TRABAJO FIN DE GRADO

PROGRAMACIÓN CLIL

CLIL LEARNING THROUGH EXPERIENCES

A JOURNEY THROUGH OUR SELVES

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3º de Educación Infantil

RESUMEN

Esta programación didáctica se encuentra contextualiza en el CEIP Tomás Bretón, concretamente en el 2º ciclo de Educación Infantil, en 5 años.

Está estructurada en tres proyectos conectados entre sí a través del hilo conductor "Un viaje a través de nosotros mismos". A través de este viaje los y las alumnas van a construir una maleta de emociones, crear un billete de avión de forma autónoma y conocer los principales hábitos saludables en cuatro países diferentes. Todo ello estará contextualizado a través de un personaje cercano a la realidad que les rodea, Mr Potato. El objetivo es construir las situaciones de aprendizaje desde la motivación con el fin de fomentar un aprendizaje significativo.

Además, la finalidad de este syllabus es demostrar, mediante el uso del enfoque de Aprendizaje Integrado de Contenido y Lengua (AICLE) también conocido por sus siglas en inglés CLIL (Content and Language Integrated Learning), que es posible aprender los contenidos de forma significativa a través de situaciones de aprendizaje próximas al entorno de los alumnos, utilizando el inglés como vehículo para el aprendizaje de los contenidos.

La programación está basada en los principios de igualdad, heterogeneidad e inclusividad, fomentando así el aprendizaje cooperativo, debido a que está contextualizada en un centro preferente de discapacidad motora. Por tanto, las metodologías y medidas empleadas han sido seleccionadas minuciosamente con el fin de atender las necesidades educativas de todo el alumnado.

Palabras clave: programación didáctica, CLIL, situación de aprendizaje, educación infantil, contexto real y aprendizaje significativo.

ABSTRACT

This syllabus is contextualized in the CEIP Tomás Bretón, specifically in the 2nd cycle of Pre-Primary, in 5 the years-old class.

It is structured in three projects connected to each other through the common thread "A journey through ourselves", a journey in which students build a suitcase of emotions, create a plane ticket independently and learn the main healthy habits in four different countries. All of this will be contextualized through a character close to the reality that surrounds them, Mr Potato. The objective is to build learning situations from motivation in order to promote meaningful learning.

Besides, the purpose of this syllabus is to demonstrate, through the use of the Content and Language Integrated Learning (CLIL) approach, that content can be acquired in a more significant way through learning situations close to the students' environment, using English as a vehicle for learning the content.

The didactic programming is based on the principles of equality, heterogeneity, and inclusiveness, thus promoting cooperative learning, due to the type of school in which the syllabus is contextualized, a center for motor disabilities. Therefore, the methodologies and measures used have been carefully selected in order to meet the educational needs of all students.

Keywords: syllabus, CLIL, learning situation, Pre-Primary, real context and meaningful learning.

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1. INTRODUCTION

In this document, a CLIL (Content and Language Integrated Learning) syllabus will be developed with the aim of reflecting the importance of learning through learning situations, one of the key aspects advocated by the current education law. Specifically, this program is intended for children in 3rd grade of Early Childhood Education.

1.1 Justification

The reason why I have decided to carry out my End of Degree Project on CLIL implemented through learning about experiences is because I believe it is a combination that will have a significant impact on students. On one hand, the CLIL approach has a multitude of benefits, including the scaffolding provided by the teacher. This scaffolding framework necessary in CLIL contexts will facilitate the acquisition of knowledge, gradually disappearing as the individual no longer needs it, thus promoting an approach adapted to each person's learning pace. On the other hand, contextualizing content in situations close to the reality that surrounds students will allow much more meaningful and effective learning in their respective teaching-learning processes. Furthermore, the law has decided to adopt this approach because society has realized that teaching content to students without giving them the opportunity to apply it in their lives is not useful. Therefore, teachers must create learning spaces where children apply all the knowledge they have acquired through everyday situations.

For this, I have created three different projects which have the objective of developing the necessary concept and language learning strategies for students to apply in different contexts throughout the projects. The main objective of the syllabus is to identify and recognize various emotions, gain autonomy, and incorporate key healthy habits. To achieve this, kids will go on a trip through themselves, which is composed of three stages: packing their suitcase, building their ticket, and traveling around the world through four different countries. During the first semester, children will be responsible for packing all the emotions they have acquired into their suitcase. Throughout the second semester, they will acquire the necessary knowledge to increase their autonomy and create their own plane ticket. Finally, in the third semester, they will be ready to visit four different countries and incorporate key healthy habits: nutrition, rest, hygiene, and

physical activity. All in all, I must admit that the characteristics which define CLIL fit perfectly with the crosscurricular nature of the curriculum at this state.

1.2 Objectives

This educational proposal is aimed to achieve different goals. From the side of students the following objectives have led the design of the syllabus:

- Gain opportunities to experiment with their own bodies in spaces where they can recognize and identify different feelings and emotions.
- Find situations available to apply the acquired knowledge and values, as well as the techniques and strategies necessary to develop healthy habits.
- Acquire autonomy.
- Learn about the most important healthy habits.
- Acquire skills to know and take care of oneself.
- Be able to self-regulate emotionally.
- Acquire the necessary tools to interact with people from different cultures.
- Attain fluency and proficiency in communicating in the foreign language.
- Focus the learning of the foreign language on communication through the development of other subjects.

From the side of the teacher, the goals are:

- Improve teacher´s knowledge about the syllabus.
- Learn different strategies to teach content, using language as a communication vehicle.
- Incorporate different resources and materiales into the learning situations.
- Demonstrate the benefit of competency learning through learning situations contextualized in a real environment.
- Employ a learning approach that develops the skills of each student.

In conclusion, the main objective of the syllabus is to develop students' emotions, autonomy, and healthy habits in various learning situations through the CLIL approach. This will help me to improve my knowledge and skills in the using of this syllabus.

2. THEORETICAL FRAMEWORK

The following will provide a theoretical justification for the CLIL approach, the 4Cs conceptual framework that defines it, the benefit of integrated assessment, and the importance, on one hand of implementing competency-based learning through learning experiences and, on the other hand, of reinforcing students' learning through scaffolding.

2.1 Multilingual education: CLIL

The CLIL (Content and Language Integrated Learning) is an approach that is implemented through several methodologies. Thus, this approach refers to the learning of a second language, in this case, English, through the content learning of common subjects such as science, arts, physical education and music. It´s aim is to promote the acquisition of linguistic competence and communicative skills in students (reading, listening, speaking, and writing) as well as their cognitive development.

This type of bilingual education aims for language learning based on communication in everyday situations, placing less emphasis on foreign language curriculum content and grammar. In other words, this approach does not seek to make students capable of understanding and expressing language as if they were native speakers, but rather to be competent in interacting with people from different cultures without any problems (van Esch & St John, 2003 cited in Coyle et al., 2010). That's why one of the most important pillars defining this methodology is the socialization of students. Therefore, contexts are created with the aim of allowing students to develop pluricultural and intercultural competence since they are social agents.

David Marsh was the first expert using the term CLIL to describe a linguistic approach that promotes the development of language competence through the learning of other subjects (science, arts, physical education and music). He demonstrated that there was greater success in learning the second language as a means of communication, leading to a significant change in education.

This approach originated at the end of the 20th century in European classrooms. The implementation of CLIL in classrooms was a complex process with various issues to address. Its impact was so important that other countries saw it as an

opportunity to shift from the traditional model of learning English to a much more dynamic, effective, and meaningful approach (Ikeda et al., 2021). Learning the curriculum content in the language is important, but even more crucial is the ability to be competent and capable of using it whenever necessary. The traditional teaching style has fostered repetitive and technical learning of the second language, proving ineffective as it does not promote interaction with individuals from other cultures. Therefore, one of the main objectives of the European Commission is for students to acquire the ability to use, in this case, English for communication (plurilingualism) and engagement with other cultures (multiculturalism) (Council of Europe, 2001, p. 168).

The European Union aims for its citizens to interact with each other, regardless of language and culture. Hence, the importance of incorporating an education model that makes it possible.

This approach is characterized by creating an authentic context, using language as a vehicle for learning, bringing students closer to a plurilingual and multicultural reality, and being cooperative. The language is used for the development of other areas as a means of communication. Therefore, the main focus of learning is not the language, but the curricular content of these subjects. However, basic tools for developing students' language competence are unconsciously acquired, achieving the main goal of language learning: using it as a means of communication.

Finally, another benefit of implementing CLIL in classrooms is the increase of motivation caused in students. Seeing that their effort and performance are unconsciously leading to good progress in their communication skills, they feel motivated by their achievements (Dale & Tanner, 2012).

2.2 The 4cs conceptual framework for CLIL

The main objective of the CLIL approach is to achieve a progressive evolution from language to immersion, where attention is focused on content and not on language. In this process, on one hand, we have Soft CLIL where acquiring linguistic competence is the main objective. On the other hand, we have Hard CLIL where half of the content is taught in the non-native language, thus focusing

on the acquisition of subject knowledge rather than providing scenarios for language acquisition. This CLIL continuum is based on the 4Cs Framework.

According to Coyle (2007), the 4Cs framework for CLIL are:

1. Content: refers to the content outlined in the curriculum defined by the current law. The design and organization of how the content is structured for each subject depends on each country. It not only refers to the content that students must acquire throughout each stage, but it also refers to the values and objectives they must achieve. Thus, each institution defines its objectives based on the content established by law.

   Language learning is not explicitly taught, so it should be based on the transmission of academic content from other subjects that do not consider English acquisition within their competencies (Airey, 2012). Therefore, language learning should be based on the continuum from language to content-driven.

   According to Anderson and Krathwohl (2001), based on Bloom´s taxonomy, the knowledge that students must acquire is divided into:

   - Factual knowledge: These are the basic facts that students must acquire to understand and communicate.
   - Conceptual knowledge: It is the ability to relate the incorporated content. It involves connecting various concepts or ideas.
   - Procedural knowledge: Involves applying the acquired knowledge in everyday situations close to the reality that surrounds the children. It means putting into practice everything they have learned.
   - Metacognitive knowledge: Having sufficient control over what has been learned to be able to reflect on it.

2. Communication: Language is used spontaneously and naturally as a means of communication to teach content from other subjects, so it is not used for academic or technical purposes. The teacher should create communicative situations in the classroom to promote interaction among students. As mentioned earlier, CLIL is characterized by being a collaborative methodology.

   According to Cummins (1979), language acquisition can occur through:

- Basic Interpersonal Communication Skills (BICS): Focused on developing non-academic topics through everyday situations, such as a conversation with a teacher or a family member. It is more everyday and straightforward language to acquire.

- Cognitive/Academic Language Proficiency (CALP): Focused on mastery of academic and specific language in various content areas. It is a more complex, abstract, and specialized language. It requires skills such as synthesizing, comparing, or classifying. It is a type of language that students find challenging to acquire.

CLIL linguistic progression is divided into three types of language (Coyle et al., 2010):

- Language of learning: Refers to the lexical level in which the language is inherent to the content (content-language).

- Language for learning: Refers to the grammar and function level in which the language is necessary for a specific context (language-content).

- Language through learning: Refers to language that is not planned to be taught but is a result of the class.

3. Cognition: Refers to develop cognitive skills and thinking abilities which are necessary to acquire the content and develop communicative competence. For the categorization of thinking skills, Bloom's Taxonomy will be employed. At the base of the pyramid there are the lower-order thinking skills (remember, understand, and apply), and at the top of the pyramid are the higher-order thinking skills (creating, evaluating, and analyzing). It is a progressive system where students start at the bottom (LOTS) and progress to the top. Students will evolve from LOTS to HOTS as they acquire more complex cognitive skills, allowing for the reduction of scaffolding.

4. Culture: Understanding the main elements that define our own culture and also that of others with the aim of being a global citizen. Bryram (1997) defines that students should acquire intercultural competence as "Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self."

2.3 Knowledge based learning experiences

The idea of learning through experiences is based on developing key and specific competencies of each curricular area. According to the Organic Law 3/2020, of December, which amends Organic Law 2/2006, of 3 May, on Education (LOMLOE), on one hand, the acquisition of the competences must be effective and on the other hand, the learning situations must be contextualized and adapted to the different experiences and ways of understanding the reality of the students.

The LOMLOE defines that learning situations must be meaningful, open and complex; must be contextualized; must develop the key and specific competencies of each area; must enable different types of grouping; must promote the development of autonomy; must adapt to different learning rates and, finally, must promote critical and reflective learning.

CLIL learning through experiences is based on creating interactive contexts in class where the main objective is developing a curricular content of a subject to promote the communicative competence. It is important to build situations according to the reality of the students because the most important aspect is that they apply all the knowledge they have learned using the language in everyday situations.

2.4 Scaffolding content and language

Scaffolding is called as an allegory, used to define the different forms of support that can be received by all those students who are not able to acquire the necessary skills individually (Bruner, 1999).

It is characterized by being temporary, applicable to any subject, dependent on the learner, and providing a feeling of progress and security in the pupils. This support, which varies depending on the help each student specifically requires, will be provided to reinforce both the content and the language. Therefore, the support will be greater for some students than for others and the time will be limited, as the scaffolding will be removed once the student no longer needs it.

Determine what students already know	→	Set a goal for learning	→	Plan instructional supports or how skills can be broken down
Implement lessons and monitor progress	→	Fade support over time for students to become independently successful	→	Continue building on content, monitoring, and providing feedback.
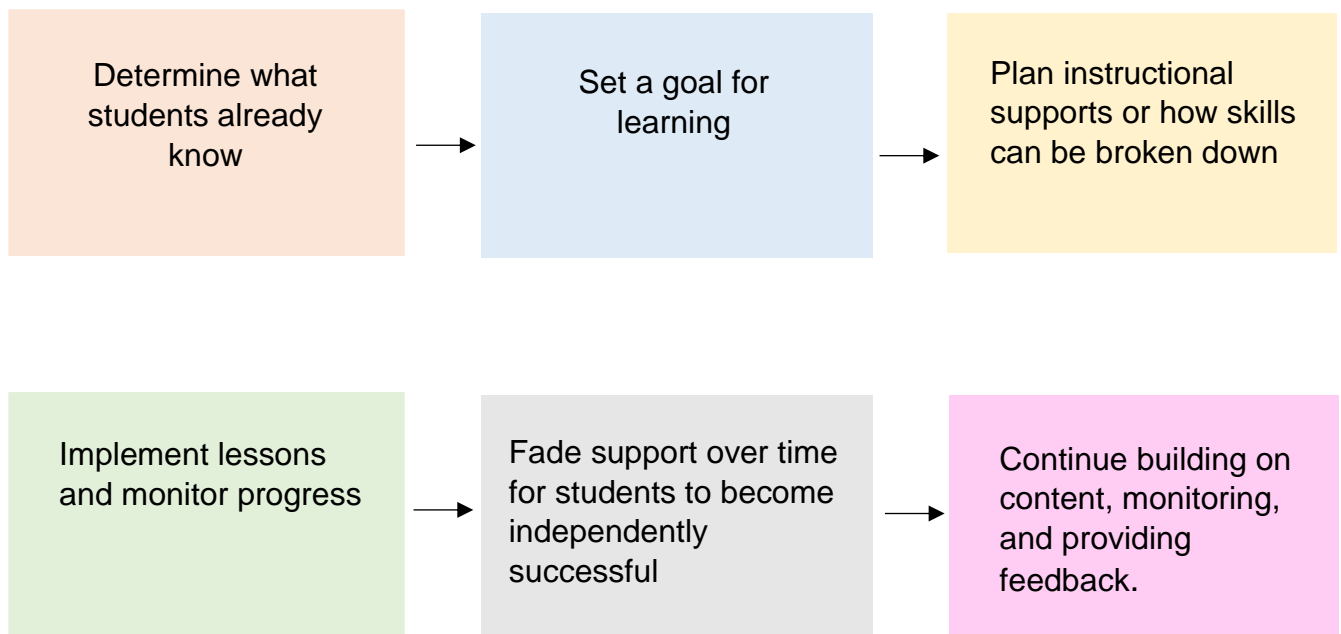
Figure 1. Scaffolding process. Own creation

Scaffolding allows students to learn the same content in different levels of cognition, depending on the learning pace of each student. Something that is key in CLIL, because where you are using a foreign language foreign to acquire knowledge of different subjects.

Moreover, Vygotsky (1978, p.85) argues that knowledge is acquired through interaction with others in a social environment, namely, in the zone of proximal development. Thus, with the assistance of others, students can acquire all those contents they cannot master on their own. The objective for teachers is not to provide answers to questions their students cannot answer, but to offer them the necessary tools to do so independently (Dale & Tanner, 2012). Therefore, scaffolding will promote an increase in the level of autonomy, engagement, motivation, likelihood to reach objectives, individualized instruction, learning to learn, peer-teaching and a safe environment for learning. The concept of pedagogical scaffolding is based on providing help to students only in those activities in which they are not capable of finishing successfully. For this help to be effective, teachers must adapt to students´ different learning rates and approach their zone of proximal development.

As explained in previous sections, the Bloom's Taxonomy should be used to progress from LOTS (lower-order skills) to HOTS (higher-order skills) in order to use the knowledge already acquired as a basis for incorporating the new ones.

In relation to the scaffolding used for language, it should be clarified that there are three types of support: reception, transformation, and production (Dale and Tanner,2012). To explain new content, it is important to start using reception scaffolds so that the student processes and comprehends the content. Some examples of reception scaffols are instruction- centered (visual aids, providing clear instructions to tasks, offering a clear structure etc.) and learner- centered (activation tasks, peer interaction and feedback, review tasks etc). Then, scaffolds for the transformation of this information are used to process and organize it differently. For this, we can use graphic organizers or TIC resources. Finally, production scaffolds are employed, which provide the assistance the student needs to create something new with the acquired information, thus, having the opportunity to demonstrate the content learnt and the language acquired.

Finally, according to Sharpe (2008), there are a lot of techniques which support our students´ understanding as using rubrics and checklists, tools to introduce new contents, examples to contextualized, language recycling, teacher questioning etc.

2.5 Integrated assessment: content, process and language

CLIL is a dual approach which involves the evaluation of both content and language. According to Morton (2019), the key factor is identifying the use of language in relation to the content. Thus, before initiating the evaluation process, the teacher must establish the objectives they intend to achieve with their students in order to have a clear understanding of what will be assessed, as objectives and content are directly connected.

In bilingual education, the assessment of content knowledge linked to language proficiency is conducted through two different evaluations: formative and summative (Custodio-Espinar, 2019a).

On one hand, formative assessment is an information-gathering process where the student's work is continuously evaluated. In this way, constant and immediate

feedback is provided to the child in order to address any learning difficulties that may arise as soon as possible. This assessment format has numerous advantages in the teaching-learning process for students, as it not only allows the teacher to anticipate common errors detected but also gives individuals the opportunity to correct their mistakes while receiving personalized feedback from the teacher. Formative assessment occurs throughout the learning process and is planned and designed to reinforce learning (and teaching) and achieve the objectives that will later be evaluated using summative assessment techniques. In CLIL, it is crucial to implement formative assessment techniques to prevent linguistic proficiency from becoming an "invisible" component of teaching and evaluation.

On the other hand, summative assessment, consisting of successive intermediate evaluations, is important as it indicates if students have or have not met the objectives set at the beginning of the course. However, it is not the most relevant and not the ones that aligns most closely with reality because the educational needs of students may not fit the format, and that does not necessarily mean they have not acquired the respective knowledge. Therefore, in CLIL, certain assessments must be carried out to physically demonstrate the knowledge acquired by students, although the emphasis will be placed more on the process than the final product. This is a particularly relevant at Pre-Primary stage since formative assessment is the preferred approach to identifying students´ progressions.

Once you have decided what is going to be assessed and how it will be done, you have to choose which assessment tools must be used. The selection of the assessment method may either enable or hinder students studying in a foreign language from demonstrating their understanding of the subject matter. The linguistic proficiency required should not be excessive, allowing students to convey their knowledge in the subject (Otto & Estrada, 2019).

Additionally, BICS and CALPS would be employed to facilitate language acquisition.

3. ANNUAL SYLLABUS

In this section, I have specified the contents, objectives, competencies and evaluation criteria based on the law that justify the created projects. In addition, the methodologies and evaluation data used during the didactic syllabus will be collected.

3.1 Regulatory framework

The curricular elements of the syllabus have been extracted from the following legislative framework:

- Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3, on Education.
- Royal Decree 95/2022, of February 1, establishing the organization and minimum teachings for Early Childhood Education.
- DECREE 36/2022, of June 8, by the Government Council, establishing the organization and curriculum for the Early Childhood Education stage in the Community of Madrid.

3.2 Context analysis

In this section, the center where the syllabus will be developed will be contextualized, as well as its environment and the characteristics of the students who comprise it.

3.2.1 Sociocultural context

The school where the didactic syllabus is contextualized is CEIP Tomás Bretón, a public, secular, and bilingual school that stands out for enrolling students with motor disabilities.

The school is located in the Arganzuela district, more specifically at 4 Alejandro Dumas Street, in Madrid city center.

Currently, it is an area in continuous demographic growth due to the increase in the development of residential housing and the rise in the immigrant population. The average household income is above average, making it a district with a high socioeconomic level. Therefore, it is a district with a good quality of life, where the development of sociocultural activities is promoted in various environments.

The objective of the institution is to provide students with the opportunity to learn to coexist in society, not only by respecting and accepting people's differences but also by enhancing them as positive and key aspects for their comprehensive development. To achieve this, the school, starting from the Pre-Primary Education stage, allows individuals to live together, thus promoting behaviors of respect, tolerance, and equality. Allowing students with psychomotor problems to be in regular classrooms with different profiles of students provides a broad view of heterogeneity and the reality that shapes the society we live in. With all this, it is worth noting that CEIP Tomás Bretón is characterized by inclusivity and the integration of individuals.

3.2.2 School context

CEIP Tomás Bretón is a school that starts enrolling pupils in the Pre-Primary stage and concludes with the Primary Education stage. The classes are divided into two and three lines, with an average ratio of about 25 students.

The teaching staff that makes up the school, as a whole, provides all the tools and knowledge necessary to address the individual needs of all students enrolled in the school. It is led by the management team consisting of the principal, heads of studies, and the secretary. It could be said that it is unique and different from the teaching teams of other schools in the Community of Madrid because it has a support team consisting of two teachers specializing in Therapeutic Pedagogy (PT) and a teacher specializing in Speech and Language (AL). In addition, it is being composed of teachers specializing in English and in the stages of Pre-Primary and Primary Education. Additionally, it is worth noting that the teaching team is reinforced and supported by technicians, nurses, and physiotherapists who provide assistance to students with motor problems.

In relation to the facilities, it's worth mentioning that they are adapted for students with motor difficulties, being spacious and easily accessible. Furthermore, it is a school in continuous technological growth, as they have recently introduced Future Classrooms, spaces where students are divided into teams and each is assigned a personal computer.

The CEIP Tomás Bretón is a bilingual school and part of the Bilingual Development and Assessment (BEDA) programme, managed by Federación de

Escuelas Católicas de Madrid in collaboration with Cambridge English Language Assessment, which encourage bilingual education. According to the Order 5958/2010 which regulates the operation of bilingual public schools in the Community of Madrid, at least 30% of classes must be taught in English. Therefore, English, Science and Arts and Crafts are taught in English.

3.2.3 Classroom context

The didactic syllabus is designed for a level of the second cycle of pre-primary education composed of three classes. However, the project will be focused on Year 3, Group B, which has twenty-five pupils. The classroom is a spacious rectangular area. Students are seated in teams of five to encourage cooperation in the class. It features a reflective corner where, on a rotating basis, a student sits each day with the aim of enhancing their confidence, security, and self-esteem. To achieve this, the corner displays eye-catching posters with motivational phrases.

It is worth noting that it is decorated with projects that students have been working on throughout the year to demonstrate that every effort has its reward and recognition.

Regarding the characteristics of the students in this classroom, I would highlight the core values that define their personalities as respect, tolerance, and equality which are the key principles guiding both their teaching and learning process and their personal development. It is a classroom where differences are understood as positive aspects that can enrich the experiences of their peers, or conversely, as opportunities to strengthen areas that may need improvement with the help of others.

In general, the group shows a high academic level, with the exception of small difficulties that may arise in certain content areas throughout their teaching and learning process. Nevertheless, each student has individual needs that differ from the others, leading to distinct strengths and weaknesses. However, it is worth noting the presence of two students with Specific Educational Support Needs (ACNEAE), diagnosed with Attention deficit hyperactivity disorder (ADHD).These ACNEAE students receive educational support from the therapeutical

pedagogue, regular measures, and constant supervision from the school counselor.

3.3 Objectives

The objectives based on Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3, on Education (LOMLOE), as outlined in Article 7 of Royal Decree 95/2022, refer to the achievements intended to be attained throughout, in this case, the Pre- Primary Education stage. These objectives are linked both to key competencies and specific ones.

3.3.1 Specific stage objectives

The general objectives of the Pre-Primary Education stage, and therefore, those that will be developed throughout this teaching syllabus, are detailed in both Article 7 of Royal Decree 95/2022 and Article 5 of Decree 36/2022. Next, I will attach a comparative table of the differences in objectives between both regulations:

Table 1. Specific stage objectives in both regulations

SPECIFIC STAGE OBJECTIVES	
Decree 36/2022	**Royal Decree 95/2022**
A. Understand one's own body and that of others, as well as their possibilities for action, and learn to respect differences. Acquire an accurate self-image.	**A.** Understand one's own body and that of others, as well as their possibilities for action, and learn to respect differences.
B. Observe and explore their familiar, natural, and social environment.	**B.** Observe and explore their familiar, natural, and social environment.
C. Initiate oneself in the knowledge of sciences.	**C.** Progressively gain autonomy in their routine activities.
D. Progressively gain autonomy in their routine activities.	**D.** Develop skills related to emotions and affections.
E. Develop skills related to emotions and affections.	**E.** Interact with others on an equal basis and progressively acquire basic patterns of coexistence and social relationships, as well as practice empathy and peaceful conflict resolution, avoiding any form of violence.

F. Interact with others on an equal basis, acquire patterns of coexistence and relationships, as well as learn to empathize and resolve conflicts, avoiding any form of violence.	**F.** Develop communicative skills in different languages and forms of expression.
G. Develop communicative skills in different languages and forms of expression.	**G.** Initiate oneself in logical-mathematical skills, reading and writing, as well as in movement, gesture, and rhythm.
H. Approach and initiate the learning of a foreign language.	**H.** Promote and develop social norms that encourage equality between men and women.
I. Initiate oneself in logical-mathematical skills, reading and writing, as well as in movement, gesture, and rhythm.	
J. Promote and develop social norms that encourage equality between men and women.	

As can be observed in the Decree 36/2022, two additional stage objectives are established compared to the Royal Decree 95/2022, one focused on the learning of a foreign language and another on knowledge of the sciences. However, the rest of the objectives defined in both documents share the same ideas.

3.4 Contents

In this part the content will be structured by areas and only those that will be developed in the annual syllabus will be sequenced.

3.4.1 Official curriculum

As established in Article 4 of Decree 36/2022, the contents refer to knowledge, skills, and attitudes whose learning by students is necessary for the acquisition of specific competencies in each area. Furthermore, Article 7 of the same document determines that educational contents in Pre-Primary Education are organized into areas corresponding to intrinsically related realms of experience. They will be addressed through learning proposals that are interesting and meaningful for students, helping to establish connections between all the elements they encompass. These areas are as follows:

A) **<u>Harmonious growth</u>**: this area addresses physical-motor development, identity construction, habits that contribute to promoting a healthy lifestyle, and social interaction.

B) **<u>Discovery and exploration of the environment:</u>** It contributes to the process of observation and research of physical and natural elements, as well as to the development of attitudes of respect and appreciation for the environment.

C) **<u>Communication and representation of reality</u>**: It aims to develop the skills that allow students to communicate through different languages and forms of expression as a means to represent reality and relate to others.

3.4.2 Sequence in the annual syllabus

As I mentioned previously, the contents of the syllabus will be divided into three projects which in turn will be divided into five learning situations (Annex 1). The contents of the first project are based on emotions, the second project on the student's autonomy and the third on the acquisition of healthy habits.
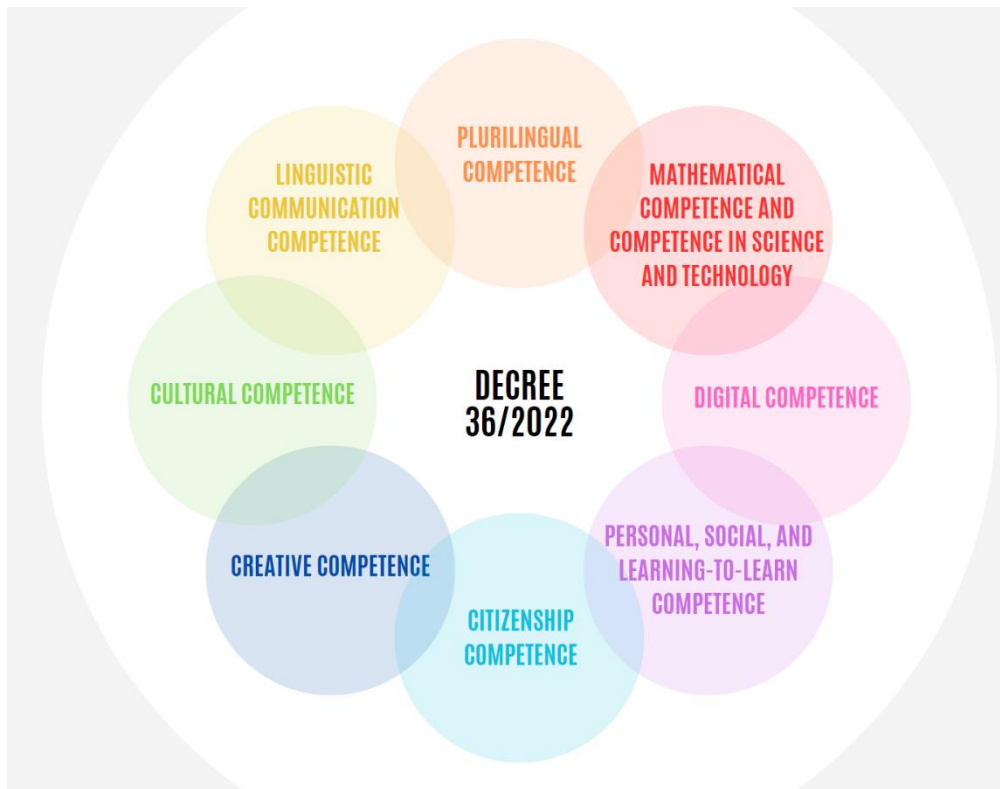
3.5 Competences

This section mentions the competencies that the individual must achieve to address the challenges presented. On one hand, there are key competencies that are general across all areas of knowledge, and on the other hand, there are specific competencies that are tailored to each subject.

3.5.1 Key Competences

The key competences, according to Annex I of Royal Decree 95/2022, collectively encompass, without establishing any specific order or hierarchy, the learning objectives established in the various areas of the Pre-Primary Education stage. These competences are developed, with some exceptions, in both Royal Decree 95/2022 and Decree 36/2022.

The following chart illustrates how the key competences are defined in the Decree:

Figure 2. Key competences. Own creation

- **Linguistic communication competence (CCL)**: It is the ability to express various ideas in different styles and registers, adapting to diverse environments, as well as the capacity to engage in communicative acts by exchanging and constructing information to build emotional connections.
- **Plurilingual competence (CP)**: It is the ability to use one's own language effectively and appropriately to address communicative needs that arise in different contexts.
- **Mathematical competence and competence in science and technology (STEM)**: It involves understanding the world by using mathematical, scientific, technological, and engineering strategies to transform the environment in a committed, responsible, and sustainable manner. Throughout the syllabus, learners will continually address various challenges and obstacles close to their reality through logical-mathematical thinking and reasoning.
- **Digital competence (CD)**: uses different strategies, tools and technological resources to manage friendly information, carrying out simple searches on the Internet, being aware of the risks that this entails.

- **Personal, social, and learning-to-learn competence(CPSAA)**: It is the acquisition of emotional self-management, being aware of your own feelings in order to employ strategies to achieve your personal goals.
- **Citizenship competence (CC)**: It is aware of the most significant historical and social processes related to their identity, culture, knowledge, and the proper application of coexistence norms in different social contexts.
- **Entrepreneurial competence(CE)**: It involves initiative in the resolution of different problems encountered in its context, providing strategies of creativity, imagination, and originality in the development of challenges and the search for solutions.
- **Competence in cultural awareness and expression(CCEC)**: Understands and respects the cultural differences of various heritages, appreciating the fundamental foundations of civilization and art.

3.5.2 Specific competences, contents and assessment criteria

According to the Decree 36/2022, the specific competences are the performances that students must be able to display in activities or situations whose approach requires the contents of each area. The specific competences constitute an element of connection between, on the one hand, the key competences and, on the other hand, the contents of the areas and the evaluation criteria.

Below, I attach a table establishing the relationship between these curricular elements. The contents of each learning situation can be found in Annex 1.

Table 2. Specific competences, contents, and assessment criteria

1º PROJECT: MY SUITCASE OF EMOTIONS			
LEARNING SITUATION	**KEY COMPETENCE**	**SPECIFIC COMPETENCE**	**ASSESSMENT CRITERIA**
1	CCL and CPSAA	ÁREA 1: 2	2.1 and 2.2
2	CCL, CPSAA and CCEC	ÁREA 1: 2 4	2.1 and 2.2 4.2
3		ÁREA 1: 1	1.2 and 1.4

	CCL, CPSAA and CD	2	2.2
4	CCL and CPSAA	ÁREA 1: 1	1.2 and 1.4
5	CCL and CPSAA	ÁREA 1: 1 2	1.2 and 1.4 2.3
2º PROJECT: AIR TICKET THROUGHT MY OWN AUTONOMY			
6	STEM, CD and CPSAA	ÁREA 2: 1	1.3 , 1.4 and 1.5
7	CPSAA, CD and CE	ÁREA 2: 2	2.1, 2.5 and 2.6
8	CPSAA, CCL and CE	ÁREA 1 4 ÁREA 2: 2	4.4 2.2 and 2.4
9	CCL, CC and CPSAA	ÁREA 1: 4	4.1 , 4.2,4.3, 4.4 and 4.5
10	CPSAA and STEM	ÁREA 1: 1 4 ÁREA 2: 1	1.2 and 1.4 4.4 1.3
3º PROJECT: TRIP THROUGH FOUR COUNTRIES			
11	CCL, CPSAA, CD and STEM	ÁREA 1: 3 ÁREA 2: 2	3.1 and 3.2 2.5 and 2.6
12	CCL, CPSAA and STEM	ÁREA 1: 3 ÁREA 2: 2	3.1 and 3.2 2.5 and 2.6
13	CCL, CPSAA and STEM	ÁREA 1: 3 ÁREA 2: 2	3.1 and 3.2 2.5 and 2.6
14	CCL, CPSAA and STEM	ÁREA 1: 1 3	1.1,1.3 and 1.4 3.1 and 3.2
15	CCL, CPSAA, CD and CC	ÁREA 1: 1 2 4 3	1.1 2.1 and 2.2 4.1 and 4.3 3.1 and 3.2

3.6 Methodologies

The main methodologies employed throughout the didactic syllabus are directly related to each other with the objective of benefiting the teaching-learning process of the students.

One of the main methodologies on which the syllabus will be based is **cooperative learning**, which involves the active interaction of the subjects (Johnson et al., 1994).According to Johnson et al. (1994), cooperation involves working as a team in order to achieve common goals. Among the many advantages of cooperative learning, I would highlight its versatility and transversality, as it can be used indistinctly in any activity of any curriculum´s subject. The teacher, depending on the objectives to be achieved, should establish one type of cooperative team or another. However, it must be taken into account in all of them that, for a group to be considered collaborative, it must facilitate the learning of the subjects and favor the classroom climate.

In cooperative learning it is important to take into account positive interdependence, which is considered the basis of this methodology. This is why the teacher must establish an activity precisely and clearly, accompanied by a specific objective, so that kids understand that they need to collaborate to achieve it. Thus, this interdependence builds a commitment, in addition to their own, among all team members (Johnson et al., 1994).

The objective of implementing cooperative learning in this syllabus is to increase student interaction, promoting the construction of a common goal where individuals can reinforce their weaknesses with the help of their peers and develop in detail their virtues to achieve maximum performance in the teaching-learning process of each one of them. In order to promote it in class, students will work in groups and will be assigned a different role (Appendix 1) which will change every month.

Another methodological principle that will define the syllabus approach is **Thinking-Based Learning** (TBL), as the aim is for students to be able to make autonomous decisions, be critical, creative and have initiative.

According to Perkins (2008), all humans think and reflect automatically and unconsciously in the course of our routine. However, this is not comparable to

what is intended to be achieved with this methodology and, therefore, with effective thinking, which allows reflection, building arguments, solving problems, developing critical capacity and increasing personal initiative.

As mentioned by Perkins (2008), this methodology is composed of thinking skills, habits of mind and metacognition. In order to integrate each of them in the design of the syllabus and, therefore, in the learning of the contents, the teacher must create activities in which the students' reflection is encouraged and involved. In this way, the teacher must identify and teach the thinking skills that the subjects must develop during their teaching-learning process in order to achieve a competent way of thinking.

If a student is capable of analyzing the possible solutions that can be carried out to solve a problem, he/she will also be capable of doing with the difficulties that life poses, which will result in the formation not only of competent students but also of integrally qualified citizens. Thus, the approach of Thinking-Base Learning will contribute both to the academic and personal training of individuals.

Another methodological principle that will define the syllabus approach is **Corner work.** It is a method of organizing space into different zones within the classroom. Each area of the classroom is designated for a different use, where children work individually or in small groups simultaneously on various learning activities. Corner work allows for addressing the differences, interests, and learning paces of each child.

Thus, this type of classroom organization promotes a diversity of learning options for students, integrating all educational areas in an interactive, playful, and enriching manner. In the corners, children conduct small investigations, carry out their projects, manipulate materials, develop their creativity using different techniques, interact with peers and adults, and fulfill their needs (Ibáñez, 2010). Depending on the type of activity, some may require direction from the teacher or assistance, while in other corners, children act autonomously.

Another of the methodologies used during the syllabus is **Project Based Learning** (PBL), based on presenting a challenge or a problem for students to solve through different type of activities. The objective is that the challenge is

close to the reality that surrounds them in order to achieve significant learning and favor the teaching-learning process of the children.

As defined by Chillón (2013), work projects stand out for having an open and flexible structure and for encouraging learning by learning, a fundamental aspect in the Pre-Primary Education stage. In this way, students are offered spaces to solve challenges, thus acquiring conflict resolution strategies. They are usually accompanied by their peers, thus developing social skills through guided discovery, leading to active participation. In other words, we opt for a type of research that, based on everyday knowledge and the resolution of practical problems, tries to favor and encourage students to bring their conceptions closer to scientific knowledge.

Among the numerous benefits of this methodology, it is noteworthy that it begins with the motivation and interest of the children, ensuring their active participation from the outset. Besides making learning more enjoyable, dynamic, and entertaining, students develop a more meaningful understanding of a wide range of content. It also emphasizes cooperative learning, and as a consequence, promotes the development of social skills.

In conclusion, working by projects allows children to solve a problem that arouses their curiosity, in this case posed by a motivating character, using their own experiences and emotions and to acquire the corresponding curricular contents.

3.7 Evaluation

In today's society, the concept of evaluation is overly emphasized, as it is linked to comparison between individuals rather than personal growth. Humans tend to focus solely on achieving goals, without giving much importance to the process that leads to them, which is actually the most important aspect. Therefore, the evaluation process of this syllabus will give special importance to formative assessment of students, along with observation.

While it is true that summative evaluation, consisting of successive interim assessments, is important as it indicates to some extent whether students have met the objectives set at the beginning of the course, it is not the most relevant or reflective of reality. This is because, when conducted at specific moments, the subject may not be focused for various reasons, their educational needs may not

align with the format, and this does not necessarily mean they have not acquired the respective knowledge. Hence, the syllabus will conduct certain assessments to physically demonstrate the knowledge acquired by students, although the process will be prioritized over the final product.

3.7.1 What will be evaluated?

The evaluation will not only be limited to verifying whether the student has acquired the corresponding knowledge for each learning situation and, thus, the objectives outlined in the syllabus, but it will also gather information from other areas. Among them, the attitude which students displays towards learning the content, their participation in class activities, and consequently, the effort they dedicate to conflict resolution.

3.7.2 Who is going to evaluate it?

The evaluation of students' academic performance will be primarily carried out by the teacher. However, in many cases, it will be complemented by:

- **Peer- assessment:** evaluation carried out among peers. Among the members of the work group, they will analyze each other's degree of involvement in the activities, the attitude shown, and the effort used in solving exercises. One of the peer-assessment tools that will be used at the end of each learning situation will be a [checklist.](#)
- **Self-assessment:** Each person must carry out an evaluation of their own work and make a self-criticism of their capabilities, skills, attitudes, achievements, and failures. The objective of this evaluative model is for the student to become aware of her level of learning and to be consistent with her actions. To do this, students will carry out a [self-assessment target](#) at the end of each learning situation

3.7.3 When will it be evaluated?

The evaluative process of this syllabus is divided into three moments:

- **Previous knowledge:** It is carried out at the beginning of the course or of a learning situation in order to know the weaknesses and strengths of each individual. That is, it informs the teacher about each student's previous knowledge, allowing them to design and adapt the specific objectives and

sessions from there. In addition to offering individualized information, it allows you to know the global situation of the group.

- **Formative assessment:** The student's work is continually evaluated, allowing them to receive constant and momentary feedback in order to resolve, as soon as possible, any learning difficulties that arise. This evaluation format presents countless advantages in the teaching-learning process of students, since it not only allows the teacher to anticipate the most common errors detected in the initial evaluation with different strategies and techniques, thus reinforcing the needs of each student, but also offers the opportunity for kids to correct their errors while receiving personalized feedback from the teacher. In the event that the methodologies proposed by the teacher do not adapt to the needs of the students, they will be changed or adapted with the aim of increasing improvement in their learning. This evaluation will consist of 60% of the final grade and will be carried out through a self-assessment target, a peer-assessment checklist, the observation of the teacher by a checklist or a holistic rubric.

- **Summative assessment:** It is carried out at the end of the course and is where it is summarized whether the student has acquired the curricular contents, capabilities and skills established for that academic year. From this, a global estimate will be made of the learning progress of each student and, if necessary, pertinent decisions will be made. It is a mainly objective and quantitative evaluation, which will account for 40% of the final grade. It will be carried out through an analytical rubric of each final product.

3.7.4 Teacher improvement plan for next year:

One of the most important aspects to improve the teaching-learning process of students is for the teacher to be self-critical of himself, recognize his mistakes and be able to improve them. Sometimes it is the teacher who must change the teaching approach to ensure the personal and academic growth of his students, so it is essential that he perform a self-evaluation at the end of each project and reflect on which elements have worked and which have not and, therefore, what needs to be improved. To do this, the teacher will create a checklist at the beginning of the course with the main objectives that he wants to achieve and at

the end of each quarter, he will have to reflect on what he has achieved and what he still needs to work on.

3.8 Attention to diversity

The role of a teacher in the classroom is complex, as sometimes society does not provide the necessary resources and personnel to address the educational needs of all students. However, within their means, teachers must base the teaching-learning process on the principles of equality, inclusivity, integrity, and equity, thus promoting heterogeneity and the use of multiple intelligences in the classroom. Not all individuals learn in the same way, nor do they all develop the same capacities, so it is necessary to offer them a variety of methodologies, activities, and learning spaces in order to provide them with a comfortable place and method in which they can meet their educational needs and develop holistically as individuals.

3.8.1 Universal Design for Learning (UDL)

As defined by Pastor (2017) in his article, Universal Design for Learning (UDL) is a design coined by the Center for Assistive Special Technologies (CAST), which allows teachers flexibility and permissiveness regarding curriculum organization in order to provide a comfortable and beneficial space for all students and address the educational needs of every student, enriching their teaching-learning processes. It is for this reason that the ideal of this design is taken into account to contribute to Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda: "Ensure inclusive and quality education for all and promote lifelong learning opportunities for all."

It is an approach that, for the creation of a flexible curriculum, takes into account neuroscience, educational research, and Information and Communication Technologies (ICT) in order to understand education as a right for all students (Díaz et al., 2021).

This approach, which extends its message beyond education, aims for designs and plans to consider diversity from the outset, thus avoiding subsequent adaptations. To achieve this, attention must be focused on a heterogeneous society where inclusivity is paramount, rather than on a homogeneity adaptable to the disability or need of a specific person or group of people.

UDL defines that all individuals have the right to have an opportunity to fit into education and society because all human beings have the right to learn and to live. The main principles of UDL are: providing multiple means of representation; providing multiple means of action and expression, and providing multiple means of engagement.

In this way, this design defines that to carry out the educational attention of children with educational needs, it is necessary to identify barriers to learning and participation, determine educational needs, and manage supports and educational measures.

3.8.2 Cognitive demand analysis: HOTS & LOTS

In the CLIL approach, content should be taught through activities that enhance cognitive skills and problem-solving from a motivating perspective (Coyle et al., 2010).

Cognitive skills can be grouped into two blocks: lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). Bloom (1956) classified different thinking abilities in a taxonomy, which was revised and updated in 2000 by Anderson and Krathwohl.
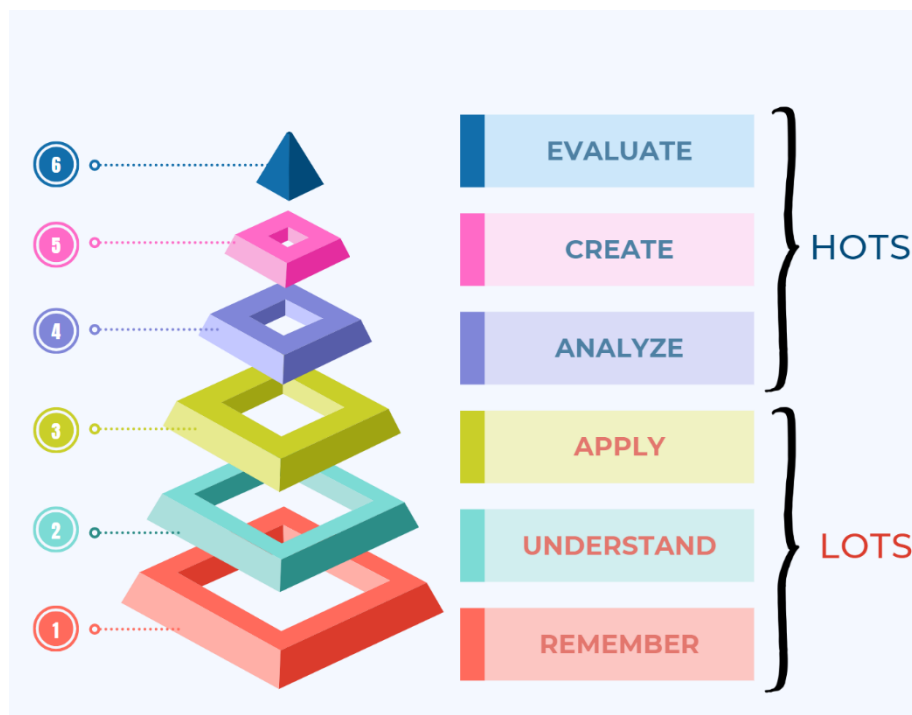
Figure 3. LOTS & HOTS. Own creation

The development of cognitive skills will depend in part on the age of the students, their abilities, and educational needs, and also on the content being studied. It is important to identify the content and metacognitive processes in the classroom to provide support for both the content and the language needed to continue the CLIL lesson. Therefore, these strategies must be adapted to the individual needs of the students and follow a progressive increase in cognitive demand, from LOTS to HOTS.

3.8.3 Ordinary and specific measures

According to Article 15 of Decree 36/2022, with the aim of guaranteeing equity and, consequently, ensuring inclusion, educational intervention at this stage will place special emphasis on individualized attention, early diagnosis, and the establishment of support and reinforcement mechanisms that promote the promotion of all students.

On one hand, the ordinary measures, as per Article 11 of Order 460/2023, which will be carried out to address the individual differences in my classroom are:

1. Organization of **spaces** and **schedules** and deciding on the most appropriate **methodology** for the benefit of all students.
2. It will enable **reinforcement** or **enrichment of learning**, both **individually** and in **groups**, through group splitting, flexible groupings, or grouping subjects into domains.
3. Introduction of **diverse** and **contextualized** learning activities and situations.
4. Measures to **access** the **school** context with the available resources, so that environments, materials, processes, and tools, including assessment tools, are understandable, usable, and feasible, ensuring access to information, communication, and participation.
5. The ordinary measures adopted for each student in particular will be **recorded by the schools**, in order to inform families and other professionals involved in the educational process.

On the other hand, the specific measures that I will apply to attend to students with special educational needs will be included in the IncluYO Plan, which will be part of the Educational Project. These measures are as follows:

- Access measures to evaluation processes:

- Adaptation of times and formats.
- Use of technical means.
- Adaptation of spaces.

- Non-significant curricular adaptation.
- Sitting away from windows and doors.
- Short tasks, without many instructions.
- More visual activities that do not require much cognitive effort.
- Self-instructions.

3.9 Other projects and school plans

Plans are documents elaborated by the school, in which the general guidelines regarding a specific topic are established, along with the objectives intended to be achieved and the rules that will regulate it. In other words, it is where all the details and aspects related to an issue are specified, carried out by all the agents involved in the educational process, as well as coexistence, in order to control the organization and operation of the school regarding that topic.

3.9.1 Digital Plan

The Digital Plan stands out as the tool through which the use of digital media is promoted both in the teaching-learning process and in the management processes of the school. Its objective is to foster the development of digital competence in students by integrating ICT tools into various learning situations.

Through this syllabus, contribution is made via Educamos as a means of communication between students, teachers, and families.

3.9.2 Coexistence Plan

The Coexistence Plan encompasses all aspects related to the coexistence of the educational community, promoting the development of a school coexistence based on inclusivity, heterogeneity, and integration.

To achieve a pleasant classroom atmosphere, sufficient spaces must be provided for students to interact with their peers and develop all the necessary social skills and relevant values. Therefore, the syllabus is focused from a perspective in which students must continuously work cooperatively, thus allowing them to begin to coexist within a small society. In addition to developing personal, social,

and learning-to-learn competencies, there is also an emphasis on increasing civic competence.

3.9.3 Reading Promotion Plan

The Reading Promotion Plan refers to a set of techniques used with the aim of encouraging students to acquire reading habits, develop a love for reading, and create cultured and competent readers.

This plan is promoted through the curriculum by solving various challenges based on a given text. As I said before, the objective of this plan is to promote reading. Therefore, the characters have been selected to encourage their motivation. Thus, after reading a series of letters and texts, students will have to solve a series of challenges to achieve the final product, using motivation as the best tool for reading.

3.9.4 Tutorial Action Plan

The Tutorial Action Plan establishes the guidelines for action that will be developed in the school to guide, accompany, and orient both students and their families, with the aim of achieving the integral and harmonious development of the learner.

According to Zabalza M. A. (2011), a teacher should:

1. Foster students' desire to learn and expand their knowledge.
2. Ensure the emotional development of students and promote school coexistence.
3. Promote students' moral autonomy.
4. Develop multicultural education.
5. Collaborate with the family.
6. Work collaboratively and as a team with colleagues.

4. PROJECTS

In this section, we will explain the three projects that will be developed throughout this syllabus. They are all interconnected as they share a common theme: a character closely related to children's reality needs their help to retrieve the parts of his body. Thus, Mr. Potato will be the one to send them a letter at the beginning of the course (Appendix 2), explaining that last summer, while traveling with his cousin through Spain, Italy, France, and Portugal, he lost all his body parts. He asks the children to perform a series of tasks, divided into three trimesters, to join him on the trip and recover everything he lost. These tasks mainly focus on developing emotions through the construction of the suitcase of basic emotions, autonomy through creating their own plane tickets, and healthy eating habits through the adventure of exploring four different countries.

The timing of the three projects and, therefore, of their learning situations has been designed following the academic calendar of the Community of Madrid (Annex 2).

4.1 Project 1: My suitcase of emotions

PROJECT 1: MY SUITCASE OF EMOTIONS

- **Content Area:** Área 1, Harmonious growth
- **Level:** 2nd cycle, 5 year-old students
- **Timing:** 3 months, 3 sessions per week.
- **Description:** At the beginning of the term, students will find a letter from Mr. Potato (Appendix 3) where he will ask them to pack a suitcase to carry out their trip. Students will identify, understand, and classify the different emotions that run through our body in a context close to their reality and through tangible and meaningful activities.
- **Final product:** My suitcase of emotions.
- **Learning situations:**
  - Own emotions
  - Empathy
  - Self-control
  - The senses
  - Self-confidence

LEARNING SITUATION 1: OWN EMOTIONS

- **Objectives:**
  - Identify basic emotions
  - Recognize your own experiences and emotions
  - Acquire tools to achieve self-management
  - Express feelings through verbal and non-verbal communication
- **Grouping:** Individual, in pairs, groups of four and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He doesn't remember which emotions are the most important. What can we do to help him?
- **Authentical resources:** A psychologist who explains each emotion to us.
- **Product:** Create a happiness state in an emotion´s diary where they have to draw and describe two situations or moments where they have felt happy and two situations where they have felt surprised . When they have done it, they will receive the piece of the puzzle of happiness and of surprise to construct their suitcase.

CONTENT	
- **Contents:** - Identification of basic emotions. - Recognition of one's own experiences, emotions, and feelings. - Tools for managing one's own emotions. - Expression of feelings through both verbal and non-verbal communication. - Symbolic play. - **Language content**: Description I	**Contribution to specific competences** **AREA 1:** 2. Recognize, manifest and regulate their emotions expressing needs and feelings to achieve security emotional and affective.

COGNITION	
Learning goals	**Learning outcomes or standards**

1. Declarative knowledge - To **know** basic emotions. - To **understand** own´s emotions. - To **know** strategies to manage own´s emotions. 2. Procedural knowledge - To **analyse emotions in** own´s experiences. 3. Metacognition - To **use** a brainstorming to activate previous knowledge. 4. Language - To **describe** their happiness' feelings in different situations.	1.1 Ss **identify/ recognise/list** the basic emotions. 1.2 Ss **classify** the different emotions. 1.3 Ss **list** the tools to control own emotions. 2.2 Ss **identify and classify** their feelings in each situation. 3.1 Ss **recall** their previous knowledge. 4.1 Ss **describe** different situations in a real context where they have felt happiness.

CULTURE

Learning goals	Learning outcomes (standards)
- To **understand** about the importance of knowing yourself.	- Ss **list** the main benefits of expressing their feelings. - Ss **recognize** basic emotions through different strategies like active listening or mindfulness.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Emotions: happiness, sadness, fear, surprise, anger and affection.
- Suitcase
- Feeling
- Experiences

- Tools

Language content (the genre):

Description I

To describe four situations or moments, two where you have felt happiness and two where you have felt surprised.

- Relative clauses to ask about your feelings and experiences: How, when, who.
- Feeling verb related to the express emotions: feel.
- Adjectives to describe emotions: happy, wide, open eyes.
- Present simple 1st person singular.
- Express their feelings: When I do… I feel….
- Adverbs of frequency: usually

Academic language:

- Use of connectors to make the description: and/ also.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

- 2.1 To Identify and express your needs and feelings by adjusting the control of your emotions.
- 2.2. Offer and ask for help in everyday situations, valuing the benefits of cooperation and aid.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

    For interaction: To promote the active participation of the **Ss**, the **T** will use mini-whiteboards tool.

    For active observation: A holistic rubric will be used to cover the different levels of performance of expressing their needs and feelings.

    As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

   For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the description of happiness and surprise´s situations in the diary.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a class diary to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
- Learning intentions wall.
- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
Ss create a mental map of what you think makes you happy in your daily life.	Ss draw only one situation, object or person who make you feel happy.

LEARNING SITUATION 2: EMPATHY

- **Objectives:**
  - Develop empathy and respect towards peers.
  - Acquire tools to validate other´s feelings.
  - Identify other´s emotions.
  - Feel comfortable to communicate feelings and emotions.
- **Grouping:** Individual, in pairs, groups of four and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs to learn to be an empathetic person. What can we do to help him?
- **Authentical resources:** A newspaper with news related to empathy.

• **Product:** Create an affection state in an emotion´s diary where they have to draw and describe four situations or moments where they have felt an empathetic person. When they have done it, they will receive the piece of the puzzle of affection to construct their suitcase.

CONTENT	
• **Contents:** - Empathy and respect towards peers. - Validation of others' feelings. - Identification of the emotions of their peers. - Communication of feelings and emotions. - Symbolic play. • **Language content**: Description II	**Contribution to specific competences** **AREA 1:** 2. Recognize, manifest and regulate their emotions expressing needs and feelings to achieve security emotional and affective. 4. Establish social interactions to build your identity and personality freedom, valuing the importance of friendship, respect and empathy.

COGNITION	
Learning goals	**Learning outcomes or standards**
1. Declarative knowledge - To **know** how to be an empathetic person. - To **understand** other´s emotions. - To **know** how to validate other´s feelings. - To **know** how to be respectful.	1.1 Ss **identify/ recognise** the main aspects to be an empathetic person. 1.2 Ss **classify** the different emotions. 1.3 Ss **describe/ explain** other´s feelings. 1.4 Ss **translate** other´s feelings.
2. Procedural knowledge - To **analyse** the tools to manage other´s emotions.	2.1 Ss **interpret** other´s feelings.
3. Metacognition - To **use** a checklist to evaluate other´s feelings.	3.1 Ss **asses** other´s emotions.

4. Language - To **describe** affection´s feelings to another person.	4.1 Ss **describe** different situations in a real context where they have felt empathy.

CULTURE

Learning goals	**Learning outcomes (standards)**
- To **understand** about the importance of validating other´s feelings.	- Ss **list** the main characteristics of being an empathetic person. - Ss **recognize** basic emotions through different strategies like active listening or validation of emotions.

COMMUNICATION Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Other´s emotions: happiness, sadness, fear, surprise, anger or affection.
- Empathetic
- Respectful
- Validate
- Tools

Language content (the genre):

Description II

To describe different situations or moments where they have felt an empathetic person.

- Relative clauses to ask about your feelings and experiences: how, when, who.
- Feeling verbs related to the express emotions: feel and be.
- Adjectives emotions: I am sad/ I have close mouth and also small eyes.
- Present simple 1st person singular.
- Express their feelings: When I do… I feel….
- Adverbs of frequency: usually

Academic language:

- Use of connectors: and/ also/ too.

ASSESSMENT

<u>**Evaluation criteria**</u> (from Royal Decree 95/2022)

- 2.1 To Identify and express your needs and feelings by adjusting the control of your emotions.
- 2.2. Offer and ask for help in everyday situations, valuing the benefits of cooperation and aid.
- 4.2. Reproduce behaviors, actions or situations through play symbolic in interaction with their peers.

<u>**Assessment tools:**</u> It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

  <u>**For interaction:**</u> To promote the active participation of the **Ss**, the **T** will use random selection tool.

  <u>**For active observation:**</u> A holistic rubric will be used to cover the different levels of performance of affection.

  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

  <u>**For peer/self-evaluation:**</u> The **T** has created a checklist for **Ss.** This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.
- **Of content:**

  <u>**For summative assessment:**</u> The **T** has created an analytic rubric to evaluate the final product: the drawing or the description of four different situations in the diary where they have felt an empathetic person.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills.

The T will use a class diary to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
  - Learning intentions wall.
  - Teacher checklist for active observation while Ss are doing the activities.
  - Class minibook.

ATTENTION TO DIVERSITY	
<u>**FROM LOTS TO HOTS**</u>	<u>**FROM HOTS TO LOTS**</u>
Ss create a performance with a scene where empathy is reflected and another where the feelings of others are not validated.	Ss write in a Padlet a situation where they have been empathetic with someone.

LEARNING SITUATION 3: SELF-CONTROL

- **Objectives:**
  - Acquire frustration control.
  - Incorporate behavior self-regulation strategies.
  - Identify internal and external body parts.
  - Define a global and segmented body image.
  - List individual characteristics.
- **Grouping: I**ndividual, in pairs, groups of four and whole class.,
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs to learn how he can be a person with self-control. What can we do to help him?
- **Authentical resources:** A person with self-control and a person without self-control.
- **Product:** Create an anger state in an emotion´s diary where they have to draw their self in two situations where they have felt angry and describe the parts of their body. When they have done it, they will receive the piece of the puzzle of anger to construct their suitcase.

CONTENT	
• <u>**Contents:**</u>	<u>**Contribution to specific competences**</u>
- Frustration control.	**AREA 1:**

- Behavior self-regulation strategies. - Global and segmented body image. - Individual characteristics. - Localization of internal and external body parts. - Spontaneous play as a pleasurable activity and source of learning. • **Language content**: Description III.	1. Progress in the knowledge and control of your body and in the acquisition of different strategies, adapting their actions to the reality of the environment in a way safe, to build your image. 2. Recognize, manifest and regulate their emotions expressing needs and feelings to achieve security emotional and affective.

COGNITION

Learning goals	**Learning outcomes or standards**
1. Declarative knowledge - To **know** how to control our own frustration. - To **know** the different parts of our body. - To **understand** the individual characteristics.	1.1 Ss **recognise** their own frustration. 1.2 Ss **classify** the different parts of the body. 1.3 Ss **identify/ recognise** the individual characteristics.
2. Procedural knowledge - To **analyse** the global imagen of our own body.	2.1 Ss **differentiate** the external and internal parts of their body.
3. Metacognition - To **use** a thinking routine of their frustration. 4. Language - To **describe** their global image. - To **describe** anger´s emotions to another person	3.1 Ss **evaluate** their frustration through a thinking routine. 4.1 Ss **describe** the internal and external parts of their bodies and their individual characteristics. 4.2 Ss **describe** different situations in a real context where they have felt angry.

CULTURE	
Learning goals	**Learning outcomes (standards)**
- To **understand** the differences of each body, validating all of them.	- Ss **list** the main characteristics of their bodies.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- External parts of the body: head, ears, eyes, nose, mouth, arms, legs, backs, knees, shoulder, foot and belly.
- Internal parts of the body: brain, heart, stomach, and lung.
- Localization
- Self-Frustration
- Characteristics
- Tools
- Global image

Language content (the genre):

Description III

To describe their parts of the body in two situations here they have felt angry.

- Relative clauses to ask about your feelings and experiences: how, when, who.
- Feeling verbs related to the express emotions: feel, be and keep.
- Language to refer to body parts: this is my…. and I employ it to……
- Structure of the verb to have I have, you have, he/she/it has, they have and we have.
- Localization words: at the top, below, right and left.
- Present simple.
- Express their feelings: When I do… I feel….
- Adverbs of frequency: usually

Academic language:

- Use of connectors: and/ also/ too.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

- 1.2 Express feelings of personal security in participating in games and in the various situations of daily life, trusting in one's own possibilities and showing initiative.
- 1.4 Participate in organized or spontaneous games with curiosity and having fun.
- 2.2. Offer and ask for help in everyday situations, valuing the benefits of cooperation and aid.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**
- **For interaction:** To promote the active participation of the **Ss**, the **T** will use Thumbs up, thumbs down tool.

  For active observation: A holistic rubric will be used to cover the different levels of performance.

  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

  For peer/self-evaluation: The **T** has created a checklist for **Ss.** This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the description of their parts of their body and of two situations where they have felt angry in their emotion´s diary.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a class diary to reflect on her performance and adapt, rethink, confirm… the teaching practice.

- **Of process:**
- Learning intentions wall.

- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
Ss draw his/her- self and point out the external and internal parts of your body.	Ss have to point out in his/her classmate the following parts: nose, eyes, ears, and mouth.

LEARNING SITUATION 4: SENSES

- **Objectives:**
  - Identify the five senses.
  - Differentiate the function of each sense.
  - Express information through the senses.
- **Grouping:** Individual, in pairs, groups of four, and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He wants to develop his five senses. Do you know what they are? What can we do to help him?
- **Authentical resources:** A braille alphabet and a hearing aid.
- **Product:** Create a sadness state in an emotion´s diary where they have to draw four situations, two where they have felt sad and two where they have felt scared and describe them without using one different sense in each situation. When they have done it, they will receive the piece of the puzzle of sadness and of fear to construct their suitcase.

CONTENT	
- **Contents:**	**Contribution to specific competences**
	AREA 1:
- Identification of the senses.	1.Progress in the knowledge and control of your
- Function of each sense.	body and in the acquisition of different strategies,
- Expression of information and sensations through the senses.	adapting their actions to the reality of the environment in a way safe, to build your image.
- Spontaneous play as a pleasurable activity and a source of learning.	

• **Language content**: Description IV.	4.Recognize, manifest and regulate their emotions expressing needs and feelings to achieve security emotional and affective.

| **COGNITION** ||

Learning goals	**Learning outcomes or standards**
1. Declarative knowledge - To **know** the different senses. - To **understand** the function of each sense.	1.1 Ss **identify/ recognise** the five senses. 1.2 Ss **recognise** the function of each sense.
2. Procedural knowledge - To **analyse** the differences of the five senses.	2.1 Ss **differentiate** the differences between the five senses.
3. Metacognition - To **evaluate** their knowledge of the function of the senses.	3.1 Ss **use a** checklist to assess their previous knowledge on senses.
4. Language • To **describe** the function of each sense. • To **describe** sadness and fear´s emotions without using one of the five senses.	4.1 Ss **describe** the function of each sense. 4.2 Ss **describe** four different situations, two where they have felt sad and two where they have felt scared, using one of the five senses in each situation.

| **CULTURE** ||

Learning goals	**Learning outcomes (standards)**
- To **understand** how people can leave without all the five senses.	- Ss **identify**, blind and deaf people.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Senses: touch, listen, taste, hear and see.
- Parts of the body: eyes, ears, nose, mouth and skin.
- Function

Language content (the genre):

Description IV

To describe four situations, two where they have felt sad and two where they have felt scared without using one of the five senses in each situation.

- Relative clauses to ask about your feelings and experiences: how, when who.
- Feeling verbs related to the express emotions: feel, be, keep and get.
- Present simple.
- Language to refer to body parts: this is my…. and I employ it to……
- Structure of the verb to have: I have. You have, he/she/it has, they have and we have.
- Structure of the verb can: I can, you can, she/he/it can, they can, we can. I can´t, you can´t, she/he/it can´t, they can´t, we can´t.
- I can see/listen/taste/smell/touch with my eyes/ears/mouth/nose/ hands.
- Express their feelings: When I do… I feel….
- Adverbs of frequency: usually

Academic language:

- Use of connectors: and, also, too, but.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

- 1.2 Express feelings of personal security in participating in games and in the various situations of daily life, trusting in one's own possibilities and showing initiative.
- 1.4 Participate in organized or spontaneous games with curiosity and having fun.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

    For interaction: To promote the active participation of the **Ss**, the **T** will use Exit Slips tool.

    For active observation: A holistic rubric will be used to cover the different levels of performance.

    As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

    For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

    For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the description of four situations in their emotion´s diary, two where they have felt sad and two where they have felt scared without using one different sense in each situation.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a class diary to reflect on her performance and adapt, rethink, confirm… the teaching practice.

- **Of process:**
- Learning intentions wall.
- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
<u>**FROM LOTS TO HOTS**</u>	<u>**FROM HOTS TO LOTS**</u>
Ss draw four situations where they have felt sad without using one of the five senses.	Ss represent one situation where they have felt sad.

LEARNING SITUATION 5: I AM SELF-CONFIDENT

- **Objectives:**
  - Acquire strategies to develop self-confidence.
  - Incorporate a positive self-image.
  - Recognise own possibilities and limitations.
  - Appreciate good work.
- **Grouping:** Individual, in pairs, groups of four and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs to learn how he can be a person with self-confident. What can we do to help him?
- **Authentical resources:** A person with self-confident and other without self-confident-
- **Product:** Decorate the diary of emotions and make a presentation to the rest of the classmates, telling how you have built it and what you have learned during its elaboration.

CONTENT	
Contents: - Strategies to develop self-confidence. - Positive self-image. - Acceptance of one's own possibilities and limitations. - Appreciation of well-done work: initial development of habits and attitudes of effort, perseverance, and initiative. - Spontaneous play as a pleasurable activity and source of learning. - **Language content**: Description V.	**Contribution to specific competences** **AREA 1:** 1.Progress in the knowledge and control of your body and in the acquisition of different strategies, adapting their actions to the reality of the environment in a way safe, to build your image. 2.Recognize, manifest and regulate their emotions expressing needs and feelings to achieve security emotional and affective.

COGNITION	
Learning goals	**Learning outcomes or standards**

1. Declarative knowledge - To **know** their possibilities and limitations. - To **understand** what it is a positive image of their own.	1.1 Ss **identify/ recognise/list** their possibilities and limitations. 1.2 Ss **compare** features of positive image and negative image.
2. Procedural knowledge - To **analyse** the tools to manage self-confidence.	2.1 Ss **implement/ use** strategies such us self-acceptation or mindfulness to acquire self-confidence.
3. Metacognition - To **evaluate** their self-confidence.	3.1 Ss **use** a checklist to evaluate their confidence.
4. Language - To **describe** their possibilities and limitations. - To **describe** fear´s emotions using different strategies.	4.1 Ss **explain** their possibilities and limitations in different situations. 4.2 Ss **describe** two different situations where they have felt scared using in each one a strategy that makes them feel confidence and another that makes them feel insecure.

CULTURE

Learning goals	**Learning outcomes (standards)**
- To **understand** about the importance of feeling self-confidence.	- Ss **list** the main benefits of having self-confidence. - Ss **recognize** their possibilities and limitations.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Self-confidence
- Possibilities
- Limitations
- Positive image
- Well-done work

Language content (the genre):

Description V

To describe through a presentation how do you construct you diary of emotions and what have you learn it during their elaboration.

- Relative clauses: how, when, who.
- Feeling verbs related to the express emotions: feel, be, keep, get and experience.
- Present simple 1st person singular.
- Structure of verb to be.
- Can/cannot

Academic language: connectors

- And/ also/ too/ but.
- I am…. and I can….. and also…..
- I can…..but I cannot

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

- 1.2 Express feelings of personal security in participating in games and in the various situations of daily life, trusting in one's own possibilities and showing initiative.
- 1.4 Participate in organized or spontaneous games with curiosity and having fun.
- 2.3 Express concerns, tastes and preferences, with enthusiasm and respect, showing satisfaction and security about the achievements achieved.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

  For interaction: To promote the active participation of the **Ss**, the **T** will use mini-whiteboards tool.

  For active observation: A holistic rubric will be used to cover the different levels of performance.

  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

  For peer/self-evaluation: The **T** has created a checklist for **Ss.** This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: describe how you have construct you diary of emotion´s and what have you learnt it during their elaboration.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills.

The T will use a class diary to reflect on her performance and adapt, rethink, confirm… the teaching practice.

- **Of process:**
- Learning intentions wall.
- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
<u>**FROM LOTS TO HOTS**</u>	<u>**FROM HOTS TO LOTS**</u>
Ss have to draw some solutions for those situations that scare them.	In the template offered, images of different situations or characters appear. Ss have to circle those that scare them.

4.2 Project 2: Plane ticket to my autonomy

PROJECT 2: PLANE TICKET TO MY AUTONOMY

- **Content Area:** Área 1, Harmonious growth and Área 2, Discovery and exploration of the environment:
- **Level:** 2nd cycle, 5 year-old students
- **Timing:** 3 months, 3 sessions per week
- **Description:** At the beginning of the term, students will find a letter from Mr. Potato (Appendix 4) where he will ask them to create their own plane ticket. Students will identify, understand, and incorporate the main aspects and strategies to be an autonomy person in a real context and through tangible and meaningful activities.
- **Final product:** Construct their own plane ticket, following a series of instructions, making their own decisions, and solving problems that arise.
- **Learning situations:**
  - Location
  - Habits
  - Conflicts
  - Social Skills
  - Creation of plane ticket

LEARNING SITUATION 1: LOCATION

- **Objectives:**
  - Identify spatial references in relation to one´s own body.
  - Ubicate activities in daily life.
  - Classify the time and its organization.
  - Differentiate between day-night ,seasons or cycles.
- **Grouping:** In pairs, groups of four and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to temporarily locate the trip we are going to make. What can we do to help him?
- **Authentical resources:** A temporarily locate of a trip.
- **Product:** Make a plan, specifying the day, month, season and year in which the trip will take place.

CONTENT	
Contents: - Spatial references in relation to one's own body. - Time and its organization, day-night, seasons, or cycles. - Temporal placement of activities in daily life. - Spontaneous play as a pleasurable activity and a source of learning. **Language content**: Explanation I	**Contribution to specific competences** **AREA 2:** 1. Identify the characteristics of materials, objects and establish relationships between them, through exploration, manipulation sensory, the handling of simple tools and the development of logical-mathematical skills

COGNITION	
Learning goals	**Learning outcomes or standards**
1. Declarative knowledge - To **know** spatial references. - To **understand** time´s organisation. - To **know** how to ubicate activities in daily life.	1.1 Ss **identify/ recognise/list** spatial references in relation to one´s own body. 1.2 Ss **classify** the time in day-night, seasons, or cycles. 1.3 Ss **list** in order the activities which they realize in their daily life.
2. Procedural knowledge - To **analyse** the ubication of their body, objects, and activities in their daily routine**.**	2.1 Ss **identify** the ubication of spatial references in relation to one´s own body, objects, and activities.
3. Metacognition - To **use** a brainstorming to activate previous knowledge.	3.1 Ss **recall** their previous knowledge.

CULTURE

Learning goals	Learning outcomes (standards)
- To **understand** about the importance of ubicate and organize aspects in our context.	- Ss **list** the main benefits of ubicate the activities in our daily routine. - Ss **recognize** the spatial references to locate themselves in a real context.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Spatial references: up-down, front-behind, in-out, left-right, over-under.
- Ubicate/locate.
- Day-night
- Seasons: Winter/Spring/Summer/Autumn.
- Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
- Cycles
- Months: January, February, March, April, May, June, July, August, September, October, November and December.
- Time
- Organization

Language content (the genre):

Explanation I

To explain the location of the trip, specifying the day, month, season, and year in which it will be realized.

- Structure: The trip is ubicate/locate in (season). Specifically on day of the week, month, Year.
- Prepositions: on/in
- How to set the day

Academic language:

- Use of connectors to make the description: first/ second/ finally.

ASSESSMENT

<u>**Evaluation criteria**</u> (from Royal Decree 95/2022)

- 1.3 Position yourself appropriately in the usual spaces, both at rest and in movement, applying their knowledge about basic spatial notions and playing with one's own body and with objects.
- 1.4 Identify everyday situations in which it is necessary to measure, using the body or other materials and tools for carry out the measurements.
- 1.5 Organize your activity, ordering sequences and using temporal notions basic.

<u>**Assessment tools:**</u> It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

  <u>**For interaction:**</u> To promote the active participation of the **Ss**, the **T** will use mini-whiteboards tool.

  <u>**For active observation:**</u> A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.
  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

  <u>**For peer/self-evaluation:**</u> The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

For summative assessment: The **T** has created an analytic rubric to evaluate the final product : the plan with the day, month, season and year in which the trip will take place.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
- Learning intentions wall.
- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
Ss explain when they are going to realize the trip, specifying the day, month, season and cycle through written communication.	Ss make a drawing related to the trip in the corresponding season of the year.

LEARNING SITUATION 2: HABITS

- **Objectives:**
  - Acquire elementary organization habits.
  - Achieve elementary effort habits.
  - Obtain elementary initiative habits.
  - Regulate one´s own behavior.
  - Plan actions to solve a problem.
- **Grouping:** Individual, in pairs and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to plan all we have to do before taking the plane. What can we do to help him?
- **Authentical resources:** A real plan of the steps you have to follow before taking the plane.

- **Product:** Create a checklist with the steps to take into account before taking a plane.

CONTENT	
Contents:	**Contribution to specific competences**
- Elementary organization habits. - Elementary effort habits. - Elementary initiative habits. - Regulation of one's own behavior. - Planning actions to solve a task. - Spontaneous play as a pleasurable activity and a source of learning. **Language content**: Explanation II.	**AREA 2:** 2. Develop the method procedures scientific, through observation processes and manipulation of objects, to start in the interpretation of the environment and responding to situations and challenges that arise.

COGNITION	
Learning goals	**Learning outcomes or standards**
1. Declarative knowledge - To **know** elementary organization habits. - To **understand** elementary effort habits. - To **know** initiative elementary habits. 2. Procedural knowledge - To **analyse** one´s own behaviour. - To **analyse** plan actions to solve a problem.	1.1 Ss **identify/ recognise/list** elementary organization habits. 1.2 Ss **classify** elementary effort habits. 1.3 Ss **list** initiative elementary habits. 2.1 Ss **identify** their one´s own behaviour. 2.2 Ss **solve** a problem through an action´s plan.

3. Metacognition - To **use** a thinking routine of their behaviour.	3.1 Ss **evaluate** their behaviour through a thinking routine.
4. Language - To **explain** which steps you must follow if you want to take a plane.	4.1 Ss **use** the steps that you must follow before taking a plane, using elementary organization, effort, and initiative habits.

CULTURE

Learning goals	**Learning outcomes (standards)**
- To **understand** about the importance of adapting the behaviour depending on the situation,	- Ss **list** the main benefits of having a good behaviour in each situation. - Ss **recognize** the differences between a good behaviour and a worse behaviour.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Organization habits
- Effort habits
- Initiative habits
- Behaviour

Language content (the genre):

Explanation II

To explain the steps which you have to follow before taking a plan, using organization, effort and initiative habits.

- Modals: should/must
- Choose a place/ Book an apartment/look for places to visit/ choose a transport/ buy the tickets/ make the suitcase.

Academic language:

- Use of connectors to make the description: first/ second/ then/ finally.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

- 2.1 Manage situations, difficulties, challenges or problems by planning sequences of activities, the expression of interest and initiative and working with their companions.
- 2.5 Schedule sequences of actions or instructions for solving tasks analog and digital.
- 2.6 Participate in projects using group dynamics, sharing and valuing own and other people's opinions, expressing personal conclusions based on them.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

  For interaction: To promote the active participation of the **Ss**, the **T** will use random selection tool.

  For active observation: A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.
  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

  For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the checklist with the steps to take into account before taking a plane.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
  - Learning intentions wall.
  - Teacher checklist for active observation while Ss are doing the activities.
  - Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
Draw a line, write and chronologically order the steps to follow	Write the key words to make the trip plan

LEARNING SITUATION 3: CONFLICTS

- **Objectives:**
  - Identify a problem in a real context.
  - Incorporate appropriate guidelines to solve problems.
  - Uso social skills to address conflicts with peers.
- **Grouping**: Individual, in pairs and groups of four.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to create and solve problems in a real context. What can we do to help him?
- **Authentical resources:** A newspaper with problems contextualized in our reality**.**
- **Product:** Each group has to create a problem contextualize in a real situation. Then, the other groups will solve it.

CONTENT	
Contents:	**Contribution to specific competences**
- Problem identification.	**AREA 1:**

- Incorporation of appropriate guidelines to independently resolve everyday conflicts. - Use of social skills to address conflicts with peers. - Symbolic play. **Language content**: Explanation III.	4. Establish social interactions to build your identity and personality freedom, valuing the importance of friendship, respect and empathy. **AREA 2:** 2. Develop the method procedures scientific, through observation processes and manipulation of objects, to start in the interpretation of the environment and responding to situations and challenges that arise.

COGNITION

<u>**Learning goals**</u>	<u>**Learning outcomes or standards**</u>
1. Declarative knowledge - To **know** how to identify a problem. - To **understand** social skills to address conflicts with peers. - To **know** appropriate guidelines to solve problems.	1.1 Ss **identify** problems in different situations. 1.2 Ss **recognise** social skills to address conflicts with peers. 1.3 Ss **list** appropriate guidelines to solve problems in real contexts.
2. Procedural knowledge - To **analyse** the appropriate guidelines to solve problems.	2.1 Ss **identify** the adequate strategies and techniques to solve a problem, depending on the situation.
3. Metacognition - To **evaluate** their ability to solve problems.	3.1 Ss **use** a checklist to assess their problem-solving ability.
4. Language - To **explain** the problem which they have created. - Ss **explain** how you can solve the problem.	4.1 Ss **explain** the problem which they have created with their groups. 4.2 Ss **explain** different forms to solve the problem that they have created.

CULTURE	
Learning goals	**Learning outcomes (standards)**
- To **understand** about the importance of having strategies to solve problems in our daily routine.	- Ss **recognise** that most of the problems have a solution. - Ss **list** different forms of solving a problem.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Steps to solve a problem: understand, design a plan, think of different solutions, choose the most appropriate one, solve and check the answer.
- Social skills: sharing, cooperating, listening, following directions, respecting personal space, making eye contact and using manners.
- Problem
- Steps

Language content (the genre):

Explanation III

To explain the steps that they have used it to create the problem and all of the forms to solve it.

- Verbs: think, design, create and solve.
- Modals: can/should.

Academic language:

- Use of connectors to make the description: first second/ finally/ also/ and.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

AREA 1:

- 4.4 Develop skills and abilities to manage conflicts in a positive way, learning to seek the truth, not to lie, to defend those who need it and not to be afraid. In addition, propose creative alternatives taking into account the criteria of others.

AREA 2:

- 2.2 Channel frustration in the face of difficulties or problems through the application of different strategies.
- 2.4 Use different strategies for autonomous decision making, facing the process of creating solutions in response to the challenges faced pose.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

  For interaction: To promote the active participation of the **Ss**, the **T** will use exit slips.

  For active observation: A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.

  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

  For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the problem contextualizes in a real situation.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
- Learning intentions wall.
- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
Create a template with steps to help others solve a problem	Think of any problem that you have had it during last days and how have you solved it.

LEARNING SITUATION 4: SOCIAL SKILLS

- **Objectives:**
  - Acquire help and collaboration strategies in play and routine contexts.
  - Identify affective and coexistence social skills.
  - Incorporate basic coexistence guidelines.
  - Respect the differences.
- **Grouping:** Individual, groups of four and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to learn basic guidelines for live together with other people. What can we do to help him?
- **Authentical resources:** Coexistence plan
- **Product:** Create a mural with the basic guidelines for coexistence that must be taken into account during the trip.

CONTENT	
Contents:	**Contribution to specific competences**
- Help and collaboration strategies in play and routine contexts. - Affective and coexistence social skills. - Basic coexistence guidelines.	**AREA 1:** 4. Establish social interactions to build your identity and personality freedom, valuing the importance of friendship, respect, and empathy.

- Identification and respect for differences. - Symbolic play. **Language content**: Explanation IV.	

COGNITION	
<u>**Learning goals**</u>	<u>**Learning outcomes or standards**</u>
1. Declarative knowledge - To **know** help and collaboration strategies. - To **understand** the differences. - To **know** basic coexistence guidelines.	1.1 Ss **help** and collaboration strategies. 1.2 Ss **recognise** the differences between people. 1.3 Ss **identify** basic coexistence guidelines.
2. Procedural knowledge - To **analyse** the basic coexistence guidelines to live in a society.	2.1 Ss **identify** the adequate affective and coexistence social skills to be respectful with people.
3. Metacognition - To **evaluate** their social skills using a checklist.	3.1 Ss **use** a checklist to assess their social skills.
4. Language - To **explain** the basic guidelines for coexistence that must be taken into account during the trip.	4.1 Ss explain the main social skills for having a good coexistence during the trip.

CULTURE	
<u>**Learning goals**</u>	<u>**Learning outcomes (standards)**</u>

- To **understand** about the importance of respect the different between cultures.	- Ss **recognise** the main benefits of living in a society made up of different types of people. - Ss **list** the differences between cultures.

Language of learning

Key language:

- Help and collaboration strategies.
- Affective and coexistence skills: sharing, cooperating, listening, following directions, respecting personal space, making eye contact and using manners.
- Culture
- Guidelines
- Respect

Language content (the genre):

Explanation IV

To explain the basic guidelines for coexistence that must be taken into account during the trip.

- Verbs: share, cooperate, listen, respect.
- Adjectives: helpful, kind, sympathetic.
- Verb to be: You are/ are not a helpful person.

Academic language:

- Use of connectors: also/ too/ but

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

AREA 1:

- 4.1 Participate with initiative in games and activities, interacting with other people with attitudes of affection, empathy, generosity and love for others, respecting the different

- individual rhythms and avoiding all types of discrimination.
- 4.2 Reproduce behaviours, actions or situations through symbolic play in interaction with peers.
- 4.3 Actively participate in activities related to reflection on standards social structures that regulate coexistence and promote values such as respect for others.
- 4.4 Develop skills and abilities to manage conflicts in a positive way, learning to seek the truth, not to lie, to defend those who need it and not to be afraid. In addition, propose creative alternatives taking into account the criteria of others.
- 4.5 Participate, from an attitude of respect, in activities related to customs present in their environment, showing interest in knowing them.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**
  For interaction: To promote the active participation of the **Ss**, the **T** will use thumbs up, thumbs down.

  For active observation: A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.
  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

  For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**
  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the mural with the basic guidelines for coexistence that must be taken into account during the trip.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**

- Learning intentions wall.
- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
<u>**FROM LOTS TO HOTS**</u>	<u>**FROM HOTS TO LOTS**</u>
Make a diagram connecting all the basic guideline for coexistence.	Select only one basic guideline for coexistence and draw it.

LEARNING SITUATION 5: CREATION OF PLANE TICKET

- **Objectives:**
  - Value the work done
  - Locate yourself temporally and spatially
  - Be organized and work hard
  - Able to resolve conflicts
  - Be autonomous in carrying out tasks
  - Identify the different geometric figures
- **Grouping:** Individual, in pairs, groups of four and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to create his plane ticket. What can we do to help him?
- **Authentical resources**: A plane ticket from Iberia.
- **Product:** Create the plane ticket, in an autonomous way, following some instructions.

CONTENT	
<u>**Contents:**</u>	<u>**Contribution to specific competences**</u>
- Assessment of work done. - Temporal and spatial awareness. - Organization and effort.	**AREA 1** 1.Progress in the knowledge and control of your body and in the acquisition of different strategies,

- Conflict resolution. - Autonomy in performing tasks. - Geometric bodies. - Spontaneous play as a pleasurable activity and a source of learning. **Language content**: Explanation V.	adapting their actions to the reality of the environment in a safe way, to build your image. 4. Establish social interactions to build your identity and personality freedom, valuing the importance of friendship, respect and empathy. **AREA 2:** 1.Identify the characteristics of materials, objects and establish relationships between them, through exploration, manipulation sensory, the handling of simple tools and the development of logical-mathematical skills.

COGNITION

<u>Learning goals</u>	<u>Learning outcomes or standards</u>
1. Declarative knowledge - To **know** how to solve problems. - To **understand** geometric bodies. - To **know** to be autonomous in carrying out tasks.	1.1 Ss **identify/ recognise strategies to solve problems in their daily routine.** 1.2 Ss **classify** the main geometric bodies. 1.3 Ss **list** how to be autonomous in carrying out tasks.
2. Procedural knowledge - To **analyse** the organization and the effort used in the work done.	2.1 Ss **identify** the effort expended in solving tasks.
3. Metacognition - To **use** a brainstorming to activate previous knowledge.	3.1 Ss **recall** their previous knowledge.

4. Language	4.1 Ss **give** a presentation demonstrating autonomy and self-awareness in the process of creation of a plane ticket.
- To **explain** how you have created the plane ticket in an autonomous way.	

CULTURE	
Learning goals	**Learning outcomes (standards)**
- To **understand** about the importance of being autonomous.	- Ss **list** the main benefits of being autonomous.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Spatial references: up-down, front-behind, in-out, left-right and over-under
- Ubicate/locate
- Day-night
- Seasons: winter, spring, summer and autumn
- Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday
- Cycles
- Months: January, February, March, April, May, June, July, August, September, October, November and December
- Organization
- Effort
- Geometric bodies: triangle, circle, square and rectangle
- Autonomous

Language content (the genre):

Explanation V

To explain the steps that they have followed and the decisions they have made to create the plane ticket in an autonomous way.

- Verbs: decide/ choose/ write/put/draw/stick
- Spatial references: up-down and left-right.
- Prepositions: on/in
- Present simple 1st person singular

Academic language:

- Use of connectors to make the description: first/ next/ then/ after/ later/ before/ finally.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

AREA 1

- 4.4 Develop skills and abilities to manage conflicts in a positive way, learning to seek the truth, not to lie, to defend those who need it and not to be afraid. In addition, propose creative alternatives taking into account the criteria of others.

AREA 2

- 1.2 Express feelings of personal security when participating in games and activities. various situations of daily life, trusting in one's own possibilities and showing initiative.
- 1.3 Position yourself appropriately in the usual spaces, both at rest and in movement, applying their knowledge about basic spatial notions and playing with one's own body and with objects.
- 1.4 Participate in organized or spontaneous games with curiosity and having fun.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**
  For interaction: To promote the active participation of the **Ss**, the **T** will use mini-whiteboards tool.

For active observation: A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.

As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the plane ticket.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
- Learning intentions wall.
- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
Ss. build the ticket, using different materials and without following any instructions.	Ss create the plane ticket following a template without making own decisions.

4.3 Project 3: Trip around four countries

PROJECT 3: TRIP AROUND FOUR CONTRIES

- **Content Area:** Área 1, Harmonious growth and Área 2, Discovery and exploration of the environment:
- **Level:** 2nd cycle, 5 year-old students
- **Timing:** 3 months, 2 sessions per week
- **Description:** At the beginning of the term, students will find a letter from Mr. Potato (Appendix 5) where he will ask them to travel with him around four different countries

(Spain, Italy, France, and Portugal) with the aim of finding all the parts of his body because he had lost them in different parts of the house of each country where he has lived. Students will identify, understand, and incorporate the main aspects and strategies to be a healthy person in a real context and through tangible and meaningful activities.

- **Final product:** Create a Mr Potato that follows the most important healthy habits and has all the parts of his body.

- **Learning situations:**
  - Spain
  - Italy
  - France
  - Portugal
  - Around the world

LEARNING SITUATION 1: SPAIN

- **Objectives:**
  - Identify the different types of food.
  - Understand the importance of proper hydration.
  - Acquire the key characteristics of a healthy eating.
  - Understand the consequences of not maintaining a healthy diet.
  - Incorporate social behavior norms during meals.

- **Grouping:** Groups of four and whole class.

- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to recover his eyes and his nose. What can we do to help him?

- **Authentical resources:** healthy food.

- **Product:** Create a wheel of healthy habits with four sections. In the first part, they will have to write in different directions the key reasons for carrying out a healthy diet. Once done, they will be able to access to the kitchen of the house in Spain and look for Mr Potato's nose and eyes.

CONTENT	
Contents:	**Contribution to specific competences**

- Identification of different types of food. - Importance of proper hydration. - Healthy eating: key characteristics. - Consequences of not maintaining a healthy diet. - Social behavior norms during meals. - Spontaneous play as a pleasurable activity and a source of learning. **Language content**: Persuasion I.	**AREA 1:** 3.Adopt models, norms and habits, developing confidence in their possibilities, to promote a healthy lifestyle and responsible. **AREA 2:** 2. Develop the method procedures scientific, through observation processes and manipulation of objects, to start in the interpretation of the environment and responding to situations and challenges that arise.

COGNITION

<u>**Learning goals**</u>	<u>**Learning outcomes or standards**</u>
1. Declarative knowledge - To **know** the different types of food. - To **understand** the importance of having a proper hydration. - To **know** the healthy eating key characteristics. - To **know** the social behaviour norms during meals. 2. Procedural knowledge	1.1 Ss **identify/ recognise/list** the different types of food. 1.2 Ss **recognise** the importance of having a proper hydration. 1.3 Ss **list** the healthy eating key characteristics. 1.4 Ss **identify/recognise** the social behaviour norms during meals. 2.1 Ss **identify** the consequences of not maintaining a healthy diet.

- To **analyse** the consequences of not maintaining a healthy diet. 3. Metacognition - To **use** a brainstorming to activate previous knowledge. 4. Language - To **persuade** explaining the main reasons of having a healthy diet.	3.1 Ss **recall** their previous knowledge. 4.1 Ss **create** a wheel to be displaye at school for inviting people to follow healthy habits in their lives.

CULTURE	
<u>**Learning goals**</u>	<u>**Learning outcomes (standards)**</u>
- To **understand** about the importance of having a healthy diet.	- Ss **list** the main benefits of having a healthy diet.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Types of food: fruits, vegetables, carbohydrates, proteins and fats.
- Healthy
- Hydration
- Social behaviour norms
- Characteristics

Language content (the genre):

Persuasion I

To persuade explaining the main benefits and reasons of having a healthy diet in your daily routine as well as the consequences of not doing it.

- Modals: should

- Persuasive Verbs: think
- Persuasive words: incredible
- Parts of a persuasive text: introduction/ argument/ conclusion
- Can/cannot
- Important/key/relevant
- Present simple 2nd person singular

Academic language:

- Use of connectors: because/ also/ too.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

AREA 1:

- 3.1 Carry out activities related to self-care, care of the environment and with an attitude of respect.
- 3.2 Respect the sequence associated with daily events and activities, adapting to the routines established for the group and developing behaviors respectful towards others.

AREA 2:

- 2.5 Schedule sequences of actions or instructions for solving tasks analog and digital.
- 2.6 Participate in projects using group dynamics, sharing and valuing own and other people's opinions, expressing personal conclusions based on them.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

  For interaction: To promote the active participation of the **Ss**, the **T** will use mini-whiteboards tool.

  For active observation: A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.

  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the wheel´s section where they have to write in different directions the key reasons for carrying out a healthy diet.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
- Learning intentions wall.
- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
Make a wheel of healthy habits using an ICT tool.	Make a poster with drawings that represent the main reasons for carrying out a healthy diet.

LEARNING SITUATION 2: ITALY

- **Objectives:**
  - Incorporate hygiene routines.
  - Be consistent with hand washing.
  - Be consistent with brush teeth.
  - Understand the importance of being hygienic.
  - Incorporate social behavior norms in hygiene.
- **Grouping:** In pairs, groups of four and whole class.

- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to recover his ears and his hat. What can we do to help him?
- **Authentical resources:** hygiene protocol.
- **Product:** Create a wheel of healthy habits with four sections. In the second part, they will have to draw with different tools the key reasons for having a good hygiene routine. Once done, they will be able to access to the bathroom of the house in Italy and look for Mr Potato's ears and hat.

CONTENT	
Contents:	**Contribution to specific competences**
- Incorporation of hygiene routines. - Washing hands. - Brushing teeth. - Social behavior norms in hygiene. - Autonomy in personal hygiene. - Importance of being hygienic. - Spontaneous play as a pleasurable activity and a source of learning. **Language content**: Persuasion II	**AREA 1:** 3.Adopt models, norms and habits, developing confidence in their possibilities, to promote a healthy lifestyle and responsible. **AREA 2:** 2. Develop the method procedures scientific, through observation processes and manipulation of objects, to start in the interpretation of the environment and responding to situations and challenges that arise.
COGNITION	

Learning goals	Learning outcomes or standards
1. Declarative knowledge - To **know** how to brush their teeth. - To **know** how to wash their hands. - To **understand** the importance of being hygienic. - To **know** the social behaviour norms in hygiene.	1.1 Ss **recognise** how to brush their teeth. 1.2 Ss **recognise** how to wash their hands. 1.3 Ss **identify** the importance of being hygienic. 1.4 Ss **identify/recognise** the social behaviour norms in hygiene.
2. Procedural knowledge - To **analyse** the consequences of not maintaining a hygienic life. **3. Metacognition** - To evaluate their hygiene. **4. Language** - To **persuade** explaining the main reasons of being a hygienic person.	1.5 Ss **identify** the consequences of not maintaining a hygienic life. 3.1 Ss **use** a checklist to assess their hygiene. 4.1 Ss **include** in the wheel hygienic habits to convince others about their role in a healthy life.

CULTURE	

Learning goals	Learning outcomes (standards)
- To **understand** about the importance of being a hygienic person.	- Ss **list** the main benefits of being a hygienic person.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Hygiene habits: foot hygiene, toileting hygiene, hand hygiene, coughing hygiene, home hygiene, oral hygiene, oral hygiene and bathing ritual.
- Brush your teeth
- Wash your hands
- Healthy
- Environment
- Social behaviour norms
- Recycle

Language content (the genre):

Persuasion II

To persuade explaining the main benefits and reasons of being a hygienic person in your daily routine with yourself and with the environment as well as the consequences of not doing it.

- Modals: should/must
- Persuasive words: incredible/ fascinating.
- Persuasive verbs: think.
- Parts of a persuasive text: introduction/argument/ conclusion
- Can/cannot
- Important/key/relevant
- Verbs: wash, brush, take, though, be and have
- Present simple 2nd person singular

Academic language:

- Use of connectors: because/ also/ too/ and/ but.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

AREA 1:

- 3.1 Carry out activities related to self-care, care of the environment and with an attitude of respect.

- 3.2 Respect the sequence associated with daily events and activities, adapting to the routines established for the group and developing behaviours respectful towards others.

AREA 2:

- 2.5 Schedule sequences of actions or instructions for solving tasks analog and digital.
- 2.6 Participate in projects using group dynamics, sharing and valuing own and other people's opinions, expressing personal conclusions based on them.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**
  For interaction: To promote the active participation of the **Ss**, the **T** will use random selection.

  For active observation: A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.
  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

  For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**
  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the wheel´s section where they have to draw with different tools the key reasons for having a good hygiene routine.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
  - Learning intentions wall.
  - Teacher checklist for active observation while Ss are doing the activities.

- Class minibook.

FROM LOTS TO HOTS	FROM HOTS TO LOTS
Ss do a writing following the next structure:	Ss write in a posit the main reasons of being a hygienic person,
- Introduction	
- For/against	-
- Conclusion	

LEARNING SITUATION 3: FRANCE

- **Objectives:**
  - Acquire social behavior norms during rest.
  - Understand the benefits and consequences of having a good rest.
  - Know the hours of sleep required.

- **Grouping:** Individual, in pairs, groups of four and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to recover his moustache and his mouth. What can we do to help him?
- **Authentical resources:** rest protocol
- **Product:** Create a wheel of healthy habits with four sections. In the third part, they will have to make a collage with photographs of magazines and reflect the key reasons for having a good rest. Once done, they will be able to access to the bedroom of the house in France and look for Mr Potato's moustache and mouth.

CONTENT	
Contents:	**Contribution to specific competences**
- Social behavior norms during rest.	**AREA 1:**

- Importance of resting: benefits and consequences. - Required hours of sleep. - Spontaneous play as a pleasurable activity and a source of learning. **Language content**: Persuasion III.	3.Adopt models, norms and habits, developing confidence in their possibilities, to promote a healthy lifestyle and responsible. **AREA 2:** 2. Develop the method procedures scientific, through observation processes and manipulation of objects, to start in the interpretation of the environment and responding to situations and challenges that arise.

COGNITION	
<u>**Learning goals**</u>	<u>**Learning outcomes or standards**</u>
1. Declarative knowledge - To **know** the required hours of sleep. - To **understand** the importance of having a good rest. - To **know** the social behaviour norms during rest.	1.1 Ss **identify** how many hours it is necessary to sleep. 1.2 Ss **recognise** the benefits and consequences of resting. 1.3 Ss **identify/recognise** the social behaviour norms during rest.
2. Procedural knowledge - To **analyse** the consequences of not maintaining a good rest.	2.1 Ss **identify** the consequences of not maintaining a good rest.
3. Metacognition - To **evaluate** their rest through a thinking routine.	3.1 Ss **use** a thinking routine of their rest.
4. Language	

- To **persuade** explaining the main reasons of having a good rest.	4.1 Ss **include** in the wheel the benefits of having a good rest to convince others.

CULTURE	
<u>**Learning goals**</u>	<u>**Learning outcomes (standards)**</u>
- To **understand** about the importance of having a good rest.	- Ss **list** the main benefits of having a good rest.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Rest
- Healthy
- Social behaviour norms
- Hours of sleep

Language content (the genre):

Persuasion III

To persuade explaining the main benefits and reasons of having a good rest in your daily routine as well as the consequences of not doing it.

- Modals: should/must/ will
- Persuasive words: incredible/ fascinating/ fantastic.
- Persuasive verbs: think.
- Parts of a persuasive text: introduction/argument/ conclusion
- Can/cannot
- Important/key/relevant
- Present simple 2nd person singular

Academic language:

- Use of connectors: because/ also/ but/ too.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

AREA 1:

- 3.1 Carry out activities related to self-care, care of the environment and with an attitude of respect.
- 3.2 Respect the sequence associated with daily events and activities, adapting to the routines established for the group and developing behaviours respectful towards others.

AREA 2:

- 2.5 Schedule sequences of actions or instructions for solving tasks analogy and digital.
- 2.6 Participate in projects using group dynamics, sharing and valuing own and other people's opinions, expressing personal conclusions based on them.

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

  For interaction: To promote the active participation of the **Ss**, the **T** will use thumbs up, thumbs down.

  For active observation: A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.
  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the evaluation of each student.

  For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the wheel´s section where they have to make a collage with photographs of magazines and reflect the key reasons for having a good rest.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
  - Learning intentions wall.
  - Teacher checklist for active observation while Ss are doing the activities.
  - Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
Transmit the benefits of maintaining a good rest as well as the consequences of not doing so through the creation of a theatre.	Draw on an analog clock template the average number of hours it is recommended to sleep to have a good rest.

LEARNING SITUATION 4: PORTUGAL

- **Objectives:**
  - Acquire a positive self-image.
  - Accept one´s own abilities and limitations.
  - Have an active control of tone and posture.
  - Understand the benefits of physical exercise.
  - Obtain an overall and segmented body image.
- **Grouping:** Individual, in pairs and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to recover his arms. What can we do to help him?
- **Authentical resources:** A book with a lot of fun physical activities.
- **Product:** Create a wheel of healthy habits with four sections. In the fourth part, they will have to make a diagram with stickers and reflect the key reasons for having an active sports life. Once done, they will be able to access to the garden of the house in Portugal and look for Mr Potato's arms.

CONTENT

Contents:	Contribution to specific competences
- Social behavior norms in movements. - Positive self-image, as well as acceptance of one's own abilities and limitations. - Active control of tone and posture. - Overall and segmented body image. - Benefits of physical exercise. **Language content**: Persuasion IV.	**AREA 1:** 1. Progress in the knowledge and control of your body and in the acquisition of different strategies, adapting their actions to the reality of the environment in a safe way, to build your image. 3.Adopt models, norms and habits, developing confidence in their possibilities, to promote a healthy lifestyle and responsible.

COGNITION	

Learning goals	Learning outcomes or standards
1. Declarative knowledge - To **know** how to have a positive self-image. - To **understand** the overall and segmented body image. - To **know** the social behaviour norms in movements. - To **know** how to active control of tone and posture. 2. Procedural knowledge - To **analyse** the consequences of not doing physical exercise.	1.1 Ss **identify** one´s own abilities and limitations. 1.2 Ss **recognise** their overall and segmented body image. 1.3 Ss **identify/recognise** the social behaviour norms in movements. 1.4 Ss **explain** how to active control of tone and posture. 2.1 Ss **identify** the consequences of not doing physical exercise.

3. Metacognition - To **evaluate** the frequency with which you do physical exercise.	3.1 Ss **use** a checklist to evaluate the frequency with which you do physical exercise.
4. Language - To **persuade** explaining the main reasons of doing physical exercise.	4.1 Ss **include** reasons in the wheel to convince people of the benefits of doing physical activity.

CULTURE

Learning goals	Learning outcomes (standards)
- To **understand** about the importance of doing physical exercise.	- Ss **list** the main benefits of doing physical exercise.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Physical exercise
- Self-image
- Abilities and limitations.
- Tone
- Posture
- Body image
- Social behaviour norms

Language content (the genre):

Persuasion IV

To persuade explaining the main benefits and reasons of doing physical exercise in your daily routine as well as the consequences of not doing it.

- Modals: should/must/ will/ shouldn´t/ mustn't
- Persuasive words: incredible/ fascinating/ fantastic/wonderful.
- Persuasive verbs: think.
- Parts of a persuasive text: introduction/argument/ conclusion
- Can/cannot
- Play/ do/ practice
- Important/key/relevant
- Present simple 2nd person singular

Academic language:

- Use of connectors: because/ also/ but/ too.

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

AREA 1:

- 1.1 Progress in knowing your body by adjusting actions and reactions and developing balance, sensory perception and coordination in movement.
- 1.3 Handle different objects, supplies and tools in the game and in carrying out tasks. daily tasks, showing progressive control and coordination of movements of fine character.
- 1.4 Participate in organized or spontaneous games with curiosity and having fun.
- 3.1 Carry out activities related to self-care, care of the environment and with an attitude of respect.
- 3.2 Respect the sequence associated with daily events and activities, adapting to the routines established for the group and developing behaviours respectful towards others.

- **Of language:**
  For interaction: To promote the active participation of the **Ss**, the **T** will use exit slips.

For active observation: A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.

For peer/self-evaluation: The **T** has created a checklist for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

  For summative assessment: The **T** has created an analytic rubric to evaluate the final product: the wheel´s section where they have to make a diagram with stickers and reflect the key reasons for having an active sports life.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
  - Learning intentions wall.
  - Teacher checklist for active observation while Ss are doing the activities.
  - Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
Invent a fun game to encourage physical activity among your peers	Make a list of your favorite sports

LEARNING SITUATION 5: AROUND THE WORLD

- **Objectives:**
  - Acquire tools for managing own emotions.
  - Validate others´feelings.
  - Understand what the most important are habits to be healthy.
  - Obtain an overall and segmented body image.
  - To be independent in solving tasks.

- **Grouping:** Individual, in pairs, groups of seven and whole class.
- **Challenge:** Guys, Mr Potato has chosen us to help him solve his big problem. Do you know which one it is? He needs our help to be a healthy person and to place correctly all the parts of his body. What can we do to help him?
- **Authentic resources:** the clues of a persuasive text.
- **Product:** Create a healthy Mr Potato represented with all the parts of his body well positioned. Additionally, they will have to create four scenes in four different parts of a house (bathroom, kitchen, garden and bedroom) to represent each healthy habit (food, rest, hygiene and physical activity).

CONTENT

Contents:	Contribution to specific competences
- Tools for managing one's own emotions. - Validation of others' feelings. - Independent completion of tasks. - Responsible habits and practices related to nutrition, hygiene, rest, and physical activity. - Overall and segmented body image. **Language content**: Persuasion	**AREA 1:** 1.Progress in the knowledge and control of your body and in the acquisition of different strategies, adapting their actions to the reality of the environment in a safe way, to build your image. 2. Recognize, manifest and regulate their emotions expressing needs and feelings to achieve security emotional and affective. 3.Adopt models, norms and habits, developing confidence in their possibilities, to promote a healthy lifestyle and responsible. 4.Establish social interactions to build your identity and personality freedom, valuing the importance of friendship, respect, and empathy.

COGNITION

Learning goals	Learning outcomes or standards

1. Declarative knowledge
  - To **know** how to manage one´s own emotions.
  - To **understand** how to validate other´s feelings.
  - To **understand** the key habits for being a healthy person.
  - To **know** how to solve problems independently.
	1.1 Ss **identify** own emotions.
	1.2 Ss **recognise** others´ feelings.
	1.3 Ss **identify/recognise** the key habits for being a healthy person.
	1.4 Ss **explain** how to solve problems independently.

2. Procedural knowledge - To **analyse** the overall and segmented body image.	2.1 Ss **identify** and **categorize** the abilities and limitations of their bodies.
3. Metacognition - To **evaluate** their autonomy through a checklist	3.1 Ss **use** a checklist to evaluate their autonomy.
4. Language - To **persuade** about the importance to be an autonomous and healthy person with self-control.	4.1 Ss **give** all the reasons to convince people to have an autonomous and healthy life like Mr Potato in his house.

CULTURE

Learning goals	Learning outcomes (standards)
- To **understand** about the importance of having values and respect for yourself.	- Ss **list** the main benefits of having respect for yourself.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Physical exercise
- Self-image
- Emotions: happiness, sadness, fear, surprise, anger and affection.
- Empathetic
- Respectful
- Validate
- External parts of the body: head, ears, eyes, nose, mouth, arms, legs, back, knees, shoulders, feet and belly.
- Internal parts of the body: brain, heart, stomach and lung.
- Location
- Healthy habits: food, hygiene, rest, physical activity.
- Parts of the house: bathroom, kitchen, bedroom and garden

Language content (the genre):

Persuasion V

To persuade explaining why his/her Mr Potato it is a healthy person with an overall and segment image of his/her body.

- Feeling verbs related to the express emotions: feel, be and keep.
- Language to refer to body parts: this is my…. and I employ it to……
- Structure of the verb to have I have, you have, he/she/it has, they have and we have.
- Localization words: at the top, below, right and left
- Modals: should/must/ will/ shouldn´t/ mustn't
- Persuasive words: incredible/ fascinating/ fantastic/wonderful/ awesome
- Persuasive verbs: think.
- Parts of a persuasive text: introduction/argument/ conclusion
- Can/cannot
- Important/key/relevant
- Present simple 3rd person singular

	Academic language:		
	• Use of connectors: because/ also/ but/ too / first/ then/ next / finally.		

PROCEDURE			

	TIMING	**ACTIVITIES**	**GROUPING**
RECEPTION SCAFFOLDING ACTIVITIES	**10 minutes**	**SESSION 1:** **Activity 1: Activating previous knowledge:** **T** will project on the blackboard the same photo (Appendix 5) that Mr Potato put in his letter at the beginning of the project. Looking at this picture **Ss** will have to connect each part of the body with a part of the house and a healthy habit. T using random selection (sticks with names) will chose who is going to connect a part of the body with a healthy habit.	**Whole class**
	15 minutes	**Activity 2: Key vocabulary:** **Ss** will play dominoes (Appendix 6). To do this, they will have 16 tokens. In turns, they will have to take each piece and place it in its correct place. That is, the last image on the card must match the first image on the next card. In this way, they will work on visual memory in addition to language and vocabulary. **T** using exit slips will decide who is going to move a piece.	**Groups of seven**
	10 minutes	**Activity 3: Video** The **Ss** will watch the following video to better understand what they have to create: **https://www.youtube.com/watch?v=jZV156E63IA**	**Whole class**

	15 minutes	**Activity 4: Brainstorm:** All the ideas will be registered in a mural. The **T** will have a mediator role. **T** using random selection is going to choose who I going to tell a idea.	**Whole class**
TRANSFORMA-TION SCAFFOLDING ACTIVITIES		Sessions 2, 3, 4 and 5 will be carried out following the "corner" methodology. The **Ss** will be divided into three groups of seven students, who will be distributed in the four built corners, regardless of the order, with the exception of the art corner in which they will all work at the same time. In each of the sessions, each group will only work in one corner. To contextualize the proposed problem as much as possible, each group will be recognized and identified as a member of Mr Potato's family. **Ss** will must pass a series of activities to build their healthy Mr Potato. They will have to look in the quadrant (Appendix 7) to see what character they are and what corner they are in each day. The objective is that all of them, through their spatial orientation and autonomy, manage to reach the corner of art. **SYMBOLIC CORNER:** **Activity 1: What emotion am I?** **Ss** will have to represent an emotion through gestures. To do this, they will have two dice (Appendix 8), one with emotions and the other with instruments. The objective is for them to take turns throwing both dice, without the rest of their	

	25 minutes	classmates seeing them, and represent the emotion they have experienced with the indicated object or instrument. The other children will have to guess what emotion it is. Once everyone has guessed it, they will have to tell a time when they felt that way. Thus, they will rotate until all the students in the group have gone out at least once.	Groups of seven
	25 minutes	**Activity 2: What healthy habit do you want to play?** In this activity, **Ss** will have the necessary materials to play any of the following games: - Play healthy shopping at the supermarket. - Play with objects that involve mobility (balls, hoops, discs) - Play washing hands, showering, brushing teeth, etc. - Play sleep and prepare the environment to rest well.	**Groups of seven**
	30 minutes	**VERBAL-LINGUISTIC CORNER:** **Activity 1: Create a story.** **Ss** will receive a template (Appendix 9) with different characters, problems, and scenarios to create their own stories. To do this, they will have to roll a die and look in the template for which character, problem, and scenario they should use to build their story. Thus, following an order, each member of the group will tell a different story to the rest of her classmates. **Activity 2: Sing a song.** **Ss** will listen and repeat the following songs to incorporate the key vocabulary**.**	**Groups of seven**

	20 minutes	Healthy habits: **https://www.youtube.com/watch?v=sqny8zpA--c** Parts of the body: **https://www.youtube.com/watch?v=BwHMMZQGFoM** For scaffolding of the video, the **T** and the Language Asistant (**LA**) will role play the message of the songs to support understanding.	**Whole class**
		<u>EXPERIMENTAL CORNER:</u>	
		<u>Activity 1: Keep an eye on my plant.</u>	
	15 minutes	**Ss** will have to carry out an experiment in which they will have two plants. One of them should be placed in a dark place and not add water and the other should be placed next to a light source and should be watered. The goal is for them to realize how important it is to eat, hydrate, and rest to be healthy. For scaffolding of the video, the **T** and the Language Asistant (**LA**) will role play the to situations of the plant to support understanding.	**Groups of seven**
	35 minutes	**<u>Activity 2: Your healthy corner</u>** **Ss** will have to create a healthy corner, including everything they consider necessary such us…... Next, they must explain why their corner should be considered a healthy space.	**Groups of seven**
		<u>ARTS CORNER:</u>	
		<u>Activity 1: My own Mr Potato</u>	

	25 minutes	As explained in the session 1 video, **Ss** will have to create their own Mr Potato, including all the parts of his body. To do this, they can use different materials such as coloured cardboard, glue, scissors, etc. It isn´t necessary that all the Mr Potatoes are the same, Ss can be creative, but he has to have all the parts of his body. Once they finish, they must label the parts of the body to check that they are all and placed in the correct position.	**Individual**
	25 minutes	**Activity 2: Mr Potatoes´ house** **Ss** will have to draw or use a technological tool to create the different parts of Mr Potato's house. The objective is for them to relate each of them with a healthy habit. Thus, we will have an original, tangible, and healthy Mr Potato. To do this, they will be offered several options: - Draw each scene. - Take the silhouette of each scene and just colour it. - Use any technological tool to draw it.	**Individual**
PRODUCTION SCAFFOLDING	**5 minutes**	**SESSION 6:** **Activity 1: Video** **T** will project on the board a video which explains how to persuade. https://www.youtube.com/watch?v=M1irs-qY7Uw For scaffolding of the video, the **T** and the Language Asistant (**LA**) will role play the examples of the video to support understanding. **Activity 2: Connectors**	**Whole class**

	10 minutes	To improve the knowledge of the connectors, which are essential for the elaboration of a persuasive text, they will complete this worksheet: https://www.liveworksheets.com/w/en/english-second-language-esl/338772	In pairs
	5 minutes	**Activity 3: Parts of a persuasive text** Ss have to separate the text (Appendix 10) into introduction, argument 1, argument 2, argument 3 and conclusion.	In pairs
	30 minutes	**Activity 4: Create your persuasive text.** **T** will give a template (Appendix 11) to the students to facilitate the writing of their persuasive texts about why their Mr Potato is a healthy person with an overall and segment image of his/her body.	Individual

ASSESSMENT

Evaluation criteria (from Royal Decree 95/2022)

AREA 1:

- 1.1 Progress in knowing your body by adjusting actions and reactions and developing balance, sensory perception, and coordination in movement.
- 2.1 To Identify and express your needs and feelings by adjusting the control of your emotions.
- 2.2. Offer and ask for help in everyday situations, valuing the benefits of cooperation and aid.
- 3.1 Carry out activities related to self-care, care of the environment and with an attitude of respect.
- 3.2 Respect the sequence associated with daily events and activities, adapting to the routines established for the group and developing behaviours respectful towards others.

- 4.1 Participate with initiative in games and activities, interacting with other people with attitudes of affection, empathy, generosity, and love for others, respecting the different individual rhythms and avoiding all types of discrimination.

- 4.3 Actively participate in activities related to reflection on standards social structures that regulate coexistence and promote values such as respect for others.

- Give simple reasons to convince people to have a healthy lifestyle (from CEFR).

Assessment tools: It is important to use different assessment methods because it allows a deeper analysis of all the elements that make up the project, giving rise to a more comprehensive, meaningful and complete evaluation.

- **Of language:**

  For interaction: To promote the active participation of the **Ss**, the **T** will use exit slips, random selection, sticks to ask general questions.

  For active observation: A holistic rubric will be used to cover the different levels of performance of locating the activities in a real context.

  As it is a quick and simple evaluation, it will be used by the **T** to easily observe the

  For peer/self-evaluation: The **T** has created a checklist (Appendix 12) for **Ss**. This form of self-evaluation allows the **Ss** the opportunity to develop their critical thinking.

- **Of content:**

  For summative assessment: The **T** has created an analytic rubric (Appendix 13) to evaluate the final product: the creation of a healthy Mr Potato and the persuasive texts.

Others: The **T** can also use an assessment target of self-evaluation as a different method of developing metacognition skills

The T will use a checklist (Appendix 14) to reflect on her performance and adapt, rethink, confirm the teaching practise.

- **Of process:**
- Learning intentions wall.
- Teacher checklist for active observation while Ss are doing the activities.
- Class minibook.

ATTENTION TO DIVERSITY	
FROM LOTS TO HOTS	**FROM HOTS TO LOTS**
	Make a drawing that represents each of the four healthy habits.

Draw the internal parts in Mr Potato´s body.	

5. CONCLUSION

This syllabus is an attractive and motivating proposal that is of interest to children because the development of all the projects is based on realistic learning situations. It is an original and significant project, for this reason, it has demanded much effort due to the extensive organization it requires. The fundamental aspect for the proposal is the teacher's planning regarding the organization of the curricular components in the different learning situations.

It is worth noting that the syllabus is designed with the aim of reflecting that, as defined in the current law, it is important to contextualize students' learning situations in a real environment close to their reality. In this way, motivation is encouraged, and with it, meaningful student learning. To achieve this, it is necessary to use realistic characters and themes that are close to the students.

Regarding my personal experience, it is worth highlighting that the complete development of the syllabus has allowed me to grasp and significantly understand concepts related to the new educational law. It has brought me into the reality of a classroom and, thereby, brought me closer to what the future holds for me. Throughout the five years of training, I believe I have acquired a multitude of resources, techniques, methodologies, and experiences regarding teaching. However, it has been during the design of the programming where I have truly been able to apply all that knowledge that I have been acquiring throughout my academic journey, and where I have become aware of the challenges this entails. It has been a rough, severe, and, at the same time, enriching process because I had never created such a large CLIL project. Undoubtedly, it has been the most complex but, at the same time, the most significant work of my entire career.

Finally, I would like to thank, on the one hand, to Magdalena Custodio Espinar, my teacher at Comillas Pontifical University, for the effort, support, and training provided throughout my academic journey; and, on the other hand, to my family, who have supported and helped me to, successfully, overcome adversity.

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7. ANNEXES

ANNEX 1: SEQUENCE OF CONTENTS IN THE ANNUAL SYLLABUS

1º PROJECT: MY SUITCASE OF EMOTIONS				
Own emotions	**Empathy**	**Self-control**	**The senses**	**Self-confidence**
- Identification of basic emotions. - Recognition of one's own experiences, emotions, and feelings. - Tools for managing one's own emotions. - Expression of feelings through both verbal and non-verbal communication. - Symbolic play.	- Empathy and respect towards peers. - Validation of others' feelings. - Identification of the emotions of their peers. - Communication of feelings and emotions. - Symbolic play.	- Frustration control. - Behavior self-regulation strategies. - Global and segmented body image. - Individual characteristics. - Localization of internal and external body parts. - Spontaneous play as a pleasurable activity and source of learning.	- Identification of the senses. - Function of each sense. - Expression of information and sensations through the senses. - Spontaneous play as a pleasurable activity and a source of learning.	- Strategies to develop self-confidence. - Positive self-image. - Acceptance of one's own possibilities and limitations. - Appreciation of well-done work: initial development of habits and attitudes of effort, perseverance, and initiative. - Spontaneous play as a pleasurable activity and source of learning.
2º PROJECT: PLANE TICKET TO MY AUTONOMY				
Location	**Hábits**	**Conclifts**	**Social skills**	**Creation of air ticket**
- Spatial references in relation to one's own body. - Time and its organization, day-night, seasons, or cycles. - Temporal placement of activities in daily life. - Spontaneous play as a pleasurable	- Elementary organization habits. - Elementary effort habits. - Elementary initiative habits. - Regulation of one's own behavior. - Planning actions to solve a task. - Spontaneous play as a pleasurable activity and a	- Problem identification. - Incorporation of appropriate guidelines to independently resolve everyday conflicts. - Use of social skills to address conflicts with peers. - Symbolic play.	- Help and collaboration strategies in play and routine contexts. - Affective and coexistence social skills. - Basic coexistence guidelines. - Identification and respect for differences.	- Assessment of work done. - Temporal and spatial awareness. - Organization and effort. - Conflict resolution. - Autonomy in performing tasks. - Geometric bodies. - Spontaneous play as a pleasurable

activity and a source of learning.	source of learning.		- Symbolic play.	activity and a source of learning.

3º PROJECT: TRIP AROUND FOUR COUNTRIES				
Spain	**Italy**	**France**	**Portugal**	**Around the world**
- Identification of different types of food. - Importance of proper hydration. - Healthy eating: key characteristics. - Consequences of not maintaining a healthy diet. - Social behavior norms during meals. - Spontaneous play as a pleasurable activity and a source of learning.	- Incorporation of hygiene routines. - Washing hands. - Brushing teeth. - Social behavior norms in hygiene. - Autonomy in personal hygiene. - Importance of being hygienic. - Spontaneous play as a pleasurable activity and a source of learning.	- Social behavior norms during rest. - Importance of resting: benefits and consequences. - Required hours of sleep. - Spontaneous play as a pleasurable activity and a source of learning.	- Social behavior norms in movements. - Positive self-image, as well as acceptance of one's own abilities and limitations. - Active control of tone and posture. - Overall and segmented body image. - Benefits of physical exercise.	- Tools for managing one's own emotions. - Validation of others' feelings. - Independent completion of tasks. - Responsible habits and practices related to nutrition, hygiene, rest, and physical activity. - Overall and segmented body image

ANNEX 2: SEQUENCE OF LEARNING SITUATIONS

Calendario escolar 2023 – 2024
Cuadro síntesis informativo

SEPTIEMBRE 2023

L	M	X	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 2023

L	M	X	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 2023

L	M	X	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 2023

L	M	X	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

ENERO 2024

L	M	X	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 2024

L	M	X	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			

MARZO 2024

L	M	X	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

ABRIL 2024

L	M	X	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 2024

L	M	X	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 2024

L	M	X	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

JULIO 2024

L	M	X	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				

A efectos académicos:

- Día festivo/ No lectivo
- Project 1(LS1, LS2, LS3, LS4, LS5)
- Project 2(LS1, LS2, LS3, LS4, LS5)
- Project 3 (LS1, LS2, LS3, LS4, LS5)
- Evaluación final ordinaria
- Repaso y actividades formativas enseñanzas que correspondan.

8. APPENDICES

APPENDIX 1: COOPERATIVE ROLES

SPOKESPERSON
- Mediates communication between group members.
- Gives theturn to speak in the sharing of ideas.
- Communicate any aspect discussed to the teacher.

ENTERTAINER
- Promote a climate of respect in the group.
- Generates a good atmosphere.
- Encourage your teammates.
- He/She is optimistic

ORGANIZER
- Distribute the tasks.
- Manage time.
- Organize the necessary material and resources.
- Ensures that all members participate..

SUPERVISOR
- Control the noise.
- He ensures that all his colleagues correctly carry out the indicated tasks.
- Check the cleanliness and order of the work tables.

SECRETARY
- Write down your homework.
- Save the photocopies.
- Go down to collect the papers/materials that are needed.
- Remember pending tasks.

DELIVERY
- Pick up the books.
- Distribute the material/books.
- Save the material.
- Hand out electronic devices.

APPENDIX 2: LETTER FROM MR POTATO- INTRODUCTION

Dear little friends:

Maybe you already know me because I'm Buddy's friend, but if not, let me introduce myself.

I am Mr Potato, a little potato that has very big eyes to see, very big ears to hear, a sweet mouth to taste, a small nose to smell and long hands to touch.

I have a problem and I thought that you could help me. Last summer I went with Buddy to four different countries where I lost all of the parts of my body. Now I can´t do anything alone! I need your help to do my suitcase, make a plane ticket and to accompany me to travel to each of these countries where we will collect all the parts of my body.

LOOK!

THIS IS ME SOME MONTHS AGO   THIS IS ME NOW

I need your help to make my suitcase, make a plane ticket and to accompany me to travel to each of these countries where we will collect all the parts of my body which I forgot there in the summer.

DO YOU WANT TO HELP ME?

MR POTATO

Dear little friends:

As I told you when I introduced my self, I need your help to prepare my suitcase. However, what I haven´t told you is that we don´t have to put clothes inside, we have to introduce the main emotions that we are going to learn during the next three months.
I know it is a bit strange but I can´t feel anything and I need to remember how I am.

If you complete all the activities, in every unit, as you learn a new emotion, I will give you a part of your suitcase with the aim of having all ready for our journay.

DO YOU WANT TO HELP ME?

HAPPINESS   SADNESS

AFFECTION   FEAR

ANGER   SURPRISE

MR POTATO

Dear little friends:

As I told you when I introduced my self, I need your help to create a plane ticket. If you complete all the activities I will give you a different type of air ticket for each country you are going to visit (square, circle, rectangle or triangule).

However, to construct your own ticket you need to be autonomus. That is, you should:

- Think about how you are going to do it.
- Choose which type of air ticket goes with each country.
- Choose if your name is going to appear above or below.
- Ask for help if you need it.
- Solve all problems that might arise.

DO YOU WANT TO HELP ME?

SPAIN
ITALY
PORTUGAL
FRANCE

MR POTATO

APPENDIX 5: LETTER FROM MR POTATO- TRIP AROUND FOUR COUNTRIES

Dear little friends:

As I told you when I introduced my self, I need your help to find all the parts of my body. We already have prepare the suitcase and the air tickets so we are ready to travel.

Remember that I lost each part of my body in a different country so we have to travel to Spain, Italy, France and Portugal with the aim of finding all of them. I also have to tell you that they are in a part of the house of each country where I have lived.

APPENDIX 6: DOMINO OF PARTS OF THE BODY

APPENDIX 7: CORNER ROTATION

SLINKI	**HAMM**	*LENNY*
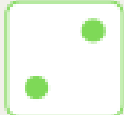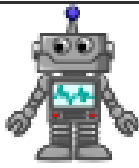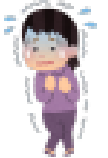
CORNERS	WEDNESDAY 31/05	MONDAY 03/06	WEDNESDAY 05/06	FRIDAY 07/06
SYMBOLIC				
LINGUISTIC				
EXPERIMENTAL				
ARTS	-----------------------	--------------------	-----------------------	

APPENDIX 8: DICE

EMOTIONS

INSTRUMENTS
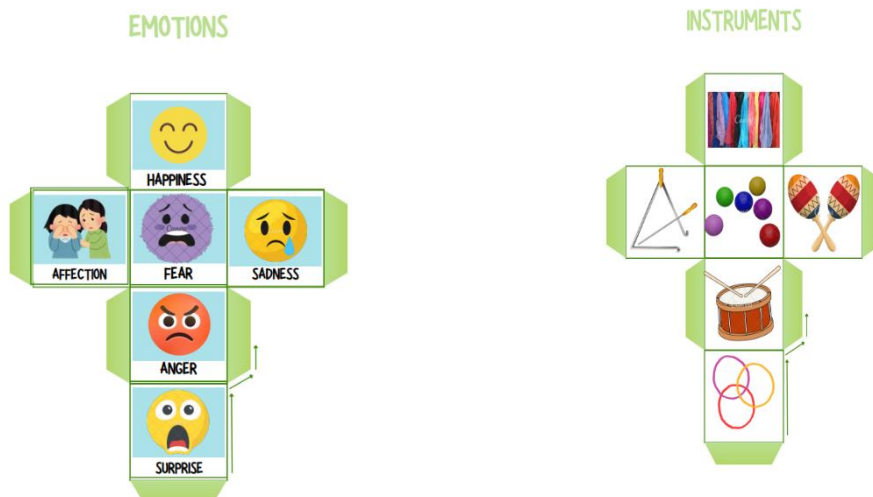
TELL A STORY

	CHARACTER	PROBLEMA	ESCENARIO
(1)	An elf	Is sad	In a castle
(2)	A mermaid	Doesn´t eat healthy	Under the sea
(3)	A child	Doesn´t sleep	In the bedroom
(4)	A princess	Doesn´t exercise	In the park
(5)	A robot	Doesn´t see	In the school
(6)	A fairy	Is scared	In the field

APPENDIX 10: PARTS OF THE TEXT

Name _____   Date _____

PARTS OF THE TEXT

INTRODUCTION ○   ○ Next, dogs are very activate.

ARGUMENT 1 ○   ○ Then, dogs are extremely affectionate animals.

ARGUMENT 2 ○   ○ Firslty, dogs are incredibly loyal companions

ARGUMENT 3 ○   ○ Finally , it is clear that dogs make the best pets.

CONCLUSION ○   ○ When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete with a dog

APPENDIX 11: TEMPLATE PERSUASIVE TEXT

TEMPLATE OF A PERSUASIVE TEXT

1 **INTRODUCTION**

I think my Mr Potato is a healthy person with an overall and segment image of his/her body.

2 **ARGUMENT 1**

Firstly,

3 **ARGUMENT 2**

Then,

4 **ARGUMENT 3**

Next,

5 **CONCLUSION**

Finally, my Mr Potato is a healthy person because he eats well, rests, is hygienic and plays sports.

APPENDIX 12: CHECKLIST PEER-EVALUATION AND SELF-ASSESSMENT TARGET

CHECKLIST PEER-EVALUATION:

ITEMS	YES	NO
ACTIVE PARTICIPATION		
MUCH EFFORT		
RESPECT		
GOOD ATTITUDE		
AUTONOMY		
USED CORRECT VOCABULARY		
CONTENT KNOWLEDGE		

SELF-ASSESSMENT TARGET

PARTICIPATION   EFFORT

4

3

2

AUTONOMY

1

CORRECT
VOCABULARY

COMMUNICATION
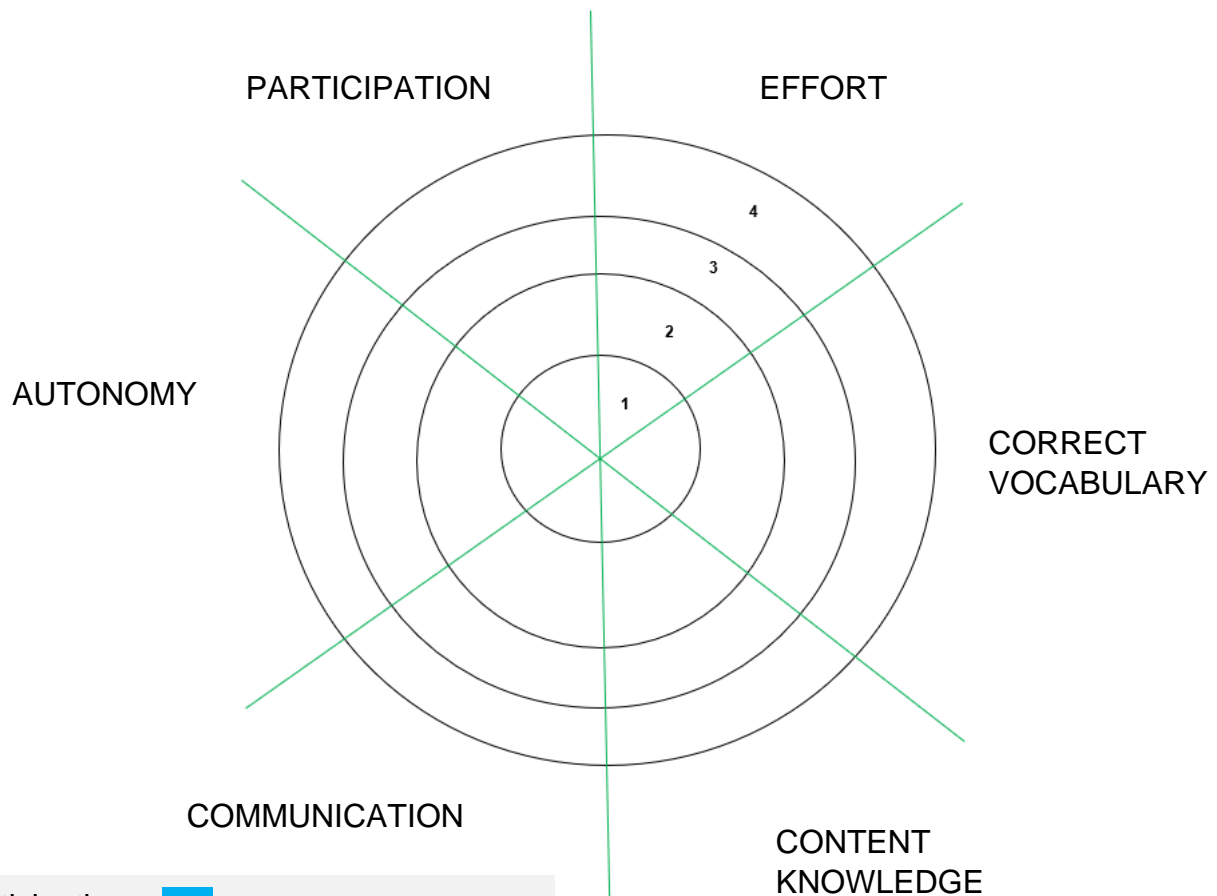
CONTENT
KNOWLEDGE

- Participation
- Effort
- Correct Vocabulary
- Autonomy
- Content knowledge
- Communication

APPENDIX 13: ANALYTIC RUBRICS

1. Emotion´s diary

RUBRIC PROJECT 1				
ITEMS	**1**	**2**	**3**	**4**
Describe with detail the elaboration of their **emotion´s diary.**	Doesn´t describe with details the elaboration of their emotion´s diary.	Describe, giving one detail, the elaboration of their emotion´s diary.	Describe, giving more than three details, the elaboration of their emotion´s diary.	Describe with a lot of details the elaboration of their emotion´s diary**.**
Differentiate, identify, and recognize the **main emotions.**	Doesn't differentiate, identify, and recognize the main emotions.	Differentiate, identify, and recognize some of the main emotions.	Differentiates, identifies, and recognizes many main emotions.	Differentiate, identify, and recognize all the main emotions.
Recognize their **own emotions.**	Doesn´t recognize their own emotions.	Recognize some of their own emotions.	Recognize many of their own emotions.	Recognize all their own emotions.
Recognize **other´s emotions.**	Doesn´t recognize other´s emotions.	Recognize some other´s emotions.	Recognize many other´s emotions.	Recognize all other´s emotions.
Describe the **parts of their body**	Doesn´t describe the parts of their body.	Describe some parts of their body.	Describe many parts of their body.	Describe all the parts of their body.
Identifies the **five senses.**	Doesn't identifies the five senses.	Identifies some of the five senses.	Identifies many of the five senses.	Identifies all the five senses.
Creativity	The work does not show original ideas.	The work shows at least one original idea.	The work shows at least three original ideas.	The work shows a large number of original ideas.
Presentation and Organization	The pages are not numbered, and the activities are out of order.	Absence of numbering on some of the pages and some activities are disordered.	The pages are usually numbered and most of the activities are ordered.	Lists the pages and the works are ordered.

2. *Plane ticket*

RUBRIC PROJECT 2				
ITEMS	1	2	3	4
Create their plane ticket **independently**	Doesn´t create their plane ticket independently.	Create their plane ticket being a little independent.	Create their plane ticket being quite independent.	Create their plane ticket independently.
Explain the **steps** they have followed to create their **plane ticket**.	Doesn't explain the steps they have followed to create their plane ticket.	Explain only one of the steps they have followed to create their plane ticket.	Explain more than two of the steps they have followed to create their plane ticket.	Explain the steps they have followed to create their plane ticket.
Have **temporally** and **spatially´s ubication**.	Doesn´t have temporally and spatially´s ubication.	Have a bit temporally and spatially´s ubication.	Have some temporally and spatially´s ubication.	Have temporally and spatially´s ubication.
Organize and **make efforts** in the **development** of the **activities**.	Doesn´t organize and make efforts in the development of the activities.	Organize and make bit efforts in the development of the activities.	Organize and make some efforts in the development of the activities.	Organize and make efforts in the development of the activities.
Value their **work done**.	Doesn´t value their work done.	Value few things of their work done.	Value some things of their work done.	Value their work done.
Solve problems successfully.	Doesn't solve problems successfully.	Solve less than two problems successfully.	Solve less than five problems successfully.	Solve more than five problems successfully.
Creativity	The work does not show original ideas.	The work shows at least one original idea.	The work shows at least three original ideas.	The work shows a large number of original ideas.

3. Healthy Mr Potato

RUBRIC PROJECT 3				
ITEMS	1	2	3	4
Give **reasons** to convince people to have a **healthy lifestyle**.	Doesn´t give reasons to convince people to have a healthy lifestyle.	Give one or two reasons to convince people to have a healthy lifestyle.	Give between two and five reasons to convince people to have a healthy lifestyle.	Give more than five reasons to convince people to have a healthy lifestyle.
Differentiate, identify, and recognize the **main emotions.**	Doesn't differentiate, identify, and recognize the main emotions.	Differentiate, identify, and recognize some of the main emotions.	Differentiates, identifies, and recognizes many main emotions.	Differentiate, identify, and recognize all the main emotions.
Recognize and differentiate the **healthy habits**.	Doesn´t recognize and differentiate the healthy habits.	Recognize and differentiate one or two healthy habits.	Recognize and differentiate more than two healthy habits.	Recognize and differentiate all the healthy habits.
Recognize **other´s emotions.**	Doesn´t recognize other´s emotions.	Recognize some other´s emotions.	Recognize many other´s emotions.	Recognize all other´s emotions.
Describe the **parts of their body**	Doesn´t describe the parts of their body.	Describe some parts of their body.	Describe many parts of their body.	Describe all the parts of their body.
Identifies the **five senses.**	Doesn't identifies the five senses.	Identifies some of the five senses.	Identifies many of the five senses.	Identifies all the five senses.
Creativity	The work does not show original ideas.	The work shows at least one original idea.	The work shows at least three original ideas.	The work shows a large number of original ideas.
Presentation and Organization	The pages are not numbered, and the activities are out of order.	Absence of numbering on some of the pages and some activities are disordered.	The pages are usually numbered and most of the activities are ordered.	Lists the pages and the works are ordered.

APPENDIX 14: CHECKLIST FOR TEACHER IMPROVEMENT

ITEMS	YES	NO
T explains in a clear and structured way.		
T motivates the students.		
T appears competent with the course contents.		
T prepares their classes.		
T has covered the different educational needs of the classroom.		
T has met the specific objectives established at the beginning of the course.		
T has applied the established methodologies.		
T has used varied and tangible activities.		