get how the comparative adjectives work.</p>	Whole class
10 minutes	Practice	<p>Game: "Let's compare" T will give each pair a sheet of paper with a list of animals from the previous units and a list of adjectives. T explain Ss they have to select one animal from the list and describe it by using the adjectives of the paper. After they have each finished, have them compare their descriptions with each other.</p>	Pairs
5 minutes	Self-evaluation	Ss will have to write and express how did they work in this session and what are their difficulties and interesting's.	Individually

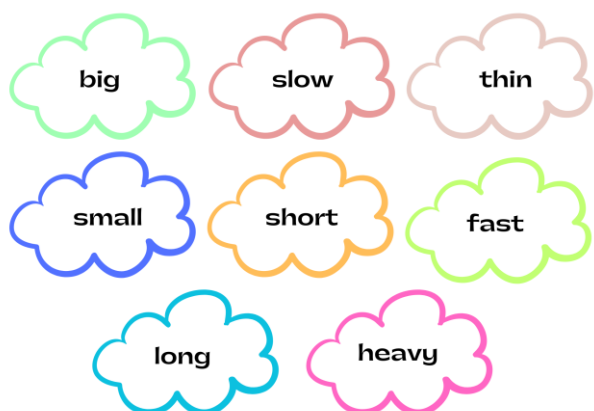
LESSON MATERIALS:

G) Animal's flashcards





H) Adjectives to project on the board



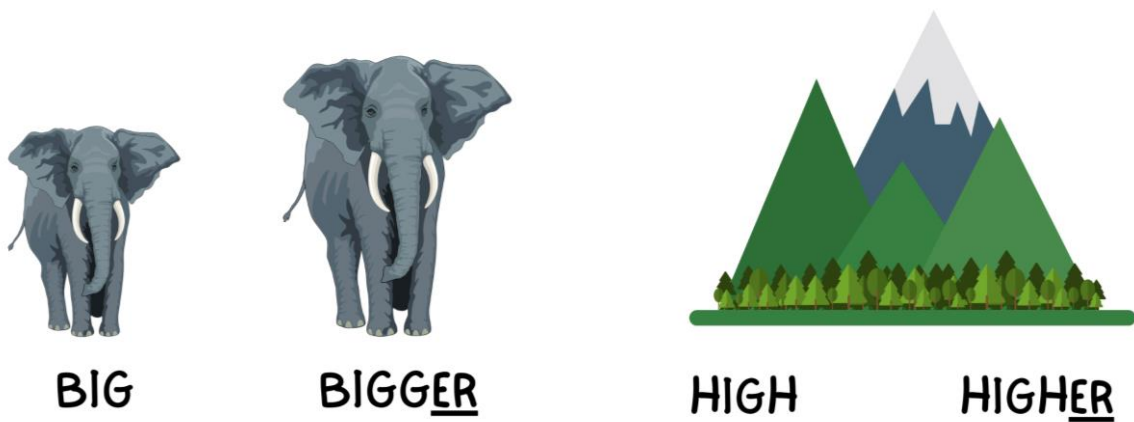
Unit	4	Lesson	5	Year	3	Time	50 minutes
Session Title	Which animal is the biggest?			Subject	English		
FOCUS							
Skills	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Listening	Speaking	Reading	Writing		
Systems	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Grammar	Phonology	Lexis	Function	Discourse	
Key competences	<p><u>Key competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication • Multilingual Competence • Digital Competence • Personal, Social and learning to learn Competence 						
Specific competences	<p><u>Specific competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Interactuar con otras personas en intercambios comunicativos respetuosos con las normas de cortesía. (3) • Participar en situaciones usando estrategias y conocimientos para transmitir información (4) 						
Contents	<p><u>(Decree 61/2022)</u> Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación (Bloque A. Comunicación) Estrategias interactivas, un intercambio verbal y colectivo de ideas. (Bloque A. Comunicación) Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (Bloque B. Plurilinguismo)</p> <p><u>Contents</u> that will be taught in this session:</p>						

	<u>Orden 5958/2010)</u> <u>Language children are exposed to (Bilingual schools)</u> Superlative adjectives		
Learning outcomes	<u>Students will be able to:</u> <ul style="list-style-type: none"> • Use superlatives when talking about animals • Understand the difference between comparatives and superlatives 		
Evaluation criteria	<u>Students can:</u> <ul style="list-style-type: none"> • Effectively understand the difference between comparative and superlative in the interactions with the teacher and the Kahoot! (3.2) • Correctly use strategies to remember when to use superlatives (4.2) 		
Previous knowledge	We assume <u>students already know...</u> <ul style="list-style-type: none"> • Some animal's names (elephant, giraffe, snake) • Comparative adjectives 		
UDL	<u>Mindfulness dynamic</u> before the lesson will help students to be more connected with the class and themselves. T will use <u>Canva</u> for the elaboration of the animals' flashcards that are going to be around the classroom T will use <u>Kahoot!</u> to review the superlatives and foster interest		
Materials	<ul style="list-style-type: none"> - Templates for reviewing comparatives - Templates for teaching superlatives - Digital board - Kahoot! - Little boards of the Ss - Rubrics 	Spaces	Classroom
PROCEDURES			
Timing	Stage /substage	Activities	Grouping
5 minutes	Warm-up	Mindfulness dynamic	Whole class
15 minutes	Review	Game: "Pictionary" to review last session T will give to a Ss an adjective of last class; S must look at it and draw a picture which represents it. Example: adjective-big, S can draw a big tree and under it a small mouse, so he/she can point to the tree. The other activity T will do to review comparatives will be showing a picture (I) but without the words below, because T will not show Ss at first sight. T will elicit Ss to say the adjective the picture is related to. After Ss say it, T points to the next one, which is bigger (eliciting the word)	Whole class

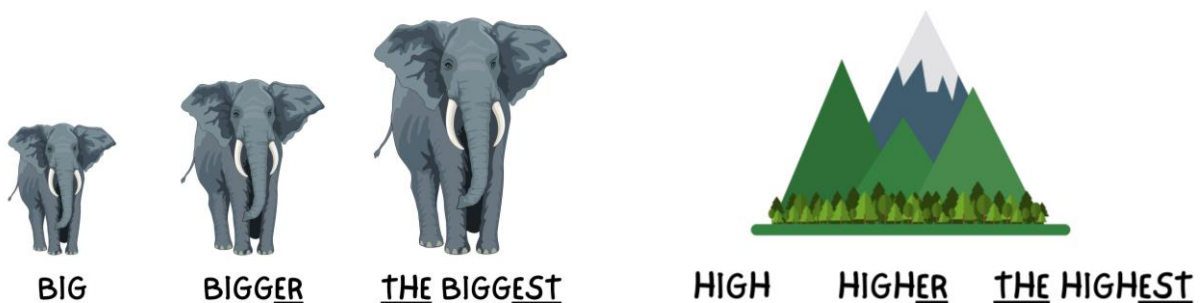
15 minutes	Present	<p>After having reviewed the comparatives, T is going to introduce superlatives using the same pictures but adding another one (J). Example with the elephant picture: "This elephant is big" (the first) "This elephant is bigger" (the second) "This apple is... the biggest!" (the third)</p> <p>Chorus three times, so Ss can say it more than once. Then, T will do the same with the other picture.</p>	Whole class
15 minutes	Practice	<p>To continue practicing superlatives, T will show Ss a Kahoot! (K) in which the whole class will participate at the same time by drawing the symbol where they think the correct answer is and showing it at the same time. T will stop in each slide for Ss to pay more attention to spelling in: double b in bigger, biggest; double l in small, smallest and tall, tallest.</p> <p>After this activity, T will be able to know which Ss has more difficulties.</p>	Individually
5 minutes	Self-evaluation	Ss will have to write and express how did they work in this session and what are their difficulties and interesting's.	Individually

LESSON MATERIALS:

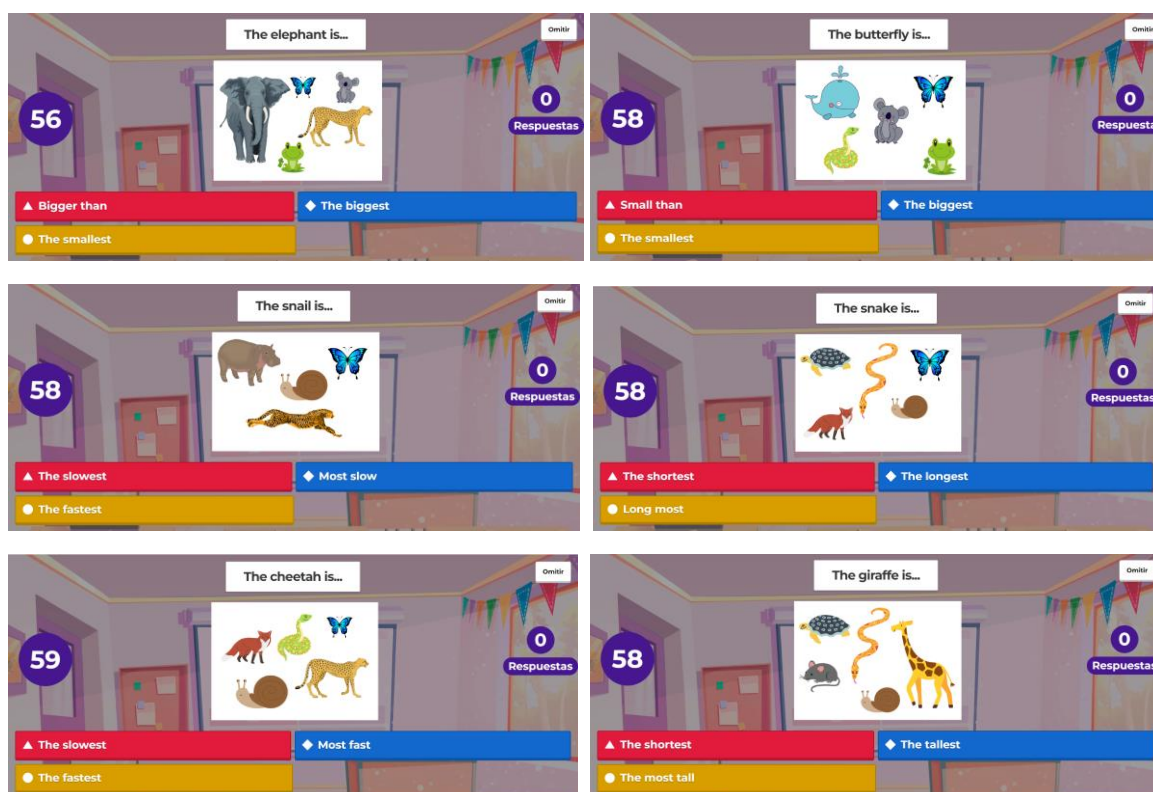
I) Comparatives



J) Superlatives



K) Kahoot! slides



Unit	4	Lesson	6	Year	3	Time	50 minutes			
Session Title	Let's talk about zoos			Subject	English					
FOCUS										
Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Listening	Speaking	Reading	Writing		
Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Grammar	Phonology	Lexis	Function	Discourse
Key competences	<p><u>Key competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication • Multilingual Competence • Digital Competence • Entrepreneurial Competence 									
Specific competences	<p><u>Specific competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Producir textos sencillos de manera comprensible y estructurada mediante el empleo de estrategias para expresar mensajes breves. (2) • Reconocer y usar repertorios lingüísticos personales entre distintas lenguas para mejorar la respuesta en situaciones conocidas. (5) 									
Contents	<p><u>(Decree 61/2022)</u> Estrategias interactivas, un intercambio verbal y colectivo de ideas. (Bloque A. Comunicación) Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: expresar las preferencias, el acuerdo o desacuerdo en lengua inglesa. (Bloque A. Comunicación) Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (Bloque B. Plurilinguismo)</p> <p><u>Contents</u> that will be taught in this session:</p> <ul style="list-style-type: none"> - Production of a for and against activity. 									

	- Express the ideas and opinions in a different format		
Learning outcomes	<u>Students will be able to:</u> <ul style="list-style-type: none"> • Select arguments thinking on how to defend them. • Read information from different websites to select the best information. • Evaluate themselves after the lesson 		
Evaluation criteria	<u>Students can:</u> <ul style="list-style-type: none"> • Correctly select arguments to express the ideas with ICT and human help (2.3) • Effectively make use of the previous knowledge to understand the information from the websites (5.2) 		
Previous knowledge	We assume <u>students already know...</u> <ul style="list-style-type: none"> • Vocabulary related to zoos • Affirmative sentences 		
UDL	<u>Mindfulness dynamic</u> before the lesson will help students to be more connected with the class and themselves. T will use <u>Canva</u> for the elaboration of the animals' flashcards that are going to be around the classroom <u>Pixabay</u> for the photo of the zoo of Annex X <u>ZAC Browser</u> to control the access to the internet of the students <u>Speech texter</u> if necessary for Ss that have more difficulties when writing		
Materials	<ul style="list-style-type: none"> - Writing activity - Computers - Rubrics - Websites where Ss are going to search information: https://www.bbc.co.uk/teach/what-are-zoos-for/z649f4j https://learnenglishteens.britishcouncil.org/skills/reading/b2-reading/are-zoos-good-thing https://www.timeforkids.com/g34/should-zoos-still-exist/ 	Spaces	Classroom Computer room
PROCEDURES			
Timing	Stage /substage	Activities	Grouping
5 minutes	Warm-up	Mindfulness dynamic	Whole class
15 minutes	Lead-in	T show Ss a picture (L) of a zoo and ask Ss some questions: <ul style="list-style-type: none"> - Can you list the animals in the picture? - Which animal is the largest? - Which animal is the smallest? - Have you ever been to a zoo? - What sounds do the animals in the picture make? - What is your favorite zoo animal? 	Whole class
30 minutes	While	T will give Ss a worksheet (M) in which they must write reasons to close zoos and reasons to not close them. They will be able to search on the internet pages the T will show them (they are in materials), as the computer classroom will be opened for the class.	Individually

10 minutes	Post	T will divide the class into two groups (both chosen randomly), the first ones will have to be positioned for zoos and the other group against. Ss will talk with the rest of their group about the ideas they have found and some strategies they can carry out in the debate.	Individually
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LESSON MATERIALS:

L) Zoo picture



M) Writing activity

ZOOS OR NOT ZOOS?

Reasons to close zoos	Reasons to keep zoos open

Unit	4	Lesson	7	Year	3	Time	50 minutes
Session Title	Ready to share your opinions?			Subject	English		
FOCUS							
Skills	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Listening	Speaking	Reading	Writing		
Systems	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Grammar	Phonology	Lexis	Function	Discourse	
Key competences	<p><u>Key competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication • Multilingual Competence • Digital Competence • Personal, Social and learning to learn Competence • Entrepreneurial Competence • Awareness and cultural expressions Competence 						
Specific competences	<p><u>Specific competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Producir textos sencillos de manera comprensible y estructurada mediante el empleo de estrategias para expresar mensajes breves. (2) • Interactuar con otras personas en intercambios comunicativos respetuosos con las normas de cortesía. (3) • Reconocer y usar repertorios lingüísticos personales entre distintas lenguas para mejorar la respuesta en situaciones conocidas. (5) 						
Contents	<p><u>(Decree 61/2022)</u> Estrategias para un intercambio verbal y colectivo de ideas. (Bloque A. Comunicación)</p> <p>Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (Bloque B. Plurilingüismo)</p> <p>Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios (Bloque C. Interculturalidad)</p>						
Learning outcomes	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Share opinions with the rest of their classmates to practice for the debate • Take notes of different ideas from other classmates of their group • Make a visual organizer to write down what they are going to defend at the debate 						
Evaluation criteria	<p><u>Students can:</u></p> <ul style="list-style-type: none"> • Effectively write the ideas in a schematic way by using visual thinking (2.3) • Correctly express ideas and ask and answer questions to have a different perspective (3.2) • Correctly use the previous knowledge to write down the opinions they want to defend (5.2) 						
Previous knowledge	<p>We assume <u>students already know...</u></p> <ul style="list-style-type: none"> • Vocabulary related to zoos • How to make a visual thinking • Affirmative sentences 						
UDL	<p><u>Mindfulness dynamic</u> before the lesson will help students to be more connected with the class and themselves.</p> <p>T will use <u>Canva</u> for the elaboration of the animals' flashcards that are going to be around the classroom</p> <p><u>Visual thinking</u>: Ss will have to write down the ideas in a different and more organized format</p>						

Materials	<ul style="list-style-type: none"> - Animals' flashcards - Random selection tool: https://www.online-stopwatch.com/random-name-pickers/pot-of-gold-name-picker/ - Rubrics 	Spaces	Classroom
PROCEDURES			
Timing	Stage /substage	Activities	Grouping
5 minutes	Warm-up	Mindfulness dynamic	Whole class
10 minutes	Present	<p>T will write some sentences on the board, such as:</p> <ul style="list-style-type: none"> - I hate football - My favorite food is pizza <p>T will ask students if they agree or disagree with those sentences, writing on the board some expressions to elicit Ss to use them:</p> <p><u>Agreeing</u>: I agree, I think so</p> <p><u>Disagreeing</u>: I don't agree, I don't think so</p>	Whole class
20 minutes	Practice	<p>T will give Ss time to organize the debate that will be carried out the next session. Ss will have to take notes and consider the opinions of all the integrates of the group.</p> <p>Each S of the group will have to participate in the debate, so everyone should have a paper with the ideas they defend written.</p>	Groups
10 minutes	Produce	Every S will have some individual time to make a visual organizer or a mind-map, what is easier for them to participate in the debate.	Individually
5 minutes	Self-evaluation	Ss will have to fill the same template as the one of the first session (N) so T can see how the Ss are feeling with this different activity.	Individually

LESSON MATERIALS:

N) Time to write their feelings

How are you feeling?
Feel free to express your feelings :)



Unit	4	Lesson	8	Year	3	Time	50 minutes
Session Title	Let's debate!			Subject	English		
FOCUS							
Skills	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Listening	Speaking	Reading	Writing		
Systems	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Grammar	Phonology	Lexis	Function	Discourse	
Key competences	<p><u>Key competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication • Multilingual Competence • Personal, Social and learning to learn Competence • Citizenship Competence • Entrepreneurial Competence 						
Specific competences	<p><u>Specific competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Interactuar con otras personas en intercambios comunicativos respetuosos con las normas de cortesía. (3) • Participar en situaciones usando estrategias y conocimientos para transmitir información (4) • Reconocer y usar repertorios lingüísticos personales entre distintas lenguas para mejorar la respuesta en situaciones conocidas. (5) 						
Contents	<p><u>(Decree 61/2022)</u> Estrategias para un intercambio verbal y colectivo de ideas. (Bloque A. Comunicación)</p> <p>Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (Bloque B. Plurilinguismo)</p> <p>La lengua extranjera como medio de comunicación y relación con personas de otros países (Bloque C. Interculturalidad)</p>						
Learning outcomes	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Defend their ideas with the classmates apporting good reasons • Be respectful when another mate is talking or expressing its own idea • Evaluate themselves after the lesson 						

Evaluation criteria	<p><u>Students can:</u></p> <ul style="list-style-type: none"> • Correctly use strategies to express ideas and opinions and ask and answer questions in the debate (3.2) • Effectively make use of different materials to support what they are defending (4.2) • Correctly make use of previous knowledge to feel more comfortable when debating (5.2) 		
Previous knowledge	<p>We assume <u>students already know...</u></p> <ul style="list-style-type: none"> • Vocabulary related to zoos • Affirmative sentence • Structure: Yes, but... No, because... 		
DUA	<p><u>Mindfulness dynamic</u> before the lesson will help students to be more connected with the class and themselves. T will use <u>Canva</u> for the elaboration of the animals' flashcards that are going to be around the classroom</p>		
Materials	- Student's notes to defend their opinions	Spaces	Classroom
PROCEDURES			
Timing	Stage /substage	Activities	Grouping
5 minutes	Warm-up	Mindfulness dynamic	Whole class
5 minutes	Pre	T will start the lesson giving instructions to the Ss about how the debate is going to be. Each Ss of the different groups will have a number (randomly), and that's the moment in which they are going to talk and defend their ideas.	Groups
35 5inutes	While	Before the debate starts, T will write on the board expressions Ss must use on their interventions: <u>Sequence of arguments:</u> firstly, secondly, thirdly <u>Agreeing:</u> I agree, I think so <u>Disagreeing:</u> I don't agree, I don't think so <u>Summarizing:</u> To conclude, To sum up Time to debate!	Whole class
5 minutes	Post	The whole class will be in a circle, so they can have a few minutes to talk about their opinion of the session and the unit, how did they feel...	Individually

Unit	4	Lesson	9	Year	3	Time	50 minutes
Session Title	How do you feel?			Subject	English		
FOCUS							
Skills	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Listening	Speaking	Reading	Writing		
Systems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Grammar	Phonology	Lexis	Function	Discourse	

Key competences	<p><u>Key competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication • Multilingual Competence • Personal, Social and learning to learn Competence • Citizenship Competence • Entrepreneurial Competence 		
Specific competences	<p><u>Specific competences</u> that will be developed in this session:</p> <ul style="list-style-type: none"> • Interactuar con otras personas en intercambios comunicativos respetuosos con las normas de cortesía. (3) 		
Contents	<p><u>(Decree 61/2022)</u> Estrategias para un intercambio verbal y colectivo de ideas. (Bloque A. Comunicación)</p> <p>Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (Bloque B. Plurilinguismo)</p> <p>La lengua extranjera como medio de comunicación y relación con personas de otros países (Bloque C. Interculturalidad)</p>		
Learning outcomes	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Defend their ideas with the classmates apporting good reasons • Be respectful when another mate is talking or expressing its own idea • Evaluate themselves after the lesson 		
Evaluation criteria	<p><u>Students can:</u></p> <ul style="list-style-type: none"> • Correctly use strategies to express their feelings after the unit (3.2) 		
Previous knowledge	<p>We assume <u>students already know...</u></p> <ul style="list-style-type: none"> • Vocabulary related to zoos • Affirmative sentence • Use of Padlet 		
UDL	<p><u>Mindfulness dynamic</u> before the lesson will help students to be more connected with the class and themselves.</p> <p>T will use <u>Canva</u> for the elaboration of the animals' flashcards that are going to be around the classroom</p> <p>Ss will use <u>Padlet</u> to upload the materials they have used in the debate</p>		
Materials	<ul style="list-style-type: none"> - Student's notes to defend their opinions - Teacher's computer - Rubrics 	Spaces	Classroom
PROCEDURES			
Timing	Stage /substage	Activities	Grouping
5 minutes	Warm-up	Mindfulness dynamic	Whole class
5 minutes	Pre	T and Ss will make a circle in the class to talk about their feelings in the whole unit, if they like the different activities, what they have learnt, if they enjoyed the debate...	Groups

25 minutes	While	<p>This time will be to review the whole unit by doing to different games they did in previous sessions:</p> <ul style="list-style-type: none"> - Pass the animal - Pass the ball - Kahoot! - Guess the animal - Pictionary 	Whole class
10 minutes	Post	<p>In the last session of every unit, Ss will upload the final product of the middle and final tasks into a Padlet. In that way, they can see their own work and their classmates work whenever they want.</p> <p>Ss will have some minutes to upload the work they have done on their final task to the Padlet using teacher's computer.</p>	Individually
5 minutes	Self-evaluation	<p>Ss will have to fill out the template of Annex 10 so T can see how the Ss are feeling with this different activity.</p> <p>Also, they will have to fill out a peer-assessment (Annex 7), so T can have another perspective of how the Ss worked with their classmates.</p>	Individually