



# TRABAJO FIN DE GRADO

## Doble Grado en Educación Primaria y Educación Infantil

Programación Didáctica para curso de 5º de  
Primaria en inglés

*Learning English Through Fantasy:  
Stories Beyond the Door*

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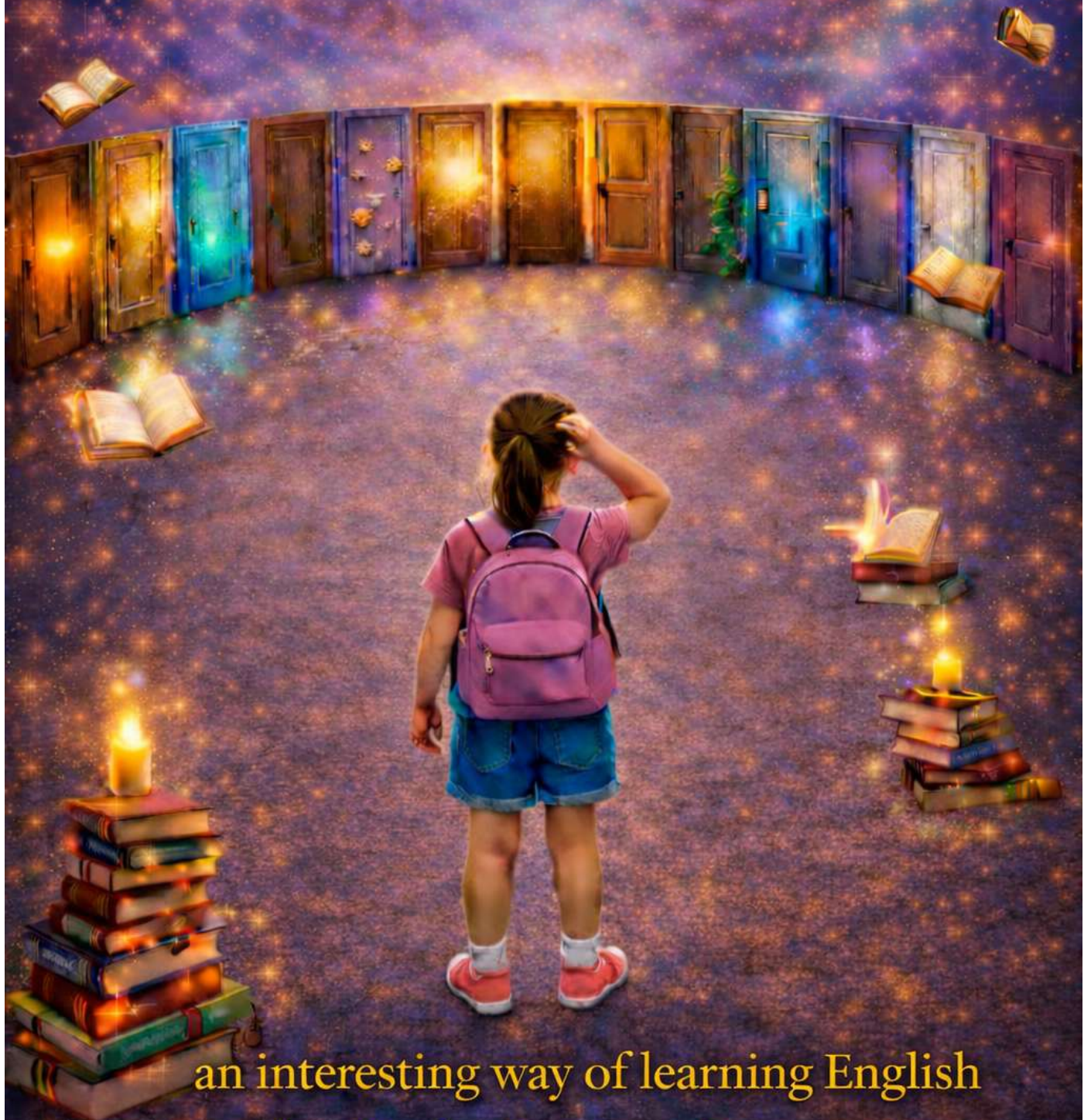
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*A mi madre y mi padre, por  
ayudarme siempre.*

*A Cris y Lucía,  
por ser mis mejores amigas.*

# Learning English Through Fantasy: *Stories Beyond The Door*



an interesting way of learning English  
by Paula Carreres Satorre

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## 1. INTRODUCTION

For many years of my life, I thought about dedicating myself to teaching. What I was always sure about was that I wanted to create a great impact on society, especially by working with children. The role that we teachers have is very important in achieving this objective, and I believe that, thanks to my profession, I can help many people to reach their goals and dreams.

I am very curious person, I love learning about different cultures and, what attracts me the most, is how different things can we be able to learn about while we are reading, especially in children's books. This is what I want to reflect in my work, a great deal of fantasy and culture.

For this reason, I have chosen to use "Stories Beyond the Door", finding out different stories during the year. Through this project, we will embark on an adventure through different childish books (See [annex 13.4](#)), where we can learn culture and lifestyle, while studying the contents of the English subject. During the 15 units that we will be working on, we will be able to open the different doors: doors to knowledge and culture. The image that I can image is the one that we can see [here](#). This is a good way of engaging children to meet new adventures and knowing English in real contexts, taking into consideration the parts of the different books and stories. Also, using the poster with the doors the children will be able to see visually the themes that we are doing, which ones are completed and which ones we have left.

The question is: how do I connect these contents with my teaching personality? Very easily. The truth is that I want to teach my students my curiosity, my passion for culture,

my desire to learn new things every day, and help them develop the same interest in learning new world awareness as I have.

On the other hand, I have always liked the English language, and when people ask me which subject I would like to teach, this is the one I choose. When I was younger, I was very good at it, and as I was growing up, I had to put in much more effort to maintain a high level, while I was reading and learning new words and culture. I believe that, by being a good English teacher, I can help my students enjoy the language and encourage them to become more creative: learning English in a funnier way and learning about different backgrounds while reading different stories.

For example, reading the book *Charlie and the Chocolate Factory*, working with food vocabulary and *countable/uncountable* food, or working on friendship with the story of *A Little Princess*. The selected stories align with children's literature, combining contemporary classics with those. In some of the stories we are going to read a specific part of the book during the lesson, while in another stories, we will watch an important part of the film. This way, is not always the same and they learn diverse items: reading, listening... They have to read a book per trimester, choosing the most interesting for them. They will read, in total, 3 books during the year.

In addition, I would like to highlight that I am an active listener and I like listening to others. I am approachable and easy to talk to, grateful, and capable of seeing the greatest potential in each student, and that is precisely what I aim to achieve through this project. Furthermore, I consider that selflessness motivates me to help others, as the love that I receive in return is something that cannot be explained, as an example, through volunteering to teach students with special educational needs. I believe that

in this sense of dedication to others is what makes me fully committed to this profession.

Finally, I would like to highlight that, thanks to my international teaching placement in Stockholm, Sweden, I have gained new perspectives that I wanted to bring into this project. This experience allowed me to combine my passion for the English language and learning in multicultural environments, while also discovering innovative ways of planning and delivering lessons. Through *Stories Beyond the Door*, I aim to reflect everything I learned abroad by creating a learning space where culture, creativity and meaningful experiences come together in each unit and story.

## **2. THEORETICAL JUSTIFICATION**

This syllabus is designed for Year 5 students at La Salle Maravillas (Nuestra Señora de las Maravillas), a bilingual Catholic school located in the centre of Madrid, with a total of 50 students divided into two classes of 25.

For Year 5 of Primary Education, this project is regulated by Royal Decree 157/2022, issued by the Spanish Ministry of Education and Vocational Training, which establishes the general objectives, contents, evaluation criteria, attention to diversity measures and methodologies for Primary Education, as well as by Decree 61/2022 of the Community of Madrid, which develops and adapts these principles for the region.

Furthermore, as La Salle Maravillas holds the highest certification level within the BEDA bilingual programme (Bilingual English Development and Assessment), this syllabus also follows Orden 5958/2010 of the Comunidad de Madrid, which establishes the general skills, tasks and language requirements for the third cycle of Primary Education in bilingual schools. Each didactic unit includes a section indicating

the main language skills (listening, speaking, reading and writing) developed the different sessions of the syllabus.

On the other hand, when talking about UDL (Universal Design Learning), my main aim is to make sure that every child can take part in the project and feel included. To do this, I try to offer different ways of accessing the stories, through short videos, readings, images, storytelling or simple explanations, so each student can choose the format that helps them most. I also give them different ways to show what they have learned, like drawing, writing, speaking, acting or creating small projects. In this way, by using the three UDL networks\*, I make sure that all students stay motivated, understand the content in different ways and can express themselves using the method that works best for them.

- The three UDL networks are the affective network (how students engage), the recognition network (how they understand information) and the strategic network (how they express what they have learned).

Following several pedagogical principles established in Royal Decree 157/2022, of March 1, specifically in Article 6, which sets out the structure and minimum teaching requirements for Primary Education and will be taken into account in this programming, the key guidelines are as follows (these guidelines have been translated from the Spanish by the author):

- Educational inclusion and personalized attention to students and their learning needs will be guaranteed, ensuring a methodology that accommodates everyone.

- Instruction is based on helping students acquire and consolidate key competencies through basic learning, while taking into account each individual's level and pace.
- Across all subject areas, essential skills will be addressed, such as reading comprehension, oral and written expression, audiovisual communication, digital competence, and the encouragement of creativity, scientific thinking, and initiative.
- Instrumental learning will be given special consideration during instruction.
- The curriculum will promote gender equality, education for peace, responsible consumption, sustainable development, and health education, including affective and sexual education.
- Educational guidance, tutoring, and emotional and values-based education will be implemented.
- Meaningful learning will be encouraged, promoting autonomy and reflection during study sessions.
- Opportunities for study and intensive reading sessions will be facilitated to help students develop consistent reading habits.
- Students will engage in meaningful projects and collaborative problem-solving activities to reinforce self-esteem, autonomy, reflection, and responsibility.
- In official languages, oral comprehension, expression, and interaction will be prioritized.

### **3. CONTEXTUALIZATION**

This project is going to be implemented in the School La Salle Maravillas, being a Catholic private school, belonging to Hermanos La Salle company, located in the city center of Madrid. Its educational project has a “distinctive character” based on

Christian values, with a pastoral approach that promotes formation focused on values such as inner growth, justice, coexistence, and transcendence. This school is part of the Escuelas Católicas de Madrid.

La Salle Maravillas is certified by BEDA (Bilingual English Development and Assessment), linked to Escuelas Católicas de Madrid, as a "Reference Centre", having the highest certification level within BEDA. The school benefits from the presence of a Language Assistant (LA), a key component of the bilingual programme, who works weekly with small groups of students. Once a week, they go out to speak with the Assistant, so they have the opportunity to do speaking with a native speaker. These sessions complement the teacher's work by reinforcing the vocabulary, structures and communicative functions introduced in each door, helping students gain fluency, confidence and naturalness when speaking in English. The LA is an essential element of this syllabus, as it strengthens the communicative approach and reinforces the communication in English of the children.

During this syllabus, we will focus on the 5th grade, which consists of a total of 50 students, 25 in each class. There is a wide range of learning rhythms among the students, as the group includes two students with attention deficit hyperactivity disorder (ADHD), one with mild dyslexia (currently receiving support), and, finally, one student with high abilities.

Instead of relying on traditional methodology, this project is built around a range of meaningful and story-based activities that help students engage with each door in an active and creative way. Throughout the units, the children take part in storytelling moments, short film-based tasks, collaborative writing, poster creation and simple

role-plays inspired by the different books. These types of activities allow them to use English in real and enjoyable contexts, develop narrative skills and feel more connected to the stories we work with.

Alongside these creative tasks, the project also includes more structured activities such as reading comprehension exercises, vocabulary tasks, small grammar challenges and guided speaking routines. These activities help students consolidate the language in a natural and progressive way. Group work appears in almost every unit, giving students the chance to collaborate, share ideas, plan small projects together and support one another during reading and writing tasks.

Finally, each door includes at least one small project or final product, such as a class newspaper, a fantasy story, a recycling science technology engineering arts and mathematics (STEAM) activity, a storytelling session with Year 1 (see [annex 13.8.](#)) or a visual poster. These products give the students the opportunity to show what they have learned in a clear, creative and motivating way. Overall, the project aims to make English something meaningful, allowing students to learn through action, imagination and working in different projects.

## **4. OBJECTIVES**

### **4.1. Stage objectives**

The objectives have been established using those from Royal Decree 61/2022, of March 1, specifically Article 7, which sets out the structure and minimum teaching requirements for Primary Education. These objectives are (these objectives have been translated from the Spanish by the author):

- (a) To know and appreciate values and rules of coexistence, to act according to them in an empathetic way, to prepare for active citizenship, and to respect human rights as well as the pluralism inherent to a democratic society.
- (b) To develop habits of individual and team work, effort, and responsibility in studying, as well as attitudes of self-confidence, critical thinking, personal initiative, curiosity, interest, creativity in learning, and entrepreneurial spirit.
- (c) To acquire skills for peaceful conflict resolution and violence prevention, enabling students to act autonomously in school, family, and social environments.
- (d) To know, understand, and respect different cultures and individual differences, as well as equality of rights and opportunities between men and women, and the non-discrimination of people based on ethnicity, sexual orientation or identity, religion or beliefs, disability, or other conditions.
- (e) To know and use Spanish appropriately, and where applicable, the co-official language of the autonomous community, and to develop reading habits.
- (f) To acquire basic communicative competence in at least one foreign language, enabling them to express and understand simple messages and navigate everyday situations.
- (g) To develop basic mathematical skills and initiate problem-solving that involves elementary operations, geometric knowledge, and estimation, applying these skills to daily life situations.
- (h) To understand fundamental aspects of Natural Sciences, Social Sciences, Geography, History, and Culture.

- (i) To develop basic technological skills and begin using them for learning, fostering a critical mindset toward how they work and toward the messages received and produced.
- (j) To use different forms of artistic representation and expression, and to begin creating visual and audiovisual works.
- (k) To value hygiene and health, accept one's own body and that of others, respect differences, and use physical education, sports, and nutrition to promote personal and social development.
- (l) To know and value animals closest to human beings and adopt behaviors that promote empathy and their care.
- (m) To develop affective capacities in all areas of personality and interpersonal relationships, adopting attitudes against violence, prejudice, and sexist stereotypes.
- (n) To develop daily habits of autonomous, healthy, and active mobility, promoting road safety education and respectful attitudes that prevent traffic accidents.

#### **4.2. Syllabus objectives**

Additionally, the objectives we aim to achieve with this syllabus are

- I. To develop the ability to understand grammatical structures, vocabulary, and linguistic patterns specific to English, applying them in real project-based situations and in different types of children's texts.
- II. To listen to, identify, and understand general and specific information in oral texts connected to the stories used in the project, including participation with the language assistant.

- III. To express oneself orally in English in an understandable and coherent way, using the vocabulary and structures worked on in each unit, and encouraging creativity and spontaneity during dramatization activities and cooperative work.
- IV. To develop reading strategies (prediction and identification of key ideas) to understand children's stories and short texts, relating them to the cultural elements presented in each "magic door" of the project.
- V. To produce written texts (descriptions, mini-stories, character diaries, summaries, etc.) using correct grammatical structures and the vocabulary studied, demonstrating creativity, autonomy, and progress in written competence.
- VI. To recognize and respect different cultures, lifestyles, and traditions presented in the selected stories, connecting them to plurilingual competence and fostering attitudes of tolerance, curiosity, and critical thinking as well as reflecting on personal values and emotions through stories that address issues such as inclusion, empathy, bullying and gender stereotypes.
- VII. To participate in cooperative work, guided dialogues, and group dynamics, using English as a tool for communication to solve problems, organize ideas, and make collective decisions.
- VIII. To use technological resources (Snappet, presentations, digital dictionaries, videos, recordings, educational platforms, etc.) to search for information, create simple digital products such as presentations, a school newspaper or short recordings.
- IX. To reflect on one's own learning process, identify difficulties, select appropriate strategies (highlighting, outlines, self-assessment...), and evaluate personal progress in language comprehension and production.

- X. To create oral and written productions inspired by the project stories (alternative endings, short dialogues, creation or description of characters...), demonstrating imagination, coherence, and appropriate use of English.

To develop reading habits and enjoyment of English literature through the reading of graded readers and children's stories, participating in the school's Reading Plan by completing one book per trimester and connecting each reading to personal experience and cultural awareness.

## 5. KEY COMPETENCIES

According to Article 9 of Organic Law 3/2020, of December 29, which amends Organic Law 2/2006, of May 3, on Education, the key competences and therefore the Student Exit Profile at the end of basic education are established. These competences are reflected both in Royal Decree 157/2022 and in the Madrid Decree 61/2022. For the purposes of this royal decree, the key competences of the curriculum are the following:

a) Linguistic Communication Competence (CCL)

- *Linguistic Communication Competence is the ability to understand, interpret, and express ideas effectively while using communication to learn, think critically, and interact respectfully with others.*

This competence will be developed continuously throughout the course, as English will be the primary working language. Students will participate in interviews, written tasks, oral presentations, and other communicative activities conducted almost entirely in English. Through the use of various textbooks and instructional resources, students will strengthen both their linguistic communication skills and their plurilingual competence, as they are consistently exposed to and required to use the English language in different contexts.

b) Plurilingual Competence. (CP)

- *The ability to use and understand different languages to communicate in simple situations while respecting linguistic diversity and using strategies to learn and connect languages.*

This competence is developed naturally in this subject, as the entire course is taught in English. Students are exposed to the use of a foreign language in different contexts, improving their ability to understand, communicate, and interact in English.

c) Mathematical, Scientific, Technological, and Engineering Competence (STEM)

- *The ability to use mathematical reasoning and scientific thinking to understand phenomena, solve problems, carry out projects, and promote health and environmental care.*

Throughout Units 8 and 9, students develop their STEM competence by exploring environmental problems linked to *The Little Princess* and Social Science. They identify real issues such as pollution and recycling, propose simple solutions, and participate in a school-wide STEAM recycling project. By planning, creating, and presenting a recycled product, they apply basic engineering processes while using English language. These tasks strengthen scientific observation, technological creativity, and collaborative problem-solving.

d) Digital Competence (CD)

- *The ability to search, create, and share digital information responsibly and safely while using technology to communicate, learn, and solve problems.*

During the different units, students will have the opportunity, once they have completed the required content and homework, to use their Snappet tablet to

reinforce the material covered in class. This practice contributes directly to the development of digital competence. Furthermore, by watching instructional videos and carrying out research tasks, as well as creating PowerPoint presentations, students further enhance their digital skills through meaningful and purposeful use of technology.

e) Personal, Social, and Learn to Learn Competence (CPSAA)

- *The ability to manage emotions, work with others, adopt healthy habits, and develop strategies for autonomous learning and self-improvement.*

This competence is fostered through activities that encourage students to take responsibility for their own learning, set goals, and reflect on their progress. Collaborative tasks and group projects allow students to develop social skills such as cooperation, empathy, and active listening. Throughout the units, students are also encouraged to monitor their learning strategies, identify areas for improvement, and develop autonomy and self-regulation, contributing to their overall personal and academic growth.

f) Citizenship Competence (CC)

- *The ability to understand social and cultural realities, respect diversity, follow democratic values, and act responsibly towards society and the environment.*

This competence is fostered through classroom activities that encourage respect, cooperation, and responsible participation. Students learn to contribute to a positive classroom environment by following shared norms, valuing diversity, and showing empathy towards others. Group work, discussions, and collaborative tasks help them understand the importance of democratic values, constructive communication, and active engagement within a community.

g) Entrepreneurship Competence (CE)

- *The ability to generate ideas, plan actions, work collaboratively, and develop creative solutions to challenges while learning from experience.*

This competence is promoted through collaborative projects that require creativity, initiative, and problem-solving. Students work in groups to invent stories, design school-wide products such as a school newspaper, and develop projects related to environmental awareness. These activities foster innovation, planning, teamwork, and the ability to take responsibility for turning ideas into meaningful outcomes.

h) Awareness and Cultural Expression Competence (CCEC)

- *The ability to appreciate cultural and artistic heritage and express ideas and emotions creatively through different artistic forms.*

This competence is developed through the stories, texts, and cultural content presented in the textbooks, which introduce students to traditions, celebrations, and daily life in English-speaking countries. In addition, through songs, videos, creative projects, and class discussions, students learn to appreciate different cultures and express their own ideas in artistic and meaningful ways.

On the other hand, the specific competences established for English in Primary, according to the LOMLOE, will also be taken into account, specifically for Year 5. They are presented below as presented in the current legislation:

1. Understand the general meaning and specific, predictable information in short and simple texts, expressed clearly and in standard language, using various strategies and resorting, when necessary, to different types of support, in order to develop language repertoire and respond to everyday communicative needs.

2. Produce simple texts in a comprehensible and structured manner, by employing strategies such as planning or compensation, to express brief messages related to immediate needs and respond to everyday communicative purposes.
3. Interact with other people using everyday expressions, resorting to collaborative strategies and using analogue and digital resources, in order to respond to immediate needs of personal interest in communicative exchanges that respect the norms of courtesy.
4. Participate in predictable situations, using strategies and knowledge to process and convey basic and simple information, with the aim of facilitating communication.
5. Recognise and use personal linguistic repertoires across different languages, reflecting on how they work and identifying one's own strategies and knowledge, in order to improve responses to specific communicative needs in familiar situations.
6. Appreciate and respect the diversity of other contexts through the foreign language by identifying and valuing the differences and similarities between languages and cultures, in order to learn to manage situations across different cultures.

## 6. CONTENTS

This project is organized into fifteen units, each developed over approximately thirteen to fourteen sessions. Students have five 50-minute English lessons per week, which enables a continuous and immersive approach to reading, storytelling and language development. The entire syllabus is structured around the metaphor of the **magical doors**, a symbolic thread that guides the learning journey. Each door represents a new book, and opening which marks the beginning of a different literary world, cultural

context and set of linguistic goals, inviting students to enter new stories through curiosity and imagination.

Every unit begins by opening a new door that leads students into a specific story. To support comprehension, we work with short fragments from graded readers of level A2 according to the Common European Framework of Reference for Languages (CEFR) and carefully selected short fragments from the original texts. These excerpts introduce characters, settings and key events in accessible ways, allowing students to engage with meaningful language input and develop reading comprehension strategies. To the understanding, each door also includes a short two-to-three-minute video clip from the book's film adaptation or related material. These clips serve as visual anchors, helping students transition from the real classroom into the storyworld behind each door and reinforcing the connection between imagery, narrative and language learning.

Vocabulary development is an element that it is repeated all through the fifteen doors. Each unit introduces a set of key words and expressions directly linked to the story and the linguistic focus of that door. Students are expected to actively learn, practise and use this vocabulary throughout the sessions, through activities such as choral drilling, vocabulary worksheets, word games and written tasks. This ensures that, regardless of the story or the skill being developed, every door provides students with a tangible and transferable set of language resources that they can build on progressively throughout the year.

Alongside the unit-based readings, students also participate in the school's Reading Plan by reading one graded reader per trimester. They select the book that interests them most from a curated list, which fosters autonomy, intrinsic motivation and

consistent reading habits. By the end of the year, each student will have completed three books, complementing the shorter story fragments used within each door and ensuring sustained exposure to English literature throughout the year.

In addition to these core elements, a variety of narrative and creative activities help students connect deeply with each story. These include storytelling sessions led by both the teacher and the students, short creative writing tasks, character descriptions, mini drama scenes, poster creation and craft-based interpretations of different episodes. Such activities enhance engagement, reinforce vocabulary and structures, and encourage students to interact with literature in active and imaginative ways.

Several cross-curricular projects are also integrated across the year, always linked to the book associated with each door. These include a Social Science project, a collaborative activity with Year 1 pupils, the creation of a school newspaper, environmental awareness experiences, artistic tasks and digital productions. The doors act as the narrative thread connecting these interdisciplinary elements, ensuring that students experience English not only as a linguistic subject but as a gateway to broader learning.

**Why the magical doors?** The magical doors function as the central narrative thread of the entire syllabus. They allow students to visualize their progress, understand the purpose behind each unit and experience learning as a series of small adventures. Each door opens into a story, a culture, a linguistic focus, a creative task, a project and a new way of understanding the world. In this way, every lesson becomes one step in a continuous literary and cultural journey, making the learning of English natural, immersive and meaningful.

The fifteen doors that creates this syllabus follow a deliberate narrative arc across the school year. The first two doors, Harry Potter and the Philosopher's Stone and Pippi Longstocking, are intentionally designed as introductory units, easing students into the project's dynamics, establishing classroom routines, and building the shared language and expectations that will accompany them throughout the year. Similarly, the final doors, Sherlock Holmes and The City of Ember, serve as closing units, offering students the opportunity to consolidate everything they have learned, demonstrate their progress, and reflect on their journey through the magical doors. In this way, the syllabus has a clear beginning, middle and end, mirroring the narrative structure of the very stories it is built upon. (see [annex 13.4](#))

U1. HARRY POTTER AND THE PHILOSOPHER'S STONE			
Term: 1st term Dates: 15 Sep-29 Sep		Number of sessions: 9	
<b>Learning situation</b> During this first door, students begin <i>Stories Beyond the door</i> by entering the world of <i>Harry Potter and the Philosopher's Stone</i> . Through a short chapter and brief video clips, they review summer routines and practise present and past tenses. The door also introduces classroom expectations and how the project works. Pair-work and simple storytelling tasks help them connect the story with their own experiences. Additionally, students will practise the vocabulary and structures of this door during their weekly speaking session with the Language Assistant.			
SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	Tools
1.	1.1	25	Observation checklist
2.	2.3	25	Written task
	2.1	25	Oral presentation
3.	3.2	25	Observation checklist
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	
A, B, D, F, I	CCL, CP, CPSAA, CCEC	CCL1, CCL4, CP2, CPSAA1, CCEC3	
DIDACTIC OBJECTIVES			
<b>Students will be able to:</b>			
<ul style="list-style-type: none"> <li>- Develop reading subskills such as identifying main ideas, recognising key events and understanding the sequence of actions while reading a chapter of <i>Harry Potter and the Philosopher's Stone</i>.</li> <li>- Talk about their summer with temporal expressions like: <i>yesterday morning I did..., two days...</i></li> <li>- Write about routines, using possessive pronouns (<i>my monday morning consist of ..</i>)</li> <li>- Write short sentences about their summer (<i>I went to the beach</i>)</li> <li>- Use the book and the story of Harry Potter to talk about routines (<i>wake up, go out, dressing up...</i>)</li> <li>- Identify the verb to be, present and past simple in a short text of the story (Ss are given an example of table. Work in pairs to ask and answer questions about the summer and answer basic questions about their summer.</li> </ul>			
CONTENTS			
BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES		

<b>A. COMUNICACIÓN</b>	Léxico básico y de interés para el alumnado, relativo a lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana. utilizando conectores simples en lengua inglesa. <i>Summer routines and habits: wake up late, go out with friends...</i>
<b>B. PLURILINGUISMO</b>	Estrategias básicas para identificar, organizar, retener, recuperar y utilizar unidades del lenguaje (léxico, morfosintaxis,).
<b>C. INTERCULTURALIDA</b>	La lengua extranjera como medio de comunicación y relación con personas de otros países: <i>talking about travelling in the summer.</i>
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Expresiones temporales: divisions (e.g. summer), and indications of time (e.g. now, tomorrow (morning); duration (e.g. for two days); anteriority (before); posteriority (after); sequence (first, then...), prepositional phrases and adverbs of time.
<b>CROSS CURRICULAR CONTENTS</b>	
<ul style="list-style-type: none"> <li>- Cultural Awareness: Comparing British school traditions (Hogwarts) with Spanish schools.</li> <li>- Digital Competence: Using short video clips to support comprehension of story settings and characters.</li> <li>- Values and Social Education: Discussing friendship, belonging and teamwork inspired by the story.</li> </ul>	

<b>U2. PIPI LONGSTOCKING</b>			
<b>Term: 1st term</b> <b>Dates: 30 Sep- 10 Oct</b>		<b>Number of sessions: 9</b>	
<b>Learning situation</b>			
In this second door, students enter the world of <i>Pippi Longstocking</i> through short video clips (25 min) and brief reading extracts. They explore different professions and talk about what people do in everyday life. The door also helps them express likes and preferences and practice present, past and future actions. Simple research tasks, pair-work and short oral presentations allow them to use English in meaningful contexts while continuing the project's narrative journey. Additionally, students will practise the vocabulary and structures of this door during their weekly speaking session with the Language Assistant.			
SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	Tools
1	1.1	20	Observation checklist
2	2.1	20	Oral presentation
3	3.2	15	Observation checklist
5	5.2	20	Self-Assessment
6	6.2	25	Oral presentation
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	
<b>A, B, D, F</b>	<b>CCL, CP, CC, CCEC, CPSAA</b>	<b>CCL4, CP1, CC3, CCEC2, CPSAA4</b>	
<b>DIDACTIC OBJECTIVES</b>			
<b>Students will be able to:</b>			
<ul style="list-style-type: none"> <li>- Name professions that exist nowadays.</li> <li>- Understand a video (20 min chapter) of Pippi Longstocking in English and describe what was happening in it.</li> <li>- Use the present, past and future in simple phrases, to talk about professions.</li> <li>- Use the main character as an example of things that they like, dislike to talk about what professions would they do or don't in the future (using will).</li> <li>- Search information about a specific profession with a pair, and explain it to the class in an presentation.</li> <li>- Do a self-assessment and peer-assessment.</li> </ul>			
<b>CONTENTS</b>			
BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES		
<b>A. COMUNICACIÓN</b>	Estrategias básicas para la comprensión, la planificación y la producción (vuelve a leer el texto, usa su conocimiento previo, lee entre líneas, piensa en voz alta, resume, ubica las palabras clave.		
<b>B. PLURILINGUISMO</b>	Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.		
<b>C. INTERCULTURALIDAD</b>	La lengua extranjera como medio de comunicación y relación con personas de otros países: <i>watching a video about a different country and different traditions,</i>		
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Expresión del tiempo: presente (simple present; present continuous); pasado (simple past); futuro (going to, will).		
<b>CROSS CURRICULAR CONTENTS</b>			

- Social Sciences: Exploring different professions and roles in society.
- Digital Competence: Conducting simple online research to prepare a short presentation about a chosen profession.
- Values Education: Reflecting on independence, creativity and breaking stereotypes through Pippi's character.

### U3. A SERIES OF UNFORTUNATE EVENTS

Term: 1st term  
Dates: 14 Oct-24 Oct

Number of sessions: 9

#### Learning situation

In this door, we will use the book, *A series of unfortunate events* to read and continue our adventures by the stories. The idea is to read three chapters of this book while we speak about the family members and do a reading comprehension task. We will use the story also to learn what a letter newspaper is, so they could write their own. Additionally, students will practise the vocabulary and structures of this door during their weekly speaking session with the Language Assistant.

SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
1	1.1	25	Observation checklist
2	2.3	30	Written task (newspaper)
3	3.1	20	Peer assessment
4	4.2	25	Peer assessment
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	
A, B, D, F, I	CCL, CP, CPSAA	CCL4, CP2, CPSAA1, CPSAA4, CCEC3	

#### DIDACTIC OBJECTIVES

#### Students will be able to:

- Use vocabulary to describe the family and pets in short sentences.
- Explain the compounds of their families (father, mother, siblings, pets...)
- Use the verb *I have got* and possessives.
- Understand what a newspaper is, and create their own. ([See annex 13.6](#))
- Read and understand a chapter of the book *A Series of Unfortunate Events*.
- Answer a reading comprehension of the chapter of the book. ([See annex 13.7](#))

#### CONTENTS

BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
A. COMUNICACIÓN	Léxico básico y de interés para el alumnado, relativo a identificación personal, relaciones interpersonales próximas: <i>family, mother, siblings, pets</i> . (“ <i>Violet is Klaus’s sister. They have got a baby sister called Sunny.</i> ”)
B. PLURILINGUISMO	Estrategias básicas para identificar, organizar, retener, recuperar y utilizar unidades del lenguaje uso de imágenes, fichas de vocabulario.
C. INTERCULTURALIDAD	La lengua extranjera como medio de comunicación y como medio para conocer culturas y modos de vida diferentes.
D. CONTENIDO SINTÁCTICO-DISCURSIVO	Expresión de la posesión: <i>I have got (I’ve got)</i> ; preposición <i>of</i> ; genitivo sajón ( <i>’s</i> ); possessives.

#### CROSS CURRICULAR CONTENTS

- Media Literacy: Understanding the structure of a newspaper and creating a simple class edition.
- Arts: Designing family trees or simple illustrations of the Baudelaire siblings.
- Values and Social Awareness: Discussing family support, resilience and cooperation within the story.

### U4. MATILDA

Term: 1st term  
Dates: 27 Oct-7 Nov

Number of sessions: 9

#### Learning situation

In this fourth door, students enter the world of *Matilda*, using short video fragments and adapted readings to explore the character's love for books and learning. Through the story, learners describe personal likes and dislikes, using structures such as *I like / I don't like* and *I love / I hate*. They complete a “This is me” ([see annex 13.9](#)) presentation, connecting Matilda's personality with their own interests and preferences. Pair-work discussions and guided tasks help students express themselves confidently while continuing the literary journey of *Stories Beyond the door*.

SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
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1	1.1	20	Observation checklist
2	2.3	20	Written task
3	3.2	20	Oral Presentation
4	4.2	20	Peer assessment
5	5.1	20	Self-assessment

STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS
A, B, D, F, H	CCL, CP, CPSAA, CC, CCEC	CCL1, CCL2, CP1, CPSAA1, CC3, CCEC1

### DIDACTIC OBJECTIVES

**Students will be able to:**

- Use the adjectives like *nice, mean, kind, friendly, polite...* in short sentences.
- Understand and talk with the partner about the video watched of *Matilda*.
- Explain and giving a presentation to the class about **this is me**, using examples about the video watched.
- Use *I like/I don't like; I like verb- ing; I love/I hate* in short phrases.
- Expressing themselves in front of the class, talking about what things do they like.

### CONTENTS

BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
<b>A. COMUNICACIÓN</b>	Léxico básico y de interés para el alumnado: <i>nice, mean, kind, friendly, polite</i> Herramientas analógicas y digitales básicas para la comprensión, producción y coproducción oral, escrita y multimodal. Recursos para el aprendizaje y estrategias para la búsqueda guiada de información en medios analógicos y digitales.
<b>B. PLURILINGUISMO</b>	Estrategias y técnicas de compensación de las carencias comunicativas (búsqueda de recursos para entender el discurso, descripciones, comunicación no verbal...) para responder eficazmente a una necesidad concreta.
<b>C. INTERCULTURALIDAD</b>	Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios (soporte papel o digital: cartas, e-mails, video llamadas, videoconferencias, presentaciones, co- presentaciones...).
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Expresión de gustos y preferencias: <i>I like/I don't like; I like verb- ing; I love/I hate</i> .

### CROSS CURRICULAR CONTENTS

- Emotional and Personal Development: Reflecting on identity, preferences and self-expression through the "This is me" presentation.
- Arts: Designing simple posters or visual representations linked to students' hobbies and personal tastes.
- Digital Competence: Creating or presenting their "This is me" products using basic digital tools

## U5. THE COLOUR MONSTER.

Term: 1st term Dates: 10 Nov – 20 Nov	Number of sessions: 10
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**Learning situation**

In this fifth door, students explore *The Colour Monster* as a way to understand and express different emotions. Through storytelling, short activities and guided vocabulary work, they learn to describe how they feel and use simple structures to compare emotions. This unit includes an interdisciplinary activity with Year 1, where students read the story aloud and help younger children identify emotions. The door connects literature, emotional education and communication, allowing learners to express themselves confidently in meaningful contexts.

SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
1	1.1	20	Observation checklist
2	2.2	20	Written task and rubric
3	3.1	35	Observation checklist
4	4.1	25	Observation checklist

STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS
A, B, D, F, M	CCL, CP, CPSAA, CE, CCEC	CCL1, CCL4, CP1, CPSAA3, CE1, CCEC3

DIDACTIC OBJECTIVES	
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Express and explain their feelings, using vocabulary from the unit: <i>"I feel worried when I have an exam."</i> <i>"I feel happy because I played with my friend."</i></li> <li>- Read out loud the story and doing the storytelling <i>The Colour Monster</i>, to the children of Year 1.</li> <li>- Use comparatives and superlatives with the vocabulary of the feelings: <i>I'm happier than him. He is the smallest in the class.</i></li> <li>- Read a book to 6 years' children, while explaining the feelings</li> </ul>	
CONTENTS	
BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
<b>A. COMUNICACIÓN</b>	Conocimientos, destrezas y actitudes que permiten iniciarse en actividades de participación en situaciones cotidianas básicas en las que se utilicen estrategias comunicativas que ayuden a resolver conflictos, mejorar la comunicación o servir de enlace entre varios interlocutores en la misma o en diferentes lenguas, crear relaciones, llegar a acuerdos, salvar las diferencias culturales...fomentando actitudes de respeto y colaboración mutua. <i>"Do you need help?", "It's fine, we can do it together"</i> .
<b>B. PLURILINGUISTIC</b>	Léxico y expresiones básicos de uso común para comprender enunciados sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje): <i>"I don't understand", "Can you help me?", "I finished", "I need more time"</i> .
<b>C. INTERCULTURALIDAD</b>	Aspectos de la lengua, la cultura y la sociedad relativos a las costumbres, la vida cotidiana y las relaciones personales. Related to the story book: <i>"I'm angry" o "I'm worried", "Please, help me with this problem"</i> .
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Expresión de la existencia (to be; there is/there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad (very + Adj.); la comparación (comparatives and superlatives: as Adj. as; bigger (than); the smallest
CROSS CURRICULAR CONTENTS	
<ul style="list-style-type: none"> <li>- Emotional Education: Identifying and naming emotions through colours, linking them to real-life situations.</li> <li>- Collaboration with Year 1: Reading the story and guiding younger students to recognise emotions.</li> <li>- Arts: Creating visual emotion monsters or simple drawings to represent different feelings</li> </ul>	

U6. DIARY OF A WIMPY KID			
Term: 2nd term Dates: 21 Nov – 4 Dec	Number of sessions: 10		
<b>Learning situation</b>			
In this sixth door, students explore <i>Diary of a Wimpy Kid</i> to learn to describe the weather in different months and seasons. learn vocabulary related to seasons, months and weather. Through selected chapters and short activities, they describe yearly routines and practice structures for quantity and time. The story allows them to understand how a year is organized, while connecting the plot to their own daily experiences. This door also introduces the structure of a newspaper, preparing students to create a simple school newspaper as part of the unit.			
SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
1	1.1	25	Observation checklist
2	2.3	30	Written tasks
4	4.2	20	Peer assessment
5	5.2	25	Self-assessment
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	
A, B, D, F, J	CCL, CP, CE, CCEC	CCL4, CP1, CE3, CCEC4	
DIDACTIC OBJECTIVES			
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Talking about the different seasons, months, and timetables of the year.</li> <li>- Read and understand a specific chapter (chapter 6) about the book <i>Diary Of A Wimpy Kid</i>, doing a reading comprehension at the end of the reading.</li> <li>- Describe the weather in speaking and writing using relevant lexis and expressions of quantity.</li> <li>- Understand how to write a newspaper</li> </ul>			

- Create a template of the *newspaper of the school* using help of the teacher.

CONTENTS	
BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
<b>A. COMUNICACIÓN</b>	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y funciones comunicativas generales asociadas a dichos patrones. Aspectos fonológicos: sonidos, ritmo, entonación y acentuación de palabras en frases de uso frecuente en el aula, a través de canciones. Convenciones ortográficas básicas de la lengua inglesa y significados asociados a los formatos y elementos gráficos. Uso correcto de la puntuación y los apóstrofes.
<b>B. PLURILINGUISTO</b>	Léxico y expresiones básicas de uso común para comprender enunciados sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje): <i>"Share your ideas with your group."</i> <i>"Use a capital letter for months in your article."</i> <i>"Highlight the weather words in the text."</i>
<b>C. INTERCULTURALIDAD</b>	Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios (soporte papel) con estudiantes de la lengua extranjera.
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Expresión de la cantidad: singular/plural; cardinal numbers up to four digits; ordinal numbers up to two digits: <i>"Today is the 9th of December."</i> , <i>"The newspaper has 3 sections."</i> <i>"Greg writes 120 pages in his diary."</i>
CROSS CURRICULAR CONTENTS	
<ul style="list-style-type: none"> <li>- Year knowledge: Working with calendars, timelines and sequences of months and seasons.</li> <li>- Media Literacy: Analysing newspaper structure and producing a basic school newspaper.</li> <li>- Digital Competence: Using digital tools to design layouts or organise content for the class newspaper.</li> </ul>	

U7. WONDER			
<b>Term: 2nd term</b> <b>Dates: 9 Dec- 15 Jan</b>	<b>Number of sessions: 9</b>		
<b>Learning situation</b> In this seventh door, students explore <i>Wonder</i> through short readings and film extracts to discuss key values such as empathy, kindness, self-confidence and inclusion. The story allows learners to reflect on real social situations, practise adverbs of manner, and express opinions about how they would act in similar contexts. Through role-plays, guided conversations and a formal email task, students use English to understand and respond to issues related to bullying and respect.			
SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
1	1.1	25	Observation checklist
2	2.2	25	Written task and rubric
3	3.1	20	Observation checklist
4	4.2	15	Peer assessment
5	5.3	15	Self-Assessment
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	
<b>A, B, D, F, I, M</b>	<b>CCL, CP, CPSAA, CC, CCEC</b>	<b>CCL1, CP1, CPSAA1, CC4, CCEC3</b>	
DIDACTIC OBJECTIVES			
<b>Students will be able to:</b>			
<ul style="list-style-type: none"> <li>- Define key values (kindness, empathy, inclusion, self-confidence, bullying) using simple examples.</li> <li>- Use adverbs of manner in short sentences about the characters. Show understanding of a chapter from <i>Wonder</i> through short comprehension tasks.</li> <li>- Express opinions and predictions orally using I think... / I would....</li> <li>- Write a short formal email to report a bullying problem.</li> <li>- Participate in a role-play showing how to react to bullying.</li> </ul>			
CONTENTS			
BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES		
<b>A. COMUNICACIÓN</b>	Estrategias básicas para la comprensión, la planificación y la producción de textos escritos y multimodales breves, sencillos y contextualizados en lengua inglesa.		

<b>B. PLURILINGUISTIC</b>	Léxico y expresiones básicas de uso común para comprender enunciados sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje): “ <i>explain your opinion</i> ”, “ <i>write the email subject</i> ”, “ <i>check your spelling</i> ” o “ <i>listen and repeat</i> ”
<b>C. INTERCULTURALIDAD</b>	Estrategias de detección de usos discriminatorios del lenguaje verbal y no verbal (“ <i>Is this respectful?</i> ”, “ <i>How do you think Auggie feels?</i> ”, “ <i>What could they say instead?</i> ”)
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Expresión del modo: Adv. of manner, (e.g. slowly, well, quickly, carefully).
<b>CROSS CURRICULAR CONTENTS</b>	
<ul style="list-style-type: none"> <li>- Values and Citizenship: Promoting empathy, respect, anti-bullying behaviour and inclusive attitudes.</li> <li>- Emotional Education: Reflecting on self-confidence, personal strengths and respectful communication.</li> <li>- Digital Competence: Writing a formal email using a digital device, practising online communication formats.</li> </ul>	

<b>U8 AND 9. A LITTLE PRINCESS</b>			
<b>Term: 2nd term</b> <b>Dates:</b> <b>U8: 16 Jan – 23 Jan</b> <b>U9: 26 Jan – 3 Feb</b>	<b>Number of sessions: 14</b> - <b>6 sessions of Unit 8</b> - <b>8 sessions of Unit 9</b>		
<b>Learning situation</b> Units 8 and 9 are built around the same story: <i>A Little Princess</i> by Frances Hodgson Burnett. Both units share the same vocabulary set, grammatical structures and literary thread, but are designed as independent learning sequences with different linguistic focuses, activities and final products. In Unit 8, students explore the themes of friendship, loyalty and imagination through short readings and video extracts. They describe characters, express opinions and create a collaborative fantasy story inspired by Sara Crewe's world. In Unit 9, linked to Social Science, students use the same story as a springboard to discuss environmental problems and develop eco-friendly habits. The unit culminates in a small STEAM recycling project in which groups design, create and present a recycled product using English as the working language. Throughout both units, students will also practice the vocabulary and structures of each door during their weekly speaking session with the Language Assistant.			
SPECIFIC COMPETENCES U8	EVALUATION CRITERIA U8	% U8	TOOLS U8
1	1.1	20	Observation checklist
2	2.1	25	Rubric
	2.2	25	Written task and Rubric
3	3.1	15	Observation checklist and peer assessment
5	5.3	15	Self- assessment checklist
SPECIFIC COMPETENCES U9	EVALUATION CRITERIA U9	% U9	TOOLS U9
1	1.1	15	Observation checklist
2	2.2	20	Written task and Rubric
3	3.1	15	Observation checklist
4	4.2	15	Peer assessment
STEAM	STEAM4	35	STEAM Project rubric
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	
U8: A, B, D, F, M. U9: A, B, D, F, J.	U8 CCL, CP, CPSAA, CCEC, CE U9: CCL, CP, STEM, CPSAA, CE	U8: CCL1, CCL4, CP1, CPSAA3, CE1, CCEC3 U9: CCL4, CP1, STEM4, CPSAA3, CE1	
<b>DIDACTIC OBJECTIVES</b>			
<b>With this film, we are going to be able to work on two units:</b> <b>Unit 8</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Describe friendship and character relationships using specific vocabulary and simple language.</li> <li>- Understand and discuss a video extract of <i>A Little Princess</i>.</li> <li>- Write a short personal narrative about friendship using sentence frames.</li> </ul>			

- Talk about fantasy ideas in groups, using exclamatory structures (What a...! / How...!).
- Write and present a collaborative fantasy story following a 4-part narrative structure.
- Create and present an illustrated poster based on their group story.
- <https://www.youtube.com/watch?v=v1ordVEmJQQ>
- <https://www.youtube.com/watch?v=X4rUx4Rj1a8>

### Unit 9 (with social science)

#### Students will be able to:

- Use vocabulary related to environmental problems and eco-friendly habits.
- Use do/don't and should/shouldn't to give simple environmental advice.
- Discuss simple ideas about recycling and sustainability in groups.
- Design, create and present a recycled product as part of a small STEAM project.
- Use prepositions and logical connectors (because, but, so, when) to explain their ideas.
- Present their recycled creation orally, describing materials used and environmental impact

### CONTENTS

BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
<b>A. COMUNICACIÓN</b>	Estrategias básicas para la comprensión, la planificación y la producción de textos escritos y multimodales breves, sencillos y contextualizados en lengua inglesa. Modelos contextuales y Géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos.
<b>B. PLURILINGUISMO</b>	Léxico y expresiones básicos de uso común para comprender enunciados sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje).
<b>C. INTERCULTURALIDAD</b>	Estrategias básicas para entender y apreciar las diversas lenguas, artes y culturas, a partir de valores sociales y medioambientales y democráticos. La realidad de las lenguas del aula como fuente de riqueza cultural.
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	<u>Unit 8</u> Exclamación: What + noun, e.g. What a view! How + Adjective, e.g. How lovely! Exclamatory sentences, e.g. I love olives! <u>Unit 9</u> Expresión del espacio: prepositions, prepositional phrases and adverbs of location, position, distance, motion, direction and origin and arrangement. Expresión de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but); causa (because); finalidad (to-infinitive, eg. I did it to help her); relaciones temporales (when; before; after).

### CROSS CURRICULAR CONTENTS

- Social Science and Environmental Education (U9): STEAM recycling project: students identify real environmental problems and design a solution using recycled materials.
- Arts (U8 and U9): Creating illustrated posters, story maps and visual materials for storytelling and group presentations.
- Values and Emotional Education (U8): Exploring friendship, imagination and empathy inspired by Sara Crewe's story.
- STEAM and Critical Thinking (U9): Students apply basic engineering processes (planning, creating and evaluating) while using English as the working language.

### U10. HARRY POTTER 2.0 AND THE CHAMBER OF SECRETS

**Term: 2nd term**  
**Dates: 4 Feb – 16 Feb**

**Number of sessions: 9**

#### Learning situation

Open next door, we can see again the story of *Harry Potter*. The idea is to use this story to talk about some vocab they already know.

In this tenth door, students return to the world of *Harry Potter* through adapted readings and short activities to revise familiar vocabulary and introduce the structure *verb + ing*. By exploring a chapter from *The Chamber of Secrets*, they practise reading comprehension and complete tasks that help them distinguish between fiction and non-fiction texts. This door builds on their

previous experience with the first book, allowing learners to deepen their understanding of storytelling while applying grammar and vocabulary in meaningful contexts.

SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
1	1.1	25	Observation checklist
2	2.2	20	Written task
3	3.1	25	Observation checklist
5	5.2	30	Self-assessment and digital tools
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	
A, B, D, F, I	CCL, CP, CPSAA, CE	CCL4, CP1, CPSAA3, CE1	

#### DIDACTIC OBJECTIVES

##### Students will be able to:

- Use the *-ing* form to describe actions or scenes from the story.
- Demonstrate comprehension of a chapter by identifying main ideas and specific details in certain activities.
- Explain orally the difference between fiction and non-fiction using simple sentences comparing them.
- Express opinions about characters and events using simple language.
- Use basic descriptive language to talk about magical objects, settings and characters.

#### CONTENTS

BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
<b>A. COMUNICACIÓN</b>	Lengua inglesa y significados asociados a los formatos y elementos gráficos. Uso correcto de la puntuación y los apóstrofes. Emisión de palabras clave, oraciones, mensajes, expresiones cotidianas de uso frecuente con una pronunciación, acentuación, entonación y ritmo correctos utilizando conectores simples en lengua inglesa.
<b>B. PLURILINGUISMO</b>	Léxico y expresiones básicos de uso común para comprender enunciados sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje).
<b>C. INTERCULTURALIDAD</b>	Aspectos de la lengua, la cultura y la sociedad relativos a las costumbres, la vida cotidiana y las relaciones personales, las convenciones sociales básicas de uso común, el lenguaje no verbal, la cortesía del lenguaje y la etiqueta digital propias de países donde se habla la lengua extranjera.
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Expresión del tiempo: presente (simple present; present continuous); pasado (simple past); futuro (going to, will). Incoativo (start-ing); terminativo (finish-ing).

#### CROSS CURRICULAR CONTENTS

- Literature and Media Literacy: Identifying the features of fiction vs. non-fiction.
- Digital Competence: Using digital tools for reading comprehension or simple research on story elements.
- Values and Citizenship: Reflecting on courage, loyalty and teamwork through the characters' actions in the story.

#### U11. THE WIZARD OF OZ

Term: 3rd term  
Dates: 17 Feb – 2 March

Number of sessions: 10

##### Learning situation

In this eleventh door, students enter the imaginative world of *The Wizard of Oz* through adapted readings and creative tasks focused on fantasy items and magical creatures. The story provides a context to learn how to express wishes and regrets allowing learners to express imaginary scenarios and personal wishes. Through reading comprehension, short writing tasks and simple translation activities, students explore both vocabulary and narrative elements while continuing the literary journey of *Stories Beyond the door*.

SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
1	1.2	25	Observation checklist
2	2.2	25	Written tasks and rubric
3	3.2	20	Oral presentation
5	5.1	15	Self-Assessment
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	

A, B, D, F, I	CCL, CP, CPSAA	CCCL4, CP1, CPSAA1
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**DIDACTIC OBJECTIVES**

**Students will be able to:**

- Describe fantasy creatures and objects using simple vocabulary.
- Use *wish / I wish / I had...* to express imaginary ideas.
- Write a short imaginative text using the *wish* structure.
- Translate short familiar sentences from Spanish to English.

Understand the main ideas in a chapter of *The Wizard of Oz*.

**CONTENTS**

BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
<b>A. COMUNICACIÓN</b>	Funciones comunicativas básicas adecuadas al ámbito y al contexto: intercambiar información sobre cuestiones cotidianas; describir rutinas; dar indicaciones e instrucciones; expresar la pertenencia y la cantidad en lengua inglesa: “ <i>My favourite character is...</i> ”, “ <i>Do you like...?</i> ” “ <i>Dorothy walks...</i> ”, “ <i>He usually helps...</i> ”
<b>B. PLURILINGUISMO</b>	Estrategias básicas para identificar, organizar, retener, recuperar y utilizar unidades del lenguaje a partir de la comparación de las lenguas como por ejemplo mediante la transferencia y aplicación de estrategias de la lengua castellana y variedades que conforman el repertorio del lenguaje personal: <i>Comparing Spanish and English through short guided translation activities</i>
<b>C. INTERCULTURALIDAD</b>	Estrategias básicas para entender y apreciar las diversas lenguas, artes y culturas, a partir de valores sociales y medioambientales y democráticos. La realidad de las lenguas del aula como fuente de riqueza cultural.
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Interrogación: Wh- questions; Auxiliary verbs in questions: to do, to be, to have, will.

**CROSS CURRICULAR CONTENTS**

- Arts and Creativity: Designing fantasy creatures or magical objects inspired by the story.
- Values and Citizenship: Discussing courage, teamwork and problem-solving as shown by the characters.

**U12. CHARLIE AND THE CHOCOLATE FACTORY**

Term: 3rd term Dates: 16 March- 10 April	Number of sessions: 11
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**Learning situation**

In this twelfth door, students enter the world of *Charlie and the Chocolate Factory* through adapted readings and short comprehension tasks. The story provides a playful context to learn food vocabulary and practise the use of countable and uncountable nouns, as well as expressions of quantity. Through pair-work and guided speaking activities, learners talk about their favourite foods while applying the structures learned. This door combines imagination, language practice and real-life communication in a meaningful way.

SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
1	1.1	25	Observation checklist
2	2.1	35	Oral presentation and rubric
	2.2	20	Written task
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	
A, B, D, F, I	CCL, CP, CPSAA, CCEC	CCL4, CP2, CPSAA1, CPSAA4, CCEC3	

**DIDACTIC OBJECTIVES**

**Students will be able to:**

- Understand the main ideas in a fragment from *Charlie and the Chocolate Factory*.
- Show comprehension through simple reading tasks.
- Discuss favourite foods using basic vocabulary in short phrases.
- Use expressions of quantity with countable and uncountable nouns.

**CONTENTS**

BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
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<b>A. COMUNICACIÓN</b>	Expresiones cotidianas de uso frecuente en conversaciones dirigidas y espontáneas de temática variada con fluidez, utilizando frases más largas y conectores simples. Estrategias para formular y contestar a preguntas. Normas de cortesía básica: <i>"I don't like too much sugar."</i> , <i>"In the story, Charlie eats very little chocolate."</i>
<b>B. PLURILINGUISMO</b>	Léxico y expresiones básicos de uso común para comprender enunciados sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalinguaje): <i>"How much chocolate do you eat?"</i> , <i>"Not much."</i>
<b>C. INTERCULTURALIDAD</b>	Aspectos de la lengua, la cultura y la sociedad relativos a las costumbres, la vida cotidiana y las relaciones personales, las convenciones sociales básicas de uso común, el lenguaje no verbal, la cortesía del lenguaje y la etiqueta digital propias de países donde se habla la lengua extranjera.
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Quantity: all, (too) many, a lot, (a) little, more, (too) much, half, a bottle/cup/glass/piece of. Degree: very, too, enough: <i>"Charlie eats a piece of chocolate every Sunday."</i> <i>"Willy Wonka gives them a lot of chocolate."</i>
<p align="center"><b>CROSS CURRICULAR CONTENTS</b></p> <ul style="list-style-type: none"> <li>- Healthy Habits and Nutrition: Discussing food types and identifying healthy vs. unhealthy choices.</li> <li>- Mathematical Thinking: Using quantities, measurements and basic comparisons in simple tasks.</li> <li>- Arts: Creating visual menus, chocolate-factory posters or simple food-themed designs.</li> </ul>	

U13. BILLY ELLIOT			
Term: 3rd term Dates: 13 Ap- 23 Ap		Number of sessions: 9	
<b>Learning situation</b>			
In this thirteenth door, students explore <i>Billy Elliot</i> through short video extracts and guided activities that focus on hobbies, free-time routines and personal interests. The story provides a meaningful context to practice adverbs of frequency and give simple instructions using <i>you need to....</i> Students prepare a short presentation about their favourite hobby, supported by a visual poster, and reflect on how passions and talents can challenge stereotypes. This door combines language practice, creativity and personal expression within the narrative journey of <i>Stories Beyond the door</i> .			
SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
1	1.2	20	Observation checklist
2	2.1	30	Oral Presentation and rubric
3	3.1	20	Observation checklist
STAGE OBJECTIVES	KEY COMPETENCIES	OPERATIONAL DESCRIPTORS	
A, B, D, F, I	CCL, CP, CPSAA, CEEC	CCL1, CP1, CPSAA1, CCEC1	
DIDACTIC OBJECTIVES			
<b>Students will be able to:</b>			
<ul style="list-style-type: none"> <li>- Describe free-time activities and hobbies.</li> <li>- Present a favourite hobby using a poster.</li> <li>- Use adverbs of frequency to talk about routines.</li> <li>- Give simple instructions using <i>you need to....</i></li> <li>- Understand essential information from a <i>Billy Elliot</i> video: <a href="https://www.youtube.com/watch?v=phCEwSmHpOE">https://www.youtube.com/watch?v=phCEwSmHpOE</a></li> </ul>			
CONTENTS			
BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES		
<b>A. COMUNICACIÓN</b>	Léxico básico y de interés para el alumnado, relativo a ocio y tiempo libre, vida cotidiana. Emisión de palabras clave, oraciones, mensajes, expresiones cotidianas de uso frecuente con una pronunciación, acentuación, entonación y ritmo correctos utilizando conectores simples en lengua inglesa: <i>"I like dancing / boxing / painting."</i> <i>"You need to practise every day."</i>		
<b>B. PLURILINGUISMO</b>	Léxico y expresiones básicos de uso común para comprender enunciados sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalinguaje): <i>"I always dance"</i> , <i>not "I dance always"</i> .		
<b>C. INTERCULTURALIDAD</b>	Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios (soporte papel o digital: presentaciones).		

	Estrategias básicas para entender y apreciar las diversas lenguas, artes y culturas, a partir de valores sociales y medioambientales y democráticos. La realidad de las lenguas del aula como fuente de riqueza cultural: <i>“Different cultures have different hobbies.” “There is no ‘boy’ or ‘girl’ hobby.”</i>
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adverb eg. always, everyday]): <i>“He dances everyday”, “He always practises dance.”</i>
<b>CROSS CURRICULAR CONTENTS</b>	
<ul style="list-style-type: none"> <li>- Values and Citizenship: Promoting respect for everyone’s hobbies and challenging gender stereotypes.</li> <li>- Arts and Physical Education: Exploring dance, movement or artistic performance inspired by Billy’s passion.</li> <li>- Digital Competence: Creating or presenting a hobby poster using simple digital tools.</li> </ul>	

<b>U14. SHERLOCK HOLMES</b>			
<b>Term: 3rd term</b> <b>Dates: 4 May – 15 May</b>	<b>Number of sessions: 10</b>		
<b>Learning situation</b>			
In this fourteenth door, students explore <i>Sherlock Holmes</i> through adapted readings and a short video extract, focusing on prediction, deduction and narrative sequencing. The story offers a natural context to practice yes/no questions and affirmative/negative structures, helping learners build confidence in simple interactions. Working in pairs, students read a chapter, answer comprehension questions and collaboratively write a short continuation of the story, imagining what might happen next. This door strengthens reading, creativity and logical thinking within the ongoing journey of <i>Stories Beyond the door</i> . Also, in this Unit, the students have the opportunity to participate in a Writing Contest ( <a href="#">see annex 13.10</a> )			
<b>SPECIFIC COMPETENCES</b>	<b>EVALUATION CRITERIA</b>	<b>%</b>	<b>TOOLS</b>
1	1.1	20	Observation checklist
2	2.1	30	Written task and rubric
3	3.2	15	Observation checklist
4	4.1	20	Peer assessment
5	5.1	15	Self-Assessment
<b>STAGE OBJECTIVES</b>	<b>KEY COMPETENCIES</b>	<b>OPERATIONAL DESCRIPTORS</b>	
<b>A, B, D, F, I</b>	<b>CCL, CP, CPSAA, CEEC</b>	<b>CCL4, CP1, CPSAA1, CCEC3</b>	
<b>DIDACTIC OBJECTIVES</b>			
<b>Students will be able to:</b>			
<ul style="list-style-type: none"> <li>- Ask and answer yes/no questions to exchange basic information about characters, objects, and events in the story.</li> <li>- Use affirmative and negative sentences to describe scenes, clues, and simple deductions.</li> <li>- Demonstrate understanding of a chapter from <i>Sherlock Holmes</i> through short comprehension tasks.</li> <li>- Make simple predictions using expressions such as I think..., Maybe..., He could be... related to the detective plot.</li> <li>- Produce a short detective-style continuation using basic narrative language and imagination.</li> <li>- Create a story for the writing contest. (see annex <a href="#">13.10</a>)</li> <li>- <a href="https://www.youtube.com/watch?v=5lplhg92-KQ">https://www.youtube.com/watch?v=5lplhg92-KQ</a></li> </ul>			
<b>CONTENTS</b>			
<b>BLOQUES</b>	<b>CONOCIMIENTOS, DESTREZAS Y ACTITUDES</b>		
<b>A. COMUNICACIÓN</b>	Conocimientos, destrezas y actitudes que permiten iniciarse en actividades de participación en situaciones cotidianas básicas.		
<b>B. PLURILINGUISMO</b>	Léxico y expresiones básicos de uso común para comprender enunciados sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje).		
<b>C. INTERCULTURALIDAD</b>	Aspectos de la lengua, la cultura y la sociedad relativos a las costumbres, la vida cotidiana y las relaciones personales: <i>“The man looks nervous. Why?” “Is this gesture polite or rude?”</i>		
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Afirmación: affirmative sentences; Yes (+tag). Negación: negative sentences with not, never, no (Adj.) nobody, nothing; No (+ negative tag): <i>“Holmes finds a paper on the floor.” “Did she see the clue?”</i>		

### CROSS CURRICULAR CONTENTS

- Logical and Critical Thinking: Making predictions, analysing clues and practising basic deductive reasoning.
- Media Literacy: Using a short video sequence to understand narrative structure and visual storytelling.
- Arts and Creativity: Creating a simple illustrated mystery scene or writing a short detective-style continuation.

### U15. CITY OF EMBER

**Term: 3rd term**  
**Dates: 25 May– 4 June**

**Number of sessions: 9**

#### Learning situation

In this fifteenth door, students explore *City of Ember* through short readings and a video extract to describe places in the city and express what people can and can't do in an underground environment. The unit focuses on the functional use of modal verbs to talk about possibility and capacity (can / can't / could). Through guided speaking and writing tasks, students describe public places and routines, imagine solutions for the city, and express what could be improved. The story provides a meaningful context to use this language in real communicative situations.

SPECIFIC COMPETENCES	EVALUATION CRITERIA	%	TOOLS
1	1.2	30	Observation checklist
2	2.2	25	Written task and rubric
3	3.2	25	Oral Presentation
4	4.2	20	Peer assessment
STAGE OBJECTIVES	KEY COMPETENCIES		OPERATIONAL DESCRIPTORS
A, B, D, F, I	CCL, CP, CPSAA, CCEC		CCL4, CP1, CPSAA3, CCEC3

#### DIDACTIC OBJECTIVES

##### Students will be able to:

- Describe parts of a city using basic vocabulary.
- Use *can* / *can't* to express what is possible or not possible in the City of Ember.
- Use *could* to make simple suggestions or imagine solutions.
- Say what they would or wouldn't do in situations from the story.
- Understand the main ideas from a reading and a video extract <https://www.youtube.com/watch?v=CeHf7UhHpmE>

### CONTENTS

BLOQUES	CONOCIMIENTOS, DESTREZAS Y ACTITUDES
<b>A. COMUNICACIÓN</b>	Conocimientos, destrezas y actitudes que permiten iniciarse en actividades de participación en situaciones cotidianas básicas en las que se utilicen estrategias comunicativas que ayuden a resolver conflictos, mejorar la comunicación o servir de enlace entre varios interlocutores en la misma o en diferentes lenguas, crear relaciones, llegar a acuerdos, salvar las diferencias culturales...fomentando actitudes de respeto y colaboración mutua: " <i>Citizens can't see the sky.</i> " " <i>In my city, you can take the bus.</i> "
<b>B. PLURILINGUISMO</b>	Léxico y expresiones básicos de uso común para comprender enunciados sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje). Estrategias metalingüísticas: la entonación (habla) y la puntuación (escritura).
<b>C. INTERCULTURALIDAD</b>	Aspectos de la lengua, la cultura y la sociedad relativos a las costumbres, la vida cotidiana y las relaciones personales.: " <i>People in Ember can't see the sun, but we can.</i> " " <i>Other cultures also work together when there is little food or electricity.</i> "
<b>D. CONTENIDO SINTÁCTICO-DISCURSIVO</b>	Expresión de la modalidad: capacidad (can); permiso (could): " <i>People can find food in the greenhouse.</i> " " <i>The mayor could help the citizens more.</i> "

### CROSS CURRICULAR CONTENTS

- Social Sciences: Exploring city structures, public services and how communities function.
- Environmental Awareness: Reflecting on sustainability, limited resources and life in enclosed environments.
- Arts and and Creativity: Designing simple maps or visual representations of an imaginary city inspired by *City of Ember*.

## 7. METHODOLOGY.

The methodological approach of this project is based on creating an active, inclusive and meaningful learning environment through communicative, literature-based and diverse practices. It combines flexible learning approaches, scaffolding, and opportunities for movement, creativity, and reflection. The design is informed by Multiple Intelligences, Content-Based Language Teaching, Bloom's revised taxonomy and UDL to ensure accessible and purposeful learning. These theories guide the structure of the lessons in *Stories Beyond the Door*.

The methodological approach of this project is built upon a set of interconnected principles that place the student at the centre of the learning process. Rather than relying on a single theory or method, *Stories Beyond the Door* draws on a combination of frameworks, including Multiple Intelligences Theory, Content-Based Language Teaching, Bloom's revised taxonomy and Universal Design for Learning, all of which work together to create an active, inclusive and meaningful learning environment. The following section outlines each of these principles and explains how they shape the design of the lessons, the choice of activities, and the role of both teacher and student throughout the project.

In this project, I take inspiration from Multiple Intelligences Theory (Gardner, 1983) acknowledging that students learn in different ways and that classrooms should offer a type of learning pathways. Although this theory does not have definitive scientific evidence to support it as a fully validated model, we can take them into consideration to create the different lessons in relation to the principal theme. In particular, I take into account bodily-kinesthetic intelligence, encouraging movement, dramatizations and hands-on learning so that students who learn best through physical engagement can participate actively and meaningfully in the lessons.

Additionally, the project is grounded in Content-Based Language Teaching (CBLT), which emphasizes the idea that learners develop language more effectively when their minds are focused on meaningful content (Stoller, 2008). Through this approach, students work simultaneously on linguistic skills and conceptual knowledge, integrating vocabulary, reading strategies, and grammar structures with engaging topics. Although Social Sciences are not taught in English in this school context, this project offers a valuable opportunity to incorporate historical and cultural content from the social sciences curriculum, allowing students to communicate about real-world topics—such as historical events, places and cultural traditions—through the medium of English.

To promote deeper thinking and meaningful learning, students are frequently asked questions, such as *“What would have happened if ...?”*, *“Why do you think...?”* or *“Why is this important...?”*. These questions stimulate curiosity, support critical thinking, and help students connect content with their own perspectives. This aligns with the development of Higher-Order Thinking Skills (HOTS) within Bloom’s Taxonomy (Anderson and Krathwohl, 2001), particularly in the levels of analyzing, evaluating, and creating, which encourage learners to go beyond memorization and move toward more complex cognitive processes.

Furthermore, the structure of the lessons is intentionally designed to dedicate additional time to both the opening sessions, where students are introduced to the new “magical door,” and the closing sessions, where they consolidate learning, reflect on their progress, and connect the story with the linguistic and cultural goals of the unit. This organization reinforces comprehension, supports metacognition, and provides a sense of narrative continuity across the project.

In addition to these theoretical frameworks, the project aligns with several key methodological principles of LOMLOE, incorporating a reflective form to students to learn in the best way possible:

- Universal Design for Learning (UDL): The project offers multiple means of representation, expression and engagement so that all learners, including those with ADHD, dyslexia, high abilities or behavioral needs, can access and demonstrate understanding of the content.
- Active methodologies: Students participate through collaborative activities, problem-solving tasks, dramatizations, project-based learning and digital tools, positioning them as active agents rather than passive recipients.
- Contextualized learning: Children’s literature serves as the central axis of the project. Each book introduces new themes, emotions and cultural elements, allowing students to learn English within meaningful, story-based contexts.
- Competency-based and meaningful learning: The activities are designed to develop real communicative competence. Students express opinions, interact with peers, analyze cultural information and create meaningful products rooted in real-life language use.
- Metacognition: Students engage in structured reflection moments to evaluate what they have learned, which strategies have helped them, and what they want to improve. This fosters autonomy, self-awareness and a growth mindset.

Furthermore, the structure of the lessons is intentionally designed to dedicate additional time to both the opening sessions, where student are introduced the new “magical door”, and the closing sessions, where they consolidate learning, reflect on progress, and connect the story with the linguistic and cultural goals of the unit. This

reinforces comprehension, supports metacognition, and gives students a sense of narrative continuity across the project.

Together, these methodological principles ensure that the project *Stories Beyond the Door* is inclusive, meaningful and aligned with both current research and the legal requirements established by the LOMLOE and the curriculum of the Comunidad de Madrid. The result is a learning environment where every student can explore, imagine, communicate and grow through literature.

In addition to these methodological principles, the project also relies on a variety of personal, environmental and material resources that support students' learning. On a personal level, the teacher acts as a guide and facilitator, modelling reading strategies, encouraging participation and adapting explanations when needed. The classroom environment is organized in flexible groupings, with spaces for whole-class work, pair-work, storytelling corners and areas for small creative tasks. Material resources include graded readers, short video clips, posters, tablets (Snappet), digital presentations, flashcards, and craft materials linked to each door.

A specific role is given to ICT (Information and Communication Technology), as digital tools are integrated throughout the project to support comprehension, engagement and production. Students use table computers (Snappet) to complete short tasks, search for information, create simple digital products, watch short video fragments and present their work. Technology also helps personalize learning, allowing each student to progress at their own pace and access content through different formats, fully aligned with UDL.

Furthermore, class time is also devoted to project-based activities, as required by the curriculum. This is reflected in the different projects connected to the doors, such

as the school newspaper, the STEAM recycling project, the collaborative activity with Year 1 and the creation of a final short story (see [annex 13.8](#)), which are distributed across the units and form an essential part of the methodological design.

In addition to the linguistic and literary focus of each unit, this syllabus integrates cross-curricular contents that enrich students' global learning. Through children's literature, students naturally engage with concepts from Social Sciences (cultural awareness, historical contexts, environmental issues and traditions from English-speaking countries), Visual Arts (poster creation, character illustration, design of fantasy elements), and Music (songs connected to emotions, seasons and routines). This cross-curricular approach strengthens meaningful learning, helping students connect English with real-world knowledge and other curricular areas.

This syllabus also incorporates weekly sessions with the Language Assistant (LA), who supports oral interaction through small-group conversations, mini-interviews and guided speaking routines. These sessions offer real exposure to native English, reinforcing pronunciation and fluency, and provide an authentic communicative context aligned with the bilingual programme. The assistant complements classroom instruction by helping students practise vocabulary and structures from each door in meaningful dialogues.

The project reinforces ethical and social values, such as empathy, respect, cooperation, anti-bullying awareness and gender equality, especially through stories like *Wonder*, *The Colour Monster*, and *Billy Elliot*.

## **8. EVALUATION.**

### **8.1. Evaluation criteria**

The evaluation in this syllabus follows a continuous, formative and competency-based approach, aligned with the LOMLOE, Royal Decree 157/2022 and Comunidad de Madrid Decree 61/2022. Assessment is integrated throughout the learning process and consistent with Universal Design for Learning (UDL), ensuring that all students can demonstrate progress through multiple formats.

The evaluation criteria correspond to Decree 61/2022 (Comunidad de Madrid) in article 19. For Year 5 English. Students' performance is assessed through the following specific criteria:

1.1 Students understand the general meaning and specific details of short oral, written and multimodal texts about familiar everyday topics, including simple literary texts, when presented clearly in standard English.

1.2 Students use basic strategies (predicting, identifying key words, using context) to understand the main ideas and specific information from different simple English texts in everyday situations.

2.1 Students orally produce short, simple and previously prepared texts about personal or everyday topics, using basic structures and non-verbal support when needed.

2.2 Students write short, simple and previously prepared texts appropriate for a given situation, using basic vocabulary, common structures, and both digital and analogue tools.

2.3 Students apply basic strategies (planning, organizing ideas, using models) to produce texts that suit the communicative purpose, context and text type.

3.1 Students participate in short, simple interactions about familiar topics, using strategies such as repetition, slow pace and gestures, and showing respect for others' needs, ideas and communication styles.

3.2 Students use simple strategies to greet, say goodbye, ask and answer questions, convey basic messages, and manage short English interactions.

4.1 Students show understanding of short texts and communications in situations that require attention to diversity, using different resources and respecting others' languages and needs.

4.2 Students use basic strategies to help communication flow (clarifying, rephrasing, pointing, showing) according to the communicative purpose and available resources.

5.1 Students compare basic aspects of English with their own languages, becoming gradually more autonomous in understanding how languages work.

5.2 Students use basic strategies and knowledge to improve their ability to learn and communicate in English, supported by classmates and digital/analogue tools.

5.3 Students track their own progress and difficulties in English through self-assessment tools (e.g., learning diary, ELP), identifying what helps them improve.

6.1 Students act respectfully in intercultural situations, building bridges between cultures and rejecting discrimination or prejudice in everyday communication.

6.2 Students appreciate the diversity of English-speaking countries and show interest in cultural elements that promote respect for the environment and democratic values.

6.3 Students use simple strategies to understand and appreciate diversity in languages, cultures and the arts.

This evaluation focuses on competency development in English, having into consideration progress over time rather than the final product. The units are evaluated through task-based activities including readings, writings, oral tasks and projects, while taking into account attitude, collaboration and engagement throughout the process.

## 8.2. Scoring criteria

For the scoring criteria, in order to provide a comprehensive and balanced picture of each student's development, the overall grade is distributed in these three main components, as shown in the table below:

	FINAL TASK	CLASSWORK & HOMEWORK	EFFORT & ATTITUDE
%	50%	30%	20%
Description	Each door includes a final task or project directly linked to the story: a written text, an oral presentation, a creative product or a collaborative project. This task is assessed using a specific rubric adapted to the type of output required.	Students complete daily tasks throughout each door, including vocabulary worksheets, reading comprehension activities, dictations, Snippet exercises and written drafts. The teacher evaluates these materials progressively using an observation checklist.	The teacher observes and records each student's level of participation, cooperation in group work, use of English in class, and general engagement with the project. This is evaluated through the general observation checklist.
Evaluation Tools	Oral presentation rubric Written task rubric Peer assessment	Observation checklist Written tasks Snippet records	General observation checklist Teacher self-assessment

Table 1. Scoring criteria

## 8.3. Evaluation strategies

### - Teacher to student.

The teacher will evaluate students using the following checklist, which is applied to all Doors (units), to ensure that they have reached the minimum criteria:

Indicator	Always	Usually	Rarely
<b>A. Participation</b>			
Participates actively in class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raises hand / volunteers' answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on task during individual / group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brings materials and is prepared for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. Oral interaction in English</b>			
Uses English to communicate (not L1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts target vocabulary and structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks clearly enough to be understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to teacher questions in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C. Written work</b>			
Completes written tasks within the given time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses scaffolds and sentence frames correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows effort in written production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handwriting / digital work is legible and neat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D. Attitude and cooperation</b>			
Shows a positive attitude towards learning English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects peers and listens when others speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates in group or pair work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts correction and tries to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E. Digital work</b>			
Uses digital tools (Snappet, devices) responsibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows instructions for digital tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 1. Teacher to student evaluation

However, the teacher will have a checklist in each specific unit that combines the general criteria with the items worked in each unit. (see example [here](#)).

Furthermore, evaluation is not only general; there are also [oral](#) and [written](#) rubrics used to assess how students have performed in class.

### Self-assessment

At the end of each Door, students will complete a self-evaluation to ensure that they have understood everything about the unit, but having into consideration the vocabulary, the cooperative groups and using the information they have learnt (see example [here](#)).

### Peer assessment

At the end of activities that students are doing in pairs, they will have to evaluate their equals, having into consideration the cooperative work. (see example [here](#)).

### Self-Teacher-Evaluation

Apart from the student assessment, this syllabus also includes an evaluation of the teaching process. After each Door, the teacher completes a Self-Assessment tool to reflect how well the activities worked, how suitable the materials were, and how engaged the students seemed. This reflection helps to keep the teaching moment and adjust to students' real needs.

Aspect	Reflection Questions	Evidence / Notes	Action for Improvement
<b>Lesson planning &amp; clarity</b>	Did I explain the objectives clearly? Were the instructions easy to follow?		
<b>Timing &amp; pacing</b>	Did the timing of the activities work as planned? Did students have enough time to complete tasks?		
<b>Content delivery</b>	Did I model the language effectively? Was the linguistic input appropriate for the level?		
<b>Engagement &amp; motivation</b>	Were students actively involved? Did the activities capture their interest?		
<b>Use of stories &amp; materials</b>	Did the story and resources support the learning aims? Were the materials accessible and meaningful?		
<b>Classroom management</b>	Did I maintain a positive and organised classroom atmosphere? Did routines work well?		
<b>Differentiation &amp; UDL</b>	Did all students access the content? Did I provide enough scaffolding, variety and multimodal supports?		
<b>Support for SEN students</b>	Did I apply the necessary adaptations (ASD, ADHD, dyslexia,		

	gifted)? Were they effective?		
<b>Use of the Language Assistant</b>	Did I coordinate effectively with the LA? Did the session reinforce the unit content?		
<b>Speaking opportunities</b>	Did students have enough time to speak? Did I balance teacher talk vs student talk?		
<b>Assessment &amp; feedback</b>	Did I assess fairly and consistently? Did students understand my feedback?		
<b>Digital tools</b>	Did I use Snappet or digital resources effectively? Did they strengthen the learning process?		
<b>Emotional climate</b>	Did I support students' wellbeing? Did I promote empathy, respect and confidence?		
<b>Teacher behaviour</b>	Was I patient, approachable, enthusiastic and consistent with expectations?		
<b>Professional growth</b>	What did I learn about myself as a teacher today? What worked well? What will I improve?		

Table 2. Teacher self-assessment checkli

## **9. ATTENTION TO DIVERSITY MEASURES**

To ensure that all students can participate successfully in the project, the attention to diversity in this syllabus is guided by the principles of Universal Design for Learning (UDL). This approach allows instructors to anticipate barriers and offer different ways of accessing information, engaging with the stories and expressing understanding. Since each student learns differently, the project incorporates visual support, short videos, clear routines, flexible grouping, multimodal tasks and alternative formats so that everyone can follow the learning journey at their own pace. In addition to these general UDL measures, specific adaptations are provided for each student who requires additional support or enrichment.

### **9.1. Adaptations for the student with ADHD**

The student with ADHD benefits from short, manageable tasks divided into steps, supported by visual reminders and the use of timers. Movement-friendly activities such as storytelling, drama or hands-on tasks are included to help with self-regulation. Seating near the teacher, regular comprehension checks and clear expectations also support attention. During independent work, the student uses graphic organizers or templates to structure ideas, and cooperative tasks offer opportunities to stay engaged through active participation.

### **9.2. Adaptations for the student with mild dyslexia**

To support the student with mild dyslexia, all readings are provided through A2-level graded readers with clear typography, wide spacing and visual reinforcement. Audiobooks or teacher-read options accompany key fragments, and additional time is

given for reading or writing tasks. Writing frames, sentence starters and vocabulary lists with images help scaffold written production. In evaluation, spelling is not prioritized; instead, comprehension and communication are valued. Pair-reading and guided reading sessions allow the student to follow the story with confidence.

### **9.3. Adaptations for gifted student**

The gifted student is offered enrichment opportunities across the doors, such as optional creative writing challenges, deeper cultural questions and small research tasks connected to each book. This learner also takes on leadership roles during cooperative work and may create extended digital products like posters, storyboards or short videos. These tasks encourage autonomy, creativity and higher-order thinking, ensuring that the student remains motivated and appropriately challenged throughout the project.

## **10. CONTRIBUTION OF THE SYLLABUS TO THE DEVELOPMENT OF OTHER SCHOOL PROGRAMS.**

This syllabus contributes meaningfully to several school-wide plans at La Salle Maravillas, ensuring coherence between classroom practice and the centre's educational values. Through its literature-based structure, *Stories Beyond the door* supports the school's Attention to Diversity Plan by incorporating UDL principles, offering multiple ways for students to access content, participate and express their learning. The combination of visual support, flexible grouping, differentiated tasks and alternative assessment formats reinforces personalized learning for all students.

The project also strengthens the Mentorship program and the Coexistence Plan (*Plan de Convivencia*). Many of the selected stories, such as *Wonder*, *The Colour Monster* and *Billy Elliot*, provide opportunities to work on empathy, respect, self-confidence,

conflict resolution and inclusive attitudes. Through role-plays, guided discussions and reflective tasks, students learn to interact positively and build healthy relationships, contributing to a supportive classroom environment.

In connection with the Extensive Reading Program and the Library Program, the syllabus promotes regular reading habits through graded readers, short literary fragments and one book per trimester. Storytelling, creative writing and reading comprehension tasks enrich students' exposure to literature and help them develop fluency, comprehension and enjoyment of reading. At the same time, the project contributes to the Digital Competence Plan through the integration of tablets, online resources, digital presentations and simple digital productions such as the school newspaper.

Finally, the program supports the school's bilingual objectives through constant use of English as the working language, as well as weekly sessions with the Language Assistant. It also aligns with the Pastoral Plan by addressing values such as kindness, solidarity and respect, and with the Sustainability Plan through units such as *The Little Princess* (recycling project). Altogether, the syllabus connects linguistic, cultural, digital and emotional learning, contributing to students' holistic development across the school's main institutional programs.

## **11. CONCLUSIONS**

*Stories Beyond the Door* has been designed as a comprehensive, inclusive and meaningful proposal that integrates literature, language learning, creativity and emotional development for Year 5. Using children's literature as the main thread has allowed English to become much more than an academic subject. Each "Door" opens

a space for reflection, creativity and cultural understanding, where language becomes a tool for discovery and a easy way of using the English language.

Emotional and social dimensions are central, with books such as *Wonder*, *The Colour Monster* and *Billy Elliot* inviting students to work on empathy, respect and personal identity, giving particular importance to these issues that matter in today's world. The syllabus is also designed so that no student is left behind, everyone has the same opportunities to learn, participate and show their progress.

On a personal level, this project reflects who I am becoming as a teacher. Every story and every task were chosen with real students in mind, inspired by everything I experienced during my internships. My teaching placement in Stockholm was a turning point: seeing how curious and keen to learn students can be made me even more certain of the kind of teacher I want to be. *Stories Beyond the Door* is, in many ways, my own door, one I have opened with passion and emotion, with the goal of always being the best teacher I can be with my students and never stopping growing up.

### **11.1. Use of Artificial Intelligence Tools**

This project has made use of artificial intelligence tools for the creation of images and cover designs, as well as for language revision and the improvement of written expression. All generated content has been reviewed and adapted by the author (Paula Carreres Satorre), who assumes full responsibility for the final work.

## **12. REFERENCES**

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#### **12.4. Legislation and official documents**

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### 13. ANNEXES

#### 13.1. Cover Pages

These are examples for the cover pages of the Doors 1-3:



However, here you can find the links to all the book covers:

<https://canva.link/ifxaca6evvqknlj>

13.2. Year 5 Schedule. School La Salle Maravillas.

# SCHEDULE YEAR 5

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50	ENGLISH	MATEMÁTICAS	SOCIALES	MATEMÁTICAS	ED.FÍSICA
09:50-10:40	LENGUA	ENGLISH	LENGUA	ENGLISH	MATEMÁTICAS
10:40-11:15	BREAK	BREAK	BREAK	BREAK	BREAK
11:15-12:05	MATEMÁTICAS	LENGUA	RELIGIÓN	SOCIALES	ENGLISH
12:05-13:55	PROJECTS	ED. FÍSICA	TECNOLOGÍA	MÚSICA	LENGUA
13:55-14:55	MEAL	MEAL	MEAL	MEAL	MEAL
15:00-15:50	NATURALES	ARTE	ENGLISH	ARTE	NATURALES
15:50-16:30	MENTORÍA	MÚSICA	MATEMÁTICAS	LENGUA	RELIGIÓN

13.3. Official Academic Calendar of the Autonomous Community of Madrid.

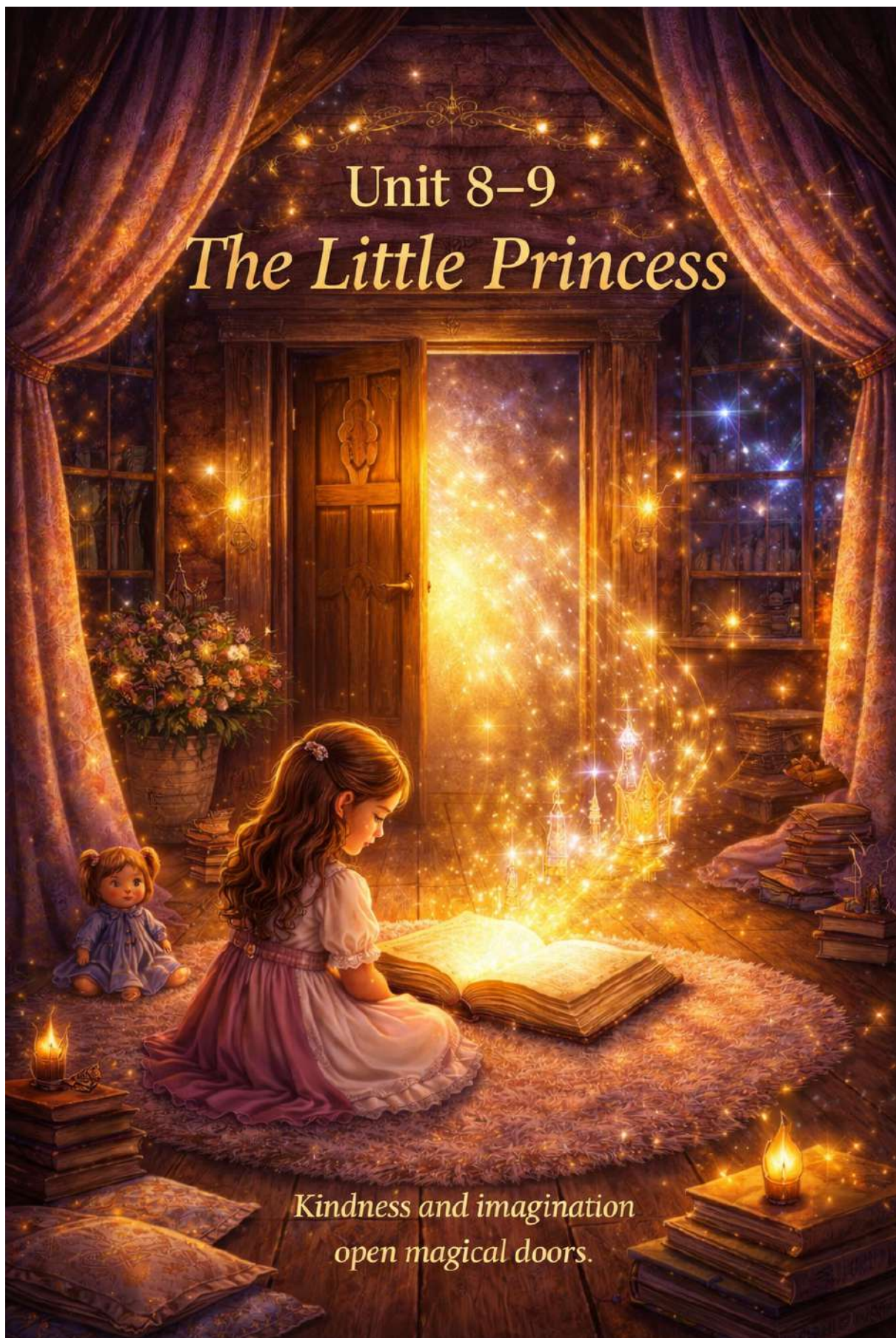


#### 13.4. Syllabus timing

In this project, each traditional “unit” is replaced by a **door**, as every learning sequence is built around the story behind that door. The table below presents the temporalization of the fifteen doors that structure the school year:

First Term
Door 1. <i>Harry Potter</i>
Door 2. <i>Pipi Longstocking</i>
Door 3. <i>A series of unfortunate events</i>
Door 4. <i>Matilda</i>
Door 5. <i>The colour monster</i>
Second Term
Door 6. <i>Diary of a Wimpy kid</i>
Door 7. <i>Wonder</i>
Door 8 and 9 <i>A Little Princess</i>
Door 10 <i>Harry Potter 2</i>
Third term
Door 11. <i>Wizard of Oz</i>
Door 12. <i>Charlie and the Chocolate Factory</i>
Door 13. <i>Billy Eliot</i>
Door 14. <i>Sherlock Holmes</i>
Door 15. <i>City of Ember</i>

13.5. Fully planned didactic unit



Unit 8–9  
*The Little Princess*

*Kindness and imagination  
open magical doors.*

### 13.5.1. Introduction

Unit 8, entitled *A Little Princess*, corresponds to Door 8 and Door 9 of the project *Stories Beyond the Door* and is placed in the second term of the school year, running from 17th November to 4th December. It is organized around six sessions of 50 minutes each, designed for the 5th grade group at La Salle Maravillas. The unit takes the story of Sara Crewe and Becky as its central thread, using themes of friendship, loyalty and imagination to develop key vocabulary and communicative structures in English. The six sessions follow a progressive sequence: the unit opens with vocabulary introduction and guided practice (Sessions 1 and 2), moves into oral interaction and creative storytelling (Sessions 3 and 4), and closes with collaborative writing and final presentation (Sessions 5 and 6). Additionally, students will practise the vocabulary and structures of this door during their weekly speaking session with the Language Assistant. The evaluation tools used throughout the unit (including the observation checklist, written tasks rubric, oral presentation rubric, peer assessment and self-assessment) are presented at the end of this section. For Evaluation criteria and Specific competences see [Here](#).

The image below shows the introductory slide that opens each didactic unit. This presentation is displayed at the start of every lesson and serves as a visual form for students, showing the day's agenda, the learning objectives and the key vocabulary of the door. Each unit has its own version of this slide, adapted to the story and contents being worked on. It is a simple but essential classroom routine that helps students anticipate the structure of the lesson and engage with the learning from the very first minute.

This is an example:

Today's Agenda	
10 minutes	Starter
15 minutes	Reading - Chapter 20
30 minutes	Reading Comprehension Activities
5 minutes	Wrap Up

### 13.5.2. Lesson Plans

Unit	8	Lesson	1	Year	5	Time	50 min
Session Title	Once upon a word			Subject	English		
Focus							
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> <li>• Learn and use key vocabulary words related to fantasy and friendship</li> <li>• Use simple sentence frames to talk and write about friendship</li> <li>• Connect vocabulary to scenes from <i>A Little Princess</i></li> </ul>						
Procedures							
Timing	Stage /substage	Activities				Grouping	
10 min	Lead-in	T is going to open the unit showing to Ss what are they going to learn and what book will be discovered during unit.  They will watch two videos (no subtitles) and talk about it with open questions.				Whole group	
10 min	Drilling and guided practice	T will give Ss a vocabulary and grammar sheet with fantasy and friendship words and sentences.  Oral repetition of the words following the pronunciation of T (choral drilling).  Ask them how do we connect this vocab with the videos they have watched. Ss will write a sentence with each word by pairs.				Whole group	
20 min	Guided practice	S will describe a true friend or best friend using some of the expressions in the worksheet. Using <b>present continuous</b>				Pairs	
10 min	Wrap up	Exit ticket, Ss will have to tell T three words they have learnt today and choose one of those and create a sentence (orally).  T will explain what are we doing next classes				Whole group	
Evaluation							
Evaluation Criteria – Tool – What is going to be evaluated							
1.1	Observation Checklist	Students understand the meaning of fantasy and friendship vocabulary words presented orally and visually by the teacher during choral drilling.					

2.1	Observation Checklist	Students produce short oral sentences using the new vocabulary with sentence frames in pairs, and say 3 words + 1 sentence aloud in the exit ticket.
Materials	<ul style="list-style-type: none"> <li>- Template of the vocabulary, verbs and</li> <li>- Two short videos:  <a href="https://www.youtube.com/watch?v=X4rUx4Rj1a8&amp;t=49s">https://www.youtube.com/watch?v=X4rUx4Rj1a8&amp;t=49s</a>  <a href="https://www.youtube.com/watch?v=K8HtCPj1HgE">https://www.youtube.com/watch?v=K8HtCPj1HgE</a> </li> </ul>	

Unit	8	Lesson	2	Year	5	Time	50 min
Session Title	What is friendship?			Subject	English		
<b>Focus</b>							
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> <li>• Recall and spell 10 key verbs from the unit in English.</li> <li>• Identify familiar vocabulary in a dictated text and write it correctly.</li> <li>• Recognise known vocabulary in a short poem and understand its general meaning.</li> <li>• Write a short personal text (5-6 sentences) about friendship using sentence frames.</li> </ul>						
<b>Procedures</b>							
Timing	Stage /substage	Activities				Grouping	
10 min	Review	T is going to open this lesson with a verb quiz by pairs. Ss will have to complete a template of the words that they studied in the previous lesson. It's a revision, not a test.				Pairs	
10 min	Listening Task	T will make a dictation and Ss have to write what T says.				Individually	
10 min	Reading comprehension	T is going to hand in a poem to every Ss, and they have to find some words that they have learnt.  T will ask some questions: → Which words from the poem are on your vocabulary sheet? → How does the poem describe a friend? → Does this remind you of Sara and Becky? Why?				Whole group	
15 min	Free production	Ss are going to write a personal text about: what is friendship for me? (min 6 sentences, there is not max.)  T will give them a template with some sentences frame reminder.				individual	
5 min	Closing	T will remind to Ss what we will do in the next classes				Whole group	
<b>Evaluation.</b>							
<b>Evaluation criteria- Tool- What is going to be evaluated</b>							
1.1	Observation checklist	Students identify and understand familiar vocabulary in a dictated text and in a short friendship poem, answering comprehension questions orally.					
2.2	Written tasks rubric	Students write a personal text of minimum 6 sentences about what friendship means to them, using sentence frames as support.					
5.3	Observation checklist	Students review unit vocabulary in a pair quiz, becoming aware of what they already know and what they still need to practise.					

**Materials**

1. Template for the quiz

	English word	Spanish (students write)	Example sentence
1	believe		Sara believes in magic.
2	imagine		She imagines a kingdom.
3	dream		Sara dreams of adventure.
4	support		Friends support each other.
5	trust		I trust my friends.
6	escape		Stories help us escape.
7	feel		Becky feels lonely.
8	help		Sara helps Becky.
9	become		They become friends.
10	share		They share their dreams.

"Sara is a **brave** and **kind** girl. She uses her **imagination** every day and **believes** in **magic**. In her **kingdom**, she **dreams** of **adventure**. Becky is her **loyal** friend. They **trust** and **support** each other. **Together**, they **escape** to a **magical** world full of **wonder**. Friendship is their real magic."

- 2. Dictation of T
- 3. Poem template

## The Little Princess: A Poem About Friendship and Magic

Once upon a time, in a magical kingdom of  
dreams and wonder,

lived a kind, brave, and creative girl who  
loved to imagine

stories full of adventure and hope

. Sara believed that friendship means

more than words—

it means being loyal, helpful, and  
honest,

ready to listen, to support, and to  
cheer up

anyone who feels lonely or forgotten.

In the story, Sara and Becky become good friends

because they choose to trust, to share,

and to include each other even in the darkest  
moments.

A good friend is someone who is caring, patient,

polite, respectful, and a little funny too—

someone who makes you believe again.

"For me, a true friend," Sara whispers,

"is a light that helps you escape fear

and protects you when the world feels cold."

When I feel lonely, a friend to talk to,

to spend time with, or even to play with,

reminds me that magic is real—

not the kind found in castles or fairy dust,

but the quiet magic of kindness

that turns an ordinary day

into a fight for hope, courage,

and the beauty of being loved.

4. Template with a sentence frame reminder to write the personal text:

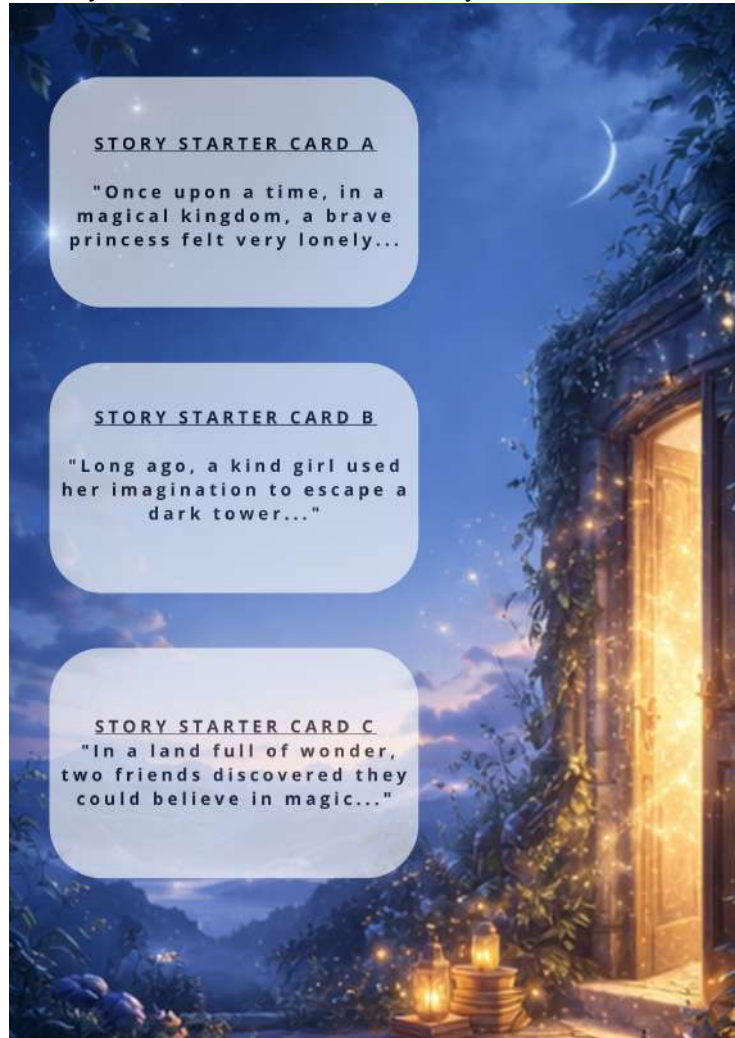
- For me, friendship means...  
- A good friend is someone who...  
- When I feel lonely, a friend...  
- I think kindness is important because...  
In the story, Sara and Becky... because...

Unit	8	Lesson	3	Year	5	Time	50 min
------	---	--------	---	------	---	------	--------

Session Title	Magic words!		Subject	English
<b>Focus</b>				
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Use fantasy vocabulary words in spontaneous spoken sentences to describe fantasy scenery.</li> <li>• Build a coherent oral story collaboratively, adding one sentence at a time.</li> <li>• Listen actively to a partner and continue a story from where they left off.</li> </ul>			
<b>Procedures</b>				
Timing	Stage /substage	Activities	Grouping	
10 min	Lead- in	T will ask Ss to say a word and a sentence about the vocabulary they have learnt the last 2 lessons. Every Ss must participate.	Whole group	
10 min	Presentation	Chain story: T models story chain with the class using the vocabulary words, Example: <ul style="list-style-type: none"> <li>▫ Teacher starts: "Once upon a time, Sara found a magical door."</li> <li>▫ Student 1: "Fortunately, it led to a beautiful kingdom."</li> <li>▫ Student 2: "a lonely princess was locked inside."</li> </ul> Between 6-8 rounds Each Ss adds one sentence to continue the story. Ss must listen to what their partner says and continues from there. Ss must use at least one vocabulary word of their sentence (in total 10 sentences of the story). They need to use <b>There is/there was</b> in, at least, 2 of 5 sentences.  The idea is to create a fantasy story in pairs, and write it down. They will have 5 minutes to think and write the ideas down.  T will give them a story starter cards to create the story with those sentences. (see below)	Pairs	
10 min	Freer practice	Ss will be given a scene situation of the story <i>The Little Princess</i> with printed cards.  They will have to explain with their own words (and vocabulary given) what is happening, so we continue with present continuous.	Pairs	
15 min	Communicative task	Once Ss have finished completing the task, they will have to do a presentation in front of the class, showing the scene situation and what they have created.	Whole group	
5 min	Closing	T will close the lesson by explaining the things that they have done and what the following lessons are going to look like.	Whole group	
<b>Evaluation</b>				
<b>Evaluation Criteria – Tool – What is going to be evaluated</b>				
<b>2.1</b>	Observation Checklist	Students produce spontaneous oral sentences to build a collaborative chain story, using at least one vocabulary word and the structure there is / there was.		
<b>3.1</b>	Peer assessment roleplay	Students interact in pairs to describe a scene from <i>A Little Princess</i> using their own words and vocabulary given, listening actively to their partner and continuing from where they left off.		

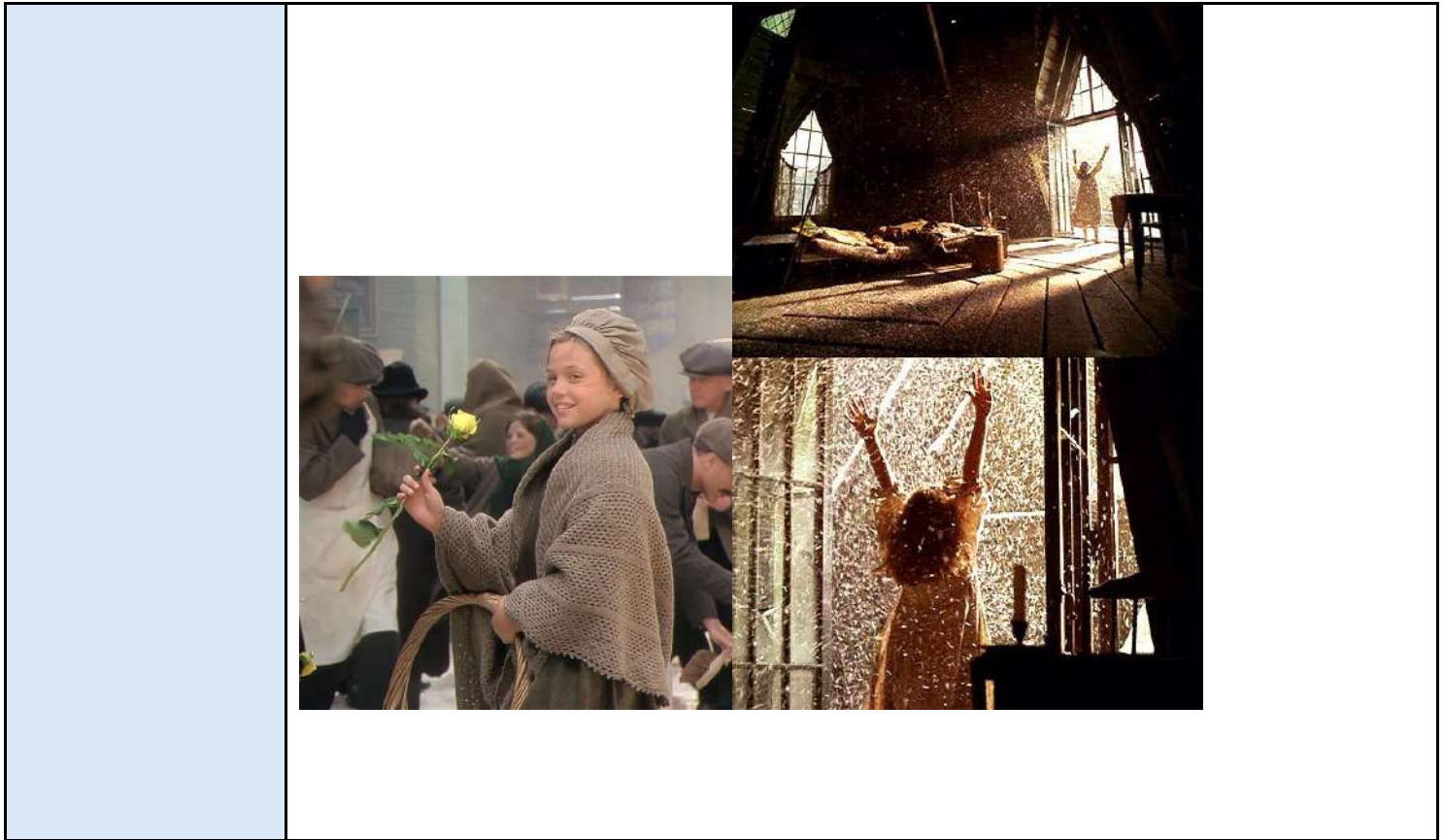
**Materials**

1. Story starter cards to create the story chain.



2. Printed cards with the scenes of the film:





<b>Unit</b>	8	<b>Lesson</b>	4	<b>Year</b>	5	<b>Time</b>	50 min
<b>Session Title</b>	Friendship knowledge!			<b>Subject</b>	English		
<b>Focus</b>							
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify and describe how friendship is shown between characters in a film scene using vocabulary words.</li> <li>• Ask and answer personal questions about friendship in pairs using question cards as support.</li> <li>• Sustain a short roleplay in character (Sara / Becky) using unit vocabulary and sentence frames.</li> <li>• Express their personal idea of friendship in a complete spoken sentence in front of the class.</li> </ul>						
<b>Procedures</b>							
<b>Timing</b>	<b>Stage /substage</b>	<b>Activities</b>				<b>Grouping</b>	
10 min	Lead-in	Ss watch a video about <i>The Little Princess</i> , where Becky and Sara meet. T asks these questions: <ul style="list-style-type: none"> <li>▫ How does Sara treat Becky? Is she kind?</li> <li>▫ How does Becky feel when Sara talks to her?</li> <li>▫ What lexical items describe their friendship?</li> </ul>				Whole group	
15 min	Controlled practice	T give to Ss some cards with questions about friendship. In pairs, they will have to answer the questions of the cards. Every card question is about friendship. 6 per person.				pairs	
25 min	Guided practice	T will hand out another roleplay cards: Ss are going to do a roleplay like if they were Sara Crewe and Becky, two important characters of the film.  Ss will make an interpretation like if they were Sara or Becky, using the vocabulary and phrases given, or improvising.				Pairs	

		The thing is that SS will be given some ideas about both, and they will have to write what are they going to say in the interpretation.	
5 min	Reflection	To finish the class, one or two pairs of Ss will interpret a scene in front of the class.  To finish, T will do a Closing reflection, S say aloud: "A good friend is someone who _____"	Whole group

**EVALUATION**

**Evaluation criteria – Tools- What is going to be evaluated**

3.1	Peer assessment roleplay	Students sustain a roleplay as Sara and Becky, using unit vocabulary and sentence frames, and perform a short scene in front of the class.
3.2	Observation checklist	Students ask and answer personal questions about friendship using question cards in pairs, initiating and managing a short interaction in English.
4.1		Students watch a scene from <i>A Little Princess</i> and identify how friendship is shown between Sara and Becky, using specific vocabulary to describe it.

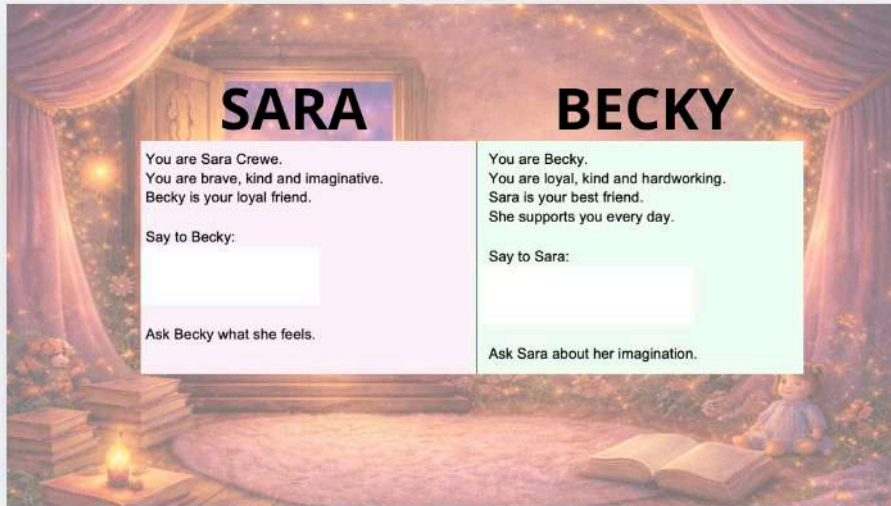
**Materials**

1. <https://www.youtube.com/watch?v=K8HtCPj1HqE>

2. Card questions about friendship



3. Cards of the roleplay



3. Evaluation of the equal in pairs:

Criterion	Great! (3)	OK (2)	Try more (1)	Score
<b>Interaction &amp; Communication</b>				
My partner spoke in English during the roleplay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My partner used vocabulary from the unit (e.g. friendship words)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My partner's sentences were clear and I could understand them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My partner listened to me and responded to what I said	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Character &amp; Creativity</b>				
My partner stayed in character (Sara or Becky) during the roleplay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My partner used the sentence frames or tried to improvise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My partner showed expression and emotion in their voice or gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Collaboration</b>				
My partner helped me when I did not know what to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My partner was respectful and kind during the activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 3. Peer assessment

Unit	8	Lesson	5	Year	5	Time	50 min
Session Title	Show your kingdom			Subject	English		
Focus							
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> <li>Recognise and produce unit vocabulary words when prompted in English and Spanish.</li> </ul>						

	<ul style="list-style-type: none"> <li>Organise a fantasy story idea using a 4-part structure (Beginning / Problem / Solution / End) in a Story Map.</li> <li>Write a short collaborative fantasy story in a group of 5, using unit vocabulary and the Story Map as a guide.</li> <li>Present their story title and opening sentence aloud to create expectations for the final session.</li> </ul>
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<b>Procedures</b>			
<b>Timing</b>	<b>Stage /substage</b>	<b>Activities</b>	<b>Grouping</b>
5 min	Lead-in	To start the lesson, T will activate Ss by doing a game using the vocabulary they have learnt. T will say to the class a Spanish word of the vocabulary, and Ss will shout the English word, to activate their knowledge.	Whole group
10 min	Presentation	T explains the fantasy story structure with a story map. There are 4 parts: Beginning, problem, solution, end. T will also provide to Ss a model of a similar text, so students can analyze.  Also, T will explain that the story is written in groups of 5, and before writing it, they will have to make a story map to have a template.	Whole group
5 min	Guided practice	Ss will complete the Story Map template before writing the story, to have a guide before writing.	Groups of 5 (5 groups of 5)
30 min	Production	Groups will write their full story while using the Story Map template as a guide. The story will be no longer than 15 sentences. T will be guiding and helping around the class.  Ss need to create the story with illustrations on it.  They know that the presentation will be in the following lesson.	Groups of 5 (5 groups of 5)
5 min	Wrap-up	Each group will read their title and the first sentence to create expectations.  T will explain the preview of lesson number 6.	Whole group

<b>EVALUATION</b>			
<b>Evaluation Criteria – Tool – What is going to be evaluated</b>			
2.2	Written task rubric	Students write a full collaborative fantasy story in groups of 5, following the 4-part structure (beginning / problem / solution / end) and including illustrations.	
2.3	Observation checklist	Students plan and organise their story ideas using a Story Map template before writing, applying a clear structure and adapting their language to the narrative text type.	

**Materials**

1. Story map template.

**1. BEGINNING**  
 Where? (magical place): \_\_\_\_\_  
 Who? (character name + one adjective): \_\_\_\_\_  
 When? Start with: "Once upon a time..." or "Long ago, in a land of..."

**2. PROBLEM**  
 What goes wrong? \_\_\_\_\_  
 How does the character feel? Use: lonely / scared / sad / brave

**3. SOLUTION**  
 Who helps? \_\_\_\_\_  
 What do they do? Use: believe / support / trust / together / kind

**4. END**  
 How does it finish? \_\_\_\_\_  
 What is the message? Use: friendship / magic / together / loyalty

2. Example of the story.

Once upon a time, in a magical forest, there was a brave girl named Luna. She liked walking in the forest and talking to animals.

One day, the forest became dark and quiet. Luna felt scared and sad. She wanted to help the forest.

Then, a kind unicorn came to her. The unicorn told her to believe and be brave. They worked together and helped the animals. Slowly, the forest became bright again.

In the end, Luna learned that friends can help and magic is stronger together

<b>Unit</b>	8	<b>Lesson</b>	6	<b>Year</b>	5	<b>Time</b>	50 min
<b>Session Title</b>	A Little Princess presents...			<b>Subject</b>	English		
<b>Focus</b>							
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>Recall and produce unit vocabulary words spontaneously in a spoken chain activity.</li> <li>Present their group fantasy story aloud to the class clearly, supported by an illustration.</li> <li>Read their personal friendship text aloud confidently in front of the class.</li> <li>Reflect on their own learning progress by completing an exit ticket.</li> </ul>						
<b>Procedures</b>							
<b>Timing</b>	<b>Stage /substage</b>	<b>Activities</b>				<b>Grouping</b>	
5 min	Warm-up	To open this lesson, T will start with a vocabulary chain. Each Ss says one word random from the unit.				Whole group	
25 min (5 min each group)	Oral presentation	Each group presents their fantasy story (with illustration included).				Whole group	
10 min	Oral reading	Each student reads their personal friendship text out loud. No presentation needed. (no mandatory, each student can choose if reading it out loud or not. If not, T will read it to evaluate it)				Whole group	

5 min	Wrap-up	Ss will have to complete the checklist about the didactic unit, and a <a href="#">self-Assessment</a> of their work during the didactic unit.	Whole group
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### EVALUATION

#### Evaluation criteria – Tool – What is going to be evaluated

2.1	Oral Presentation rubric	Each group presents their fantasy story aloud to the class clearly, supported by their illustration. Students recall unit vocabulary in the opening chain activity.
3.1	Observation checklist	Students participate as an audience during other groups' presentations, listening actively and engaging with the content of each story.
5.3	Self-assessment checklist	Students complete a self-assessment checklist reflecting on what they have learnt during the unit, identifying strengths and areas to improve.

<b>Materials</b>	1. Checklist at the end of Door 8 – Self-Evaluation			
	<u>Statement</u>	<u>Yes!</u>	<u>Sometimes</u>	<u>Not yet</u>
	I can talk about friendship using words I learnt in this unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can write a short text about what friendship means to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can understand the main ideas from the A Little Princess videos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can tell a story in a group using vocabulary from the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used English (not Spanish) during most of the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I helped my group and listened to my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tried my best, even when it was difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- **In case of finishing earlier in any lesson, please use the snappet to review some vocabulary tasks or reading the Ss semester's book.**

#### 13.5.3. Evaluation.

To carry out the assessment of the students, the guidelines explained above will be followed, as outlined [here](#). Additionally, the following table will be used, which refers to the checklist the teacher will complete for each student, including elements and vocabulary specific to their unit:

Indicator	Always	Usually	Rarely	Notes
<b>Comprehension</b>				
Understands the general meaning of the video extracts (A Little Princess)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identifies key characters and their relationship (Sara / Becky)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responds correctly to oral comprehension questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Follows teacher instructions given in English without needing translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Participation in oral activities</b>				
Contributes ideas orally during whole-class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses English (not Spanish) when responding to teacher questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participates in the vocabulary chain activity (Session 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shows engagement and interest during video / storytelling moments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 4. Evaluation Door 8.

In addition, to assess the different activities carried out in Unit 8, two types of rubrics will be used: one for oral production and another for written work:

Criterion	Excellent (3)	Good (2)	Needs improvement (1)
<b>Vocabulary</b>	Uses 5+ unit words accurately and naturally	Uses 3–4 unit words, mostly correctly	Uses fewer than 3 unit words or with many errors
<b>Structure</b>	Clear beginning, development and ending; logical sequence	Most of the story follows a sequence, some gaps	No clear structure; sentences are disconnected
<b>Pronunciation</b>	Mostly clear; listener understands without effort	Some pronunciation errors but still understandable	Pronunciation makes understanding difficult
<b>Fluency</b>	Speaks with few pauses; maintains rhythm	Some hesitation but recovers independently	Very slow or stops frequently; needs prompting
<b>Language use</b>	Uses varied sentence frames and attempts complex structures	Uses sentence frames correctly; limited variety	Relies heavily on L1 or reads without adapting

Rubric 1. Oral Presentation.

Criterion	Excellent (3)	Good (2)	Needs improvement (1)
<b>Vocabulary</b>	Uses 5+ unit words correctly and in context	Uses 3–4 unit words; mostly appropriate	Uses fewer than 3 unit words or incorrectly
<b>Sentence structure</b>	Complete sentences; varied use of connectors and frames	Most sentences complete; basic connectors used	Incomplete sentences; very limited connectors
<b>Coherence</b>	Ideas are logically ordered and easy to follow	Most ideas are connected; some gaps in logic	Text lacks organization; hard to follow
<b>Task completion</b>	Meets or exceeds the required length and all task criteria	Meets most task criteria; minor omissions	Does not meet minimum length or task criteria
<b>Effort &amp; accuracy</b>	Few or no basic errors (spelling, capitals, punctuation)	Some errors but they do not affect meaning	Many basic errors affecting comprehension

Rubric 2. Written Tasks

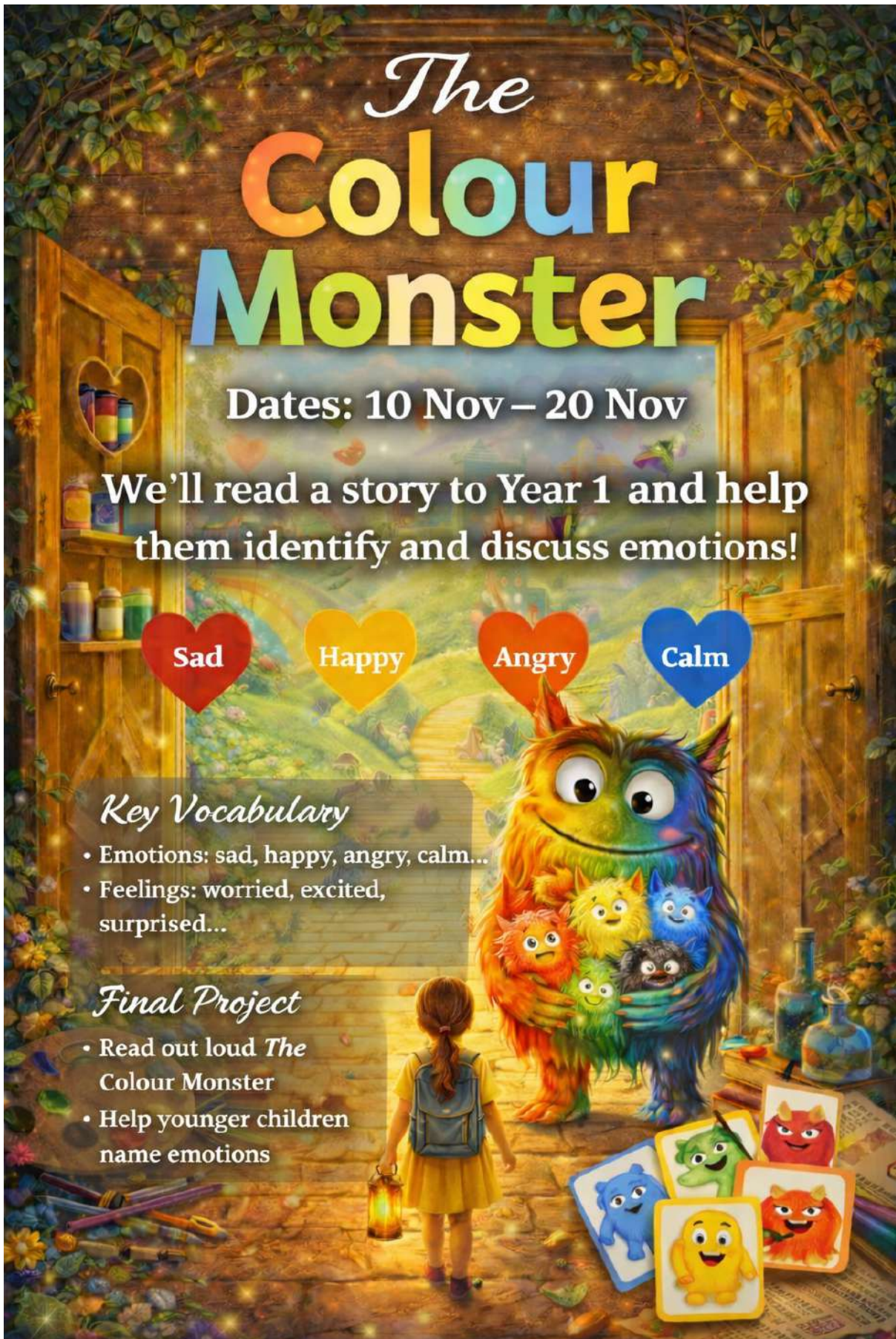
13.6. Parts of a Newspaper. Door 3.

## Parts of a Newspaper

<b>Title:</b>	
<b>Headline and Byline:</b>	
<b>Lead:</b>	
<b>Body:</b>	<b>Tail:</b>

### 13.7. Reading Comprehension Door 3

The Bad Beginning	Comprehension Questions
Chapter Eight:	
1) Why doesn't Klaus tell his sisters about the stolen book?	
_____ _____	
2) What is Count Olaf's plan to get the Baudelaires' fortune?	
_____ _____	
3) Predict: Where do you think Sunny is located?	
_____ _____	
4) How might Count Olaf use Sunny to make the children follow his plan?	
_____ _____	
5) Klaus says, "You're not going to marry Violet figuratively - you're going to marry her literally!" Write the definition of figuratively and literally and then give an example of each.	
<b>Figuratively</b>	<b>Literally</b>
Definition: _____	Definition: _____
_____	_____
Example: _____	Example: _____
_____	_____



# The Colour Monster

Dates: 10 Nov – 20 Nov

We'll read a story to Year 1 and help them identify and discuss emotions!

Sad Happy Angry Calm

*Key Vocabulary*

- Emotions: sad, happy, angry, calm...
- Feelings: worried, excited, surprised...

*Final Project*

- Read out loud *The Colour Monster*
- Help younger children name emotions

13.9. This is me Presentation. Planning sheet.

This Is Me Presentation: Planning Sheet																							
<p style="text-align: center;"><b>All About Me</b></p> <p>Name: _____ Age: _____</p> <p>Birthday: _____ I was born in: _____</p> <p>Languages I speak: _____</p> <p>A fun fact about me is: _____</p>																							
<p style="text-align: center;"><b>My Favourite Things</b></p> <p>Food: _____</p> <p>TV Show or Film: _____</p> <p>Video Game: _____</p> <p>Book: _____</p> <p>Sport: _____</p> <p>Holiday: _____</p> <p>Animal: _____</p> <p>Place: _____</p> <p>Colour: _____</p> <p>I really enjoy: _____</p>	<p style="text-align: center;"><b>My Family</b></p> <p>Write about your family. What are their names? How old are they? What do they do as a job? The people in my family are: _____</p> <p>What do you like to do together as a family? _____</p> <p>What is your favourite family tradition? _____</p>																						
<p style="text-align: center;">This Is Me Presentation: Planning Sheet</p> <table border="1"> <thead> <tr> <th>My School Life</th> <th>My Hobbies and Interests</th> </tr> </thead> <tbody> <tr> <td>My favourite subjects are: _____</td> <td>Some of my hobbies or activities I like to do in my free time are: _____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>I enjoy learning about: _____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p>Something I am really good at is: _____</p> <p>_____</p> <p style="text-align: center;"><b>My Goals and Dreams</b></p> <p>I would like to be a _____ when I grow up because _____</p> <p>_____</p>		My School Life	My Hobbies and Interests	My favourite subjects are: _____	Some of my hobbies or activities I like to do in my free time are: _____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	I enjoy learning about: _____	_____	_____	_____	_____	_____	_____	_____
My School Life	My Hobbies and Interests																						
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_____	_____																						
_____	_____																						
_____	_____																						
_____	_____																						
_____	_____																						
I enjoy learning about: _____	_____																						
_____	_____																						
_____	_____																						
_____	_____																						

13.10. Writing Contest. Door 14

**Writing Contest**

Start your story with this sentence:  
"I never thought a simple field trip could turn into a fight for survival".

"

**Rules:**  
English only! Start with the prompt sentence.

**Prize:**  
One more point in the final grade of the English subject

3,000 words maximum (shorter stories welcome too!)

**Deadline:**  
Share your typed story with your English teacher by Friday, May 13.