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CLIL BASED LITERACY IN THE PRIMARY CLASSROOM

FACULTAD DE CIENCIAS HUMANAS Y SOCIALES
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Área: Ciencias de la Naturaleza

3º de Educación Primaria

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Me gustaría dar las gracias a mi familia y a mi pareja por animarme en los momentos más difíciles y por no permitir que me rindiese. A mi tutora de TFG Magdalena Custodio, por estar siempre detrás de mi ayudándome y apoyándome en la realización de este proyecto. Y a mis compañeras de rama de TFG por ayudarnos entre nosotras en un proyecto que ha supuesto que diésemos lo mejor de nosotras.

Resumen

Este Trabajo de Fin de Grado (TFG) desarrolla de una programación anual de Aprendizaje Integrado de Contenido y Lenguaje (AICLE) en el área de las Ciencias de la Naturaleza, en el contexto de un aula de tercero de Educación Primaria. Por ello, el inglés estará implementado como lengua extranjera vehicular, en la que se trabajarán diferentes géneros textuales. El trabajo tiene dos partes principales, siendo la primera la fundamentación teórica del enfoque AICLE y la importancia del desarrollo de los géneros textuales alrededor de las áreas de conocimiento (plurialfabetismo). En este caso, esa área son las Ciencias Naturales, por lo que se han seleccionado tres géneros textuales propios de este campo de conocimiento: explicativo (descriptivo y expositivo), informe y procedimental (instrucciones). La segunda parte del trabajo presenta tres situaciones de aprendizaje, que se dividen en 15 unidades, en las que se establecerán tres contextos distintos para trabajar estos tres géneros textuales. Por consiguiente, a lo largo de las unidades didácticas no solo se trabaja el contenido correspondiente a las Ciencias de la Naturaleza, sino que además se hace hincapié en el aprendizaje integrado de la lengua a través del estudio de las características de algunos géneros textuales propios de esta área. Una de las unidades (Unidad 7) contendrá el desarrollo de seis sesiones con sus correspondientes materiales y estrategias de evaluación y atención a la diversidad en el aula.

Palabras clave: Educación Primaria, CLIL, Ciencias de la Naturaleza, géneros textuales, plurialfabetización

Abstract

This Bachelor´s Final Project (BFP) develops an annual syllabus of Content and Language Integrated Learning (CLIL) in the area of Natural Sciences, in the context of a classroom in the third year of Primary Education. For this reason, English will be implemented as a vehicular foreign language, in which different textual genres will be worked on. The work has two main parts, the first being the theoretical foundation of the CLIL approach and the importance of the development of textual genres around the areas of knowledge (pluriliteracy). In this case, that area is Natural Sciences, so three textual genres specific to this field of knowledge have been selected: explanatory (descriptive and expository), report and procedural (instructions). The second part of the work presents three learning situations, which are divided into 15 units, in which three different contexts will be established to work on these three textual genres. Therefore, throughout the teaching units, not only the content corresponding to the Natural Sciences subject is worked on, but also emphasis is placed on the integrated learning of the language through the study of the characteristics of some textual genres specific to this area. One of the units (Unit 7) will contain the development of six sessions with their corresponding materials and the strategies to assess and attend to diversity in the classroom.

Keywords: Primary Education, CLIL, Natural Sciences, textual genres, pluriliteracy

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1. INTRODUCTION

This Bachelor's Final Project (BFP) is an annual syllabus for the subject of natural sciences in the Second Cycle, specifically in the third year of Primary. Each term will be set in a different learning situation based on a literary genre. The curricular contents of the subject will be explored through these genres. All this will be done through the CLIL (Content and Language Integrated Learning) methodological approach.

The proposal consists of two complementary parts. The first presents the theoretical framework, including a description of the pillars of the CLIL approach, the justification behind the use of literary genres as a learning vehicle, and finally the explanation of the role of literacy development in the CLIL primary classroom. The second consists of the complete annual syllabus of the area of natural science for the first year of the second cycle. This part includes the contextualization, objectives, curricular content, methodology, evaluation, attention to the individual differences of the pupils and the contribution of programming to the development of other plans. Finally, the work presents the main conclusions.

1.1 Justification

My decision to apply for a BFP based on CLIL was encouraged by my passion for English and the vital importance bilingual education has in the present and that it will have in the future. In addition, last year I was able to conduct an interdisciplinary work between mathematics and English whose premise for the content was based on a story. I found it very striking, and I thought it could be remarkably interesting to be able to create an annual syllabus based on of learning situations that combine curricular content learning and foreign language development.

CLIL is not a methodology, it is an approach. An approach that focuses on learning on content and a foreign language in an integrated manner. Besides, according to Petrovic and Olmstead (2001) students need to acquire specialized academic literacy and to do well on assessment measures (…) and argument about appropriate assessment of proficiency. For that, they research on Cummins´ (2000) conversational and academic language proficiencies, those constructs which will later be called Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

On a teachers' note, Cañado (2018) describes a seven-competence CLIL teacher profile that develop from a quality CLIL training. These competencies are important in any teacher

profile, but they become more noticeable after having received training and conducted the CLIL approach in the classroom:

- **Linguistic competence:** focuses on intercultural aspects and BICS and CALPS.
- **Pedagogical competence:** being able to provide different methodologies, evaluation techniques and safe environments to the students.
- **Scientific knowledge:** knowledge on curricular content and CLIL theory.
- **Organizational competence:** CLIL learning modalities that need to be successfully deployed by teachers, together with classroom management and control strategies.
- **Interpersonal competence:** to create an adequate classroom atmosphere where students receive personalized attention and feel safe.
- **Collaborative competence:** capacity to consult with colleagues.
- **Reflective and developmental competence:** points to the need for lifelong learning.

In fact, bilingual education through the CLIL approach has been established in public schools in the Community of Madrid from 2004. Today, more than 50% of public primary schools are bilingual and conduct this methodological approach (Comunidad de Madrid, 2025).

On another line, literary knowledge and the work that is developed with the texts is part of the curriculum of every primary school. It is not only important to know how to distinguish the characteristics that differentiate the genres from one another. In addition, it is important to be able to use them and relate the works to everyday situations. That is why it occurred to me to use different literary expressions to present the units, to bring literature closer to children in a curricular and experiential way.

Besides, CLIL promotes pluriliteracies´ development and contributes to a wider progression in language competence without a detrimental learning of the content (Nieto Moreno & Custodio-Espinar, 2022). Oliver Meyer (2015) sustained that this approach focuses on helping learners become literate in content subjects or topics and to empower them to communicate that knowledge successfully and appropriately across cultures and languages. That is why the approach corresponds perfectly with my learning situations plan.

1.2 Objectives

The objective of this BFP is to develop an annual syllabus for the third year of primary education for the subject of natural sciences. It finds its foundation in the CLIL approach, taking advantage of its characteristics to ensure content learning at the same time that students develop language skills, with a special focus on literary genres. For this, the learning situations will focus on different text types or genres typically used in primary education: narrative, recount, and information report (Derewianka & Jones, 2016).

In addition, the work aims to analyse and incorporate the current regulations and the theory on which the proposal is based. There is not much research nor teacher training on the CLIL approach, which translates on the lack of resources when it comes to teach through the approach. This work combines, as said, the theoretical framework and a proper syllabus based on CLIL and the Spanish curriculum. In this way, future teachers will be able to take ideas from this syllabus and even incorporate them into their annual ones.

As a final-year student, I will build on my knowledge gained throughout my degree, especially those that I have been aware of during my four internships.

2. THEORETICAL FOUNDATION

This section is dedicated to the theoretical to the theories behind CLIL and the legislative analysis that supports the implementation of bilingual education. On the one hand, the theoretical framework on which the CLIL approach is based will be reviewed. Why it has been so relevant and why it is established in so many schools. I will also focus on pluriliteracies approach to foster a CLIL based literacy development.

The second part will focus on reviewing the evidence that supports the use of literary manifestations in the classroom and the benefit they provide when learning the contents through a foreign language.

Finally, the current educational legislation and the regulations in bilingual schools, on which the teaching units will be based will be presented. The contents of said units will correspond to the age and area of knowledge described within the educational context of the syllabus.

2.1 Content and language integrated learning (CLIL)

CLIL is a dual- focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle et al., 2010). It became extremely popular because, according to the Commission of the European Communities (2007) “citizens who speak more languages can reap the full benefits of free movement in the European Union and can integrate more easily in another country for study or work”. In 1989, they created the first comprehensive program “Lingua”. And in 2004, the EU implemented what they called The Action Plan “Promoting Language Learning and Linguistic Diversity”, a multilingual strategy that included CLIL for the first time.

According to Coyle et al. (2010) the main characteristics of CLIL are:

- The dual approach, which consists of learning one language and one content at the same time in an integrated way.
- Flexibility, as this approach can be adjusted to various levels and contexts.
- It is based on research on cognitive learning, sociocultural theories (Vygotsky, Piaget, Bruner), and constructivist teaching strategies.
- It is an interactive approach that encourages student participation, while being accompanied by the teacher as a facilitator of learning.

All these characteristics granted by CLIL provide numerous benefits (Dale & Tanner, 2012) which can be summarized in the following five:

1. **Cognitive development and construction of personal meanings**: Learning in another language forms new neural connections, improves memory and critical thinking. Through the CLIL approach, learners relate new information to previous knowledge, which helps in the transfer of meanings between languages and a deeper understanding of concepts.
2. **Intercultural awareness**: CLIL encourages learning about other cultures, thus allowing students to develop an international perspective and communication with people from different countries.
3. **Motivation and specialized culture of the subject**: Students will feel motivated to learn a subject in another language and thanks to this motivation they will gain knowledge about the "culture" that surrounds said subject. This way, they will be able to think like experts in the field when content is being taught.

4. **Multimodal input and learning:** The CLIL approach provides a multimodal approach when presenting the necessary stimuli for learning, as well as this provides great support for the diversity of students' learning styles.
5. **Progressive language development:** Through this approach, the development of communicative skills (speaking and writing) is encouraged, which favours interaction with other people. This interaction contributes positively to the development of language and makes the user capable of communicating in various contexts, so that in the end they are able to work or live in an environment where the language learned is the dominant one.

In conclusion, CLIL represents an innovative way of teaching that not only improves students' language proficiency but also prepares them for an increasingly interconnected and multilingual world.

2.2 Literacy in Primary Education

Literary genres are a reality present in our daily lives. We are surrounded by texts that provide us with information about our surroundings, each with distinct characteristics and information. It is important to learn to differentiate them and use them for the development of students' language skills and cultural immersion.

According to Colomer et al. (2010), connecting as soon as possible with literary forms through rewarding emotional experiences and in close contact with the reading of others allows children to feel personally involved in this cultural activity.

That is why the texts that have to be used in the development of the classroom must be in a way related, not only to the curricular contents, but also to ordinary situations to which the students can avail themselves since they are familiar to them. In this way, the memory connection will go beyond something learned in class. The connection will be transformed into meaningful learning for students.

According to Mendoza (2004), the didactics of literature must consider that the objective of the literary training and education of students at a given school level has a double integrating character: to learn to interpret and to learn to value and appreciate creations of an aesthetic-literary sign.

In addition to teaching children about the content of the texts, it is also intended that they learn the singularities that add value to them. While works of the same genre are similar, each one is unique in the way they are written.

In general, all types of text analysis are beneficial for students as it promotes different skills and knowledge. According to the Graz Group[1], students need to learn to locate, extract and process information and communicate it successfully and use different languages and modes of communication to do so. And all this in the context of an ever-greater specialization in various disciplines.

2.3 CLIL-based literacy

When it comes to combining the CLIL approach and literacy, we must first look at the 4Cs. According to the Graz Group the 4Cs Framework is based on the principle that strengthening and deepening a learner's conceptual understanding requires social, cultural, linguistic, and cognitive processes. It´s components are:

1. **Content:** Learning about topics, involving the acquisition of knowledge and skills.
2. **Cognition:** Information processing and critical thinking.
3. **Communication:** Use of language to build and demonstrate understanding.
4. **Culture:** Includes both social culture and discipline-specific norms.

Using the 4C framework, a model can be proposed in which learning focuses on going beyond content and language. That is why the pluriliteracies approach to teaching for learning (PTL) was created. In the document written by Oliver Meyer (2015), this approach is described by which students become experts not only in the content and in the ability to transmit it in a foreign language but also will empower them to construct and communicate knowledge purposefully and successfully across languages and cultures and prepare them for living and working in the "knowledge age".

By learning about the culture surrounding the areas of knowledge, they will be able to acquire knowledge about them. From there they will be able to theorize about what they have learned and express it in order to continue theorizing until they are able to transmit information fluently about specific content.

[1] https://dev-pluriliteracies.ecml.at/

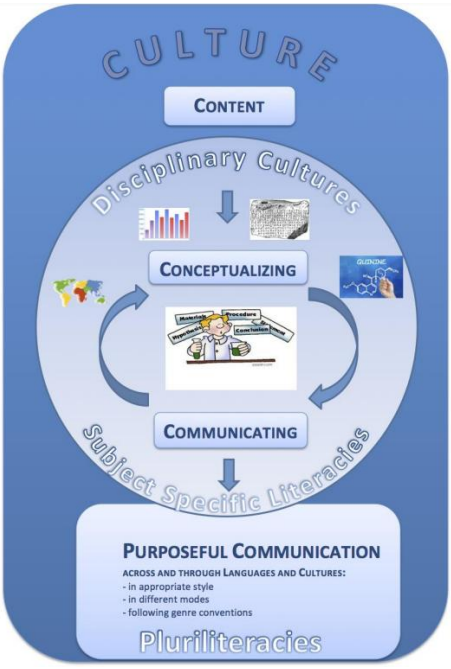

Figure 1. Diagram of the pluriliteracies approach. (Meyer, O. (2015) *A Pluriliteracies Approach to Teaching for Learning. Putting a pluriliteracies approach into practice)*

It is here where it comes together with the proposal of this work, in which this cultural knowledge about disciplinary areas is developed through literary genres. Not only will they be able to acquire curricular knowledge, but thanks to these texts they will be able to develop their communicative skills and explore the contents in their context.

2.4 Regulations

In order to carry out this syllabus, each curricular section is regulated by several legislative documents, whose function and purpose within the work are described below. Each one becomes more concrete since the Decree is based on the Royal Decree and this in turn on the Law. Finally, the Order, which is conditioned by the above documents.

The implementation of bilingual education programmes in mainstream education is regulated at national and regional level. First at a national level with the *Ley Orgánica de Modificación de la Ley Orgánica de Educación (LOMLOE)* which establishes the general principles of the educational system, the levels of teaching, the evaluation, promotion, and qualification of students, among other aspects.

Continuing with Royal Decree 157/2022, which establishes the organisation and minimum teaching of primary education, dictates that all students must leave with a unified exit

profile. Said profile is consolidated by the following competences described in the decree: a) Competence in linguistic communication. b) Multilingual competence. c) Mathematical competence and competence in science, technology, and engineering. d) Digital competence. e) Personal, social, and learning to learn competence. f) Citizen competence. g) Entrepreneurial competence. (h) Competence in cultural awareness and expression. Each of these accounts has its corresponding operational descriptors.

At a local level, each autonomous community regulates their education systems according to the Royal Decree and modify their educational organization by the decrees they formulate derived from it. In the Community of Madrid, all schools teach the curriculum of the Decree 61/2022 that defines the specific competences and their corresponding assessment criteria for each of the subjects and the contents that are divided into each of the three cycles of primary education. In this case, the competencies, their corresponding evaluation criteria, and the contents of Natural Sciences will be selected to be used in a third-grade class context.

Besides, there is an order for bilingual schools. According to Order 5958/2010, which regulates bilingual schools in the Community of Madrid, the teaching of English, together with the areas taught in English will occupy at least a third of the weekly teaching hours. In addition, the area of Knowledge of the Natural, Social and Cultural Environment will be taught in English on a compulsory basis at all levels of the stage. And this subject, as well as the rest contemplated by the order, must follow the curriculum determined by the Ministry of Education of the Community of Madrid.

3. CLIL ANNUAL SYLLABUS

The following CLIL syllabus has been designed to be implemented into a public bilingual Infant and Primary school, specifically in a 3rd Year of primary class, in the Chamberí district of the capital of the Community of Madrid.

3.1 Contextualization

3.1.1 General context

The Paideia Bilingual Public School is a historic school, with deep roots in the Madrid educational system, founded in the early years of the last century. The school teaches the second cycle of Early Childhood Education (students of 3, 4 and 5 years old) and the six levels of Primary Education (from 6 to 12 years old). In each level there are three groups, therefore, it is a line three school with twenty-seven units (nine in Infant and eighteen in Primary). It is a school that depends on the Regional Ministry of Education of the Community of Madrid. The school's teaching staff are civil servants.

The school has participated since 2004 in the Bilingual Schools program of the Community of Madrid. In the Primary Education Stage, several areas are taught in English by teachers with the appropriate qualification in the language with the collaboration of native language assistants. In the Early Childhood Education Stage, preferential attention is provided in the area of English, reinforcing the number of sessions in this area.

3.1.2 The school

The school is located in Calle Serrano, in the Viso neighbourhood of the Chamartín district. Around it is the Paideia High School and the Paideia Basketball Club (sports school used as a gym). The school is very well connected by public transport, as there are several urban bus stops, several Metro stations, as well as several suburban train lines just a few metres away. This location gives the school distinct characteristics with respect to other public schools in Madrid. The school is not located within a residential environment or neighbourhood from which it receives the students who live near it. On the contrary, most of the school's students come from other areas of Madrid, with some families living outside the municipality of Madrid.

The school has various facilities in which school activities can be conducted. For the little ones, it has a psychomotor skills room in which nap time is also held. It has a sports

facility, an indoor gym, and a fronton as sports facilities. In addition, there is a large dining room located in one of the buildings where students eat divided in two turns. In addition, the school has a nursing service, library, assembly hall, music room, computer rooms and several classrooms reserved for extracurricular activities that take place during the afternoon break or after ordinary school hours.

3.1.3 Families

In this school, the majority are middle-class families, in which both are parental, with a high percentage of education and higher degrees. In many cases one of the parents works in areas near the school, this being one of the reasons why they choose this school for the education of their children. The typology of families is very varied. Families with only one child in school predominate, a much smaller percentage with two children and few families with three or more children.

The academic level of the school favours the adequate achievement of the general objectives of the Early Childhood Education and Primary Education stages. As they are located next to the Paideia High School, families have the possibility of studying all non-university educational stages in the same environment: Infant, Primary, Compulsory Secondary and Baccalaureate, which is another reason for choosing this school. Likewise, the proximity to the Paideia Basketball Club and the possibility that students can be part of the club's youth academy, practicing basketball as an extracurricular activity at the youngest ages and being part of the teams of different categories when they are older, is important for some families.

3.1.4 Students

Regarding the characteristics of the students, we can highlight that most of the students who finish 6th grade of Primary began their schooling in this school at the age of three in the pre-primary stage. The number of immigrant students is a minority, and their integration and results are satisfactory. The number and severity of discipline problems are low, both because it is a school that only manages students up to the age of 12, and because of the positive collaboration of families.

A high percentage of students carry out extracurricular activities and sports at the end of the school day, either within the school or in other institutions. Participation in these activities contributes to some extent to increasing the degree of socialization of the students. The

percentage of students who participate in the extension of the morning schedule with the breakfast service is also significant.

In the Primary Education stage, families have to choose between two electives: Social and Civic Values and Religion. 60% of families choose the first option of Social and Civic Values, with the rest choosing the option of Catholic Religion.

The year in which the syllabus will be carried out is the third year of primary school. The children in this course are between 8 and 9, which falls within the stage of concrete operations of Piaget's theory of cognoscitive development. According to Flavell (1963), “the essence of the subperiod is the acquisition of a well-structured and coherent framework within which to represent and operate upon the concrete, perceivable world of things and events” (p.165). This means that children at this age are capable of performing complex operations with a base that expands over time and can consider the past and the present without undo strain to execute said operations. They also improve their oral expression skills. They are able to reflect and express simple opinions, although they still have some difficulties in written work. However, they have better reading ability and comprehension.

It is a classroom that consists of 24 students, two of them with dyslexia and another with Attention Deficit Hyperactivity Disorder (ADHD) – all with adaptations included in the syllabus that make the curriculum more accessible to them. It is a classroom with an average level of English and with good academic performance. All students have been part of the school since the infant stage, which allows them to know how the classes work, to be able to follow the classes in English and the approach used in them.

3.2 Objectives

3.2.1 Key Competences

The key competences are common to all grades in the primary stage. These do not follow a hierarchy and are part of the exit profile that students must have developed at the end of the primary stage. They must be considered when developing a syllabus. These are set out in Royal Decree 157/2022 and Decree 61/20222 (See Annex 1).

3.2.2 Stage Objectives

The stage objectives are those that define the exit profile that students should have acquired at the end of primary school (See Annex 2). They are described in Decree 61/2022 but somewhat contextualized from what it does in Royal Decree 157/2022.

3.2.3 Syllabus Objectives and Specific Competences

This syllabus is based on a series of specific competences, which are defined by assessment criteria, depending on the content of each of the situations (See Annex 3). These specific competences with their assessment criteria have been extracted from Decree 61/2022. The objectives of this program and its consequent learning outcomes have been designed following the model of Bloom's Taxonomy.

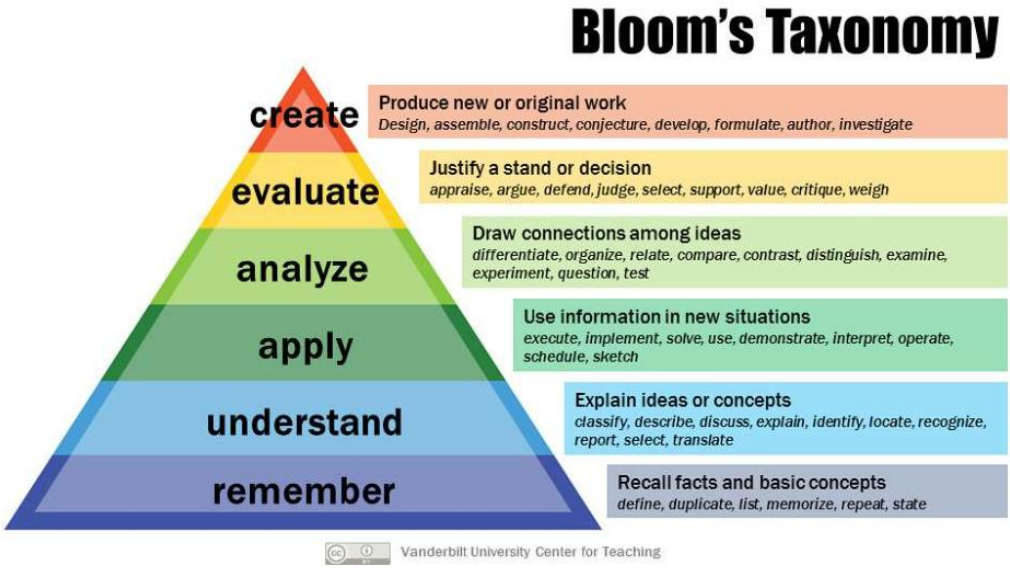

Figure 2. Bloom's Taxonomy Pyramid. Source: https://galileo-camps.com/blog/a-parents-guide-to-blooms-taxonomy/

3.3 Curricular content

The following table describes the Learning Situations to be carried out and the Stages that are included within each of them. The content to be worked on in each of the Stages has been extracted from Decree 61/2022 (See Annex 4). The order of the Stages and the weeks dedicated to the explanation and development of the contents of each one have been determined according to the degree of difficulty inherent in them (See Annex 5). In addition, all the Stages contain transversal content that is worked on throughout the course: respect, empathy, teamwork, values, curiosity, creativity, active listening, critical thinking, companionship, and altruism.

3.4 Methodology

According to Decree 61/2022, "the area of Natural Sciences in Primary Education aims for students to develop responsible and respectful attitudes towards the world in which they live" (p.32). Due to the great challenges that arise in society, work is conducted through a methodology based on inquiry, the search for answers in reliable sources and decision-making in difficult situations, also seeking to care for the environment. Another important area in our society is digitalisation. The learning environment needs to lay the foundations for safe, effective, and responsible use of technology.

In addition to this, the classroom will work through collaborative work, dividing students into six groups of four people. These groups will make three types of learning stations in each of the Units, with each learning station being assigned to two groups at the same time.

The first learning station is the *Experts´ Assembly*, through which they will work on the content activities such as games and glossaries to be familiar with the key vocabulary, completing visual organizers, and doing some worksheets both online or in hard copies (e.g. exercises from the book, worksheets prepared by the teacher,etc.). In the second learning station *Hands on! ,* students will be able to reconnect practical activities/crafts depending on the content of the Stage (e.g. dice with the different ecosystems, an interactive model of the respiratory system, etc.). Finally, the Game Plaza learning station, in which students must be able to play simple games to develop literacy. They will learn by doing a series of exercises which will resemble the current genre they are working on and how it should be produced. (e.g. Match the parts of a text, a digital escape room of text-related information, etc.).

The use of technologies will be reserved for specific activities conducted in the learning stations, develop the final product of *Learning Situation* 3, to project possible resources on the digital screen and to be able to provide the necessary adaptations to the children who require them.

3.5 Evaluation

Evaluation will be carried out in two different ways, through formative assessment and summative assessment. The first will be used to evaluate the daily progress of students and the way in which they solve the activities, to correct their mistakes and improve their abilities. This will be done by the teacher and language assistant who will observe students during the development of the Learning Stations, and through formative assessment tools such *Thumbs Up, Thumbs Down.*

On the other hand, the summative assessment will be responsible for evaluating the acquisition of knowledge and the result of the production of the final products linked to each Learning Situation. The evaluation of the content will be carried out through a variety of testing materials such as the *Jeopardy* game presented at the end of the Unit that has been developed. As for the final products, they will be evaluated through the rubrics completed by the students for self-evaluation, and the one completed by the teacher at the end of each term.

The evaluation criteria of each Unit, in the case of summative evaluation, are ruled by those determined in Decree 61/2022 (See Annex 3) and by compliance with the objectives designated for each one. The formative assessment of the language will follow the “can-do descriptors” included in the Common European Framework Reference for Languages: learning, teaching, assessment (CEFR) or the Global Scale of English: Learning Objectives for Young Learners (GSE), as they assess language acquisition in a standardized manner. It should be noted that the children with dyslexia and ADHD, despite being able to access the ordinary measures dictated by Decree 23/2022 (See Section 3.6), their evaluation strategy will not be modified as it is not a measure that corresponds to them.

3.6 Attention to the individual differences of the pupils

According to Guerrini (2012) in an article in the journal *Padres y Maestros* , and according to Bloom's taxonomy reviewed by Anderson and Krathwohl (2000), there are six cognitive skills that students must develop. These are "remember," "understand," "apply," "analyse," “evaluate” and "create." These skills can be divided into lower order thinking skills (LOTS) and higher order thinking skills (HOTS), with the first three being LOTS and the next three being HOTS. These are the skills that must be considered in the attention to diversity in schools, in order to design the adequate learning goals and standards that meet the needs of the students.

For this syllabus, attention to diversity is supported by Spanish legislation. Article 14 of Decree 61/2022 refers to individualised care with the aim of inclusion, through diagnoses and support and reinforcement mechanisms. In order to carry it out, Decree 23/2023 develops ordinary and extraordinary measures to meet the educational needs of students.

According to Article 8 of Decree 23/2023, the ordinary educational measures are as follows:

1. Schools, within the framework of current regulations, may order and arrange an organisation of spaces and times, and decide on the most appropriate methodology for the benefit of all students.

2. The organisation agreed upon will make it possible to reinforce or enrich learning, individually and in groups, with splitting of groups of students, flexible groupings or grouping of subjects into areas, as provided for in the specific regulations for the organisation and operation of each education.

3. Teachers may adapt the programming of the teachings they teach and plan the teaching-learning process with the introduction of diverse and contextualised learning activities and situations, and promote different methodologies that are accompanied, where appropriate, by different groupings within the classroom.

4. At the same time, measures will be provided for access to the school context with the available resources, so that the environments, materials, processes, and instruments, including those for assessment, are understandable, usable, and practicable and guarantee access to information, communication, and participation.

5. The ordinary measures adopted for each individual student will be recorded by the schools, in order to inform families and other professionals involved in the educational process.

In the case of the classroom where the syllabus is developed, there are two profiles of Students with Educational Support Needs (SESN), specifically two students with dyslexia and one with ADHD. For which the specific measures that correspond to them are the following:

1. In addition to the ordinary measures, applicable to all students, and without prejudice to those included in the regulations of each education, specific measures for access to the assessment processes may be applied, which may consist of adapting the times and formats of the assessment tests, the use of specific technical means and the adaptation of spaces. The adjustments made to the evaluation procedures will be made without losing the final purpose of the evaluation.

2. The school, after agreement with the services and professionals specialized in educational guidance, will record in an individualized document the educational measures adopted to respond to the specific educational needs, observing the psychopedagogical report or, where appropriate, the reports provided by the family.

3. In the Primary Education stage, when, after a psycho-pedagogical evaluation, it is found that these disorders produce a very significant functional deterioration in the educational environment and are accompanied by a curricular gap with respect to the level of competence that would correspond to age, the application of non-significant curricular adaptations may be proposed as a specific measure, in such a way that, Without modifying the contents and evaluation criteria of the cycle, curricular elements established in didactic programming units of the previous year, within the same cycle, can be covered. In this case, the director of the school may agree to incorporate these students into one of the specific support groups that have been set up in application of article 12.b), with the available resources and provided that adequate attention to students with special educational needs is guaranteed.

3.7 Contribution to the development of other plans

The school has several plans, including the Reading Plan, the Library Plan, and the Coexistence Plan. All of them form an important part of the daily development of the school and are integrated into all the programs and activities that the school conducts.

The Reading Plan is dependent on the syllabus associated with each of the classes of each year. The Reading Plans will be associated with the content taught and necessities of each individual class. In this case, in the library of the 3rd grade class on which this syllabus is based, you can find books related to the human body, emotions, healthy habits, ecosystems and the organisms that compose them. Besides, there are books on technologies and how to use them safely. The library would be divided by themes depending on the subject the correspond to. In addition, leisure books are included that children will be allowed to take during recesses that must be spent inside or whenever the teacher allows it. The classroom library is reviewed every year according to the contents and the tastes of the students. In addition, once every two weeks, students in higher grades (1st with 4th, 2nd with 5th and 3rd with 6th) will help those in lower grades to read a book selected by the teachers for which they must complete a reading sheet.

The Coexistence Plan bases some of its objectives on the transversal contents that are worked on with the students throughout the syllabus. As its name suggests, seeks to promote a positive climate of trust among all members of the educational community. It has the following objectives:

1. To promote teamwork as a means of improving coexistence in the school.

2. Maintain, on the part of the teaching staff, a coherent, uniform, and systematic line of conduct in the treatment of order and discipline.

3. To promote collaboration between the school and families, through the exchange of information that allows joint efforts to achieve a common goal.

4. To make all members of the educational community aware of the need to know and respect the rights and duties of all the sectors that make it up.

5. Integrate education in values and human rights with other curricular content.

6. To promote the peaceful and educational resolution of conflicts that arise.

7. Generate relationships of trust and security in the classrooms and in the school in general that are based on respect for diversity.

8. Ensure a climate in the classrooms and in the centre that allows the proposed educational objectives to be achieved.

9. Promote actions to improve coexistence, tolerance, self-control, dialogue, and empathy.

4. Learning Situations

The Threads are used to give a context as a starting point to the content to be worked on, in this case, in each of the three trimesters into which a school year is divided. Each Learning Situation will be set in a theme, with its corresponding text type and the five units that compose it. At the end of each unit, students will receive a badge (See Appendix 4) and must earn all five to complete the Learning Situation. At the end of each Learning Situation the students will get a strip of rope as a representation that they have passed the term, and, at the end of the year, they will join the threads to form a bracelet to symbolize that they have passed the course.

4.1 Learning Situation 1 The Body and I

This Learning Situation called *The Body and I* will help students to learn about the human body, how it works, healthy habits and emotions. In addition, they will develop their explanatory skills orally and in writing.

<table>
<tr><th colspan="4">Learning Situation 1 The body and I</th></tr>
<tr><td colspan="4">Context
After reading the story My Body: Head to Toe by Lisa Bullard and learning more about what Aunt Marie has taught Anna, we discovered that many patients (especially children and grandparents) have difficulty saying what hurts or how they feel.
Anna has asked us to help create a small flipbook that doctors can have in the office, which helps communicate to patients who need it. The book will include everything they need to know so they can be taken care of in a better way. Let's get to work!</td></tr>
<tr><td>Timing</td><td>11 Weeks</td><td>Challenge</td><td>Help future patients</td></tr>
<tr><td>Context</td><td colspan="3">My Body: Head to Toe by Lisa Bullard
(See Appendix 1)</td></tr>
<tr><td>Final Product</td><td>Body flipbook</td><td>Reward</td><td>Body Thread</td></tr>
<tr><td colspan="2">Literacy Focus</td><td>Units</td><td>Badges</td></tr>
<tr><td colspan="2">Genre: Flipbook, Explanation
Structure:
-Modelling: see examples of previous years flipbooks. (Explanation I)
-Genre awareness: learn the structure and requirements of an explanation. (Explanation II)
-Language input: descriptive sentences ,cause-and-effect structures, comparisons, and enumeration. (Explanation III)
-Production: writing frame to write down the selected Unit information. (Explanation IV)</td><td>U 1: Circle of life
U 2: How do we work?
U 3: Our body parts
U 4: Healthy Habits
U 5: Feeling is important</td><td>B1: Cicle
B2: Interior
B3: Exterior
B4: Good Health
B5: Emotions</td></tr>
</table>

-Evaluation: Checklist of the information included in the flipbook page. (Explanation V)		

***Unit 1*: Circle of Life**	
Timing: 09/09/2025 – 20/09/2025 (2 weeks), 6 sessions of 45 minutes **Description (aim):** This Unit covers the content about vital functions, their role in our lives, the stages of life and their characteristics. **Final product:** Create the first layer for their "human body" flipbook described in the first learning situation (See Section 4.1).	
CONTENT	
Content -The functions of nutrition, relationship, and reproduction. -Stages of life: birth, childhood, adolescence, adulthood, and old age. **Language content** -Flipbook (Explanation I)	**Contribution to specific competences** 4. Know and become aware of the body, as well as one's own and others' emotions and feelings, applying scientific knowledge to promote physical and mental health. **Contribution to linguistic development** -Reading comprehension -Event Sequencing -Simple explanations -Cause – Effect affirmations.
COGNITION	
Learning goals **1.**To remember the names of the different life stages. **2.**To understand the different characteristics of each life stage. **3.**To remember the different vital functions **4.**To understand the role of each vital function	**Learning outcomes** **1.1** Ss identify the different life stages. **2.1.** Ss classify the life stages based on their characteristics. **3.1.** Ss describe the different vital functions. **4.1** Ss explain the role of each vital function. **5.1** . Ss identify how scientific facts are explained in flipbooks.

5.To explain facts into flipbooks.	**5.2** Ss use a checklist to assess the flipbooks from previous years.

CULTURE	
Learning goals	**Learning outcomes**
1.To understand how our daily life can affect to our vital functions. **2.** To explain why elders need more help. **3.**To ponder how different cultures perceive the vital cycle.	**1.1** Ss offer their help in case of need to an elder. **2.1** Ss appreciate the vision of life from different cultures. **3.1** Ss organise their daily decisions according to their vital needs.

COMMUNICATION		
Language of learning	**Language for learning**	**Language through learning**
Key language: **Nutrition:** digestion, respiration, circulation, excretion, nutrients, energy **Relationship (Interaction with the environment):** senses, stimuli, response, locomotion, interpret. **Reproduction:** life cycle, offspring, embryo, adult, baby. **Stages of life:** birth, childhood, adolescence, adulthood, old age **Language content** **(Explanation)** **Modelling** **Other years´ flipbooks models** **Utility of explanations and characteristics**: An explanation	**Types of texts they will use**: **Informational texts** (about vital functions and life cycles) **Diagrams and labelled charts** (e.g., human body functions) **Classroom language** Questions: Which, who, how,when,where. Material names: pencil, paper, desk, board.. Asking for something: Can I…?, How do you say…?	**Relationships** -Types of families -Family members **Verbs** - Action verbs: to listen, to see, to like, to dislike, to be born...

tells us how or why something happens **<u>Speaking and Writing Structures:</u>** Explaining information: "An explanation is used to…" "A flipbook contains…" **Asking and answering questions:** **"**What are the 3 vital functions? Nutrition, reproduction, and interaction." **Explanatory writing:** (e.g., "What are the characteristics of childhood?") **Cause-and-effect structures :** " If you don´t eat well, you won´t have energy **Comparisons:** "My dad is older than me." **Utility of Explanations:** (e.g. Explaining symptoms to a doctor) **<u>Academic language:</u>** -For, and, then, finally, more, less, if.		
ASSESSMENT		
<u>Evaluation Criteria of Content (from Decree 61/2022)</u> 4.2 Consciously identify some indications derived from the relationships between emotions and the main systems and apparatuses of the body. **<u>Evaluation Criteria of Language (from the CEFR, 2018)</u>** Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language. A2 Written Reception **<u>Assessment of language</u>**		

T and LA correct possible oral or written mistakes with the *Random Selection* tool.

T and LA will assess Ss that need help checking with *Thumbs Up, Thumbs Down* tool to perceive with Ss need help.

T assess possible mistakes to each group along the *Game Plaza* learning station with Mini whiteboards.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with Exit Slips.

Jeopardy Game

Assessment of process

Ss use a checklist to check the work they have done regarding the flipbook page.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY

Ordinary measures

-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them.

-A list with the different tasks students will need to complete, will be written down on the board.

-Every material will be adapted by default to all students to promote inclusivity.

- The typography and the letter size will be modified, on the flipbook model, to suit the necessities the students with dyslexia, ADHD or any student that requires it.

Specific measures

-LOTS to HOTS: There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it.

- Ss solve crosswords to be answered through definitions of the vocabulary.
- Ss sort pictures of organs that contribute to the different vital functions.

- HOTS to LOTS:

- Ss will have activities which involve analysing information will be substituted by ones in which only classifying it is required.

- Instead of writing sentences from scratch, Ss will have to select the correct words in pre-structured ones.

<table>
<tr><th colspan="2">Unit 2: How Do We Work?</th></tr>
<tr><td colspan="2">Timing: 23/09/2025 – 11/10/2025 (3 weeks), 9 sessions of 45 minutes

Description (aim): This Unit covers the content about the different body systems and how they work.

Final product: Create the second layer for their “human body” flipbook described in the first learning situation (See Section 4.1).</td></tr>
<tr><th colspan="2">CONTENT</th></tr>
<tr><td><u>Content</u>

- General characteristics of the systems and apparatus involved in the functions of nutrition, relationship, and reproduction.

<u>Language content</u>

-Flipbook (Explanation II)</td><td><u>Contribution to specific competences</u>

4. Know and become aware of the body, as well as one's own and others' emotions and feelings, applying scientific knowledge to promote physical and mental health.

<u>Contribution to linguistic development</u>

-Reading comprehension

-Event Sequencing

-Simple explanations

-Cause – Effect affirmations.</td></tr>
<tr><th colspan="2">COGNITION</th></tr>
<tr><td><u>Learning goals</u>

1. To remember the different systems and apparatus.

2. To understand each systems´/apparatus´ role according to a vital function.

3. To remember each systems´/apparatus´ characteristics.

4. To understand the different parts of an explanation and its requirements based on a flipbook.</td><td><u>Learning outcomes</u>

1.1 Ss recognise systems and apparatus.

2.2 Ss explain each system´/apparatus´ role according to a vital function.

3.3 Ss recognize each systems´/apparatus´ characteristics.

4.4 Ss identify the parts of an explanation in the flipbook and check understanding with a checklist.</td></tr>
</table>

<table>
<tr><th colspan="3">CULTURE</th></tr>
<tr><td colspan="2"><u>Learning goals</u>

1. To discover how diverse cultures perceive body health.

2. To recognise illness symptoms.</td><td><u>Learning outcomes</u>

1.1 Ss compare different health perceptions.

2.2 Ss recognise illness symptoms when the fill bad.</td></tr>
<tr><th colspan="3">COMMUNICATION</th></tr>
<tr><th>Language of learning</th><th>Language for learning</th><th>Language through learning</th></tr>
<tr><td><u>Key vocabulary</u>

Digestive system: mouth, stomach, intestines, nutrients, digestion

Respiratory system: lungs, oxygen, inhale, exhale, carbon dioxide

Circulatory system: heart, blood, veins

Excretory system: kidneys, urine, bladder

Nervous system: brain, spinal cord, nerves, stimuli, response

Locomotor system: bones, muscles, joints, movement

<u>Language content</u>

<u>(Explanation II)</u>

Genre Awareness

Explanatory writing parts:

An explanation tells us how or why something happens. It has three main parts:

1. Title</td><td><u>Types of texts they will use</u>:

Diagrams and labelled charts (e.g., human body systems)

Informational texts (about the steps of the functions each system performs)

<u>Speaking and Writing Structures:</u>

Asking and answering questions:

“How does the locomotor system work?”

<u>Classroom language</u>

Questions: Which, who, how,when,where.

Material names: pencil, paper, desk, board..

Asking for something: Can I…?, How do you say…?</td><td><u>Symptoms</u>

-Stomach-ache

-Headache

-Congestion

-Constipation

-Sore throat

-Fever

-Sprained ankle

-Broken bone

-Dizzy

-Nauseous</td></tr>
</table>

2. Opening Sentence (Introduction) **3. Main Body** (Steps or Parts) **4. Closing Sentence** (Ending) **Connectors** "because," "so," and "this means" to help the reader understand better!		

ASSESSMENT

Evaluation Criteria of Content (from Decree 61/2022)

4.2 Consciously identify some indications derived from the relationships between emotions and the main systems and apparatuses of the body.

Evaluation Criteria of Language (from the CEFR,2018)

Can exploit format, appearance, and typographic features in order to identify the type of text: explanation. Adapted from A2 Identifying cues and inferring (Spoken & Written).

Assessment of language

T and LA correct possible oral or written mistakes through *Random Selection* tool.

T assess possible mistakes to each group along the *Game Plaza* learning station *Thumbs Up, Thumbs Down* tool.

Assessment of content

Ss assess possible mistakes through Peer Assessment Checklists along the *Experts' Assembly* and *Hands on!* learning stations.

Jeopardy Game

Assessment of process

Ss use a checklist to check the work they have done regarding the flipbook page.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY	
Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. -Ss will have the parts of explanation numbered and paired with its definition. -Long-explanation activities will be broken down into simpler or shorter steps.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss write explanations of the content to complete with words. • Ss create a diagram of a system. **- HOTS to LOTS:** -Ss list about the steps of the process of a system will be made, instead of writing it. -Ss match descriptions of system functions with their corresponding drawing, instead of writing them down.

***Unit 3*: Our Body Parts**	
Timing: 14/10/2025 – 25/10/2025 (2 weeks), 6 sessions of 45 minutes **Description (aim):** This Unit covers the content about the different body parts, both internally and externally. **Final product:** Create the third layer for their "human body" flipbook described in the first learning situation (See Section 4.1).	
CONTENT	
Content	**Contribution to specific competences**
-General characteristics of cells, tissues, organs, in the functions of nutrition, relationship and reproduction.	4. Know and become aware of the body, as well as one's own and others' emotions and feelings, applying scientific knowledge to promote physical and mental health.

Language content	**Contribution to linguistic development**
-Flipbook (Explanation III)	-Reading comprehension -Event Sequencing -Simple explanations -Cause – Effect affirmations.
COGNITION	
Learning goals	**Learning outcomes**
1. To remember the difference between cell, tissue, and organ. **2.** To remember the function of cells and tissues. **3.** To remember the various internal and external organs. **4.** To apply different linguistic structures to ensemble and explanation into the flipbook.	**1.1** Ss define the characteristics of cell, tissues, and organs. **2.1** Ss identify the different functions of the cells and tissues. **3.1** Ss locate the diverse organs. **4.1** Ss implement the flipbook page with the correct linguistic structures and use a checklist to assess it.
CULTURE	
Learning goals	**Learning outcomes**
1. To distinguish traditional vs. modern body knowledge **2.** To analyse about cultural movement practices that help muscles and circulation (e.g., Tai Chi, yoga,	**1.1** Ss compare traditional and modern body knowledge. **1.2** Ss appreciate various movement tendencies.

COMMUNICATION		
Language of learning	**Language for learning**	**Language through learning**
<u>Key vocabulary</u> **Cells:** smallest unit, nucleus, membrane, function, microscope **Tissues**: muscle tissue, nerve tissue, blood, group of cells **Organs:** heart, lungs, stomach, brain, skin **<u>Language content</u>** **<u>(Explanation III)</u>** **Language input** **Explanatory writing language input:** **1. Title** This tells us what the explanation is about. Example: *The Vital Functions of Living Things* **2. Opening Sentence** (Introduction) This is a short sentence that says what you are going to explain. Example:	**<u>Types of texts they will use</u>**: **Diagrams and labelled charts** (e.g., internal, and external human body parts) **Informational texts** (about the function of the internal and external organs) **<u>Speaking and Writing Structures:</u>** **Classifying information:** "The function of the eyes is…" **Point and declare:** **"**That organ is a kidney." **<u>Classroom language</u>** Questions: Which, who, how,when,where. Material names: pencil, paper, desk, board.. Asking for something: Can I…?, How do you say…?	**<u>Vocabulary</u>** - 5 senses: (sight, touch, smell, hear, taste) - Flavours (sour, sweet, umami, salty, spicy…) -Names of each finger -Different eye/hair colours

All living things do three important things to stay alive. These are called vital functions. **3. Main Body** (Steps or Parts) Here we explain each part clearly, one by one. We use sequencing words like *first*, *then*, *also*, *finally*... Example: *First, living things need nutrition. This means they get food and water to grow and have energy. People eat food, and plants make their own food with sunlight.* *Then, they reproduce. This means they can have babies or make new plants.* *Finally, they interact with the world around them. People can see, hear, and move. Plants can turn toward the sun.* **4. Closing Sentence** (Ending) This is a final sentence to finish the explanation. Example: *These three functions help all living things grow, stay safe, and have new life.* **Connectors**		

"because," "so," and "this means" to help the reader understand better!		

ASSESSMENT

Evaluation Criteria of Content (from Decree 61/2022)

4.2 Consciously identify some indications derived from the relationships between emotions and the main systems and apparatuses of the body.

Evaluation Criteria of Language (from the CERF,2018)

Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because.' A2 Written Production

Assessment of language

T and LA correct possible oral or written mistakes with *Random Selection* tool.

T assess possible mistakes to each group along the *Game Plaza* learning station with Mini whiteboards.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with Mini whiteboards..

T will perform brainstorming at the beginning of the sessions, with the SS via *Random selection* tool.

Jeopardy Game

Assessment of process

Ss use a checklist to check the work they have done regarding the flipbook page.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY	
Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. - The typography and the letter size will be modified, on the pre-settled explanatory structures, to suit the necessities the students with dyslexia, ADHD or any student that requires it. -Long-explanation activities will be broken down into simpler or shorter steps.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss guess objects by its description. • Ss compare two people you know. • Ss define what will happen/what caused randomly generated situations. **- HOTS to LOTS:** -Ss will have structured cause-effect sentences in which they will have to select the correct use of it, instead of writing the complete structure. -Ss will differentiate between pictures that contain systems and recount them to the LA, instead of writing explanatory sentences.

***Unit 4*: Healthy Habits**	
Timing: 28/10/2025 – 08/11/2025 (2 weeks), 6 sessions of 45 minutes **Description (aim):** This Unit covers the content about healthy habits and how we should introduce them into our daily life activities. **Final product:** Create the fourth layer for their "human body" flipbook described in the first learning situation (See Section 4.1).	
CONTENT	
Content	**Contribution to specific competences**
-Healthy lifestyle habits: the importance of hygiene, a varied and balanced diet, physical exercise, active leisure, and rest.	4. Know and become aware of the body, as well as one's own and others' emotions and feelings, applying scientific knowledge to promote physical and mental health.

<table>
<tr><td><u>Language content</u>
-Flipbook (Explanation IV)</td><td colspan="2"><u>Contribution to linguistic development</u>
-Reading comprehension
-Event Sequencing
-Simple explanations
-Cause – Effect affirmations.</td></tr>
<tr><td colspan="3">COGNITION</td></tr>
<tr><td><u>Learning goals</u>
1. To remember different healthy habits.
2. To understand what a healthy routine is.
3. To analyse the writing frame of the flip-book and complete it.</td><td colspan="2"><u>Learning outcomes</u>
1.1 Ss describe the different healthy habits.
2.1 Ss implement a healthy routine.
3.1 Ss distinguish the correct information that must be written into the writing frame.</td></tr>
<tr><td colspan="3">CULTURE</td></tr>
<tr><td><u>Learning goals</u>
1. To explore traditional games and sports that promote physical activity worldwide.
2. To discover recipes from other countries.</td><td colspan="2"><u>Learning outcomes</u>
1.1 Ss experiment traditional games and sports that promote physical activity world-wide.
2.1 Ss experiment recipes from other countries.</td></tr>
<tr><td colspan="3">COMMUNICATION</td></tr>
<tr><td>Language of learning</td><td>Language for learning</td><td>Language through learning</td></tr>
<tr><td><u>Key vocabulary</u>
Hygiene: clean, wash, soap, germs, bacteria, brushing, handwashing, shower
Balanced Diet: nutrients, vitamins, minerals, protein, carbohydrates,</td><td><u>Types of texts they will use</u>:
Informational texts (about heath advice)
Instructions:
Healthy recipes
<u>Classroom language</u></td><td><u>Vocabulary</u>
-Food names
-Sport names
-Schedule
-Portions</td></tr>
</table>

healthy food, junk food, fruits, vegetables **Physical Exercise:** movement, strength, flexibility, energy, running, playing, stretching. **Rest:** sleep, relax, bedtime, energy, tired **Language content** **(Explanation IV)** **Production** **Vocabulary about the parts of an explanation.** **What to write in each part.** **Explanation writing frames.** **Classifying information:** "A healthy diet consists of…" **Planning:** "I have to eat at least three times a day and exercise for 30 minutes" **Academic language:** -For, and, then, finally, more, less, if.	Questions: Which, who, how,when,where. Material names: pencil, paper, desk, board.. Asking for something: Can I…?, How do you say…?	
ASSESSMENT		
Evaluation Criteria of Content (from Decree 61/2022) According to the CEFR there are no descriptors available for this level, but according to the GSE for Young learners the descriptor that would correspond would be nº 29 from A1 writing. 4.2 Consciously identify some indications derived from the relationships between emotions and the main systems and apparatuses of the body. **Evaluation Criteria of Language (from the CEFR, 2022)**		

Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language. A2 Relaying specific information in Writing.

Assessment of language

T and LA correct possible oral or written mistakes with *Thumbs Up, Thumbs Down* tool.

T assess possible mistakes to each group along the *Game Plaza* learning station with Mini whiteboards.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with Mini White boards.

T will perform brainstorming at the beginning of the sessions, with the SS via *Random selection* tool.

Jeopardy Game

Assessment of process

Ss use a checklist to check the work they have done regarding the flipbook page.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY

Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. -The writing frames will include the description of each part and its utility. .	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss design a healthy schedule for a week. • Ss design a healthy weekly menu. **- HOTS to LOTS:** - Ss identify healthy habits through pictures. - Ss classify foods into a pyramid model, instead of writing them all down.

<table>
<tr><th colspan="2">Unit 5: Feeling is Important</th></tr>
<tr><td colspan="2">Timing: 11/11/2025 – 22/11/2025 (2 weeks), 6 sessions of 45 minutes

Description (aim): This Unit covers the content about the emotions and how then can affect our body.

Final product: Create the last layer for their “human body” flipbook described in the first learning situation (See Section 4.1).</td></tr>
<tr><th colspan="2">CONTENT</th></tr>
<tr><td><u>Content</u>

-The relationship between emotions and the main systems and apparatuses of the body.

-Healthy habits: identification of one's own emotions and respect for those of others. Sensitivity and acceptance of the diversity present in the classroom and in society.

<u>Language content</u>

-Flipbook (Explanation V)</td><td><u>Contribution to specific competences</u>

4. Know and become aware of the body, as well as one's own and others' emotions and feelings, applying scientific knowledge to promote physical and mental health.

<u>Contribution to linguistic development</u>

-Reading comprehension

-Event Sequencing

-Simple explanations

-Cause – Effect affirmations.</td></tr>
<tr><th colspan="2">COGNITION</th></tr>
<tr><td><u>Learning goals</u>

1. To remember the main emotions: happiness, fear, sadness, rage, disgust, envy, and embarrassment.

2. To understand other´s emotions.

3. To understand how emotions can affect our body´s health.

4. To evaluate the final product.</td><td><u>Learning outcomes</u>

1.1 Ss identify and express their emotions in a healthy way.

2.1 Ss solve conflicts through empathy.

3.1 Ss develop self-awareness about their emotions and the effect they have on their bodies.

4.1 Ss asses the flipbook (explanation) with a check list and the teacher´s rubric.</td></tr>
</table>

<table>
<tr><th colspan="3">CULTURE</th></tr>
<tr><td colspan="2"><u>Learning goals</u>

1. To recognise that emotions can affect our decisions.

2. To recognize that different cultures express emotions in various ways.</td><td colspan="1"><u>Learning outcomes</u>

1.1 Ss regulate their emotions to decide.

2.1 Ss appreciate different cultural emotional expressions.</td></tr>
<tr><th colspan="3">COMMUNICATION</th></tr>
<tr><th>Language of learning</th><th>Language for learning</th><th>Language through learning</th></tr>
<tr><td><u>Key vocabulary</u>

Emotions & Feelings: happy, sad, angry, scared, nervous, excited, calm, frustrated, worried, relaxed.

Healthy Emotional Habits: deep breathing, talking, listening, respect, empathy, kindness, mindfulness, calm down, express.

<u>Language content</u>

<u>(Explanation V)</u>

<u>How to assess an explanation:</u>

Descriptors for Writing explanations:

• Use clear structured sentences (cause-effect, explanatory writing)
• Write the parts in order
• Use connectors to make it easy to follow

Add diagrams or charts to help</td><td><u>Types of texts they will use</u>:

Provided checklist for the final product.

Informational texts (about heath advice)

Instructions

Relaxing methods

<u>Speaking and Writing Structures:</u>

Classifying information: “A healthy diet consists of…”

Asking and answering questions:

“How much time a day do we need to sleep?”

<u>Classroom language</u>

Questions: Which, who, how,when,where.

Material names: pencil, paper, desk, board..

Asking for something: Can I…?, How do you say…?</td><td><u>Vocabulary</u>

-Temper

-Wellbeing

-Self-care</td></tr>
</table>

ASSESSMENT

Evaluation Criteria of Content (from Decree 61/2022)

4.2 Consciously identify some indications derived from the relationships between emotions and the main systems and apparatuses of the body.

Evaluation Criteria of Language (from the GSE, 2022)

Can understand simple feedback from a teacher or classmate. (P).*A2 Reading Descriptor nº 30 of GSE.*

Assessment of language

T and LA correct possible oral or written mistakes *Thumbs Up, Thumbs Down* tool.

T assess possible mistakes to each group along the *Game Plaza* learning station with Mini whiteboards.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with Mini whiteboards.

Jeopardy Game

Assessment of process

Ss use a checklist to check the work they have done regarding the flipbook page.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY

Ordinary measures	Specific measures
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. -Both the students with ADHD and the students with dyslexia will come out of the class 2 times a week with the support group.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss guess what a character from a text is feeling. • Ss make a chart on how to face some negative emotions with relaxing strategies.

The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. -The video to explain emotions will be provided with subtitles.	**- HOTS to LOTS:** -Ss identify the emotions through memory cards. -Ss recall relaxation strategies trough a Dooble.

4.2 Learning Situation 2 The Planet Earth

This Learning Situation called *The Planet Earth* will encourage students to learn about the environment, animals, plants, rocks, and experiments. In addition, they will develop their report skills orally and in writing.

<table>
<tr><th colspan="4">Learning Situation 2 The Planet Earth</th></tr>
<tr><td colspan="4">Context

An explorer (the teacher) arrives at class with super positive news about the recovery of the environment. After reading Finding ways to protect—and restore—nature. New nº6., they ask the students if they have ever heard any good news about the planet's recovery. The explorer explains that, although many things have been done to help improve the situation of Planet Earth, there is still much to be done, and more work must be done on its recovery. It proposes to send positive news about the Planet to the school newspaper and, for each copy sold, a part will be donated to a cause in favour of the environment.

Students will spend the term learning about the environment and at the end, they will write their positive news to hang on a mural so that everyone can see it and rejoice for the planet.</td></tr>
<tr><td>Timing</td><td>11 Weeks and a half</td><td>Challenge</td><td>Write articles to raise money for the environment</td></tr>
<tr><td>Context</td><td colspan="3">Finding ways to protect—and restore—nature. New nº6.

(See Appendix 2)</td></tr>
<tr><td>Final Product</td><td>Positive environmental news</td><td>Reward</td><td>Planet Thread</td></tr>
</table>

Literacy Focus	Units	Badges
Genre: Article, report **Structure:** -Modelling: see examples of previous years articles. (Report I) -Genre awareness: learn the structure and the requirements of an article. (Report II) -Language input: defining concepts, explaining problems and solutions, providing examples,introducing a theme. (Report III) -Production: writing frame to write down each part/paragraph of the article. (Report IV) -Evaluation: Rubric of the article and it being revised by the shoulder partner. (Report V)	**U 6:** Our world **U 7:** The animal kingdom **U 8:** Our green friends **U 9:** Rock and roll **U 10:** Little scientists	**B6:** Habitats **B7:** Footprints **B8:** Plants **B9:** Rocks **B10:** Experiment

***Unit 6*: Our World**	
Timing: 25/11/2025 – 06/12/2025 (2 weeks), 6 sessions of 45 minutes **Description (aim):** This Unit covers the different ecosystems, its characteristics and how can human interaction affect them. **Final product:** Write a paragraph of an article that describes positive news about the environment (See Section 4.2).	
CONTENT	
Content	**Contribution to specific competences**
-The kingdoms of nature from a general point of view, based on the study and analysis of the characteristics of different ecosystems. Identification of some ecosystems (meadow, pond, forest, coastline, and city) and the living beings that inhabit them. -The functions and services of ecosystems.	5. Identify the characteristics of the different elements or systems of the natural environment, analysing their organisation and properties, and establishing relationships between them, in order to recognise the value of the natural heritage, conserve it and improve it. 6. Identify the causes and consequences of human intervention in the environment, from

<table>
<tr><td>-Examples of good and bad uses of our planet's natural resources and their consequences.

<u>Language content</u>

-Article (Report I)</td><td>the social, economic, cultural, technological, and environmental points of view, to improve the ability to face problems, seek solutions and act in their resolution by promoting respect, care, and protection of people and of the planet.

<u>Contribution to linguistic development</u>

-Reading comprehension

-Connective writing

-Cause-effect sentences

-Factual explanations</td></tr>
<tr><td colspan="2">COGNITION</td></tr>
<tr><td><u>Learning goals</u>

1. To remember the names of the ecosystems.

2. To understand the types of ecosystems

3. To analyse the impact of pollution in the environment.

4. To understand the usefulness of reports through previous years´ articles</td><td><u>Learning outcomes</u>

1.1 Ss recite the names of the ecosystems.

2.1 Ss classify the types of ecosystems from their characteristics.

3.1 Ss contrast an ecosystem before and after pollution affected it.

4.1 Ss describe the ecosystems through a previous year article model and self-assess with a checklist.</td></tr>
<tr><td colspan="2">CULTURE</td></tr>
<tr><td><u>Learning goals</u>

1. To remember ecosystems from different parts of the world.

2. To understand the differences between ecosystems around the world.</td><td><u>Learning outcomes</u>

1.1 Ss define different ecosystems around the world.

2.1 Ss describe why are different ecosystems depending on the place.</td></tr>
</table>

<table>
<tr><th colspan="3">COMMUNICATION</th></tr>
<tr><th>Language of learning</th><th>Language for learning</th><th>Language through learning</th></tr>
<tr>
<td><u>Key vocabulary</u>

Ecosystems: meadow, pond, forest, coastline, city

Ecosystem functions/services: oxygen, shelter, food, water

Human impact: pollution, deforestation, protection, extinction, conservation

<u>Language content</u>

<u>(Report I)</u>

Modelling

Model of a report (article)

Utility of a report and main characteristics : A report gives information about something real. We use connectors to join ideas and help our writing flow better.

Reports from previous years:

Comparison of a landscape 5 years ago vs now with data .</td>
<td><u>Types of texts they will use</u>:

Examples of other articles (e.g. “Why is water important?”)

Informational texts (How can we help the environment? Throwing rubbish in the right place..)

<u>Classroom language</u>

Questions: Which, who, how,when,where.

Material names: pencil, paper, desk, board..

Asking for something: Can I…?, How do you say…?</td>
<td><u>Vocabulary</u>

-Recycling

-Reusing

-Reducing

-Contamination

<u>Verbs</u>

-Take care of…

-Be aware…

-Reduce, reuse, recycle

-Contaminate</td>
</tr>
<tr><th colspan="3">ASSESSMENT</th></tr>
<tr><td colspan="3"><u>Evaluation Criteria of Content (from Decree 61/2022)</u>

5.1 Identify the characteristics, organisation, and properties of the elements of the natural environment, through research and using the appropriate tools and processes.

5.2 Identify simple connections between different elements of the natural environment, showing an understanding of the relationships that are established.</td></tr>
</table>

5.3 Protect the natural heritage and value it, adopting respectful behaviours for its enjoyment and proposing actions for its conservation and improvement.

6.2 Know and show appropriate lifestyle habits, with respect, care, and protection of the planet, identifying the relationship between people's lives and their actions on the elements and resources of the environment.

Evaluation Criteria of Language (from the CEFR, 2018)

Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. A2 Writing Reception.

Assessment of language

T and LA correct possible oral or written mistakes with the *Random Selection* tool.

T assess possible mistakes to each group along the *Game Plaza* learning station with Mini whiteboards.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with *Exit Slips* tool

Jeopardy Game

Assessment of process

Ss use a rubric and check list to check the work they have done regarding the article.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY

Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. - The typography and the letter size will be modified, on the article model, to suit the necessities the students with dyslexia, ADHD or any student that requires it.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss make a Venn diagram comparing two ecosystems. • Ss describe in 5 sentences the last natural ecosystem you were in. **- HOTS to LOTS:**

	-Ss identify ecosystems in a model.

***Unit 7*: The Animal Kingdom**	
Timing: 09/12/2025 – 20/12/2025, (2 weeks), 6 sessions of 45 minutes **Description (aim):** This Unit covers the different animal kingdoms and the characteristics that represent each of them. **Final product:** Write a paragraph of an article that describes positive news about the animal kingdoms (See Section 4.2).	
CONTENT	
Content Characteristics of animals that allow their classification and differentiation into sub-groups related to their adaptive capacity to the environment: obtaining energy, relationship with the environment perpetuation of the species. - Classification of animals according to the type of feed and systems involved in the function of nutrition: respiratory, digestive, circulatory, and excretory. - Animals and their relationship with the environment: organs of the senses, locomotor apparatus and nervous system. - Classification of animals according to their type of reproduction (sexual and asexual) and form of reproduction (viviparous, oviparous, and ovoviviparous). **Language content** -Article (Report II)	**Contribution to specific competences** 5. Identify the characteristics of the different elements or systems of the natural environment, analysing their organisation and properties, and establishing relationships between them, in order to recognise the value of the natural heritage, conserve it and improve it. **Contribution to linguistic development** -Reading comprehension -Connective writing -Cause-effect sentences -Factual explanations
COGNITION	
Learning goals	**Learning outcomes**

1. To understand the characteristics of each animal kingdom. **2.** To understand the classification of an animal depending on how they perform the three vital functions. **3.** To understand the different parts of a report and its requirements based on an article.	**1.1** Ss define the characteristics of the animal kingdoms. **2.1** Ss classify an animal based on their vital functions´ performance. **3.1** Ss identify the parts of a report in the article and check understanding with a checklist.
CULTURE	
Learning goals	**Learning outcomes**
1. To remember distinct animals from different parts of the world. **2.** To remember what endangered species are.	**1.1** Ss state different animals from around the world. **2.1** Ss define what endangered species are.

COMMUNICATION		
Language of learning	**Language for learning**	**Language through learning**
Key language **Classification**: mammals, reptiles, amphibians, birds, fish, insects **Feeding**: herbivore, carnivore, omnivore **Reproduction**: sexual, asexual, oviparous, viviparous, ovoviviparous **Language content** **(Report II)** **Genre awareness** **1. Title** **2.Introduction (Opening Paragraph)** **3.Main Information (Body Paragraphs)**	**Types of texts they will use**: **Examples of other articles** (e.g. "Different animals around the world") **Informational texts** (The characteristics of viviparous animals are...) **Classroom language** Questions: Which, who, how,when,where. Material names: pencil, paper, desk, board..	**Vocabulary** - Names of animals: panda, lobster, starfish, chameleon, seagull…

4. Conclusion (Closing Paragraph) **Connectors to use:** *-In conclusion* *-To sum up* (optional, depending on the level)	Asking for some-thing: Can I…?, How do you say…?	

PROCEDURE		
Timing	**Activities (T/S Role)**	**Group-ing/spaces**
	SESSION 1	
5 minutes	**Warm up:** The session will start by the Ss singing the Affirmations song. Then, they will say a positive thing about the person thy have on their right (See Appendix 8.5).´	Assembly (Big group)
20 minutes	**Explanation:** The session will start with a brainstorm from the Ss to check previous knowledge. Then, Ss will listen to the Animal Song (See Appendix 8.6) to get a first of the content. The classification of animals and it´s characteristics will be presented through videos (See Appendix 8.15), after each video each Ss will write in their mini whiteboard a word they have heard related to the animal classification. With that the T will create a word bank with the main vocabulary of the unit. Then, they will receive, a model of an article (See Appendix 8.2), the checklist (See Appendix 8.14) they will use to assess their final product and the rubric used to evaluate it (See Appendix 8.12).	Individually
15 minutes	**Consolidation:** Ss will create a table into their notebook to fill out with the content, it will be used as a visual organizer of the different ecosystems and its characteristics. Then the T and LA will correct the table with the help of the *Random Selection* Tool first, and later looking at each individual notebook giving coloured stickers (green, correct/yellow, revise)	Individually and whole class
5 minutes	**Cool down:** Ss will tidy up the classroom. Then, they will sit on their places, cross their arms, and lay them with their head on top of the table. They will listen to soft music in silence to relax.	Individually

SCAFFOLDING		
Reception scaffolding -Animal song -Video	**Transformation scaffolding** -Ss working on the table to consolidate knowledge.	**Production scaffolding** -Model of an article. -Genre awareness: parts of an article.
SESSION 2		
5 minutes	**Warm up:** The session will start by the Ss singing the Affirmations song. Then, they will say a positive thing about the person thy have on their left (See Appendix 8.5).	Assembly (Big group)
35 minutes	**Learning Stations:** Session will start with a brainstorm from Session 1 with the *Random Selection* tool. Then, each pair of groups will work on a different Learning Station. The *Experts´ Assembly* Station will complete a worksheet related to the Animal kingdoms (See Appendix 8.7). The *Hands On!* Station will work on a creative activity to design a chimera (See Appendix 8.8). And in the *Game Plaza* Station, each group will play a game. In the first one they will have to match Chilean animal with their description (See Appendix 8.9). In the second one, they will need to put in order the parts of an article: title, introduction, body conclusion (See Appendix 8.10). T and LA will assess the Ss throughout the session by checking on written/oral mistakes . They will use the *Thumb Up, Thumb Down* tool to perceive with Ss need help.	Small groups (six teams of four)
5 minutes	**Cool down:** Ss will tidy up the classroom. Then, they will sit on their places, cross their arms, and lay them with their head on top of the table. They will listen to soft music in silence to relax.	Individually

SCAFFOLDING		
Reception scaffolding **-**Brainstorm about session 1.	**Transformation scaffolding** -Written help/indicators in the *Experts´ Assembly* worksheet.	**Production scaffolding** -Reorganizing the parts of an article with headings as visual organizers.
Session 3		
5 minutes	**Warm up:** The session will start by the Ss singing the Affirmations song. Then, they will say a positive thing about the person thy have on their right (See Appendix 8.5).	Assembly (Big group)
35 minutes	**Learning Stations:** Session will start with a brainstorm from Session 1 with the *Random Selection* tool. Then, the Groups will exchange Stations**.** Each pair of groups will work on a different one. The *Experts´ Assembly* Station will complete a worksheet related to the Unit content (See Appendix 8.7). The *Hands On!* Station will work on a creative activity to design a chimera (See Appendix 8.8). And in the *Game Plaza* Station, each group will play a game. In the first one they will have to match Chilean animal with their description (See Appendix 8.9). In the second one, they will need to put in order the parts of an article: title, introduction, body conclusion (See Appendix 8.10). T and LA will assess the Ss throughout the session by checking on written/oral mistakes . They will use the *Thumb Up, Thumb Down* tool to perceive with Ss need help.	Small groups (six teams of four)
5 minutes	**Cool down:** Ss will tidy up the classroom. Then, they will sit on their places, cross their arms, and lay them with their head on top of the table. They will listen to soft music in silence to relax.	Individually

SCAFFOLDING		
Reception scaffolding -Brainstorm about session 1.	**Transformation scaffolding** - Written help/indicators in the *Experts´ Assembly* worksheet.	**Production scaffolding** -Structure of an article paragraph (report), as a chimera description.
SESSION 4		
5 minutes	**Warm up:** The session will start by the Ss singing the Affirmations song. Then, they will say a positive thing about the person thy have on their left (See Appendix 8.5).	Assembly (Big group)
35 minutes	**Learning Stations:** Session will start with a brainstorm from Session 1 with the *Random Selection* tool. Then, the Groups will exchange Stations**.** Each pair of groups will work on a different one. The *Experts´ Assembly* Station will complete a worksheet related to the Unit content (See Appendix 8.7). The *Hands On!* Station will work on a creative activity to design a chimera (See Appendix 8.8). And in the *Game Plaza* Station, each group will play a game. In the first one they will have to match Chilean animal with their description (See Appendix 8.9). In the second one, they will need to put in order the parts of an article: title, introduction, body conclusion (See Appendix 8.10). T and LA will assess the Ss throughout the session by checking on written/oral mistakes . They will use the *Thumb Up, Thumb Down* tool to perceive with Ss need help.	Small groups (six teams of four)
5 minutes	**Cool down:** Ss will tidy up the classroom. Then, they will sit on their places, cross their arms, and lay them with their head on top of the table. They will listen to soft music in silence to relax.	Individually

SCAFFOLDING		
Reception scaffolding **-**Brainstorm about session 1.	**Transformation scaffolding** - Written help/indicators in the *Experts´ Assembly* worksheet.	**Production scaffolding** - Structure of an article paragraph (report), as a chimera description.
SESSION 5		
5 minutes 35 minutes 5 minutes	**Warm up:** The session will start by the Ss singing the Affirmations song. Then, they will say a positive thing about the person thy have on their right (See Appendix 8.5). **Writing:** Ss will have 10 minutes to revise the content included on the Session 1 table. After that, T will encourage a 5-minute brainstorm to check understanding. Then they will write an article using a visual organizer (See Appendix 8.11) . They will be able to check their work with check-list (See Appendix 8.14) and the rubric the T will use to evaluate the final product (See Appendix 8.12). **Cool down:** Ss will tidy up the classroom. Then, they will sit on their places, cross their arms, and lay them with their head on top of the table. They will listen to soft music in silence to relax.	Assembly (Big group) Individually Individually
SCAFFOLDING		
Reception scaffolding -Brainstorm about all the content.	**Transformation scaffolding** -Visual organizer to write the article.	**Production scaffolding** -Check list and rubric to check their progress in the article.

SESSION 6		
5 minutes	**Warm up:** The session will start by the Ss singing the Affirmations song. Then, they will say a positive thing about the person thy have on their left (See Appendix 8.5).	Assembly (Big group)
35 minutes	**Evaluation:** Before the game starts, the LA will make a quick review through a brainstorm. Then, Ss will play a Jeopardy game (See Appendix 8.13) to evaluate their knowledge on the content and on the language.	Small groups (six teams of four)
5 minutes	**Cool down:** Ss will tidy up the classroom. Then, they will sit on their places, cross their arms, and lay them with their head on top of the table. They will listen to soft music in silence to relax.	Individually
SCAFFOLDING		
Reception scaffolding -Brainstorm about all the content learned.	**Transformation scaffolding** -Written and oral instructions before playing the game.	**Production scaffolding** -Peer assessment of the progress in their articles while taking decisions.

<table>
<tr><th colspan="3">MATERIALS</th></tr>
<tr><td><u>Physical resources</u>

- Classroom

-Digital board</td><td><u>Human resources</u>

-Teacher

-Language Assistant.</td><td><u>Material resources</u>

-Books

-Notebooks

-Pencils

-Songs

-Worksheets

-Visual organisers

-Tablets

-Rubric

-Jeopardy presentation</td></tr>
<tr><th colspan="3">ASSESSMENT</th></tr>
<tr><td colspan="3"><u>Evaluation Criteria of Content (from Decree 61/2022)</u>

5.1 Identify the characteristics, organisation, and properties of the elements of the natural environment, through research and using the appropriate tools and processes.

5.2 Identify simple connections between different elements of the natural environment, showing an understanding of the relationships that are established.

5.3 Protect the natural heritage and value it, adopting respectful behaviours for its enjoyment and proposing actions for its conservation and improvement.

6.2 Know and show appropriate lifestyle habits, with respect, care, and protection of the planet, identifying the relationship between people's lives and their actions on the elements and resources of the environment.

<u>Evaluation Criteria of Language (from the CEFR,2018)</u>

Can exploit format, appearance, and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat, or forum etc. A2 Identifying cues and inferring (Spoken & Written).

<u>Assessment of language</u>

T and LA correct possible oral or written mistakes with the help of the Thumbs Up, Thumbs Down tool.

T assess possible mistakes to each group along the Game Plaza learning station.</td></tr>
</table>

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with Mini whiteboards

T and LA will check understanding with Brainstorms

Jeopardy Game

Assessment of process

Ss use a rubric and check list to check the work they have done regarding the article.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product (See Appendix 8.14).

ATTENTION TO DIVERSITY

Ordinary measures	Specific measures
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. - Ss will have the parts of explanation numbered and paired with its definition. -Long-explanation activities will be broken down into simpler or shorter steps.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • After creating the chimera, Ss describe the type of ecosystem it would live in and why. **- HOTS to LOTS:** -Ss describe with pre-settled structures.

***Unit 8*: Our Green Friends**

Timing: 08/01/2025 – 24/01/2026 (2 weeks and a half), 7 sessions of 45 minutes

Description (aim): This Unit covers the characteristics of plants, their parts, and its classification.

Final product: Write a paragraph of an article that describes positive news about the plants (See Section 4.2).

<table>
<tr><th colspan="2">CONTENT</th></tr>
<tr><td><u>Content</u>

-Characteristics of plants that allow their classification in relation to their adaptive capacity to the environment: obtaining energy (photosynthesis), relationship with the environment and perpetuation of the species (sexual and asexual reproduction).

<u>Language content</u>

-Article (Report III)</td><td><u>Contribution to specific competences</u>

5. Identify the characteristics of the different elements or systems of the natural environment, analysing their organisation and properties, and establishing relationships between them, in order to recognise the value of the natural heritage, conserve it and improve it.

<u>Contribution to linguistic development</u>

-Reading comprehension

-Connective writing

-Cause-effect sentences

-Factual explanations</td></tr>
<tr><th colspan="2">COGNITION</th></tr>
<tr><td><u>Learning goals</u>

1. To remember the photosynthesis cycle.

2. To understand the difference between sexual and asexual reproduction.

3. To understand the difference between grass, bushes, and trees.

4. To apply different linguistic structures to ensemble a report into the article.</td><td><u>Learning outcomes</u>

1.1 Ss recall the photosynthesis cycle and describe it.

2.1 Ss differentiate between sexual and asexual reproduction.

3.1 Ss describe the differences between the types of plants.

4.1 Ss implement the article with the correct linguistic structures and use a checklist to assess it.</td></tr>
</table>

CULTURE	
Learning goals	**Learning outcomes**
1. To understand how to take care of a plant at home.	**1.1** Ss to explain who to and be able to take care of a plant at home.
2. To remember products that come from plants.	**2.1** Ss state products they know they come from plants.
3. To apply the growth cycle of a plant in class	**3.1** Ss to carry out the plant growth cycle in class.

<table>
<tr><th colspan="3">COMMUNICATION</th></tr>
<tr><th>Language of learning</th><th>Language for learning</th><th>Language through learning</th></tr>
<tr>
<td>

Key vocabulary

Plant parts: roots, stem, leaves, flower, seeds.

Processes: photosynthesis, reproduction, pollination, germination, growth

Reproduction types: sexual, asexual, seeds, spores.

Language content

(Report)

Language input

1. Title

Example:
What Is an Ecosystem?

2. Introduction (Opening Paragraph)

Start with a general sentence and introduce the topic.

Example:
An ecosystem is a place where living and non-living things live and work together. For example, forests, oceans, and deserts are all ecosystems.

Connectors to use:

- *For example*
- *Such as*
- *Like*

</td>
<td>

Types of texts they will use:

Examples of other articles (e.g. “How does pollination work?”)

Categorizing texts (“We can classify plants depending on their reproduction:…”)

Reports:

“The improvement on the Amazonas´ forest after reforestation”

Classroom language

Questions: Which, who, how,when,where.

Material names: pencil, paper, desk, board..

Asking for something: Can I…?, How do you say…?

</td>
<td>

Vocabulary

-Tree names: spruce, birch, oak, dark oak…

-Names of flower: azaleas, primroses, roses, tulips..

Verbs

-To blossom

-To sprout

-To germinate

</td>
</tr>
</table>

3. Main Information (Body Paragraphs) Give facts, organized into sections. Use connectors to link ideas. **Living Things in Ecosystems** *Ecosystems have animals and plants. Also, they have tiny living things like insects. In addition, animals and plants help each other to survive.* **Non-Living Things** *Ecosystems have things that are not alive, such as air, water, sunlight, and soil. These are important because living things need them to grow.* **Different Types of Ecosystems** *There are many types of ecosystems. For instance, forests have lots of trees and animals. Meanwhile, deserts are hot and dry, with very few plants.* **Connectors to use:** • ***Also*** • ***Because*** • ***Such as*** • ***For instance*** **4. Conclusion (Closing Paragraph)** Wrap it up with a simple final idea.		

Example: *Ecosystems are special because everything works together. That is why we must take care of nature.* **Connectors to use:** • *In conclusion* • *To sum up* (optional, depending on the level)		

ASSESSMENT

Evaluation Criteria of Content (from Decree 61/2022)

5.1 Identify the characteristics, organisation, and properties of the elements of the natural environment, through research and using the appropriate tools and processes.

5.2 Identify simple connections between different elements of the natural environment, showing an understanding of the relationships that are established.

5.3 Protect the natural heritage and value it, adopting respectful behaviours for its enjoyment and proposing actions for its conservation and improvement.

6.2 Know and show appropriate lifestyle habits, with respect, care, and protection of the planet, identifying the relationship between people's lives and their actions on the elements and resources of the environment.

Evaluation Criteria of Language (from the CEFR, 2018)

Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.' Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.*A2 Written Reports and Essays from CEFR*

Assessment of language

T and LA correct possible oral or written mistakes with Mini whiteboards.

T assess possible mistakes to each group along the *Game Plaza* learning station with the *Random Selection* tool.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations *Exit Slips* tool.

Jeopardy Game

Assessment of process

Ss use a rubric and check list to check the work they have done regarding the article.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY

Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. - The typography and the letter size will be modified, on the pre-settled reporting structures, to suit the necessities the students with dyslexia, ADHD or any student that requires it.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss create a plant model over a cardboard with a flower and label the parts. **- HOTS to LOTS:** -Ss write down the parts of the plant in a pre-settled model.

<table>
<tr><th colspan="2">Unit 9: Rock and Roll</th></tr>
<tr><td colspan="2">Timing: 27/01/2026 – 07/02/2026 (2 weeks), 6 sessions of 45 minutes

Description (aim): This Unit covers the characteristics and classification of the different types of rocks.

Final product: Write a paragraph of an article that describes positive news about rocks and minerals (See Section 4.2).</td></tr>
<tr><th colspan="2">CONTENT</th></tr>
<tr><td><u>Content</u>

-Elementary classification of rocks.

<u>Language content</u>

-Article (Report IV)</td><td><u>Contribution to specific competences</u>

5. Identify the characteristics of the different elements or systems of the natural environment, analysing their organisation and properties, and establishing relationships between them, in order to recognise the value of the natural heritage, conserve it and improve it.

<u>Contribution to linguistic development</u>

-Reading comprehension

-Connective writing

-Cause-effect sentences

-Factual explanations</td></tr>
<tr><th colspan="2">COGNITION</th></tr>
<tr><td><u>Learning goals</u>

1. To understand the difference between the types of rocks and minerals.

2. To analyse different types of rocks and minerals

3. To analyse the writing frame of the article and complete it.</td><td><u>Learning outcomes</u>

1.1 Ss classify rocks and minerals.

2.1 Ss organize diverse samples of rocks and minerals.

3.1 Ss distinguish the correct information that must be written into the writing frame.</td></tr>
</table>

<table>
<tr><th colspan="3">CULTURE</th></tr>
<tr><td colspan="2"><u>Learning goals</u>
1. To remember the names of precious stones.
2. To understand how rocks/minerals are used in a daily basis.</td><td><u>Learning outcomes</u>
1.1. Ss list different precious stones.
2.1 Ss identify daily uses for rocks and minerals.</td></tr>
<tr><th colspan="3">COMMUNICATION</th></tr>
<tr><th>Language of learning</th><th>Language for learning</th><th>Language through learning</th></tr>
<tr><td><u>Key vocabulary</u>
Types of rocks: igneous, sedimentary, metamorphic
Descriptive features: hard, soft, rough, smooth, shiny, dull.
<u>Language content</u>
<u>(Report IV)</u>
Writing frame to write down each part/paragraph of the article
Reports:
“Diamonds are the most resistant mineral.”
<u>Speaking and Writing Structures:</u>
Informing statements: “Photosynthesis helps the plant make food from sunlight.”
Sequence:
“First the seed, then the roots...”</td><td><u>Types of texts they will use</u>:
Categorizing texts (“We can classify rocks depending on how they form:…”)
Informational texts:
“Where can you find rocks and minerals in daily life objects?”
<u>Classroom language</u>
Questions: Which, who, how,when,where.
Material names: pencil, paper, desk, board..
Asking for something: Can I…?, How do you say…?</td><td><u>Vocabulary</u>
-Different names of minerals: Quartz, pyrite, magnetite, diamond, ruby, sapphire…
-Different names of rocks: granite, clay, basalt, obsidian</td></tr>
</table>

ASSESSMENT
Evaluation Criteria of Content (from Decree 61/2022) 5.1 Identify the characteristics, organisation, and properties of the elements of the natural environment, through research and using the appropriate tools and processes. 5.2 Identify simple connections between different elements of the natural environment, showing an understanding of the relationships that are established. 5.3 Protect the natural heritage and value it, adopting respectful behaviours for its enjoyment and proposing actions for its conservation and improvement. 6.2 Know and show appropriate lifestyle habits, with respect, care, and protection of the planet, identifying the relationship between people's lives and their actions on the elements and resources of the environment. **Evaluation Criteria of Language (from the CEFR, 2018)** Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.' Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.*A2 Written Reports and Essays from CEFR* **Assessment of language** T and LA correct possible oral or written mistakes with the *Random Selection* tool. T assess possible mistakes to each group along the *Game Plaza* learning station Mini whiteboards. **Assessment of content** T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with Mini whiteboards. Jeopardy Game **Assessment of process** Ss use a rubric and check list to check the work they have done regarding the article´s paragraph. T taking notes about the students' progress on a Teacher Diary. T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY	
Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. - The writing frames will include the description of each part and its utility.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss fill out a quadrant to classify rock/mineral samples between rough and smooth, and shiny and dull. **- HOTS to LOTS:** - Ss classify rocks/mineral on a table

***Unit 10*: Little Scientists**	
Timing: 10/02/2026 – 28/02/2026 (3 weeks), 9 sessions of 45 minutes **Description (aim):** This Unit covers the scientific method, how an investigation should be developed and the performance of one. **Final product:** Write a paragraph of an article that describes positive news about new investigations of the environment (See Section 4.2).	
CONTENT	
Content	**Contribution to specific competences**
- Procedures for inquiry and formulation of hypotheses appropriate to the needs of the research (observation in time and space, identification and classification, search for patterns, creation of models, research through search for information, experiments with variable control...). -Basic scientific vocabulary appropriate to their age, of a technical and applied type, related to different research.	2. Pose and respond to simple scientific questions, using different techniques, instruments, and models of scientific thought, to interpret and explain facts and phenomena that occur in the environment. **Contribution to linguistic development** -Reading comprehension -Connective writing -Cause-effect sentences -Factual explanations

<table>
<tr><td>- Promotion of curiosity, initiative, and perseverance in carrying out the different investigations.

<u>Language content</u>

-Article (Report V)</td><td></td></tr>
<tr><td colspan="2">COGNITION</td></tr>
<tr><td><u>Learning goals</u>

1. To understand the scientific method

2. To understand how to make hypothesis

3. To apply an experiment

4. To evaluate the final article.</td><td><u>Learning outcomes</u>

1.1 Ss describe the scientific method.

2.1 Ss discuss hypothesis.

3.1 Ss execute an experiment in class.

4.1 Ss assess the article (report) with a check list and the teacher´s rubric.</td></tr>
<tr><td colspan="2">CULTURE</td></tr>
<tr><td><u>Learning goals</u>

1. To understand the role of scientists and its importance in our society.</td><td><u>Learning outcomes</u>

1.1 Ss recognise the importance of scientists and how their work contributes to society.</td></tr>
<tr><td colspan="2">COMMUNICATION</td></tr>
</table>

Language of learning	Language for learning	Language through learning
<u>Key vocabulary</u> **Scientific words:** observe, question, investigate, classify, predict, test, record, measure, compare, conclude. **Tools and data:** thermometer, ruler, timer, chart, graph	**<u>Types of texts they will use</u>**: **Scientific reports:** “The elasticity of objects ” **Informational texts:** **“**How can an experiment change how we perceive medicine?” **<u>Classroom language</u>**	**<u>Vocabulary</u>** -Centimetres -Millimetres -Litres -Protective glasses -Robe -Gloves

Modal verbs for hypothesizing: might, could, will, maybe **Language content** **(Report V)** **How to assess an article:** **Descriptors for Writing Articles:** • Use clear comparative words (adverbs and adjectives) • Write the parts in order • Use connectors to make it easy to follow **Add pictures to help**	Questions: Which, who, how,when,where. Material names: pencil, paper, desk, board.. Asking for something: Can I…?, How do you say…?	-Mask

ASSESSMENT

Evaluation Criteria of Content (from Decree 61/2022)

2.1 Formulate questions and make reasoned predictions, demonstrating curiosity about the nearby environment, based on systematic observation and the formulation of hypotheses typical of the experimental method.

2.3 Carry out guided experiments, when the research requires it, using different inquiry techniques, induction, and models, safely using instruments and devices, making objective observations and precise measurements, and recording them correctly.

Evaluation Criteria of Language (from the GSE, 2022)

Can understand simple feedback from a teacher or classmate. (P).*A2 Reading Descriptor nº 30 of GSE.*

Assessment of language

T and LA correct possible oral or written mistakes with *Mini whiteboards*.

T assess possible mistakes to each group along the *Game Plaza* learning station with the *Random Selection* tool.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with *Exit Slips* .

Jeopardy Game

Assessment of process

Ss use a rubric and check list to check the work they have done regarding the article.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY

Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. -The steps of the Scientific method will be displayed on a flow diagram.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss create a flow diagram of the scientific method. **- HOTS to LOTS:** -Ss remember vocabulary by playing Dooble.

4.3 Learning Situation 3 Matter and Technology

This Learning Situation called *Matter and Technology* will develop students´ knowledge about the matter, it´s properties, substances, internet security and technology. In addition, they will develop their instructive skills orally and in writing.

<table>
<tr><th colspan="4">Learning Situation 3 Matter and Technology</th></tr>
<tr><td colspan="4">Context
Upon reading the article Minerals Matter: Science, Technology, and Society about the importance of minerals in technology, students receive a call from the principal. She informs them that the Museo Geominero de Madrid has asked them for help in designing their new exhibition.
Students will be required to create a computer program that helps visitors understand the properties of materials and mixtures and how to manipulate them. They will be happy to receive proposals for the end of the course with everything they learn in class. They trust that the shows will be super cool!</td></tr>
<tr><td>Timing</td><td>13 Weeks</td><td>Challenge</td><td>Help the museum display their expo</td></tr>
<tr><td>Context</td><td colspan="3">Minerals Matter: Science, Technology, and Society
(See Appendix 3)</td></tr>
<tr><td>Final Product</td><td>Computer program</td><td>Reward</td><td>M&T Thread</td></tr>
<tr><th colspan="2">Literacy Focus</th><th>Units</th><th>Badges</th></tr>
<tr><td colspan="2">Genre: Instructions, instruction
Structure:
-Modelling: see examples of previous years programs. (Instruction I)
-Genre awareness: learn the structure and the requirements of a program. (Instruction II)</td><td>U 11: It´s a MATTER of life
U 12: Mix It Up!
U 13: Internet security
U 14: Hackers
U 15: Technology though history</td><td>B11: Changes
B12: Mixtures
B13: Internet
B14: Programming
B15: Gears</td></tr>
</table>

-Language input: Sequential phrases, command verbs (imperatives), cause-and-effect language. (Instruction III) -Production: writing frame to write down each command of the program. (Instruction IV) -Evaluation: Rubric to check the functioning of the program, the complexity of the commands and the utility of it. (Instruction V)		

***Unit 11*: It´s a MATTER of life**	
Timing: 03/03/2026 – 21/03/2026 (3 weeks), 9 sessions of 45 minutes **Description (aim):** The aim of this Unit is to encompass the content about materials and its changes. **Final product:** The final product is to create instructions on how to manipulate materials and mixtures, using a simple computer program (See Section 4.3).	
CONTENT	
Content -Heat and temperature. State changes, effects of heat on different materials, conductive and insulating materials, measuring instruments and applications in everyday life. **Language content** -Instructions (computer program)	**Contribution to specific competences** 5. Identify the characteristics of the different elements or systems of the natural environment, analysing their organisation and properties, and establishing relationships between them, in order to recognise the value of the natural heritage, conserve it and improve it. **Contribution to linguistic development** -Instructive sentences -Sequencing -Cause-effect sentences -Explanatory sentences

<table>
<tr><th colspan="3">COGNITION</th></tr>
<tr><td colspan="2"><u>Learning goals</u>

1. To understand the changes of matter and how to measure them.

2. To remember the difference between conductive and insulating materials.

3. To apply different daily applications of the changes of matter.

4. To explain the usefulness of instructions through previous years´ programs.</td><td><u>Learning outcomes</u>

1.1 Ss identify how to measure each type of change in matter.

2.1 Ss define the difference between conductive and insulating materials.

3.1 Ss demonstrate daily uses of matter and its changes.

4.1 Ss describe the changes of materials through a previous year instructions model and self-assess with a checklist.</td></tr>
<tr><th colspan="3">CULTURE</th></tr>
<tr><td colspan="2"><u>Learning goals</u>

1. To understand different uses of heat and cold around the globe.</td><td><u>Learning outcomes</u>

1.1 Ss identify cultural uses of heat and cold in other countries.</td></tr>
<tr><th colspan="3">COMMUNICATION</th></tr>
<tr><th>Language of learning</th><th>Language for learning</th><th>Language through learning</th></tr>
<tr><td><u>Key vocabulary</u>

Conceptual terms: heat, temperature, state, energy, change, solid, liquid, gas

Processes: melt, freeze, evaporate, boil, condense, measure, observe, record

Instruments:_____thermometer, stopwatch, cup, spoon, scale

<u>Language content</u></td><td>Language for identifying…

Language for differentiating…

(complete looking at the learning outcomes and activities)

<u>Classroom language</u>

Questions: Which, who, how,when,where.

Material names: pencil, paper, desk, board..

Asking for something: Can I…?, How do you say…?</td><td><u>Vocabulary</u>

-Steam

-Solidify

-Vapour

-Melting point

-Boiling point</td></tr>
</table>

(Instructions I) **Modelling** **Other years´ instructions models** **What Is an Instruction Text?** An instruction text explains how to do something step by step. It's important to follow the right order and use clear words.		

ASSESSMENT

Evaluation Criteria of Content (from Decree 61/2022)

5.1 Identify the characteristics, organisation, and properties of the elements of the natural environment, through research and using the appropriate tools and processes.

5.2 Identify simple connections between different elements of the natural environment, showing an understanding of the relationships that are established.

Evaluation Criteria of Language (from the CEFR, 2018)

Can understand the outline of simple information given in a predictable situation, such as on a set of instructions. Adapted from A2 Listening as a member of a live audience.

Assessment of language

T and LA correct possible oral or written mistakes using *Thumbs Up, Thumbs Down* tool.

T assess possible mistakes to each group along the *Game Plaza* learning station.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with Mini whiteboards.

Jeopardy Game

Assessment of process

Ss use a rubric to check the work they have done regarding the instructive computer program.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY	
Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. The typography and the letter size will be modified, on the instructions model, to suit the necessities the students with dyslexia, ADHD or any student that requires it.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss design a chart by investigating various materials´ melting points. • Ss solve vocabulary crosswords. **- HOTS to LOTS:** - Ss classify information with a table. - Ss recognize vocabulary memory cards

<table>
<tr><th colspan="2">Unit 12: Mix It Up!</th></tr>
<tr><td colspan="2">Timing: 24/03/2026 – 10/04/2026 (3 weeks), 9 sessions of 45 minutes

Description (aim): This Unit aims to encompass mixtures and how to manipulate them.

Final product: The final product is to create instructions on how to manipulate materials and mixtures, using a simple computer program (See Section 4.3).</td></tr>
<tr><th colspan="2">CONTENT</th></tr>
<tr><td><u>Content</u>

- Pure substances and mixtures. Types of mixtures. Separation of homogeneous mixtures by different methods.

<u>Language content</u>

-Instructions (computer program)</td><td><u>Contribution to specific competences</u>

5. Identify the characteristics of the different elements or systems of the natural environment, analysing their organisation and properties, and establishing relationships between them, in order to recognise the value of the natural heritage, conserve it and improve it.

<u>Contribution to linguistic development</u>

-Instructive sentences

-Sequencing

-Cause-effect sentences

-Explanatory sentences</td></tr>
<tr><th colspan="2">COGNITION</th></tr>
<tr><td><u>Learning goals</u>

1. To understand the different types of mixtures.

2. To analyse the different separation methods.

3. To understand the different parts of instructions and its requirements based on a program.</td><td><u>Learning outcomes</u>

1.1 Ss define the different types of mixtures.

2.1 Ss experiment on the diverse separation methods.

3.1 Ss identify the parts of instructions in the program and check understanding with a checklist.</td></tr>
</table>

<table>
<tr><th colspan="3">CULTURE</th></tr>
<tr><td colspan="2"><u>Learning goals</u>
1.To understand there are some substances that can´t mix.
2. To apply uses of mixtures in class.</td><td><u>Learning outcomes</u>
1.1 Ss locate substances that can´t be mixed.
2.1 Ss execute uses of mixtures experimenting in class.</td></tr>
<tr><th colspan="3">COMMUNICATION</th></tr>
<tr><th>Language of learning</th><th>Language for learning</th><th>Language through learning</th></tr>
<tr><td><u>Key vocabulary</u>
Types of matter: pure substance, mixture, solution, compound, element
Types of mixtures: homogeneous, heterogeneous
Processes: mix, separate, filter, pour, stir, magnetize, evaporate, decant.
<u>Language content</u>
<u>(Instructions II)</u>
Genre Awareness
1. Title
2. What You Need (Materials)
3. Steps to Follow
4. Extra Tips (Optional)</td><td>Language for classifying the types of mixtures
Language for analysing the separation methods
<u>Classroom language</u>
Questions: Which, who, how,when,where.
Material names: pencil, paper, desk, board..
Asking for something: Can I…?, How do you say…?</td><td><u>Vocabulary</u>
-Non-mixable substances: water and oil.
-Non-Newtonian fluids</td></tr>
</table>

ASSESSMENT

Evaluation Criteria of Content (from Decree 61/2022)

5.1 Identify the characteristics, organisation, and properties of the elements of the natural environment, through research and using the appropriate tools and processes.

5.2 Identify simple connections between different elements of the natural environment, showing an understanding of the relationships that are established.

Evaluation Criteria of Language (from the CEFR,2018)

Can exploit format, appearance, and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat, or forum etc. A2 Identifying cues and inferring (Spoken & Written)..

Assessment of language

T and LA correct possible oral or written mistakes by *Random Selection* tool.

T assess possible mistakes to each group along the *Game Plaza* learning station with Mini whiteboards.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with *Exit Slips.*

Jeopardy Game

Assessment of process

Ss use a rubric to check the work they have done regarding the instructive computer program.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY

Ordinary measures	Specific measures
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss make a list of daily life mixtures and classify them.

- Ss will have the parts of instructions numbered and paired with its definition. -Long-explanation activities will be broken down into simpler or shorter steps.	• Ss create a cube model with pictures showing the unit vocabulary. **- HOTS to LOTS:** -Ss use a chemistry app to mix and separate substances. (Visual demonstration) -Ss classify separation processes through pictures.

***Unit 13*: Internet Security**	
Timing: 22/04/2026 – 02/05/2026 (2 weeks), 6 sessions of 45 minutes **Description (aim):** This Unit aims to encompass the uses of internet and safety rules to follow while navigating. **Final product:** The final product is to create instructions on how to manipulate materials and mixtures, using a simple computer program (See Section 4.3).	
CONTENT	
Content -Basic security and privacy rules for browsing the internet. -Strategies to promote good digital use. Recognition of the risks associated with inappropriate and unsafe use of digital technologies (excessive time of use, cyberbullying, access to inappropriate content, advertising, and spam, etc.), and strategies for action. **Language content** -Instructions (computer program)	**Contribution to specific competences** 1. Use digital devices and resources safely, responsibly, and efficiently, to search for information, communicate, and work individually, in teams, and online, to rework and create digital content. **Contribution to linguistic development** -Instructive sentences -Sequencing -Cause-effect sentences -Explanatory sentences

<table>
<tr><th colspan="3">COGNITION</th></tr>
<tr><td colspan="2"><u>Learning goals</u>
1. To understand basic security and privacy rules.
2. To understand safe web pages.
3. To evaluate cyberbullying.
4. To apply different linguistic structures to ensemble instructions to be presented in a program.</td><td><u>Learning outcomes</u>
1.1 Ss recognize safety rules when navigating on the internet.
2.1 Ss to select safe web pages to look for information.
3.1 Ss judge why cyberbullying happens and why is it wrong.
4.1 Ss implement the program with the correct linguistic structures (commands and connectors) and use a checklist to assess it.</td></tr>
<tr><th colspan="3">CULTURE</th></tr>
<tr><td colspan="2"><u>Learning goals</u>
1. To analyse different indicators of safe web pages.
2. To understand safe videogaming pages.</td><td><u>Learning outcomes</u>
1.1 Ss differentiate the indicators of a safe web page.
2.1 Ss identify safe gaming webpages.</td></tr>
<tr><th colspan="3">COMMUNICATION</th></tr>
<tr><th>Language of learning</th><th>Language for learning</th><th>Language through learning</th></tr>
<tr><td><u>Key vocabulary</u>
Core concepts: internet, screen time, privacy, safety, digital footprint.
Risks: cyberbullying, spam, inappropriate content, ads, stranger danger</td><td>Language to understand web pages
Language to evaluate cyber-bullying
Language to understand security and privacy rules
<u>Classroom language</u>
Questions: Which, who, how,when,where.</td><td><u>Vocabulary</u>
-Grooming
-Fishing
-Virus
-Antivirus</td></tr>
</table>

Actions and strategies: block, report, logout, ask for help, check, ignore, share, protect. **<u>Language content</u>** **<u>(Instructions III)</u>** **Language input** **1. Title** Tells what you are going to teach. **Example:** *How to Use a Drawing Program on the Computer* **2. What You Need (Materials)** Before you begin, list what you need. **Example:** **You will need:** • A computer • A drawing program (like Paint or Tux Paint) • A mouse or digital pen **Connectors to use:** • *You will need...* • *First, get...* • *Make sure you have...* **3. Steps to Follow** Give clear instructions in the right order.	Material names: pencil, paper, desk, board.. Asking for something: Can I…?, How do you say…?	

Each step begins with a verb in the **imperative form**: open, click, choose, save... **Example:** **Step 1:** *First, turn on the computer.* **Step 2:** *Next, click on the drawing program icon.* **Step 3:** *Then, choose a tool like the brush or pencil.* **Step 4:** *Now, start drawing with your mouse.* **Step 5:** *Finally, save your drawing with a fun name.* **Connectors to use:** • *First* • *Next* • *Then* • *After that* • *Now* • *Finally* • *When you're done...* **4. Extra Tips (Optional)** You can add helpful advice or warnings.		

Example: *Remember to save your drawing often so you don't lose it.* *You can change the colour by clicking on the colour palette.*		

ASSESSMENT

Evaluation Criteria of Content (from Decree 61/2022)

1.1. Use digital devices and resources, in accordance with the needs of the educational context in a safe and responsible way, searching for information, communicating and working individually and in teams, reworking and creating simple digital content.

Evaluation Criteria of Language (from the CEFR, 2018)

Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because.' A2 Written Production

Assessment of language

T and LA correct possible oral or written mistakes with Mini whiteboards.

T assess possible mistakes to each group along the *Game Plaza* learning station with the *Random Selection* tool.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations using *Thums Up, Thumbs Down* tool.

Jeopardy Game

Assessment of process

Ss use a rubric to check the work they have done regarding the instructive computer program.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY	
Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. - The typography and the letter size will be modified, on the pre-settled instruction structures, to suit the necessities the students with dyslexia, ADHD or any student that requires it. -Long-explanation activities will be broken down into simpler or shorter steps.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss create a decalogue of internet rules for the classroom. **- HOTS to LOTS:** - Ss identify good internet practices through pictures.

***Unit 14*: Hackers**	
Timing: 05/05/2026 – 23/05/2026 (3 weeks), 9 sessions of 45 minutes **Description (aim):** This Unit aims to encompass how to manipulate a simple computer program. **Final product:** The final product is to create instructions on how to manipulate materials and mixtures, using a simple computer program (See Section 4.3).	
CONTENT	
Content	**Contribution to specific competences**
-Simple teamwork techniques and strategies for conflict management. -Initiation in programming through analogue resources (unplugged activities) or digital resources (digital platforms for initiation in programming).	3. Solve problems through design projects and the application of computational thinking, generating new products according to needs. **Contribution to linguistic development** -Instructive sentences -Sequencing

Language content -Instructions (computer program)	-Cause-effect sentences -Explanatory sentences

COGNITION	
Learning goals	**Learning outcomes**
1. To understand computational thinking and carry out unplugged programming. **2.** To apply digital resources for programming. **3.** To analyse the writing frame of the instructions and complete it.	**1.1** Ss recognise how to think computationally and use unplugged resources. **2.1** Ss use digital programming resources for their final product. **3.1** Ss distinguish the correct information that must be written into the writing frame.

CULTURE	
Learning goals	**Learning outcomes**
1. To understand that all digital content was created through programming.	**1.1.** Ss describe how a digital content could have been designed.

COMMUNICATION		
Language of learning	**Language for learning**	**Language through learning**
Key vocabulary **Programming:** sequence, steps, instruction, code, move, turn, repeat, block, forward, backward, left, right, start, stop, algorithm. **Language content** **(Instructions IV)**	**Language to understand computational thinking** **Language to apply digital resources for programming** **Classroom language** Questions: Which, who, how,when,where. Material names: pencil, paper, desk, board..	**Vocabulary** -Command -Error -Circuit -Prompt

Vocabulary about the parts of instructions **Structuring the content into the different parts with a frame.**	Asking for something: Can I…?, How do you say…?	

ASSESSMENT
Evaluation Criteria of Content (from Decree 61/2022) 3.3 Solve, in a guided way, simple programming problems, checking if the answer fits the purpose, modifying algorithms according to the basic principles of computational thinking. **Evaluation Criteria of Language (from the CEFR, 2018)** Can give and follow simple directions and instructions e.g. explain how to get somewhere. *A2 Information Exchange from CEFR.* **Assessment of language** T and LA correct possible oral or written mistakes, Ss will show a red cardboard when the need help. T assess possible mistakes to each group along the *Game Plaza* learning station with Mini whiteboards. **Assessment of content** T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations with Mini whiteboards. T will use the *Random Selection* tool to make a brainstorm about learnt content. Jeopardy Game **Assessment of process** Ss use a rubric to check the work they have done regarding the instructive computer program. T taking notes about the students' progress on a Teacher Diary. T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY	
Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. - The writing frames will include the description of each part and its utility.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss complete a program without guidance. • Ss create a new programming product. **- HOTS to LOTS:** -Sketch commands on a paper before programming. -Complete simpler pre-settled programming situation.

<table>
<tr><th colspan="2">Unit 15: Technology through History</th></tr>
<tr><td colspan="2">Timing: 26/05/2026 – 06/06/2026 (2 weeks), 6 sessions of 45 minutes

Description (aim): This Unit aims to encompass how has technology evolved through history and why is it useful.

Final product: The final product is to create instructions on how to manipulate materials and mixtures, using a simple computer program (See Section 4.3).</td></tr>
<tr><th colspan="2">CONTENT</th></tr>
<tr><td><u>Content</u>

-Technological milestones at each stage of human history.

-Benefits and detriments of some tools, machines, and instruments throughout history.

<u>Language content</u>

-Instructions (computer program)</td><td><u>Contribution to specific competences</u>

6. Identify the causes and consequences of human intervention in the environment, from the social, economic, cultural, technological, and environmental points of view, to improve the ability to face problems, seek solutions and act to solve them, promoting respect, care and protection of people and the planet.

<u>Contribution to linguistic development</u>

-Instructive sentences

-Sequencing

-Cause-effect sentences

-Explanatory sentences</td></tr>
<tr><th colspan="2">COGNITION</th></tr>
<tr><td><u>Learning goals</u>

1. To remember various technological milestones through history.

2. To evaluate the benefits and detriments of the use of technology.

3. To create a new invention.

4. To evaluate the final product.</td><td><u>Learning outcomes</u>

1.1 Ss list diverse technological milestones.

2.1 Ss argue the pros and cons of the use of technology.

3.1 Ss to design a new invention.</td></tr>
</table>

	4.1 Ss asses the instructions (computer program) with a check list and the teacher´s rubric.
CULTURE	
Learning goals	**Learning outcomes**
1. To understand how technology help us along the day.	**1.1** Ss explain why technology is useful for us on a daily basis.
2. To remember where important inventions are from.	**2.1** Ss know where important inventions were created.
3. To evaluate the instructions.	**3.1** Ss assess the instructions (computer program) with a check list and the teacher´s rubric.

COMMUNICATION		
Language of learning	**Language for learning**	**Language through learning**
Key vocabulary **Technological items:** wheel, press, plough, telephone, computer, robot, machine, engine, tools, inventions **Benefits:** easier, faster, helps, solve problems, improves life **Detriments:** pollution, damage, breaks easily, causes problems, waste **Language content** **(Instructions V)** **How to asses instructions :**	**Classroom language** Questions: Which, who, how,when,where. Material names: pencil, paper, desk, board.. Asking for something: Can I…?, How do you say…?	**Vocabulary** -Ancient -New -Obsolete

Descriptors for Writing Instructions: • Use clear action words (verbs) • Write the steps in order • Use connectors to make it easy to follow **Add numbers or pictures to help**.		

ASSESSMENT

Evaluation Criteria of Content (from Decree 61/2022)

6.3 To know some technological milestones and their consequences throughout the stages of human history.

Evaluation Criteria of Language (from the GSE, 2022)

Can understand simple feedback from a teacher or classmate. (P).*A2 Reading Descriptor nº 30 of GSE.*

Assessment of language

T and LA correct possible oral or written mistakes Random selection tool.

T assess possible mistakes to each group along the *Game Plaza* learning station with Mini whiteboards.

Assessment of content

T assess possible mistakes to each group along the *Experts' Assembly* and *Hands on!* learning stations using *Exit Slips* tool.

Jeopardy Game

Assessment of process

Ss use a rubric to check the work they have done regarding the instructive computer program.

T taking notes about the students' progress on a Teacher Diary.

T will use a rubric to evaluate the final product.

ATTENTION TO DIVERSITY	
Ordinary measures	**Specific measures**
-The students with special needs will be sit with a shoulder partner which would be able to help them is something feels hard for them. -A list with the different tasks students will need to complete, will be written down on the board. -A timeline with the most important inventions will be displayed on the classroom wall.	**-LOTS to HOTS:** There will be a drawer called *Challenge Arena* which will contain challenges (harder activities) related to the Stage content for the students who may demand it. • Ss build your own pulley model with sticks and string. **- HOTS to LOTS:** - Ss match an invention with its utility -Ss understand the purpose of innovation through history.

5. CONCLUSIONS

This Bachelors´ Final Project is the result of months of work researching the CLIL approach and developing a syllabus imbued with this educational approach. It has improved my knowledge of bilingual teaching and put the focus on the development of pluriliteracies.

Thanks to this work and the CLIL approach, I have realized the importance of content when carrying out a session and not to give so much importance to linguistic perfection to express it. And yet, I have learned that good learning is always accompanied by the development of textual genres as a form of expression. This characteristic must be developed since, nowadays, it is not enough just to know how to read and write, but also to master the genres of expression of each of the areas of knowledge to cover the linguistic demand for information. In conclusion, it is vital to achieve a good linguistic expression in each subject area by providing students with explicit literacy development instruction of their typical genres and text types.

It is important to emphasize the effort involved in implementing this approach in the classroom, especially if it goes hand in hand with other curricular plans. This syllabus manages to provide a model that can be useful to future teachers who plan to introduce CLIL in schools. And, although this approach could still be deepened, I consider that this work is a good starting point for those who wish to delve into the subject in the future.

For all these reasons, I consider that the BFP meets the objectives designated at the beginning of this document. I have learnt a lot about the approach while doing the work and combining it with the learnings of the CLIL subject at university. I certainly feel that it has brought me great value as a future teacher, and I encourage future students to take an interest in such an extensive approach in so many different branches.

The project is the result of several months of work, in which I had to put aside important things in my life in order to complete it. However, I believe that by doing this project I have learned many things about myself and about the importance of constant effort involved in being able to reach the goals that one sets for oneself.

The first few months were more laborious as I had to research an approach with which I had never worked. I had to do a literature review through many articles, books and bibliography on CLIL., but always with the help of my excellent BFP director, Magdalena Custodio. Thanks to this, I was able to understand my work better. In addition, by later taking

the CLIL subject, I was able to consolidate my knowledge and prepare myself for what would be the following months of work structuring a syllabus.

I feel that after all the effort put in, there is a project that I hope will remain and can help other people to understand the CLIL approach and to be able to develop it. I am satisfied with the result and I consider it a nice finale to what has been four years of career full of emotions and learning.

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7. ANNEXES

7.1 Annex 1. Key Competences

a) Competencia en comunicación lingüística (CCL)

Descriptores operativos
CCL1. Expresa hechos, conceptos, pensamientos, opiniones o sentimientos de forma oral, escrita, signada o multimodal, con claridad y adecuación a diferentes contextos cotidianos de su entorno personal, social y educativo, y participa con respeto en interacciones de comunicación, tanto para intercambiar información y crear conocimiento como para construir vínculos personales.
CCL2. Comprende, interpreta y valora textos orales, escritos, signados o multimodales sencillos de los ámbitos personal, social, y educativo, con acompañamiento puntual, para participar en contextos cotidianos para construir conocimiento.
CCL3. Localiza, selecciona y contrasta, con el debido acompañamiento, información sencilla procedente de dos o más fuentes, evaluando su fiabilidad y utilidad en función de los objetivos de lectura, y la integra y transforma en conocimiento para comunicarla adoptando un punto de vista creativo, crítico y personal.
CCL4. Lee obras diversas adecuadas a su desarrollo madurativo, seleccionando aquellas que mejor se ajustan a sus gustos e intereses; reconoce el patrimonio literario como fuente de disfrute y aprendizaje; y moviliza su experiencia personal y lectora para construir y compartir su interpretación de las obras y para crear textos de intención literaria a partir de modelos sencillos.
CCL5. Pone sus prácticas comunicativas al servicio de la convivencia, la gestión dialogada de los conflictos y la igualdad de derechos de todas las personas, para favorecer un uso eficaz y no discriminatorio de los diferentes sistemas de comunicación.

b) Competencia plurilingüe (CP)

Descriptores operativos
CP1. Usa, al menos, una lengua, además de la lengua propia, en su caso, y el español, para responder a necesidades comunicativas sencillas y predecibles, de manera adecuada tanto a su desarrollo e intereses como a situaciones y contextos cotidianos de los ámbitos personal, social y educativo.
CP2. A partir de sus experiencias, reconoce las diferentes lenguas y experimenta estrategias que, de manera guiada, le permiten realizar transferencias sencillas entre distintas lenguas para comunicarse en contextos cotidianos y ampliar su repertorio del lenguaje.
CP3. Conoce y respeta la variedad de las lenguas presentes en su entorno, reconociendo y comprendiendo su valor como factor de diálogo, para mejorar la convivencia.

c) Competencia matemática y competencia en ciencia, tecnología e ingeniería (STEM)

Descriptores operativos
STEM1. Utiliza, de manera guiada, algunos métodos inductivos y deductivos propios del razonamiento matemático en situaciones conocidas, y selecciona y emplea algunas estrategias para resolver problemas reflexionando sobre las soluciones obtenidas.
STEM2. Utiliza el pensamiento científico para entender y explicar algunos de los fenómenos que ocurren a su alrededor, con uso de herramientas e instrumentos adecuados, planteándose preguntas y realizando experimentos sencillos de forma guiada.
STEM3. Realiza, de forma guiada, proyectos, diseñando, fabricando y evaluando diferentes prototipos o modelos, adaptándose ante la incertidumbre, para generar un producto creativo con un objetivo concreto, procurando la participación de todo el grupo.
STEM4. Interpreta y transmite los elementos más relevantes de algunos métodos y resultados científicos, matemáticos y tecnológicos de forma clara y veraz, utilizando la terminología científica apropiada, en diferentes formatos (dibujos, diagramas, gráficos, símbolos…) y aprovechando de forma crítica y responsable la cultura digital para compartir y construir nuevos conocimientos.
STEM5. Participa en acciones fundamentadas científicamente para promover la salud y preservar el medio ambiente y los seres vivos.

d) Competencia digital (CD)

Descriptores operativos
CD1. Realiza búsquedas guiadas en internet y hace uso de estrategias sencillas para el tratamiento digital de la información (palabras clave, selección de información relevante, organización de datos...) con una actitud crítica sobre los contenidos obtenidos.
CD2. Crea, integra y reelabora contenidos digitales en distintos formatos (texto, tabla, imagen, audio, vídeo, programa informático...) mediante el uso de diferentes herramientas digitales para expresar ideas, sentimientos y conocimientos, respetando la propiedad intelectual y los derechos de autor de los contenidos que reutiliza.
CD3. Participa en actividades y/o proyectos escolares mediante el uso de herramientas o plataformas virtuales que le permitan construir nuevo conocimiento, comunicarse, trabajar en grupo, y compartir datos y contenidos en entornos digitales restringidos y supervisados de manera segura y responsable ante su uso.
CD4. Conoce los riesgos y adopta, con la orientación del docente, medidas preventivas al usar las tecnologías digitales para proteger los dispositivos, los datos personales, la salud y el medioambiente, y se inicia en la adopción de hábitos saludables de las mismas.
CD5. Se inicia en el desarrollo de soluciones digitales sencillas y sostenibles (reutilización de materiales tecnológicos, programación informática por bloques, robótica educativa…) para resolver problemas concretos o retos propuestos de manera creativa, solicitando ayuda en caso necesario.

e) Competencia personal, social y de aprender a aprender (CPSAA)

Descriptores operativos
CPSAA1. Es consciente de las propias emociones, ideas y comportamientos personales y emplea estrategias para gestionarlas en situaciones de tensión o conflicto, adaptándose a los cambios y armonizándolos para alcanzar sus propios objetivos.
CPSAA2. Conoce los riesgos más relevantes y los principales activos para la salud, adopta estilos de vida saludable, y detecta y busca apoyo ante situaciones negativas.
CPSAA3. Reconoce y respeta las emociones y experiencias de los demás, participa activamente en el trabajo en grupo, asume las responsabilidades individuales asignadas y emplea estrategias dirigidas a la consecución de objetivos compartidos.
CPSAA4. Reconoce el valor del esfuerzo y la dedicación personal para la mejora de su aprendizaje y adopta posturas críticas en procesos de reflexión guiados.
CPSAA5. Planea objetivos a corto plazo, utiliza estrategias de aprendizaje autónomo y participa en procesos de autoevaluación y evaluación conjunta, reconociendo sus limitaciones y sabiendo buscar ayuda en el proceso de construcción del conocimiento.

f) Competencia ciudadana (CC)

Descriptores operativos
CC1. Entiende los procesos históricos y sociales más relevantes relativos a su identidad y cultura, reflexiona sobre las normas de convivencia, y las aplica de manera constructiva, dialogante e inclusiva en cualquier contexto.
CC2. Participa en actividades de su entorno cercano, en la toma de decisiones y la resolución de los conflictos de forma dialogada y respetuosa con los principios y valores de la Unión Europea y la Constitución Española, los derechos humanos y de la infancia, el valor a la diversidad y de la igualdad entre hombres y mujeres, la cohesión social y los Objetivos de Desarrollo Sostenible acordados por la ONU.
CC3. Reflexiona y dialoga sobre valores y problemas de la actualidad, comprendiendo la necesidad de respetar diferentes culturas y creencias, cuidar el entorno, de rechazar prejuicios, y de oponerse a cualquier forma de discriminación y violencia.
CC4. Comprende las relaciones entre las acciones humanas y el entorno, y se inicia en la adopción de estilos de vida adecuados, para conservar la biodiversidad.

g) Competencia emprendedora (CE)

Descriptores operativos
CE1. Reconoce necesidades inherentes a los retos que debe afrontar y elabora ideas originales, utilizando destrezas creativas y tomando conciencia de las consecuencias y efectos que las ideas pudieran generar en el entono, para proponer soluciones valiosas que respondan a las necesidades detectadas.
CE2. Identifica fortalezas y debilidades propias utilizando estrategias de autoconocimiento, y se inicia en el conocimiento de elementos económicos y financieros básicos, aplicándolos a situaciones y problemas de la vida cotidiana.
CE3. Crea ideas planifica tareas, colabora con otros y en equipo, valora el proceso realizado y el resultado obtenido para llevar a cabo iniciativas de emprendimiento, y considera la experiencia como una oportunidad para aprender.

h) Competencia en conciencia y expresión culturales (CCEC)

Descriptores operativos
CCEC1. Reconoce y aprecia los aspectos fundamentales del patrimonio cultural y artístico, comprendiendo las diferencias culturales y la necesidad de respetarlas.
CCEC2. Reconoce especificidades e intencionalidades de las manifestaciones artísticas y culturales más destacadas del patrimonio, y se interesa por ellas, identificando los medios y soportes, así como los lenguajes y elementos técnicos que las caracterizan.
CCEC3. Expresa ideas, opiniones, sentimientos y emociones de forma creativa, empleando distintos lenguajes artísticos y culturales, integrando su propio cuerpo, interactuando con el entorno y desarrollando sus capacidades afectivas.
CCEC4. Experimenta de forma creativa con diferentes medios y soportes, y diversas técnicas plásticas, visuales, audiovisuales, sonoras o corporales, para elaborar propuestas artísticas y culturales.

7.2 Annex 2. Stage Objectives Decree 61/2022

a) Conocer y apreciar los valores y las normas de convivencia, aprender a obrar poniéndose en el lugar del otro, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como su participación en una sociedad democrática.

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

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

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

e) Conocer y utilizar de manera apropiada la lengua española y desarrollar hábitos de lectura.

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

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

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

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

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

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

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

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

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

7.3 Annex 3. Specific Competences and Evaluation Criteria

Learning Situation 1 **The Body and I**	
Specific Competences	**Evaluation Criteria**
4. Conocer y tomar conciencia del cuerpo, así como de las emociones y sentimientos propios y ajenos, aplicando el conocimiento científico para favorecer la salud física y mental.	4.1 Mostrar actitudes que fomenten la seguridad emocional y afectiva, identificando las emociones propias y las de los demás, mostrando empatía y estableciendo relaciones adecuadas. 4.2 Identificar de forma consciente algunos indicios derivados de las relaciones entre las emociones y los principales sistemas y aparatos del cuerpo. 4.3 Identificar hábitos de vida saludables valorando la importancia de la higiene, una alimentación variada y equilibrada, el ejercicio físico, el ocio activo y el descanso.

Learning Situation 2 The Planet Earth	
Specific Competences	**Evaluation Criteria**
2. Plantear y dar respuesta a cuestiones científicas sencillas, utilizando diferentes técnicas, instrumentos y modelos propios del pensamiento científico, para interpretar y explicar hechos y fenómenos que ocurren en el medio.	2.1 Formular preguntas y realizar predicciones razonadas, demostrando curiosidad por el medio cercano, basándose en la observación sistemática y la formulación de hipótesis propias del método experimental. 2.3 Realizar experimentos guiados, cuando la investigación lo requiera, utilizando diferentes técnicas de indagación, inducción y modelos, empleando de forma segura instrumentos y dispositivos, realizando observaciones objetivas y mediciones precisas y registrándolas correctamente.
5. Identificar las características de los diferentes elementos o sistemas del medio natural, analizando su organización y propiedades, y estableciendo relaciones entre los mismos, para reconocer el valor del patrimonio natural, conservarlo y mejorarlo.	5.1 Identificar las características, la organización y las propiedades de los elementos del medio natural, a través de la indagación y utilizando las herramientas y procesos adecuados. 5.2 Identificar conexiones sencillas entre diferentes elementos del medio natural mostrando comprensión de las relaciones que se establecen. 5.3 Proteger el patrimonio natural y valorarlo, adoptando conductas respetuosas para su disfrute y proponiendo acciones para su conservación y mejora.
6. Identificar las causas y consecuencias de la intervención humana en el entorno, desde los puntos de vista social, económico, cultural, tecnológico y ambiental, para mejorar la capacidad de afrontar problemas, buscar soluciones y actuar en su resolución fomentando respeto, el cuidado y la protección de las personas y del planeta.	6.2 Conocer y mostrar hábitos de vida adecuados, con respeto, cuidados y protección del planeta, identificando la relación de la vida de las personas con sus acciones sobre los elementos y recursos del medio.

Learning Situation 3 Matter and Technology	
Specific Competences	**Evaluation Criteria**
1. Utilizar dispositivos y recursos digitales de forma segura, responsable y eficiente, para buscar información, comunicarse y trabajar de manera individual, en equipo y en red, para reelaborar y crear contenido digital.	1.1. Utilizar dispositivos y recursos digitales, de acuerdo con las necesidades del contexto educativo de forma segura y responsable, buscando información, comunicándose y trabajando de forma individual y en equipo, reelaborando y creando contenidos digitales sencillos.
3. Resolver problemas a través de proyectos de diseño y de la aplicación del pensamiento computacional, generando nuevos productos según necesidades.	3.3 Resolver, de forma guiada, problemas sencillos de programación, comprobando si la respuesta se ajusta al propósito, modificando algoritmos de acuerdo con los principios básicos del pensamiento computacional
5. Identificar las características de los diferentes elementos o sistemas del medio natural, analizando su organización y propiedades, y estableciendo relaciones entre los mismos, para reconocer el valor del patrimonio natural, conservarlo y mejorarlo.	5.1 Identificar las características, la organización y las propiedades de los elementos del medio natural, a través de la indagación y utilizando las herramientas y procesos adecuados. 5.2 Identificar conexiones sencillas entre diferentes elementos del medio natural mostrando comprensión de las relaciones que se establecen.
6. Identificar las causas y consecuencias de la intervención humana en el entorno, desde los puntos de vista social, económico, cultural, tecnológico y ambiental, para mejorar la capacidad de afrontar problemas, buscar soluciones y actuar en su resolución fomentando respeto, el cuidado y la protección de las personas y del planeta.	6.3 Conocer algunos hitos tecnológicos y sus consecuencias a lo largo de las etapas de la historia de la humanidad.

7.4 Annex 4. Content

Learning Situation 1 **The Body and I**		
Bloque A. Cultura científica	La vida en nuestro planeta	- Las funciones vitales del ser humano: características generales de las células, tejidos, órganos, sistemas y aparatos implicados en las funciones de nutrición, relación y reproducción. - La relación entre las emociones y los principales sistemas y aparatos del cuerpo. - Hábitos de vida saludables: la importancia de la higiene, una alimentación variada y equilibrada, el ejercicio físico, el ocio activo y el descanso. - Hábitos saludables: identificación de las propias emociones y respeto por las de los demás. Sensibilidad y aceptación de la diversidad presente en el aula y en la sociedad.

Learning Situation 2 The Planet Earth		
Bloque A. Cultura científica	La vida en nuestro planeta	- Los reinos de la naturaleza desde un punto de vista general, basado en el estudio y análisis de las características de diferentes ecosistemas. Identificación de algunos ecosistemas (pradera, charca, bosque, litoral y ciudad) y los seres vivos que en ellos habitan. - Ejemplos de buenos y malos usos de los recursos naturales de nuestro planeta y sus consecuencias. - Características propias de los animales que permiten su clasificación y diferenciación en subgrupos relacionados con su capacidad adaptativa al medio: obtención de energía, relación con el entorno y perpetuación de la especie. 1. Clasificación de los animales según el tipo de alimentación. 2. Los animales y su relación con el entorno: órganos de los sentidos, aparato locomotor. 3. Clasificación de los animales según su tipo de reproducción (sexual y asexual) y forma de reproducción (vivíparos, ovíparos y ovovivíparos). - Características propias de las plantas que permiten su clasificación en relación con su capacidad adaptativa al medio: obtención de energía (fotosíntesis), relación con el entorno y perpetuación de la especie (reproducción sexual y asexual). - Clasificación elemental de las rocas.

	Iniciación en la actividad científica	- Procedimientos de indagación y formulación de hipótesis adecuados a las necesidades de la investigación (observación en el tiempo y espacio, identificación y clasificación) - Instrumentos y dispositivos apropiados para realizar observaciones y mediciones precisas, usados con seguridad, de acuerdo con las necesidades de la investigación. - Fomento de la curiosidad, la iniciativa y la constancia en la realización de las diferentes investigaciones

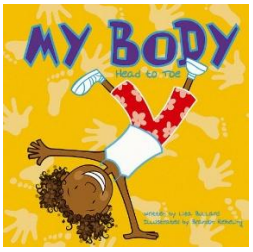
Learning Situation 3 **Matter and Technology**		
Bloque A. Cultura científica	Materia, fuerzas y energía	- El calor y la temperatura. Cambios de estado, efectos del calor sobre diferentes materiales, materiales conductores y aislantes, instrumentos de medición y aplicaciones en la vida cotidiana. - Las sustancias puras y las mezclas. Tipos de mezclas. Separación de las mezclas homogéneas mediante distintos métodos
Bloque B. Tecnología y digitalización	Uso de los recursos digitales con responsabilidad	- Reglas básicas de seguridad y privacidad para navegar por internet. - Estrategias para fomentar un buen uso digital. Reconocimiento de los riesgos asociados a un uso inadecuado y poco seguro de las tecnologías digitales (tiempo excesivo de uso, ciberacoso, acceso a contenidos inadecuados, publicidad y correos no deseados, etc.), y estrategias de actuación.
	Proyectos de diseño y pensamiento computacional	- Técnicas sencillas de trabajo en equipo y estrategias para la gestión de conflictos. - Iniciación en la programación a través de recursos analógicos (actividades desenchufadas) o digitales (plataformas digitales de iniciación en la programación).
	Evolución de la tecnología y la digitalización en las diversas etapas de la historia de la humanidad	- Hitos tecnológicos en cada etapa de la historia de la humanidad. - Beneficios y perjuicios de algunas herramientas, máquinas e instrumentos a lo largo de la historia.

7.5 Annex 5. Temporalization

Learning Situations	Dates	Units
LS 1: The Body and I (See Section 3.3.1)	09/09/2025 – 20/09/2025	U 1: Circle of Life
	23/09/2025 –11/10/2025	U 2: How Do We Work?
	14/10/2025 – 25/10/2025	U 3: Our Body Parts
	28/10/2025 – 08/11/2025	U 4: Healthy Habits
	11/11/2025 – 22/11/2025	U 5: Feeling is Important
LS 2: The Planet Earth (See Section 3.3.2)	25/11/2025 – 06/12/2025	U 6: Our World
	09/12/2025 – 20/12/2025	U 7: The Animal Kingdom
	08/01/2026 – 24/01/2026	U 8: Our Green Friends
	27/01/2026 – 07/02/2026	U 9: Rock and Roll
	10/02/2026 – 28/02/2026	U 10: Little Scientists
LS 3: Matter and Technology (See Section 3.3.3)	03/03/2026 – 21/03/2026	U 11: It´s a MATTER of Life
	24/03/2026 – 10/04/2026	U 12: Mix It Up!
	22/04/2026 – 02/05/2026	U 13: Internet Security
	05/05/2026 – 23/05/2026	U 14: Hackers
	26/05/2026 – 06/06/2026	U 15: Technology through History

8. APPENDICES

8.1 Appendix 1. My Body: Head to Toe by Lisa Bullard



Link to a reading: https://www.youtube.com/watch?v=iqfdoPCQzG0

8.2 Appendix 2. Link to the National Geographic New: 6. Finding ways to protect—and restore—nature.

https://www.nationalgeographic.com/environment/article/six-environment-wins-2022-offer-hope

8.3 Appendix 3. Adapted extract from Minerals Matter: Science, Technology, and Society.

Minerals, the solid material that compose planet Earth, are […] fundamental to science, technology, and society. From the beginnings of humankind, Earth's minerals have been essential for technological advances. Before written language, paintings made of mineral pigments adorned caves. The discovery of human-produced fire owes its source to two minerals: pyrite and flint. Early Homo species were likely the first mineralogists, separating different minerals into useful tools based on their physical properties to identify, in part, those minerals that perfectly broke when worked. Utilization of different minerals through melting, smelting, or physical manipulation defines the Ages of Man: Stone, Bronze, Iron, and Technology. Minerals are important basic resources that can inform us about how solid materials work […]and be modified to humanity's benefit. They serve as templates for technologically advanced materials, necessary to carry out many societal needs.

Original work: Dutrow, B. (2022). Minerals Matter: Science, Technology, and Society. *The Geological Society of America, Volume* 32, 12-16 *pp*. https://doi.org/10.1130/GSATPrsAdrs21.1

8.4 Units' Badges.

Source: Own elaboration.

8.5 Warm Up Song: Affirmation Song by Snoop Dogg and Doggyland

Link: https://www.youtube.com/watch?v=khkE17A5d7Y

Source: YouTube

8.6 Animal Song

Link:https://suno.com/song/ca1e6f58-949f-494e-8357-35cdbc99b829?sh=AOqTk6Ky8cNx6yIz

Source: Own elaboration + Suno AI

8.7 Experts' Assembly Worksheet

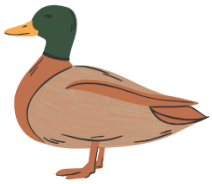
Name: **Date:**

ANIMALS

1. Cross out the incorrect one.

1. (Viviparous)





2. (Oviparous)



3. (Ovoviviparous)



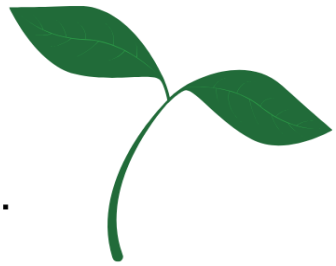
2. Circle the correct answer.

Carnivores eat meat/plants/both.

Omnivores eat meat/plants/both.

A pig is a carnivore/verbivore/omnivore.

A rabbit is a carnivore/verbivore/omnivore.



Hervibores eat meat/plants/both.

A crocodrile is a carnivore/verbivore/omnivore.

3. Match the predator with its prey.








4. Compare your favourite animal to a lion.

Talk about it´s kingdom, nutrition, reproductionand interation

Source: Own elaboration

***8.8 Hands On!* Activity**

Name: **Date:**

CHIMERA

Create a new animal. Describe it looks, what does it eat, how does it reproduce and how does it interact.

Examples: Carnivore, predator, oviparous, wolf head…

Source: Own elaboration

8.9 Game Plaza Game 1

The condor is the national bird of Chile.
The Andean condor is considered to be the largest bird of prey on our planet. These huge birds have a very wide wingspan. The wings of a condor can grow up to 3.3 m wide while their body is about 50 cm long.
Andean condors live in South America, mainly in the Andes mountains.
The male birds are black in colour and the neck is white while the feathers of the females are just black. The condor feeds on dead animals that can be as large as cattle, sheep or deer.

The huemul is Chile's national animal. The huemul is a South Andean deer. This species mainly lives in the Andes mountains in Chile and Argentina.
The huemul is seen in Chile's coat of arms, together with the condor. This deer is referred to as either huemul or güemul.
The huemul is sadly hunted for its beautiful fur and is now an endangered species.

The pudú belongs to a different species of deer than the huemul. The pudú is the world's smallest deer and only grows up to 30 cm tall.
A pudú weighs about 6-13 kg and is 35-45 cm long.
Pudú live in the forests of central and southern Chile and are very hard to spot unless you are very lucky and venture deep into the forest.
Pudús are herbivores and like to eat bamboo, leaves, bark, twigs, buds, blossoms, fruit and berries.

This penguin species also have been spotted occasionally in southern Brazil, Australia, New Zealand and even South Africa. Macaroni penguins swim with seals and blue whales off the coast.
Waddle is the name for a group of penguins. A baby penguin is called a chick.
Macaroni Penguins have flippers that make them amazing swimmers. They eat krill, tiny fish that looks like a shrimp, small fish and squid.

The vicuña is a wild animal that is home to the Andes highlands in Northern Chile. This llama species lives high up in the Andes mountains. The vicuña is related to the lama and the wild ancestor of alpaca.
Vicuñas are known for their warm and extra fine wool.Vicuñas live in families with several females and their young.

The Patagonian pumas are the largest puma species in Chile. These pumas are also referred to as South American cougars or mountain lions. The fur of the cougar is plain coloured and tawny-beige or silver-grey in colour. The puma is a carnivore and its prey consists of deer, lizards, sloths as well as vicuñas.

In Chile lives the Darwin's frog. This critically endangered species is named after geologist and biologist Charles Darwin. Darwin's frogs are tiny and only as small as a leaf. They actually look like leaves to camouflage. If there are predators they can hide.They feed on small insects. Darwin's frogs don't look like other frogs because they have a unique pointed nose or snout! These frogs only live in central Chile.

The Blue Whale is the world's largest animal. They can grow up to 33 m in length and weigh up to 180 tonnes. This means a blue whale can weigh as much as 33 elephants! And the size of the heart of a blue whale is about the same as the size of a VW beetle car!
A blue whale eats more than four tonnes of krill each day.Blue whales are among the most endangered species in the world. The fishing industry in Southern Chile is a major threat to this species.

Source: Own elaboration + information and pictures: https://www.kids-world-travel-guide.com/animals-in-chile.html

8.10 Game Plaza Game 2

Why are butterflies disappearing?

✂ .....

Butterflies are disappearing at a worrying rate. In the last twenty years, their populations have drastically decreased in the United States, and Europe is not far behind.
Their loss represents a real threat to the stability of ecosystems. As essential pollinators, their extinction could generate a domino effect that would affect crops, wild flora and, ultimately, humans.

✂ .....

The main factors behind this catastrophe are well known. Habitat destruction has drastically reduced the spaces where butterflies can feed and reproduce. Added to this is the use of pesticides and herbicides, which not only eliminate the plants on which larvae and adults depend, but also directly poison the insects themselves.

✂ .....

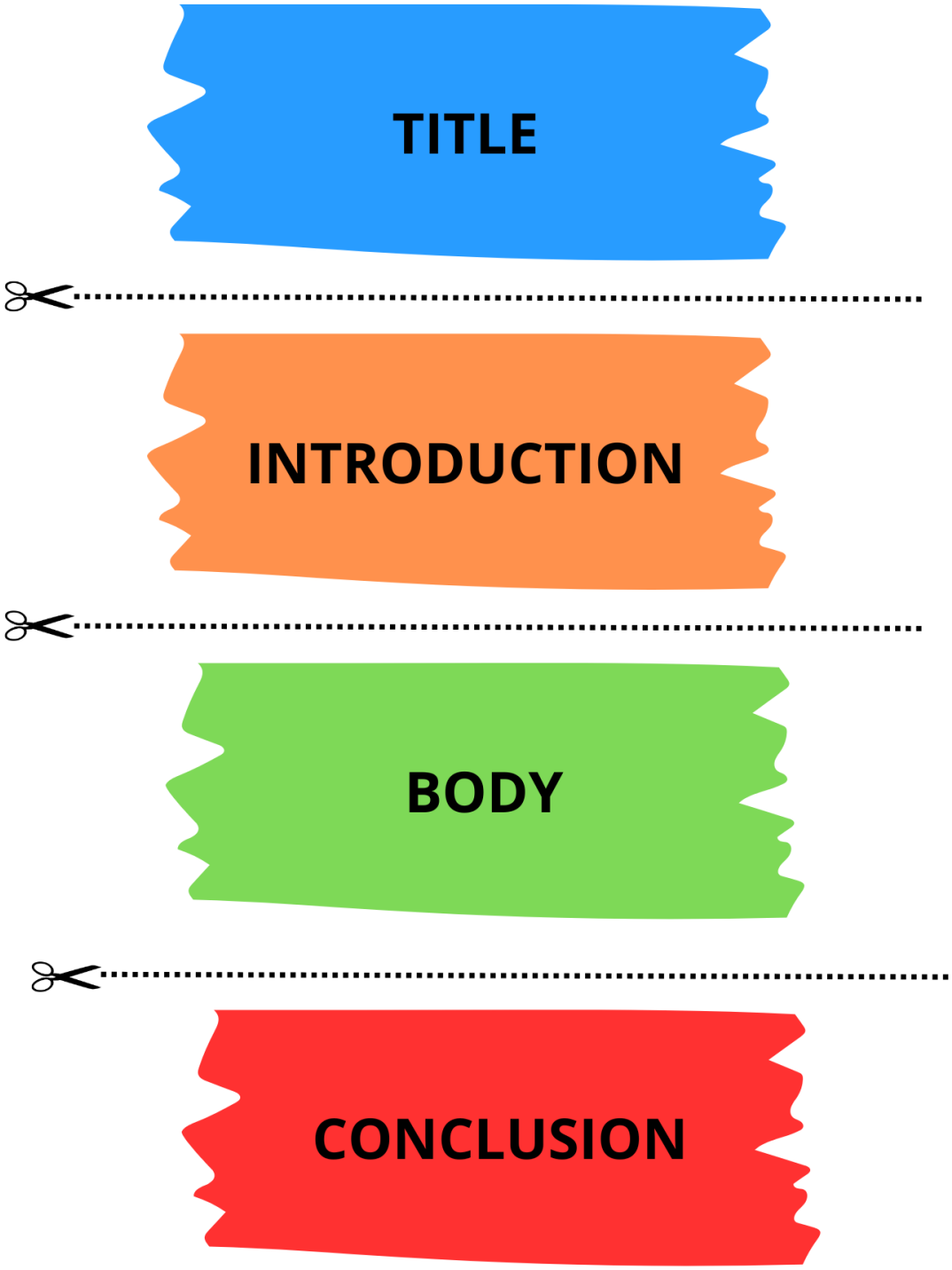
But there is hope. Numerous studies have shown that butterflies have the ability to recover if proper measures are taken. Restoring grasslands and reducing pesticide use could allow many species to stabilize and even increase their populations within a few generations.

✂ .....

The future of butterflies depends on the decisions we make today. Its disappearance warns us of an ecological crisis that could have irreversible consequences. If we want to continue enjoying their ephemeral dance in the skies, it's time to act.

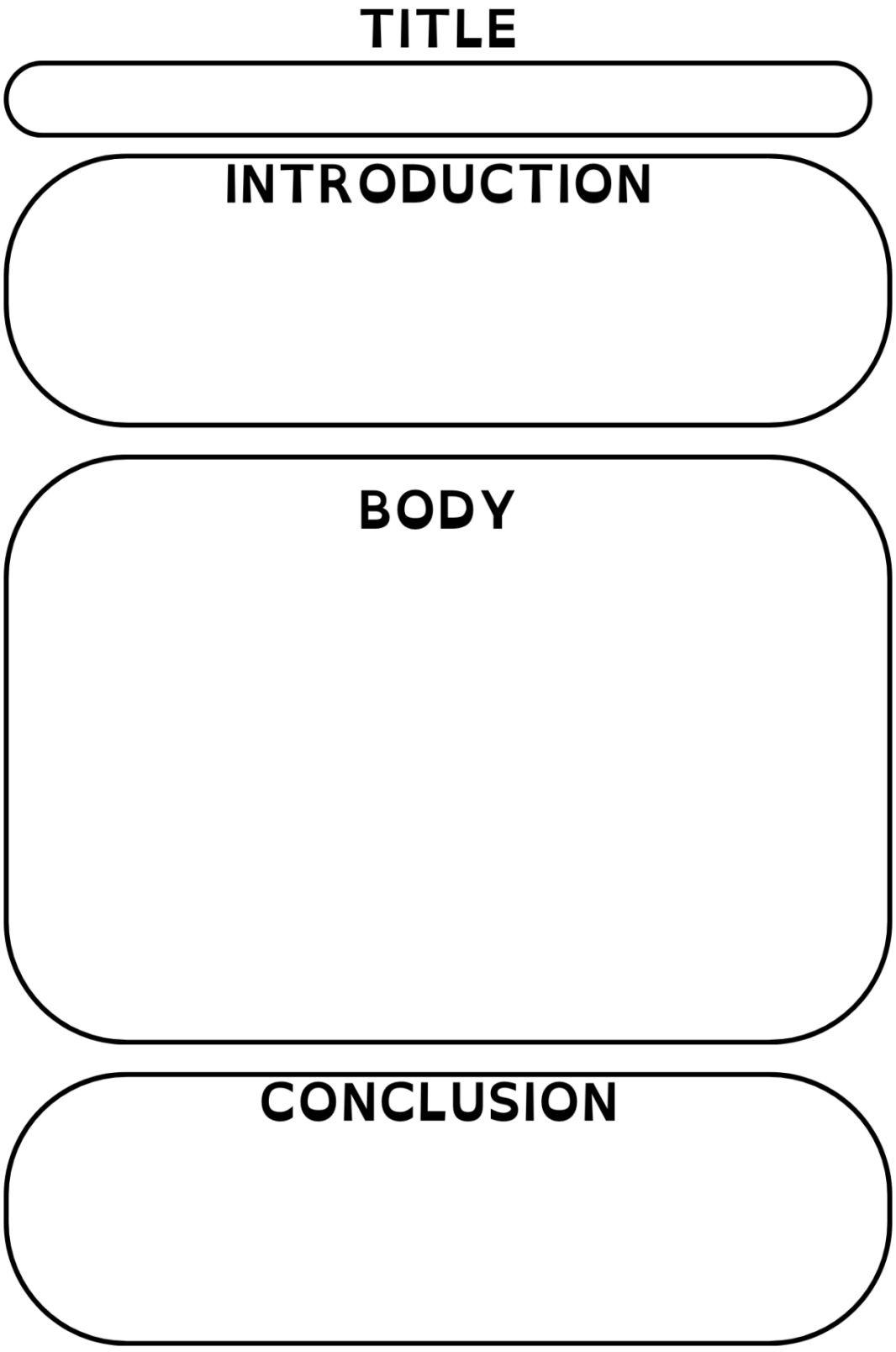
Sergio Parra

PERIODISTA ESPECIALIZADO EN TEMAS DE CIENCIA, NATURALEZA, TECNOLOGÍA Y SALUD



Source: Text modified and translated from: https://www.nationalgeographic.com.es/mundo-animal/por-que-estan-desapareciendo-mariposas_24406. Parts of the article: Own elaboration

8.11 Session 5 Visual Organizer



Source: Own Elaboration

8.12 Rubric to check the article in Session 5

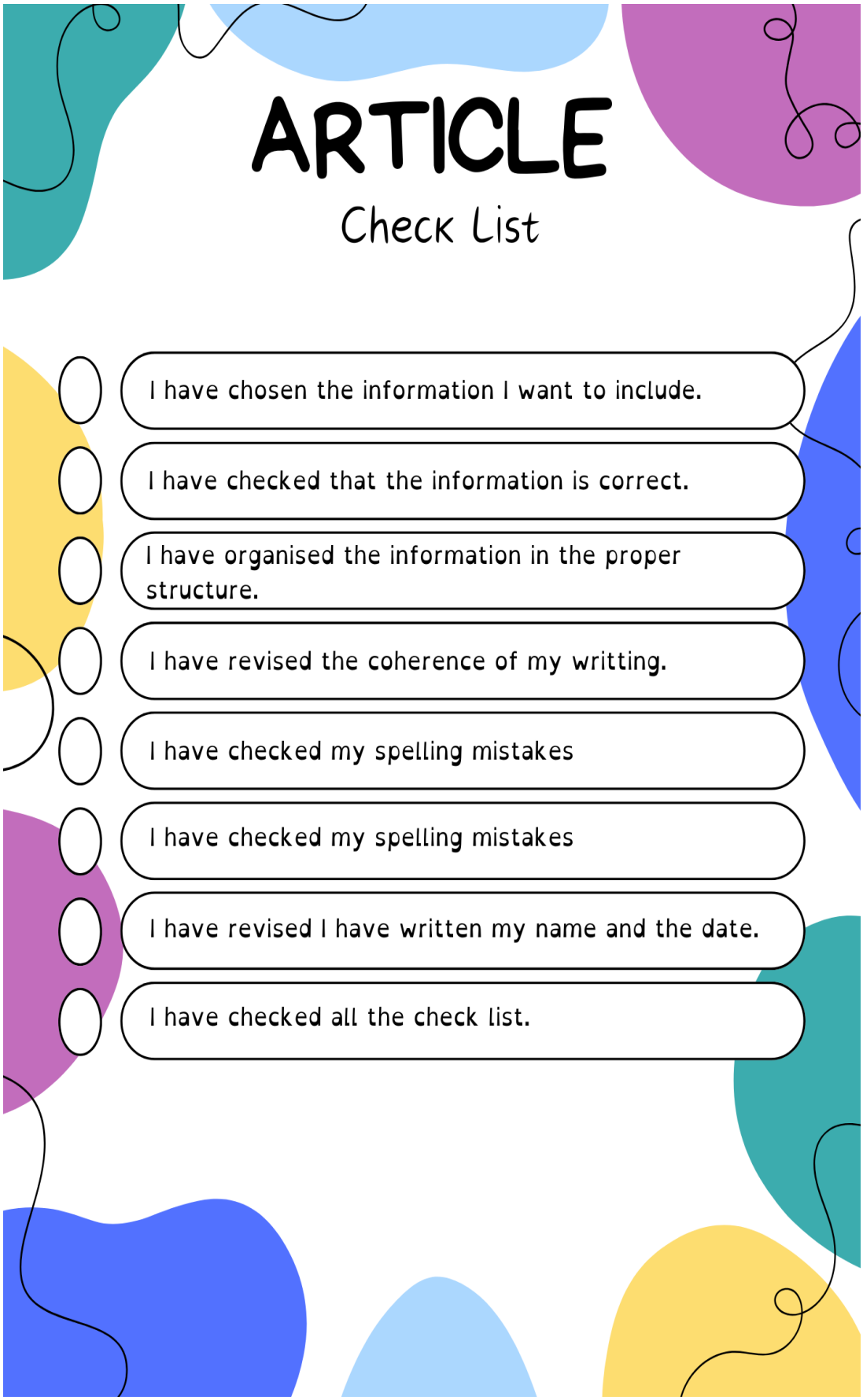
			
WRITTING	The writing is clear and has no spelling mistakes.	The writing is somewhat clear and has some spelling mistakes.	The writing is not clear and there are alot of spelling mistakes.
INFORMATION	The information is correct and well expressed.	The information is more or less correct and not fully well expressed.	The information is not correct and its not well expressed.
STRUCTURE	The structure is well organised.	The structure contains some errors.	The structure is completely disorganized

8.13 Jeopardy Game

Link:https://www.canva.com/design/DAGj4FlR9Ek/I5C3FtHh5wakttUWx6ApFA/view?utm_content=DAGj4FlR9Ek&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h15234fb662

Source: Own elaboration

8.14 Students' Final Product Check List



8.15 Animals' Video

Animal Kingdoms: https://www.youtube.com/watch?v=EDIcqxwxb90

Animal Nutrition: https://www.youtube.com/watch?v=egorNO93AdQ

Animal Reproduction: https://www.youtube.com/watch?v=ILPDmUGCN64

Animal Interaction: https://www.youtube.com/watch?v=3ry0mqkMUrw

Source: YouTube