



TRABAJO DE FIN DE GRADO

PROGRAMACIÓN DIDÁCTICA ANUAL

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**PROGRAMACIÓN DIDÁCTICA ANUAL PARA LA
ASIGNATURA DE LENGUA EXTRANJERA: INGLÉS
PARA EL 3º CURSO DE EDUCACIÓN PRIMARIA**

***TINA THE TRAVELLER:*
A WORLDWIDE JOURNEY**



A Fede, Mamá y María,
por ser mis mejores maestros.

RESUMEN

El presente trabajo propone una Programación Anual de Lengua Extranjera: Inglés, para el 3º curso de Primaria. Se compone de 15 unidades didácticas relacionadas entre sí por un hilo conductor: Tina *the traveller* recorrerá un apasionante viaje por los países y ciudades anglófonas del mundo para enseñar a los alumnos cómo el inglés nos permite conectar con diferentes culturas y enriquecernos por ello.

La Programación recoge los aspectos del currículo (LOMLOE, 2022) así como otros elementos esenciales como los Objetivos de Desarrollo Sostenible (ODS) y el Diseño Universal del Aprendizaje (DUA). Aunque se trate de una programación de Inglés, se han incluido contenidos de otras áreas como Educación Física, Música o Plástica. Es esencial trabajar interdisciplinariamente para hacer ver que los contenidos de las distintas áreas se presentan conectados en la realidad. Esta Programación basa su metodología en el trabajo cooperativo, la Teoría de las Inteligencias Múltiples de Gardner, así como en el descubrimiento guiado con el andamiaje pertinente.

El objetivo principal de esta Programación es el de trabajar el proceso de aprendizaje del inglés desde una perspectiva intercultural. Se busca la comprensión del idioma como una herramienta útil no solo académicamente, sino en otras situaciones que implican comunicarse y apreciar diferentes culturas en un contexto globalizado como es el nuestro. Para lograrlo, se tendrá en cuenta la motivación e intereses de los alumnos para asegurar un proceso de aprendizaje significativo y agradable.

Palabras clave: Programación de Inglés, 3º de Primaria, interculturalidad, trabajo cooperativo, Inteligencias Múltiples, andamiaje, interdisciplinariedad.

ABSTRACT

This project reflects a suggestion for an Annual Syllabus for the Third Grade of Primary Education in the English area. It is composed of 15 didactic units which will be interconnected by a unifying thread: Tina *the traveller* will be undertaking an exciting road trip along anglophone countries and cities to show the students how English allows them to connect with different people and cultures.

My Annual Plan considers the curricular elements settled in LOMLOE (2022) as well as other important aspects such as the Sustainable Development Goals (SDG), and the Universal Design for Learning (UDL). It is important to mention that, although this Syllabus corresponds to the English area, some other contents of other areas, such as Physical Education (P.E.), Music, or Arts, will be covered. It is crucial to work following a crossed curriculum as contents remain interconnected on real-life situations, and it should be the same way when they are presented in class. The Annual Plan's methodology is based on cooperative learning, Gardner's Multiple Intelligence Theory and Guided Discovery Learning (GDL) supported by the appropriate scaffolding.

The main goal of this project is to continue working on student's English learning process following an intercultural approach. It pursues a conception of English as a fundamental tool to be used not only in academic, but in other situations that involve communicating and appreciating different cultures in a globalised context like ours. All these aspects must be developed regarding students' motivation and interests to ensure an enjoyable and meaningful learning process.

Key words: Annual Syllabus, Third Grade, interculturality, cooperative learning, Multiple Intelligences, scaffolding, cross curricular.

ABBREVIATIONS AND TRANSLATIONS

ACNEAE	SEN
<i>Adaptaciones curriculares significativas</i>	Significant curriculum adaptations
<i>Bloque A. Comunicación</i>	Communication (A)
<i>Bloque B. Plurilingüismo</i>	Plurilingualism (B)
<i>Bloque C. Interculturalidad</i>	Interculturality (C)
<i>Bloque D. Contenidos sintáctico-discursivos</i>	Syntactic-discursive contents (D)
<i>Competencias clave</i>	Key competences
<i>Competencias específicas</i>	Specific competences
Competencia en comunicación lingüística (CCL)	Linguistic communication competence
Competencia plurilingüe (CP)	Plurilingual competence
Competencia matemática y competencia en ciencia, tecnología e ingeniería (STEM)	STEM competence
Competencia digital (CD)	Digital competence
Competencia personal, social y de aprender a aprender (CPSAA)	Personal, social and learning to learn competence
Competencia ciudadana (CC)	Civic competence
Competencia emprendedora (CE)	Entrepreneurial competence
Competencia en conciencia y expresiones culturales (CCEC)	Awareness and cultural expressions competence
<i>Decreto 61/2022, de 13 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid la ordenación y el currículo de la etapa de Educación Primaria</i>	Decreto 61/2022
Descriptores operativos	Operational descriptors
Guided Discovery Learning	GDL
Ley Orgánica de Modificación de la LOE	LOMLOE, 2022
Multiple Intelligences	M. I.
<i>Orden 5958/2010, de 7 de diciembre, de la Consejería de Educación, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid</i>	Orden 5958/2010
Objetivos de etapa	Curricular objectives
Objetivos de la programación	Didactic objectives
Perfil de salida del alumnado	Outcome Skills Tool (OST)
<i>Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria</i>	RD 157/2022
Saberes básicos	Contents
Situaciones de aprendizaje	Learning Situations
Sustainable Development Goals	SDG
Universal Design for Learning	UDL

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1. INTRODUCTION

I didn't always have a clear vocation as a teacher. There was a time when I didn't know what to dedicate my life to, and I even considered a different career path than Education. But fortunately, I ended up realising which path I should follow.

It's difficult to name all the reasons why I love my profession because there are so many that I would always forget some. As a teacher, I have the power to educate, to promote a culture of work and effort, to accompany people through wonderful years of their lives, to educate in values, and to promote such positive attitudes as generosity or kindness, so necessary nowadays. I have been lucky to experience all of this during my four years of internships in schools, which have had such a positive influence on the teacher I am now, and for what I am incredibly grateful for.

As a teacher, I have the power to work with my students in the way I would have liked to be taught when I was a child. Although I always had a certain ease for learning English, I didn't always enjoy the subject. It tended to focus excessively on formal and decontextualized aspects, and of course, far from the interests of the students. Thanks to what I have seen on the schools and during these four years of the degree, I am completely sure that teaching English is a fantastic opportunity to implement an engaging and dynamic classroom experience. My intention with this Annual Plan is to continue working on the English learning process by exploiting children's inner curiosity, taking into account their interests and opinions, providing them with active resources and ensuring to not leave anyone behind. I certainly want my students to enjoy English in the way I have discovered it is possible.

2. LEGAL AND THEORETICAL BASIS

This Anual Syllabus has been designed following the current education law: *Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria* (from now on RD 157/2022) and *Decreto 61/2022, de 13 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid la ordenación y el currículo de la etapa de Educación Primaria* (from now on Decreto 61/2022). The methodological considerations included in *Orden 5958/2010, de 7 de diciembre, de la Consejería de Educación, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid* (from now on Orden 5958/2010) have been also taken into account.

Ley Orgánica de Modificación de la LOE (from now on LOMLOE, 2022) was created in 2022 and it has been implemented on the odd courses of the academic year 2022/2023. It presents differences from LOMCE (2013), the previous education law. These changing aspects will be explained now as they were necessary to be considered to create this Syllabus.

First of all, there has been a change in the number and name of *competencias clave* (from now on, *key competences*). LOMCE (2013) included seven of these competences and now LOMLOE (2022) has increased the number to eight. These are:

- Linguistic communication competence
- Plurilingual competence
- STEM competence
- Digital competence
- Personal, social and learning to learn competence

- Civic competence
- Entrepreneurial competence
- Awareness and cultural expressions competence

These eight key competences concretise thanks to another new element: *competencias específicas (from now on, specific competences)*. Each area has its own specific competences, which remain the same for all the Primary stage. For instance, in the case of the English area, the one affecting this project, there are six. It is important to mention that the specific competences are the basis of the evaluation criteria and are linked to another new aspect of the current law: *perfil de salida (from now on, outcome skills tool (OST))* and its operational descriptors. They reflect the key competences that the students should have acquired by the end of Primary education.

Another change included by the implementation of the new law are *saberes básicos (from now on, contents)*. In the case of the Community of Madrid, English contents are divided into four blocks: three of them are common to the rest of Spain (*Communication, Plurilingualism and Interculturality*) and one of them has been created specifically by the Community of Madrid: *Syntactic-discursive contents*.

LOMLOE (2022) also emphasises the necessity for children to develop the key and specific competences and to be able to use them in daily life issues. This is the reason why a new concept, *situaciones de aprendizaje (from now on, learning situations)*, has been included in the law. They present situations in which students must apply contents and competences to deal with them. By doing this, students connect what they learn in class with real-world situations.

Legal issues are not the only ones considered to create this Syllabus. More precisely, there are another two main aspects, the Sustainable Development Goals (SDG) of the United Nations 2030 agenda, and the Universal Design for Learning (UDL), in which this syllabus is based.

The Sustainable Development Goals are 17 objectives adopted by United Nation's members in 2015 that aim to improve relevant problems of the world from that year on to 2030 (United Nations, Department of Economic and Social Affairs, 2015). From all the SDGs, I have selected four of them to be developed during the didactic units: *reduced inequalities* (SDG 10), *responsible consumption and production* (SDG 12), *life below water* (SDG 14) and *life on land* (SDG 15). Apart from them, the SDG 4 *quality education*, is being developed throughout all the Plan, by ensuring an inclusive education who promotes values like sustainability, equality and non-violence.

The Universal Design for Learning (UDL) was developed by the CAST's (Center for Applied Special Technology) members David H. Rose and Anne Meyer. It focuses on two main ideas: diversity in the school is an irrefutable reality, and the fact that the curriculum and its objectives are designed only considering the majority of the students rather than all. Thus, not all of them can reach the objectives as these have not been previously adapted. This is the reason why its creators defend making curriculum, materials and educational tools more flexible so that everyone can efficiently access learning (Pastor et al., 2014).

3. CONTEXTUALIZATION

3.1 SUGGESTED SCHOOL

This Annual Syllabus is thought to be implemented in the **public-school Reina Victoria** in Madrid. It is located in Barrio de Salamanca, a high-income level area in the centre of the city. However, it also gathers students from other districts such as Ventas, Guindalera or Moratalaz. Due to its location and age (the school was founded in 1905), it does not have many facilities. It is formed by an antique building with a little gym on the inside. The playground is not too big either, but adequate as it is a small school.

It is a bilingual school that offers Early Years and Primary Education. It is relatively small as it only has two groups per year. According to this, the number of teachers is not excessively big; 7 Early Years teachers and 14 Primary ones. There are also four native speakers who work as English teacher assistants. One of the remarkable aspects of the teaching body is that they work by cooperative tutoring: there are two tutors for each class, the Primary teacher who teaches in Spanish and another tutor who is responsible for the bilingual section.

The school's educational project (Colegio Reina Victoria, 2016) characterises by the implementation of the principles of active learning, developing in students attitudes like curiosity, criticism, and investigation, so that they are key agents in their own learning process. It also focuses on appreciation and respect for differences by educating in non-violence values that promote non-discriminatory attitudes and favour coexistence.

As mentioned before, it follows a Bilingual Project so that the use of the English language is not limited to English subject. Apart from it, Reina Victoria pupils' study Natural and Social Science, Arts and Physical Education in English, as well. Eventually, half of the timetable is taught in English ([annex](#)). The next table explains the distribution of subjects taught in English:

Table 1.

Weekly sessions taught in English.

SUBJECT	WEEKLY SESSIONS
English	5
Natural and Social Science	4
Physical Education	2
Arts	2
Music	1

Source: Bilingual Plan Reina Victoria school.

<https://www.educa2.madrid.org/web/centro.cp.reinavictoria.madrid/proyectos>

3.2 SUGGESTED GROUP

The third-grade group suggested for implementing this Syllabus is formed of 20 8 and 9-year old students. There are some students with special education needs, more specifically, with ADHD (Attention Deficit Hyperactivity Disorder) and gifted children.

According to APA (2001), **ADHD** is a neurobiological disorder characterised by excessive impulsivity, hyperactivity, and inattention, which can hinder a child's ability to conform to age-appropriate behaviours and social norms. This can lead to a reduced academic performance and emotional and behavioural issues.

It is hard to define **gifted children's traits** as they cover a wide range of symptoms and situations. What it is clear is the fact remarked by Carpintero et al. (2009): students with high capacities are usually provided with learning situations that are achieved with little or no effort. Hence, their motivation levels decrease significantly, as well as their active participation during classes.

As the syllabus is conformed following the UDL (Universal Design for Learning) it assumes these SEN profiles and provides an opportunity for all students to learn effectively. However, I have also considered some special adaptations in some stages of the didactic units in order to meet everybody's needs.

3.3 PSYCHO-EVOLUTIONARY DEVELOPMENT OF THE STUDENTS

I consider it relevant to contextualise the vital moment my students are experiencing regarding their cognitive, emotional and personal development stages.

-Cognitive development:

According to Inhelder & Piaget (1969) children between 7 and 11 years old find themselves in the concrete operational stage. In terms of **cognition**, this stage characterises, among other factors, for the great development of metacognition.

Metacognition is defined as "a second or higher-order thinking process which involves active control over cognitive processes" (Mevarech & Kramarski, 2014, p.36). Thus, we can understand metacognition as the process of thinking about one's own thinking. Children of these ages, start to be more aware of what they think, how they think and what they learn, therefore, they tend to be more reflective, strategic and they start to plan more their actions than younger children (Coll et al., 2014). They also start what the author calls "the reasoning age" where they tend to reason and argue more objectively than younger children, so that they are able to maintain more logical and complex conversations (Coll et al., 2014, p.346).

-Socioemotional development:

All these cognitive progresses lead to changes in their **personality**. In the previous operational stage, significant adults such as parents had a high impact on children's personalities. Although this importance remains with 8 and 9-year-olds, another powerful element appear: the group of friends. At this age, children start comparing themselves with their peers so that they are aware of the differences and similarities between them. This fact has an impact on their levels of self-esteem and self-concept but it is not until preadolescence that these levels change significantly.

Lastly, children experience changes in their **emotional** development too. From 7-8 years old, children start to recognise that it is possible to feel more than one feeling at the same time. They also start to understand that those feelings can be conflicting too. This is a great advance in terms of emotional development as it begins to be more complex than younger children's. This has also an impact on their emotional self-regulation and the strategies they choose to manage it. Instead of trying to change an external situation that provokes negative feelings, children at this age start to introduce internal changes and apply different techniques to start feeling better. Another common strategy they tend to use is to resort to the group of friends (again, it is noticeable the importance of equals) (Coll et al., 2014, p.356).

4. COMPETENCES

LOMLOE (2022) characterises by a clear competence approach, hence, competences are one of the key elements to bear in mind when designing a Syllabus. They allow students to develop valuable and useful strategies and attitudes towards learning. They also make students aware of how they can apply what they learn at school to real-life situations. They are also the tool in which the evaluation criteria are based.

When following my English Annual Plan, my students will develop certain **key competences** established by LOMLOE (2022). However, they will be able to develop the totality of them thanks to the work that will be carried out in the rest of the areas. In this way, at the end of the year, all the competences will have been worked on.

The first key competence developed is **Competencia plurilingüe (CP)**. The main feature of this Annual Plan is to continue developing and improving English so that students can communicate better and more accurately.

As commented before, the didactic units are connected by a unifying thread that consists of traveling and getting to know other cities and countries and their cultural traditions. This is why **Competencia en conciencia y expresiones culturales (CCEC)** is also pursued. Students will learn to appreciate how cultural diversity enriches our world and how they can also contribute to expand and maintain cultural aspects.

The unifying thread also develops **Competencia ciudadana (CC)** as it promotes an active dialogue with the students about current issues such as sustainability, Human Rights or ecology and about our compromise to follow the Sustainable Development Goals (SDG) of the United Nations 2030 agenda.

Competencia digital is also considered. ICT resources play an important role in the Annual Plan, as they help achieving the UDL recommendations to reach everybody's needs. Of course, pieces of advice about the responsible and secure use of technology will be included.

Lastly, **Competencia personal, social y de aprender a aprender (CPSAA)** is also pursued. As it will be commented later in the section *Methodology*, this competence is linked to two main aspects. The first one is cooperative learning, a fundamental methodological approach in the Annual Plan. This competence allows students to be conscious of themselves and the rest, so that they can share ideas, dialogue or manage feelings in a proper way. It is also linked with two of the intelligences suggested by Gardner (1983): *interpersonal* and *intrapersonal intelligence*. Once again, by developing this competence we will benefit the growth of these two types of intelligence.

All these five key competences are developed thanks to the **specific competences** of the English area and their **operational descriptors**. See [\(annex\)](#) to find a chart relating them.

5. OBJECTIVES

After having established all the competences I want my students to acquire, I will settle the objectives of the Syllabus. This Plan pursues both curricular and its own didactic objectives. It has also considered **objectives settle in Orden 5958/2010** for bilingual schools ([annex](#)).

5.1 CURRICULAR OBJECTIVES

As it happened with the competences, this English Syllabus pursues acquiring some of the objectives present in the article 7 of RD 157/2022 and in the article 5 of the D 61/2022. The totality of them will be acquired due to the work of the rest of the curricular areas.

The selected curricular objectives of my Annual Plan are A, B, D, F, and I ([annex](#)).

5.2 DIDACTIC OBJECTIVES

The didactic objectives of my Annual Plan have been created regarding the evaluation criteria and the specific competences of the English area settled in both RD 157/2022 and D 61/2022. These are:

1. To develop valuable reading and comprehension skills.
2. To develop valuable writing skills.
3. To develop valuable speaking and listening skills by interacting with others in daily life conversations expressing opinions, thoughts, experiences, or ideas.
4. To reflect on metalinguistic aspects establishing relations between languages.
5. To appreciate cultural aspects and to conceive them as an opportunity of enrichment.
6. To be aware of some of the main current global issues and of the impact of individual roles on them.

6. CONTENTS

The contents of the Syllabus have been selected from the D 61/2022 ([annex](#)). They are divided into four blocks **(A)**, **(B)**, **(C)** and **(D)** (*see the letter before each content to recognise the block*). They are also divided on **conceptual contents**, *to know*, **procedural contents**, *to know how*, and **attitudinal contents**, *to know how to be*. Contents have been distributed in 15 didactic units that share a unifying thread featuring Tina the traveller and they will be worked on in a circular way. This means that the same content may be repeated in a subsequent unit. By doing this, we ensure that students interiorise learnings better, as they are not limited to a single unit.

D 61/2022 includes certain contents (specially in blocks A and B) that have to do with understanding mistakes as a necessary part of learning, familiarising with assessment tools like rubrics or self-assessment tools, or working with resources such as personal dictionaries of images, mind maps... All these contents are worked during all the 15 units. However, they are not specifically noted down, as that would be slightly repetitive.

The didactic units are distributed between the three terms in which the scholar year is divided into ([annex](#)). The first unit will not start until September 13th, although school starts on September 7th. This is because the two first sessions of English (Sept 8th and 9th) will be introductory. They will deal with getting to know the teacher through a game of questions, settle down the rules to follow during English lessons and sign them as a way of commitment, asking the students what and how they would like to learn English, and finally, students will need to complete an initial assessment. This will not be considered for their grades, but it is a powerful tool to discover the previous

knowledge and level of the students and bear it in mind when designing the following activities and assessments.

It will be in the third class (Sept 12th) when it will be explained how the subject is conceived: as a great journey with Tina around anglophone countries and cities. The cooperative teams will be given the roles ([annex](#)) and the teacher will tell them they will change periodically among members. They will also receive their group passport ([annex](#)) that they must complete and sign with their names, come up with a group name, create an insignia, settle common and individual goals for the English class...

Hereunder, the 15 didactic units of the Annual Plan can be found. Each one is presented in a table so that it follows a schematic format. The unit 9, will be more deeply explained in [annex 11](#).

UD 1: NICE TO MEET YOU TINA!		
Trimester 1	Number of sessions: 9	Sept 13 th – 23 rd
Learning situation		
Tina the traveller invites us to join her in a new adventure. If we are going to share this amazing trip with her, the first thing we must do is getting to know each other. Students will ask Tina about some personal information (age, nationality, preferences etc.). Then, each group will interview their partners and will create a presentation of the group to share the information collected with the rest of the class.		
Specific competences: 1, 2, 3,		Key competences: CP, CD, CPSAA
Objectives		
<ul style="list-style-type: none"> -To express likes and dislikes and other personal information. -To ask questions about likes and dislikes and other personal information using <i>Wh- questions</i>. -To show interest and respect about other's preferences. 		
Didactic objectives: 2, 3, 4		Curricular objectives: B, F, I
Conceptual contents		
<p>(D)Interrogación: Wh- questions.</p> <p>(D)Expresión de gustos y preferencias: I like/I don't like; I like verb- ing; I love.</p>		
Procedural contents		
<p>(A)Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: saludar, presentar y presentarse, expresar los gustos y las preferencias.</p> <p>(A)Herramientas analógicas y digitales básicas de uso común para la producción oral. Uso guiado, limitado y responsable de las herramientas digitales.</p> <p>(B) Estrategias básicas de uso común para identificar, retener y utilizar unidades del lenguaje tales como la transferencia y aplicación de estrategias de la lengua castellana, uso de imágenes, fichas de vocabulario... a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.</p>		
Attitudinal contents		
(C) La lengua extranjera como medio de comunicación y relación con personas de otros países, y como medio para conocer culturas y modos de vida diferentes. La curiosidad por el conocimiento de otras realidades sociales y culturales partiendo de posiciones de respeto y tolerancia por el interlocutor, sus costumbres, tradiciones, convenciones sociales, normas de cortesía, valores y su cultura.		
M. I.	Linguistic and Interpersonal	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CPSAA3	20%
2.3	CP1, CD2, CPSAA4	40%
3.2	CP1, CP2, CPSAA3	40%

UD 2: HERE COMES THE SUN- LIVERPOOL		
Trimester 1	Number of sessions: 12	Sept 26 th - Oct 11 th
Learning situation		
<p>The first stop of our adventure is the city of Liverpool! Tina has heard that the weather changes constantly there and she is having troubles packing. We will learn about the weather so that, in groups, we will explain Tina the weather forecast of her five-day journey as if we were on TV! We will also recommend her the ideal type of clothing for each day. Liverpool is also known for being The Beatles' city. Related to the weather topic, we will learn their song <i>Here comes the sun</i>, reflect on its meaning and, in a Music session, learn how to sing it and play it!</p>		
Specific competences: 3, 4, 5, 6		Key competences: CP, CCEC, CPSAA
Objectives		
<ul style="list-style-type: none"> -To express what's the weather like using accurate lexis and expressions. -To recognise clothing lexis. -To orally explain a weather forecast in a simple and understandable way. -To recognise The Beatles as one of the most important music bands of all times. -To learn <i>Here comes the sun</i> and pronounce its lyrics correctly. -To orally express feelings and ideas about a song. 		
Didactic objectives: 3, 4, 5		Curricular objectives: B, D, F
Conceptual contents		
<p>(A) Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras, tales como expresión del tiempo atmosférico en lengua inglesa. (A) Léxico elemental de alta frecuencia y de interés para el alumnado relativo al tiempo meteorológico y a la vestimenta en inglés. (D) Expresión del tiempo: presente (simple present).</p>		
Procedural contents		
<p>(A) Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: presentar, intercambiar información sobre cuestiones cotidianas o expresar el tiempo en lengua inglesa. (A) Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en situaciones cotidianas básicas, en las que se utilicen gradualmente estrategias comunicativas. (B) Estrategias básicas de uso común para identificar, retener y utilizar unidades del lenguaje (léxico, morfosintaxis) tales como la transferencia y aplicación de estrategias de la lengua castellana y otros recursos a partir de la comparación de las lenguas.</p>		
Attitudinal contents		
<p>(C) La música inglesa como símbolo de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos.</p>		
M. I.	Linguistic, Interpersonal, Intrapersonal, Musical, Naturalistic.	
Cross curricular	Music	
Evaluation criteria	Operational descriptors	Weight on the assessment
3.2	CP1, CP3, CCEC1, CPSAA3	35%
4.1	CP2, CP3, CPSAA4	35%
5.1	CP2	20%
6.2	CP3, CCEC1 CPSAA3	10%

UD 3: I AM (NOT) SCARED- HALLOWEEN IN COLORADO		
Trimester: 1	Number of sessions: 12	Oct 13th -28th
Learning situation		
Tina wants to join some friends in Denver, Colorado to celebrate Halloween. She is so excited about it; however, she does not have a costume yet. A friend told her to dress up as something she is really afraid of. But Tina affirms she is not afraid of anything! With the help of the audiobook <i>I am (not) scared</i> , students will talk about things that scare them, recognising their feelings and giving Tina some ideas. Students will also create their Halloween costumes inspired on the shared answers.		
Specific competences: 1, 2, 3, 5		Key competences: CP, CPSAA
Objectives		
<ul style="list-style-type: none"> -To conjugate and use accurately the verb to be. -To express feelings and thoughts using affirmative sentences. -To express feelings and thoughts using negative sentences. -To understand the gist of a story. 		
Didactic objectives: 1, 2, 3, 4		Curricular objectives: A, B, F
Conceptual contents		
<p>(A)Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales próximas. Emisión de palabras clave, frases e información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos.</p> <p>(A)Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras, tales como expresión de la entidad, afirmación, exclamación o negación en lengua inglesa.</p> <p>(D)Afirmación: affirmative sentences.</p> <p>(D)Negación: negative sentences with not, never.</p> <p>(D)Expresión de la existencia (to be).</p>		
Procedural contents		
<p>(A)Modelos contextuales y géneros discursivos básicos de uso común en la comprensión de textos literarios multimodales, breves y sencillos en lengua inglesa (cuentos). Estrategias interactivas, un intercambio verbal y colectivo de ideas.</p> <p>(A)Estrategias básicas de uso común para la comprensión: usa las pistas del contexto, ubica las palabras clave, visualiza, analiza imágenes de textos multimodales breves, sencillos y contextualizados en lengua inglesa.</p> <p>(B)Estrategias básicas de uso común para identificar, retener y utilizar unidades del lenguaje (léxico, morfosintaxis, patrones sonoros, etc.) tales como la transferencia o el uso de imágenes.</p>		
Attitudinal contents		
(C) La literatura inglesa como símbolo de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos.		
Cross curricular	Arts	
M.I.	Linguistic, Intrapersonal, Interpersonal and Visual-spatial	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1	25%
2.2	CP1, CPSAA1	20%
3.1	CP3, CPSAA1, CPSAA3	30%
5.1	CP2	15%

UD 4: THANKSGIVING PARADE- NEY YORK		
Trimester: 1	Number of sessions: 11	Nov 2nd -16th
Learning situation		
<p>We are still visiting USA but now we headed to New York City! Tina has heard about its famous Thanksgiving parade and looks forward to seeing it. However, she is worried because she does not know anything about Thanksgiving. To help Tina, students must investigate in groups about its origins, traditions... They will share that information and will commonly create a big mind map with all the ideas. Then, we will create our own turkeys and write down what are we thankful for and why. We will place them around the mind map on the hallway to share our thoughts with the rest of the classes. We will also learn a Thanksgiving poem to share it with other classes.</p>		
Specific competences: 1, 2, 3, 5, 6		Key competences: CP, CCEC, CPSAA
Objectives		
<ul style="list-style-type: none"> -To produce exclamatory sentences expressing gratitude. -To express causality using <i>because</i>. -To recite a poem with an adequate intonation and pronunciation. -To recognise the main cultural facts about Thanksgiving. -To search for information using ICT resources. 		
Didactic objectives: 1, 2, 3, 4, 5		Curricular objectives: B, D, F, I
Conceptual contents		
<p>(D)Expresión de la modalidad: factualidad (declarative sentences). (D)Expresión de relaciones lógicas: causa (because). (D)Exclamación. Exclamatory sentences.</p>		
Procedural contents		
<p>(A)Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: agradecer. (A)Patrones sonoros y de entonación básicos de uso común. Diferencias fonéticas básicas de la lengua inglesa a través de poesías. Lectura, deletreo y reconocimiento de palabras que comparten un patrón común, que rimen. (A)Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. (B)Estrategias básicas de uso común para identificar y utilizar unidades del lenguaje (léxico, patrones sonoros, etc.) como la transferencia y aplicación de estrategias de la lengua castellana, mapas mentales, poemas... a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico.</p>		
Attitudinal contents		
<p>(C)Aspectos de la cultura y la sociedad más significativos relativos a las costumbres en países donde se habla la lengua extranjera.</p>		
M.I.	Linguistic, Intrapersonal, Interpersonal and Visual-Spatial.	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CP3, CCEC1	30%
2.2	CP1, CP3, CPSAA1, CPSAA3	30%
3.1	CP1, CP3, CCEC1, CPSAA1, CPSAA3	15%
5.1	CP2	15%
6.3	CP3, CCEC1, CCEC3	10%

UD 5: NAMASTE (I greet you respectfully)- INDIA		
Trimester: 1	Number of sessions: 11	Nov 17 th - 30 th
Learning situation		
Tina is planning a new journey to India! As it is an extremely big country full of culture and traditions, Tina is a bit overwhelmed because she does not know how to start planning. We can help Tina of course! After watching a video that gives us a general idea of India's culture, each cooperative group will be given a cultural aspect from the country (mandalas, clothing, sacred animals, yoga and music). They will have to investigate about it and then share what they found with the rest of the classmates. We will also experience some of the learning acquired: we will do yoga with the P.E. teacher, dance Indian songs in Music and colour mandalas in Arts. We will create a shared document to post photos of the process and the information of each group's topic to help Tina getting to know India better!		
Specific competences: 1, 2, 3, 6 Key competences: CP, CD, CCEC, CPSAA		
Objectives		
<ul style="list-style-type: none"> -To get familiarised with the main Indian cultural aspects with respect and curiosity. -To explain and orally describe the main cultural aspects. -To distinguish singular and plural nouns. -To use accurately <i>there is</i> and <i>there are</i>. -To express traditions using Present Simple correctly. 		
Didactic objectives: 1, 2, 3, 5		Curricular objectives: B, D, F, I
Conceptual contents		
<p>(A) Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras tales como expresión de la entidad y sus propiedades, cantidad y número en lengua inglesa.</p> <p>(C) Aspectos de 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>(D) Expresión de la cantidad: singular/plural.</p> <p>(D) Expresión de la existencia: there is/there are.</p> <p>(D) Expresión de la cualidad: adjetivos.</p>		
Procedural contents		
<p>(A) Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: expresar las tradiciones de un país; describir actividades, objetos y lugares en lengua inglesa.</p> <p>(A) Emisión de información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos.</p> <p>(A) Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales.</p>		
Attitudinal contents		
(C) Aspectos de la cultura y la sociedad más significativos relativos a las costumbres, la vida cotidiana en países donde se habla la lengua extranjera.		
M.I.	Linguistic, Musical, Visual-Spatial, Bodily-Kinaesthetic & Interpersonal	
Cross curricular	Arts, Music and P.E.	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CP3, CD1, CCEC1	20%
2.2	CP1, CP3, CD2, CD3, CPSAA3, CCEC1	35%
3.1	CP1, CP3, CCEC1, CPSAA3	35%
6.2	CP3, CCEC1	10%

UD 6: HO HO HO, CHRISTMAS AT LEEDS! - ENGLAND		
Trimester 1	Number of sessions: 11	Dec 1st - 21st
Specific competences: 1, 2, 3, 4, 5, 6		Key competences: CP, CD, CCEC, CPSAA
Learning situation		
<p>Tina has been invited to spend Christmas Holidays with her cousins in Leeds. However, she is a bit worried because she knows Christmas is celebrated differently in every place and barely knows English traditions. As a teacher, I gave the students an idea: we can partner with an English school to get to know Christmas there. In groups, they will write an email explaining Spanish Christmas traditions using the cooperative technique <i>write around</i>. Then, each cooperative group will share the emails received and will elaborate a mind map or a presentation to show Tina the main traditions. To conclude, we will elaborate our own crackers with a Limerick inside following teacher's directions and send photos to the English school.</p>		
Objectives		
<p>To write a short and simple email explaining the main Spanish Christmas traditions To follow simple instructions correctly. To understand the meaning of basic sequence connectors (first, then, after...). To understand the meaning of basic adverbs of manner (carefully, slowly...). To learn and pronounce correctly a Limerick. To appreciate English culture with respect and curiosity.</p>		
Didactic objectives: 1, 2, 3, 5		Curricular objectives: B, D, F, I
Conceptual contents		
<p>(D)Expresiones temporales: anteriority (before); posteriority (after); sequence (first, then...).</p> <p>(D)Expresión del modo: Adv. of manner (slowly, quickly, carefully...).</p>		
Procedural contents		
<p>(A)Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en situaciones cotidianas básicas, en las que se utilicen gradualmente estrategias comunicativas para servir de enlace entre varios interlocutores en diferentes lenguas, crear relaciones, salvar las diferencias culturales...</p> <p>(A)Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: pedir e intercambiar información sobre cuestiones cotidianas; dar indicaciones e instrucciones.</p> <p>(A)Modelos contextuales y géneros discursivos básicos de uso común en la comprensión y coproducción de textos escritos, breves, sencillos y no literarios en lengua inglesa, como emails, utilizando conectores sencillos, cuidando su presentación y revisando y autocorrigiendo los textos producidos.</p> <p>(A)Diferencias fonéticas básicas de la lengua inglesa a través de quintillas cómicas (Limerick). Lectura, y reconocimiento de palabras que comparten un patrón común, que rimen y fonemas finales.</p>		
Attitudinal contents		
<p>(C)Interés en la participación en intercambios comunicativos planificados, a través de emails con estudiantes de la lengua extranjera.</p> <p>(C)Aspectos de la cultura y la sociedad más significativos relativos a las costumbres, la vida cotidiana en países donde se habla la lengua extranjera.</p>		

M.I.	Linguistic, Interpersonal and Visual-Spatial.	
Cross curricular	Arts	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CP3, CCEC	20%
2.2	CP1, CP2, CCEC1, CD2, CPSAA3	30%
3	CP1, CP3, CCEC2, CPSAA3	15%
4.2	CP2, CEEC1	10%
5.2	CP2	15%
6.2	CP3, CCEC1, CPSAA3	10%

UD 7: WINTER GAMES IN CANADA		
Trimester 2	Number of sessions: 13	Jan 9th- 25th
Learning situation		
Tina got tickets for the Canada Winter Games, and she tells us how amazing the experience was. She explains the class all the winter sports she saw and suggests us to create our own Winter Games! With help from the P.E. teacher, we will learn about winter sports, their rules, sportsmanship... and we will play hockey, run with stilts simulating winter hiking and do races using frozen trays and recycled elements. We will finish the unit with an ice-skating day outside the school!		
Specific competences: 1, 3, 4, 5		Key competences: CP, CD, CPSAA
Objectives		
<ul style="list-style-type: none"> -To recognise the main winter sports (name, equipment involved, players...). -To express rules using <i>can</i>, <i>can't</i> or <i>must</i>. -To identify the main sportsmanship values. -To give clear instructions using adverbs of position, motion and direction and prepositions. -To express positions using ordinal numbers. 		
Didactic objectives: 1, 3, 4, 5		Curricular objectives: A, B, F
Conceptual contents		
<p>(A) Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras como expresión del espacio y las relaciones espaciales.</p> <p>(A) Léxico elemental de alta frecuencia y de interés para el alumnado relativo a los deportes. Emisión de palabras clave e información con una pronunciación, acentuación, entonación y ritmo correctos.</p> <p>(D) Expresión de la modalidad: capacidad (<i>can</i>); obligación (<i>have (got) to</i>; imperative) para expresar normas.</p> <p>(D) Ordinal numbers.</p> <p>(D) Expresión del espacio: prepositions, adverbs of position, motion and direction.</p>		
Procedural contents		
<p>(A) Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: dar indicaciones e instrucciones.</p> <p>(A) Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales.</p> <p>(B) Estrategias y técnicas de compensación de las carencias comunicativas (petición de repetición, aclaración).</p> <p>(B) Estrategias básicas de uso común para identificar, retener y utilizar unidades del lenguaje (léxico, patrones sonoros, etc.) tales como la transferencia, el uso de imágenes, fichas de vocabulario, diccionarios personales de imágenes...</p>		
Attitudinal contents		
(C) Aspectos de 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.		
M.I.	Linguistic, Interpersonal and Bodily-Kinaesthetic	
Cross curricular	P.E.	
Evaluation criteria	Operational descriptors	Weight
1.1	CP1, CP2, CD1	30%
3.2	CP1, CP3, CPSAA3, CPSAA4	20%
4.2	CP3, CD1, CPSAA3	20%
5.1	CP2	30%

UD 8: MARDI GRASS- NEW ORLEANS		
Trimester 2	Number of sessions: 12	Jan 26 th - Feb 10 th
Learning situation		
<p>Tina is in New Orleans celebrating its famous carnival Mardi Gras. Although she is enjoying it a lot, she has found out the horrible amount of litter in the streets after every parade. She invites us to create a more sustainable Mardi Gras in the school. We will investigate about <i>SDG 12 Responsible consumption and production</i> and create our own masks and necklaces from recycled materials. With the help of the Music teacher, will also learn how to play, sing and dance <i>Mardi Gras Mambo</i>. The last day, we will invite all the families to show them how we improved the carnival and to sing and play mambo with them!</p>		
Specific competences: 1, 3, 5, 6.		Key competences: CP, CD, CCEC, CC, CPSAA.
Objectives		
<p>To recognise the main characteristics of Mardi Gras. -To identify the SDG 12 and the actions that help us achieving it. -To use future tenses to express consequences or future actions. -To identify and use accurately the main adverbs of frequency. -To use <i>should</i> to express suggestions.</p>		
Didactic objectives: 1, 3, 4, 5, 6		Curricular objectives: A, B, D, F,
Conceptual contents		
<p>(A)Diferencias fonéticas básicas de la lengua inglesa a través de canciones. (D) Expresión del tiempo: futuro (<i>going to</i>). (D) Expresiones temporales: adverbs of frequency. (D) Expresión de la modalidad: sugerencia (<i>should</i>).</p>		
Procedural contents		
<p>(A)Estrategias básicas de uso común para la comprensión de textos orales, escritos y multimodales breves, sencillos y contextualizados en lengua inglesa. (A)Modelos contextuales y géneros discursivos básicos de uso común en la comprensión de textos escritos multimodales como artículos o conversaciones reguladoras de la convivencia. (A) Emisión de palabras clave, frases e información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos. (B) Estrategias metalingüísticas de inferencia a partir de las pistas contextuales.</p>		
Attitudinal contents		
<p>(C) La curiosidad por el conocimiento de otras realidades sociales y culturales, de otras lenguas, partiendo de posiciones de respeto y tolerancia por sus tradiciones, valores y su cultura. (C) Aspectos de la cultura más significativos relativos a las costumbres en países donde se habla la lengua extranjera. La música inglesa como símbolo de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos.</p>		
M.I.	Linguistic, Musical, Visual-Spatial, Naturalistic, Interpersonal.	
Cross curricular	Music and Arts.	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CD3, CC2, CCEC1	30 %
3.1	CP1, CP3, CC2, CC3, CCEC1, CPSAA3	30%
5.1	CP2	30 %
6.2	CP3, CC4, CPSAA3	10%

UD 9: ME, JANE; YOU, TARZAN- TANZANIA		
Trimester 2	Number of sessions: 10	Feb 13 th - 28 th
Learning situation		
Tina is visiting Tanzania to meet the ethologist Jane Goodall, as it was the first place where she started investigating about chimps. When they meet, Jane tells Tina how upset she is, because she has lost her field journal where she kept lots of information about her discoveries on gorillas. We will help Jane by investigating about these animals. We will first watch the movie Tarzan where we will discover plenty of information, and we will verify it with other fonts such as National Geographic Kids. Finally, we will create our own field notebooks with the information gathered and give them to Jane!		
Specific competences: 1, 2, 3, 5.		Key competences: CP, CD, CPSAA, CC.
Objectives		
To recognise Jane Goodall as a scientific and advocate of apes and environment. To use accurately Present Simple to express chimps' characteristics. To express differences contrasting features using <i>too</i> or <i>but</i> . To recognise and name emotions. To correctly pronounce the sound /s/. To express likes and dislikes and other personal information. To identify the SDG 15 To express why it is important to achieve SDG 15 using <i>because</i> . To elaborate a group field journal collecting all the learning of the unit.		
Didactic objectives: 1, 2, 3, 4, 6		Curricular objectives: A, B, D, F, I
Conceptual contents		
(A) Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras, tales como expresión de la entidad y sus propiedades. (A) Léxico elemental de alta frecuencia y de interés para el alumnado relativo a las emociones. (A) Expresión de gustos y preferencias: I like/I don't like, I love. (D) Expresión del tiempo: presente (simple present). (D) Expresión de oposición: but. (D) Expresión de adición: too. (D) Expresión de relaciones lógicas: causa (because). (D) Interrogación: Wh- questions.		
Procedural contents		
(A) Estrategias básicas de uso común para la comprensión (vuelve a leer, usa las pistas del contexto, piensa en voz alta, visualiza y analiza imágenes...) de textos orales, escritos y multimodales en lengua inglesa. (A) Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: describir animales y lugares. (A) Modelos contextuales y géneros discursivos básicos de uso común en la coproducción de textos escritos breves y sencillos, no literarios en lengua inglesa, tales como un cuaderno de campo, cuidando su presentación, revisando y autocorrigiendo. (A) Emisión de palabras clave y de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos. (A) Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales.		

(B) Estrategias y técnicas de compensación de las carencias comunicativas (petición de aclaración, búsqueda de recursos para entender el discurso...) para responder a una necesidad elemental, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera.

(B) Estrategias básicas de uso común para identificar, retener y utilizar el léxico como la transferencia, diccionarios personales de imágenes, mapas mentales, canciones... a partir de la comparación de las lenguas.

Attitudinal contents

(C) Estrategias básicas de uso común para entender y apreciar las diversas culturas a partir de valores sociales y medioambientales.

(C) La literatura inglesa como símbolo de identidad cultural y vehículo motivador de transmisión de conocimientos.

M.I.	Linguistic, Naturalistic, Interpersonal, Intrapersonal, Musical and Visual-Spatial.	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CD1, CC2, CC4	30%
2.2	CP1, CD1, CC2, CC4, CPSAA3	20%
3.1	CP1, CPSAA3	20%
5.1	CP1, CP2	30%

UD 10: HOW TO CATCH A LEPRECHAUN-IRELAND		
Trimester 2	Number of sessions: 11	March 1 st - 14 th & Mach 17 th
Learning situation		
<p>Oh no! When students arrive to class, they find out everything is a complete mess! Chairs and tables are upside down, there are shamrocks everywhere and green papers all over the place! We call Tina and she tells us she is now visiting Ireland, and, as St. Patrick's day is coming, the disaster must have been created by a Leprechaun! After investigating what Leprechauns are and more St. Patrick's vocabulary, we will read the audiobook <i>How to catch a Leprechaun</i>. Then, each group will think of their own traps or strategies to catch one (that must be related to other St. Patrick's features). They will create a poster using Canva or PowerPoint to present their ideas to their classmates on March 17th. That day we will all come dressed in green, show our ideas and design a mural called <i>pots of gold</i> to share with other classes why are we lucky.</p>		
Specific competences: 1, 2, 3, 5, 6		Key competences: CP, CD, CCEC, CPSAA
Objetives		
<ul style="list-style-type: none"> -To understand the gist of a story. -To recognise the main St. Patrick's features and name them correctly. -To express plans using going to. -To produce affirmative sentences expressing gratitude. -To organise the discourse using sequence expressions accurately. 		
Didactic objectives: 1, 2, 3, 4, 5		Curricular objectives: B, D, F, I
Conceptual contents		
<p>(A)Léxico elemental de alta frecuencia y de interés para el alumnado. (A)Convenciones ortográficas básicas de uso común y significados asociados a los formatos y elementos gráficos. El sonido y nombre de las letras del alfabeto. Deletreo. (D)Expresión de la modalidad: intención (going to). (D)Expresiones temporales: sequence (first, then...). (D) Afirmación: affirmative sentences.</p>		
Procedural contents		
<p>(A)Modelos contextuales y géneros discursivos básicos de uso común en la comprensión de textos literarios multimodales, breves y sencillos en lengua inglesa (cuentos). Estrategias interactivas, un intercambio verbal y colectivo de ideas. (A)Estrategias básicas de uso común para la comprensión: usa las pistas del contexto, ubica las palabras clave, visualiza, analiza imágenes de textos multimodales breves, sencillos y contextualizados en lengua inglesa. (A)Emisión de palabras clave, frases e información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos. Estrategias para la comprensión de mensajes producidos con distintos acentos de la lengua inglesa. (A)Herramientas digitales básicas de uso común para la comprensión y coproducción oral, escrita y multimodal. (B)Estrategias básicas de uso común para identificar, retener y utilizar unidades del lenguaje (léxico, morfosintaxis, patrones sonoros, etc.) tales como la transferencia o el uso de imágenes.</p>		
Attitudinal contents		
<p>(C)Aspectos de la lengua, la cultura y la sociedad más significativos relativos a las costumbres básicas en países donde se habla la lengua extranjera. La literatura inglesa como símbolo de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos.</p>		

M.I.	Linguistic, Intrapersonal, Interpersonal.	
Evaluation criteria	Operational descriptors	Weight on the assessment:
1.2	CP1, CP2, CCEC1	20%
2.2	CP1, CD2, CPSAA3	35%
3.2	CP1, CP3, CCEC1, CPS1, CPSAA3	20%
5.1	CP2	15%
6.2	CP3, CCEC1, CPSAA3	10%

UD 11: EASTER BUNNY- ENGLISH COUNTRYSIDE		
Trimester 2	Number of sessions: 10	March 15th - 30th
Learning situation		
<p>After experiencing how naughty Leprechauns can be during the last unit, Tina does not want us to believe that all magic creatures are like them. She will visit English countryside to find the Easter Bunny, a cute and sweet rabbit that hides colourful eggs! After watching a piece of the film <i>Hop</i> and getting to know more about the Easter Bunny, we will organise an Easter egg hunt: we will decorate our own paper eggs and the teacher will hide them in the playground. She will give a map with the location of an egg to a member of each group, who must guide his peers towards it using directions in English. Once the group finds one egg, the role of the guider will rotate, so that every member of the group participates the same way. We will finish the unit decorating and painting boiled eggs in Arts.</p>		
Specific competences: 1, 2, 3, 4		Key competences: CP, CCEC, CPSAA
Objectives		
<ul style="list-style-type: none"> -To use adjectives to describe objects. -To express the position of objects using adverbs of location. -To express the position of objects using directions accurately (left, right, next to...). -To respect turns and the rules of a game to work cooperatively. 		
Didactic objectives: 1, 2, 3		Curricular objectives: A, B, D, F
Conceptual contents		
<p>(A) Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras, tales como expresión de la entidad y sus propiedades, el espacio y las relaciones espaciales.</p> <p>(D) Expresión de la cualidad (very + Adj.).</p> <p>(D) Expresión del espacio: prepositions, prepositional phrases, adverbs of location, position, distance and direction.</p>		
Procedural contents		
<p>(A) Estrategias básicas de uso común para la comprensión (usa su conocimiento previo, usa las pistas del contexto, piensa en voz alta, hace predicciones, visualiza, analiza imágenes...) de textos multimodales breves, sencillos y contextualizados en lengua inglesa.</p> <p>(A) Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en situaciones en las que se utilicen gradualmente estrategias comunicativas que ayuden a resolver conflictos, mejorar la comunicación o servir de enlace entre varios interlocutores en la misma o en diferentes lenguas.</p> <p>(A) Convenciones y estrategias conversacionales básicas verbales o no verbales (gestos, contacto físico, expresiones faciales, posturas corporales...) de uso común para tomar y ceder la palabra y pedir y dar indicaciones en inglés.</p> <p>(B) Estrategias y técnicas de compensación de las carencias comunicativas (petición de repetición, aclaración, búsqueda de recursos para entender el discurso, descripciones, comunicación no verbal...) para responder a una necesidad elemental comunicativa.</p>		

Attitudinal contents		
(C) Aspectos de la cultura y la sociedad más significativos relativos a las costumbres, la vida cotidiana en países donde se habla la lengua extranjera.		
M.I.	Linguistic, Interpersonal, Visual-Spatial and Bodily-Kinaesthetic	
Cross curricular	Arts	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.2	CP1, CP2, CCEC1	25%
2.2	CP1, CPSAA3	25%
3.1	CP1, CP3, CPS1, CPSAA3	25%
4.1	CP1, CP2	25%

UD 12: WINGARDIUM LEVIOSA- WORLD BOOK DAY IN EDINBURGH		
Trimester 3	Number of sessions: 14	April 11th -28th
Learning situation		
<p>The World Book Day is coming, and Tina decides to visit Edinburgh as it was the place which inspired J.K. Rowling to create Hogwarts. Tina wonders how a day in Hogwarts would look like. To help her have a more concrete idea, we will read fragments of the first book and navigate some websites like <i>wizardingworld.com</i> or <i>startingharrypotter.com</i>, we will compare and contrast a normal school with Hogwarts, learn some charms...Finally, we will transform our English lesson into a Potion lesson (one of the subjects taught at Hogwarts). Each group will create a new potion and will explain to the class its ingredients, consequences, side effects, duration... we will collect all of them and create our Third Grade's Potion book!</p>		
Specific competences: 1, 2, 3, 5 Key competences: CP, CD, CPSAA, CCEC		
Objectives		
<ul style="list-style-type: none"> -To identify the Harry Potter saga as a fundamental piece of children's literature. -To name the school subjects and distinguish them from Hogwarts subjects. -To express differences contrasting features using <i>there is/are</i> and their negatives. -To use <i>but</i> accurately to contrast aspects. -To pronounce correctly different tongue twisters (charms). -To create an invention and explain it in a simple and understandable way. 		
Didactic objectives: 1, 2, 3, 4, 5		Curricular objectives: B, F, I
Conceptual contents		
<p>(A) Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras, tales como expresión de la entidad, su número y la negación.</p> <p>(A) Léxico elemental de alta frecuencia y de interés para el alumnado relativo a las asignaturas escolares.</p> <p>(D) Expresión de la existencia (there is/there are).</p> <p>(D) Negación: negative sentences with not.</p> <p>(D) Expresión de oposición: but.</p> <p>(D) Expresión de la entidad: nouns.</p>		
Procedural contents		
<p>(A) Modelos contextuales y géneros discursivos básicos de uso común en la comprensión (de cuentos) y coproducción (de invenciones) utilizando conectores sencillos, cuidando su presentación y revisando y autocorrigiendo los textos producidos. Estrategias interactivas, un intercambio verbal y colectivo de ideas.</p> <p>(A) Estrategias para la comprensión de mensajes producidos con distintos acentos de la lengua inglesa.</p> <p>(A) Diferencias fonéticas básicas de la lengua inglesa a través de trabalenguas (hechizos)</p> <p>(A) Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios digitales.</p> <p>(B) Estrategias básicas de uso común para identificar, retener y utilizar unidades del lenguaje (léxico, morfosintaxis) tales como la transferencia y aplicación de estrategias de la lengua castellana y otros recursos a partir de la comparación de las lenguas.</p>		
Attitudinal contents		
(C) La literatura inglesa como símbolo de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos.		
M.I.	Linguistic, Interpersonal, Intrapersonal.	

Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CP3, CD1, CCEC1	15%
2.3	CP1, CD2, CPSAA3	35%
3.1	CP1, CPSAA3, CPSAA4	35%
5.1	CP2	15%

UD 13: NELSON MANDELA- SOUTH AFRICA		
Trimester: 3	Number of sessions: 11	May 3rd - 17th
Learning situation		
Tina is visiting Johannesburg, the biggest city in South Africa. She does not stop seeing posters, ads, or wall paintings with the same face of a man. People there explained Tina he is Nelson Mandela who once was the president of South Africa and won the Nobel Peace Prize. Now she wants to know everything about him and his feats! We will help her by creating an infographic. In order to do it, we will work on his life, his fight against racism and the <i>SDG 10 reduced inequalities</i> (remembering prior knowledge about the SDG from previous units).		
Specific competences: 1, 2, 3, 5, 6 Key competences: CP, CD, CC, CPSAA		
Objectives		
<ul style="list-style-type: none"> -To recognise Nelson Mandela as one of the main advocates of Human Rights. -To identify and express his main feats using Past Simple accurately. -To express purposes using the structure <i>to-infinitive</i>. -To identify the SDG 12. -To elaborate and answer <i>Wh-questions</i> about actions that help us achieve SDG 12. 		
Didactic objectives: 1, 2, 3, 4, 6		Curricular objectives: A, B, D, F, I
Conceptual contents		
(D) Interrogación: Wh- questions; Auxiliary verbs in questions: to do, to be, to have. (D) Expresión de relaciones lógicas: finalidad (to-infinitive). (D) Expresión del tiempo: Past Simple.		
Procedural contents		
<p>(A) Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: expresar el acuerdo o desacuerdo, el sentimiento, describir personas en lengua inglesa.</p> <p>(A) Modelos contextuales y géneros discursivos básicos de uso común en la coproducción de textos escritos y multimodales: infografía.</p> <p>(A) Herramientas analógicas y digitales básicas de uso común para la coproducción escrita y multimodal; y plataformas virtuales de interacción y colaboración educativa.</p> <p>(B) Estrategias básicas de uso común para identificar, retener y utilizar unidades del lenguaje tales como la transferencia y aplicación de estrategias de la lengua castellana a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.</p>		
Attitudinal contents		
(C) Estrategias básicas de uso común para entender y apreciar las diversas culturas a partir de valores sociales y democráticos.		
M.I.	Linguistic, Intrapersonal, Interpersonal	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CC1, CD1	15%
2.3	CP1, CD2, CPSAA3	35%
3.1	CP1, CP3, CC3, CPSAA3	30%
5.1	CP2	10%
6.1	CP3, CC2, CPSAA3	10%

UD 14: WELCOME TO LONDON!		
Trimester: 3	Number of sessions: 10	May 18th -31st
Learning situation		
We could not finish our adventure without visiting the city of London, where we will be spending a weekend. In groups, using the tablets, students must search for the main tourist attractions to visit. They will have to design a planning on what to see each day. Then, we will pretend it's Sunday and they will use the famous red telephone boxes in the city to call other groups and have a conversation on what they visited during the weekend.		
Specific competences: 1, 2, 3, 4, 6	Key competences: CP, CD, CCEC, CPSAA	
Objectives		
<ul style="list-style-type: none"> -To talk about past events using Past Simple. -To use temporal expressions to organise the discourse. -To maintain a short telephone conversation. -To search for information using ICT resources. -To appreciate English culture with respect and curiosity. 		
Didactic objectives: 1, 2, 3, 5	Curricular objectives: B, D, F, I	
Conceptual contents		
<p>(A)Convenciones y estrategias conversacionales básicas verbales de uso común, en formato síncrono (por teléfono) para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra en inglés.</p> <p>(D)Expresión del tiempo pasado (past simple).</p> <p>(D)Expresiones temporales (adverbs of time, anteriority (before), posteriority (after)).</p>		
Procedural contents		
<p>(A)Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: saludar, despedirse, describir actividades y lugares en lengua inglesa.</p> <p>(A)Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios digitales.</p> <p>(B)Estrategias y técnicas de compensación de las carencias comunicativas (petición de repetición, aclaración...).</p>		
Attitudinal contents		
(C) La lengua extranjera como medio de comunicación y como medio para conocer culturas y modos de vida diferentes. La curiosidad por el conocimiento de otras realidades culturales partiendo de posiciones de respeto y tolerancia.		
M. I.	Linguistic and Interpersonal	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CP3, CD1, CCEC1, CPSAA3	15%
2.2	CP1, CP3, CD2, CCEC1, CPSAA3	30%
3.1	CP1, CP3, CD2, CCEC1, CPSAA3	25%
4.2	CP1, CP2, CD2	20%
6.2	CP3, CCEC1	10%

UD 15: HELP THE GREAT BARRIER REEF! - AUSTRALIA		
Trimester 3	Number of sessions: 12	Jun 1st -16th
Learning situation		
Tina wants to finish her journey in an epic way: scuba diving in the Great Barrier Reef! But... oh no! when she starts diving, she finds tons of garbage there! We have to do something to teach people how dangerous this is! We will come back to SDGs and present a new one: <i>SDG 14 Life below water</i> . After working on it, each group will design an ad that shows evidence and motivate people to take care of life under water. We will finish the unit organising a garbage collection in the playground and in the nearest park to symbolise a beach rubbish collection.		
Specific competences: 1, 2, 3, 5		Key competences: CP, CD, CC, CPSAA
Objectives		
<ul style="list-style-type: none"> -To recognise the Great Barrier Reef and its main characteristics. -To recognise key vocabulary of marine ecosystems. -To describe quantity and amounts using <i>a lot</i> and <i>a little</i>. -To identify the SDG 14. -To elaborate and ad covering actions that help us achieve SDG 14. 		
Didactic objectives: 1, 2, 3, 4, 6		Curricular objectives: B, F, I
Conceptual contents		
<p>(A)Léxico elemental de interés para el alumnado relativo al ecosistema marino en inglés. Emisión de palabras clave, frases e información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos.</p> <p>(D)Expresión de relaciones lógicas: causa (because).</p> <p>(D)Expresión de la entidad: nouns.</p> <p>(D) Expresión de la cantidad: a lot, (a) little.</p>		
Procedural contents		
<p>(A)Modelos contextuales y géneros discursivos básicos de uso común en la comprensión y coproducción de textos orales, escritos y multimodales, breves y sencillos, no literarios en lengua inglesa, tales anuncios o conversaciones reguladoras de la convivencia, con relativa corrección fonética, utilizando conectores sencillos, cuidando su presentación y revisando y autocorrigiendo los textos producidos.</p> <p>(A)Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas.</p> <p>(A)Herramientas analógicas y digitales básicas de uso común para la comprensión y coproducción multimodal.</p> <p>(B) Estrategias básicas de uso común para identificar, retener y utilizar unidades el léxico, tales como la transferencia y a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.</p>		
Attitudinal contents		
(C)Estrategias básicas de uso común para entender y apreciar la cultura a partir de valores sociales y medioambientales.		
M.I.	Linguistic, Naturalistic, Interpersonal & Visual-Spatial.	
Evaluation criteria	Operational descriptors	Weight on the assessment
1.1	CP1, CP3	20%
2.3	CP1, CD2, CD3, CC2	35%
3.1	CP1, CP3, CC2, CC4, CPSAA3	25%
5.1	CP2	20%

7. METHODOLOGY

This section aims to reflect an overall vision of the methodological theories and principles in which this Syllabus is based.

7.1 METHODOLOGICAL CONSIDERATIONS

Cooperative learning is often confused with the idea of “students working in groups”, although making students sit down together does not necessarily mean they will learn together. Cooperative learning implies settling common objectives for the members, so that, each individual can reach his goals only if the rest obtain theirs (Rué, 1991). The main goal that this methodology pursues is to obtain **positive interdependence**, the fact that all members of a cooperative group are interested in maximizing the learning of each of their peers (García et al., 2019).

My students will be divided into heterogeneous groups of four. This benefits the students because when they are exposed to diverse perspectives, they learn to think creatively and consider different solutions to problems, leading to improve their problem-solving skills. Each member of the group will have a **role**: spokesperson, organiser, coordinator, and supervisor ([annex](#)) that will change periodically among members. They will also share a **group passport** that will be signed at the end of each unit. This passport also includes important sections to promote cooperative learning: a team name and an insignia to encourage team spirit, a section including the objectives for that unit (that will be already given by the teacher) and the rules everyone must follow to obtain them, another section including individual and group objectives settled by the team and self and peer evaluation tools. There will appear a specific section to write down the difficulties or conflicts that have occurred and the solutions thought to solve them ([annex](#)).

The idea of mixing students to create heterogeneous cooperative groups is also based on **Howard Gardner's Multiple Intelligence theory** (Gardner, 1983). Gardner believed intelligence was narrowly defined by incomplete test measurements. He developed a theory based on the idea that there exist multiple intelligences. At first, he defined seven types, later on the number increased to eight, but in 2012 he admitted not caring too much about the amount, but about "having broken the monopoly of a single intelligence which sort of labels you for all time" (Gardner, 2012).

Based on this theory, cooperative learning becomes even more meaningful. When we bring together diverse students in a group, the different intelligences in which each student excels work towards a common goal. In this way, the final product has nothing to do with what a homogeneous group would have prepared. Working based on the theory of Multiple Intelligences favours understanding diversity as an opportunity for common enrichment.

Gardner's theory has also been considered when designing each didactic unit. Along the Annual Syllabus, there will be diverse activities that foster to apply different intelligences: linguistic, musical, kinaesthetic... This benefits, on the one hand, the students who already excel in a particular intelligence, as they feel motivated to apply it, and on the other hand, it helps to continue developing that intelligence among members who are not particularly gifted in it. In the end, every member of the group will exceed in some stages of the unit, ensuring successful opportunities to all.

Working following both cooperative learning and Multiple Intelligence Theory goes in line with the selected **objectives** and **competences** (see sections 4 and 5) which can be summarised in developing communicative skills while appreciating cultural differences. This is only possible to reach when working cooperatively with different

people, sharing diverse thoughts and ways of working, and using different intelligences for a common goal.

Lastly, it's necessary to specify that most of the didactic units are designed following **GDL (Guided Discovery Learning)**. Jerome Bruner, the principal author of Cognitive Constructivism, the theory which encompasses GDL, certainly believed that "the act of discovery promotes meaningful learning" (Bruner, 1988).

According to this, GDL bases on the idea of students participating in planned activities that involve investigating and exploring materials. This approach can help students uncover knowledge, as they are not simply presented with theoretic concepts, but are encouraged to develop them through their own exploration (Arya Wulandari et al., 2018).

As commented before, each unit will start with Tina the traveller visiting new places and asking for our help to resolve some problems or challenges. At this point, my students will be given resources such as books, magazines, or selected websites to start gathering information about the place we are visiting that will allow them to help Tina. As it can be seen, the teacher's role focuses on introducing a goal that must be achieved, serving as a mediator and guide for the students to travel the path and reach the objectives (Baro, 2011). The role of the teacher also has to do with the concept of **scaffolding**. It refers to the "temporary support provided for the completion of a task that learners otherwise might not be able to complete" (van de Pol et al., 2010). Scaffolding plays a crucial role in learning processes and of course in those based on GDL. As a teacher, I will provide scaffolding to my students in a variety of ways: using prompts, chunks, providing feedback, favouring peer assessment and, of course,

adapting the materials for the students who need it (as it will be seen in the section Diversity Attention Measures).

7.2 CROSSED CONTENTS

I consider relevant to specify that **contents from other subjects** apart from English (such as Music, Arts or Physical Education) are included in this Syllabus. The reason is because it helps students understand that contents remain interconnected on real-life situations, and it should be the same way when they are presented in class. Following a crossed curriculum also goes in line with developing the selected objectives and competences, especially with those referring to cultural appreciation, current global issues and developing English as a tool of effective communication. To follow a crossed curriculum in English effectively, the methodological considerations regarding linguistic skills (writing, reading, speaking and listening) included in *Orden 5958/2010* have been also taken into account.

7.3 ICT RESOURCES

As the Syllabus contributes to developing digital competence (CD), there will be **ICT resources** present during all the Plan, such as the interactive whiteboard or individual tablets (*snappets*). Educational interactive applications will be selected by the teacher as tools of learning and assessment during the units.

7.4 HUMAN RESOURCES

They include (apart from the students) all the teachers involved in the Syllabus, not limited to de English ones, of course. As commented before, this Annual Plan follows a crossed perspective in some of its stages, so that, teachers from other areas (Arts, Music, P.E.) have an active role in it. A language assistant also participates in the developing of the plan as she comes once per week to English lessons.

7.5 SPACES

A plan of the classroom is attached in [annex](#) to facilitate the understanding.

As a cooperative approach is followed, the class needs to be specifically distributed. That is why students sit down together in groups of four people (in class there are 20 students, so there are five groups of four).

Apart from cooperative groups, the classroom has got some other important spaces: **learning corners**. They are settled spaces that are used minimum once per didactic unit (each of the didactic units counts with one review session). Of course, the content of the corners and their activities keep changing depending on the topic provided by each didactic unit. There is one corner, *the explorer's corner*, provided with books, scholar magazines, posters, maps etc., so that students can discover extra information about the country or city we are visiting depending on the unit. The activities and materials of each corner are taken away when the session ends to leave space for other corners used in other areas. However, the explorer's corner is always settled, so that students can use it every time they want, for instance during their leisure time or when they arrive to school.

8. ASSESSMENT

Assessment in the classroom is conceived as a tool that allows both the teacher and the students, to know what they have learnt and if the objectives settled have been reached. It should not only be centred on theoretical aspects, but it should be based on competence acquisition. It should also be formative, useful for the students' learning process. Assessment involves constant moments dedicated to metacognition during all the stages of the learning process. This is why it is not only thought to be implemented at the end of each didactic unit, but all along them. As Johnson & Johnson (1994) claim, teachers must focus the assessment on **three aspects**: the learning process, the results of learning, and creating situations that contextualise learning and the subsequent assessment. This last feature is reached in this Annual Plan by constantly providing students with learning situations that invite them to solve certain problems or to investigate about several topics in a specific context. Hereunder, there is an explanation on how the other two aspects will be implemented in the Syllabus.

8.1 THE LEARNING PROCESS

For Johnson & Johnson (1994) continuous assessment is relevant because "if the teacher manages to improve the learning process, the quality and quantity of student learning will also improve". This is why the teacher will constantly evaluate students providing them with feedback. In order to do that, there will be used the next assessment tools:

-Observation: every class the teacher will take notes about students' issues that considers relevant (attitudes, comments, way of working in the group...) Observation is more useful when teachers encourage students to think out loud, this is, to verbalise

what they think, question or feel, so that they practice metacognition and the teacher is able to determine the level of acquisition on which the students currently are.

-Five-minute paper: They are short tests that will be carried out periodically (once or twice per unit, but flexible). They are a useful tool that allow the teacher to know if the students have understood the concepts for the time being. It gives an opportunity to decide to review contents if needed.

-ICT resources: they will also be implemented in the lessons to review and, again, determine the level of acquisition of the contents. Apps like Kahoot, Nearpod, Plickers or Quizzlet will be used.

-Oral assessment: thanks to the work of the **language assistant** that joins us every Thursday, students will practice, among other aspects, conversations with a native speaker. During classes both the teacher and the language assistant will take notes about students' participation, pronunciation and lexis following a rubric ([annex](#)).

-Self- assessment in the group passport: every didactic unit includes a session allocated to complete the group passport. This includes a space in which, at the beginning of the unit, members settled individual and group objectives and rules that must be followed. In this session, every group will review their past work to determine in which grade the objectives and rules were followed by completing an individual and group self-assessment rubric ([annex](#)).

8.2 THE RESULTS OF LEARNING

As it has been commented during all this Project, LOMLOE (2022) has a clear competence approach, that means that students do not need to “declare” what they know, but to demonstrate what they can do with what they know. A pure theoretical final assessment does no longer have sense in the educative practice. This is the reason why each didactic unit ends with a **final product** (an oral presentation, and advertisement, a poster, an email to a British school...) that will be carried out in groups, and which gathers all the competences and contents worked during the unit. This final product will be assessed with a **rubric** ([annex](#)) that includes the evaluation criteria linked to each specific competence settled in D 61/2022.

9. DIVERSITY ATTENTION MEASURES

9.1 GENERAL MEASURES

General measures affect at a school level, owing to the analysis that the centre does regarding its main features and necessities.

General measures are included in the Diversity Attention Plan, where Reina Victoria school reflects its principles referred to Diversity Attention and its general courses of action. Among them, there can be found measures that affect the English area: the school provides language assistants that support English lessons, it counts with ICT resources like *snappets* or interactive whiteboards which help presenting information and working on it in different formats, and it also provides the students with the help of the P.T. (*Therapeutical Pedagogy*) teacher when needed.

9.2 ORDINARY MEASURES

Ordinary measures affect at a classroom level, and they have been elaborated considering UDL's principles implemented through cooperative learning.

In its Article 5, *Principios generales*, LOMLOE (2022) claims that "*las medidas organizativas, metodológicas y curriculares que se adopten a tal fin se regirán por los principios del Diseño Universal para el Aprendizaje*". As it can be seen, it makes clear the necessity of implementing the UDL at Primary schools.

UDL recognises three types of networks which are linked to each of its general principles. Firstly, affective networks that **promote engagement with learning**. To increase motivation and engagement, I will consider my students' interests, asking them what they liked at the end of each unit to repeat it in further units or not, activities and time given will also be flexible so that no one falls behind.

Cooperative learning also helps to develop this type of networks because, thanks to positive interdependence, students help each other and motivate their peers maximizing the outcomes of the group.

Secondly, recognition networks, **which promote presenting information and content in different ways**. ICT resources play an important role as there exist multiple apps that allow to present contents in different formats (using graphics, schemes, subtitled videos, audiobooks...). The key information or steps in the instructions given will be printout, noted on the whiteboard or highlighted so that every student (especially those with ADHD) can understand the task more easily and with less distractions. Cooperative learning also favours presenting contents in different ways as peers will explain concepts in her own way to the group, facilitating the understanding of others.

Finally, strategic networks **to express what students learn in a variety of ways**. When working cooperatively, the differences among members are combined and students benefit from the variety of ways of presenting information. As a teacher, I will always provide templates as an option for those students who need them. However, I will let them choose how they can present the information they have learnt. They will be encouraged to be as creative as they want. This helps all students, and especially, gifted children, as they find a way to express themselves and to avoid getting bored in class.

9.3 EXTRAORDINARY MEASURES

These measures are directed only to the Students with Specific Educational Support Needs (SEN), in this case: gifted children and students with ADHD, and they involve **significant curriculum adaptations**. Each didactic unit will involve certain changes on curricular elements such as contents, objectives, or evaluation criteria, to satisfy students' needs.

In the case of students with ADHD, the number of objectives and contents will be reduced, so that, students can focus on acquiring a feasible amount of them. Regarding the evaluation criteria, the indications exposed in *Instrucciones para las Dificultades específicas de aprendizaje* (Comunidad de Madrid, 2014) will be followed. They indicate some adaptations in the evaluation process: increasing exam's time, providing more blank spaces to answer, offering multiple ways of evaluation, not just written...

On the other hand, the case of gifted children involves increasing the number or the difficulty of contents and objectives. As Federación de Enseñanza de Andalucía (2011) claims, some contents related to the curriculum that may not be necessarily included in it, can be worked with these students, as well as other opportunities to develop metacognitive or socio-emotional contents or skills.

By providing students with significant curriculum adaptations, we ensure successful situations to students at the time they develop positive levels of self-esteem and motivation to continue learning.

10. CONTRIBUTION OF THE SYLLABUS ON OTHER SCHOOL PLANS

10.1 Contribution to the Bilingual Plan.

The Syllabus promotes the progressive acquisition of the English language as part of the school's Bilingual Plan. Therefore, it is conceived as part of a common project in collaboration with other subjects.

10.2 Contribution to the Coexistence Plan

The Reina Victoria's coexistence plan establishes several objectives to be achieved by all its members. Among them, there can be found education based on listening and respect for others' opinions, education in democratic values, the creation of a team working environment, or the achievement of effective integration of all students (Colegio Reina Victoria, 2022).

The English Syllabus promotes aiming these goals, as it works following cooperative learning, integrating all the students while developing inter and intrapersonal intelligences (among others). It also supports all the students, providing adaptations for those who need them, as well as being based on UDL's principles. The syllabus also integrates current issues that help developing democratic and social values and improving a critical awareness of students.

10.3 Contribution to the Plan for the Integration of ICTs.

In this document, the school aims a better use of ICT resources both from teachers and students. The schools pursues that ICT's gradually gain importance and presence during lessons, getting students more interested in them at the time they are concerned of a responsible use of them (Colegio Reina Victoria, 2019).

As it was specified in the section 7.3 ICT resources, the Annual Plan contributes to developing digital competence (CD), therefore it introduces in all the didactic units the use of the ICT's: the interactive whiteboard, the use of tablets to navigate the Internet and search for information, educational websites and applications as a tool for building and reviewing learning...

10.4 Contribution to the Diversity Attention Plan.

The Syllabus contributes to the school's Diversity Attention Plan as it provides an inclusive educational approach to all students, it develops the abilities of all of them at the time it helps them gaining confidence by ensuring successful situations. All of this is achieved through the application of UDL as well as with the respective curricular adaptations mentioned in section 9.

10.5 Contribution to the Reading Plan

The school's Reading Plan claims that, as a bilingual school, it is necessary to promote reading and comprehension of texts in English too (Colegio Reina Victoria, s. f.-b). Therefore, the Syllabus constantly contributes to the Reading Plan as it enhances reading skills at the same time it promotes motivation to read. This is achieved by introducing pieces of children's literature in English that ensure pleasure and fun in the student's learning process.

11. CONCLUSION

When I started planning this project, I did not know where to start. I had lots of ideas but at the same time I did not have anything clear. I considered multiple methodologies to apply, the idea of using a unifying thread was not very clear and I was really confused with the new education law and its changes. At some point I was wondering if I would be capable of elaborating a quality Syllabus.

I started concretising the aspects that must appear in the Annual Plan by reviewing my past experiences. Firstly, I recalled the concepts I have learnt during these four years of the degree in subjects like TEFL I, CLIL, *Procesos Psicoeducativos Básicos*, *Didácticas...* All of them have contributed to conform a theoretical framework according to which I would like to teach, and in which the Syllabus is based.

Of course, this Annual Plan would not have been the same without my internships in four schools: Cardenal Spínola, Irlandesas-El Soto, Reina Victoria (in which this project is contextualised) and Nuestra Señora de las Maravillas. Part of the resources, activities and methodologies included in this Plan are based on what I have seen in these schools but supported with scientific literature and its subsequent research. I want to remark how grateful I am with all of them, because they have allowed me to learn incredibly.

My Erasmus experience in Liverpool has also had an impact on this work, not only for the courses I attended, which have been truly interesting due to the differences they presented with Spanish subjects, but because it provided me with an intercultural vision I did not have before, and which can be appreciated during the Annual Plan. I had the opportunity to meet new people from all over the world, I got to know a different education system and I was able to get immersed in it thanks to the English language.

The intercultural trace is constantly remarked all over the Syllabus, as I want my students to understand all the magnificent possibilities English allows us to enjoy.

Lastly, an indispensable element in the elaboration of this work is my director, Esther. I would like to thank her truly for the patience, dedication, guidance, and hard work she has been sharing with me these past months of work. I am truly thankful she has helped me this hard.

After having finished this Project, I am not able to affirm whether it is a quality work, but I must admit I am humbly proud of the result. It reflects aspects I would like to always bear in mind in my teaching practice: inclusion, cooperation, constant reflection, teacher support, and, of course, sharing passion for English.

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13. ANNEX

ANNEX 1. SCHOOL'S ACCESS AUTHORISATION



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28006 MADRID
Tel. 91 563 12 83
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Don Pedro Juan Giner Martínez, Director del Colegio "Reina Victoria"

AUTORIZA:

A Doña Patricia Hernando Asensio con DNI 51495678N a la consulta de documentos pragmáticos, materiales y recursos didácticos del centro educativo para el desarrollo de su programación didáctica.

Madrid, a 14 de abril de 2023

EL DIRECTOR



Fdo. Pedro Juan Giner Martínez

Reina Victoria School (2023).

ANNEX 2. ACADEMIC CALENDAR

Content distribution 1st trimester.

SEPTIEMBRE						
L	M	M	J	V	S	D
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTUBRE						
L	M	M	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVIEMBRE						
L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DICIEMBRE						
L	M	M	J	V	S	D
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

LEYENDA	
	Inicio y fin del curso académico
	Festivos y no lectivos
	Sesiones introductorias
	UD 1
	UD 2
	UD 3
	UD 4
	UD 5
	UD 6

Content distribution 2nd trimester.

ENERO						
L	M	M	J	V	S	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRERO						
L	M	M	J	V	S	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARZO						
L	M	M	J	V	S	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

LEYENDA	
	Festivos y no lectivos
	UD 7
	UD 8
	UD 9
	UD 10
	UD 11

Content distribution 3rd trimester.

ABRIL						
L	M	M	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAYO						
L	M	M	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNIO						
L	M	M	J	V	S	D
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

LEYENDA	
	Fin de las clases
	Festivos y no lectivos
	UD 12
	UD 13
	UD 14
	UD 15
	Sesiones cierre de curso

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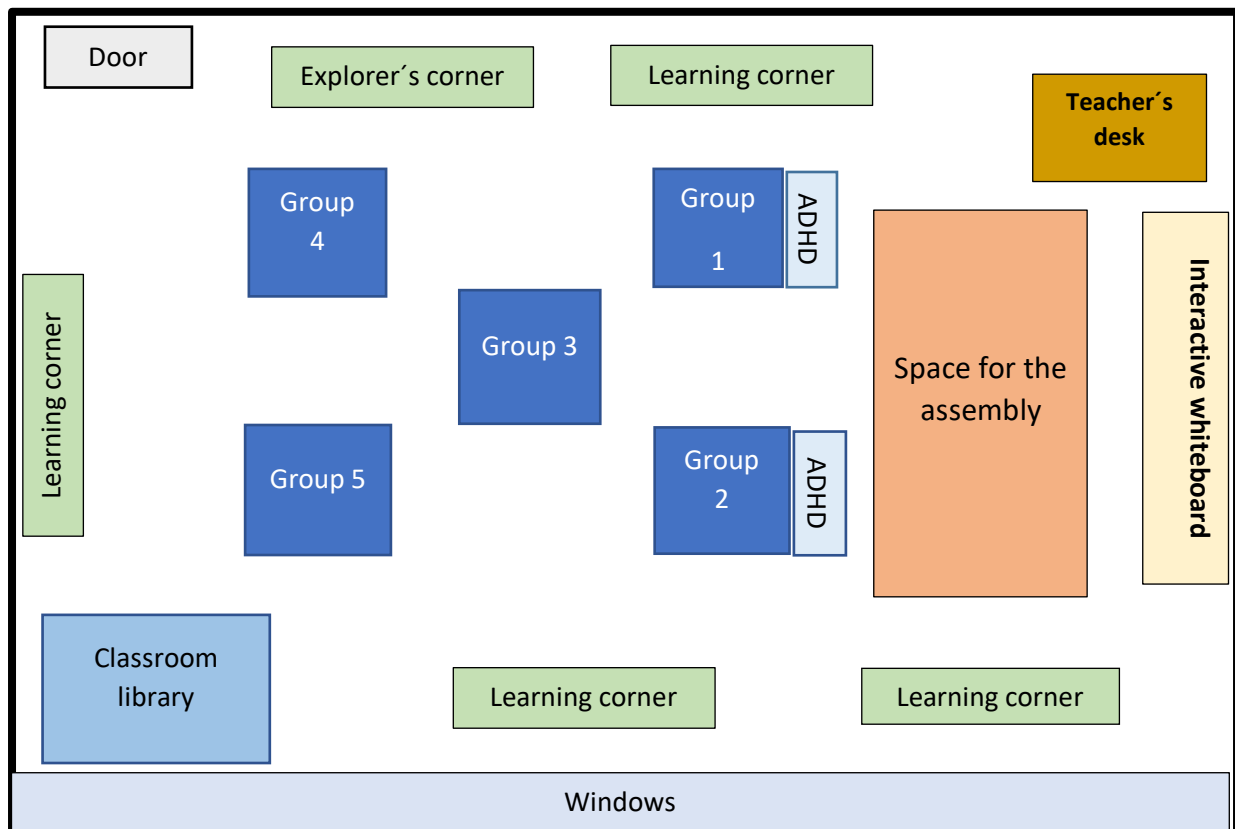
ANNEX 3. TIMETABLE

THIRD GRADE TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00–9:45	Maths	English	Spanish	Spanish	Maths
9:45–10:30	Spanish	Music	English	Arts	Spanish
10:30–11:00	BREAK				
11:00–11:45	English	Spanish	Maths	Natural Science	Religion/values
11:45–12:30	Social Science	Maths	P.E.	Maths	English
12:30–14:30	LUNCH TIME				
14:30–15:15	Natural Science	Social Science	Religion/Values	English (Language assistant)	Tutorial
15:15–16:00	Religion/Values	Maths	Spanish	P.E.	Arts

Own creation.

ANNEX 4. CLASSROOM DISTRIBUTION



Own creation.

ANNEX 5. SPECIFIC COMPETENCES OF THE ENGLISH AREA

SPECIFIC COMPETENCES	OPERATIONAL DESCRIPTORS
1-Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas.	CP1, CP2, CD1, CPSAA5, CCEC2.
2-Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	CP1, CP2, CD2, CPSAA5, CCEC4.
3-Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.	CP1, CP2, CPSAA3, CC3.
4-Mediar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.	CP1, CP2, CP3, CPSAA1, CPSAA4, CCEC1.
5-Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.	CP2, CD2, CPSAA1, CPSAA4, CPSAA5.
6-Apreciar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales.	CP3, CPSAA1, CPSAA3, CC2, CC3, CCEC1.

(DECRETO 61/2022)

ANNEX 6. CURRICULAR OBJECTIVES

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.
D	Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas por motivos de etnia, orientación o identidad sexual, religión o creencias, discapacidad u otras condiciones.
F	Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.
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.

(DECRETO 61/2022)

ANNEX 7. ORDEN 5958/2010 OBJECTIVES FOR BILINGUAL SCHOOLS

Students will be able to:

1	Use two languages competently: English and Spanish, across different subjects in the curriculum.
2	Acquire new knowledge through the instrumental use of English.
3	Value English and other languages in general as a means of communicating and understanding people from different places and cultures, and thus gain cultural awareness.
4	Use previous experiences in other languages to acquire English language skills more quickly, <u>efficiently</u> and autonomously.
5	Demonstrate willingness to learn.
6	Build up their confidence in their ability to learn and communicate in English.
7	Use different resources including ICT, with increasing autonomy to obtain information and to communicate in English.
8	Assess their progress in their learning process, building on achievements in previous years and through the different subjects taught in English.

(ORDEN 5958/2010)

ANNEX 8. 2nd CYCLE CONTENTS. DECRETO 61/2022

BLOQUE A: COMUNICACIÓN

- Autoconfianza y reflexión sobre el aprendizaje. El error como parte integrante del proceso de aprendizaje y como instrumento de mejora.
- Estrategias básicas de uso común para la comprensión y la producción (vuelve a leer el texto, usa su conocimiento previo, lee entre líneas, usa las pistas del contexto, piensa en voz alta, resume, ubica las palabras clave, hace predicciones, visualiza, analiza imágenes y fotos, imita, repite...) de textos orales, escritos y multimodales breves, sencillos y contextualizados en lengua inglesa.
- Conocimientos, destrezas y actitudes elementales que permiten iniciarse en actividades de participación en situaciones cotidianas básicas, en las que se utilicen gradualmente estrategias comunicativas que ayuden a resolver conflictos, mejorar la comunicación o servir de enlace entre varios interlocutores en la misma o en diferentes lenguas, crear relaciones, llegar a acuerdos, salvar las diferencias culturales... mediante actitudes de empatía y colaboración.
- Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: saludar, despedirse, disculparse, agradecer, pedir u ofrecer ayuda, presentar y presentarse, expresar los gustos y las preferencias, el acuerdo o desacuerdo, el sentimiento, la intención; describir personas, actividades, objetos y lugares; pedir e intercambiar información sobre cuestiones cotidianas; describir rutinas; dar indicaciones e instrucciones; expresar el tiempo, la cantidad y el espacio en lengua inglesa.
- Modelos contextuales y géneros discursivos básicos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios en lengua inglesa, tales como cuentos, leyendas, artículos, emails, comics, folletos, instrucciones, normas, avisos o conversaciones reguladoras de la convivencia, con relativa corrección fonética, utilizando conectores sencillos, cuidando su presentación y revisando y autocorrigiendo los textos producidos. Identificación y comprensión de palabras clave e ideas principales. Estrategias interactivas, un intercambio verbal y colectivo de ideas.
- Unidades del lenguaje básicas de uso común y significados asociados a dichas estructuras, tales como expresión de la entidad y sus propiedades, cantidad y número, espacio y las relaciones espaciales, afirmación, exclamación, negación, interrogación en lengua inglesa.
- Léxico elemental de alta frecuencia y de interés para el alumnado relativo a relaciones personales próximas, vivienda, lugares y entornos cercanos en inglés. Emisión de palabras clave, frases e información de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos. Estrategias para la comprensión de mensajes producidos con distintos acentos de la lengua inglesa.
- Patrones sonoros, acentuales y de entonación básicos de uso común, y funciones comunicativas generales asociadas a dichos patrones. Diferencias fonéticas básicas de la lengua inglesa a través de palabras, oraciones sencillas, canciones, rimas, retahílas, trabalenguas, chistes básicos, poesías, quintillas cómicas (Limerick), acompañados de gestos faciales, corporales y mímica. Lectura, deletreo y reconocimiento de palabras que comparten un patrón común, que rimen y fonemas finales.

- Convenciones ortográficas básicas de uso común y significados asociados a los formatos y elementos gráficos. El sonido y nombre de las letras del alfabeto. Deletreo. Uso correcto de la puntuación, las mayúsculas y los apóstrofes.
- Convenciones y estrategias conversacionales básicas verbales o no verbales (gestos, contacto físico, expresiones faciales, posturas corporales...) de uso común, en formato síncrono (cara a cara, por teléfono, video llamada, videoconferencia) o asíncrono o en las que se establece contacto social (plataformas, apps, redes sociales) para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar indicaciones en inglés, etc.
- Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales. (contexto, conocimiento previo, identificación de información básica, filtrar resultados, elegir los términos precisos, utilizar la búsqueda avanzada, completar y contrastar los datos, valorar y seleccionar la información...)
- Herramientas analógicas y digitales básicas de uso común para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción y colaboración educativa. Uso guiado, limitado y responsable de las herramientas digitales.

BLOQUE B: PLURILINGÜISMO

- Estrategias y técnicas de compensación de las carencias comunicativas (petición de repetición, aclaración, búsqueda de recursos para entender el discurso, descripciones, comunicación no verbal...) para responder a una necesidad elemental, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas. Interés y curiosidad por las lenguas, conocimiento de su funcionamiento desde el respeto, la tolerancia y la empatía.
- Estrategias básicas de uso común para identificar, retener, recuperar y utilizar unidades del lenguaje (léxico, morfosintaxis, patrones sonoros, etc.) tales como la transferencia y aplicación de estrategias de la lengua castellana, uso de imágenes, diagramas, pósteres, fichas de vocabulario, diccionarios personales de imágenes, mapas mentales, canciones... a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.
- Iniciación a estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales. Rúbricas, diarios de clase, portafolios, escalas de estimación, bloc de autoevaluación, listas de cotejo...
- Léxico y expresiones elementales para comprender enunciados sobre la comunicación, la lengua y el aprendizaje (metalenguaje). Estrategias metalingüísticas de inferencia a partir de las pistas contextuales, tales como el tema general; otras palabras del discurso (redundancias, anáforas, paralelismos); la estructura gramatical; la morfología (análisis de los prefijos, sufijos, composición, etc.); la entonación (habla) y la puntuación (escritura).

BLOQUE C: INTERCULTURALIDAD

- La lengua extranjera como medio de comunicación y relación con personas de otros países, y como medio para conocer culturas y modos de vida diferentes. La curiosidad por el conocimiento de otras realidades sociales y culturales, de otras lenguas, partiendo de posiciones de respeto y tolerancia por el interlocutor, sus costumbres, tradiciones, convenciones sociales, normas de cortesía, valores y su cultura.
- Interés en la participación en intercambios comunicativos planificados, a través de diferentes medios (cartas, e-mails, video llamadas, videoconferencias, presentaciones, copresentaciones...) con estudiantes de la lengua extranjera.

- 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. La música y la literatura inglesas como símbolos de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos. Fórmulas de cortesía adecuadas en los intercambios sociales.
- Estrategias básicas de uso común para entender y apreciar las diversas lenguas, artes y culturas, a partir de valores sociales y medioambientales y democráticos. La realidad de las diversas lenguas del aula como fuente de riqueza cultural.
- Estrategias básicas de uso común de detección de usos discriminatorios del lenguaje verbal y no verbal.

BLOQUE D: CONTENIDOS SINTÁCTICO-DISCURSIVOS

- Expresión de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but); causa (because); finalidad (to-infinitive, eg. I did it to help her).
- Afirmación: affirmative sentences; Yes (+tag).
- Exclamación: What + noun (e.g. What fun!); How + Adjective (e.g. How exciting!); exclamatory sentences (e.g. I love rainbows!).
- Negación: negative sentences with not, never; No (adj.) nobody, nothing. No (+ negative tag).
- Interrogación: Wh- questions; Auxiliary verbs in questions: to do, to be, to have.
- Expresión del tiempo: presente (simple present; present continuous), pasado (simple past); futuro (going to).
- Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (Simple tenses [+Adverb eg. always, everyday]); incoativo (start-ing); terminativo (finish-ing).
- Expresión de la modalidad: factualidad (declarative sentences); capacidad (can); obligación (have (got) to; imperative); sugerencia (should); permiso (can); intención (going to).
- Expresión de la existencia (to be; there is/there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad (very + Adj.); la comparación (comparatives and superlatives: as Adj. as; taller [than]; the smallest).
- Expresión de la cantidad: singular/plural; cardinal numbers up to three digits; ordinal numbers up to two digits. Quantity: many, all, some, many, a lot, (a) little, more, half, a bottle/cup/glass/piece of. Degree: very, enough.
- Expresión del espacio: prepositions, prepositional phrases, adverbs of location, position, distance, motion, direction and origin.
- Expresiones temporales: points (e.g. quarter past five); divisions (e.g. half an hour, summer), and indications of time (e.g. now, tomorrow (morning); duration (e.g. for two days); anteriority (before); posteriority (after); sequence (first, then...); frequency (e.g. sometimes, on Fridays); prepositions, prepositional phrases and adverbs of time.
- Expresión del modo: Adv. of manner (e.g. slowly, well, quickly, carefully).
- Expresión de la posesión: I have got (I've got); preposición of; genitivo sajón ('s); possessives.
- Expresión de gustos y preferencias: I like/I don't like; I like verb- ing; I love.

(DECRETO 61/2022)

ANNEX 9. COOPERATIVE ROLES

COORDINATOR

FUNCTIONS:

- Ensure that all members participate.
- Ensure everyone does its work.
- Remember the tasks to do.



SUPERVISOR

FUNCTIONS:

- Make everyone respect turns.
- Notes down group's decisions.
- Substitutes a member when absent.



ORGANISER

FUNCTIONS:

- Control noise level.
- Make sure the material is ready.
- Ensure that tasks are clean and tidy.



SPOKESPERSON

FUNCTIONS:

- Share group 'decisions with the rest.
- Call the teacher.
- Contact with other spokespersons.



Own creation.

ANNEX 10. GROUP PASSPORT

This passport belongs to...



GROUP NAME:

Design your insignia

Group members

Tanzania

Search for Tanzania in Google Maps and paste a sticker on it!



Objectives for unit 9

You will be able to:

- ✓ Discover Jane Goodall and her exciting job!
- ✓ Describe chimps' characteristics.
- ✓ Differentiate chimps from humans.
- ✓ Recognise and name feelings.
- ✓ Practice the sound /s/.
- ✓ Talk about things you like and don't like
- ✓ Discover a new SDG.
- ✓ Create your own field journal!



Group objectives for unit 9



Individual objectives for unit 9



Rules for unit 9



Member's signatures: _____

Problems and solutions

Write about the conflicts that occurred during the unit and the way you decided to solve them!

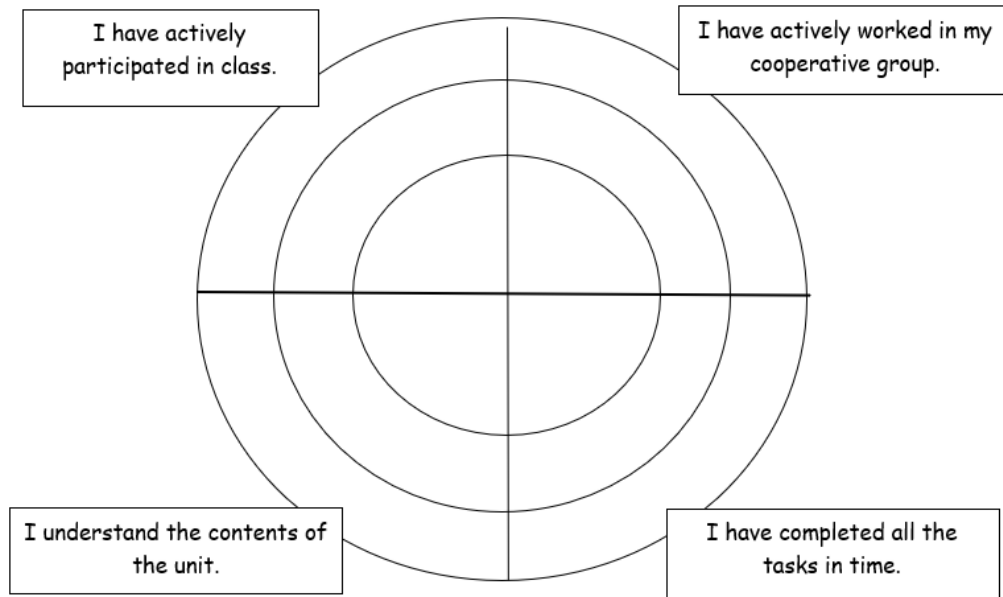


Group dictionary

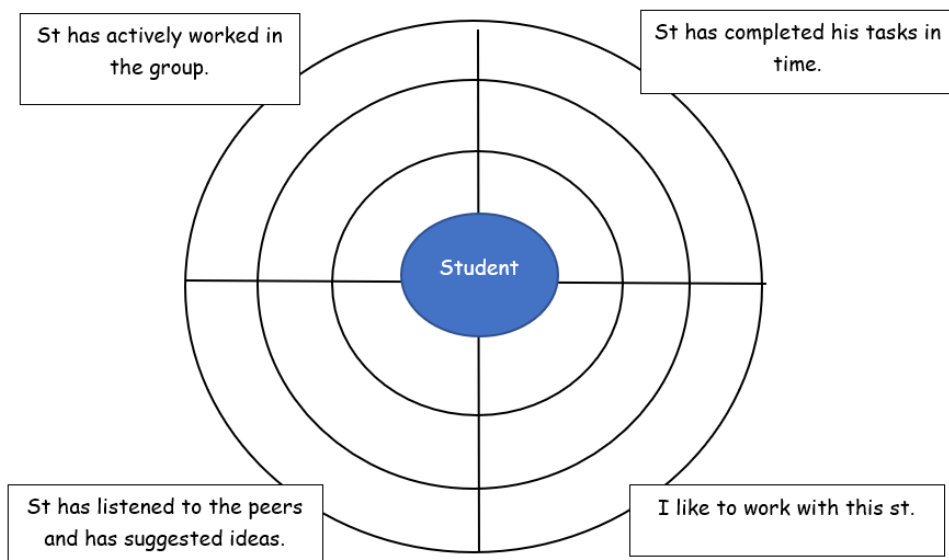
Write here the words you didn't know and the meaning you discovered with the dictionary.



Self-assessment



Peer-assessment



ANNEX 11: DIDACTIC UNIT DEVELOPED: U9 ME, JANE; YOU, TARZAN- TANZANIA

In learning you will teach, and in teaching you will learn- Son of Man, Phil Collins

RATIONALE OF THE DIDACTIC UNIT

It may seem unusual to present Tanzania as a background to learn English. Normally, English books present their content related to English or North American culture. The truth is English is a global language and it is spoken by people in many countries like Tanzania, where it is an official language. By learning that English is not exclusive to the UK or the United States, children can appreciate the diversity of the language and understand its importance in communicating with people from different backgrounds. Teaching global English also helps children understand that it is not just a language associated with a particular culture or nationality, but it is used by people of different ethnicities, cultures, or religions across the world. This understanding can lead to greater tolerance and respect.

In this case, English is also used to communicate with the British ethologist **Jane Goodall**. She plays an important role, not only for acquiring the English objectives settled, but to serve as a feminine scientific role model and a peace and environmental activist in which students can look up to.

The main resource of this unit is **the film Tarzan** (Lima & Buck, 1999). The film will be used as a context to present grammar, lexis or functions and as a way to practice the four language skills (speaking, listening, reading and writing). But English is not the only purpose of learning; Tarzan serves as a great opportunity to talk about feelings and reflect about differences. *SDG 15 Life on land*, will also be introduced in the context of the movie.

OBJECTIVES

Curricular objectives	A, B, D, F, I	Didactic objectives	1, 2, 3, 4, 6
Objectives of the unit			
<p>To recognise Jane Goodall as a scientific and advocate of apes and environment.</p> <p>To use Present Simple accurately to express chimps' characteristics.</p> <p>To express differences contrasting features using <i>too</i> or <i>but</i>.</p> <p>To recognise and name feelings.</p> <p>To correctly pronounce the sound /s/ at the beginning of words.</p> <p>To express likes and dislikes and other personal information.</p> <p>To identify the SDG 15.</p> <p>To express <i>why</i> it is important to achieve SDG 15 using <i>because</i>.</p> <p>To elaborate a group field journal collecting all the learning of the unit.</p>			

CONTENTS

Hereunder, there can be found the contents of unit 9. Some of them are review contents from other units (this will be specified in the description of the sessions) as it important to present past contents again to secure them better.

Conceptual contents
<p>(A) Unidades del lenguaje básicas de uso común y significados asociados como expresión de la entidad y sus propiedades.</p> <p>(A) Léxico elemental de alta frecuencia y de interés para el alumnado relativo a los sentimientos.</p> <p>(A) Expresión de gustos y preferencias: I like/I don't like.</p> <p>(D) Expresión del tiempo: presente (simple present).</p> <p>(D) Expresión de oposición: but.</p> <p>(D) Expresión de adición: too.</p> <p>(D) Expresión de relaciones lógicas: causa (because).</p> <p>(D) Interrogación: Wh- questions.</p>
Procedural contents
<p>(A) Estrategias básicas de uso común para la comprensión (vuelve a leer, usa las pistas del contexto, piensa en voz alta, visualiza y analiza imágenes...) de textos orales, escritos y multimodales en lengua inglesa.</p> <p>(A) Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: describir animales y lugares.</p> <p>(A) Modelos contextuales y géneros discursivos básicos de uso común en la coproducción de textos escritos breves y sencillos, no literarios en lengua inglesa, tales como un cuaderno de campo, cuidando su presentación, revisando y autocorrigiendo.</p> <p>(A) Emisión de palabras clave y de mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos.</p>

(A) Recursos para el aprendizaje y estrategias elementales de búsqueda guiada de información en medios analógicos y digitales.

(B) Estrategias y técnicas de compensación de las carencias comunicativas (petición de aclaración, búsqueda de recursos para entender el discurso...) para responder a una necesidad elemental, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera.

(B) Estrategias básicas de uso común para identificar, retener y utilizar el léxico como la transferencia, diccionarios personales de imágenes, mapas mentales, canciones...a partir de la comparación de las lenguas.

Attitudinal contents

(C) Estrategias básicas de uso común para entender y apreciar las diversas culturas a partir de valores sociales y medioambientales.

(C) La literatura inglesa como símbolo de identidad cultural y vehículo motivador de transmisión de conocimientos.

COMPETENCES

KEY COMPETENCES

The key competences that will be developed during unit 9 are:

- **Plurilingual competence:** as the purpose of the Syllabus is to continue developing English language.
- **Digital competence:** digital resources will be used to construct knowledge by searching for information and to elaborate the field notebook.
- **Personal, social and learning to learn competence:** it will be developed thanks to Cooperative Learning and to other activities that involve self or peer assessment, managing time or constructing knowledge by Guided Discovery Learning.
- **Civic competence:** by developing environmental values as Jane Goodall teaches us too: understanding and respecting animals and their environment and working to achieve SDG 15.

SPECIFIC COMPETENCES

The specific competences of the English Area that will be developed during the unit are: 1, 2, 3, 5 ([annex](#)).

All of them are related with **Plurilingual competence** as they seek to (1) develop reading and comprehension, (2) produce texts, (3) listening and speaking (5) and analysing and understanding language. **Digital competence** has a powerful role developing, especially, competences 1 and 2, as students will use digital resources to understand information about Jane Goodall, SDG 15, or chimps and to create texts like the field journal. The selected specific competences also favour acquiring **Civic competence**, as language will be used to read, write, listen, or speak about current global issues like SDG, environmental care or social issues as emotions and feelings. Finally, specific competences are also related to **Personal, social and learning to learn competence**, as students will use the language to work cooperatively and to receive and create feedback.

This relation between key and specific competences allows the **acquisition of the objectives** as they are the goals that need to be aimed by a competence development.

METHODOLOGY

The methodology applied in this unit follows the principles reflected on section 7.

Guided Discovery Learning is implemented as students will be the ones investigating, discovering, and creating their own knowledge. This is the case of sessions where students investigate in groups about Jane Goodall, Tanzania, or SDG 15. They will also construct their own learning thanks to the field notebook they must create in groups. Of course, during these moments and throughout the rest of unit, the teacher will provide the necessary **scaffolding** using prompts, chunks, providing feedback and favouring peer assessment.

Cooperative Learning will be developed through cooperative techniques such as *write around* or *1-2-4 technique*, and by the creation of a final group product.

The **Multiple Intelligences** that will be worked on throughout the unit are:

- **Linguistic Intelligence:** as the main goal of the unit is to continue developing English language.
- **Naturalistic Intelligence:** it is developed since the beginning of the unit where we learn about Jane Goodall's experience and love for nature. All these thoughts and feelings will be worked on throughout all the sessions by analysing chimps, comparing them with humans or learning about how our actions can help achieve SDG 15 *Life on land*. The field journal will also be a reflect of this Intelligence.
- **Inter and Intrapersonal Intelligence:** they will be developed during the unit thanks to cooperative learning, but more specifically, they will be worked on during the third session where feelings and emotions are the main topic. They

will also be developed in session 7 *Roots & Shoots*, while reflecting on actions that help preserving life on land.

- **Visual- Spatial Intelligence:** it will be developed thanks to the field journal where students will be encouraged to organise it as they prefer, including drawings, images, or the elements they consider necessary and helpful.
- **Musical Intelligence:** it will be developed mainly in session 4 which is based on the song *Son of Man* by Phil Collins included in the film.

Finally, there will be **learning corners** to review contents.

DESCRIPTION OF THE SESSIONS

SESSION 1: WHO IS JANE GOODALL?

Session 1: Who is Jane Goodall?					
Date: Feb 13 th			Time: 45 minutes		
Skills	Reading	Writing		Listening	Speaking
Systems	Grammar	Lexis	Function	Discourse	Phonology
M.I.	Linguistic, Naturalistic, and Interpersonal.				
Learning outcomes	Students will be able to: -Recognise who is Jane Goodall and identify main aspects of her life and work. -Search for information on the Internet using the snappets. -Understand the gist of the story. -Discuss aspects about the story and Jane Goodall. -Create a mind-map to organise information.				
Evaluation criteria	-Students identify Jane Goodall and her most important feats. -Students use snappets in a responsible way. -Students search for the meaning of key words they do not understand. -Students express their thoughts and opinions about the story. -Students elaborate accurately a mind-map, expressing enough information.				
Contents					
<ul style="list-style-type: none"> - Strategies for understanding the gist of a story: asking questions, deducing meaning from the context, searching on the dictionary... - Target lexis: like/ don't like (review content). -Searching for information on the Internet in a responsible way. 					
Materials	Interactive whiteboard, <i>snappets</i> , the letter from Tina, and the video: https://youtu.be/RFBINbkAbmQ				
Spaces	Classroom.				
Procedures					
⌚ 5 minutes			👥 cooperative groups		
We will start the unit as we usually do. Each cooperative group will look back to past units and think of group and individual objectives they want to settle for this one. Then, they will write them on the group passport that will be reviewed throughout the unit to ensure everyone follows it.					
⌚ 5 minutes			👥 whole group		
The class starts by sitting together in the assembly and reading the message Tina has sent us (the learning situation). The letter will not only be read but showed in the interactive whiteboard to provide multiple ways of presenting information as UDL suggests. After reading the letter, students will select words they do not understand, look for them on the dictionary and write them down on the section group dictionary of the group passport .					

🕒 7 minutes	👤 Individual
We will do short research about Jane Goodall. I will give the students the <i>snappets</i> and encourage them to read about Jane Goodall during five minutes. Then, we will note all the ideas we have discovered on the whiteboard to create a general idea.	
🕒 10 minutes	👥 whole group
We will watch a video of Jane Goodall reading a story about her life which is called Me...Jane (McDonell, 2011). The video is a great opportunity to continue following UDL's advice on presenting information in a variety of ways as students can listen, read, and see the illustrations at the same time. After watching it, students will discuss about it and will express their opinion using like and don't like (review content). For everyone to remember these structures, the teacher will write them on the blackboard to help them remember.	
🕒 17 minutes	👥 cooperative groups
By using the cooperative technique write around , students will write down all the information they remember from the research and the video. This technique consists of settling turns of 1 minute so that each student writes everything he can about the topic. Once the minute has finished, the next student completes the information of the first and so on. After finishing collecting the information, each group will create a mind map to express the information in a clear way. Then, they will show it to the teacher to correct grammar or spelling mistakes. This will be included in the field journal.	

SESSION 2: INTO THE JUNGLE

Session 2: Into the jungle					
Date: Feb 14 th			Time: 45 minutes		
Skills	Reading	Writing	Listening	Speaking	
Systems	Grammar	Lexis	Function	Discourse	Phonology
M. I.	Linguistic and Naturalistic.				
Learning outcomes	Students will be able to: -Analyse chimps' features by watching the movie Tarzan. -Express chimps' features using Present Simple. -Express chimp's features using adjectives.				
Evaluation criteria	-Students construct full sentences using Present Simple correctly. -Students recognise the meaning of new lexis on adjectives. -Students spell and write the lexis correctly. -Students create simple sentences with the lexis learnt.				
Content					
- Present Simple to describe characteristics of the gorillas. -Target lexis: adjectives (<i>playful, familiar, curious, naughty, aggressive</i>).					
Previous knowledge	Some adjectives like <i>big, small, brown, grey, friendly...</i>				
Materials	Interactive whiteboard, <i>Tarzan</i> , online dictionary, presentation slides for the adjectives (annex), field journal.				
Spaces	The classroom.				

Procedures	
🕒 13 minutes	👥 Whole group
<p>We will start watching the first 13 minutes of the film. We will highlight the importance of paying attention to chimp's lifestyle and characteristics that will be included in the field journal.</p>	
🕒 7 minutes	👥 Whole group
<p>Now, we will comment on aloud what we have seen. The teacher will ask the question <i>How would you describe chimps?</i> Students may answer using only adjectives they already know as well as incomplete sentences, so the teacher will provide scaffolding by using a prompt:</p> <p style="text-align: center;"><i>Chimps are... (the adjective).</i> <i>They are... (the adjective).</i></p> <p>By providing clear sentence models, we encourage students to construct full sentences and to remember structures better.</p> <p>We will practice using drills: every student will repeat the structure said by the teacher. Then the teacher will not repeat the full sentence for students to say it directly.</p>	
🕒 10 minutes	👥 The whole group
<p>The teacher will also include new adjectives that students have not thought of (see target lexis). First, the teacher will use demonstration by showing images of chimps, then we will explain the adjective that the image represents (annex) and the students will repeat it aloud. It is important to anticipate and focus on possible spelling mistakes.</p> <p>Students will be the ones to suggest new lexis and there would be no problem if they say an adjective in Spanish: that would be an opportunity to provide scaffolding by looking for the meaning on the dictionary.</p> <p>Everyone will write the new lexis in their notebooks to practice their written form.</p> <p>We will check students' understanding by asking them to link the images with the adjective.</p>	
🕒 15 minutes	👥 Cooperative group
<p>Now it is time to produce and personalise the language. In their cooperative groups students will write at least eight sentences (two per member) that describe gorillas and the place where they live. This will be included in the field journal.</p>	

SESSION 3: ANIMALS HAVE FEELINGS TOO!

Session 3: Animals have feelings too!					
Date: Feb 15 th			Time: 45 minutes		
Skills	Reading		Writing	Listening	Speaking
Systems	Grammar	Lexis	Function	Discourse	Phonology
M.I.	Linguistic, Intrapersonal, Interpersonal.				
Learning outcomes	Students will be able to: -Name different feelings in English. -Recognise feelings thanks to gestures or images. -Describe situations that provoke a certain emotion.				
Evaluation criteria	-Students recognise the meaning of new lexis on feelings. -Students spell and write the lexis correctly. -Students create simple sentences including lexis on emotions.				
Content					
Target lexis on feelings: <i>surprised, excited, frightened, worried, unhappy, furious, joyful, nervous.</i>					
Previous knowledge	Some feelings like <i>happy, sad</i> or <i>angry</i> .				
Materials	Interactive whiteboard, <i>Tarzan</i> , online dictionary, presentation of scenes of the film (annex), mini whiteboards.				
Spaces	The classroom.				
Procedures					
🕒 15 minutes			👥 The whole group		
<p>We will watch the next 9 minutes of the film <i>Tarzan</i> (<i>min 14-23</i>). In this piece, Terk and her friends pull a joke on Tarzan because they notice he is different from them. At the end of the scene, Tarzan is also aware of those differences, and he is upset about them.</p> <p>It is time to reflect about some aspects:</p> <ul style="list-style-type: none"> -<i>What happened in the scene?</i> -<i>How do you think Tarzan feels?</i> -<i>Do we sometimes treat people as different than us?</i> -<i>Is Tarzan the only one showing feelings during the film?</i> 					
🕒 15 minutes			👥 The whole group		
<p>This last question leads us to talk about feelings that we have seen in the film. To introduce new lexis we will use images from the characters expressing a particular emotion. The teacher will ask students about how do they think the character is feeling. Again, there is nothing wrong if the students do not know the word in English but answer it in Spanish: we will use the dictionary to learn the new word.</p> <p>To check understanding we will do a matching activity where images will be used as prompts.</p> <p>To practice the lexis the teacher will ask students about situations when they feel the same way as the characters.</p>					

🕒 15 minutes	👥 Cooperative groups
<p>In cooperative groups we will personalise the lexis by playing. One student will sand up and represent one of the emotions by doing mimics or playing taboo (explaining the word without saying it, for instance, describing a situation that makes him feel that way). Each cooperative group will have a few seconds to discuss the emotion. Then, they will write them on little whiteboards and at the count of three they will rise them to show the word. Every correct answer will get a point, but mistakes of spelling count as errors. Every time there's a spelling mistake, the teacher will write the word on the whiteboard correctly to help the students remember it.</p>	

SESSION 4: SON OF MAN

Session 4: Son of Man					
Date: Feb 16 th			Time: 45 minutes		
Skills	Reading	Writing	Listening	Speaking	
Systems	Grammar	Lexis	Function	Discourse	Phonology
M.I.	Linguistic and Musical.				
Learning outcomes	Students will be able to: -Recognise the sound /s/ at the beginning of words. -Read words that start with the sound /s/.				
Evaluation criteria	-Students participate actively. -Students pronounce the sound /s/ correctly at the beginning of a word. -Students create a tongue-twister with sense and an appropriate level of difficulty. -Students pronounce their tongue- twister clearly.				
Content					
Words that start with the sound /s/: sky, spirit, strong, star, snake, snow...					
Previous knowledge	They control how to pronounce the sound /s/ in the middle of words but have troubles pronouncing it as the first sound.				
Materials	Interactive whiteboard, Tarzan, Son of Man lyrics , worksheet with the sound s remarked, poster with mouth positions, Mentimeter.				
Spaces	The classroom.				
Procedures					
🕒 7 minutes			👥 The whole group		
<p>It is Thursday and Sarah, the language assistant, joins us. The class will start with the next scene of the movie: the song <i>Son of Man</i> by Phil Collins. We will first listen to the music while watching the film. Then, we will project the lyrics and listen to the song so that we can follow it and understand it better. Then we will discuss if we had listened to that song previously, if we like it or not... This will count as participation assessment.</p>					

🕒 7 minutes	👥 The whole group
<p>Now, Sarah asks the students to focus on the chorus. She gives the students a worksheet where the words that start with the sound /s/ are remarked (annex). Some of these words are usually mispronounced by Spanish students so it is important to practice their pronunciation.</p> <p>First, Sarah models the sound to show students how to pronounce them correctly. As a way of scaffolding, she will use a poster with two photos of the correct and the incorrect position of the mouth (annex).</p> <p>After that, she will use choral and individual drills to practice de sound.</p>	
🕒 20 minutes	👥 Cooperative group
<p>Then each group will be given a snippet. Students will do a brainstorming of words that start with the sound /s/ in English. We will share the results with the rest of the class by using the app Mentimeter.</p> <p>Now, each group will have to invent a tongue-twister including at least four words of the Mentimeter (teachers will ensure they are correct or appropriate). Every member of the group must learn it and pronounce it correctly with the indications Sarah previously gave.</p>	
🕒 5 minutes	👤 Individual
<p>It is time for each group to show the rest of the class their creations. Each member of the group will recite the tongue-twister trying not to get confused. At the end, every group will vote their favourite.</p> <p>This moment is used for the teacher and the language assistant to assess according to the rubric (annex).</p>	
🕒 5 minutes	👥 The whole group
<p>The class finishes by singing again Son of Man paying attention to the pronunciation of the sound /s/.</p>	

SESSION 5: THESE STRANGERS LIKE ME

Session 5: These strangers like me					
Date: Feb 17 th			Time: 45 minutes		
Skills	Reading	Writing	Listening	Speaking	
Systems	Grammar	Lexis	Function	Discourse	Phonology
M.I.	Linguistic and Interpersonal.				
Learning outcomes	Students will be able to: -Identify similarities and differences between chimps and humans. -Express addition using <i>too</i> . -Express exclusion using <i>but</i> .				
Evaluation criteria	-Students clearly identify differences and similarities between humans and chimps. -Students write sentences about similarities using <i>too</i> correctly. -Students write sentences about differences using <i>but</i> correctly.				
Content	<i>Too</i> to express addition and <i>but</i> to express exclusion.				

Previous knowledge	<i>And</i> to link ideas.	
Materials	Interactive whiteboard, <i>Tarzan</i> , worksheet of the table of differences and similarities.	
Spaces	The classroom.	
Procedures		
🕒 17 minutes	👥 The whole group	
We will start watching the next fragment of the film (min 35-52) in which Tarzan discovers humans and meets Jane Porter (<i>at this point, it is important to remember the students Jane Porter is not the same person as Jane Goodall</i>). They also show Tarzan how humans live, inventions, norms of conduct...		
🕒 15 minutes	👥 The whole group	
We will talk about differences and similarities between gorillas and humans. Students will participate and they will probably use the next structure (or a similar one):		
<p><i>Humans walk on two legs and gorillas walk on four.</i></p> <p><i>Humans and gorillas get together in families.</i></p>		
To introduce the content <i>too</i> and <i>but</i> , the teacher will provide scaffolding by using a prompt :		
<p><i>Humans walk on two legs, but gorillas walk on four.</i></p> <p><i>Humans get together in families and gorillas too.</i></p>		
The teacher will write this structure on the whiteboard, highlighting the two words so that they have a clear idea of it and repeat it with more of the examples that students say. They will be encouraged to use <i>but</i> and <i>too</i> on next interventions.		
To check understanding , students will have to distinguish if sentences are true or false. To continue practising it, they will correct the mistake if necessary, by using <i>too</i> or <i>but</i> .		
<p>Example: Humans can speak English and gorillas too: false.</p> <p>Correct answer: Humans can speak English but gorillas can't.</p>		
🕒 10 minutes	👥 Cooperative groups	
Students will complete in groups a table of differences and similarities between chimps and humans using <i>too</i> and <i>but</i> that will be included in the field journal . They can collect some of the sentences shared before but they will have to come up with more ideas.		

SESSION 6: MY FAVOURITE SCENE

Session 6: My favourite scene					
Date: Feb 20 th			Time: 45 minutes		
Skills	Reading	Writing	Listening	Speaking	
Systems	Grammar	Lexis	Function	Discourse	Phonology
M.I.	Linguistic and Interpersonal.				
Learning outcomes	Students will be able to: -Ask questions about peer's favourite scene. -Describe a movie scene. -Express reasons using because.				
Evaluation criteria	-Students describe a movie scene in a clear way by using a template. -Students do guessing by asking simple questions. -Students express reasons for choosing one particular scene.				
Content					
Introduction content: because (it will be more deeply explained in next session). It is introduced now as the context is a great opportunity to do it. Review content: adjectives and feelings from previous sessions.					
Materials	Tarzan, worksheet .				
Spaces	The classroom.				
Procedures					
🕒 25 minutes			👥 The whole group		
We will finish watching the movie Tarzan.					
🕒 20 minutes			👥 Cooperative and the whole group.		
In their groups, every member will write a short paragraph of his favourite scene without showing it. They will have to describe it following the directions of a worksheet (annex) and the rest of the members must try to guess the scene it refers to. Once the scenes of one group are guessed, we will start mixing groups to share everyone's opinions.					

SESSION 7: ROOTS AND SHOOTS

Session 7: ROOTS AND SHOOTS					
Date: Feb 21 st			Time: 45 minutes		
Skills	Reading		Writing	Listening	Speaking
Systems	Grammar	Lexis	Function	Discourse	Phonology
M.I.	Linguistic, Naturalistic, and Interpersonal.				
Learning outcomes	Students will be able to: -Ask questions using <i>why</i> . -Express cause using <i>because</i> . -Understand what SDGs are -Recognise SDG 15 -Recognise Roots & Shoots as a Goodall's environmental and social project.				
Evaluation criteria	-Students ask questions using <i>why</i> correctly. -Students answer questions using <i>because</i> correctly. -Students explain what SDGs are in a simple way. -Students explain what Roots & Shoots is in a clear way.				
Content					
Wh- questions: <i>why</i> . Causal expression: <i>because</i> . SDG 15: Life on land.					
Previous knowledge	SDG's have been introduced in the previous session Mardi Grass.				
Materials	Interactive blackboard, Clayton's film scenes, video https://youtu.be/P-vXJ387FRY , snappets.				
Spaces	The classroom.				
Procedures					
🕒 10 minutes			👥 The whole group		
<p>The teacher will start the session talking with students about Clayton, the villain of Tarzan and about what negative actions he did in the movie. The teacher asks a question: <i>Why is Clayton a villain?</i> Students may answer using words or incomplete sentences, so the teacher will provide scaffolding by using a prompt:</p> <p style="text-align: center;"><i>Why is he a villain? He is a villain because...</i></p> <p>By providing clear sentence models, we encourage students to construct full sentences and to remember structures better, in this case, to remember that <i>because</i> answers the question <i>why</i>. Students will have to answer using the structure in the whiteboard. To help them remembering better the structure we will use gestures: opening arms and hands as if we were asking while saying <i>why</i> and clapping while saying <i>because</i>.</p> <p>We will use choral and individual drills to practice.</p>					

🕒 7 minutes	👥 The whole group
<p>Now, the teacher shows photographs of Clayton cutting down trees or aiming his rifle to the chimps. The conversation now focus on what are the consequences of those actions. Students will answer that animals like gorillas and also the nature, the trees and plants are the ones suffering from them.</p> <p>By using a prompt the teacher introduces the SDGs: <i>can you remember of something we have previously study that helps eliminating bad actions like Clayton´s? Something that encourages us to build a better world?</i></p> <p>Thanks to students intervention, the teacher remembers what SDG´s are. We will watch a video introducing SDG 15 Life on land.</p>	
🕒 10 minutes	👥 Cooperative group.
<p>After watching the video and discussing briefly about it, the teacher asks a question: <i>What do you think Jane Goodall thinks of people constantly risking nature?</i> In groups, students must investigate about the programme Roots & Shoots using the snappets and sharing the results with the rest of the class.</p>	
🕒 15 minutes	👥 Cooperative groups
<p>It is time to personalise the language and use it in our field journal. In groups, students will answer the question Why is it important to preserve life on land? They will have to provide at least four sentences using why, because and the information collected from the SDG 15 video and from Roots & Shoots.</p> <p>To answer the question, they will use the cooperative technique 1-2-4. First, every student think of an answer by himself. Then they make two pairs and share the idea with their peer, discussing if it is correct, or if there is something to add. Finally they share the ideas between the four members.</p>	

SESSION 8: LEARNING CORNERS

Session 8: Learning corners					
Date: Feb 22 nd			Time: 45 minutes		
Skills	Reading		Writing		Speaking
Systems	Grammar	Lexis	Function	Discourse	Phonology
M.I.	Linguistic, Interpersonal and Naturalistic.				
Learning outcomes	Students will be able to: -Review the contents studied in unit 9.				
Evaluation criteria	-Students put effort into completing the corner´s task. -Students use the corner´s materials in a responsible way. -Students cooperate to ensure every member completes the task correctly.				
Content					
Everything is previous knowledge as it is a review of contents from the previous sessions.					

Materials	<i>Guess who</i> cards, Interactive whiteboard, Nearpod game, kaboom sticks and questions and material for the explorer's corner.	
Spaces	The classroom.	
Procedures		
🕒 45 minutes	👥 Cooperative group.	
<p>During this class, students will review the contents of unit 9 as we usually do: with learning corners.</p> <p>In the first 5 minutes of the class, the teacher will explain the task on each of the corners. However, there are written instructions in each of them to help students. Both oral and written instructions will be given by using chunks as a way of reception scaffolding.</p> <p>There are five corners and five cooperative groups, so each group will stay in one corner during 8 minutes. Then they will rotate. The teacher will be observing the work and provide help whenever it is needed.</p> <p>The corners and their tasks are:</p> <ol style="list-style-type: none"> 1. <u>Guess who corner</u>: in this corner, students will have a bunch of cards which include images or situations that describe a particular feeling. Students must guess the maximum amount of cards. If they finish fast, they can do it backwards: some student says one feeling and the rest must look for the card which represents it. 2. <u>Whiteboard corner</u>: students will use the interactive whiteboard and the app WordWall to move blocks in order to create full sentences using Present Simple. They will be given blocks with the words that conform a sentence and they must put them in order in time. 3. <u>Nearpod corner</u>: students will use the snappet to play a game called Time to climb created by the app Nearpod. It consists of multiple option questions students must resolve. With this corner we will review the use of but and too. 4. <u>Kaboom corner</u>: kaboom is a game in which students will be given a bunch of questions with a number. They will also have a random selection tool that consists of sticks including a number. Each student takes a stick, reads the number included and answers the question with that number. If they do it right, they will keep the stick and if they don't they will put it back on the glass. There are more sticks than questions: kaboom sticks have a star on them, and when a student picks one, the group must return all the sticks to the glass and start answering again. This game involves using the app StudyStack to read the questions and check the answers. 5. The explorer's corner: it is a permanent corner that includes school magazines, maps, books, posters and a snappet with several websites in which students will continue investigating about Tanzania, Jane Goodall and SDG 15. 		

SESSION 9: OUR FIELD JOURNALS FOR JANE

Session 9: Our field journals for Jane					
Date: Feb 23 rd			Time: 45 minutes		
Skills	Reading		Writing	Listening	Speaking
Systems	Grammar	Lexis	Function	Discourse	Phonology
M.I.	Linguistic, Interpersonal, Naturalistic, Visual-Spatial.				
Learning outcomes	Students will be able to: -Elaborate a field journal including the content from previous sessions.				
Evaluation criteria	-Students cooperate and actively participate in the completion of the journal. -Students gather the contents from the previous sessions in the journal. -Students elaborate the journal developing their creativity. -Students use ICT resources like Canva, Genially and the snappets to create parts of the journal.				
Content					
Everything is previous knowledge as it is a review content from the previous sessions.					
Materials	Snappet, dictionaries, school notebook.				
Spaces	The classroom.				
Procedures					
🕒 45 minutes			👥 Cooperative group.		
<p>Each cooperative group will have time to finish elaborating their final journal. During all the sessions they have had time dedicated to complete the tasks that must appear on it. These are:</p> <ul style="list-style-type: none"> -Jane Goodall's mindmap (session 1). -8 or more short sentences describing gorillas and their habitat (session 2). -A sentence affirming animals have feelings too and some examples of those feelings (session 3). -The table of differences and similarities between chimps and humans using too and but (session 5). -The worksheet including the description of the favourite scene (session 6). -At least four sentences using why, because and the information collected from the SDG 15 video and from Roots & Shoots to express why is it important to preserve life on land. -New words learnt from the unit. <p>Appart from this, students will be encouraged to continue completing their journal being creative: including drawings, more information, photographs... They can also use Canva or PowerPoint to create a digital journal by uploading photographs of the written tasks, linking videos...</p>					

SESSION 10: OUR PASSPORT

Session 10: Our passport					
Date: Feb 28 th			Time: 45 minutes		
Skills	Reading		Writing	Listening	Speaking
Systems	Grammar	Lexis	Function	Discourse	Phonology
M.I.	Linguistic, Interpersonal.				
Learning outcomes	Students will be able to: -Asses their personal work during unit 9. -Asses their peer’s work during unit 9.				
Evaluation criteria	-Students complete the self-evaluation dartboard. -Students complete a rubric centred on peer’s work. -Students review the objectives and norms settled at the beginning of the unit to see how they have respected them. -Students think of group conflicts occurred in the unit and think solutions. -Students identify the parts of the unit they liked and the ones they did not.				
Materials	Group passport.				
Spaces	The classroom.				
Procedures					
🕒 45 minutes			👥 Cooperative and whole group		
<p>As we always do when a session finishes, students will complete the assessment section of the passports. This includes self (annex) and a group assessment dartboards (annex) and a specific section to write down the difficulties or conflicts that have occurred and the solutions thought to solve them (annex).</p> <p>When they finish completing it and discussing about it, every group will share with the class and the teacher what did they liked most about the unit and will suggest some changes for the next ones. This information is useful for the teacher to take into account student’s interests and preferences to include them in next units.</p> <p>Finally, the teacher will sit down with each of the groups for a few minutes to see the passport and discuss about them together providing individual and group feedback.</p>					

ASSESSMENT

As it was mentioned in section 8, there are multiple tools the teacher will use to evaluate both the learning process and the results of her student's learning.

Observation will be a key element in the assessment during all sessions, regarding student's attitudes towards learning and group work. The results will be shared with the students as **formative feedback**.

Oral assessment will be held specially on session 4, thanks to the participation of the language assistant. It will be done with a rubric ([annex](#)). The **final product assessment** will also be developed thanks to a rubric ([annex](#)).

The teacher will not be the only one evaluating. The last session is dedicated to **self** ([annex](#)) and **peer assessment** ([annex](#)), sharing feedback on students, and letting them share aspects they have enjoyed bearing them in mind for the completion of other units.

The evaluation criteria followed will be:

Final product	60%
Oral assessment (language assistant rubric and other oral interventions)	20%
Continuous assessment based on observation (during the unit and specially on learning corners)	10%
Participation	10%

DIVERSITY ATTENTION MEASURES

The students with ADHD will always be given printout and highlighted instructions for completing the tasks. The teacher will also print out the prompts she uses (like those referring to grammar structures) and the worksheets, and will adapt them by leaving empty space, using a bigger font, and taking away elements that can distract the students. The teacher will also be flexible on times settled for every task and will allow students to stand up and move a little when they need it.

As gifted children tend to finish tasks fast, they will be encouraged to use the explorer's corner as a *fast finisher's* activity. There they can still explore about topics regarded in the unit. They will be encouraged to participate actively in all sessions, but specially in the one referred to feelings, as in previous occasions they have found troubles recognising them or even respecting other's.

CONCLUSION

I consider unit 9 a quite varied one as it works at the same time with several Multiple Intelligences and a wide range of contents. This unit, and the overall Syllabus, reflects that it is possible to teach and learn English in a significant way: by watching and understanding interesting films and books, recognising our feelings, learning about incredible people as Jane Goodall and her projects or encouraging children to build a better world. I am truly happy with the result as I believe it shows the effort put to create it as well as my intention to get students engaged with a fun and interesting class as English can be.

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RESOURCES

TINA'S LETTER

Dear third graders:

I am writing you from Tanzania, a wonderful country in Africa.

I have met Jane Goodall, an incredible and interesting scientist! Tanzania was the first place where she investigated about chimpanzees.

Unfortunately, she is really upset, because she has lost her **field journal** where she kept lots of information about her discoveries. No problem, Jane! Third graders will help you! We will investigate about chimps and create our own field notebooks to give them to Jane. Let's discover how...



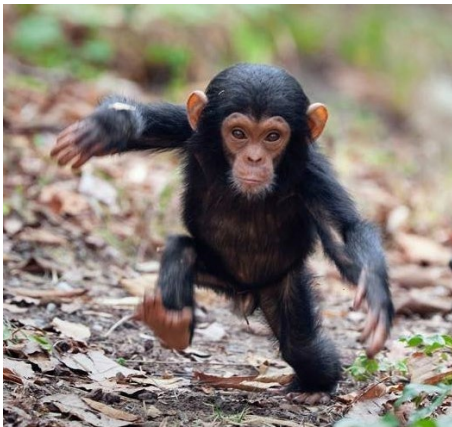
See you soon,

Tina

Own creation.

LEARNING ADJECTIVES

SMALL



BIG



ANGRY



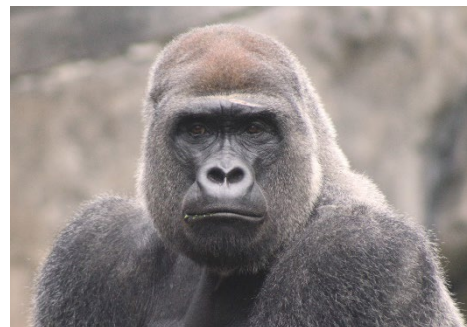
FRIENDLY



BROWN



GREY



Own creation.

FEELINGS

SURPRISED



EXCITED



FURIOUS



JOYFUL



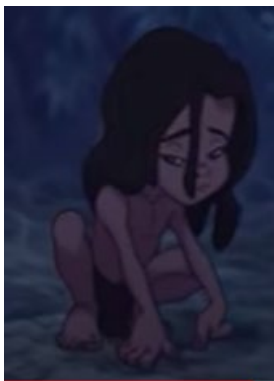
FRIGHTENED



WORRIED



UNHAPPY



NERVOUS

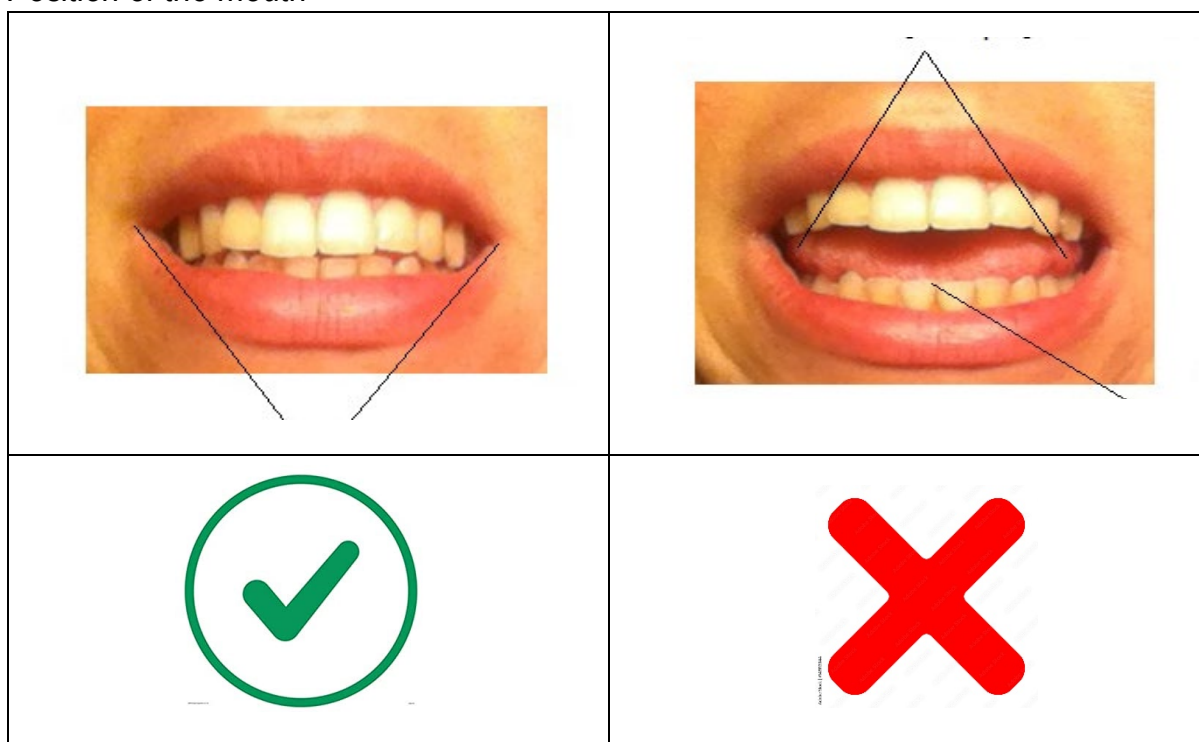


Son of Man /s/

Son of Man, look to the Sky
Lift your Spirit, Set it free
Some day you'll walk tall with pride
Son of Man, a man in time you'll be

Own creation

Position of the mouth



Own creation.

Language assistant rubric

	Not achieved	In process	Achieved
Ss participate actively.	Ss do not participate.	Ss participate when the teacher asks them to.	Ss participate in a voluntary way.
Ss include at least four words starting with /s/ in their tongue twister.	Ss include less than four words in the tongue twister and it present mistakes.	Ss include four words but with written mistakes.	Ss include four words and write the tongue twister without mistakes.
Ss pronounce the tongue twister correctly.	Ss do not pronounce the tongue twister fluently.	Ss pronounce the tongue twister slowly but without mistakes.	Ss pronounce the tongue twister fluently and without mistakes.
Ss pronounce words starting with /s/ correctly.	Ss spell wrong most words.	Ss spell correctly most words.	Ss spell correctly all the words.


Own creation.

TIPS TO DESCRIBE MY FAVOURITE SCENE


MY FAVOURITE SCENE


Use the information in the circles to help you describe your favourite scene:

At the beginning/ end/ in the middle of the film.




Was there music?






Characters which appear.

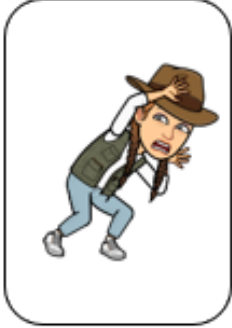



How were they feeling?



Own creation.

Some cards of "Guess who" corner

When I arrive home, I find a Birthday party for me! I am...	When I see a horror film, I am...	Tomorrow we are going on a trip! I am really...
		
Surprised	Frightened	Excited

Own creation.

INTERACTIVE WHITEBOARD CORNER WITH WORDWALL

<https://wordwall.net/resource/55274615> (Own creation)

NEARPOD LINK

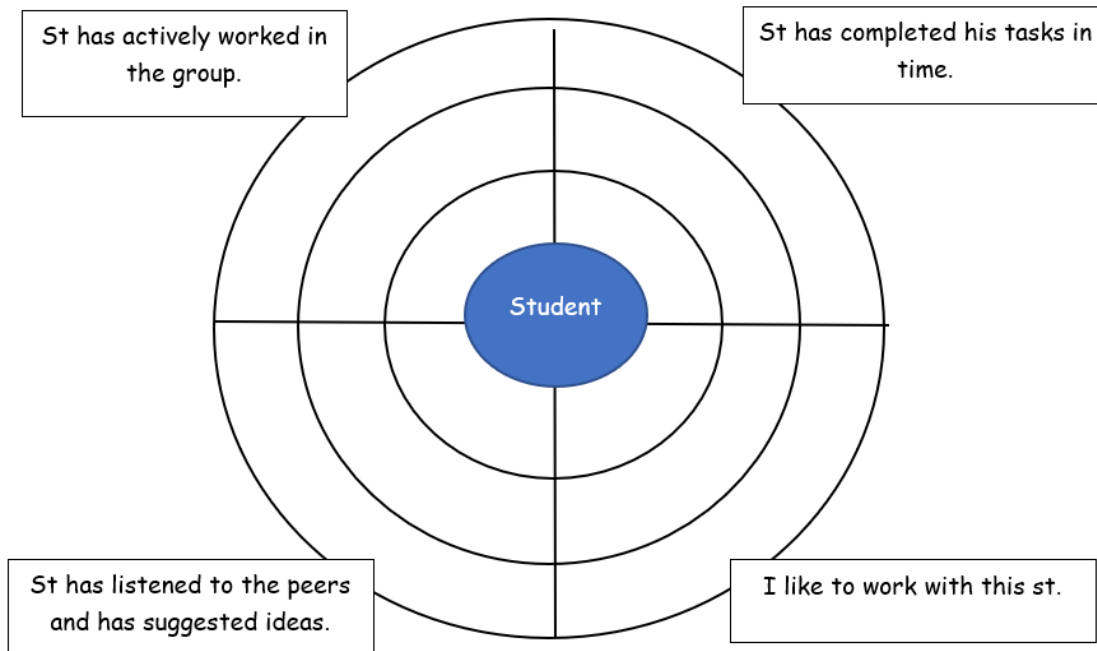
https://app.nearpod.com/?pin=A9675E7BE78B481F5B095135B05F7B23-1&&utm_source=link (Own creation)

KABOOOM WITH STUDYSTACK

<https://www.studystack.com/users/patriciahdoasensio/flashcards-3831387> (Own creation)

SELF-ASSESSMENT DARTBOARD

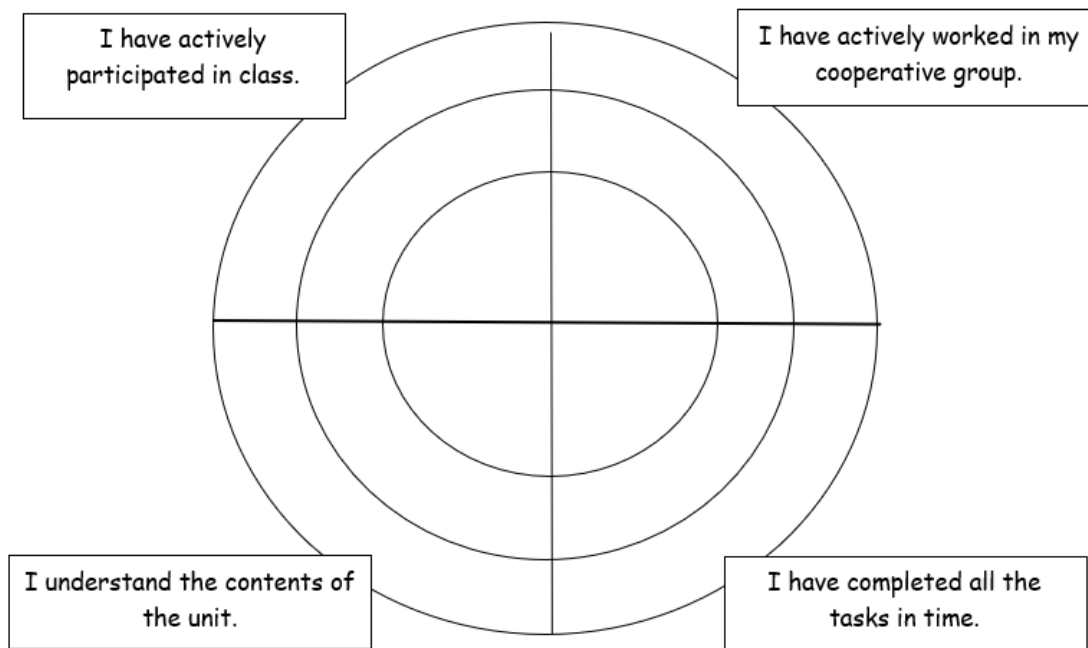
Think of your work during the unit and complete the dartboard.



(Own creation)

PEER ASSESSMENT DARTBOARD

Each student will have three group dartboards, one per group peer.



Own creation.

FINAL PRODUCT RUBRIC

Evaluation criteria	Op. Desc.	Not achieved (0-4)	In process (5-7)	Achieved (8-10)
Ss elaborate a mindmap reflecting Jane Goodall's feats.	CP1 CP2	Ss don't include sufficient information and it is written with basic grammar or spelling mistakes.	Ss include sufficient information but it presents some mistakes.	Ss include extra information and it barely presents mistakes.
	CD1 CD4	Ss don't make a responsible use of snappets.	Ss present have several troubles when finding information.	Ss manage the use of snappets without trouble.
	CPSAA 3	Ss have constant troubles working cooperatively and present rigid or selfish attitudes when trying to solve them.	Ss mostly depend on the teacher to solve their problems but have a proactive attitude.	Ss solve in a quite independent way troubles which appear when working cooperatively.
	CC3	Ss do not reflect the importance of Jane Goodall.	Ss reflect on the surface why Jane Goodall is important.	Ss include a reflection on why Jane Goodall's values are important.
Ss include 8 or more sentences describing gorillas and their habitat.	CP1 CP2	Ss write only the sentences provided as examples and they are incomplete.	Ss write less than 8 sentences and some of them are incomplete. Some of them include adjectives taught in class.	Ss write 8 or more complete sentences with the adjectives taught in class.
	CPSAA 3	Ss have constant troubles working cooperatively and present rigid or selfish attitudes when trying to solve them.	Ss mostly depend on the teacher to solve their problems but have a proactive attitude.	Ss solve in a quite independent way troubles which appear when working cooperatively.
Students write about feelings on animals naming examples taught in class.	CP1 CP2	Ss do not include new lexis taught in class.	Ss include some of the lexis taught in class.	Ss include the lexis taught in class.
	CC4	Ss do not express that animals can feel too.	Ss affirm animals can feel too with few examples.	Ss affirm animals can feel too and suggest varied examples.

Evaluation criteria	Op. Desc.	Not achieved (0-4)	In process (5-7)	Achieved (8-10)
	CPSAA 3	Ss have constant troubles working cooperatively and present rigid or selfish attitudes when trying to solve them.	Ss mostly depend on the teacher to solve their problems but have a proactive attitude.	Ss solve in a quite independent way troubles which appear when working cooperatively.
Ss create table of differences and similarities between chimps and humans using <i>too</i> and <i>but</i>.	CP1 CP2	Ss create an incomplete table with little information. They do not use <i>too</i> or <i>but</i> correctly.	Ss present some mistakes when using <i>but</i> or <i>too</i> .	Ss create a complete table with few mistakes using <i>but</i> or <i>too</i> .
	CPSAA 3	Ss have constant troubles working cooperatively and present rigid or selfish attitudes when trying to solve them.	Ss mostly depend on the teacher to solve their problems but have a proactive attitude.	Ss solve in a quite independent way troubles which appear when working cooperatively.
Ss include a description of their favourite scene.	CP1 CP2	Ss do not include all the aspects from the worksheet to describe the scene. The description is not clear.	Ss use some of the indications from the worksheet. The description is more or less clear.	Ss use all the indications from the worksheet to create a complete and clear description.
Ss express why is it important to preserve life on land using <i>why</i> and <i>because</i>	CP1 CP2	Ss do not use <i>why</i> and <i>because</i> in their response.	Ss use <i>why</i> and <i>because</i> but there are several mistakes.	Ss use <i>why</i> and <i>because</i> with few mistakes.
	CC2	Ss do not use information from the SDG15 video nor from Roots & Shoots.	Ss use information from the SDG15 video and from Roots & Shoots but present several mistakes.	Ss use information from the SDG15 video and from Roots & Shoots with few mistakes.
	CPSAA 3	Ss have constant troubles working cooperatively and present rigid or selfish attitudes when trying to solve them.	Ss mostly depend on the teacher to solve their problems but have a proactive attitude.	Ss solve in a quite independent way troubles which appear when working cooperatively.

Evaluation criteria	Op. Desc.	Not achieved (0-4)	In process (5-7)	Achieved (8-10)
Ss complete accurately their group dictionary.	CP1	Ss do not include the new words.	Ss include a few words they didn't know with their meaning.	Ss include new words and their meaning.
Ss present a creative field journal.	CPSAA 3	Ss limit to present the minimum asked.	Ss include some creative aspects on their work.	Ss present a creative work in form and content.
	CD2	They have not used ICT resources to increase creativity.	Ss have used ICT in some stages in a creative way.	Ss have used ICT resources providing the work with innovative elements.

Own creation