



TRABAJO DE FIN DE GRADO

Doble grado de Educación Primaria y Educación Infantil

Programación didáctica de Lengua extranjera (Inglés) en el marco del Proyecto interdisciplinar de innovación docente “All Aboard!”

Tercer curso de la etapa de Educación Infantil

“Mirando hacia el horizonte”

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1. INTRODUCTION

This final degree project focuses on the English as a Foreign Language (EFL) annual syllabus for third year of Early Childhood stage, developed within *All Aboard!* an interdisciplinary innovative project which main goal is to promote inclusion and active participation of EFL students with learning difficulties while benefiting every student at the same time. The spirit of this project is that every child should “come aboard” and learn actively in the classroom.

In Early Childhood stage, it is essential to integrate emotion, action and language in order to foster meaningful experiences and students’ motivation for learning. To achieve this, the program is structured around thinking routines to create a “thinking” classroom (Elizondo, 2017). These routines encourage children to reflect, share ideas and to develop critical thinking skills (Vidal, 2024) by using English as a tool for communication. In other words, EFL learning is scaffolded through thinking routines, to help students to connect their ideas and learn with understanding. Consequently, this approach should promote students’ autonomy, improve understanding and social interaction and ensure the inclusion of every student.

Thinking routines can be naturally related with storytelling, which acts as the guiding thread of this syllabus. Stories provide a meaningful and emotional context that connects with children’s world and allow them to link their real experiences with emotions (Kanval, 2025). Furthermore, storytelling ensures inclusive education as it promotes students to be engaged and to participate in the class activities fostering empathy (Poláčková, 2025).

This culture of thinking integrates the principles of Universal Design for Learning (UDL), that ensure multiple ways to engage, represent ideas and express their understanding (Pastor, 2019). Finally, the teacher acts as a guide in their students learning process,

supporting them, scaffolding their thinking and creating a classroom where everyone is aboard to reflect, share and collaborate.

2. THEORETICAL AND NORMATIVE FOUNDATIONS OF THE CURRICULUM

2.1. Current Law

This syllabus is grounded in the current legislation for Early Childhood stage in Spain, especially in reference to the Community of Madrid. The Organic Law 3/2020 (LOMLOE) establishes educational principals, recognizing the Early Childhood as an important stage of the children's development.

Moreover, it is based on Royal Decree 95/2022, which establishes the organization and minimum curriculum requirements in Early Childhood stage at a national level. It promotes a global children development focusing on the inclusion of everyone.

Within the region of the Community of Madrid, Decree 36/2022, establishes the curriculum of the Early Childhood stage. It defines the objectives, curricular areas, competencies and assessment criteria for the two cycles of this stage, emphasizing on the children's autonomy, attention to diversity and family involvement. This stage is divided in two cycles: the first for children from zero to three years and the second for children aged three to six years. The curriculum is structured around three main areas: Growth in harmony, Discovery and Exploration of the environment and Communication and representation of Reality.

2.2. EFL

EFL is introduced in the second cycle of Early Childhood stage, focusing on the comprehension and oral expression through playful and meaningful experiences in an affective environment. It is integrated in communication and representation of reality area as a block known as EFL, therefore, English is taught in a global way.

3. CONTEXTUALIZATION

3.1. Horizon school

Horizon School is a bilingual semi-private school, located in the city of Madrid in the Chamartín area, with tree-lined avenues and parks. The school provides an environment that nurtures curiosity, creativity and holistic development, fostering each child to become a confident and independent learner.

The school offers education from the second cycle of Early Childhood (ages 3-6) to *Bachillerato* (ages 16-18). The school promotes thinking classrooms, which means that from an early age children develop critical, creative and reflective thinking skills. This is possible thanks to scaffolded thinking routines that help students to organize their ideas, express them and reflect in their learning process. In other words, students develop metacognitive skills, they become aware of how they learn and consequently, they learn in a meaningful way. Furthermore, this design fosters the participation of every student ensuring that everyone feels included, and it allows to organize their process of learning.

The name Horizon School illustrates the vision of the school: opening minds for the teachers and the students. Horizon school develops critical thinking and creativity to prepare the students to face challenges with confidence. Also, its name represents the commitment with the inclusion, ensuring that everyone is welcomed and feels that they can follow their own pace.

Among the school facilities we find:

- Thinking classrooms: the classrooms in Horizon School are laboratories of ideas. Children organize their thoughts, share reflections and become conscious about their process of learning. Each classroom es equipped with tools to stimulate creativity and participation of all.

- Library: a place where students can explore different variety of books in several languages such as Spanish or English. It is a luminous area surrounded by the nature, which makes de space comfortable and ready to explore.
- Creative classroom: this classroom is for art, music and drama. Children can paint and draw, perform, sing and play music and express their emotions. Furthermore, artistic education fosters creativity and thinking, which has a positive impact on learning, promoting the creation of new connections (Chuquicondor et al., 2025)
- Flexible areas: playgrounds, gym and outdoors greenspaces such as a vegetable garden, picnic areas, that allow children to develop their physical skills, team skills and promote their wellbeing.

3.2. Teacher Role

Early Childhood staff is made up of six tutors, one per class, with two classes per level. There is also an EFL Teacher and a Language assistant for all the levels of Early Childhood stage.

As it is a bilingual school, EFL is introduced from the age of three and the students have more hours gradually. EFL teaching in 3rd of Early Childhood stage is carried out by the English teacher and the language assistant. The language assistant primarily supports students in developing their oral skills. They help reinforce pronunciation, listening abilities, and speaking practice. Additionally, they serve as a cultural model, introducing students to authentic aspects of the language's culture and daily life.

The EFL teacher and the Spanish tutor work in closely coordination in order to ensure a coherent learning process. To do so, regular meetings are held to plan activities, adapt methodologies and ensure the inclusion of everyone in the process of learning.

In addition, the school counts with one Special Education Needs (SEN) teacher per stage, who support students with specific educational needs. They work collaboratively with tutors and English teacher to adapt the activities and promote inclusive education. Furthermore, the Spanish tutor is responsible of the communication with the families and the meetings with them.

3.3. Key characteristics of five-year-old-children

Cognitive dimension

According to Piaget's theory of cognitive development, five-year-old children are at the preoperational stage of Piaget, specifically in a transition to intuitive thinking (Cerdas Nuñez et al, 2002). At this stage, children show egocentricity which makes difficult for them to consider outside perspectives and an irreversible thought, which prevents them from understanding that actions can be mentally reversed. This period is also characterized by irreversible thinking: they are not able to understand that quantity remains constant despite the special changes. Furthermore, in this stage children are very creative and symbolic play is key in their process of learning.

Psychomotor dimension

The psychomotor development at age of five aims total body control, in order to allow children to discover the environment through physical action and mental representation of their own body. The five-year-old children achieve gross motor agility (running, jumping) and fine motor precision such as cutting and drawing. Consequently, the body is used as a tool for environment exploration, socialization and construction of their own autonomy (Cerdas Nuñez et al., 2002).

Socio-affective dimension

As stated by Cerdas Nuñez et al. (2002), children acquire values and rules that enable the relation with the environment. In this stage, the child is in search of his identity and

power through oppositional behaviour, testing of limits and showing more independence in self-care. Moreover, they have a strong desire for exploration. Notwithstanding, they are still vulnerable and demand constant attention, physical touch and adult acceptance. Regarding socialization, they begin to play with their peers in competitive games and they begin a process of identification with their parents.

Linguistic Dimension

At this stage, language becomes more consolidated. Children use actively language in play and progressively develop more complex and detailed narratives. They also like to play with language and make up stories, and their speech becomes more organized. They incorporate passive voice, conditionals, and adverbial clauses. Pronunciation errors disappear gradually in their native language (Pérez et al., 2006).

When learning English, children need to learn naturally without feeling anxious. According to Krashen's affective hypothesis of 1895, emotional factors influence second language learning, affecting whether it is process positively or negatively (Moreno, 2017). Therefore, for students to learn English, it is essential that they feel motivated and overcome their fear of making mistakes. It is also essential that the teacher's attitude is flexible and that they know how to guide the class with engaging and motivating activities for the students. In this sense, employing a playful and active methodology is essential, as it makes learning more effective (Moreno, 2017). At this stage, interaction and communication are prioritized over the teaching of complex grammatical structures (Briceño-Martínez et al., 2025).

Lucas (2023) states the importance of teaching English in an interdisciplinary manner, integrated into all areas. He also emphasizes in the role of metacognition is essential for children to become aware of how they learn and of their mistakes specially for children with Specific Educational Needs.

Children with Specific Educational Needs often have difficulties with executive functions such as cognitive flexibility, working memory, monitoring, planning, attention, and emotional regulation (Pardos, 2018). They may also face difficulties with phonological processing, slower information, and difficulties with phoneme-grapheme association, which lead to frustration and demotivation (Kormos, 2017). To address these challenges, it is important to provide scaffolding through predictable routines that facilitate the efficient transfer of strategies and knowledge from their first language (L1) to their second language (L2) (Johnson-Perrodin et al., 1998). This, together with metacognitive strategies for actively monitoring comprehension, creates a safe space, increasing motivation and academic self-esteem (Johnson-Perrodin et al., 1998). For this reason, working with metacognition is important for achieving deeper mental processing, which leads to better learning consolidation (Pardos, 2018).

3.3. Classroom context

The class we will be working with has 20 students. This group is very participatory, motivated, and always seeks to improve with a high level of curiosity. Active methodologies are used so that all students are involved in the learning process.

Within the group, there are two students with special educational needs: a girl with grade one ASD and a boy with high abilities.

The student with grade one ASD needs support in social interaction and behavior. On the one hand, she finds it difficult to initiate interactions, maintain conversations and gives atypical social responses. On the other hand, she has difficulties in changing activities and problems with organization and planning. In learning English, several barriers are identified

- Learning barriers: difficulties with social communication and executive functioning, affecting interaction and task management.
- Methodological barriers: unclear instructions, lack of structured routines and transitions, use of figurative language, and stressful oral assessments in front of peers.
- Environmental barriers: sensory overstimulation, lack of visual supports (such as schedules), and distracting seating arrangements.

Overcoming these barriers will require implementing certain overarching measures. Among them, visual supports such as schedules and activities with pictograms to anticipate. It is also recommended to anticipate transitions and reinforce social and academic achievements. The instructions will be given in a clear and precise manner. It is necessary to take into account that the textures and noise can over-stimulate the student, so you need to minimize noise and distractions. In addition, it will be necessary to place the student in a strategic location to reduce distractions and provide quiet classroom spaces. It is recommended to use literal language avoiding metaphors or figurative expressions to reduce anxiety. As for the specific measures, he will work with PT certain hours per week.

As for the child with high abilities, he will need the following general measures. Because you can get bored by learning faster, you need personalized and creative resources. Also, active methodologies such as project-based learning used in this programming. The choice of English content should be varied in such a way that it does not encourage motivation and boredom. It will be important to carry out activities in which they develop their critical thinking, i.e., activities that encourage their critical thinking, creativity and problem-solving. You will have enrichment programs that allow you to grow in your learning. The child will be taught to demand what is necessary

without fear of failure, thus modulating his expectations. More emotional support will be sought to foster their self-esteem, motivation and emotional management.

4. OBJECTIVES

4.1. Stage objectives stated in the law

The stage objectives for the second cycle of Early Childhood education are established by Article 5 of Decree 36/2022, of June 8, by the Governing Council, which regulates the curriculum of this stage of the Community of Madrid. The objectives are included in [Annex 1](#).

4.2. Objectives stated in the syllabus

The objectives of this syllabus based in the Decree 36/2022, for the third grade of Early Childhood Education are:

1. To encourage active participation and inclusion for all students ensuring that every child feels included and valued in the learning process.
2. To improve communicative English skills in a meaningful way allowing children to express their ideas, emotions and opinions.
3. To foster thinking skills through the use of thinking routines to create a thinking classroom based on dialogue collaboration and respect for different ideas in order learn to learn.
4. To learn language, basic concepts and social skills by integrating storytelling as a guiding thread in order to connect real life experiences with emotions and language in the learning process.
5. To sustain the cognitive, emotional and social development of five-year-old in their learning process.
6. To promote autonomy and self-confidence of every student helping them, to participate and take responsibility in their own learning.

7. To apply the principles of UDL, offering different ways of engagement, representation and expression.
8. To encourage social interaction and cooperation between students to create positive relationships and an inclusive environment.

5. COMPETENCES

5.1. Key competences stated in the curriculum

During this stage, children begin to develop the key competences. Below are presented the competencies for this stage.

a) Linguistic communication competence (LCC)

This stage is characterized for a wide evolutive development specially in the language. Consequently, we can find this competence during the hole syllabus as they learn language in a natural way with communication with their teachers and peers. Through playful and meaningful activities such as songs, games, stories and ateliers, children develop their listening, speaking, pronunciation skills laying the foundations for future English learning.

b) Plurilingual competence (PC)

Through learning English, children develop plurilingual competence. Indeed, students learn to connect English and Spanish by approaching the content using strategies such as comparison, translation, and knowledge transfer.

c) Mathematical, Science and Technology Competence (MCTC)

This competence is developed through the ateliers. Thanks to thinking routines, students learn to explore, manipulate, classify, count, generate ideas, begin reasoning, and provide explanations about the natural environment. All of this is achieved through

hands-on and task-based activities, which awaken curiosity and foster a genuine desire to learn.

d) Digital competence (DC)

This competence is developed through the use of the projector to learn English and reinforce content, such as songs, stories, games with images, sounds, and animations are used to learn vocabulary. It is also used to carry out daily routines. Children do not use it individually; instead, the activities are guided by the teacher through the shared classroom device. In other words, all of this is explored on the large screen in the classroom under the supervision of the teacher, in accordance with Decree 64/2025 of July 23.

e) Personal, Social, and Learning-to-Learn Competence (PSLC)

We consider this skill to be fundamental in our program. At this age, children begin to socialize and learn about themselves through others. In this way, children grow in confidence, self-awareness, and self-esteem. Likewise, it is through vicarious observation, that is, through observation, imitation, and reinforcement, that children learn.

Furthermore, this skill is very important because one of the objectives of this teaching unit is for our children to learn how to learn and become aware of their learning process. In other words, the learning process should be meaningful so that they can reproduce it in different contexts in the future. To this end, thinking routines are the vehicle that teaches students how to learn.

f) Citizenship competence (DC)

Children develop this skill by interacting with others in the classroom and at school. In this way, they develop attitudes such as respect, fairness, and coexistence, moving

from being aware of themselves to also being aware of others. As a result, they learn attitudes of good treatment.

g) Creative competence (CrC)

This skill is developed through the structure of the sessions, which encourage you to ask yourself questions in order to imagine and discover your surroundings. Furthermore, as these questions are open-ended, they encourage each person to approach the process differently and come up with their own answers.

h) Cultural competence (CuC)

This competence is learnt through the expression of ideas and feelings to take consciousness of their own identity. It is by the musical language, visual, artistic language that students achieve this competence.

5.2. Specific competences stated in the curriculum

During this stage, children begin to develop specific competences. Below are presented the specific competencies for this stage establish by following Decree 36/2022, dated June 8.

Table 1.

Specific competences.

Área 1: Crecimiento en armonía
<ol style="list-style-type: none">1. Progresar en el conocimiento y control de su cuerpo y en la adquisición de distintas estrategias, adecuando sus acciones a la realidad del entorno de una manera segura, para construir su imagen.2. Reconocer, manifestar y regular sus emociones expresando necesidades y sentimientos para lograr una seguridad emocional y afectiva.3. Adoptar modelos, normas y hábitos, desarrollando la confianza en sus posibilidades, para promover un estilo de vida saludable y responsable.4. Establecer interacciones sociales para construir su identidad y personalidad en libertad, valorando la importancia de la amistad, el respeto y la empatía.
Área 2: Descubrimiento y exploración del entorno

1. Identificar las características de materiales, objetos y establecer relaciones entre ellos, mediante la exploración, la manipulación sensorial, el manejo de herramientas sencillas y el desarrollo de destrezas lógico- matemáticas.
2. Desarrollar, los procedimientos del método científico, a través de procesos de observación y manipulación de objetos, para iniciarse en la interpretación del entorno y responder a las situaciones y retos que se plantean.
3. Reconocer elementos y fenómenos de la naturaleza, mostrando interés por los hábitos que inciden sobre ella, para apreciar la importancia del cuidado y la conservación del entorno.

Área 3: Comunicación y representación de la realidad

1. Manifestar interés por interactuar en situaciones cotidianas y el uso de su repertorio comunicativo, para expresar sus necesidades e intenciones.
2. Interpretar y comprender mensajes y representaciones apoyándose en conocimientos y recursos de su propia experiencia para responder a las demandas del entorno.
3. Producir mensajes de manera eficaz, personal y creativa utilizando diferentes lenguajes, descubriendo los códigos de cada uno de ellos.
4. Participar por iniciativa propia en actividades relacionadas con textos escritos, mostrando interés y curiosidad.
5. Valorar las diferentes lenguas presentes en su entorno, así como otras manifestaciones culturales.

Note. Source: Compiled by author.

The table in [Annex 2](#) sets out the relationship between the specific competencies and the assessment criteria to ensure consistency in the assessment.

6. CONTENTS

The document is based on Decree 36/2022, which establishes the objectives, curricular areas, competencies, and assessment criteria for Early Childhood Education in the Community of Madrid. It includes 15 teaching units for the 2025/2026 academic year, organized according to the school calendar of publicly funded schools. It also shows their distribution across the three terms and outlines the content, skills, objectives, and assessment criteria for each unit.

6.1. Schedule of the didactic units

Below are the fifteen units included in annual syllabus. They are based in Decree 36/2022, of June 8, of the Governing Council which establishes the organization and curriculum of Early Childhood Education Council in the Community of Madrid. These units have been prepared to be implemented during 2025/2026 academic year, in accordance with the calendar of the educational centres that received public funding in the Community of Madrid.

In the following tables, you can find how the units will be distributed throughout the three terms, along with a brief description of each one. Then, in the Table Units, you will find the content and skills to be developed, along with the objectives and their corresponding assessment criteria.

Table 2.

Schedule of the didactic units.

UNITS	DESCRIPTION	DATES	SESSIONS
UNIT 1: WELCOME TO SCHOOL	Constructing the group and getting to know the school.	1 st semester: 8-26 September	6
UNIT 2: WHO AM I?	A trip for each child to discover who he is and what makes him special.	1 st semester: 29 September-17 October	6
UNIT 3 AUTUMN	Getting to know Autumn in English.	1 st semester: 20 October- 7 November	6
UNIT 4: MY FAMILY	We get to know the members of the family.	1 st semester: 10 November-28 November	6
UNIT 5: WINTER AND UNIT 6 CHRISTMAS	Exploring winter time and enjoying Christmas in English.	1 st semester: 1 December- 19 December	6
UNIT 7: NATURE	Natural discovery surroundings to foster environmental awareness.	2 nd semester: 8 January- 23 January	6
UNIT 8: LITTLE SCIENTIST	Develop basic scientific inquiry and critical thinking through hands-on experimentation and sensory exploration.	2 nd semester: 28 January- 6 February	6
UNIT 9: ANIMALS	Studying the animal kingdom: their characteristics and habitats.	2 nd semester: 9 February- 20 February	6
UNIT 10: OUR COMMUNITY, PEOPLE WHO HELP US	Identification of professions that contribute to well-being.	2 nd semester: 23 February- 6 March	6
UNIT 11: SPRING	Observing Spring through art, stories, and creative expression.	2 nd semester: 9 March- 26 March	6
UNIT 12: EMOTIONS	Identifying, expressing and regulating basic emotions in English.	3 rd semester: 7 April- 24 April	6
UNIT 13: SOLAR SYSTEM	Exploring the planets of our system in English.	3 rd semester: 27 April- 15 May	6

UNIT 14: LITTLE ARTISTS	Developing creative expression through exploration of different techniques and materials.	3 rd semester: 18 May-5 June	6
UNIT 15: SUMMER	Discovering Summer and its environmental characteristics.	3 rd semester: 8 June-19 June	6

Note. Source: Compiled by author.

6.2. Weekly schedule

Table 3.

Weekly schedule.

WEEKLY SCHEDULE					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:30	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY
9:30-10:15	CRECIMIENTO EN ARMONÍA	CRECIMIENTO EN ARMONÍA	RELIGION	CRECIMIENTO EN ARMONÍA	COMUNICACIÓN Y REPRESENTACIÓN
10:15-11:00	ENGLISH	COMUNICACIÓN Y REPRESENTACIÓN	COMUNICACIÓN Y REPRESENTACIÓN	COMUNICACIÓN Y REPRESENTACIÓN	PSICOMOTRICIDAD
11:00-11:30					
11:30-12:15	MUSIC	DESCUBRIMIENTO Y EXPLORACIÓN DEL ENTORNO	PSICOMOTRICIDAD	DESCUBRIMIENTO Y EXPLORACIÓN DEL ENTORNO	DESCUBRIMIENTO Y EXPLORACIÓN DEL ENTORNO
12:15-13:05	DESCUBRIMIENTO Y EXPLORACIÓN DEL ENTORNO	ENGLISH	ENGLISH	RELIGION	CONOCIMIENTO DEL ENTORNO
13:05-15:05					
15:05-16:00	COMUNICACIÓN Y REPRESENTACIÓN	CONOCIMIENTO DEL ENTORNO	DESCUBRIMIENTO Y EXPLORACIÓN DEL ENTORNO	ENGLISH	ENGLISH
16:00-17:00	CONOCIMIENTO DEL ENTORNO	CONOCIMIENTO DEL ENTORNO	CONOCIMIENTO DEL ENTORNO	ENGLISH	SALIDA A LAS 16H00

6.3. Table of units

UNIT 1: WELCOME TO SCHOOL		Dates: 8-26 September	
SEMESTER:	1 ^o	SESSIONS	SIX
UNIT STORY	<i>Pete The Kitty's First Day Of Preschool</i> by Kimberly Dean, James Dean https://www.youtube.com/watch?v=rhB0uhowQSY		
LEARNING SITUATION			
<p>After several months of summer, children return to a new environment: the school. They need to introduce themselves, greet others, meet their friends, and become familiar with the school environment. In this unit, they learn English vocabulary related to the school, classroom objects, and different areas of the school, as well as useful expressions for these situations. The unit helps them communicate in simple ways, and encourages role-play activities and dialogues where children practice interacting in English.</p>			
STAGE OBJECTIVES			

a, b, e, f, g, h, I and j				
CONTENTS				
AREA I	<p>Block A: The body and self-control</p> <ul style="list-style-type: none"> - Positive image of myself and acceptance of the possibilities in school. - Assembly routines: days of the week, months, seasons, numbers 1 to 30, feelings (Sad, happy, angry)). - Polite expression to interact with peers. <p>Block C: Healthy lifestyle habits for self-care and care for the environment</p> <ul style="list-style-type: none"> - Promotion of cooperation, helping behaviors, and respect of the rules. - Encouragement of healthy habits, personal care, and cleanliness. 			
AREA II	<p>Block A: The environment. Exploration of objects, materials and spaces.</p> <ul style="list-style-type: none"> - Qualities and attributes of the class materials. - Identification of the parts of the day: assembly, time work, yard, lunch, story time, work, back home. - The calendar: days of the week, month and actual season <p>Block B: Exploring the environment</p> <p>Planification strategies and autoregulation in easy tasks.</p>			
AREA 3	<p>Block A: Intent and communicative interaction</p> <ul style="list-style-type: none"> - Verbal and non-verbal communication to accompany communication. - Social interaction: listening actively while respecting turn-taking, greetings, farewells, and using polite phrases (saying please, asking permission, saying thank you). - Positive attitude and participation in games and activities. <p>Block C: Oral verbal communication. Comprehension and expression through dialogue</p> <ul style="list-style-type: none"> - Simple school vocabulary: routines, objects, and parts of the school in English. - Simple messages, questions, and short commands to introduce yourself. - Understanding simple oral instructions in everyday contexts. - Participation in songs related to going back to school to practise pronunciation and intonation. <p>Block F: Language and musical expression</p> <ul style="list-style-type: none"> - Participation in songs related to going back to school to practise pronunciation and intonation. <p>Block J: Foreign language</p> <ul style="list-style-type: none"> - Simple school vocabulary: routines, objects, and parts of the school in English. - Simple messages, questions, and short commands to introduce yourself. 			
KEY COMPETENCES		SPECIFIC COMPETENCES		EVALUATION CRITERIA
		AREA I	1,2,3,4	1.4., 3.1., 4.1
LCC, PC, MSTC, PSLC, CrC, CAEC		AREA II	1, 2, 3,	1.1., 1.3., 3.4.
		AREA III	1, 3	1.1., 3.3., 3.8.
UNIT OBJECTIVES	<ul style="list-style-type: none"> • Learn and use basic English vocabulary related to school, objects and classroom routines. • Interact using simple greetings structures, questions and polite expressions. • Follow basic classroom routines, rules and instructions fostering values such as cooperation with others. • Introduce oneself using simple sentences (name, age and basic personal information). • Construct a model of the classroom and school to organise visually the image. 			
VOCABULARY	<ul style="list-style-type: none"> • Classroom materials: pencil, book, backpack, eraser, chair, desk • Parts of the school: thinking classrooms, library, teacher's desk, hall, creative classroom, playground, gym... • Adjectives: happy, sad, • Verbs: Sit down, write, read, listen, look, stand up 			
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • Greetings and farewells: Hello! / Good morning! / Bye/ See you! • Introduce yourself: My name is...., I am ... years old, this is my friend..., I like/don't like, my favourite colour/food is • Simple questions to ask others: What is your name? How old are you? What do you like? 			

THINKING ROUTINES	See, Think Wonder / Name, Act, Describe/ Beginning, Middle, End/ Think, Pair, Share	FINAL PRODUCT	Create a model of the classroom
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UNIT 2: WHO AM I?		Dates: 29 September-17 October	
SEMESTER:	1º	SESSIONS	SIX
UNIT STORY	<i>I like myself</i> by Karen Beaumont https://www.youtube.com/watch?v=HVp8DtaWUVo		

LEARNING SITUATION

Children get to know who they are, by exploring their identity, what they like, emotions, and personal characteristics. By reading it and doing oral activities and games they learn to present themselves and to communicate in English. The lexis of this unit takes into account body parts, emotions, colours and basic expressions to talk about themselves and their preferences in role plays and creative activities.

STAGE OBJECTIVES

a, b, d, f, g, h, l and j

CONTENTS

AREA 1	<p>Block A: The body and self-control</p> <ul style="list-style-type: none"> - Personal identity: name, age, physical and personal characteristics. - Development of self-esteem and confidence in one's own abilities. <p>Block B: Development and emotions</p> <ul style="list-style-type: none"> - Personal qualities and strengths. - Personal tastes and interests (draw, playing football, animals, music etc) <p>Block D: People and emotions. Life with others</p> <ul style="list-style-type: none"> - Social abilities through cooperation, negotiation in playing contexts.
AREA 2	<p>Block A: The environment. Exploring objects, materials and space</p> <ul style="list-style-type: none"> - Observation of the similarities and differences between people. - Simple classification between physical features and personal features. - Appreciation of personal and social diversity.
AREA 3	<p>Block A: Intent and communicative interaction</p> <ul style="list-style-type: none"> - Self-representation through self-portrait, TPR games and drama games. <p>Block C: Oral verbal communication. Comprehension and expression through dialogue</p> <ul style="list-style-type: none"> - Descriptive expressions, written and oral sentences: My name is... / I am... / My hair is... / I am tall/short... - Personal qualities and interests' vocabulary in English: I like/don't like, kind, friendly, creative, loyal, helpful... <p>Block F: Language and musical expression</p> <ul style="list-style-type: none"> - Self-representation through TPR and drama games <p>Block J: Foreign language</p> <ul style="list-style-type: none"> - Vocabulary in English related with body parts and physical characteristics. - Descriptive expressions and personal qualities' vocabulary.

KEY COMPETENCES	SPECIFIC COMPETENCES		EVALUATION CRITERIA
		AREA I	1,2
LCC, PC, PSLC, CC, CrC, CuC	AREA II	1, 2	3.2.
	AREA III	3, 5	3.1., 3.8., 5.3.

UNIT OBJECTIVES	<ul style="list-style-type: none"> • Identify and express: name, age and physical characteristics (height, hair colour, eye colour) through the creation of self-portrait. • Discover their personal qualities and strengths (kind, creative, courageous) to build self-esteem. • Share their tastes and interests using oral English. • Distinguish similarities and differences between people promoting respect and appreciation of diversity. <p>Produce simple sentences in English to describe their selves using structured models (I am..., I like/don't like, "My hair is").</p>
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VOCABULARY	<ul style="list-style-type: none"> • Body parts and physical features: <ul style="list-style-type: none"> • Parts: Head, arms, legs, hands, feet. • Face: Eyes, ears, mouth, nose. • Adjectives: short/tall, long/short hair • Colours: blue/brown/green eyes, blond/black/red hair • Personal qualities kind, creative, courageous, happy funny... Tastes and interests: music, football, dancing, singing... 		
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • Description structures: Hello, my name is.../ I am...old.../ I have...eyes/ My hair is.... / I am (qualities). • Express interests I like/don't like, my favourite colour is... • Social abilities questions structures: What do you like? What is your favourite colour 		
THINKING ROUTINES	See, Think Wonder / Name, Act, Describe/ Beginning, Middle, End/ Think, Pair, Share/ Colour, symbol, Image	FINAL PRODUCT	Self-portrait and oral description

UNIT 3: AUTUMN		Dates: 20 October-7 November	
SEMESTER:	1º	SESSIONS	SIX
UNIT STORY	<i>The leaf thief</i> by Alice Hemming https://www.youtube.com/watch?v=uzNOT7xY_iE		

LEARNING SITUATION

The Leaf Thief will spark curiosity about the arrival of autumn and the changes it brings. Children will be motivated to see how nature changes at this time of year: the falling leaves, the changing colours of the trees, the habits of animals and the clothes we wear. This unit will be carried out through observation and interaction with nature in Fall.

STAGE OBJECTIVES

b, c, d, f, g, h and i

CONTENTS

AREA 1	<p>Block A: The body and self-control</p> <ul style="list-style-type: none"> - Learning through spontaneous and guided autumn games. <p>Block B: Development and emotions</p> <ul style="list-style-type: none"> - Experiencing Autumn emotions. - Developing habits of effort, perseverance, organization, attention and initiative. <p>Block D: People and emotions. Life with others</p> <ul style="list-style-type: none"> - Habits of personal environmental care like dressing for weather or respecting nature. - Promoting autonomy in daily routines
AREA 2	<p>Block A: The environment. Exploring objects, materials and space</p> <ul style="list-style-type: none"> - Autumn characteristics: colour, shape, size and texture (leaves, chestnuts, acorns, pumpkins). - Classification, comparison and seriation of environmental elements. <p>Block B: Experimenting in the environment. Curiosity, scientific thinking and creativity</p> <ul style="list-style-type: none"> - Observation and exploration of nature: collecting leaves, observing trees. - Formulating questions and simple testing of hypotheses about natural phenomena. <p>Block C: Exploring the physical and natural environment. Care, appreciation and respect.</p> <ul style="list-style-type: none"> - Natural phenomena characteristic of Autumn: wind, rain and falling leaves. - Respect and care for the natural environment during activities in contact with nature.
AREA 3	<p>Block A: Intent and communicative interaction</p> <ul style="list-style-type: none"> - Active listening and taking turns to speak in conversations. <p>Block C: Oral verbal communication. Comprehension and expression through dialogue</p> <ul style="list-style-type: none"> - Participation in conversations related with Autumn. - Songs, rhymes and poems about the weather and nature. - Structures such as: There are more/few, It is... (red), It is bigger/smaller.

	Block D: Introduction to written language		
	<ul style="list-style-type: none"> - Story sequence of The Leaf Thief. - Relationship between spoken and written language through labels or posters in the classroom. - Graphic expression through basic art techniques (drawing, cutting, gluing). - Listening to and understanding children's stories, showing interest their characters. 		
KEY COMPETENCES	SPECIFIC COMPETENCES		EVALUATION CRITERIA
	AREA I	3	3.1., 3.2.
LCC, PC, MSTC, PSLC, CrC, CAEC	AREA II	1, 2, 3	1.1., 2.3, 3.1, 3.3.
	AREA III	1, 2, 4	1.1., 2.3., 3.8., 4.3.
UNIT OBJECTIVES	<ul style="list-style-type: none"> • Identify and classify autumn items (leaves, chestnuts, acorns, pumpkins) according to colour, shape and size during exploration activities. • Explain the characteristics and phenomena of Autumn by observing the environment and asking questions about nature. • Use methods to collect information about the natural changes in Autumn. 		
VOCABULARY	<ul style="list-style-type: none"> • Autumn elements: leaf, leaves, tree, acorn, chestnut, pumpkin, squirrel, bird. • Weather: wind, rain, cloud. • Adjectives: red, yellow, orange, brown, cold, warm, falling. • Verbs: Fall, blow, change, collect, play, observe. • Leaf shapes: oval, pointed, triangular, heart-shaped. 		
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • What is this • This is a... • There are more/fewer or much/many/few leaves. • It is red/yellow/orange/brown. • It is bigger/smaller than... • The leaf is oval/pointed/triangular/heart-shaped. 		
THINKING ROUTINES	See, Think Wonder / Same and different / Beginning, Middle, End/ I used to think...Now I think/ Colour, symbol, Image	FINAL PRODUCT	Autumn market

UNIT 4: ANIMALS		Dates: 10 November- 28 November	
SEMESTER:	1º	SESSIONS	SIX
UNIT STORY	<i>Monkey Puzzle</i> by Julia Donaldson https://tufnellpark.islington.sch.uk/wp-content/uploads/2020/03/Monkey-Puzzle.pdf		
LEARNING SITUATION			
Students listen to a story about a monkey who has lost his mother. Thanks to this unit, the pupils understand what a family is, who is part of it, and learn how to describe it.			
STAGE OBJECTIVES			
a, b, d, e, f, g and h			
CONTENTS			
AREA 1	Block A: The body and self-control <ul style="list-style-type: none"> - Appreciation of the emotional relationships that exist within the family. - The family and its characteristics: its members, family relationships, and place in society. Block D: People and emotions. Life with others <ul style="list-style-type: none"> - Identifying oneself as a member of a family. - Participating in symbolic play related to family life while respecting basic rules of play. 		

	<ul style="list-style-type: none"> - Strategies for helping and collaborating in play. - Social skills: speaking-responding, listening, collecting...
AREA 2	Block B: Experimenting in the environment. Curiosity, scientific thinking and creativity <ul style="list-style-type: none"> - Observation of immediate environment, especially families.
AREA 3	Block A: Intent and communicative interaction <ul style="list-style-type: none"> - Communication conventions that promote respect, active listening and dialogue withing family. Block C: Oral verbal communication. Comprehension and expression through dialogue <ul style="list-style-type: none"> - Listen to and enjoy the story "Monkey Puzzle". - Retell the story using their own words. - Participate in creative games inspired by the story (e.g., role-playing scenes). - Songs related with the family. - Family and description vocabulary: mum, dad, sister, brother, aunt, uncle, grandfather, grandmother. Block D: Introduction to written language <ul style="list-style-type: none"> - Establishing the relationship between spoken words and their written representation (names of family members). - Create a family tree/collage with different materials. Block F: Language and musical expression <ul style="list-style-type: none"> - Songs related with the family. Block G: Language and plastic and visual expression <ul style="list-style-type: none"> - Create a family tree/collage with different materials. Block J: Foreign language <p>Family and description vocabulary (mum, dad, sister, brother, aunt, uncle, grandfather, grandmother).</p>

KEY COMPETENCES	SPECIFIC COMPETENCES		EVALUATION CRITERIA
		AREA I	1,3,4
LCC, PC, MSTC, PSLC, CrC, CAEC	AREA II	1, 2, 3	1.4., 2.3.
	AREA III	1, 2, 3, 4, 5	1.1., 3.3., 3.4., 4.4.

UNIT OBJECTIVES	<ul style="list-style-type: none"> • Identify the family members and their roles. • Participate in games and role-plays that represent familiar situations and scenes from the story. • Represent and describe the family tree by using images and art techniques. 		
VOCABULARY	<ul style="list-style-type: none"> • Family members: mum, dad, baby, brother, sister, parents. 		
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • This is my.... 		
THINKING ROUTINES	See, Think Wonder / Same and different / Beginning, Middle, End/ I used to think...Now I think/ Colour, symbol, Image	FINAL PRODUCT	Family tree

UNIT 5: WINTER AND UNIT 6: CHRISTMAS		Dates: 1-19 December	
SEMESTER:	1º	SESSIONS	SIX
UNIT STORY	<i>It's Christmas, David!</i> by David Shannon https://www.youtube.com/watch?v=R1rJ_t0pFZ8		
LEARNING SITUATION			

This topic is essential as the cold weather and winter arrive. Children show great interest in learning about the characteristics and changes of this season. Winter also brings Christmas, a time that fills children with excitement. They will learn about the traditions and customs of this season, cook, and make a Christmas wreath to decorate their homes. All of this will be based on a story about winter and Christmas. They will also sing songs and carols typical of this season.

STAGE OBJECTIVES

a, b, d, e, f, g, h, i

CONTENTS

AREA 1	<p>Block C: Healthy lifestyle habits for looking after oneself and the environment.</p> <ul style="list-style-type: none"> - Winter care: look after yourself, wrap up warm - Hygiene habits: wash your hands, tidy up. - Making gingerbread. <p>Block D: People and emotions. Living alongside others.</p> <ul style="list-style-type: none"> - Appreciation and respect for the emotional bonds established within the family. - Social skills (apologising, asking permission, saying thank you, saying please, etc.), emotional skills and coexistence skills.
AREA 2	<p>Block B: Experimenting in the environment. Curiosity, scientific thinking and creativity</p> <ul style="list-style-type: none"> - Observation of immediate environment, especially families.
AREA 3	<p>Block A: Intent and communicative interaction</p> <ul style="list-style-type: none"> - Description of the characteristics of Christmas. <p>Block B: Languages and their speakers</p> <ul style="list-style-type: none"> - Expressions related to Christmas (Merry Christmas/Happy New Year/Happy Three Kings Day). <p>Block C: Oral verbal communication. Comprehension-expression dialogue</p> <ul style="list-style-type: none"> - Expressing Christmas experiences <p>Block D: Introduction to written language</p> <ul style="list-style-type: none"> - Symbols and objects associated with Christmas. - Writing a letter to the Three Kings using simple words <p>Block E: Introduction to literacy education</p> <ul style="list-style-type: none"> - Stories related to Winter and Christmas <p>Block H: Language and body language</p> <ul style="list-style-type: none"> - Winter songs - Preparing a dance and Christmas carol. <p>Block J: Foreign language</p> <ul style="list-style-type: none"> - Christmas and its celebrations, Christmas tree, lights, ornaments, angel, gifts, three kings, gingerbread, roast turkey. - Winter and clothes vocabulary: snow, cold, scarf, hat, gloves, snowman. - Winter and Christmas animals: mule, reindeer, polar bear, penguin. <p>Future: We are going to....</p>

KEY COMPETENCES	SPECIFIC COMPETENCES	EVALUATION CRITERIA
	AREA I	3,4
	AREA II	3
	AREA III	1, 2, 3, 4
LCC, PC, MSTC, PSLC, CrC, CAEC		3.1., 4.3., 4. 4.
		3.3., 3.5.
		3.4., 3.5., 3.8., 5.3.

UNIT OBJECTIVES	<ul style="list-style-type: none"> • Learn about winter and Christmas: traditions and celebrations. • Use vocabulary related to winter and Christmas. • Practice healthy eating and hygiene habits.
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VOCABULARY	<ul style="list-style-type: none"> • Winter and clothes: snow, cold, scarf, hat, gloves, snowman. • Christmas and its celebration: Christmas tree, lights, ornaments, angel, gifts, The Three Wise men, gingerbread, roast turkey. • Winter and Christmas animals: mule, reindeer, polar bear, penguin. • Gingerbread: flour, ginger, sugar, oven. • Hygiene: soap, wate, towel, wash your hands, clean up.
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BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> Weather structures: "It is cold."/ "It is winter."/ "Put on your coat."/ "Take off your (hat)." Rules: "Wash your hands." Future plans: "I am going to..." 		
THINKING ROUTINES	See, Think Wonder / Beginning, Middle, End/ I used to think...Now I think/ Colour, symbol, Image	FINAL PRODUCT	Christmas crown

UNIT 7: NATURE	Dates: 8-23 January
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SEMESTER:	2º	SESSIONS	SIX
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UNIT STORY	<i>The tiny seed</i> by Eric Carle https://www.youtube.com/watch?v=LIDOMQPptOM		
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LEARNING SITUATION

The children are little guardians of nature. We are going to explore a park near the school so that they can observe natural phenomena such as the sun, rain and wind, and understand how they affect nature and people. There will also be activities to clean the school garden, recycle and care for the plants in order to understand the importance of caring for the environment. Collaboration and responsible habits will be encouraged.

STAGE OBJECTIVES

b, c, d, g, h, I and j

CONTENTS

AREA 1	<p>Block A: The body and self-control</p> <ul style="list-style-type: none"> Outdoor activities while respecting outdoor rules. <p>Block B: Development and emotions</p> <ul style="list-style-type: none"> Assessment of each person's responsibility for the environment. <p>Block C: Healthy lifestyle habits for self-care and care for the environment.</p> <ul style="list-style-type: none"> Habits for caring for the environment. Routines for caring for the school garden: watering, cleaning and collecting materials. <p>Block D: People and emotions. Life with others.</p> <ul style="list-style-type: none"> Collaboration and assistance in tasks related to caring for the environment.
AREA 2	<p>Block A: The environment. Exploration of objects, materials and spaces.</p> <ul style="list-style-type: none"> Observation and classification of leaves, flowers and fruits by size, shape and colour. Recognition of natural phenomena: sun, rain, wind and their influence on nature. Identification of plant cycles. <p>Block B: Exploring the environment</p> <ul style="list-style-type: none"> Decisions for caring for the environment. Group brainstorming. <p>Block C: Exploring the physical and natural environment. Care and respect</p> <ul style="list-style-type: none"> Introduction to clean natural energies: water, sun, wind. Selective waste collection and recycling. Observation and appreciation of nature: respect and protection of the environment. Identification of cause-and-effect relationships between human actions and the state of the environment.
AREA 3	<p>Block A: Intent and communicative interaction</p> <ul style="list-style-type: none"> Turn-taking, active listening and expressing ideas related to nature. <p>Block C: Oral verbal communication. Comprehension and expression through dialogue</p> <ul style="list-style-type: none"> Expressions related to caring for the environment and natural phenomena. Sharing experiences of exploration <p>Block D: Introduction to written language</p> <ul style="list-style-type: none"> Labelling elements of nature in drawings and collages Simple recording of observations of natural phenomena in a diary <p>Block E: Introduction to literary education</p> <ul style="list-style-type: none"> Reading stories and tales about nature and the perseverance of plants and seeds <p>Block F: Language and musical expression</p> <ul style="list-style-type: none"> Creation of rhythms or gestures related to rain, wind and sun <p>Block G: Language and plastic and visual expression</p>

	<ul style="list-style-type: none"> - Album on caring for the environment and natural phenomena - Creation of recycling bins for the classroom <p>Block J: Foreign language</p> <ul style="list-style-type: none"> - Vocabulary related to caring for the environment: recycle, clean, energy, solar energy, wind energy, reuse, reduce, protect - Simple sentences to communicate actions: 'We recycle paper in the blue bin,' 'We recycle plastic in the yellow bin,' 'We protect the environment.' 		
KEY COMPETENCES	SPECIFIC COMPETENCES		EVALUATION CRITERIA
	AREA I	2, 3	2.2., 3.1
LCC, PC, MSTC, PSLC, CrC, CAEC	AREA II	1,3	1.2., 3.1., 3.2., 3.3.
	AREA III	2, 3, 4, 5	3.4., 3.8., 5.4.
UNIT OBJECTIVES	<ul style="list-style-type: none"> • Explore and observe elements of nature (plants, weather, environment). • Identify basic natural phenomena. • Understand how plants grow and change over time. • Develop responsibility and care for the environment through daily actions. 		
VOCABULARY	<ul style="list-style-type: none"> • Weather: sun, rain, wind, hot, cold • Nature: seed, plant, flower, tree, leaf, grass • Environment care: recycle, clean, water, plant, protect • Garden actions: plant, water, grow 		
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • Weather: It is sunny / rainy / windy. • Nature: This is a plant. / The plant grows. • Actions: I water the plant. /We clean the garden. • Environment: We recycle. /We protect nature. • Rules: Take care of the plants. 		
THINKING ROUTINES	See, Think Wonder / Same and different / Beginning, Middle, End/ I used to think...Now I think	FINAL PRODUCT	Poster how to take care of the environment

UNIT 8: LITTLE SCIENTISTS		Dates: 26 January- 6 February	
SEMESTER:	2º	SESSIONS	SIX
UNIT STORY	<i>The tiny seed</i> by Eric Carle (II) https://www.youtube.com/watch?v=LIDOMQPptOM		
LEARNING SITUATION			
<p>In this unit, pupils become little scientists. Using the story of the seed as a starting point, we will develop their ability to ask questions, form hypotheses and experiment with different variables such as light, water and soil type. In this unit, we focus on investigating and recording results to develop critical thinking and analytical skills. The children will observe changes, compare conditions and draw their own conclusions.</p>			
STAGE OBJECTIVES			
b, c, d, g, h, I and j			
CONTENTS			

AREA 1	<p>Block A: The body and self-control</p> <ul style="list-style-type: none"> - Exploring natural elements using the senses (touching, observing, smelling) - Taking part in hands-on and scientific activities. <p>Block B: Development and emotions</p> <ul style="list-style-type: none"> - Expressing curiosity and surprise during experimentation. - Developing perseverance when experiments take time <p>Block C: Healthy lifestyle habits for self-care and care for the environment.</p> <ul style="list-style-type: none"> - Responsibility for the use and care of materials during scientific activities. - Keeping the classroom clean and tidy after experiments. <p>Block D: People and emotions. Life with others.</p> <ul style="list-style-type: none"> - Collaboration in small groups during scientific activities. - Sharing discoveries and conclusions with others 				
AREA 2	<p>Block A: The environment. Exploration of objects, materials and spaces.</p> <ul style="list-style-type: none"> - Observing and handling seeds, water and plants. - Characteristics of plants and the stages of plant growth. <p>Block B: Experimenting with the environment</p> <ul style="list-style-type: none"> - Asking questions and making predictions about how plants grow. - Carrying out simple experiments (watering/not watering, with light/without light), recording changes. - Comparing and discussing the results. <p>Block C: Exploring the physical and natural environment. Care and respect</p> <ul style="list-style-type: none"> - Understanding what plants need and life cycle. - Identifying the natural conditions that influence a plant's growth. - Developing respect and appreciation for living things 				
AREA 3	<p>Block A: Intent and communicative interaction</p> <ul style="list-style-type: none"> - Expressing ideas, asking questions and making discoveries during experiments. <p>Block C: Oral verbal communication. Comprehension-expression dialogue</p> <ul style="list-style-type: none"> - Describing observations and expressing predictions and results using simple structures. <p>Block D: Introduction to written language</p> <ul style="list-style-type: none"> - Recording observations through drawing and simple labels; expressing predictions using simple structures. <p>Block E: Introduction to literary education</p> <ul style="list-style-type: none"> - Listening and discussing the story the tiny Seed. <p>Block F: Language and musical expression</p> <ul style="list-style-type: none"> - Songs and rhythmic about plants nature and growth stages. <p>Block G: Language and plastic and visual expression</p> <ul style="list-style-type: none"> - Drawing and illustrating plant growth stages <p>Block H: Language and corporal expression</p> <ul style="list-style-type: none"> - Body movement activities representing the life cycle of a plant <p>Block J: Foreign language</p> <ul style="list-style-type: none"> - Vocabulary related to science and plants: Seed, plant, water, sun, root, stem, leaf, grow, experiment, observe - Simple structures: "The seed grows", "The plant needs water", "The sun helps the plant grow", "We observe the plant." 				
KEY COMPETENCES		SPECIFIC COMPETENCES		EVALUATION CRITERIA	
		AREA I	1,2,3	1.1., 1.2., 2.3., 3.1.	
LCC, PC, MSTC, PSLC, CrC, CAEC		AREA II	2, 3	2.1., 2.3., 3.2.	
		AREA III	3, 5	3.1, 3.4., 3.8., 5.3.	
UNIT OBJECTIVES	<ul style="list-style-type: none"> • Observe and record changes in plant growth through simple experiments. • Identify basic parts of a plant (root, stem, leaves, flower). • Ask questions and make simple predictions about what plants need to grow. • Explore how different factors affect plant development. • Develop curiosity, collaboration and responsibility during scientific activities. 				
VOCABULARY	<ul style="list-style-type: none"> • Plant and science: seed, plant, soil, water, sun, root, leaf, stem, grow... • Scientific actions: observe, experiment, compare, record. 				

BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • “The seed grows.” • “the plant needs water.” • “The sun helps the plant to grow.” • “I think the plant needs water.” 		
THINKING ROUTINES	See, Think, Wonder/ Think, puzzle, explore/ Name, describe, act/ Beginning, Middle, End/ What makes you say that?	FINAL PRODUCT	Little scientist’s notebook

UNIT 9: ANIMALS	Dates: 9-20 February
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SEMESTER:	2º	SESSIONS	SIX
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UNIT STORY	Monkey Puzzle by Julia Donaldson (II) https://tufnellpark.islington.sch.uk/wp-content/uploads/2020/03/Monkey-Puzzle.pdf
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LEARNING SITUATION

This story helps pupils learn about jungle animals. Through this unit, children learn about the different characteristics of animals by identifying their similarities and differences. In this way, children develop their observation and description skills. This unit encourages teamwork, reasoning, TPR games and communication.

STAGE OBJECTIVES

b, c, d, g, h, I and j

CONTENTS

AREA 1	Block A: The body and self-control - Body awareness through movements that imitate animals. Block B: Development and emotions - Expressing curiosity about different animals. - Enjoying collaborative activities involving the discovery of animals. Block C: Healthy lifestyle habits for self-care and care for the environment. - Developing respectful attitudes towards animals. Block D: People and emotions. Life with others. Collaborating in group activities to explore and discover animals.
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AREA 2	Block A: The environment. Exploring objects, materials and spaces. - Identifying the characteristics of jungle animals: colour, size... - Observing the characteristics of animals. Block B: Exploring the environment - Comparing the characteristics of animals (number of legs, body parts, size) using quantifiers. - Animal movements (walking, flying, climbing, swimming). - Animal habitats. Block C: Investigating the physical and natural environment. Care and respect - Developing respect for and an interest in animals and their environment.
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AREA 3	Block A: Intent and communicative interaction - Expressing ideas and observations about animals. Block C: Oral verbal communication. Comprehension-expression dialogue - Describing and comparing animals using simple vocabulary (color, size, body parts). Block D: Introduction to written language - Creating simple description cards. Block E: Introduction to literary education - Listening to and discussing the story <i>Monkey Puzzle</i> . Block F: Language and musical expression - Songs and rhythmic games about animals and animal movements. Block G: Language and plastic and visual expression - Making animal cards and jungle masks for games and activities. Block J: Foreign language - Vocabulary related to animals: monkey, elephant, snake, frog, parrot, butterfly.
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	<ul style="list-style-type: none"> - Animal body parts: tail, wings, legs. - Descriptive animal structures: "This is a monkey." "It has a tail." "It has four legs." "It can jump." 		
KEY COMPETENCES	SPECIFIC COMPETENCES		EVALUATION CRITERIA
	AREA I	1,2,3,4	1.1., 2.3., 4.1.
LCC, PC, PSLC, CC, DC, CrC, CuC	AREA II	1, 2, 3	1.1., 1.2., 3.2.
	AREA III	1, 2, 3, 4, 5	1.1., 3.4., 3.7., 5.3.
UNIT OBJECTIVES	<ul style="list-style-type: none"> • Learn jungle animals and their characteristics • Describe physical characteristics of animals: legs, wings, tail, colours... • Recognize the habitats of the animals and their specific movements. • Develop observation and comparison skills when identifying similarities and differences between animals. 		
VOCABULARY	<ul style="list-style-type: none"> • Animals' lexis: monkey, butterfly, elephant, snake, frog... • Animal action: fly, walk, jump, climb, swim. 		
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • The monkey has...legs. • I see a.... • It is bigger/smaller than... 		
THINKING ROUTINES	See, Think, Wonder/ Same and different/ Name, describe, act/ Beginning, Middle, End/ What makes you say that?	FINAL PRODUCT	Interactive jungle book

UNIT 10: OUR COMMUNITY, PEOPLE WHO HELP US		Dates: 23 February-6 March	
SEMESTER:	2º	SESSIONS	SIX
UNIT STORY	<i>When I Grow Up</i> by Andrew Daddo and Jonathan Bentley https://www.youtube.com/watch?v=gHxMfRSqVFg		
LEARNING SITUATION			
<p>This unit enables children to learn about the different professions that exist through a story. It also helps them realize how each profession contributes something different to society; therefore, this unit will foster collaboration, empathy and respect for others. Through creative activities, role-play and symbolic games, the children learn about different professions. In this unit, we will be working with parents who will talk to us about their professions.</p>			
STAGE OBJECTIVES			
a, b, d, e, f, g, h, l and j			
CONTENTS			
AREA 1	Block A: The body and self-control <ul style="list-style-type: none"> - Symbolic role-play games depicting different professions. - Adherence to classroom rules whilst playing. Block B: Development and emotions <ul style="list-style-type: none"> - Expressing feelings about their career aspirations. - Recognising the responsibilities of each profession. Block C: Healthy lifestyle habits for self-care and care for the environment. <ul style="list-style-type: none"> - Professions as agents that protect and care for society. - Practising caring for others. Block D: People and emotions. Life with others. <ul style="list-style-type: none"> - Respect for different professions. 		
	Block A: The environment. Exploration of objects, materials and spaces. <ul style="list-style-type: none"> - Identifying the workplaces associated with each profession. - Recognising some of the tools used by different professions. 		

AREA 2	Block B: Exploring the environment - Discussion about the different professions and how each one helps. Block C: Investigating the physical and natural environment. Care and respect Recognizing how each profession contributes something different to society.			
AREA 3	Block A: Intent and communicative interaction - Expressing ideas about different professions and future aspirations. - Listening to classmates' career aspirations. Block C: Oral verbal communication. Comprehension and expression through dialogue - Describe different professions and how they help society. Block D: Introduction to written language - Labelling drawings of community helpers. - Writing simple words related to professions Block E: Introduction to literary education - Listen to and discuss the story "When I grow up". Block F: Language and musical expression - Songs related to professions and community helpers. - Rhythmic games representing different jobs. Block G: Language and plastic and visual expression - Creating customs of different professions. - Making posters of people who help us. Block J: Foreign language - Vocabulary related to community helpers: doctor, firefighter, police officer, teacher, secret agent. - Simple structures: "I want to be a ..." "The doctor helps us by..."			
KEY COMPETENCES		SPECIFIC COMPETENCES		EVALUATION CRITERIA
		AREA I	1,2,3,4	1.3., 2.3., 3.2., 4.1.
LCC, PC, PSLC, DC, CC, CrC. CuC		AREA II	1, 2, 3	1.1., 2.2., 3.3., 3.4.
		AREA III	1, 2, 3, 4, 5	1.1, 2.3, 3.1, 3.8., 4.1. 5.2.
UNIT OBJECTIVES	<ul style="list-style-type: none"> • Use the expression "I want to be a..." to say what they want to be when they grow up. • Say an action, where they work, and a tool related to the profession. • Express yourself orally with the support of a poster, gaining confidence when speaking in English. 			
VOCABULARY	<ul style="list-style-type: none"> • Profession lexis: doctor, firefighter, police officer, teacher, nurse... • Community places: hospital, school, fire station, police station... • Action lexis: help, protect, cook, teach, drive 			
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • "I want to be a..." • "I think it is a..." "I am a... and I have a..." • "Where do you work?" "He/she works in..." • "The (professional) (action) in the (workplace)." 			
THINKING ROUTINES	See, Think, Wonder/ Name, describe, act/ Beginning, Middle, End/ What makes you say that?	FINAL PRODUCT		Dream profession poster

UNIT 11: SPRING		Dates: 9 March- 26 March	
SEMESTER:	2º	SESSIONS	SIX
UNIT STORY	<i>The tiny seed</i> by Eric Carle (III) https://www.youtube.com/watch?v=LIDOMQPptOM		

LEARNING SITUATION				
<p>In this unit, students become little scientists. Based on the story of the seed, we will develop the ability to ask questions, formulate hypotheses and experiment with different variables such as light, water and soil type. In this unit, we focus on researching and recording results to develop critical thinking and analytical skills. Children will observe changes, compare conditions and draw their own conclusions.</p>				
STAGE OBJECTIVES				
b, c, d, g, h, I and j				
CONTENTS				
AREA 1	Block A: The body and self-control <ul style="list-style-type: none"> - Walks to discover spring, its sounds and textures. - Mindful games inspired by nature for relaxation and body awareness. - Spring-themed acting out games. 			
	Block B: Development and emotions <ul style="list-style-type: none"> - Expressing the feelings that spring evokes through drawing, music, and stories. - Identifying how the weather affects our mood and creativity. 			
	Block C: Healthy lifestyle habits for self-care and care for the environment. <ul style="list-style-type: none"> - Outdoor activities that incorporate movement, breathing, and relaxation Block D: People and emotions. Life with others. Share creative work and stories with classmates.			
AREA 2	Block A: The environment. Exploring objects, materials and spaces. <ul style="list-style-type: none"> - Observing the signs of spring: animals, insects, birds, rain, sunshine. - Exploring the textures, colours, shapes and sounds of nature. 			
	Block B: Experimenting with the environment <ul style="list-style-type: none"> - Creating collages and paintings using natural materials such as petals and leaves. - Composing mini stories related to nature through drawing. 			
	Block C: Investigation of the physical and natural environment. Care and respect <ul style="list-style-type: none"> - Reflecting changes in nature by expressing them creatively. - Using metaphor to connect with the changing seasons. 			
AREA 3	Block A: Intent and communicative interaction <ul style="list-style-type: none"> - Share ideas and participate in games about spring 			
	Block C: Oral verbal communication. Comprehension-expression dialogue <ul style="list-style-type: none"> - Describe spring using expressive language. - Use creative narratives inspired by observations. 			
	Block D: Introduction to written language <ul style="list-style-type: none"> - Label drawings and collage with describing words. 			
	Block E: Introduction to literary education <ul style="list-style-type: none"> - Listen to and discuss stories about spring, transformation, and nature. - Encourage imagining the continuation of the story. 			
	Block F: Language and musical expression <ul style="list-style-type: none"> - Songs about plants, nature, and growth stage. 			
	Block G: Language and plastic and visual expression <ul style="list-style-type: none"> - Drawing and illustrating plant growth stages. - Creating visual representations of experiments and observations. 			
	Block H: Language and physical expression <ul style="list-style-type: none"> - Create a spring album combining techniques, colours and textures. 			
	Block J: Foreign language <ul style="list-style-type: none"> - Spring vocabulary: bloom, blossom. Caterpillar, butterfly, bee, flower, tree, sun, rain garden. - Creative actions: paint, draw, imagine, create, act, sing, write. - Express feelings: I like the flowers, I feel happy, Spring feels like. 			
	KEY COMPETENCES	SPECIFIC COMPETENCES		EVALUATION CRITERIA
	LCC, PC, PSLC, DC, CC, CrC. CuC	AREA I	1,2,3,4	1.1., 3.1., 3.1.
AREA II		2, 3	2.3., 2.6., 3.3	
AREA III		1, 2, 3, 4, 5	2.2., 3.4., 3.8., 5.6.	

UNIT OBJECTIVES	<ul style="list-style-type: none"> Observe the changes of spring through the senses to recognize its characteristics. Express spring emotions using art: drama, visual arts, music, and literature. Appreciate the beauty of nature and its transformation. Develop imagination, narrative skills, and communication while discovering Spring. 		
VOCABULARY	<ul style="list-style-type: none"> Spring vocabulary: bloom, blossom, caterpillar, butterfly, bee, flower, tree, sun, rain garden. Creative actions: paint draw, imagine, create, act, sing, write. Express feelings: I like the flowers, I feel happy, Spring feels like. 		
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> Weather expressions: It is sunny/rainy. Feeling structures: I like the..., I am excited to see... 		
THINKING ROUTINES	See, Think, Wonder/ Colour, Shapes, Lines/ Colour, Symbol, Image/ Beginning, Middle, End/ Name, describe, act	FINAL PRODUCT	Spring museum

UNIT 12: EMOTIONS		Dates: 7 April- 24 April	
SEMESTER:	3º	SESSIONS	SIX
UNIT STORY	<i>The color monsters</i> by Anna Llenas https://www.youtube.com/watch?v=aBPFplfLvZo		
LEARNING SITUATION			
Thanks to this unit, children of this age who need to learn about themselves learn to identify and manage their emotions through the story.			
STAGE OBJECTIVES			
a, b, d, e, g, h, l and j			
CONTENTS			
AREA 1	Block A: The body and self-control - Expressing emotions through facial expressions. Block B: Development and emotions - Recognizing basic emotions: joy, anger, sadness, calm and rage. - Analysing changes in the face and body when feeling a specific emotion. Block C: Healthy lifestyle habits for self-care and care for the environment. - Strategies for self-regulation of emotions. - Relaxation strategies when feeling overwhelmed. - Understanding that expressing emotions in words is comforting. Block D: People and emotions. Life with others. - Sharing moments related to emotions. - Listening to and validating classmates' emotions.		
AREA 2	Block A: The environment. Exploring objects, materials and spaces. - Associating colours with emotions. Block B: Exploration of the natural environment - Linking changes in nature to emotions. Block C: Care and respect for others - Validating others' emotions by showing empathy. - Practicing active listening when a classmate talks about how they feel.		
	Block A: Intent and communicative interaction - Expressing emotions through facial expressions. - Listening to and naming the emotions in classmates' situations. Block C: Oral verbal communication - Asking how the other person feels: "How do you feel?" and replying "I feel..."		

AREA 3	<ul style="list-style-type: none"> - Expressing how to manage each emotion: “When I am angry, I...” <p>Block D: Introduction to written language</p> <ul style="list-style-type: none"> - Create simple sentences such as: “I am (emotion)”. <p>Block E: Introduction to literary education</p> <ul style="list-style-type: none"> - Listen to the story of “The Colour Monster”. - Predict how the monster will feel on the following pages of the story. <p>Block F: Language and musical expression</p> <ul style="list-style-type: none"> - Songs about emotions and colours. - Express emotions using facial expressions and musical rhythms. <p>Block G: Language and visual expression</p> <ul style="list-style-type: none"> - Create a jar with situations related to emotions. <p>Block J: Foreign language</p> <ul style="list-style-type: none"> - Emotion vocabulary: sad, angry, calm, happy and scared - Colour vocabulary: yellow, grey, red, blue, black. - Simple structures: “I feel ...”
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KEY COMPETENCES	SPECIFIC COMPETENCES		EVALUATION CRITERIA
LCC, PC, PSLC, DC, CC, CrC. CuC	AREA I	2,4	2.1., 2.2., 4.1., 4.2.
	AREA II	1,3	1.1., 3.1.
	AREA III	1, 2, 3, 4, 5	1.1., 3.4., 3.8., 5.5.

UNIT OBJECTIVES	<ul style="list-style-type: none"> • Identify emotions associated with colours. • Express emotions through visual means. • Develop strategies for self-regulation. 		
VOCABULARY	<ul style="list-style-type: none"> • Emotion’s lexis: sad, angry, calm, happy and scared • Colours vocabulary: yellow, grey, red, blue, black. 		
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • I feel (emotion). • When I feel (emotion), I ... 		
THINKING ROUTINES	See, Think, Wonder/ Colour, Shapes, Lines/ Colour, Symbol, Image/ Beginning, Middle, End/ Think, Pair, Share	FINAL PRODUCT	Five jars of emotions associated to situations.

Unit 13: THE SOLAR SYSTEM	Dates: 27 April-15 May
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SEMESTER:	3º	SESSIONS	SIX
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UNIT STORY	<i>There’s no place like space</i> by Tish Rabe https://www.youtube.com/watch?v=uh2pkcTQ80o
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LEARNING SITUATION

Students explore the planets of the Solar System guided by the Cat in the Hat. In this way, children learn about the planets and their characteristics and the relationship of the Sun and other celestial bodies. Based on this story, children develop scientific curiosity, ask questions about space, and compare the different planets. They also create models and representations that illustrate what they have learned. This unit encourages creativity, scientific thinking, and active learning.

STAGE OBJECTIVES

b, c, d, e, g, h and i

CONTENTS

AREA 1	<p>Block A: The environment. Exploring objects, materials and spaces.</p> <ul style="list-style-type: none"> - Developing body awareness through physical movement. <p>Block B: Exploring the environment</p> <ul style="list-style-type: none"> - Expressing curiosity about the planets, stars and other bodies in the Solar System. <p>Block C: Investigating the physical and natural environment. Care and respect</p> <ul style="list-style-type: none"> - Developing an interest in and a sense of responsibility towards the universe <p>Block D: People and emotions. Life with others</p> <ul style="list-style-type: none"> - Collaborating in group activities to explore planets and share discoveries. 				
AREA 2	<p>Block B: Exploring the environment</p> <ul style="list-style-type: none"> - Observation and understand that the Sun is the center of the Solar System. - Develop respect, curiosity, questioning, and a desire to learn more about the universe. <p>Block C: Investigating the physical and natural environment. Care and respect</p> <ul style="list-style-type: none"> - Strategies for building knowledge based on prior knowledge of the Solar System. - Techniques for research: trial and error, observation, experimentation, exploration of surroundings. - Planning and self-regulation strategies for project activities, taking part in decision-making and cooperative work. - Using simple investigation strategies: observing images, videos, stories, and posters about the Solar System to gather information. 				
AREA 3	<p>Block A: Intent and communicative interaction</p> <ul style="list-style-type: none"> - Express ideas, observations about space and plants using verbal and non-verbal communication. <p>Block C: Oral verbal communication</p> <ul style="list-style-type: none"> - Participation in oral interactions respecting social rules: turn-taking, attention, active listening. - Use of the classroom library to enjoy images about the universe. <p>Block D: Introduction to written language</p> <ul style="list-style-type: none"> - Create simple cards for plants and other celestial bodies. <p>Block E: Introduction to literary education</p> <ul style="list-style-type: none"> - Listen to the story of “There’s no place like space” - Identifying and naming planets, moons, comets, asteroids, and stars appearing in the story, <p>Block F: Language and musical expression</p> <ul style="list-style-type: none"> - Participation in songs and rhythmic games about planets and the Solar System, using music as a means of learning and expression. <p>Block G: Language and plastic and visual expression</p> <ul style="list-style-type: none"> - Artistic expression: 3D models or collages of the Solar System using different materials and techniques. - Planet cards for games such as “Who is who?” or matching games. <p>Block J: Foreign language</p> <ul style="list-style-type: none"> - Solar system vocabulary: Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Moon, comet, asteroid, planet, star. - Descriptive structures: “This is (planet).” “It is (color).” “It is bigger/smaller than (planet).” 				
KEY COMPETENCES		SPECIFIC COMPETENCES		EVALUATION CRITERIA	
		AREA I	1,2,3,4	2.3., 3.2., 4.1.	
LCC, PC, PSLC, DC, CC, CrC. CuC		AREA II	2	1.1., 2.3., 2.6, 3.3.	
		AREA III	1, 2, 3, 4, 5	1.2., 1.3., ,3.7., 4.3, 5.2., 5.6.	
UNIT OBJECTIVES	<ul style="list-style-type: none"> • Identify emotions associated with colours. • Express emotions through visual means. • Develop strategies for self-regulation. 				
VOCABULARY	<ul style="list-style-type: none"> • Emotion’s lexis: sad, angry, calm, happy and scared • Colours vocabulary: yellow, grey, red, blue, black. 				
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • I feel (emotion). 				

	<ul style="list-style-type: none"> When I feel (emotion), I ... 		
THINKING ROUTINES	See, Think, Wonder/ Colour, Shapes, Lines/ Same and Different/ Beginning, Middle, End/ I used to think, Now I think	FINAL PRODUCT	Solar system model

UNIT 14: LITTLE ARTISTS	Dates: 18 May-5 June
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SEMESTER:	3º	SESSIONS	SIX
UNIT STORY	<i>Mix it up</i> by Hervé Hullet https://www.youtube.com/watch?v=sUJVc9S_8yo		

LEARNING SITUATION

In this unit, the children become real artists, experimenting with colours using their hands to create new shades. It's a fun way to learn and explore by seeing the results they achieve, thereby building meaningful learning.

STAGE OBJECTIVES

a, b, d, e, g, h, l and j

CONTENTS

AREA 1	<p>Block A: The body and self-control</p> <ul style="list-style-type: none"> Using fine motor skills to paint, mixing colors with hands, sponges or fingers. Taking part in guided activities with simple instructions. <p>Block B: Development and emotions</p> <ul style="list-style-type: none"> Expressing emotions through colors and painting. Showing curiosity and enjoyment when experimenting with paint. <p>Block C: Healthy lifestyle habits for self-care and care for the environment.</p> <ul style="list-style-type: none"> Responsible and safe use of materials Cleaning hands, brushes and tables after painting activities. <p>Block D: People and emotions. Life with others.</p> <ul style="list-style-type: none"> Sharing materials such as brushes and paints. Respect for others' artistic creations.
AREA 2	<p>Block A: The environment. Exploring objects, materials and spaces.</p> <ul style="list-style-type: none"> Exploring art materials: brushes, paints, sponges, paper. Identifying primary colors. Experimenting with primary colors to create new colors. Observing changes in color. <p>Block B: Exploration of the natural environment</p> <ul style="list-style-type: none"> Observation and identification of colors in the environment <p>Block C: Care and respect for others</p> <ul style="list-style-type: none"> Recycling of materials.
AREA 3	<p>Block A: Intent and communicative interaction</p> <ul style="list-style-type: none"> Being able to say the colors used out loud. Answering simple questions about colors. <p>Block C: Oral verbal communication</p> <ul style="list-style-type: none"> Using colors and describing combinations. <p>Block D: Introduction to written language</p> <ul style="list-style-type: none"> Matching written color names with their representation in a painting. <p>Block E: Introduction to literary education</p> <ul style="list-style-type: none"> Listening to the story "Mix It Up!". Predicting what new color will appear when colors mix. Relating the events of the story to their own painting experiments. <p>Block F: Language and musical expression</p> <ul style="list-style-type: none"> Songs about colors. <p>Block G: Language and visual expression</p> <ul style="list-style-type: none"> Create paintings with primary colors. Finger painting and sponge painting. <p>Block J: Foreign language</p>

	<ul style="list-style-type: none"> - Color vocabulary: yellow, grey, black, green, red, orange, purple. - Painting materials: brushes, crayons, markers, watercolors. - Actions: Mix, paint, draw. - Simple structures: "This is (color).", "Color 1 and color 2 make orange." 		
KEY COMPETENCES	SPECIFIC COMPETENCES		EVALUATION CRITERIA
	AREA I	1,2,3,4	1.1, 2.1., 2.2., 4.1.
LCC, PC, MCTC, DC, PSLC, DC, CrC	AREA II	1, 2, 3	1.1., 2.3., 3.1.
	AREA III	1, 2, 3, 4, 5	1.1., 2.2., 3.4., 3.7., 3.8., 5.5.
UNIT OBJECTIVES	<ul style="list-style-type: none"> • Identify primary colours and explore mixing them. • Understand that mixing primary colours we obtain new ones. • Develop creativity through arts. 		
VOCABULARY	<ul style="list-style-type: none"> • Colour's vocabulary: yellow, grey, black, green, red, orange, purple. • Painting material: brushes, crayons, markers, watercolours. • Actions: Mix, paint, draw. 		
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • This is (colour) • (Colour 1) and (colour 2) make (colour) 		
THINKING ROUTINES	See, Think, Wonder/ Beginning, Middle, End	Think, Pair, Share/	FINAL PRODUCT Art gallery

UNIT 15: SUMMER		Dates: 8 June- 19 June	
SEMESTER:	3º	SESSIONS	SIX
UNIT STORY	<i>Curious George Goes to the Beach</i> by Margret Rey y H. A. Rey. https://www.youtube.com/watch?v=MWxYaQN_V4g		
LEARNING SITUATION			
<p>The pupils explore summer and its characteristics, guided by <i>Curious George Goes to the Beach</i>. Through this story, the children learn about the sun, the beach, the sea, the sand and typical summer activities, as well as healthy habits such as staying hydrated, protecting themselves from the sun and respecting the environment.</p>			
STAGE OBJECTIVES		SYLLABUS OBJECTIVES	
A, b, d, e, f,g,h,i			
CONTENTS			
AREA 1	Block A: The body and self-control <ul style="list-style-type: none"> - Summer-themed physical activities: swimming, running, jumping on the beach. - Developing fine motor skills through sensory crafts using sand and sea salt. - Following the rules Block B: Development and emotions <ul style="list-style-type: none"> - Expressing emotions associated with summer: calm, fun, joy. - Sharing personal experiences from previous summers. Block C: Healthy lifestyle habits for self-care and care for the environment. <ul style="list-style-type: none"> - Summer self-care habits: wearing a hat, applying sun cream, drinking water. - Keeping activity materials tidy. Block D: People and emotions. Life with others. <ul style="list-style-type: none"> - Respect for others' activities. 		
	Block A: The environment. Exploring objects, materials and spaces. <ul style="list-style-type: none"> - Exploring summer-related objects and materials: sand bucket, spades, swimming trunks, sunglasses, towel. 		

AREA 2	<ul style="list-style-type: none"> - Identifying summer settings: beach, swimming pool, park. - Characteristics of summer: heat, wearing appropriate clothing, taking part in specific activities. <p>Block B: Exploration of the natural environment</p> <ul style="list-style-type: none"> - Recognizing natural elements associated with summer: sand, the beach, shells, water. - Identifying the colors of summer. <p>Block C: Care and respect for others</p> <ul style="list-style-type: none"> - Respecting summer locations such as parks or beaches 				
AREA 3	<p>Block A: Intent and communicative interaction</p> <ul style="list-style-type: none"> - Naming summer-related objects and activities orally. - Talking about summer experiences. <p>Block C: Oral verbal communication</p> <ul style="list-style-type: none"> - Describing summer weather and activities using simple sentences. <p>Block D: Introduction to written language</p> <ul style="list-style-type: none"> - Recognizing simple summer-related words and matching them to pictures. <p>Block E: Introduction to literary education</p> <ul style="list-style-type: none"> - Listening to the story “Curious George Goes to the Beach” - Identifying characters in the story. - Sequencing the story using the Beginning-Middle-End thinking routine <p>Block F: Language and musical expression</p> <ul style="list-style-type: none"> - Songs about summer and the beach. - Performing simple gestures and movements related to summer songs. - End-of-term summer show <p>Block G: Language and visual expression</p> <ul style="list-style-type: none"> - Creating collages about summer. <p>Block J: Foreign language</p> <ul style="list-style-type: none"> - Summer vocabulary: sun, beach, sea, sand, ice cream, hat, hot. - Summer activities: swim, play, run. - Simple structures: “It is sunny”, “I like the beach”, “In summer, I go to...” 				
KEY COMPETENCES		SPECIFIC COMPETENCES		EVALUATION CRITERIA	
		AREA I	1,2,3,4	1.4, 2.3., 3.1., 4.3.	
LCC, PC, MCTC, DC, CC, PSLC, DC, CrC, CuC		AREA II	2	1.3., 2.4., 3.3.	
		AREA III	1, 2, 3, 4, 5	1.3., 2.3., 3.5., 3.6., 4.4., 5.2.	
UNIT OBJECTIVES	<ul style="list-style-type: none"> • Identify and name summer elements. • Promote healthy summer habits such as drinking water or protecting from the sun. • Perform the end of term summer show singing and dancing in English 				
VOCABULARY	<ul style="list-style-type: none"> • Summer vocabulary: sun, beach, sea, sand, ice cream, hat, hot • Summer actions: swim, play, run. 				
BASIC USEFUL EXPRESSIONS AND STRUCTURES	<ul style="list-style-type: none"> • Simple structures: “It is sunny”, “I like the beach”, “In summer, I go to...” 				
THINKING ROUTINES	See, Think, Wonder/ Think, Pair, Share/ Beginning, Middle, End/ I see, I like, I remember	FINAL PRODUCT		End of term summer English show	

Note. All the annual objectives of the syllabus are covered throughout each unit.

7. METHODOLOGY

7.1. General methodology

This annual syllabus is designed taking into account the principles of different methodological approaches to respond to the characteristics of a class of five-year-olds in an EFL class. This methodology is based on children learning in a meaningful, active and inclusive way, ensuring that all pupils are part of the classroom.

UDL

This annual syllabus is based on the principles of UDL (CAST, 11, modified 2018), which maintains that diversity is inherent in student body. This design allows us to break down barriers to learning and ensure that all students are “all aboard”. To this end, the sessions are planned as follows:

- Multiple forms of engagement. To activate affective networks, games, fun activities are necessary to create links with the content.

- Multiple forms of representation. To ensure that the input is accessible, it is not only conveyed verbally. A multimodal design is offered, integrating visual resources (flashcards, gestures, pictograms), auditory resources (songs, rhymes) and tactile resources (real objects). This allows children to learn English without relying on its translation into Spanish.

- Multiple forms of action and expression. This means that the way in which the student demonstrates their competence is made more flexible. In other words, different ways of demonstrating competence are proposed, such as drawings, models, presentations, oral exams instead of written ones, etc.

In this way, it is possible to overcome the barriers that arise from language, the methodologies, the teacher, barriers related with learning difficulties, cultural barriers, physical barriers to evaluate the competences of the curriculum.

Project-based learning (PBL)

Thanks to PBL, UDL can be put into practice. In other words, it allows to apply UDL principles through meaningful challenges connected to the learner's reality. It is through cooperative work, multimodal resources, and the creation of diverse final products that all learners are involved in learning in a flexible way.

PBL is an active methodology that places the student at the centre of their learning (Sánchez-García, 2025). It encourages them to investigate, plan, and formulate their own questions in order to achieve meaningful learning. This strategy is based on setting challenges linked to the students' interests and the curriculum, with the teacher acting as a facilitator and support in the development of critical thinking. PBL takes into account different learning rhythms, interests, and abilities, promoting socialization and inclusion for all. In addition, this methodology teaches children to solve problems that will help them in adulthood. It also promotes autonomy and responsibility. This constant interaction with the environment results in comprehensive learning for the child, while EFL actively promotes and facilitates communication.

Working with projects involves normally three phases. The first one entails presenting the problem and brainstorming potential solutions. The second phase requires students to develop and plan their own learning through collective research. Finally, the last phase focuses on concluding and communicating what has been learned (Puenayan Piñan et al., 2024).

Learning areas in the classroom

By organising the classroom into learning areas, students can carry project tasks simultaneously. Based on Laguía and Vidal (2008), learning areas are both organisational and methodological approach that structures space where different activities linked to one project.

This methodology, fosters autonomy, recognizing their learning pace and encouraging socialization in small groups. Likewise, this methodology allows children to develop multiple intelligences, enabling them to develop their thinking. The learning areas may vary, but some of them are permanent in the classroom as it is presented below.

Symbolic learning area: In this learning area, children can play. Through play, children learn to represent reality by imitating everyday situations, roles, or characters. Thanks to it, children learn to internalize the rules of the game while developing oral language and communication skills. It also teaches them to channel their desires, feelings, and conflicts. Here, children can find costumes, a toy kitchen, and a nurse's station, allowing them to choose according to their interests.

Logical-mathematical learning area: This learning area is designed to develop logical thinking, observation, experimentation, and problem-solving through games and manipulative materials. Children can work on topics such as counting, sorting by colour, shape, and size, number recognition, comparisons, solving small problems, scientific experiments, and more.

Artistic learning area: This learning area focuses on developing children's creativity and expression. Here, children can express their ideas and emotions using different techniques. This corner also aims to stimulate students' imagination. In this area, there are water-based and finger paint, crayons, sponges, brushes, scissors, plasticine, cardboards and paper and recycled materials.

Library learning area: This learning area allows children to discover the world of books, encouraging them to take an enjoyable in reading. The aim of this corner is to present reading as an enjoyable activity. Children can also access books to explore and find information for the different projects they are working on.

Language learning area: In this learning area, there is a space reserved for the development of oral language and the initiation of written language. Thanks to this corner, children can begin to express themselves, talking and playing with words in order to expand their vocabulary and phonological awareness.

In EFL, learning areas allow us to encourage authentic communication. In other words, learning areas give students opportunities to interact, ensuring fluency in speech and allowing awareness in a semi-authentic context, reducing anxiety and encouraging children to take the risk of speaking in English (Waldeck, 2024), which are some of the main principles of Communicative Language Teaching (CLT), one of the approaches used to create the syllabus.

Moreover, learning areas are organised spaces in which children interact with materials at their own pace, promoting the development of language skills such as English and collaboration among students. In other words, this way of working allows teachers to address the individual needs of students by providing them with opportunities for meaningful learning based on their prior knowledge (Uyanik et al., 2018). These spaces also allow teachers to observe, guide, and support each child in such a way that they can be attended to in a personalized manner, promoting their holistic development (Özbay et al., 2021).

In short, we can say that PBL provides us with the structure to work on content, while learning areas allow us to develop it by performing tasks (Task-based Learning) using

thinking routines before, during and after the tasks. In this way, we can work on all the content in English by areas, following content-based instruction.

7.2. Thinking routines

Following the principles of UDL and taking advantage of PBL experiences carried out in learning areas, it is essential that children develop metacognitive skills. Metacognition refers to the student's ability to be aware of their own learning. It is the ability to regulate cognitive skills related to self-regulation, such as planning, monitoring, and reflection or evaluation (Sugiarto, 2023). Moreover, metacognition helps students understand and plan learning strategies, becoming aware not only of what they learn, but also of how they learn it (Elizondo, 2017). In other words, they become aware of their process of thinking (Williams et al., 2021).

Metacognition reinforces cognitive processes such as attention and memory, as it allows students to be aware of the knowledge they possess. This reinforcement of cognitive processes is achieved by allowing individuals to be aware of their own abilities and the demands of the task, along with the necessary strategies (metacognitive knowledge). It is also achieved through the reinforcement of executive control, which is the ability to actively plan, supervise, and evaluate the learning process to ensure its success (Hurtado, 2017; Suef, 2024).

To enable metacognition in the classroom, thinking routines developed by Project Zero at Harvard University (<https://pz.harvard.edu/>) are used. As Sarradelo (2012), thinking routines, are defined as simple patterns constructed from a series of creative questions or open statements that are easy to learn and remember so that they can be internalized through systematic application (Gil et al., 2022).

According to Richard et al. (2014), routines allow students to organize ideas and deepen reflection by encouraging curiosity, exploration, and critical thinking. As a

result, children develop creativity, flexibility, and autonomy, ensuring everyone's understanding and participation.

A selection of thinking routines has been done in [Annex 3](#).

7.3. Syllabus design: methods, methodologies and approaches to teach EFL

According to the students' needs several EFL methods and approaches were selected to design this syllabus, placing language use for communication and playing at the centre of the planning, as explained below.

Communicative Language Teaching (CLT)

The CLT approach is used throughout all the syllabus. It is a learner-centred methodology that seeks to promote autonomy, interaction and engagement. This is possible thanks to communicative tasks such as pair work, group discussions, and role-playing, creating meaningful interaction rather than just learning grammar rules, which is key in Early Childhood stage. Students reduce the anxiety that they could feel in front of the big group, as they talk in small groups. Furthermore, this approach emphasizes in the use of authentic materials such as videos, interviews and real-life conversations, ensuring that language is being learned in a natural way and it is applicable to real world (Salmanova, 2025).

This methodology is linked to project-based learning as the communication is contextualized through projects and the activities take place in the learning areas. Furthermore, communication and reflection are guided by thinking routines.

Content-based Teaching (CBT)

This methodology integrates the teaching of content close to the students' reality through a foreign language, in this case English, shifting the focus from learning language to use it as a vehicle for learning. CBT focuses more on presenting

meaningful and coherent information, rather than isolated grammatical rules. In his way, students develop both linguistic competence and conceptual understanding simultaneously (Dueñas, 2004).

CBT facilitates students' engagement, placing them at the center of their learning. In addition, they not only develop language skills, but they also acquire content specific to the curriculum. This methodology motivates students based on their needs and interests, always linking them to meaningful texts and tasks which they learn (Bula, 2013). Furthermore, it provides support to students, offering them the necessary scaffolding for meaningful learning, helping all students, especially those with Special Educational Needs to succeed (Tajeddin et al., 2020).

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is a methodology that defines "tasks" as significant activities, called tasks, to improve language comprehension and communicative competences of the students. Normally, the sessions are planned following the structure: pre-task, during-task, and post-task. The pre task phase is used to introduce the topic and activate prior knowledge. The during-task do tasks to solve the problem and the post-task is used to know how the students performed (Prianty et al., 2022).

This methodology offers numerous benefits. Among them, the learning areas where tasks are carried out allow students to improve their communication skills in real-life situations. In this way, students explore, investigate, and write according to the objective of the activity. The project is the common thread that gives meaning to all the activities and tasks and provides the necessary scaffolding to keep all students engaged and motivated. This methodology also promotes opportunities for collaboration among students. Role-plays, debates, and problem-solving exercises

encourage peer-to-peer learning and enhance the social aspect of language acquisition. Finally, this methodology develops higher-order skills such as critical thinking, decision-making, and problem-solving, thereby enhancing both language proficiency and cognitive development (Poyonova et al., 2025).

Total Physical Response (TPR)

Total Physical Response is a methodology developed by James J. Asher, based on the coordination between language and physical movement. Children respond to verbal commands with physical actions (Asher, 1969). Thanks to this methodology, children feel motivated to learn in a natural way, reducing anxiety and helping them develop metacognitive processes about how they learn (Conejo et al., 2020).

Story-based teaching

Throughout the program, different stories have been selected as a common thread of the projects, according to the age, the different topics of the didactic units and the objectives of the annual syllabus. Story-based teaching is a methodology that fosters the comprehensive development of children. In fact, this methodology fosters children's cognitive, social, and emotional development. It also improves children's attention and motivate them to learn. Stories help children develop their imagination and creativity, connect familiar concepts with new ones. In addition, storytelling allows children developing empathy by enabling them to understand different points of view, as well as to identify the emotions of the characters and reflect on their own emotions (Martinez, 2017).

Story-based teaching also has an impact on children's language learning. Children expand their vocabulary, listening comprehension, and memory, while their attention span increases. In EFL, stories contextualize learning in a natural way so that children internalize structures in a playful manner (Farantika et al., 2022). Thanks to stories, we

can have a common thread from which to start teaching the content (Content-based Instruction) that forms part of the projects from which our tasks arise (TBLT).

7.4. ICT in the learning process

ICT plays a role in this program, helping to facilitate the development of digital skills. However, according to Decree 64/2025 of July 23, in Early Childhood Education, the individual or shared use of digital devices is limited to one hour. However, the use of digital whiteboards or screens is not affected by the above limitation, although they will be used under teacher supervision. Therefore, this annual program will follow these guidelines. Likewise, responsible, pedagogical, and balanced use of ICT is required to achieve specific skills.

To create this annual syllabus, the main methods and approaches for teaching EFL in the early childhood stage were carefully considered and analysed in order to select the most suitable ones. Particular attention was given to supporting students with Special Educational Needs (SEN) by adopting an inclusive “design for all” perspective. The syllabus is therefore grounded in the High Ceilings, Wide Walls philosophy of Universal Design for Learning (UDL) where the rest of the methods can be put into practice to serve the main aim: children at the centre of the learning.

In short, this methodological is structured according to the principles of UDL, which are implemented in the projects developed by learning areas. Students' curiosity is sparked through stories, facilitating the teaching of the content using the Content-based Teaching methodology. Content is delivered through structured tasks, scaffolded by thinking routines and supported by the Total Physical Response methodology to facilitate understanding. As a result, the annual syllabus caters students in such a way that everyone is included in the English class.

8. ASSESSMENT

Assessment is an ongoing, formative and learner-centred process that enables us to monitor the learning process throughout the academic year. In this case, it combines daily assessment, unit assessment and annual assessment in order to track the child's progress in English.

8.1. Annual assessment

As for the annual assessment, each pupil will have their own booklet, a portfolio that documents their learning throughout the year. It allows them to record all their progress and helps them reflect on their own learning.

Specifically, this booklet includes:

- Images of final projects.
- Short reflections on each unit, based on a thinking routine.
- Sentences or words they have learnt.

The portfolio allows both the pupil and the teacher to see the development of their English language skills, as well as their creativity and expression. Not only can we see their progress in learning English, but we can also observe other aspects, such as how motivated and engaged the child has been in their learning process.

8.2. Daily assessment

As for the daily assessment, it will consist of three elements.

To begin with, the teacher will carry out a daily observation, noting only the relevant difficulties encountered by the pupils in her class diary. This will not be a diary that she assesses in detail, but it will highlight any difficulties the pupils may encounter. Similarly, other difficulties relating to following instructions, lack of participation or

motivation may be included. This tool will allow for a more individualised monitoring of the pupils.

Furthermore, in each session, the student will complete a checklist focusing on their participation, attention to the teacher and classmates, use of English, and collaboration with classmates. Each item will be assessed using a simple scale: achieved, in progress, not achieved ([Annex 5](#)).

Finally, in each unit, there will be an assessment of the unit as a whole ([Annex 6](#)) and final product of that unit ([Annex 7](#)) as well as a peer evaluation of the product presentation ([Annex 8](#)).

9. ATTENTION TO DIVERSITY

In a society undergoing rapid change, diversity is very much present in the classroom. For this reason, Organic Law 3/2020 (LOMLOE) proposes an inclusive and equitable approach. Under this premise, it recognises the heterogeneity of the student body, not as an obstacle but as a pedagogical necessity that requires a response from teachers in order to eliminate barriers to learning and participation. In effect, it seeks to ensure that every child has the necessary resources to achieve their full development.

In accordance with this law, measures are established at two levels within the annual programme: ordinary measures and specific measures.

9.1. Ordinary measures

These measures are aimed at all students in order to facilitate access to learning, including students with special educational needs (ACNEAE), in this case students with ASD and high abilities.

To begin with, inclusive methodologies will be used that seek to include all students, such as Universal Design for Learning (UDL). As explained in section 7.1, this methodology ensures different avenues of involvement, representation and expression, guaranteeing that all students are present in the learning process.

UDL will be implemented through the PBL methodology, which will place students at the centre of their learning and promote active participation. PBL is particularly beneficial for gifted students, as it provides motivating, varied and engaging stimuli.

Likewise, thinking routines act as a measure of inclusion, as they provide a cognitive scaffold that allows learning to be monitored, strengthens students' executive functions and provides an organised structure, which is particularly helpful for students with ASD and students with high abilities. According to Sastre (2024), high abilities have difficulties with executive functions such as planification, time management, structuring tasks, taking decisions. In other words, they have difficulties to regulate themselves and apply their resources. For this reason, teaching and training these executive and metacognitive skills with thinking routines is necessary, thereby enabling gifted individuals to learn to self-regulate, plan effectively and realise their full potential. Similarly, students with ASD experience difficulties with working memory, cognitive flexibility, inhibitory control and planning; consequently, from an early age, they need to work on these areas, for example through metacognition (Mora-Rosales et al., 2025). Complementarily, TPR and story-based methodologies facilitate language comprehension and processing without pressure, increasing motivation and academic self-esteem.

The organisation of the classroom into small groups, called learning areas, allows for different learning rhythms to be respected and encourages student autonomy.

In terms of general measures for access to materials, the physical environment, and visual aids, these include the use of pictograms, especially for students with ASD, and a good location for them within the classroom. Likewise, modifications will be made to the organisation of content in activities and font size.

High-ability students will have the opportunity to participate in enrichment activities. This allows students to develop creativity, critical thinking, autonomy, socio-emotional skills and creativity. In this annual syllabus, the student with high abilities will have an activity book with enrichment activities. For example, in the Animals unit, the student will have to create his own animal. He will have to name the animal, draw it, and say sentences about it.

9.2. Specific measures

As for specific measures, these are aimed at students with Special Educational Needs.

Boys with ASD will benefit from the intervention of a therapeutic pedagogy (TP) teacher, with whom they will work for a maximum of nine hours per week. Students with high abilities will attend the enrichment programme specific to the school. This programme takes place once every fortnight. The children take part in fun activities designed to stimulate their curiosity, creativity and critical thinking. The aim is to deepen their learning without rushing through the material, promoting their all-round development and respecting each child's individual pace of development.

Both students will also benefit from non-significant curricular measures such as type of font used in the activities, the assessment methods, the structure of the activities, and the display of the time during the activities etc. i.e., measures that do not involve any modification of the content, objectives or assessment criteria for this course.

10. CONTRIBUTION OF THE PROGRAM TO THE DEVELOPMENT OF OTHER PLAN

This programming contributes to other centre programs such as the promotion of the English language and communication in oral and written language. Ensure that children are bilingual from a young age. Likewise, we can say that the annual syllabus is part of the centre's inclusion plan called "All aboard" that seeks the inclusion of all students in learning English.

11. CONCLUSION

This final project has enabled the design and development of a foreign language (English) curriculum aimed at the third year of the second cycle of Early Years Education, as part of the "All Aboard!" project. It seeks to address the need for foreign language education in English that is tailored to the developmental characteristics of the pupils, ensuring their active participation in the teaching and learning process.

To this end, active teaching methodologies have been employed. These include Total Physical Response (TPR), rotation stations, storytelling, the communicative approach, content-based instruction (CBI) and project-based learning, all of which promote engaging learning that fosters meaningful learning.

However, the cornerstones of the curriculum are Universal Design for Learning (UDL) and thinking routines, which serve as essential tools for ensuring inclusion in the classroom. On the one hand, UDL enables us to cater for the diversity of the student body through multiple forms of representation, action and engagement. On the other hand, thinking routines help children become aware of their cognitive processes when learning, improving their executive functions and fostering creativity, autonomy and

critical thinking. In this way, everyone can participate and learn, thereby reinforcing the inclusive nature of the “All Aboard!” project.

Furthermore, the curriculum is assessed in relation to the objectives, competencies and assessment criteria set out in current legislation, taking into account measures to promote diversity that ensure equal opportunities alongside the holistic development of pupils.

As for the limitations of this programme, it is worth noting that it has not yet been implemented; consequently, we cannot say that there is no room for improvement within the programme. It would therefore be advisable to carry out research to assess the results of its implementation.

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13. ANNEX

Annex 1

Preschool state objectives

Artículo 5.- *Objetivos de la etapa.*

La Educación Infantil contribuirá a desarrollar en los niños las capacidades que les permitan:

- a) Conocer su propio cuerpo y el de los otros, así como sus posibilidades de acción, y aprender a respetar las diferencias. Adquirir una imagen ajustada de sí mismos.
- b) Observar y explorar su entorno familiar, natural y social.
- c) Iniciarse en el conocimiento de las ciencias.
- d) Adquirir progresivamente autonomía en sus actividades habituales.
- e) Desarrollar capacidades relacionadas con emociones y afectos.
- f) Relacionarse con los demás en igualdad y adquirir pautas de convivencia y de relación, así como aprender a ponerse en el lugar del otro y la resolución de conflictos, evitando cualquier tipo de violencia.
- g) Desarrollar habilidades comunicativas en diferentes lenguajes y formas de expresión.
- h) Aproximarse e iniciar el aprendizaje de una lengua extranjera.
- i) Iniciarse en las habilidades lógico-matemáticas, en la lectura y la escritura, y en el movimiento, el gesto y el ritmo.
- j) Promover y desarrollar las normas sociales que fomentan la igualdad entre hombres y mujeres.

Annex 2

Relationship between specific competences and assessment criteria

AREA 1: CRECIMIENTO EN ARMONÍA	
Competencias específicas	Criterios de evaluación
1	1.1. Progresar en el conocimiento de su cuerpo ajustando acciones y reacciones y desarrollando el equilibrio, la percepción sensorial y la coordinación en el movimiento. 1.2. Manifestar sentimientos de seguridad personal en la participación en juegos y en las diversas situaciones de la vida cotidiana, confiando en las propias posibilidades y mostrando iniciativa. 1.3. Manejar diferentes objetos, útiles y herramientas en el juego y en la realización de tareas cotidianas, mostrando un control progresivo y de coordinación de movimientos de carácter fino. 1.4. Participar en juegos organizados o espontáneos con curiosidad y divirtiéndose.
2	2.1. Identificar y expresar sus necesidades y sentimientos ajustando el control de sus emociones. 2.2. Ofrecer y pedir ayuda en situaciones cotidianas, valorando los beneficios de la cooperación y la ayuda. 2.3. Expresar inquietudes, gustos y preferencias, con entusiasmo y respeto, mostrando satisfacción y seguridad sobre los logros conseguidos.
3	3.1. Realizar actividades relacionadas con el cuidado de uno mismo, con el cuidado del entorno y con actitud de respeto. 3.2. Respetar la secuencia asociada a los acontecimientos y actividades cotidianas, adaptándose a las rutinas establecidas para el grupo y desarrollando comportamientos respetuosos hacia los demás.

4	<p>4.1. Participar con iniciativa en juegos y actividades relacionándose con otras personas con actitudes de afecto, empatía, generosidad y amor al prójimo, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</p> <p>4.2. Reproducir conductas, acciones o situaciones a través del juego simbólico en interacción con sus compañeros.</p> <p>4.3. Participar activamente en actividades relacionadas con la reflexión sobre las normas sociales que regulan la convivencia y promueven valores como el respeto a los demás.</p> <p>4.4. Desarrollar destrezas y habilidades para la gestión de conflictos de forma positiva, aprendiendo a buscar la verdad, a no mentir, a defender a quien lo necesite y a no tener miedo. Además, proponer alternativas creativas y teniendo en cuenta el criterio de otras personas.</p>
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ÁREA 2: DESCUBRIMIENTO Y EXPLORACIÓN DEL ENTORNO	
Competencias específicas	Criterios de evaluación
1	<p>1.1. Establecer distintas relaciones entre los objetos a partir de sus cualidades o atributos, mostrando curiosidad e interés.</p> <p>1.2. Emplear los cuantificadores básicos más significativos en el contexto del juego y en las relaciones con los demás.</p> <p>1.3. Ubicarse adecuadamente en los espacios habituales, tanto en reposo como en movimiento, aplicando sus conocimientos acerca de las nociones espaciales básicas y jugando con el propio cuerpo y con objetos.</p> <p>1.4. Identificar las situaciones cotidianas en las que es preciso medir, utilizando el cuerpo u otros materiales y herramientas para efectuar las medidas.</p>
2	<p>2.1. Gestionar situaciones, dificultades, retos o problemas mediante la planificación de secuencias de actividades, la manifestación de interés e iniciativa y el trabajo con sus compañeros.</p> <p>2.2. Canalizar la frustración ante las dificultades o problemas mediante la aplicación de diferentes estrategias.</p> <p>2.3. Plantear ideas acerca del comportamiento de ciertos elementos o materiales, comprobándolas a través de la manipulación y la actuación sobre ellos.</p> <p>2.4. Utilizar diferentes estrategias para la toma de decisiones de manera autónoma, afrontando el proceso de creación de soluciones en respuesta a los retos que se le planteen.</p> <p>2.6. Participar en proyectos utilizando dinámicas de grupo, compartiendo y valorando opiniones propias y ajenas, expresando conclusiones personales a partir de ellas.</p>
3	<p>3.1. Mostrar una actitud de respeto, cuidado y protección hacia el medio natural y los animales, identificando el impacto de algunas acciones humanas.</p> <p>3.2. Identificar rasgos comunes y diferentes entre seres vivos e inertes.</p> <p>3.3. Establecer relaciones entre el medio natural y social a partir de conocimiento y observación de algunos fenómenos naturales y de los elementos patrimoniales presentes en el medio físico.</p> <p>3.4. Identificar rasgos del entorno próximo, reconocer algunas señas de identidad cultural, física y social de la Comunidad de Madrid y de España.</p>

ÁREA 3: COMUNICACIÓN Y REPRESENTACIÓN DE LA REALIDAD	
Competencias específicas	Criterios de evaluación
1	<p>1.1. Participar de manera espontánea y respetuosa con las diferencias individuales en situaciones comunicativas de complejidad.</p> <p>1.2. Ajustar su repertorio comunicativo a las propuestas, a los interlocutores y al contexto, indagando en las posibilidades expresivas de los diferentes lenguajes.</p> <p>1.3. Participar en situaciones de uso de diferentes lenguas, mostrando interés y curiosidad por las mismas.</p>
2	<p>2.2. Interpretar los mensajes transmitidos mediante representaciones o manifestaciones artísticas reconociendo la intencionalidad del emisor y mostrando una actitud curiosa y responsable.</p> <p>2.3. Mostrar interés por conocer y comprender mensajes muy sencillos en lengua extranjera relacionados con rutinas y situaciones cotidianas.</p>
3	<p>3.1. Hacer un uso funcional del lenguaje oral aumentando su repertorio lingüístico y construyendo un discurso organizado y coherente.</p> <p>3.3. Evocar y expresar espontáneamente ideas a través del relato oral.</p>

	<p>3.4. Elaborar creaciones plásticas explorando y utilizando diferentes materiales y técnicas, y participando activamente en el trabajo en grupo cuando se precise.</p> <p>3.5. Interpretar propuestas dramáticas y musicales, utilizando y explorando diferentes instrumentos, recursos o técnicas.</p> <p>3.6. Ajustar armónicamente su movimiento al de los demás y al espacio como forma de expresión corporal libre, manifestando interés e iniciativa.</p> <p>3.7. Expresarse de manera creativa, utilizando diversas herramientas o aplicaciones.</p> <p>3.8. Adquirir y utilizar, de manera gradual y acorde al nivel madurativo, vocabulario y expresiones sencillas en lengua extranjera relacionadas con rutinas y situaciones habituales de comunicación.</p>
4	<p>4.1. Mostrar interés por comunicarse a través de códigos escritos, convencionales o no, valorando su función comunicativa.</p> <p>4.3. Recurrir a la biblioteca como fuente de información y disfrute, respetando sus normas de uso.</p> <p>4.4. Mostrar interés por participar en actividades que favorezcan la iniciación al desarrollo perceptivo-motriz de la escritura.</p>
5	<p>5.2. Participar en interacciones comunicativas en lengua extranjera iniciándose en el uso de normas socialmente establecidas para comenzar, mantener y terminar una conversación relacionadas con rutinas y situaciones cotidianas.</p> <p>5.3. Participar en actividades de aproximación a la literatura infantil, explorando y apreciando la belleza del lenguaje literario.</p> <p>5.4. Mostrar una actitud positiva durante la aproximación a textos literarios en lengua extranjera tales como cuentos, pequeños poemas, leyendas...</p> <p>5.5. Expresar emociones, ideas y pensamientos a través de manifestaciones artísticas y culturales, disfrutando del proceso creativo.</p> <p>5.6. Expresar gustos, preferencias y opiniones sobre distintas manifestaciones artísticas, explicando las emociones que produce su disfrute.</p>

Annex 3

Thinking routines

ROUTINE	DESCRIPTION	WHEN TO USE
SEE, THINK WONDER	Observe, describe and wonder in 3 steps	Start of unit
BEGINNING, MIDDLE, END	Divide stories or sessions in three parts	To help memorise/understand sequences
I USED TO THINK. NOW I THINK...	Express how conclusions and understanding have changed	End class/ activity
NAME, DESCRIBE, ACT	Name an element, describe it and act it out	To internalise new vocabulary
THINK, PUZZLE, EXPLORE	State what is known, ask questions and explore	Before an experiment
SAME AND DIFFERENT	Compare two items "how are they like/different"	To observe and compare analytically.
COLOUR, SYMBOL, IMAGE	Represent a topic visually through three visual elements	To reflect at the end of the unit
WHAT MAKES YOU SAY THAT	Justify and support their ideas	Assembly or discussion
THINK, GUESS, CHECK	Contextualise a word, guess its meaning and verify	Learning new terms
SEE, STATE, ACT	Identifying an object, emotion or action, naming it and mimicking it.	To reinforce vocabulary or social-emotional cues.
NOTICE, MATCH, EXPLAIN	Hearing a word or sound, finding its corresponding pair and justifying the link.	To practice phonics, vocabulary or logical associations.

LOOK, THINK, DO	Observe a situation, process the steps, and perform the action	For procedural tasks or practical skills.
3 MAGIC WORDS, 2 TOP MOMENTS, 1 WISH	Summarize a topic using three specific words and two main facts	To sum up.

Annex 4

Unit 10: Our community, people who help us

**Thinking routines are highlighted in green as they form a cornerstone of the syllabus.*

Lesson 1: Storytelling <i>When I Grow Up</i> by Andrew Daddo and Jonathan Bentley			
Topic	When I Grow Up	Sessions	6
Curricular elements			
Key competences	LCC, PC, PSLC, CC, CrC, CuC		
Contents	ÁREA 1 Block A <ul style="list-style-type: none"> - Symbolic games of professions. - Respect of the rules during the activities. Block B <ul style="list-style-type: none"> - Talking about their career aspirations (“I want to be a....”). - Identification of professions and what they entail (introduction). Block C <ul style="list-style-type: none"> - Comprehension that professions help society. Block D <ul style="list-style-type: none"> - Listening to peers: their aspirations. 		
	AREA 2 Block A <ul style="list-style-type: none"> - Link between a profession and its tools. Block C <ul style="list-style-type: none"> - Recognition of each profession. 		
	AREA 3 Block A <ul style="list-style-type: none"> - Oral expression of their ideas: career aspirations. - Active listening to the story and peers. Block C <ul style="list-style-type: none"> - Listening comprehension of the story. - Guided oral production (“I want to be a.....”) Block E <ul style="list-style-type: none"> - Listening to and understanding the story “When I grow up” - Basic sequencing (Beginning-middle-End) Block G <ul style="list-style-type: none"> - Represent their professions in different possible ways. Block J <ul style="list-style-type: none"> - Professions lexis: hairdresser, inventor, astronaut, writer, secret agent, performer, magician, doctor, chef, tennis player, racing car driver, scientist, veterinarian and firefighter. - Structures: “I want to be a...” 		
Learning outcomes	<ul style="list-style-type: none"> • Students make predictions about the story using thinking routines. • Students identify professions through multimodal input (visual, auditory). • Students recognise accessories associated with each community helper. • Students can express their future aspiration using the structure “I want to be a”. 		

Specific competences	Area 1: 2, 4 Area 2: 1, 2 Area 3: 2, 3, 5	Evaluation criteria	Area 1: 2.3., 4.1. Area 2: 1.1., 2.3 Area 3: 2.3, 3.8.
Previous knowledge	<ul style="list-style-type: none"> - Familiarise with thinking routines. - Structure simple sentences: subject + verb + object. - The initial song, the weather, day and month. 		
Materials	<ul style="list-style-type: none"> - Book - The story bags - Story bag props - Flashcards of professions and thinking routines - Dress-up box - Visual schedule of the session - Mirror 	Spaces	Classroom
Procedures			
Timing	Stage /substage	Activities	Grouping
5 mins	Lead-in	<p>T sings the morning song with ss, takes attendance, asks about the weather, day of the week and month.</p> <p>T presents the pictograms to establish the session's structure (Beginning, Middle, End).</p> <p>T introduces the surprise bag and shakes to pique children's curiosity: What's inside the bag?</p>	All group
10 mins	Pre-listening	<p>T takes out and names the bag different accessories related with professions (helmet, brush, stethoscope), T shows it with flashcards and real objects and the story <i>When I Grow Up</i> by Andrew Daddo and Jonathan Bentley.</p> <p>T shows the book cover and asks with the thinking routine (see, think, wonder):</p> <ul style="list-style-type: none"> - See: What do you see? - Think: What do you think? - Wonder: What do you wonder? <p>T takes out from the bag flashcards and teaches with professions.</p>	All group
10 mins	While-listening	<p>T gives student accessory and flashcards of professions. Each student will have to stand up and stand in front of the class when the community helper appears. Ss say out loud how the profession is called and mimic it.</p> <p>T stops before turning the page and asks "Stop. Stop. Who do you is the next community helper?" Ss guess who next community helper is.</p>	All group
15 mins 7 mins	Post-listening	<p>In pairs ss chose a profession. They practice the structure "I want to be a..." with the thinking routine "Name-Describe-Act": Then students will choose how they will represent it.</p> <ul style="list-style-type: none"> - Option 1: Choosing an accessory. - Option 2: Using a pictogram or illustration of the story. - Option 3: Saying only the sentence. 	Pairs

7 mins		Then the T points a pair and ss have to represent what they want to be using the thinking routine Name-Describe-Act : <ul style="list-style-type: none"> - Name the profession: I want to be a... - Describe: They wear ... - Act: Do an action (TPR). 	
Extra support	Pictograms of the different professions will be distributed so ss can see them. In the “Post-listening” phase, the high abilities student can create a hybrid profession (e.g., <i>astronaut-chef</i>) and explain what tools you would need. This activity is open to all students who wish to participate.		

Lesson 2: Profession’s tools				
Topic	Professions tools		Sessions	6
Curricular elements				
Key competences	LCC, PC, PSLC, CC, CrC, CuC			
Contents	ÁREA 1 Block A <ul style="list-style-type: none"> - Coordination control, muscle tone, balance and movement on the circuit. - Following rules of the game and associated routines. Block B <ul style="list-style-type: none"> - Helping strategies in game contexts. Block D <ul style="list-style-type: none"> - Identification of the different community helpers through symbolic games. 			
	AREA 2 Block B <ul style="list-style-type: none"> - Investigation, observation and experimentation strategies and questions. Block C <ul style="list-style-type: none"> - Classification of profession tools through games exploration. 			
	AREA 3 Block A <ul style="list-style-type: none"> - Social conventions of language exchange: attention, active listening and turn-taking. Block C <ul style="list-style-type: none"> - Use progressive of the lexis and intonation in everyday situations. Block E <ul style="list-style-type: none"> - Listening to and understanding the story “When I grow up” - Basic sequencing (Beginning-middle-End) Block G <ul style="list-style-type: none"> - Represent their professions in whatever way they like. Block H <ul style="list-style-type: none"> - Body motor abilities in relation to space and time: movement and balance Block J <ul style="list-style-type: none"> - Tools lexis: hose, stethoscope, handcuffs, spoon, board, scissors, pen, wand, racket, helmet, lab coat. - Structures: “I think it is a...” “I am a.... and I have a....”. 			
Learning outcomes	<ul style="list-style-type: none"> • Students identify tools through teacher multimodal input (such as images, objects, and hand-on examples). • with their corresponding profession. • Students develop coordination by completing an obstacle race. 			
Specific competences	Area 1: 1, 3 Area 2: 1, 2 Area 3: 2, 3, 5	Evaluation criteria	Area 1: 1.3., 3.2. Area 2: 1.1., 2.3. Area 3: 2.3., 3.8., 5.2	
Previous knowledge	<ul style="list-style-type: none"> - Professions form session 1. - Morning routines 			

Materials	<ul style="list-style-type: none"> - Tool box and its flashcards of tools and professions - Thinking routines - Obstacle course tools; hoops, tunnels. - Passport templates - Visual schedule of the day 	Spaces	Classroom and psychomotricity class
Procedures			
Timing	Stage /substage	Activities	Grouping
5 mins	Lead-in	<p>It starts with ss the morning song, takes attendance, asks about the weather, day of the week and month.</p> <p>T presents the pictograms to establish the session's structure (Beginning, Middle, End).</p>	All group
5 mins	Warm up	<p>T takes out of the back a flashcard profession.</p> <p>Ss identify which profession it is by using the thinking routine: Name, describe, Act.</p> <p>They repeat the process until all the professions are revised.</p>	All group
10 mins	Present	<p>T takes out from the box tools from each profession.</p> <p>T says the name of the tool and ss repeat it. T asks guess from which profession it is with the thinking routine: Think, guess, check.</p> <p>Then T shows one by one all the tools and associated professions. Ss say out loud which tool is it and which is the associated profession.</p>	All group
15 mins	Practice	<p>T makes 4 groups of 6 children. There are four circuits:</p> <ul style="list-style-type: none"> - 2 of them that are the same called the naming tools challenge. - 2 of them the professional match. <p>Two groups do the naming circuits.</p> <p>Two groups do the naming circuits.</p> <p><u>Circuit 1: Naming challenge</u></p> <p>There is a line on the floor. Ss have to balance the object on their heads as they walk along the line. As they walk, they think about what the object is called. When they reach the end, they say the name and check it against a written word there that tells them what the tool is called. If the ss gets it right, they can stick the picture on the wall with Blu-Tack.</p> <p>Ss use the thinking routine “think, guess, check”.</p> <p><u>Circuit 2: The professional match</u></p> <p>There is a course with hoops. Some of the hoops contain a tool. When they reach a hoop with a tool, they have to strike a pose for five seconds to maintain their balance. At the end of the course,</p>	Groups

		they have to follow the 'think, guess, check' routine to identify the tool and match it to its corresponding professional. After 5 minutes the T says: Switch!	
15 mins	Produce	Ss stay in the same groups from the previous activity. In groups they receive a passport of professions. Ss received on one hand images of each profession and on the other hand tools. Ss have to stick and associate each tool to its profession. Then each member decides a profession and its tool. T points each one of them and each member says: I am a (profession) and I help with the (tool). As a support ss will have a prompt of the sentence and also real objects to remember what they have to complete.	Groups
5 mins	Closure	T verifies each passport to see if it is correct. Review of the visual schedule of the day thumps up if we have seen everything.	All group
Extra support	Some measures will be taken for a better class management: <ul style="list-style-type: none"> - Anticipation of transition to psychomotor class. - Tape on the floor for routes and waiting areas so you know where to wait - Noise reduction: use of noise cancelling headphones if necessary High abilities' student can create a new tool if he has finished. This activity is open to all students who wish to participate.		

Lesson 3: Where do they work?			
Topic	Workplaces	Sessions	6
Curricular elements			
Key competences	LCC, PC, PSLC, CC, CrC, CuC		
Contents	ÁREA 1 Block A <ul style="list-style-type: none"> - Use the senses (touch and hearing) identify the tools of each profession. Block D <ul style="list-style-type: none"> - Respectful interaction with peers during the Detective Game. 		
	AREA 2 Block B <ul style="list-style-type: none"> - Formulating hypotheses ('I think it is...') and verifying results Block C <ul style="list-style-type: none"> - Linking professionals to its workplace 		
	AREA 3 Block A <ul style="list-style-type: none"> - Attention to the lyrics of a song and peers' interventions. Block C <ul style="list-style-type: none"> - Use progressive of the lexis of workplaces and phrases construction (He works in...). Block D <ul style="list-style-type: none"> - Association between written words and images from the map Block F <ul style="list-style-type: none"> - Participation in singing the song "Where do they work?" - Listen carefully to and enjoy the piece of music provided as a basis for learning. Block J		

	<ul style="list-style-type: none"> - Positive attitude and interest to participate in oral interaction. - Workplaces lexis: hair salon, laboratory, space, studio, city, theatre, hospital, fire station, tennis court, racetrack and veterinary clinic. - Structures: “Where do they work “He/she works in...” 		
Learning outcomes	<ul style="list-style-type: none"> • Students identify workplaces through multimodal input (mystery bag and posters) • Students associate community helpers with corresponding workplace during the song. • Students communicate where do the different helpers work. 		
Specific competences	Area 1: 1, 4 Area 2: 1, 2, 3 Area 3: 1,2, 3, 4, 5	Evaluation criteria	Area 1: 1.3., 4.2. Area 2: 2.3. 3.4. Area 3: 1.1., 3.1., 3.5., 4.1., 5.2
Previous knowledge	<ul style="list-style-type: none"> - Professions from session 1. - Tools presented in session 2. - Morning routines 		
Materials	<ul style="list-style-type: none"> - 3 different workplaces posters. - Profession flashcards and workplaces. - Sentences frames. - Visual schedule of the day. 	Spaces	Classroom
Procedures			
Timing	Stage /substage	Activities	Grouping
10 mins	Lead-in	<p>T sings the morning song with ss, takes attendance, asks about the weather, day of the week and month.</p> <p>T presents the pictograms to establish the session’s structure (Beginning, Middle, End).</p> <p>T takes out the mystery bag where tools of different professions are.</p> <p>One ss is selected with a random participation tool. Ss puts a hand in the bag and picks one. Using touch and hearing, he identifies what it is by following the ‘Think, Guess, Check’ routine. In other words, he says ‘think’, says the name, and then takes the tool out of the bag to check whether he’s got it right.</p>	<p>All group</p> <p>All group</p>
10 mins	Pre-listening	<p>T takes out from the bag a poster with the different workplaces.</p> <p>T says the name of the place and ss repeat it. Then T explains how we play to giant memory game. A ss flips two cards, if they match the class says “Yes, the chef works in the kitchen”. If they don’t match, they respond no, the chef doesn’t work in the space.</p> <p>T ensures that all the pairs are identified.</p>	All group
10 mins	While-listening	<p>T plays the song “Where do they work?” for the first time and ss just listen.</p> <p>T makes three groups depending on the scaffolding.</p> <p>Group 1 (ducks- access): Ss have a map and workers. While they listen a worker, they have to associate it to the workplace.</p> <p>Group 2 (elephant- consolidation): Ss associate the worker to the workplace and write in the map the word of the workplace.</p>	Small groups

		Group 3 (eagles-extension): Ss match the worker to the workplace and write the profession and workplace	
10 mins	Post- Listening	T gives to each ss a flashcard with a workplace or a flashcard with a profession. They have to walk around the class using the structures “Where do you work?” and “I work in ...” to find their peer. When ss have found their peer, they sit in the carpet to show they are done and they repeat to the teacher the sentences “Where do you work?” and the peer answers “I work in (workplace).”	All group
5 mins	Closure	Review of the visual schedule of the day thumps up if we have seen everything	
Extra support	While-listening groups will be distributed by the T depending on the different levels. High abilities students in addition to writing the complete sentence, you will be asked to add a reason: “The doctor works at the hospital to helps sick people.” This activity is open to all students who wish to participate.		

Lesson 4: 3,2,1 Action! What do they do?			
Topic	Professional actions	Sessions	6
Curricular elements			
Key competences	LLC, PC, PSLC, CC, CuC,		
Contents	ÁREA 1 Block A - Movement through mimicry and movement activity. Block D - Participation in games respecting the rules and speaking turns		
	AREA 2 Block B - Construction of new knowledge taking into account what is known and what is new during the rotation stations. Block C - Identification of professions and their associated actions.		
	AREA 3 Block A - Use of affirmative structure to describe professions actions (“The chef cooks”) Block C - Progressive use of the lexis and grammatical affirmative structures to describe professional actions (“the chef cooks.”) - Phonological awareness: identification of the /s/ sound in the third person through the use of the snake puppet. Block J - Actions lexis: cut, create, fly, write, spy/investigate, act, perform tricks, treat, extinguish fires, rescue people, cook, drive, research, trat animals - Structures: “The (professional) (action).”, “The (profession) (Verb) in the (workplace).”		
Learning outcomes	<ul style="list-style-type: none"> • Students name actions associated to the different professions. • Students associate community helpers, their action and workplace. • Students construct easy sentences following the structure: “The (profession) (Verb) in the (workplace).” 		
Specific competences	Area 1: 4 Area 2: 1, 3 Area 3: 2,3,5	Evaluation criteria	Area 1: 4.2 Area 2: 1.1., 3.3. Area 3: 2.3, 3.1., 3.7
Previous knowledge	<ul style="list-style-type: none"> - Professions form session 1. - Tools seen in session 2. 		

	<ul style="list-style-type: none"> - Workplaces session 3. - Simple sentence construction. - Exposure to writing words related to a topic. - Morning routines. 		
Materials	<ul style="list-style-type: none"> - Thinking routines - 3 different workplaces posters - Profession flashcards - Sentences frames - Mission cards - Visual schedule of the day 	Spaces	Classroom
Procedures			
Timing	Stage /substage	Activities	Grouping
5 mins	Lead-in	<p>T sings the morning song with ss, takes attendance, asks about the weather, day of the week and month.</p> <p>T presents the pictograms to establish the session's structure (Beginning, Middle, End).</p>	All group
5 mins	Warm up	<p>T puts on the floor flashcards of workplaces. Ss dance around the classroom. When the T stops the music and T shouts "The floor is lava! Run to the Kitchen! Ss jump to safety to the kitchen. When T sees everyone is in the workplaces, T points out a ss with a random selection tool.</p> <p>Student says in which workplace he is, which professional works there and does the mimic (I see, I state, I act):</p> <ul style="list-style-type: none"> - I see: ss name the place. "It is a kitchen." - I state: Ss name the professional "The chef works here!" - I act: all the ss answers by doing the action verb (cooking). 	All group
10 mins	Present	<p>We sit on a circle. T shows flashcards of different actions from professional: cooking, writes, flies, drives, helps, rescues, each time T presents one, ss repeat the word. Then, each ss repeats the word with voice changes, we play with the voices.</p> <p>Then T asks who does each action. T use the "Snake puppet" to emphasize the /s/ sound in cooks, drives, paints, helps, rescues, flies.</p>	All group
15 mins	Practice	<p>T explains four different stations. The class is divided into four groups of six ss.</p> <p><u>Station 1: Matching:</u> Ss have profession flashcards and action's flashcards. They have to link the profession with the correct action.</p> <p><u>Station 2: Fill in the blanks:</u> They have sentences and they have to complete them. Ex: The chef...</p> <p><u>Station 3: Guess the job</u></p> <p>Ss have flashcards with the profession and the others have to guess the action. They can give clues by showing the image but the others have to say the word.</p> <p><u>Station 4: Mini role play</u></p>	Small groups

		Ss make pair groups. They do an interview: Ss A: What do you do in your job? Ss B: I cook. Ss A: has to guess which profession is ss B. For this station they can with sentences prompts, audio examples, and the roles rotate.	
10 mins	Produce	Ss stay in groups and take the passports from session 2. Ss write in each profession the action associated and the workplace. Then each member talks about a profession. "The (profession) (Verb) in the (workplace)."	All group
5 mins	Closure	Review of the visual schedule of the day thumps up if we have seen everything	
Attention to diversity	<p>At the "Mini role play" station, T will provide visual scripts so they know exactly what to say and when.</p> <p>High abilities' student can in station 4, you must conduct the interview using at least two different action verbs per profession. This activity is open to all students who wish to participate.</p> <p>High abilities student counts with a book with extra activities in this lesson. He will create an "Action Mash-up" where you write what happens when a professional performs an unexpected action (e.g., "The chef rescues the cake" or "The doctor cooks a potion"), justifying the phrase with a complex sentence. This activity is open to all students who wish to participate.</p>		

Lesson 5: I want to be...			
Topic	Final product	Sessions	6
Curricular elements			
Key competences	LLC, PC, PSLC, CC, CuC,		
	<p>AREA 2 Block A. - Development of fine motor skills through the creation of the final product. Block D - Identification of personal preferences and interests regarding future profession.</p> <p>AREA 3 Block C - Use of the lexis related with professions: workplaces, actions and tools. - Grammatical structure of affirmative sentences following the pattern: 'The (professional) (action)s in the (workplace)', 'I want to be a....' Block J - Profession lexis: doctor, firefighter, police officer, chef, astronaut. - Action verbs: cut, create, fly, write, spy/investigate, act, perform tricks, treat, extinguish fires, rescue people, cook, drive, research, treat animals. - Structures: "I want to be..." The (profession) (Verb) in the (workplace)."</p>		
Learning outcomes	<ul style="list-style-type: none"> • Students name the different professions, tools, workplaces and actions. • Students establish logic relation between professions, tools, workplaces and actions. • Use of the grammatical structure 'I want to be a...' to express personal preferences when speaking. • Students create their future profession in a creative way. 		
Specific competences	Area 1: 1,2,4 Area 2: 1,2,3 Area 3: 1, 2, 3, 5	Evaluation criteria	Area 1: 1.2., 2.3. Area 2: 3.3. Area 3: 1.1., 3.1., 3.8., 5.2.
Previous knowledge	<ul style="list-style-type: none"> - Professions form session 1. - Tools presented in session 2. - Workplaces session 3. - Simple sentence construction. - Exposure to writing words related to a topic. - Morning routines. 		

Materials	<ul style="list-style-type: none"> - Thinking routines - 3 different workplaces posters - Profession flashcards - Sentences frames - Mission cards - Visual schedule of the day 	Spaces	Classroom
Procedures			
Timing	Stage /substage	Activities	Grouping
5 mins	Lead-in	<p>T sings with ss the morning song, takes attendance, asks about the weather, day of the week and month.</p> <p>T presents the pictograms to establish the session's structure (Beginning, Middle, End).</p>	All group
5 mins	Warm up	<p>T divides into 4 groups the classroom. One member of the groups goes to the board. T says outload a profession and ss have to match each profession with their tool, action and workplace by following the thinking routine I notice-I match- I explain.</p> <p>I notice: ss points/say/ hold the profession that the T has said.</p> <p>I match: ss matches the profession with the correct action, workplace and tool.</p> <p>I explain: ss say with a sentence. "The chef cooks with a spoon in the kitchen". Ss can also say the words outload instead of saying the hole sentence.</p> <p>The group with more correct answers wins.</p>	All group
10 mins	Present	<p>T asks: Do you want to see my mural? Here it is. We can see that I wanted to be a teacher, the tools that I use, the action and the workplace.</p> <p>T presents it: I wanted to be a teacher. I use a board and a marker. I teach children. I work in a school. T asks children what do they want to be? SS one by one answer.</p>	All group
10 mins	Produce	<p>Each children do their own mural by putting an image of themselves decorated with the profession they want to be, the tool, action and workplace with a drawing or word. Before starting they revise what they have to do with the thinking routine I look- I think- I do.</p> <p>T will give them a checklist to check that they've put everything in.</p>	Individual
5 mins	Closure	Ss give to the teacher the mural to make a mural of every child profession.	Individual
Attention to diversity	<ul style="list-style-type: none"> - Student counts with an example of the T of a structured poster as a template. - Students can add in their poster future tools that nowadays do not exit. - Students will have a visual time aid to know how much time left they have to do the poster. 		













Lesson 6: Presenting my future...

Topic	Presentation product	Sessions	6
Curricular elements			
Key competences	LLC, PC, PSLC, CC, CuC, AREA 2 Block A. - Positive image of oneself and acceptance of the own possibilities to express what they want to be. AREA 3 Block A - Communication skills and elements of non-verbal communication (gestures and body language) during the poster presentation. Block C: Spoken communication. - Progressive use of vocabulary related to the professions, simple grammatical structure and appropriate intonation Block G: Visual and plastic arts. - The expressive purpose of visual artworks (the poster) as a means of representing events and feelings. - Profession lexis: doctor, firefighter, police officer, chef, astronaut. - Action verbs: cut, create, fly, write, spy/investigate, act, perform tricks, treat, extinguish fires, rescue people, cook, drive, research, treat animals. - Structures: "I want to be..." The (profession) (Verb) in the (workplace)."		
Learning outcomes	<ul style="list-style-type: none"> • Use the phrase "I want to be a..." to say what they want to be when they grow up • Describe an activity, where they work and a tool related to the profession (e.g. "I teach children. I work in a school. I use a book.") • Speak confidently with the help of their poster, gaining confidence in speaking English 		
Specific competences	Area 1: 1,2,3 Area 2: 3 Area 3: 2, 3, 5	Evaluation criteria	Area 1: 1.2., 2.3., 4.2. Area 2: 3.3. Area 3: 2.3., 3.1., 3.8., 5.2.
Previous knowledge	<ul style="list-style-type: none"> - Professions form session 1. - Tools seen in session 2. - Workplaces session 3. - Simple sentence construction. - Exposure to writing words related to a topic. - Morning routines. 		
Materials	- Individual poster	Spaces	Classroom
Procedures			
Timing	Stage /substage	Activities	Grouping
5 mins	Lead-in	T sings the morning song with ss, takes attendance, asks about the weather, day of the week and month. T presents the pictograms to establish the session's structure (Beginning, Middle, End).	All group
5 mins	Warm-up	T explains the profession race. T divides into 3 groups the class. In the whiteboard sticks three columns with profession, tool and workplace. A ss run to the board and takes a card, he has to place it in the correct column. Then ss comes back and next student repeats the same procedure. The group that arrives first when all the words are in the board says "I want to be... (favourite profession)"	All group
10 mins	Present	In pairs ss prepare their presentation - I want to be a/an (Profession).	All group

		<ul style="list-style-type: none"> - I (Action Verb) in the (Workplace). - I use a (Tool). <p>Ss can also record their presentation to present it to the class.</p>	
10 mins	Produce	<p>Ss one by one do their presentation and then he evaluates himself.</p> <p>The group of the presenter assesses the presenter.</p>	Individual
5 mins	Closure	Using the 3 “Magic Words learnt” – 2 “Top” Moments – 1 “Wish” for the Future’ reflection exercise, the students reflect on the session.	Individual
Attention to diversity		<ul style="list-style-type: none"> - T uses visual aids (flashcards) and script during their speech so they don't rely solely on memory. - In the final reflection "3 Magic Words," ss can relate their professional choice to a real-world problem they would like to solve. 	

Annex 5

Unit 10 session rubric

ÍTEMS	ACHIEVED	IN PROGRESS	NOT ACHIEVED
Participation: I actively participated in today's activities and games.			
Attention: I have listened carefully to the teacher and my classmates.			
Use of English: I have tried to use English words and phrases.			
Collaboration: I have worked well and helped my classmates.			

Annex 6

Unit 10 rubric

ÍTEMS	EVALUATION CRITERIA	EXPERT	INTERMEDIATE	BEGINNER
Oral communication and vocabulary	Area III: 3.1, 3.8, 4.1., 5.2.	Identifies and uses vocabulary relating to professions, tools, places and actions with ease.	Name most of the items in the unit with good pronunciation and listening comprehension.	Do not identify or produce the core vocabulary for the unit, even with assistance.
Use of structures	Area II: 2.1. Area III: 2.3, 5.2.	Use the phrases 'I want to be a... ' and "The (profession) (verb) in the (place)." correctly.	Constructs sentences based on the models they have practised, with only very minor grammatical errors.	He is unable to form sentences using the structures covered in class.
Thinking routines	Area II: 1.1, 2.2, 3.3	Apply routines such as "See-Think-Wonder" or "Think-Guess-Check" independently to solve problems.	Actively participates in the guided activities, demonstrating logical reasoning in his deductions and predictions.	Does not understand the dynamics of routines and is unable to make logical connections.
Interaction and game rules	Area I: 1.3, 3.2., 4.1. Area II: 3.4. Area III: 1.1.	Take turns, participate actively in group activities, and follow the rules of games and motor skills circuits.	Shows a positive attitude, respects the rules of conduct and participates in class activities.	Does not follow the rules of the games or interact respectfully with his classmates.
Unit reflexion Booklet	Area I: 2.3.	Complete your final reflection by creatively incorporating your '3 magic words', your '2 favourite moments' and your 'wish for the future'.	Include your favourite moments and your career aspirations clearly in your booklet.	Does not make a final reflection or show interest in expressing his personal preferences.
















Annex 7

Final product unit 10 rubric

ÍTEMS	EXPERT	ADVANCED	INTERMEDIATE	BEGINNER
Poster Content	Accurately depict the profession, tool, action, and place of work using drawings or words.	Includes most of the elements (at least 3), with minor errors in identifying tools or locations.	It introduces the profession and an additional element, but the content is very limited.	The poster lacks the basic elements of the unit (tools, actions, or locations).
Oral Syntactic Structures	Use fluently: "I want to be a...", "I (verb) in the (place)," and "I use a (tool)."	Uses the required structures clearly, although with minor pauses or agreement errors.	Produce simple sentences based on the visual model on the poster, with help or reminders from the teacher.	Unable to construct sentences using the syntactic structures presented in the unit.
Visual Arts Production and Creativity	The poster is original, beautifully decorated, and features a creatively integrated image of our own.	The poster is well organized and decorated, meeting all visual requirements.	The poster is functional and clear, but it lacks decorative elements or personalization.	The poster is sloppy, incomplete, or does not serve the expressive purpose of the assignment.
Confidence and communication	Speaks with great confidence, uses gestures to support their speech, and maintains appropriate intonation.	Speaks confidently in front of the group, making proper use of visual materials.	Delivers the presentation shyly or in a low voice, relying heavily on direct reading.	Shows significant anxiety or refuses to give an oral presentation of their work.
Use of supports: Checklist	Independently uses the checklist to verify that their final product contains all the necessary elements.	Follow the checklist provided by the instructor to organize your final project.	Requires teacher guidance to complete the checklist and ensure the poster is finished.	Does not use the support tools (checklist/templates) to create their final product.

Annex 8

Peer evaluation product

ÍTEMS	ACHIEVED	IN PROGRESS	NOT ACHIEVED
Use of the poster: You pointed to your drawing or photos while speaking.			
Voice and Gestures: You spoke loudly and clearly, using gestures to help us understand you.			
Structures: The student correctly said, "I want to be a..."			
Details: The candidate mentioned their role and place of work (e.g., "I work in...").			
Tools: You have named your work tool (e.g., "I use a...").			

Annex 9

Unit 10 materials

Below you find the materials of unit 10:

<https://canva.link/kks4qqekc4wrecx>