



TRABAJO DE FIN DE GRADO

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PROGRAMACIÓN DIDÁCTICA
ÁREA DE INGLÉS
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Hello, nice to
meet you! I'm
Maki!

No hay nada más peligroso que alguien
dispuesto a hacer del mundo un lugar
mejor.

- Banksy -

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ABREVIATURAS / ABBREVIATIONS

BOCM: Boletín Oficial de la Comunidad de Madrid

BOE: Boletín Oficial del Estado

CC: Competencias Clave / Key Competences

ICT: Information and Communication Technologies

IWB: Interactive Whiteboard

MKO: More Knowledgeable Other

OME: Otro Más Experto

PAS: Personal de Administración y Servicios

PAT: Plan de Acción Tutorial

PEC: Proyecto Educativo de Centro

PGA: Programación General Anual

TAP: Tutorial Action Plan

TFG: Trabajo de Fin de Grado

TIC: Tecnologías de la Información y la Comunicación

ZDP: Zona de Desarrollo Próximo

ZPD: Zone of Proximal Development

RESUMEN

El presente trabajo de Fin de Grado propone una Programación General Anual de la asignatura de Inglés diseñada para el tercer curso de Educación Primaria. Contiene nueve unidades didácticas desarrolladas mediante la metodología *Topic-based* en el transcurso de un año escolar. Con la intención de suscitar el interés de los alumnos y alumnas, el profesor proyectará un código QR en la pizarra digital, al cual se puede acceder mediante [este link](#). Los estudiantes deberán escanearlo con sus tablets. Al hacerlo, aparecerá en sus dispositivos un extraterrestre explicando que siente mucha curiosidad por explorar el planeta Tierra. Les pedirá ayuda a los alumnos/as, lo que sirve como herramienta para trabajar sus emociones. Además, el profesor/a elaborará una animación digital de dicho alien para incluirlo en las actividades que requieran el uso de las TIC (Tecnologías de la Información y la Comunicación) que, a su vez, van a servir como apoyo al aprendizaje y para elaborar presentaciones orales.

Una de las bases principales sobre las que se asienta esta programación es el aprendizaje cooperativo. Gracias a él, se favorecen la interacción social y la interdependencia positiva, así como el sentimiento de responsabilidad individual y de compromiso con el equipo. Los seres humanos somos seres sociales, y necesitamos de los otros para aprender.

Para trabajar los contenidos pertinentes, se parte de los conocimientos previos de los estudiantes, consiguiendo que cada unidad didáctica se convierta en una experiencia personal para cada uno de ellos (aprendizaje significativo). Al tratarse de una PGA de Inglés, se mejoran constantemente las habilidades principales del lenguaje (gramática, vocabulario, comprensión y expresión oral, y comprensión y expresión escrita). Se enfatiza la importancia de la oratoria con cuatro sesiones sobre dicha habilidad en cada unidad. Una de las tareas primordiales del maestro/a será ofrecer feedback de calidad y formativo. De igual manera, se trabajan la coevaluación y la autoevaluación.

PALABRAS CLAVE

Programación General Anual, Tercero de Primaria, Inglés, Aprendizaje Cooperativo, Aprendizaje Significativo.

ABSTRACT

This final degree Project presents an Annual Syllabus designed for the English Subject for Primary Year Three. It contains nine didactic units developed through *Topic-based* methodology during an academic year.

In order to provoke students' curiosity, the teacher will Project a QR code (see [appendix 1.1.](#)) on the Interactive Whiteboard (IWB). Pupils will scan it with their tablets, and an alien will appear on their screens: he is called Maki, and has decided to explore planet Earth due to his genuine interest on it. For that reason, he asks students for help. This idea of the alien can be used as a tool to teach them to recognise, name, and control their emotions, which is a crucial part of the emotional development of kids. Furthermore, for certain activities the teacher will create the digital version of Maki to reinforce the use of ICT (Information and Communication Technologies), which will be used as a support of the learning processes and to produce oral presentations.

One of the main basis of this syllabus is cooperative learning. A lot of benefits have been published recently: thanks to it, social interaction and positive interdependence occurs in the teams. Students develop a high sense of responsibility and commitment with their classmates. Human beings are social beings, and we learn through the relationships with other people.

The teacher will check students' prior knowledge first, and then work on the new content. This way, every didactic unit will be a personal experience for every child (significant learning). Since it is an Annual Syllabus of English subject, it focuses on the four essential skills of every language: grammar, vocabulary, reading and speaking. In addition, a training course on public speaking will be developed through the academic year. Moreover, the teacher will provide students with valuable feedback, and will promote peer-assessment and self-assessment among them.

KEY WORDS

Annual Syllabus, Primary Year 3, English, Cooperative Learning, Significant Learning.

PRESENTACIÓN GENERAL DEL TRABAJO

Este documento es un Trabajo de Fin de Grado de Educación Primaria. Consiste en el desarrollo de una Programación General Anual (PGA) de la primera lengua extranjera (Inglés) para el tercer curso de Primaria, con alumnos y alumnas de 8 y 9 años de edad. Contiene nueve unidades didácticas desarrolladas a lo largo del curso escolar 2019/2020, utilizando la metodología *Topic-based*.

Para captar la atención del alumnado y tener un hilo conductor que ayude a que todas las unidades estén relacionadas entre sí, el primer día de clase los alumnos encontrarán, al llegar a clase, un código QR en la pantalla (ver [appendix 1.1.](#)). Ellos deberán escanearlo utilizando sus tablets, y en sus dispositivos aparecerá un personaje llamado Maki. Él es un extraterrestre, y lleva una nota en la mano: en ella explica que acaba de llegar a nuestro planeta desde Neptuno porque le interesa mucho La Tierra, quiere aprenderlo todo sobre ella, y por eso va a necesitar la ayuda de los alumnos y alumnas. Este individuo nos acompañará a lo largo de todo el año escolar y aprenderá con nosotros, de manera que servirá como motivación para que los alumnos/as elaboren productos finales en cada lección (así, Maki podrá llevárselos de vuelta a Neptuno y enseñárselos a su familia y amigos). Dichos productos finales serán almacenados en el *Cuaderno de aventuras* o *Diary of adventures*.

Respecto al enfoque metodológico, destaca el aprendizaje cooperativo, ya que es extremadamente beneficioso en términos de interacción social entre el alumnado, y crea entre ellos una situación de interdependencia positiva. Los alumnos y alumnas trabajarán en muchas ocasiones agrupados en 5 equipos heterogéneos de 5 alumnos/as, y cada uno de ellos tendrá asignado un rol: portavoz, encargado del material, coordinador, escritor y encargado de controlar el tiempo. El portavoz será el representante del equipo y hará preguntas al profesor/a cuando sea necesario. El encargado del material, como su nombre bien indica, será el responsable de reunir los materiales necesarios para llevar a cabo una actividad. El coordinador, por su parte, supervisará que todos los miembros del equipo cumplan con su rol, y se asegurará de que están a gusto y cómodos durante el desempeño del trabajo. El escritor se encargará de redactar las preguntas que surjan para consultárselas al profesor y,

además, hará la parte de la tarea de los alumnos/as de su grupo que hayan faltado a clase ese día. Por último, el encargado de controlar el tiempo mantendrá a sus compañeros/as activos y les recordará de vez en cuando cuánto tiempo les queda para terminar.

Otra de las bases de esta PGA es el manejo de las nuevas tecnologías (TIC, Tecnologías de la Información y la Comunicación). En la vida diaria actual, la tecnología está completamente integrada en muchas de las actividades cotidianas que realizamos. Además, hay infinidad de recursos a los que podemos acceder si sabemos cómo hacerlo. Vivimos en la llamada “Era de la información”, y tenemos todo lo que queramos saber al alcance de un *click*: ya no tiene sentido seguir memorizando de forma mecánica datos que podemos encontrar en Internet. Por eso, es primordial instruir a los alumnos en el uso de las TIC y en una aplicación correcta y útil.

Esto lleva a un proceso de aprendizaje significativo en el cual los contenidos tienen un sentido para los alumnos/as, les interesan, los ven cercanos y los hacen suyos, lo que propicia una fácil comprensión y una memorización indudablemente más duradera. De esta manera, el mundo se mete dentro del aula. El colegio ya no es un lugar cerrado, sellado y apartado de la sociedad, ni un “micromundo” aparte. Los sentimientos y emociones tienen cabida en clase, y se utilizan también para aprender y llevar a cabo un desarrollo integral del alumno/a, no únicamente académico. El objetivo de esta PGA es formar estudiantes independientes y capaces de resolver las situaciones que la vida les plantee sin ayuda, fomentando un pensamiento crítico que les permita plantearse el porqué de las cosas y tomar decisiones inteligentes.

Decidí elegir la asignatura de Inglés a raíz de mi estancia de tres meses en Belfast con la beca Erasmus. Ahí me di cuenta de lo importante que es poder adaptarnos a la sociedad cada día más globalizada en la que vivimos. En mi opinión, es sumamente importante conocer gente de otros países y continentes, intercambiar experiencias con ellos, conversar, aprender de sus culturas y conocer cómo se hacen las cosas en otros sitios. También esto es aprendizaje vicario, ver qué funciona bien y qué funciona mal en diversos contextos. Se me hace difícil imaginar que las generaciones de alumnos/as

que yo tenga en el futuro vayan a vivir en un mismo país durante toda su vida. Incluso si lo hacen, deberán, por ejemplo, hacer negocios con personas de otros países. No podemos encerrarnos en un único territorio; este mundo cada vez se encuentra menos dividido en países, ya que todos ellos están más comunicados entre sí y las barreras fronterizas van desapareciendo. Por eso, opino que saber inglés ya no es un punto a nuestro favor, sino que es fundamental manejarlo en cualquier ámbito de la vida.

Además, he vivido dos experiencias muy distintas en cuanto a la enseñanza del inglés como lengua extranjera. Cuando yo estudié Educación Primaria, las clases que yo recibía se basaban en rellenar ejercicios escritos sobre gramática y textos escritos. Cuando salí de España por primera vez, me di cuenta de que, a pesar de sacar sobresalientes en la asignatura del colegio, no era capaz de defenderme oralmente. Más adelante, tuve la oportunidad de hacer prácticas en un colegio bilingüe llamado Ramón y Cajal, y vi cómo los profesores eran capaces de integrar perfectamente contenidos de Ciencias Naturales o de Ciencias Sociales combinando español e inglés. Los niños entendían el contenido, incrementaban su vocabulario y, además, estaban muy motivados con el aprendizaje de una nueva lengua. Fue el ejemplo de un bilingüismo bien aplicado, y ahí vi claro que quería aprender a hacer lo mismo que hacían esos profesores/as. Quiero que mis alumnos aprendan inglés de una manera natural, fluida, en un entorno agradable, motivados y sin sufrimientos.

La intención de este documento es mejorar las habilidades principales del lenguaje, ya que es una PGA de Inglés. Dichas habilidades son la gramática, el vocabulario, la comprensión y expresión oral, y la comprensión y expresión escrita, sin descuidar ninguna de ellas. Se hace hincapié en las capacidades comunicativas del alumnado, para lo cual se llevarán a cabo sesiones de oratoria al final de cada unidad didáctica. En esta programación, las TIC se utilizan como apoyo para el aprendizaje y para la elaboración de presentaciones orales. Además, el profesor/a se asegurará de ofrecer retroalimentación (*feedback*) de calidad mediante evaluaciones formativas y sumativas. De la misma manera, se propondrán ejercicios de coevaluación entre alumnos/as y de autoevaluación, tanto del alumnado como del maestro/a.

He elegido el curso 3º de Primaria porque la mayor parte de mis prácticas las he realizado ahí, y, por lo tanto, es el curso en el que más cómoda me siento. La elaboración de esta programación me ha sido especialmente útil a la hora de aprender a aterrizar los contenidos sobre la práctica, y no hacerlo desde una perspectiva teórica, estática y pasiva, sino con actividades que requieren movimiento y participación activa.

PROGRAMACIÓN GENERAL ANUAL

I. PROGRAMACIÓN GENERAL ANUAL

1. INTRODUCCIÓN

Esta programación está diseñada para alumnos de Tercero de Educación Primaria, de entre 8 y 9 años, y se encuentra enmarcada en el área de Inglés, que es su primera lengua extranjera.

1.1. Justificación teórica

Para que un determinado aprendizaje sea adquirido exitosamente, debe realizarse significativamente. Esto quiere decir que se parte de los conocimientos previos de los alumnos y alumnas, y a partir de ellos se van incorporando los nuevos. Es decir, cuando los conocimientos previos y los nuevos se conectan, se aportan significado mutuamente, porque el uno tiene que ver con el otro. De esta manera, el estudiante asimila el conocimiento y le aporta un significado propio, lo hace suyo, relevante y, por tanto, significativo (Ausubel, 2002). El nuevo conocimiento encaja con el previo, que, a su vez, modifica y reconfigura al nuevo. Así, los conocimientos que el alumno/a va adquiriendo tienen sentido en su cabeza, todos están conectados entre sí y ordenados, lo que favorece el uso de la memoria comprensiva y facilita la conservación y evocación de los datos.

Para acrecentar la motivación del alumnado, existe una teoría denominada conductismo, que habla sobre las relaciones que se dan entre estímulos y respuestas, y sobre cómo dichas relaciones influyen en el aprendizaje. El conductismo defiende firmemente que el comportamiento humano puede ser modificado según las consecuencias que se sucedan después de él. Es decir, las respuestas a determinados estímulos pueden ser modificadas a través del aprendizaje. Por esta razón, los autores conductistas defienden que el comportamiento es algo aprendido. De esta rama de la psicología nace el condicionamiento operante, que sostiene que, si tras un determinado comportamiento el estudiante recibe un refuerzo positivo (proceso afectivo agradable o premio), será más probable que en siguientes ocasiones repita ese comportamiento. En cambio, si la consecuencia de su comportamiento es un refuerzo negativo (proceso afectivo desagradable) se inhibirá la repetición de dicho

comportamiento en el futuro. (Skinner, 1994). Así, el aprendizaje tiene lugar cuando hay refuerzos positivos, pues ayudan a fijar y a consolidar la nueva información. Esta herramienta resulta muy útil cuando queremos reforzar o, por el contrario, evitar, ciertas acciones en los alumnos y alumnas, especialmente en aquellos con problemas de comportamiento. De todo esto se deduce que, más que el espectador de un proceso pasivo, el aprendiz es el sujeto activo del proceso de aprendizaje.

Otra teoría que se aplica en esta PGA es la conocida teoría de las inteligencias múltiples. Howard Gardner (1993) propuso que entender el concepto de inteligencia como un número asociado al coeficiente intelectual era algo anticuado, obsoleto y limitado. Él sugirió la existencia de nueve inteligencias distintas, de acuerdo con los diversos modos de aprender y de resolver problemas que tenemos las personas. Estas inteligencias se organizan en tres categorías, y son las siguientes:

- **Inteligencias objetivas:** inteligencia visual-espacial, inteligencia lógica-matemática, inteligencia corporal-cinestésica e inteligencia naturalista.
- **Inteligencias abstractas:** inteligencia lingüística o verbal e inteligencia musical-rítmica.
- **Inteligencias relacionadas con la persona:** inteligencia intrapersonal, inteligencia interpersonal e inteligencia existencial.

Estas inteligencias se trabajan en distintas partes del cerebro. En el hemisferio izquierdo se trabajan las vinculadas al razonamiento, al lenguaje y al pensamiento lógico-matemático, mientras que las habilidades inter e intrapersonales están situadas en el hemisferio derecho. Para aplicar la teoría de las inteligencias múltiples en el aula de Primaria, lo fundamental es utilizar una amplia variedad de recursos y materiales que se adapten a cada una de las distintas inteligencias (no centrarnos en exponer textos escritos o explicar las tareas oralmente, sino incluir imágenes, actividades que requieran utilizar el movimiento del cuerpo, canciones, ritmos, investigaciones, trabajo en equipo, trabajo individual, vídeos, role play, etc.

A lo largo de esta PGA, el profesor o profesora basará su actuación en el constructivismo social y la teoría sociocultural, y, más específicamente, en la Zona de Desarrollo Próximo (Vygotzky, 1962). Este autor defendió que los alumnos y alumnas aprenden mediante las directrices de otras personas, por lo que el lenguaje es una herramienta importantísima a la hora de transmitir información. La base del aprendizaje está en la interacción con otras personas. Todo lo que cada uno sabe, alguna vez lo ha hablado con alguien (Vygotzky, 1978). Por eso, es importante que los alumnos y alumnas tengan personas de referencia, también conocidas como More Knowledgeable Other (MKO) u Otro Más Experto (OME), más adelantados que ellos. La ZDP (Vygotzky, 1962) podría visualizarse como un círculo rodeado por dos anillas concéntricas. El círculo central hace referencia a lo que el estudiante puede hacer solo, sin ayuda, es el nivel actual. La anilla que lo rodea es la ZDP, y son las cosas que el estudiante puede hacer con ayuda. Poco a poco, y recibiendo apoyo del maestro o maestra y del resto de alumnos y alumnas, estas cosas pasarán a formar parte del círculo central (cosas que puede hacer sin ayuda). Para ello, el profesor o profesora utilizará la estrategia conocida como scaffolding o andamiaje, consistente en ofrecer ayuda y apoyo al alumno o alumna e ir retirándolo poco a poco, dándole más autonomía, hasta que logre hacerlo por sí mismo. Por último, la anilla exterior representa lo que el alumno o alumna todavía no puede hacer, ni con ayuda ni sin ella. Todo este progreso en el aprendizaje se realizará mediante técnicas de scaffolding (andamiaje), sobre las cuales tanto el profesor/a como los auxiliares de conversación y el resto del personal docente habrán recibido la formación pertinente.

La metodología principal utilizada se conoce como *Topic-based* o *Theme-based*. Consiste, básicamente, en utilizar un tema para introducir determinados contenidos, pudiendo extenderse a lo largo de un día o incluso de varias sesiones o semanas. Generalmente, es el profesor quien elige el tema, pero conviene que sean los propios alumnos y alumnas quienes lo escojan de acuerdo con sus intereses. Esta metodología requiere mucho trabajo y preparación por parte del maestro/a, tanto de variedad de materiales como de organización previa. Con esta forma de trabajar resulta sencillo realizar actividades transversales que abarquen varias asignaturas, y todas ellas siguen el mismo hilo conductor o temática, lo que resulta beneficioso para que el alumnado

pueda establecer conexiones entre los contenidos de unas materias y otras. Las condiciones que deben existir para que esta metodología se lleve a cabo con éxito son: elección cuidadosa del tema, planificación detallada, conexión entre los contenidos y el discurso, materiales y actividades previamente diseñados y preparados, manejo de la clase y variedad amplia de recursos, atención al lenguaje utilizado, supervisión frecuente de cada estudiante y de su progreso y evolución, y uso de productos finales para enganchar y motivar al alumnado. Un recurso útil que puede ser utilizado es que cada estudiante cuente con un portfolio en el que irá conservando todas las actividades que se realicen relativas a cada tema. Dicho portfolio recibirá el nombre de *Cuaderno de aventuras* o *Diary of adventures* con la intención de que resulte más atractivo para los alumnos. La motivación para elaborarlo será dárselo al extraterrestre Maki para que pueda llevárselo de vuelta a su planeta y así enseñarle a su familia y amigos todo lo que ha aprendido en La Tierra.

De esta manera, se establece un vínculo entre el libro de texto y los aprendizajes realizados más allá de él.

1.2. Contexto socio-cultural

Esta PGA ha sido diseñada para llevarse a cabo en un centro educativo en concreto, cuyo nombre es Erandi. Es un centro privado y bilingüe que encuentra en la zona de La Poveda. Cuenta con Infantil, Primaria y Secundaria, todos ellos de línea 2, a excepción de Infantil (línea 1).

Las conexiones con el centro de la ciudad son escasas, por lo que la mayor parte de las familias optan por el servicio de ruta, así como el de comedor. Este colegio cuenta con una amplia gama de actividades extraescolares, como ajedrez o ukelele, así como distintos deportes, teatro y coro.

Debido a la proximidad de un centro de educación para niños y niñas con diversidad funcional, son frecuentes las jornadas de integración en la que el alumnado de ambos centros se junta y desarrollan actividades amigablemente. La diversidad en Erandi

reside principalmente en alumnos y alumnas con dificultades de comportamiento. Para corregir los comportamientos inadecuados y para reforzar los adecuados, en cada aula hay unas cartulinas plastificadas que representan unas escaleras de progreso (ver [anexo 1.6.](#)). Cada grupo estará representado por una pinza. Los lunes, todos los grupos empezarán en el peldaño del medio. Cada vez que trabajen bien en equipo, subirán un escalón en la escalera. De la misma manera, si se comportan inadecuadamente, bajarán un escalón. El reto es que no haya ninguna pinza en la mitad más baja de la escalera el viernes. Las aulas también cuentan con una botella en cada la clase, en la cual el profesor/a irá metiendo canicas al finalizar una actividad a la vez que reconociendo el esfuerzo de los alumnos que corresponda (por ejemplo, *“Meto una canica porque Claudia ha ayudado a sus compañeros de equipo. Muy bien, sigue así”*). Si al llegar el último día de la semana la botella de la clase está llena, se hará una “fiesta de las canicas”.

Adicionalmente, en 3º hay una alumna con Síndrome de Down llamada Noelia y un alumno con altas capacidades intelectuales llamado Noel.

Con la finalidad de desarrollar las habilidades informáticas del alumnado y fomentar el uso de las TIC (Tecnologías de la Información y la Comunicación), hay pizarras digitales en cada aula y tablets a disposición de los alumnos y alumnas para llevar a cabo determinadas tareas.

En las paredes del aula hay paneles con *classroom expressions*, que son las expresiones que más se suelen utilizar en el contexto escolar, como por ejemplo: *¿Can I go to the toilet?*, *¿Can I sharpen my pencil?*. Esto ayudará a los alumnos a expresarse correctamente en Inglés cuando quieran intervenir o necesiten preguntar algo.

1.3. Contexto del equipo docente

El equipo docente está formado no solo por los profesores y profesoras del centro, sino también por el PAS (Personal de Administración y Servicios) y por los cargos que aparecen a continuación:

- 1 director/a del centro.
- 1 coordinador/a de las enseñanzas en inglés.
- 3 auxiliares de conversación nativos de lengua inglesa.
- 1 coordinador/a de la etapa de Educación Infantil.
- 1 coordinador/a de la etapa de Educación Primaria.
- 1 coordinador/a de la etapa de Educación Secundaria.
- 23 profesores/as.
- 2 pedagogos/as terapeuta.

1.4. Características psicoevolutivas del niño de la edad para la que se realiza la propuesta

Resulta fundamental que los maestros y maestras conozcan bien el proceso del desarrollo psicoevolutivo por el que pasa el alumnado, y, especialmente, las características asignadas a su curso en concreto, debido a los cambios cognitivos, sociales, afectivos y motores que experimentan rápidamente durante los años que abarca la Educación Primaria. En lo relativo a esta PGA, los alumnos y alumnas de 3º de Primaria tienen entre 8 y 9 años, y las particularidades propias de esta edad se encuentran redactadas a continuación.

- **Desarrollo cognitivo:**

El niño/a de entre 7 y 11 años se encuentra, generalmente, en el estadio de operaciones concretas, de acuerdo con la teoría del desarrollo cognoscitivo de Piaget (1986). En esta etapa, el niño/a aprende las operaciones lógicas de seriación, de clasificación y de conservación. Además, su pensamiento va ligado a los objetos y fenómenos del mundo real. Empieza a tener cierta capacidad de abstracción en comparación con las etapas anteriores, sus procesos de razonamiento se vuelven lógicos y los utiliza para reflexionar sobre lo que le rodea. De esta manera, ya no

necesita ayudarse de símbolos o de acciones físicas, puesto que realiza las operaciones mentalmente. Su pensamiento es menos rígido y más flexible, y comprende conceptos como la inversión de las operaciones o las negaciones mentales de las mismas. En esta etapa, el alumno/a es menos egocéntrico, y también deja de basar sus juicios en la apariencia de las cosas, que están organizadas y estructuradas en su mente siguiendo tres tipos de operaciones o esquemas mentales: la seriación, la clasificación y la conservación.

La seriación consiste en ordenar los objetos mediante progresiones lógicas, para lo cual hace falta manejar los conceptos de número, tiempo y medición. Pueden, por ejemplo, ordenar objetos de menor a mayor.

Por su parte, la clasificación se basa en agrupar objetos en función de sus similitudes o diferencias. Así, el alumnado establece relaciones de pertenencia a un grupo de objetos. Para ello, el niño/a analiza las características del objeto y lo relaciona con un conjunto u otro.

La comprensión del concepto de conservación es la característica principal de la etapa de operaciones concretas. El alumno/a entiende que los objetos permanecen iguales a pesar de que su aspecto exterior cambie.

- **Desarrollo afectivo:**

El desarrollo afectivo del alumnado es uno de los pilares básicos en los que debe apoyarse la labor docente de un maestro o maestra. Más allá de los contenidos curriculares, se debe tener en cuenta la dimensión emocional de los alumnos/as. El colegio debe proporcionar un ambiente cercano y de confianza donde los niños y niñas puedan ser ellos mismos. El profesorado debe contribuir a que sus estudiantes confíen en sus capacidades, valorando en todo momento su esfuerzo, constancia y dedicación. Es por ello que la educación emocional debe ser trabajada a lo largo de todas las unidades didácticas, así como en situaciones más informales como el recreo. Entre los alumnos y alumnas también se crearán fuertes vínculos, por lo que resulta

importantísimo fomentar el compañerismo y los lazos de amistad, respeto, tolerancia y aceptación.

- **Desarrollo lingüístico:**

De acuerdo con los estudios de Chomsky, los niños y niñas nacen con una capacidad innata para el habla. Son capaces de asimilar y aprender estructuras comunicativas y lingüísticas. Chomsky (2002) defiende que nacemos con una capacidad innata para comprender las normas que rige la gramática, y que esta habilidad la desarrollamos gracias a las experiencias que vivimos, independientemente del contexto familiar y/o cultural. Así, el proceso adquisitivo del lenguaje es la suma de una sucesión de gramáticas que se van mejorando, y que incluyen los planos semántico, fonético y sintáctico.

- **Desarrollo moral:**

De acuerdo con la teoría moral de Kohlberg (1992), el niño/a de 3º de Primaria se encuentra en el estadio pre-convencional. En este momento, las actuaciones del niño/a se basan en cubrir sus propias necesidades. Durante la primera etapa de este estadio, el alumno/a cumple las normas para evitar castigos de quienes podrían ser considerados como autoridades superiores. Durante la etapa 2, se empieza a reconocer que los otros también tienen necesidades, y sus actos se mueven en un individualismo determinado por los intereses personales, buscando así asegurarse el beneficio propio.

2. OBJETIVOS

Los objetivos son referentes relativos a los logros que el alumno debe alcanzar al finalizar el proceso educativo, como resultado de las experiencias de enseñanza-aprendizaje intencionalmente planificadas a tal fin, de acuerdo con el Boletín Oficial del Estado (BOE) en la Orden ECD/686/2014. Así pues, los objetivos constituyen las metas establecidas que a las que el alumnado debería llegar al término de cada etapa, cada curso, cada proceso de enseñanza-aprendizaje, cada actividad, etc.

2.1. Objetivos generales de etapa (Real Decreto 126/2014)

A continuación, aparecen los objetivos para la Etapa de Educación Primaria a conseguir gracias a la suma de todas las asignaturas cursadas.

- a)** Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como el pluralismo propio de una sociedad democrática.
- b)** Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.
- c)** Adquirir habilidades para la prevención y para la resolución pacífica de conflictos, que les permitan desenvolverse con autonomía en el ámbito familiar y doméstico, así como en los grupos sociales con los que se relacionan.
- d)** Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas con discapacidad.
- e)** Conocer y utilizar de manera apropiada la lengua castellana y, si la hubiere, la lengua cooficial de la Comunidad Autónoma y desarrollar hábitos de lectura.
- f)** Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que los impulse a expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.
- g)** Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de

cálculo, conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.

- h)** Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.
- i)** Iniciarse en la utilización, para el aprendizaje, de las Tecnologías de la Información y la Comunicación desarrollando un espíritu crítico ante los mensajes que reciben y elaboran.
- j)** Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.
- k)** Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social.
- l)** Conocer y valorar los animales más próximos al ser humano y adoptar modos de comportamiento que favorezcan su cuidado.
- m)** Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.
- n)** Fomentar la educación vial y actitudes de respeto que incidan en la prevención de los accidentes de tráfico.

2.2. Objetivos didácticos del curso

Se conocen como objetivos didácticos a las metas e intenciones educativas que los maestros y maestras se proponen alcanzar al final de un proceso de enseñanza-

aprendizaje. Por esta razón, los objetivos didácticos del curso se encuentran ya mencionados en el apartado [Objetivos generales de etapa](#).

2.3. **Objetivos del área en el curso (Orden ECD/686/2014)**

Los objetivos del área para 3º de Primaria han sido formulados a partir de los criterios de evaluación y los estándares de aprendizaje planteados en la asignatura de Inglés para dicho curso, y son la meta planteada que debería alcanzarse al término del año académico.

- **Bloque 1: Comprensión de textos orales**

- Comprender el sentido global de explicaciones o instrucciones orales sencillas.
- Extraer el sentido general y captar los detalles esenciales de narraciones orales adecuadas a su nivel.
- Asimilar las ideas principales de presentaciones sencillas y bien estructuradas sobre temas familiares o de su interés (por ejemplo, animales o personajes de cuento), siempre y cuando cuente con imágenes e ilustraciones y se hable de manera lenta y clara.
- Identificar el tema de una conversación muy sencilla y predecible que tiene lugar en su presencia en algún espacio público real o simulado sobre temas conocidos.
- Comprender el sentido general y lo esencial de las dramatizaciones de cuentos tradicionales o de historias populares previamente conocidos.

- **Bloque 2: Producción de textos orales: expresión e interacción**

- Hacer presentaciones breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo, su familia y su clase; su menú preferido, el aspecto exterior de un objeto o un animal; decir lo que le gusta y no le gusta) usando estructuras muy sencillas.
- Responder adecuadamente en situaciones de comunicación (saludo, preguntas sencillas sobre sí mismo, petición u ofrecimiento de objetos,

expresión de lo que le gusta o no, de lo que está haciendo, del lugar donde está situado algo, etc.).

- Participar en conversaciones cara a cara o por medios técnicos que permitan ver la cara y gestos del interlocutor, en las que establece contacto social (dar las gracias, saludar, despedirse, dirigirse a alguien, pedir disculpas, presentarse, felicitar a alguien), se intercambia información personal (nombre, edad, etc.), se expresan sentimientos, etc.
 - Desenvolverse en situaciones cotidianas simples, reales o simuladas (por ejemplo, pedir una comida en el comedor escolar).
- **Bloque 3: Comprensión de textos escritos**
 - Comprender información esencial y localizar información específica en material informativo sencillo como menús o anuncios.
 - Comprender una secuencia muy breve y sencilla de instrucciones para realizar, por ejemplo, una receta muy sencilla.
 - Comprender lo esencial y los puntos principales de noticias muy breves y artículos de revistas infantiles que traten temas que le sean familiares o sean de su interés (animales, deportes, grupos musicales, juegos de ordenador).
 - **Bloque 4: Producción de textos escritos: expresión e interacción**
 - Completar formularios marcando opciones y completando datos u otro tipo de información personal (por ejemplo, gustos, títulos de cuentos leídos, opiniones, etc.).
 - Ser capaz de construir textos narrativos sencillos partiendo de modelos y/o de andamiajes muy estructurados.
 - Escribir, a partir de un modelo, correspondencia personal, breve y simple (mensajes, notas, postales, correos) en la que felicita a alguien, o habla de sí mismo y de su entorno inmediato (familia, amigos, objetos, lugares).

3. CONTENIDOS

3.1. Secuenciación de contenidos

Los contenidos son un conjunto de conocimientos, habilidades, destrezas y actitudes que contribuyen al logro de los objetivos de cada enseñanza y etapa educativa y a la adquisición de competencias. Los contenidos se ordenan en asignaturas, que se clasifican en materias, ámbitos, áreas y módulos en función de las enseñanzas, las etapas educativas o los programas en que participe el alumnado, tal y como señala el B.O.E. en el Art. 2 Definiciones de la Orden ECD/686/2014. Los contenidos que se desarrollan a continuación corresponden al curso de 3º de Primaria de la asignatura de Inglés.

- **Bloque 1: Comprensión de textos orales**

- Estrategias de comprensión de textos orales.
- Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía; costumbres y actitudes; lenguaje no verbal.
- Saludos y presentaciones, disculpas, agradecimientos.
- Expresión de la capacidad, el gusto, el acuerdo o desacuerdo, el sentimiento, la intención.
- Descripción de personas, actividades, lugares y objetos.
- Petición y ofrecimiento de información, ayuda, instrucciones, objetos, permiso.
- Establecimiento y mantenimiento de la comunicación.
- Léxico oral de alta frecuencia (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; compras y actividades comerciales; alimentación y restauración; transporte; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.
- Patrones sonoros, acentuales, rítmicos y de entonación.

- **Bloque 2: Producción de textos orales: expresión e interacción**
 - Estrategias de producción de textos orales.
 - Planificación: concepción del mensaje con claridad, adecuación del texto al destinatario.
 - Ejecución: expresión del mensaje con claridad, reajuste de la tarea, apoyo en los conocimientos.
 - Modificación de palabras de significado parecido.
 - Definición o parafraseo de un término o expresión.
 - Señalamiento de objetos.
 - Uso del lenguaje corporal culturalmente pertinente.
 - Uso de sonidos extralingüísticos.
 - Saludos y presentaciones, disculpas, agradecimientos, invitaciones.
 - Expresión de la capacidad, el gusto, el acuerdo o desacuerdo, el sentimiento, la intención.
 - Descripción de personas, actividades, lugares y objetos.
 - Narración de hechos pasados.
 - Petición y ofrecimiento de ayuda.
 - Establecimiento y mantenimiento de la comunicación.
 - Léxico oral de alta frecuencia (producción).
 - Patrones sonoros, acentuales, rítmicos y de entonación.

- **Bloque 3: Comprensión de textos escritos**
 - Estrategias de comprensión.
 - Movilización de información.
 - Identificación del tipo textual.
 - Formulación de hipótesis sobre contenido y contexto.
 - Inferencia y formulación de hipótesis.
 - Reformulación de hipótesis.
 - Saludos y presentaciones.
 - Expresión de la capacidad.
 - Descripción de personas, actividades, lugares y objetos.
 - Narración de hechos pasados.

- Léxico escrito de alta frecuencia (recepción).
- **Bloque 4: Producción de textos escritos: expresión e interacción**
 - Estrategias de producción.
 - Movilización de información.
 - Identificación del tipo textual.
 - Formulación de hipótesis sobre contenido y contexto.
 - Inferencia y formulación de hipótesis.
 - Reformulación de hipótesis.
 - Saludos y presentaciones.
 - Expresión de la capacidad.
 - Descripción de personas, actividades, lugares y objetos.
 - Narración de hechos pasados.
 - Léxico escrito de alta frecuencia (producción).
- **Contenidos sintáctico-discursivos de Inglés**
 - Expresión de relaciones lógicas: conjunción (and); disyunción (or); oposición (but); causa (because); finalidad (to-infinitive); comparación (as Adj. as; smaller (than); the biggest).
 - Relaciones temporales (when; before; after).
 - Afirmación (affirmative sentences; yes+tag).
 - Exclamación (what; how).
 - Negación (negative sentences).
 - Expresión del tiempo: presente (present simple, present continuous).
 - Expresión del aspecto: durativo (present and past continuous); habitual (simple tenses + always, everyday).
 - Expresión de la capacidad: can; may; must; need; obligación (have got); permiso (can, may); intención (going to, will).
 - Expresión de la existencia (there is/are).
 - Expresión de la cantidad: cardinal numerals; ordinal numerals; quantity (all, many, a lot, some, few).

- Expresión del espacio.
- Expresión del tiempo.
- Expresión del modo.

3.2. Secuenciación de contenidos del currículo oficial de la CAM (BOCM)

Los contenidos que se nombran a continuación aparecen en el denominado *DECRETO 89/2014, de 24 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el Currículo de la Educación Primaria*. En dicho decreto, los contenidos se encuentran organizados en cinco bloques por cada curso, y adicionalmente existe un sexto bloque común a todos los cursos, que es conocido como *Cultura inglesa*.

3.2.1 Contenidos de Cultura inglesa (bloque común a todos los cursos)

- Costumbres y tradiciones culturales de los países de habla inglesa.
- Canciones, diálogos y debates.
- Introducción a la literatura infantil en lengua inglesa (relatos, poesías, rimas, representaciones teatrales sencillas).
- Historia y personajes de los países de habla inglesa.

3.2.2 Contenidos del área para el curso (Decreto 89/2014)

- **Comprensión oral.**
 - Comprensión de palabras clave, oraciones e información de mensajes orales breves.
 - Comprensión de información procedente de grabaciones multimedia y de conversaciones dirigidas sobre temas cercanos.
 - Comprensión de mensajes producidos con distintos acentos de la lengua inglesa.
- **Expresión oral:**
 - Emisión de palabras y mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos.

- Utilización del vocabulario de uso habitual y necesario en el aula.
 - Vocabulario básico.
 - Uso de estructuras básicas y oraciones construidas para el intercambio de información básica.
 - Estrategias de apoyo a la expresión oral (lenguaje no verbal, transferencias de la lengua materna, repeticiones, etcétera).
- **Comprensión lectora:**
 - Lectura correcta y comprensión de vocabulario clave y de uso frecuente.
 - Conocimiento de los signos ortográficos básicos.
 - Lectura y comprensión de mensajes y textos sencillos y variados.
 - Lectura de cuentos, cómics y otros tipos de libros o textos.
 - Aplicación de estrategias básicas de lectura: contexto, conocimiento previo e identificación de información básica.
 - Lectura de textos.
 - Uso de diccionarios y de las tecnologías de la información y la comunicación como medio de consulta y aprendizaje.
- **Expresión escrita:**
 - Uso de mayúsculas y otros signos de puntuación.
 - Escritura de palabras cortas y usuales con relativa corrección fonética.
 - Escritura dirigida de diferentes tipos de textos sencillos.
 - Cuidado en la elaboración y presentación de los textos.
 - Revisión y autocorrección de los textos producidos de manera guiada.
 - Uso de diccionarios y de las tecnologías de la información y la comunicación (procesadores de textos).
- **Contenidos sintáctico-discursivos:**
 - Expresión de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but).
 - Afirmación: affirmative sentences; Yes (+tag).

- Exclamación: exclamatory sentences (e.g. I love salad!); How + Adj. (e.g. How nice!); Help! Sorry!).
- Negación: negative sentences with not, never; no (Adj.), No (+negative tag).
- Interrogación: Wh- questions; Aux. verbs in questions: to do, to be, to have.
- Expresión del tiempo: presente (present simple; present continuous).
- Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adv. eg. always, everyday]).
- Expresión de la modalidad: factualidad (declarative sentences); capacidad (can); obligación (have [got] to; imperative); permiso (can).
- Expresión de la existencia (to be; there is / there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very+] Adj.).
- Expresión de la cantidad: (singular / plural; cardinal numbers up to two digits; ordinal numbers up to two digits. Quantity: all, many, some, a lot, more, a piece, a bottle, half. Degree: very).
- Expresión del espacio: (prepositions and adverbs of location, position, motion/direction).
- Expresiones temporales: points (e.g. quarter past five), and indications (e.g. now, tomorrow [morning]) of time; sequence (first, then...); frequency (e.g. sometimes, on Sundays); prepositions and adverbs of time.
- Expresión del modo: Adv. of manner (e.g. slowly, well, quickly, carefully).
- Expresión de la posesión: I have got (I've got); preposición of; genitivo sajón ('s); possessives.
- Expresión de gustos y preferencias: I like / I don't like; I like V-ing.

Debido a que el centro basado en esta PGA es bilingüe y se encuentra ubicado en la Comunidad Autónoma de Madrid, se ha tenido en cuenta el currículo de colegios bilingües de la Comunidad de Madrid. Adicionalmente, dado que los alumnos de

cuarto curso (es decir, el siguiente tras esta PGA) cuentan con la posibilidad de examinarse externamente, se trabaja también parte de la lista de vocabulario del examen Movers de Cambridge. Ambos documentos se encuentran en [appendix 1.4.](#) y [appendix 1.5.](#), respectivamente, donde se puede ver resaltado el vocabulario tratado a lo largo de esta programación. El temario restante sería abordado en el cuarto curso.

3.3. Secuenciación en Unidades Didácticas

FIRST TERM:

- **Unit 1:** Let's welcome Maki
- **Unit 2:** I love going to school!
- **Unit 3:** Lunchtime at Erandi

SECOND TERM:

- **Unit 4:** Noelia's childhood home
- **Unit 5:** What do you like to do in your leisure time?
- **Unit 6:** My first purchases

THIRD TERM:

- **Unit 7:** Springtime at Córdoba
- **Unit 8:** Back to my planet
- **Unit 9:** Bye bye, my friends

El desarrollo de las unidades didácticas se encuentra en el apartado al que lleva [este link](#).

4. TEACHING AND LEARNING ACTIVITIES

4.1. Activities classification attending to different criteria

According to Gardner's Theory of Multiple Intelligences (1993), each student has his/her ways of thinking, so the learning processes are different. Some of them are very visual, others need to move their bodies in order to learn, while others prefer to study by their own with no conversations, no distractions and no noise. In some cases, children enjoy learning by listening to music. It is crucial that teachers take this into consideration. As David Ausubel said, "*the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly*". For that reason, the present syllabus contains different types of activities, so they can be adapted to every single child in the classroom. A variety of tasks will be developed in order to achieve those goals, which are explained in the following lines.

Firstly, one of the criteria that we can use to classify the activities is based on the grouping form, distinguishing between 4 types:

- **Individual work:** these activities will be carried out individually by the students in order to develop their autonomy skills. Listening activities are examples of individual work.
- **Pair work:** the students will be paired up to carry out some activities that require comparing and contrasting opinions with a partner, such as conversation activities.
- **Team work:** as it is mentioned in the [abstract](#), cooperative learning has a great relevance throughout the present syllabus, due to its benefits in developing social and communicative skills. The concrete techniques that will be put into practice are *1-2-4* and *rotating sheet*.

- **Whole-class activities:** will be carried out to read some texts, to solve conflicts and problematic situations, to make decisions about class rules, debate, share experiences, exchange information and give positive and formative feedback among students.

Secondly, depending on the moment of the **teaching-learning process**, the activities can be classified in three groups:

- **Initial activities:** they will be used to introduce a new topic or a new content, and they will be mainly developed as whole-class activities. They can be helpful to determine the students' prior knowledge (therefore, to establish a starting point), and to catch their attention.
- **Procedural activities:** they include the new contents, and will be carried out using a range of grouping forms, as it was previously mentioned. It is important that teachers ensure that the pupils understand everything, so they must know how to design and adapt the activities to everyone's capabilities.
- **Final activities:** evaluation activities will occur at the end of every unit, specially focused on formative assessment. Continuous assessment will also be used along the units. The teacher must check if all the new contents are correctly fixed in his/her pupils' brains. If they are not fixed yet, it means that the learning outcomes proposed for that unit have not been reached, and therefore it will be necessary to work more on them by preparing reinforcement activities.

Thirdly, it is important to pay attention to the **spaces** where the activities will take place:

- **Indoor activities:** these are the activities that will take place in the usual classroom, where the students will spend most of the time.
- **Outdoor activities:** they can either take place in museums, at the sports center, at the zoo, in parks, in the library, at the playground, etcetera. The students and the teacher will move outdoor for concrete cross-curricular activities, primarily.

4.2. Activity-types

- **Assemblies.** At the beginning of every session, the students will sit down in assembly and they will develop the routines with the teacher. First, they will specify what is today's date; then, they will be encouraged by the teacher to express how they are feeling and what are their emotions at the moment; after that, they will remember what they did in the previous lesson and what they are going to be doing throughout the day. The assembly is designed to be the moment of the day when pupils can feel completely free to share any comments or thoughts about something that has happened to them or topics they are interested in. The teachers must pay special attention to the issues that might come up during assemblies' sessions and take them into consideration.
- **Reading activities.** All the readings developed among the didactic units will have a special meaning for the students: they will be reading about familiar topics that sound interesting for them and that can catch their attention to introduce the contents in a ludic way. Sometimes they will be asked to read a text silently and individually, and in other occasions they will read it aloud in a whole-class setup. It is the teacher's job to

make the students see that reading is an enjoyable and pleasant activity, and not only an extra boring task to do. For that reason, they will have freedom to choose which books they want to read from the School Library, and they will present them to the rest of the students adding a summary, a personal opinion, and telling whether they would recommend it or not.

- **Writing activities and dictations.** The main goal of writing activities will be to boost the students' orthographic skills and to help them to fix the right spelling of difficult words in their minds. They will be visually supported by the teacher, who will make gestures to help them remember the key words they have learnt in the didactic unit.
- **Conversation with native speakers.** One of the requisites from *ORDEN 5958/2010, de 7 de diciembre, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid* says that bilingual schools must hire English native speakers who will support teachers who instruct subjects in English, such as Social Science or Natural Science. Those native speakers will develop language assistant tasks and will help pupils by providing conversation and listening lessons. Those language assistants will provide not only language input but also cultural aspects from their countries.
- **Interdisciplinary sessions.** Some English subject activities will be worked out together with other subjects in certain moments of the didactic units. For example, Natural Science and English can be joined together in one project or activity. The cooperation and collaboration between teachers are crucial.

- **Alien dynamic.** The first day of school, the students will find a QR code projected on the interactive whiteboard. They should scan it with their tablets, and a character will appear on the screens. This new character and the note that he brings along with him are presented in [appendix 1.1](#).
- **Tests and public speaking training course.** Every unit will be developed for twenty days. Twelve of them will be dedicated to the concerning topic (animals, means of transport, clothing, etc.), on the thirteenth day the students will sit for a test, and on the fourteenth day they will correct it aloud with the teacher and the language assistant, and they will check their mistakes. The six remaining days, students will participate in public speaking activities with students from other classes, in order to develop their speaking and communicative skills.

5. METODOLOGÍA Y RECURSOS DIDÁCTICOS

5.1. Methodological principles

The methodology used in this PGA is called *Topic-based* and consists of choosing a topic that can be potentially interesting for the students and use it as a pathway to teach the language. By using this technique, the contents are introduced in a fun and ludic way, and pupils will feel connected to the topics in some way because they appear in daily activities that they do in their ordinary lives. All these benefits will lead to a meaningful learning that will make the contents more likely to remain in the students' minds longer than if they memorized them without a context.

5.2. Students' and teachers' role

It has been proved that student-centered education is more effective than teacher-centered education, so students' and teachers' roles will be very clear throughout this syllabus.

On one hand, the students will be actively working rather than passively listening to the teachers' explanations. For that reason, they will be asked to do different activities to keep their brains constantly working. The students talking time will increase, and they will have to think and use diverse strategies to solve problems. The pupils will have to stay in action, and they will be offered hands-on activities. They will sometimes be working individually, sometimes in pairs and sometimes in groups. Each person in the groups will have a different role (coordinator, spokesperson, transcriber, facilitator and time keeper), and they will have to pay attention in order to accomplish their goals.

On the other hand, the teachers' role won't be the traditional type. The teachers talking time will be reduced. They will be guiding and supervising the students. They will not be the only source of information for the pupils. In addition, the teachers will provide language input and promote a link between the contents given in class and the real life. For that reason, teachers can be considered as facilitators and motivators.

5.3. Material and human resources

The resources can be defined as the elements or supplies that are needed to carry a teaching and learning process in order to achieve our goals. There are several types of resources, such as technological, economical or financial, but in this case, I am going to talk only about two of them: human and material resources.

On one hand, the human resources refer to the people that take part in the learning and teaching activities. They are mainly the English teachers, accompanied by the language assistants and by the rest of the teachers that might participate in English classes to improve students' language skills.

On the other hand, the material resources are those elements used by the teachers to support the curriculum contents, such as text books, cards, flashcards, books, CDs, play dough, toys, etc.

5.4. ICT resources

ICT expression means Information and Communication Technologies, therefore it refers to the digital resources that will be used by the teacher and the students in the classroom, such as computers, tablets and interactive whiteboards (IWB). Thanks to ICT resources, students can look for information, pictures, they can create videos and stories, and the teacher can share information with his/her pupils. It is important to remark that ICT resources can also be useful to help students with special educational needs through new mobile Apps.

5.5. Learning relationship to English

As it was mentioned in this project before, the school defends bilingualism, so half of the subjects are fully explained and done in English, so pupils are in constant touch with English language. In addition, all the work in this subject is done in English because its main objective is to develop students' language skills in their second language. In this case, English is not only used in an academic context, but also in group activities in which the pupils must use this language to communicate with each other in a more spontaneous way.

5.6. Layout and time organization. Routines

Below these lines there is a figure that shows the usual distribution of the class.

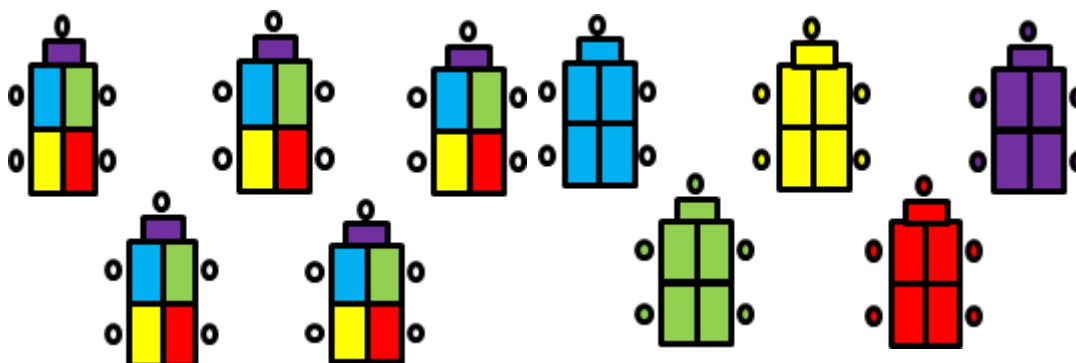


Figure I. Students' usual grouping

Figure II. Teamwork layout

Depending on the situation, the students can be asked to do some activities with the “home group” (figure II) or to mix up with the rest of the classmates. When working with the usual grouping distribution (figure I), each student will be given a task based on his/her colour. Thanks to these grouping forms, the teachers will also be able to use *expert groups* technique when they consider it appropriate.

As routines, they will sit down on assemblies every day (explained in part [4.2. Activity-types](#)). At the end of every session, they will sum up what they have done that day.

5.7. Students' grouping

The role of the teacher at this point is decisive, since s/he will be in charge of organizing the groups in the best possible way. Those groups will be heterogeneous, and they will be formed by one advantaged student, three “standard” students and one student with low capabilities. This way, all the pupils will be helping each other, and the vicarious learning will occur.

5.8. Connection of the methodology with the key competences, outcomes and contents

In [appendix 1.5](#), there is a chart showing the link between the activities according to *Topic-based* methodology, the seven key competences established by the Spanish Government, the area and year objectives and the contents.

6. DIVERSITY ATTENTION MEASURES

6.1. General attention measures for all students

Diversity attention measures can be defined as the educational actions that teachers and the rest of the people that work in schools perform with the aim of helping students to develop all their potential. These measures are mainly based on individualized attention, and put an emphasis on the prevention of learning difficulties and improving students' autonomy with the support techniques needed in each case.

The main aim is to have inclusive schools, which means that no entry requirements are demanded. As a result, every kid can coexist in an inclusive community all together, regardless of their personal, social, economic, familiar, ethnic, health or cultural situations, and that includes kids with disabilities. Every kind of discrimination is not allowed in inclusive schools.

This topic has such an importance that it is even mentioned in the Spanish law (Decreto 89/2014, article 17 *Atención a la diversidad*):

- La intervención educativa en esta etapa debe facilitar el aprendizaje de todos los alumnos que requieran una atención educativa diferente a la ordinaria por presentar necesidades educativas especiales por discapacidad, por dificultades específicas de aprendizaje (entre ellas la dislexia), por presentar Trastorno por Déficit de Atención e Hiperactividad (TDAH), por sus altas capacidades intelectuales, por su incorporación tardía

al sistema educativo, o por condiciones personales o de historia escolar. Corresponde a la Consejería con competencias en materia de educación adoptar las medidas necesarias para identificar a los alumnos con dificultades específicas de aprendizaje y valorar de forma temprana sus necesidades.

- La Consejería con competencias en materia de educación regulará los aspectos enumerados en el apartado 1 de este artículo y establecerá las medidas oportunas para que todos los alumnos alcancen el adecuado nivel en las competencias del currículo, así como los objetivos establecidos con carácter general para la Educación Primaria.

6.2. Ordinary measures: educational support needs

Ordinary measures can be understood as the measures based on a general context that can affect to all the students, and they do not require any change in the curriculum elements. That is the reason why they are designed to help students that present either punctual or permanent difficulties.

According to that, teachers must be very well trained and prepared to give their pupils an individualized attention and to guarantee their personal, social, emotional and academic development, always keeping in mind the diversity that might exist in the class and including all the students and their special needs to promote equality and each student's personal autonomy.

In the class previously mentioned in this PGA, Primary Year 3, there is a student (Noelia) with Down Syndrome. In order to solve the difficulties she might present, some materials will be specially designed for her. Her social skills will be developed through pair and team work, and the teacher will help her with linguistic issues such as pronunciation. In addition, Noelia will always have the possibility to use her own pictograms when she needs them to communicate with other people. She will have a pictograms dictionary made by all her classmates at the beginning of the

school year, and this can join all the group together and to avoid discrimination or marginalization (see [appendix 1.7.](#)).

In the case of Noel, the gifted student, there will be an *Inquiry Corner* (see [appendix 1.8.](#)) in the classroom where he and the other fast finishers can go to choose a question related to the topic of the unit, do a research about it, and then they will have the chance to prepare a presentation to talk his/her classmates what they found out. Noel will also be offered the possibility to participate in the *Enrichment Education Program* of the Community of Madrid.

6.3. Extraordinary measures: Curricular adaptations

On one side, the student with Down Syndrome will present a series of curricular adaptations at a significant level that will affect most of the elements of the curriculum (outcomes, contents, methodology and evaluation). Furthermore, specialized staff like the Pedagogical Therapist will stay in class sometimes co-working with the teacher of reference and helping Noelia to understand the explanations, the tasks and, most important, to encourage her to start working (she has an ability to do things because she can understand and produce what she is asked to, but she lacks of the ability to take the first step and start doing her tasks. It is not that she is lazy, but her executive intelligence is not well developed yet).

On the other side, the gifted student (Noel) will not present curricular adaptations but the teacher will prepare additional contents and activities for him.

7. COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

Erandi School truly believes that the educational context is not only the school but all the environment surrounding it. It defends that pupils are part of a neighborhood, of a city, of a country, of a continent and of the world, so for that

reason there are several outside activities planned in addition to the ones that normally take place inside a classroom.

There are some differences between complementary and extracurricular activities:

- **Complementary activities** take place during the official timetable and are part of the educational process designed by the teachers. For that reason, the attendance to this type of activities is mandatory. Their aim is to complement the contents studied during the year and to encourage a more significant learning: each activity will be a personal and meaningful experience for every student, which will make it easier to acquire the knowledge and harder to forget it. Some complementary activities that will occur throughout this PGA are the excursion to Noelia's childhood home, the fieldtrip to Córdoba, a visit to El Corte Inglés department stores, etc.
- **Extracurricular activities** take place when classes finish, after the official timetable, and for that reason the attendance to them is voluntary. In any case, it is recommended to participate in as many extracurricular activities as possible. This school offers a variety of them, such as sports (football, basketball, tennis, gymnastics, volleyball, hockey, swimming, ballet, funky dance, roller skating and judo) and cultural activities (chess, drama, magic workshop, arts and creativity, debate club, funny science club). Participating in these activities can help students to develop their personal, thinking and motoric skills, and to build strong friendships with kids from different classes, which will create a familiar and warm atmosphere at school.

7.1. Out-of-class activities

All complementary activities are part of the out-of-class activities, and they have been mentioned in the previous section.

7.2. Extensive Reading program

Reading is a very important part of the process of learning a new language (English, in this case). It helps to develop the imagination, to learn new vocabulary and to mechanize grammatical structures while having fun and enjoying. That is the reason why the students will have the opportunity to visit the **School Library** every Monday. They will be free to choose any book they want, take it home and return it back the following week. The teacher will occasionally ask if someone wants to share anything about the books they have read (something that they found interesting, whether they liked it or not and why...), or s/he might ask them to prepare a presentation answering the following questions: *What is the book about? / Which are the main characters in it? / Did you enjoyed reading the book? Yes or no, and why / Would you recommend it? Yes or no, and why / What have you learnt from it? Either values or contents related to any subject.*

In addition to this, the main teacher will be supported 3 days per week by a **language assistant (co-teaching method)**. The language assistant can be from any English-speaking country (USA, United Kingdom, Australia, New Zealand or Canada) because in this school it is believed that students should be exposed to different accents and having the opportunity of working with language assistants will introduce them to new cultures and diverse ways of thinking and living. Furthermore, the language assistant will eventually perform **storytelling** activities with the class in order to develop pupils' listening comprehension skills and imagination. The topics from the storytelling will be related to the contents worked in each unit.

7.3. Connection with the Unit Plans' development / Relationship with the didactic units

Both complementary / extracurricular activities and the reading plan will be used to develop students' ability in the four main skills of a second language learning process, which are listening, speaking, reading and writing, in a ludic and enjoyable way. They are also useful to contribute to the achievement of the learning

outcomes proposed by the teacher. For that reason, they focus on the general understanding of a given situation, and on using English, more than on specific vocabulary.

The activities previously specified will be developed during the year and integrated into the Unit Plans' development.

8. TUTORIAL ACTION PLAN AND COLLABORATION WITH FAMILIES

The Tutorial Action Plan (TAP) is a crucial element of the teaching-learning process. It consists of the actions taken by the teacher individually tutoring the students. This process must be done taking into consideration each pupil's own interests and personal situation. Teachers should never forget to take care of the emotional aspects of their students because they affect them in every possible way: a kid that is sad or depressed cannot learn correctly. According to each pupil and to the group itself, the teacher will design individual and group activities to work on their emotional intelligence, to guide them and solve the conflicts that might exist in class. The tutor is the person who best knows his/her group of students, so therefore s/he is designated to work with them on values and to create a warm and friendly atmosphere in the classroom.

8.1. Tutorial action objectives

Due to the importance of the tutor in the school context (Professor Juan Tomás Asenjo, 2016), the tutorial action main objectives are the following:

- To boost students' self-confidence.
- To contribute to an inclusive school through individualized and personalized actions.
- To develop students' autonomy, decision making by guiding them (teaching them studying techniques, social strategies, metacognitive abilities and introspection procedures).

- To improve the ordinary and extraordinary diversity assistance by adapting to educational aspects to every student's individual necessities.
- To avoid dissipation of studies and dropouts.
- To create a warm and friendly atmosphere in the classroom, and to prevent and solve conflicts through dialogue and active listening techniques.
- To favor students' socio-moral development (respect and acceptance of others must be the axis of their values system).

8.2. Family-school collaboration mutual tasks

The collaboration between the families and the school is fundamental to enhance the students' wellbeing and to boost both their personal and emotional skills, helping them to perform better in the academic aspects at the same time. Diversity is everywhere, and it is important to keep in mind that the traditional structure of a family has now changed: there are single-parent families, families which parents are divorced, one-child families, large families, some children live not only with their parents and siblings but also with their grandparents, and even some kids live at special children's residences with legal guardians.

The outcomes designed for this purpose are specified below these lines:

- To involve families in the teaching-learning process by encouraging them to take part in the different projects of the school.
- To create an atmosphere where the families feel free to talk to the tutor at any time and ask him/her for advice. The tutor must be available and close to them.
- To guide, instruct, train or inform the families about aspects of the cognitive, emotional, social and motor development of their kids.
- To facilitate a gentle and pleasant communication between the tutors and the families. Both must adapt and make an effort to suit interviews and meetings into their timetables, despite of the differences that might exist.

Since this PGA is based on teaching a second language (English), the tutor will ask the families to get involved in the teaching-learning process. If they do not speak English, they can still help them to develop their skills by playing games with them or simply playing the TV and movies in the original version, so their listening skills can progress. If the families do speak English, there are several things they can do to encourage their kids to use English in daily contexts: they can read stories in English, accompany them to the public library to read books, etcetera.

There will exist a Parents' Association. The leaders of this association will prepare events and workshops about how to help kids to improve their proficiency in English language and how to implement it in their daily lives. Other issues will be worked on Parents' Association meetings, like how to boost kids' self-esteem, how to teach them to share, how to develop their autonomy, sense of responsibility, etc.

8.3. Interviews and individualized tutoring

Firstly, the tutor will meet each student's family at least twice through the school year, one time on the first month of school and again before school is over. The aim of the first meeting will be to get to know the family better, and that way the family can know the tutor too, and they will share what their intentions are and their thoughts about education. Teachers must know the kids in order to teach them properly, so the tutor will take advantage of these interviews to gather information about the history of the family and their current situation.

Secondly, these interviews can be done as private meetings between the families and the tutor, or they can choose to have the kids participating in the interview. The tutor must find a place to have the interview: it can be the usual classroom where the students are or a room with more privacy and comfort to be alone and calm.

Thirdly, as it was previously mentioned, it is mandatory to have at least two meetings with the families, but the tutor can agree to meet them more often if the personal conditions of the student require it so. Eventually, if needed, more specialists can participate in the interview (the Pedagogical Therapist, the Principal, the Head of Studies, the coordinator of the Primary Education Stage or other subjects' teachers).

8.4. Class group meetings

There will be a class group meeting held at the beginning of the school year, in which the tutor will present him/herself as the tutor of that group of students. In addition, teachers of other subjects will be introduced during the meeting, as well as the Principal, the Head of Studies, the coordinator of the Primary Education Stage and the specialists (Pedagogical Therapist and language assistants).

First of all, all the members of the school team will introduce themselves. They will have previously prepared an ice-breaking game for the families to introduce themselves, to share some thoughts about education and create a friendly and trusting atmosphere while they have some coffee and cookies.

After that, the Principal, the Head of Studies and the coordinator of the Primary Education Stage will explain how the school is organized (these students are in Third Grade, but it is common to find new students in these type of meetings) and what are the principles and values that regulate their actions.

Then, each teacher will talk a little bit about the contents they will be working on during the year and the methodologies that will be used.

Finally, the tutor will explain to the families how s/he will work with the students, how s/he wants the communication with the families to be and what are the steps to follow in order to build a solid relationship between them.

9. EVALUATION OF THE TEACHING-LEARNING PROCESS

The evaluation is one of the most important elements of the curriculum due to the quality that it offers to the teaching-learning process. To perform a formative assessment, the evaluation must be a process carried out among the year, not only at the end of a term. The corrections made by the teacher have the aim to be helpful for the pupils in order to make them see their mistakes and show them how to transform them into achievements. The evaluation is a tool that helps teachers to check if the knowledge has been properly acquired, but it also helps them to make decisions about what methodologies they should use and how they could improve their lessons in future times. Evaluation is a moment when the students can reflect on their behavior and their work, but the teacher can reflect on his/her role, as well. A crucial part of the job of being a teacher is to reflect about what went wrong and to think about how to do it better next time, and to consider the things that went well to keep doing them. If a teacher does not reflect about his/her actions, s/he will not improve his/her techniques and his/her students will not take the most advantage possible from the time they spend at school.

There will be some moments among the didactic units where pupils will put into practice peer-assessment and self-assessment because it is easier for them to value their own work by correcting the others' work. In addition, self-assessment gives them a sense of autonomy and responsibility.

9.1. Evaluation criteria

The following evaluation criteria have been taken from the Spanish law (Orden ECD/686/2014), and that is the reason why they are written in Spanish.

- Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

- Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.
- Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.
- Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).
- Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).
- Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

- Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

9.2. Strategies, techniques and evaluation instruments. Evaluation moments

The evaluation method chosen for this PGA is the formative evaluation, which is carried out through all the Didactic Units, from the beginning of the academic year to the end of it. The chief purpose of this type of evaluation is to consider the students' prior knowledge, their work and effort during the course, and the final results. For that reason, there will be three evaluation moments (plus constant observation), which are the following:

- **Initial evaluation.** The teacher will gather information about what the pupils already know about a topic and plan the Didactic Unit consequently. The new contents that they will learn will start from the ones they already know.
- **Continuous / formative evaluation.** The teacher will be correcting the students' errors as they make it through the lessons. This will not be a specific moment, because the tutor will be cautiously observing and taking notes on how the pupils work constantly in the teaching-learning daily process. The formative evaluation techniques used by the teacher are specified at the end of every lesson plan template. Most of them will be fun and not boring, such as pair/group presentations, so the students do not feel pressured to achieve certain marks. Feedback has a crucial role in the formative evaluation: pupils will receive information about what they did well and what can be done better, and most important of all, how they can perform better in the future. A technique that the teacher will be frequently using is called "Sandwich", and it consist of the following: first, the teacher says something positive about the students' work; then, s/he explains what is wrong and what steps they can follow to do it better next time; to end with, s/he will encourage the students to not give up and to

keep trying, assuring them that they can do it greater because s/he believes in them.

- **Final evaluation.** In Erandi School it is mandatory to sit for a test at the end of every unit. The students will have been training for it with fun and ludic activities during the lessons, so it will not be a problem for them to pass the tests. The final mark will consist of 60% daily class work and presentations, 20% attitude and behavior with the classmates, and 20% tests.

The main evaluation instrument used by the teacher will be observation. S/he will pay close attention to the students' behavior and attitude in class (*Is he participating actively in the activity? Is he cooperating with the members of his group? Is he fulfilling all the tasks that were assigned to him? is he complying the features of the role that was given to him?*). The teacher will assess the students' effort and improvement, from the beginning of the year to the end of it, from the beginning of a Didactic Unit to the end of it, and from the beginning of an activity to the end of it. Another evaluation tool used will be the rubriques: the teacher will elaborate as many rubriques as needed to cover all the elements that will be evaluated. Self-assessment and peer-assessment will eventually be done, as well. *Bullseye* target tool will be useful for students to evaluate themselves.

The best teachers are always willing to keep improving their teaching processes. For that reason, the teachers in Erandi School will complete a self-evaluation rubric at the end of the year to check what went well to do it again the following year and what went wrong to do it better next time. That rubric can be found in [appendix 1.9](#).

DIDACTIC UNITS

II. UNIDADES DIDÁCTICAS

FIRST TERM

UNIT 1: LET'S WELCOME MAKI!

1. **Unit title:** Let's welcome Maki!
2. **Subject and year:** Inglés, 3º de Educación Primaria.
3. **Temporalization:** This unit starts on 16th September and finishes on 11th October. It lasts 12 sessions.
4. **Justification for the didactic unit topic:** Maki has just landed on planet Earth. As he says in his letter, he comes from Neptune to explore our planet and to learn many things about how life is here. Teachers can use this didactic unit to work on vocabulary about family because the students will be asked to describe to the alien which the members of their families are. This topic is helpful to introduce the subject (English) and to start the academic year getting the pupils to introduce themselves while talking about real life situations in their daily contexts.
5. **Relationship between objectives and key competences:**
 - Comprender y enunciar saludos y presentaciones. (CC.CC. 1)
 - Describir y comprender descripciones de personas y lugares, tanto orales como escritas. (CC.CC. 1)
 - Establecer y mantener la comunicación. (CC.CC. 4)
 - Reconocer y utilizar vocabulario relativo a identificación personal, condiciones de vida (vivienda, hogar y entorno) y relaciones interpersonales familiares. (CC.CC. 1)
 - Asimilar las ideas principales de presentaciones orales y escritas sencillas y bien estructuradas sobre la familia. (CC.CC. 1)
 - Realizar presentaciones sobre temas cotidianos (presentarse y presentar a otras personas, dar información básica sobre sí mismo y su familia). (CC.CC. 1, CC.CC. 3).
 - Responder adecuadamente en situaciones de comunicación (saludo, preguntas sobre sí mismo). (CC.CC. 1, CC.CC. 4).

- Intervenir en conversaciones cara a cara estableciendo contacto social (saludar, presentarse, intercambiar información personal como nombre y edad). (CC.CC. 1, CC.CC. 4).
- Participar de manera muy simple y comprensible, aunque sean necesarias algunas aclaraciones, en conversaciones muy breves con intercambio directo de información sobre temas muy familiares, utilizando expresiones y frases sencillas y de uso muy frecuente. (CC.CC. 4).
- Completar formularios marcando opciones y completando datos u otro tipo de información personal. (CC.CC. 1).
- Construir, en papel o en soporte electrónico, textos muy cortos y sencillos en los que hable de sí mismo y de su entorno. (CC.CC. 1, CC.CC. 3).
- Utilizar correctamente los tiempos verbales: *present simple* y *present continuous*. (CC.CC. 1).

6. Contents:

- Saludos y presentaciones.
- Vocabulario básico de identificación personal y de la familia.
- Descripciones, tanto orales como escritas, de personas y lugares.
- Establecimiento y mantenimiento de la comunicación.
- Presentaciones sencillas sobre temas cotidianos (presentarse y presentar a otras personas, dar información básica sobre sí mismo y su familia).
- Intervención en conversaciones cara a cara estableciendo contacto social (saludar, presentarse, intercambiar información personal como nombre y edad).
- Participación de manera muy simple y comprensible en conversaciones muy breves con intercambio directo de información sobre temas muy familiares, utilizando expresiones y frases sencillas y de uso muy frecuente.
- Relleno de formularios con información personal.
- Preparación de textos, en papel o en soporte electrónico, muy cortos y sencillos sobre sí mismo y su entorno.
- Tiempos verbales: *simple tenses* y *present continuous*.

7. Assessment criteria and minimum level required:

- To use greetings correctly.
- To utilize vocabulary about themselves and their families.
- To describe (orally and in written texts) people and places.
- To make presentations about familiar topics, such as introducing someone or giving basic personal information.
- To take part in face-to-face conversations.
- To fill in questionnaires with their personal information.
- To use simple tenses of the verbs and present continuous correctly.

UNIT 2: I LOVE GOING TO SCHOOL!

1. **Unit title:** I love going to school!
2. **Subject and year:** Inglés, 3º de Educación Primaria.
3. **Temporalization:** This unit starts on 14th October and finishes on 8th November. It lasts 12 sessions.
4. **Justification for the didactic unit topic:** Maki has just arrived in planet Earth, and we have to show him what our daily routines at school are like. This didactic unit will be working on proper and common nouns (including countable and uncountable), possessive determiners, adverbs of frequency (always, sometimes, never, often), questions (when, how often, what kind of), paying special attention to school-related vocabulary (words and expressions that are often used in the classroom).
5. **Relationship between objectives and key competences:**
 - Reconocer y utilizar vocabulario relativo a la escuela. (CC.CC. 1)
 - Considerar aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de convivencia. (CC.CC. 4).
 - Comprender y usar nombres propios y comunes, incluyendo contables e incontables. (CC.CC. 1).
 - Entender la función de los determinantes posesivos (*mine, yours, his, hers, its, ours, theirs*) y emplearlos correctamente. (CC.CC. 1).
 - Manejar los adverbios de frecuencia (*always, sometimes, never, often*). (CC.CC. 1).

- Emplear y responder preguntas (*when, how often, what kind of*). (CC.CC. 1).

6. Contents:

- Vocabulario relativo a la escuela.
- Rutinas en el aula.
- Sustantivos comunes y propios, contables e incontables.
- Los determinantes posesivos (*mine, yours, his, hers, its, ours, theirs*).
- Los adverbios de frecuencia (*always, sometimes, never, often*).
- Formulación de preguntas (*when, how often, what kind of*).

7. Assessment criteria and minimum level required:

- To use school-related vocabulary.
- To identify proper and common nouns (including countable and uncountable).
- To use possessive determiners (mine, yours, his, hers, its, ours, theirs).
- To use adverbs of frequency (always, sometimes, never, often).
- To ask and answer questions (when, how often, what kind of).

UNIT 3: LUNCHTIME AT ERANDI

1. **Unit title:** Lunchtime at Erandi.
2. **Subject and year:** Inglés, 3º de Educación Primaria.
3. **Temporalization:** This unit starts on 11th November and finishes on 5th December. It lasts 12 sessions. No didactic units will be worked out during December because the whole school will be working on the Christmas show.
4. **Justification for the didactic unit topic:** our new friend, an alien called Maki, has come to Earth to find out interesting facts about the lifestyle here. He wants to take the new information to his planet, Neptune, so his family can learn it too. This unit aims to teach good manners at lunchtime and polite ways to ask for more food. It also develops grammar skills on personal likes and dislikes, working with the following expressions: *like, don't like*.

5. Relationship between objectives and key competences:

- Adecuar el comportamiento (gestos habituales, uso de la voz) en convenciones sociales (normas de cortesía), teniendo en cuenta los aspectos socioculturales y lingüísticos, las costumbres, las actitudes y el lenguaje no verbal. (CC.CC. 4).
- Expresar, tanto oralmente como por escrito, el gusto o disgusto (*like / don't like*). (CC.CC. 1).
- Identificar el tema de una conversación muy sencilla y predecible que tiene lugar en su presencia en algún espacio público real o simulado sobre temas relacionados con la alimentación. (CC.CC. 1).
- Comprender y utilizar vocabulario básico relativo a la alimentación y la restauración. (CC.CC. 1).
- Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información). (CC.CC. 1).
- Realizar presentaciones breves y sencillas, previamente preparadas y ensayadas, explicando lo que le gusta y no le gusta. (CC.CC. 1, CC.CC. 3).
- Enunciar relaciones lógicas: conjunción *and*. (CC.CC. 1).
- Exponer afirmaciones de manera correcta: *affirmative sentences (yes (+tag))*. (CC.CC. 1).
- Exponer negaciones de manera correcta: *negative sentences (with not), no (adj.), no (+negative tag)*. (CC.CC. 1).
- Emitir oraciones interrogativas correctamente (p. e.: *What do we have for lunch today? What is your favourite meal?*). (CC.CC. 1).
- Expresar la cantidad (*quantity: half, a bottle, a cup, a glass, a piece*) y el grado (*degree: very*). (CC.CC. 1).

6. Contents:

- Comportamiento adecuado en convenciones sociales (gestos, uso de la voz, normas de cortesía, costumbres, actitudes, lenguaje no verbal).
- Expresión oral y escrita del gusto y el disgusto (*like / don't like*).
- Identificación del tema de una conversación sencilla y predecible sobre temas relacionados con la alimentación.

- Vocabulario básico relativo a la alimentación y la restauración.
- Intención y significado de las estructuras sintácticas básicas (estructura interrogativa para demandar información).
- Presentaciones acerca de lo que le gusta y lo que no.
- Conjunción *and*.
- *Affirmative sentences and negative sentences*.
- Emisión de oraciones interrogativas (p. e.: *What do we have for lunch today? What is your favourite meal?*).
- Expresión de la cantidad (*quantity: half, a bottle, a cup, a glass, a piece*) y el grado (*degree: very*).

7. Assesment criteria and minimum level required:

- To follow courtesy rules (gestures, voice tone, non verbal language, habits, traditions, attitudes).
- To express preferences (like / don't like).
- To identify the topic in simple conversations about food and diet.
- To recognise and to use food related vocabulary.
- To use the conjunction *and* correctly.
- To make statements and presentations about one's likes and dislikes.
- To use affirmative and negative sentences.
- To emit interrogative sentences.
- To use expressions of quantity (half, a bottle, a cup, a glass, a piece) and degree (very).

8. Methodology and activities:

SESSION 1: 11/11/2019

To motivate the students to start this unit, the teacher will play, with the projector and the screen, a clip of *Beauty and the Beast* film. In this part of the film, Belle and the Beast are having dinner together for the first time. Beast eats like a wild animal, whereas Belle is very polite and well-mannered.



After watching this scene, the teacher will start a discussion about what they have seen. S/he will use questions to promote students' participation, for instance: *How is the Beast acting? And Belle? Who is being polite and why? How do you usually behave while having lunch at home? And when you are at the school canteen? Do you think your behaviour is appropriate or do you think you should change something?* A random selection tool might be used to ensure everyone's participation.



This way, speaking and participation will be promoted, and all the students will have the opportunity to speak up and participate. The teacher will write on an A3 sheet of paper the ideas given by the students in a brainstorm. These ideas will be organised in two columns: good manners and manners we should avoid, and they will be reused the following day.

SESSION 2: 12/11/2019

The teacher will start this session by reviewing the ideas about manners that were written the previous day. Students will organise their tables in groups. Each pupil will copy the two columns from the A3 paper sheet in a A4 paper sheet. *Rotating sheet* technique will be used and thanks to the ideas of all the members of the group, they will add more, and their columns will be more complete. Afterwards, they will share the results with the whole class, and the teacher will add more bad and good manners and students will copy them. It would be interesting to have a debate to hear their opinions: *do you agree with this? Do you have these good manners at home?*

SESSION 3: 13/11/2019

In this session, the language assistant will take the lead of the class. S/he will prepare a Power Point presentation about the manners that s/he has in his/her home country. It is important for pupils to acquire consciousness of their own manners in Spain and to get intercultural awareness in order to understand that some things work differently in other countries. The language assistant will put an emphasis on the fact that there is not a good way of doing things and a bad one: what is considered a good manner in one country can be considered as rudeness in others. The students will participate by talking about their personal experiences: *have you ever been to another country? Did you see differences between the manners at lunchtime comparing them to Spain?* They can even talk about the members of their families: probably some of them are very polite while having lunch or dinner, while others are very impolite.

SESSION 4: 14/11/2019

During the first half of the session, students will be working individually. Each pupil will have a paper sheet divided in two columns (likes and dislikes). They will be required to write and draw food that they like and don't like. In the second half of the session, they will present their work and keep it in their own *Diary of adventures*.

SESSION 5: 15/11/2019

For this session, the teacher will bring flashcards with the pictures and names of different food products. They will assign a gesture or movement to each product (for example, making a triangle with both thumbs and index fingers to refer to a pizza slice). Then, the teacher will show them a flashcard and the students will have to say the name of the food and perform the gesture. This is a TPR activity because it uses a physical response to help the pupils to remember vocabulary words related to food.

SESSION 6: 18/11/2019

The day before the sixth session, students will be required to bring to school some magazines in which appear food products. In class, they will work in groups. Every group will be given a cardboard, and they will be asked to cut out the food that they can find in the magazines. Once they have done that, they must glue them on the cardboard showing what ingredients they like and dislike. After they finish, each group will have to hold their poster and explain what they have done. All the posters will be displayed in the hallway so that they can feel proud of their work, and it can also help students from other classes to learn the names of some food products.

SESSION 7: 19/11/2019

This session will be focused on listening and spelling skills. Teacher will play the song *Do you like broccoli ice cream?*, and each student will be given a paper sheet with the lyrics, but... oh! There are some blank spaces! They will be required to fill them in while listening to the song. It will be played three times:

the first time, they just have to listen, not write; the second time, they should start writing; and they will have a third opportunity to check their answers. After that, they will do peer-assessment: they will exchange their paper sheets with the classmate who is sitting on their left. The teacher will correct the activity aloud on the whiteboard.

SESSION 8: 20/11/2019

The teacher will bring photocopies of the school lunch menu. Students will be working in pairs: they will be reinforcing the use of interrogative sentences (*What do we have for lunch today / next Monday? What is your favourite food product from tomorrow's lunch?*). The teacher will encourage them to use "very" as an adverb of degree, and to employ "I like" and "I don't like" to express their likes and dislikes.

SESSION 9: 21/11/2019

In this session they will work with their tablets. The teacher will prepare a game to teach them the meaning of expressions of quantity (half, a piece) linked to words such as bottle, cup and glass. Students will be asked to put together the ingredients and the expressions of quantity that best fit in each case (*half of the cake, a bottle of water, a cup of tea, a glass of lemonade, a piece of bread*). The student who finishes first will be the winner, so s/he can bring his or her favourite fruit so his/her classmates can eat it during the morning break the following day. It is crucial that the teacher emphasises the importance of eating healthy food; for that reason, the winner can only bring fruit and not sweets or chocolates.

SESSION 10: 22/11/2019

The language assistant will read a story about food (*The Burger Who Didn't Want To Be Junk Food*) to model the correct pronunciation. After that, the students will read it aloud. Later, they will do a reading comprehension activity. To end the session, the language assistant will say the *Fresh Fried Fish* tongue twister aloud, and the pupils will try to repeat it correctly (try to repeat it as

fast as you can!). This activity will help to strengthen and stretch the muscles involved in speech and it will be useful to practise pronunciation as well. Tongue twisters are a type of articulation exercise that will help the students to speak more clearly in English and in Spanish, and they lead to the development of metacognitive skills for kids to detect which sounds are harder for them, so they can focus on those sounds.

SESSION 11: 25/11/2019

Since the Thanksgiving Day is celebrated on the 28th of November, the North American language assistant will take advantage of it in this session. Firstly, s/he will present a Power Point with pictures of her family and friends eating and having fun on that day. S/he will also include a couple facts about why they celebrate this festivity.

Secondly, they will fill in a *word scramble* worksheet with words related to Thanksgiving (feast, turkey, gravy, cranberry sauce, pumpkin pie, mashed potatoes and stuffing), and then they will play a bingo game to ensure that students memorise and comprehend the meaning of those words.

Thirdly, they will all share positive statements in a *gratitude jar* (for example, *I'm grateful for my family*).

To finish with, the language assistant and the main teacher will play a song about Thanksgiving on www.lyricstraining.com on the IWB. The whole class will play in the same team. The game will be played in the multiple-choice mode, and students will be asked to raise their hands showing the correct option.

SESSION 12: 26/11/2019



In this occasion, the students will take a quiz. This way, the teacher can check that all of them have understood everything (vocabulary related to food, new grammar structures...). They will also take a speaking test with the language assistants, in which they will explain to them what their favourite meal is and

why. The language assistants will not only evaluate their pronunciation, but also their effort among the unit. The teacher will correct the quizzes and then give them back to the students with a formative feedback so they can see their errors and they can fix the knowledge appropriately. In addition, the pupils will be asked to individually complete an emoji self-assessment worksheet.

SELF-ASSESSMENT KEY

	I am confident with the content.
	I am OK with the content.
	I need more practice on the content.

Students will fill in a thinking routine (“I used to think... Now I think...”). Then, they will share their results aloud, and the teachers will help pupils to reflect about them.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Two weeks ago...</p> <p style="font-size: 24px; font-weight: bold;">I used to think...</p> 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Today..</p> <p style="font-size: 24px; font-weight: bold;">Now I think...</p> 
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9. Curricular materials and other didactic resources:

- **Didactic resources:** Power Point presentations, *Beauty and the Beast* film, *Diary of adventures*, flashcards, lyrics worksheets, *Do you like broccoli ice cream?* song, digital game, *The Burger Who Didn't Want To Be Junk Food* story, *Fresh Fried Fish* tongue twister, word scramble worksheet about Thanksgiving, *gratitude jar*, www.lyricstraining.com, quiz, self-assessment key, thinking routine "I used to think... Now I think...".
- **Material resources:** tablets, IWB, cardboards, photocopies of the lunch menu, stationery material.
- **Spatial resources:** classroom and School Library.

10. Diversity attention measures:

- Ordinary measures:** depending on the needs that might emerge in the classroom, there will be support and reinforcement activities. On one hand, there will be special activities and resources that students could use or take home if they needed to. In addition, the language assistant will offer support for the most difficult tasks. On the other hand, there will be an *Enquiry Corner* where the gifted student and the fast-finishers can go, pick up a topic or question related to the content of the unit and investigate more about it. They will even have the possibility of preparing a presentation to explain what they have found out.
- Extraordinary measures:** the teacher and the students will altogether keep elaborating Noelia's pictograms dictionary to include the new words learnt in this unit. She will use a different self-assessment technique at the end of the unit that will be simpler to understand and adapted to her needs. The teacher and the language assistants will constantly keep an eye on her during the pair and group work to ensure that she is not left out of the activities. Moreover, the Pedagogical Therapist will eventually come into the class to work with her.

11. Other elements that might be explicitly included:

a. Complementary and extracurricular activities

The complementary activities that stand out in this unit are the following: the alien dynamic will be developed through the unit, as usual, to boost students' motivation. On Mondays, pupils will have the opportunity to visit the School Library and pick up a book. The teacher will eventually ask them if they want to share something about the books they read. The language assistant will lead one of the sessions to talk about what is considered good and bad manners in his/her country. In another session, s/he will read aloud a story called *The Burger Who Didn't Want To Be Junk Food*, and students will do a reading comprehension activity. The American language assistant will talk about Thanksgiving festivity on the 28th of November, and a song will be played on www.lyricstraining.com to practise listening skills. At the end of the unit, they will fill in a self-assessment key and a thinking routine.

b. Reading development

Students will go to the School Library every Monday and will be given the chance to pick up a book, take it home and read it. More reading activities will be developed, as for instance, when using *lyrics training* they will have to read the lyrics in order to complete the blank spaces, as well as in session 7 (fill in the gaps activity with the lyrics of the song *Do you like broccoli ice cream?*). The *word scramble* worksheet is one of the activities that focuses on reading the most. To make the learning process more meaningful for pupils, they will be asked to read the lunch menu on session 8.

c. ICT development

ICT tools will be used several times in this unit. The IWB will be useful to project *Beauty and the Beast* scene on the first session. It will be used to play songs in www.lyricstraining.com as well. Students will mainly use their tablets to engage in the game in session 9 about expressions of quantity.

d. Values' education

Through *Beauty and the Beast* scene watched at the beginning of the unit, politeness and good and bad manners will be worked. Pupils will be educated on gratitude, awareness of how lucky they are, and what they have, thanks to the session about Thanksgiving led by the American language assistant. When doing pair and team work, students will learn to respect everyone's opinions and differences, to commit and to take care of the material used.

e. Key competences

CC.CC.1: this competence is always developed in this syllabus because the language used by the teacher and the language assistants is always English, which fosters students' receptive skills. English is also used by pupils when they communicate between each other, which helps them to develop their productive skills.

CC.CC.3: ICT competence is fostered when using tablets and the IWB for the different activities previously related.

CC.CC.4: respecting others when doing team and pair work.

CC.CC.5: awareness of what is considered good and bad manners in different countries. Appreciation of students' own culture related to lunch time / dinner time.

CC.CC.6: pupils develop learn to learn competence by completing a self-assessment key and a thinking routine.

CC.CC.7: in individual, pair and team work activities.

SECOND TERM

UNIT 4: NOELIA'S CHILDHOOD HOME

- 1. Unit title:** Noelia's childhood home
- 2. Subject and year:** Inglés and Ciencias de la Naturaleza, 3º de Educación Primaria.
- 3. Temporalization:** This unit starts on 7th January and finishes on 31th February. It lasts 12 sessions.

4. Justification for the didactic unit topic: Maki, the alien from Neptune, would like to learn several things about planet Earth. For that reason, he visits it and stay at Erandi School. At this point of the academic year (first unit of the second term of the year) pupils will visit Noelia's childhood home where there is a farm with various animals. This didactic unit works on English contents, such as grammar and farm vocabulary, but also Natural Science contents (vertebrate and invertebrate animals), so all the activities included in it have an interdisciplinary purpose.

5. Relationship between objectives and key competences:

- Expresar la capacidad (p.e. *Can dogs fly?*) (CC.CC. 1).
- Comprender el sentido general y lo esencial de las dramatizaciones de cuentos tradicionales o de historias populares previamente conocidos. (CC.CC. 1).
- Entender y emplear vocabulario básico relativo al mundo animal (pig, sheep, cow, horse, chicken, hen, dogs, cat, goat, duck, rabbit, frog, farmer, farm, pond, stable, henhouse, moo, woof, baa, quack, oink, milk, eggs). (CC.CC. 1).
- Diferenciar animales vertebrados e invertebrados y describir sus principales características. (CC.CC. 1).
- Responder adecuadamente en situaciones de comunicación en las que comunica lo que está haciendo. (CC.CC. 1, CC.CC. 4).
- Describir animales. (CC.CC. 1).
- Interpretar lo esencial y los puntos principales de noticias muy breves y artículos que traten sobre los animales. (CC.CC. 1).
- Rellenar formularios explicando cuál es su animal favorito y por qué. (CC.CC. 1).
- Utilizar correctamente oraciones exclamativas (how + adj.). (CC.CC. 1).
- Utilizar correctamente oraciones interrogativas (*questions: do cows have feathers?*). (CC.CC. 1).
- Emplear convenientemente el tiempo presente (*present simple*). (CC.CC. 1).
- Aplicar de manera acertada la expresión de modalidad (*can*). (CC.CC. 1).

- Usar adverbios de modo (*adv. of manner, e. g. slowly, well, quickly, carefully*). (CC.CC. 1).

6. Contents:

- a) Expresión de la capacidad.
- b) Comprensión de cuentos tradicionales o historias populares.
- c) Vocabulario básico del mundo animal (pig, sheep, cow, horse, chicken, hen, dogs, cat, goat, duck, rabbit, frog, farmer, farm, pond, stable, henhouse, moo, woof, baa, quack, oink, milk, eggs).
- d) Interacción y respuesta en situaciones de comunicación en las que comunica qué está haciendo.
- e) Descripción de animales (vertebrados e invertebrados).
- f) Relleno de formularios.
- g) Correcto uso de las oraciones exclamativas (how + adj.) e interrogativas (*questions: Do cows have feathers?*).
- h) Adecuado empleo del tiempo presente (*present simple*).
- i) Expresión de modalidad (*can*).
- j) Adverbs of manner (*slowly, well, quickly, carefully*).

7. Assessment criteria and minimum level required:

- To express ability.
- To understand traditional stories and tales.
- To use vocabulary related to animals (pig, sheep, cow, horse, chicken, hen, dogs, cat, goat, duck, rabbit, frog, farmer, farm, pond, stable, henhouse, moo, woof, baa, quack, oink, milk, eggs).
- To describe vertebrate and invertebrate animals.
- To fill in questionnaires.
- To formulate affirmative and interrogative sentences.
- To use present simple correctly.
- To use modals (*can*).
- a) To make use of adverbs of manner (*slowly, well, quickly, carefully*).

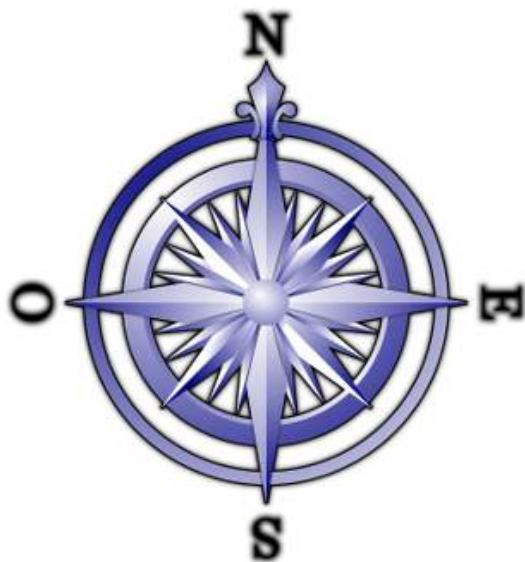
8. Methodology and activities:

SESSION 1: 07/01/2020

In the first session, the students will be sitting in a circle and the teacher will be in the middle of it. S/he will throw a ball to each student randomly and will ask: *Do you have a pet? What farm animals do you know? Have you ever been to the zoo or to a farm? What is your favourite animal?* Every student will have the opportunity to talk about his/her experience and share it with his/her classmates. The teacher and the language assistant will also share their experiences in farms and zoos, and they will also talk about their pets.

Then, they will individually fill in a *Compass Points* routine to check their prior knowledge and to see what worries they have.

COMPASS POINTS



What **E**xcites you about this idea or proposition? What's the upside?

What do you find **W**orrisome about this idea or proposition? What's the downside?

What else do you **N**eed to know or find out about this idea or proposition?

What is your current **S**tance or opinion on the idea/proposition? What should your next **S**tep be in your evaluation of this idea/proposition? What **S**uggestions do you have at this point?

The previous day, the students were asked to bring to school pictures of their pets and pictures of them visiting the zoo with their families, if possible. In groups of three, they will pass the pictures around and again talk about which animals they like the most and why, what are the names of their pets, etc.

SESSION 2: 08/01/2020

The student that has Down Syndrome has been raised in a house with a farm, so this day, the whole class will go on a fieldtrip to Noelia's childhood home. His grandfather is a farmer there, and he will show them around and explain everything he does from the moment he wakes up until he goes to bed (feed the animals, pick up the eggs from the henhouse...).

Every student will be carrying his/her tablet, taking pictures, and filming videos of the animals and the different spaces they visit. The teacher will tell them that is very important to keep a record of everything for the activities that they will do in future sessions.

SESSION 3: 09/01/2020

The teacher will project on the screen some of the pictures taken by the pupils at the farm. S/he will say the name of every animal that appears on the interactive whiteboard (pig, sheep, cow, horse, chicken, hen, dogs, cat, goat, duck, rabbit and tortoise). Afterwards, the teacher will project the pictures again one by one, and the students will chorus the vocabulary aloud. It is important that different pictures are shown (for instance, the teacher must show not only a picture of one pig, but different pictures of different pigs) to check that the students have understood the meaning of every word and to ensure that they are not learning them by heart.

SESSION 4: 10/01/2020

A memory game will be done in the fourth session, and students will be working in groups. The teacher will display a picture of each animal (which s/he has printed out) facing up on the floor. Pupils will have a minute to look at them carefully and try to remember in which positions they are placed. After that minute, they will all cover their eyes, the teacher will choose one of the pictures and put it face down. The pupils must decide in their groups which

animal is missing. The team who first says the correct answer will get a point, and at the end of the session, the team that has more points will be the winner.

SESSION 5: 13/01/2020

This session will focus on pronunciation and phonics. The language assistant will play *Old MacDonald* song, but before doing that, s/he will model the correct pronunciation of every sound and the pupils must repeat after him/her. Then, all of them will collaboratively design a gesture for each animal (for example, they could open and close their hands in front of their mouth like a duck's bill as they sing the duck part). Then, the language assistant will play the song twice, reminding them to make the gestures and to sing out loud. S/he can use a Youtube video to help the pupils to remember the lyrics.

SESSION 6: 14/01/2020

The teacher will prepare flashcards with a picture of an animal and its name on one side and the sound that it makes on the other side. The flashcard will be facing down on the floor, so the sounds that the animals make will be visible. The teacher will perform a sound (for example, woo, croak, neigh or meow) and the students will have to decide what animal does make that sound. This game can be played the other way around: the pictures and names of the animals can be visible, and they have to remember and guess what sound each animal makes. It is crucial that the teacher emphasizes the following questions: *What sound do cows do? What is the name of the animal that goes baa-baa?*

SESSION 7: 15/01/2020

Who Is Who? The class will be divided in two big groups. The teacher will stick a piece of paper on the back of every student, half of the pupils will receive names of animals and the other half will receive sounds, but since the pieces of

paper are stuck on their backs, they will not be able to know what word they have (that is the key of this game: they must guess it). The students will have to stand up and walk around the class to find their partner. In order to do it, they will have to chat and exchange some questions and answers, such as: *Am I an animal? Do I have feathers? Can I fly?* At the end of the activity, all the students should be paired up with their corresponding partner (cow-moo, dog-woof, sheep-baa, etc.). If the number of students in class that day is an odd number, the teacher can create a group of three.

SESSION 8: 16/01/2020

The teacher will play a song called *Who Lays Eggs?* (see [appendix 2.2.4.](#)). S/he will use animal toys to clarify the meaning of the lyrics. For instance, when the song goes: *Do cows lay eggs? No, they don't, cows make milk* the teacher will show a cow toy and a bottle of milk toy. The teacher could also use some of the pictures that were taken at Noelia's childhood home to associate them to the lyrics (a picture of a hen hatching eggs or a farmer milking a cow, for example). After listening to the song three times, the students will be given a worksheet to label each animal and the action that it makes (lay eggs, make milk, and make sausages). This activity will be helpful to develop the pupils' listening skills and to ensure that they comprehend the meaning of those actions mentioned before.

SESSION 9: 17/01/2020

There will be two boxes on the IWB (Interactive Whiteboard). The one on the right will be for pet animals and the one on the left will be for farm animals. There will be pictures of animals at the bottom of the screen. The class will be divided in two teams and, in turns, one member from each team will have to run to the IWB, choose an animal and place it in one of the columns according to the place where it lives: in a house or in a farm. Once they finish, the teacher

will share the results aloud (*A dog is a pet animal because it lives in a house. A duck is a farm animal because it lives in a farm*).

SESSION 10: 20/01/2020

The teacher will photocopy some pictures of three different parts of a farm: henhouse, stable and pond. She will also prepare pictures of hens, chickens, horses, ducks and pigs. Students will work in pairs, and they will have to match each animal with the place where they live and stick the two parts together on a cardboard. Later, they will have to write on the same cardboard a sentence that refers to each animal, the place where it lives, and the sound that it makes. For instance, *hens live in the henhouse*. Every pair of students will present their work, and it will be displayed in the hallway of the school.

SESSION 11 (21/01/2020)

Every student will prepare a Power Point presentation that must include a picture of their favourite animal, an explanation about why it is their favourite animal, what sound it makes, and where it lives (pet or farm animal). If it is a farm animal, they should specify in which part of the farm it lives (pond, stable or henhouse). The teacher must offer them the possibility of drawing the animal on a sheet of paper or taking a picture of it and adding it to the Power Point presentation, instead of simply downloading it from the Internet. Later, every pupil will present his/her work to the rest of the class.

SESSION 12 (22/01/2020)

The language assistant will do a storytelling activity with the whole class. She will read a story for kids called *The Town Musicians of Bremen*. After reading it, s/he will start a discussion about what the story is about and why they have learnt. It is very important to give students an opportunity to express their

ideas, synthesize all the content that they have been talking about, share their opinions and listen to others' thoughts about a topic that might differ from theirs.

SESSIONS 13 (23/01/2020), 14 (24/01/2020), 15 (25/01/2020) AND 16 (28/01/2020)

During these sessions, students will be preparing a drama play about living in a farm. The main purpose of this activity is to develop speaking and sociolinguistic skills, so it is important to ensure that all the students are participating and have a role (they can be either animals or farmers). They will create the story and dialogues, but the teacher and the language assistant will be around to help them if necessary. There will be a list of components that must appear in the play: *at least, three sounds of animals must be performed; every animal must have a place to live, both pets and farm animals must be on stage, etc.* Then, on the 28th of January, they will perform the drama play in front of students from other classes.

After that, they will have a look at the *Compass Points* thinking routine that they did the first day of the unit and reflect about what they wrote. The teacher will encourage their reflecting with questions like: *Have your thoughts changed from the first day?*

9. Curricular materials and other didactic resources:

- **Didactic resources:** Power Point presentations, *Compass Points* thinking routine, *Diary of adventures*, pictures of animals and parts of a farm, memory game, *Old Macdonald* and *Who Lays Eggs* song, *The Town Musicians of Bremen* story, flashcards.
- **Material resources:** ball, IWB, tablets, school bus for the fieldtrip to Noelia's childhood home, stationery material, *atrezzo* for the drama play.
- **Spatial resources:** classroom and School Library.

10. Diversity attention measures:

- a) **Ordinary measures:** occasional support and reinforcement activities will be offered according to the needs that might come out in class. Students will also receive help from the language assistant if they needed it, and Noel and the fast-finishers will have freedom to visit the *Enquiry Corner* once they are done with their tasks.
- b) **Extraordinary measures:** the number of pictograms in Noelia's pictograms dictionary (student with Down Syndrome) will keep increasing as new words are introduced. In addition, her self-assessment tools will be easier to use and to understand, and the Pedagogical Therapist will eventually visit the class to work with her and to ensure that she is socializing properly with her classmates.

11. Other elements that might be explicitly included:

a) Complementary and extracurricular activities

As usual, the alien dynamic will be developed through the unit. This will reinforce meaningful learning and encourage students to prepare materials for Maki, the alien. The biggest complementary activity in this unit is the fieldtrip to Noelia's childhood home. The *Compass Points* thinking routine will help to check pupils' prior knowledge. The language assistant will play *Old Macdonald* song to work on vocabulary and pronunciation, and the main teacher will play *Who Lays Eggs?*. A game about animals and sounds will be carried out, as well as an activity on the IWB to distinguish pet animals and farm animals, and a game to pair animals with the places where they live at. In session 12, the language assistant will do a storytelling (*The Town Musicians of Bremen*), and at the end of the unit, a piece of drama about farm animals will be performed by students.

b) Reading development

Pupils' reading skills will be constantly fostered during this unit, especially with the activity in session 7, because they must read the pieces of paper that their classmates have stuck on their backs. Additionally, students will read the lyrics of *Old Macdonald* and *Who*

Lays Eggs? songs, as well as *The Town Musicians of Bremen* story. Furthermore, they will go to the School Library as every Monday to pick up a book and take it home to read it. The teacher will eventually ask them if they want to share some information or emotions they learnt or felt while reading the books.

c) ICT development

During the visit to Noelia's childhood home, every student will carry his/her tablet to take pictures or film videos of the animals and spaces they see. The IWB will be used to play *Old Macdonald* and *Who Lays Eggs?* songs, and to show pictures of farm animals. Moreover, students will play a game on the IWB in session 9. The screen and the projector will be used to do the presentations in session 11. Pupils will be educated on using the ICT resources respectfully, carefully, and with a sense of responsibility.

d) Values' education

The teacher will emphasize the cooperation and collaboration skills among pupils, specially through pair and team work activities. The drama play is the perfect occasion to work on positive values, such as respectfulness and kindness, as well as the importance of interdependence rather than dependence. They will be encouraged to dream and imagine possibilities on what they could do.

e) Key competences

CC.CC.1: English is the language used by the teacher and the language assistants, so the students' linguistic competence and receptive skills are constantly developed. Furthermore, they will be required to communicate and interact with their classmates in English, so their productive skills will be developed, too.

CC.CC.3: ICT competence is developed when using the tablets and the IWB for the different activities. Some ICT tools could also be used to prepare the drama play. Moreover, students will use the screen and the projector to do their presentations about their favourite animals.

CC.CC.4: respectfulness and kindness when team and pair work is required in some activities.

CC.CC.5: *Old Macdonald* and *Who Lays Eggs?* songs, *The Town Musicians of Bremen* story. Drama play at the end of the unit.

CC.CC.6: learn to learn competence will be developed by completing a *Compass Points* thinking routine.

CC.CC.7: individual, pair and team work activities, as well as the drama play.

UNIT 5: WHAT DO YOU LIKE TO DO IN YOUR LEISURE TIME?

1. **Unit title:** What do you like to do in your leisure time?
2. **Subject and year:** Inglés, 3º de Educación Primaria.
3. **Temporalization:** This unit starts on 3rd February and finishes on 27th February. It lasts 12 sessions.
4. **Justification for the didactic unit topic:** Maki is an alien that came from Neptune. The students will be asking him what he likes to do in his leisure time, and he will be talking to them about the sports that are played in his planet. Are they similar to those that we play on Earth?
5. **Relationship between objectives and key competences:**
 - f) Entender y emplear vocabulario básico relativo al deporte, los instrumentos musicales y las actividades de ocio. (CC.CC. 1).
 - g) Responder adecuadamente en situaciones de comunicación en las que comunica lo que está haciendo. (CC.CC. 1, CC.CC. 4).
 - h) Describir actividades. (CC.CC. 1).
 - i) Interpretar lo esencial y los puntos principales de noticias muy breves y artículos que traten sobre los deportes. (CC.CC. 1).
 - j) Utilizar correctamente las expresiones de frecuencia *usually, sometimes* y *rarely*. (CC.CC. 1).
 - k) Conjuguar verbos en presente simple y presente continuo. (CC.CC. 1).
 - l) Emplear adverbios de modo (*adv. of manner, e. g. slowly, well, quickly, carefully*). (CC.CC. 1).

6. Contents:

- m) Vocabulario relacionado con el deporte, los instrumentos musicales y las actividades de ocio.
- n) Empleo de las expresiones de frecuencia *usually*, *sometimes* y *rarely* (i.e. *I usually play football on Sunday mornings; I sometimes visit museums on Saturday afternoons; I rarely go to the cinema on Wednesday evenings*).
- o) Conjugación de verbos en presente simple y presente continuo.
- p) Descripción de actividades.
- q) Adverbios de modo (*adv. of manner, e. g. slowly, well, quickly, carefully*).

7. Assessment criteria and minimum level required:

- To understand and use vocabulary related to sports, musical instruments and leisure time activities.
- To participate in communicative situations.
- To comprehend news, articles and short texts.
- To use *usually*, *sometimes* and *rarely* to express frequency.
- To conjugate verbs in the present simple and present continuous forms.
- To make use of adverbs of manner (*slowly, well, quickly, carefully*).

8. Methodology and activities:








SESSION 1: 03/02/2020

The teacher will start this unit by asking the students what they like to do in their leisure time (after school or during the weekend). They will answer in turns. Then, the teacher will hand them a K-W-L (Know-Want to know-Learnt) chart. The title of this chart will be *Leisure Time Activities*. In the column on the left (*What I already know*), each student will have to write, individually, the words that come to their minds related to leisure time activities (they will mostly write nouns). On the middle column (*What I want to know*), they will have to write the things they would like to learn about the topic. They must not fill in the right column yet, they will do it at the end of the unit.

After that, they will share their answers with all their classmates in a big group.

SESSION 2: 04/02/2020

Firstly, the teacher will play the *Free Time Song* video from Youtube on the projector. Secondly, s/he will ask the students what they like to do in their free time. The teacher will write their answers on the whiteboard in a brainstorming format. After that, s/he will organise those ideas in three columns: indoor activities, musical instruments, and sports. Then, students will be given a *Find Someone Who* worksheet. The format is similar to a bingo chart, and the pupils will walk around the class and find people who fit in every box of the chart.

FIND SOMEONE WHO...	
... plays guitar. 	
... likes to go swimming. 	
... plays piano. 	
... does karate. 	
... plays chess. 	
... plays basketball. 	
... goes snowboarding. 	

It is important that they ask each other questions related to the activities (i. e.: *Do you like to play guitar? Do you like to go swimming?*). At the end of the session, they will share their results.

SESSION 3: 05/02/2020

The third session will focus on the verbs that accompany different sports. Students will be using *Rotating sheet* cooperative learning technique, which consists of the following: every pupil will have a sheet of paper where they will write a bunch of sports, as many words as they can think of. They will have a certain amount of time to do it. After that time, they will pass the paper to the person on their right, and that person will add more words to it, and so on until all the members of the group are done. Then, the teacher will give each group three boxes: the first one will be for “play” sports (i. e. play baseball), the second one for “do” sports (i. e. do capoeira) and the third one for “go” sports (i. e. go snowboarding). Once they finish, they will share their results with the whole class, and the teacher will make the pertinent corrections.

SESSION 4: 06/02/2020

The teacher will start this session by asking the students: *Do you remember what we did yesterday?*. They will have their own *Rotating sheet* on the table, and they will be asked to write that information on a cardboard. They will be completely free to use charts, columns, mind maps, different colours, etc. according to their personal ways of learning. Later, all their works will be displayed outside the classroom.

SESSION 5: 07/02/2020

The teacher will pair the students up. Every pupil will write a letter to his/her partner, answering to the following questions: *What is your favourite sport to play in your leisure time? / Who do you play it with? / Who do you go with? Which are the most popular sports in your region? Which ones are the least popular? What sports would you like to practise?* Then, they will exchange the letters and they will answer to their partners’.

SESSION 6: 10/02/2020

Each student will be required to prepare a Power Point presentation about a sport. They will have to choose one (it can be their favourite sport), look for information about it, describe how to play it (using adverbs of manner), and add pictures of the uniform that players use. They will spend the first half of the session preparing it and the second half presenting it. The rest of the pupils will fill in a checklist to evaluate the key aspects of their classmates' presentations and to improve theirs.

	Not at all	Sometimes/ poorly	Absolutely
The PPT includes appealing pictures.			
The presenter speaks clearly.			
The presenter's body language and posture are appropriate.			
The presenter keeps eye contact with the audience.			
The presenter describes how to play his/her sport.			
The presenter describes the uniform used in that sport.			
The presenter uses adverbs of manner.			

At the same time, the teacher will evaluate the students' oral presentations by completing the following rubric:

CATEGORY	4	3	2	1
Pitch	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

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SESSION 7: 11/02/2020

In the seventh session, students will work on a classification of the leisure time activities. They can be either sports, musical instruments or indoor activities. They will be asked to bring newspapers, magazines and leaflets and, in groups, cut out the pictures related to that classification. Later, they will stick them on a cardboard, organising them in three columns.

SESSION 8: 12/02/2020

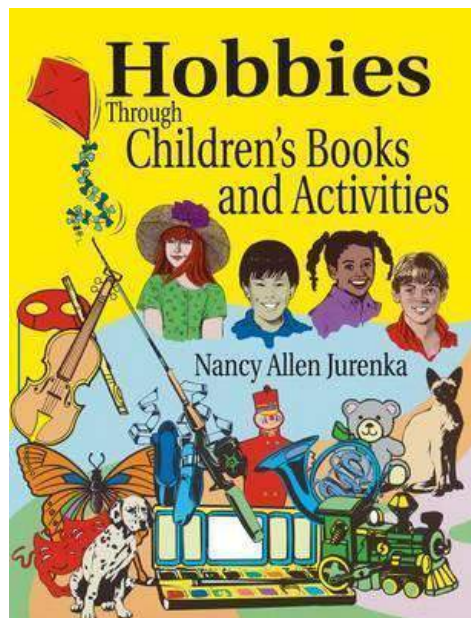
The teacher will display an activity chart on the floor. S/he will ask the students to match the name of the activities with their pictures (sports, musical instruments and indoor activities). They will be working in groups. If a group fails to match correctly, another group will be called out to correct it.

SESSION 9: 13/02/2020

The language assistant will prepare a Power Point presentation to tell the students about the popular sports in his/her country. Then, s/he will play a Kahoot to check if pupils have understood the content.

SESSION 10: 14/02/2020

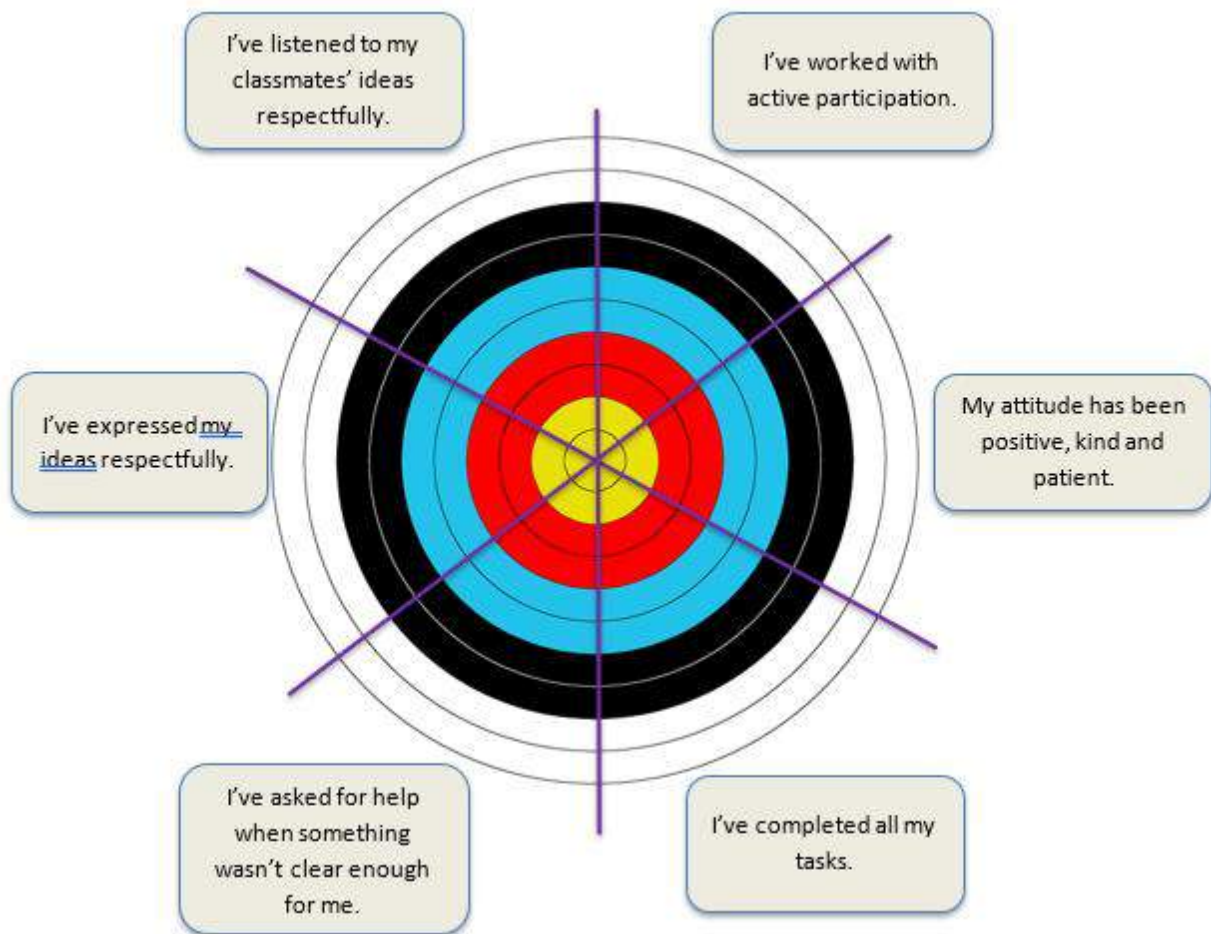
Storytelling by the language assistant. S/he will read a couple of chapters from the book *Hobbies Through Children's Books and Activities* (Allen Jurenka, 2001).



After that, a discussion will come up about which are the strangest hobbies they know. The language assistant will encourage them to express which activities they love to do and would like to be better at (for instance, *I love science, but I would like to be better at doing experiments*).

SESSION 11: 17/02/2020

The teachers will explain the students how *Bullseye* self-assessment tool works. Then, they will have time to self-evaluate their contribution to the team work and their sense of own responsibility. In the second half of the session, the teachers will ask for volunteers to read their answers aloud and to reflect about them in a big group.



SESSION 12: 18/02/2020

In the last session, students will fill in the last part of the K-W-L chart (*What I've learnt*), and the teachers will encourage them to reflect on their answers.

LEISURE TIME ACTIVITIES		
What I know: (Which leisure time activities I already know)	What I want to learn: (Which leisure time activities I want to learn more about)	What I have learnt: (New leisure time activities, facts that I learnt...)

9. Curricular materials and other didactic resources:

- **Didactic resources:** rotating sheets, *Diary of adventures*, K-W-L chart, *Find Someone Who* worksheets, Power Point presentations, peer-assessment rubrics, Kahoot, *Bullseye* self-assessment key.
- **Material resources:** IWB, tablets, newspapers, magazines, leaflets, cardboards, stationery material.
- **Spatial resources:** classroom and School Library.

10. Diversity attention measures:

- Ordinary measures:** as usual, there will be reinforcement activities depending on the needs that can appear in the classroom, as well as the

presence of the language assistant and the *Enquiry Corner for Noel* (gifted student) and the fast-finishers.

- b. **Extraordinary measures:** the teacher and the students will keep elaborating Noelia's pictograms dictionary to include the new words learnt in this unit. She will use a simpler self-assessment technique at the end of the unit, and the teachers will ensure through observation that she participates in the pair and team work activities. Moreover, the Pedagogical Therapist will eventually come into the class to work with her.

11. Other elements that might be explicitly included:

- a. **Complementary and extracurricular activities**

The dynamic about an alien called Maki will be used in this unit to boost students' motivation, as usual. At the beginning and at the end of the unit, a K-W-L thinking routine will be carried out. A *Find Someone Who* activity will be done to work on vocabulary and interpersonal skills. *Rotating sheet* technique will be used to differentiate *do*, *go* and *play* sports. Pupils will write a letter to a peer and prepare a Power Point presentation about their favourite sports. The language assistant will tell them about the popular sports in his/her country, and will do a storytelling activity as well. At the end of the unit, students will complete a *Bullseye* self-assessment key.

- b. **Reading development**

Pupils will visit the School Library as every Monday to take a book home and read it, and they will have freedom to prepare a presentation about what they liked and disliked about it. They will develop reading skills specially in session 8, when they must read the vocabulary related to sports and associate it to the right flashcard. In the activity in session 5, they will read the letter that their classmates wrote for them.

- c. **ICT development**

ICT tools will be mainly used to look for information, to prepare presentations and to play *Free Time Song* video from Youtube.

d. Values' education

By reflecting on their answers to the K-W-L thinking routine and the *Bullseye* self-assessment key, the students will learn to respect the others' processes of learning, their qualities and flaws, strengths and weaknesses, and their owns'. Thanks to the language assistant's presentation on the most popular sports in his/her country, pupils will develop awareness of their own culture, be willing to discover and appreciate diverse cultures, and be able to respect differences. They will practice self and peer-assessment.

e. Key competences

CC.CC.1: linguistic competence is well developed not only through this unit, but through the whole syllabus, because the teacher and the language assistants speak in English all the time, as well as the students. This helps to foster their receptive and productive skills.

CC.CC.3: technological competence will be developed by looking for information, preparing presentations and playing *Free Time Song* video form Youtube.

CC.CC.4: respecting the rest of the people in class when doing pair and team work activities, and especially when reflecting on their answers to the K-W-L thinking routine and the *Bullseye* self-assessment key.

CC.CC.5: awareness of which are the most popular sports in our own country and in others.

CC.CC.6: learn to learn competence is fostered by completing a K-W-L thinking routine and a *Bullseye* self-assessment key.

CC.CC.7: individual, pair and team work activities.

UNIT 6: MY FIRST PURCHASES

- 1. Unit title:** My first purchases
- 2. Subject and year:** Inglés, 3º de Educación Primaria.
- 3. Temporalization:** This unit starts on 2nd March and finishes on 27th March. It lasts 12 sessions.

4. Justification for the didactic unit topic: our new friend, Maki, came from Neptune to explore our planet. Since he is staying with us in the classroom for the academic year, in this didactic unit we will show him how we go shopping. The teacher will take the students on an excursion to El Corte Inglés in Plaza de Sol, which is a big department stores in the city centre. Starting from there, the didactic unit will work on vocabulary about clothing and shopping.

5. Relationship between objectives and key competences:

- r) Emplear estrategias de comprensión de textos orales, escritos y visuales. (CC.CC. 1).
- s) Tener en cuenta aspectos socioculturales y sociolingüísticos: normas de cortesía, lenguaje no verbal, actitudes. (CC.CC. 3).
- t) Utilizar saludos y agradecimientos. (CC.CC. 1).
- u) Expresar el gusto (*like / don't like*). (CC.CC. 1).
- v) Utilizar vocabulario relativo a prendas de ropa, compras y actividades comerciales. (CC.CC. 1).
- w) Identificar el tema de una conversación muy sencilla y predecible que tiene lugar en su presencia en algún espacio público real. (CC.CC. 1, CC.CC. 3).
- x) Pedir información y ayuda. (CC.CC. 3).
- y) Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales, para iniciar, mantener o concluir una breve conversación, cumpliendo la función comunicativa principal del texto (pedir tallas, realizar el pago de la compra, pedir ayuda porque te has perdido). (CC.CC. 3).
- z) Participar en conversaciones cara a cara en las que establece contacto social (saludar, pedir ayuda, dar las gracias). (CC.CC. 3).
- aa) Reconocer el símbolo del euro (€) e identificar los significados e intenciones comunicativas generales relacionados con él. (CC.CC. 1).
- bb) Emplear correctamente los artículos demostrativos (*this, these, that, those*). (CC.CC. 1).
- cc) Utilizar numerales cardinales y ordinales de hasta dos dígitos. (CC.CC. 1).

6. Contents:

- Aspectos socioculturales y sociolingüísticos: normas de cortesía, lenguaje no verbal, actitudes.
- Estrategias de comprensión de textos orales, escritos y visuales.
- Saludos y agradecimientos.
- Vocabulario relativo a prendas de ropa, compras y actividades comerciales.
- Petición de información y ayuda.
- Símbolo del euro (€) y su significado e intención.
- Artículos demostrativos (*this, these, that, those*).
- Números cardinales y ordinales de hasta dos dígitos.
- Expresión del gusto (*like / don't like*).

7. Assessment criteria and minimum level required:

- To ask for help and information.
- To respect courtesy rules.
- To use greetings and gratitude.
- To recognise, to use and to understand the symbol of the euro (€).
- To use vocabulary related to clothing and shopping.
- To use demonstrative articles (this, these, that, those).
- To count cardinal and ordinal numbers.
- To express likes and dislikes (like / don't like).

UNIT 7: SPRINGTIME AT CÓRDOBA

1. **Unit title:** Springtime at Córdoba
2. **Subject and year:** Inglés and Ciencias de la Naturaleza, 3º de Educación Primaria.
3. **Temporalization:** This unit starts on 30th March and finishes on 24th April. It lasts 12 sessions.
4. **Justification for the didactic unit topic:** There is a new member in class. He is an alien called Maki who came from Neptune. He is fascinated about how life on Earth is, so the main purpose of these didactic units is to show him everything about our planet. In this specific moment of the year, the students

will travel to a city in the South of Spain called Córdoba, where the *Festival de los Patios Cordobeses* is celebrated between 6th and 19th May. At that time of the year, the city balconies are full of beautiful plants and flowers, the views are impressive, and the atmosphere is magical. This will be the perfect occasion to talk about plants (Natural Science content). Maki and the students will be able to make comparisons between the plants that exist on Earth to the ones in Neptune (if there are any).

5. Relationship between objectives and key competences:

- Expresar la existencia (*there is / are*). (CC.CC. 1).
- Expresar la entidad (*nouns and pronouns*). (CC.CC. 1).
- Enunciar secuencias en el tiempo (*sequence: first... then...*). (CC.CC. 1).
- Conjugar verbos en el tiempo presente de indicativo. (CC.CC. 1).
- Comprender el sentido global de explicaciones o instrucciones orales sencillas. (CC.CC. 1).
- Pedir y comprender instrucciones. (CC.CC. 1).
- Entender y emplear vocabulario básico relativo a los temas estudiados a lo largo de la unidad didáctica. (CC.CC. 1).
- Describir, tanto oralmente como por escrito, la apariencia exterior de determinadas plantas, así como sus procesos de crecimiento y sus cuidados. (CC.CC. 1).
- Completar formularios. (CC.CC. 1).
- Utilizar correctamente adjetivos en grado comparativo y superlativo. (CC.CC. 1).
- Nombrar las cuatro estaciones del año y las características principales de la primavera. (CC.CC. 1).
- Nombrar las propiedades principales de distintos materiales. (CC.CC. 1).
- Utilizar las formas verbales *have / don't have*. (CC.CC. 1).
- Identificar las figuras geométricas básicas. (CC.CC. 1).
- Utilizar correctamente verbos de modo (*can / can't, must / mustn't, have to / don't have to, should / shouldn't*). (CC.CC. 1).
- Emplear los números ordinales (1^o - 5^o). (CC.CC. 1).
- Utilizar adjetivos para describir colores. (CC.CC. 1).

6. Contents:

- Fórmulas para expresar la existencia (*there is / there are*) y la entidad (*nouns and pronouns*).
- Fórmulas para el enunciado de secuencias temporales (*sequence: first... then...*).
- Present simple.
- Petición de instrucciones.
- Vocabulario básico relativo a los distintos temas tratados a lo largo de la unidad didáctica.
- Descripciones, tanto orales como escritas, la apariencia exterior de determinadas plantas, así como sus procesos de crecimiento y sus cuidados.
- Relleno de formularios.
- Características del geranio, el clavel y el gitanillo.
- Partes de la casa.
- Grado comparativo y superlativo de los adjetivos.
- Identificación de figuras geométricas básicas.
- Estaciones del año (especial énfasis en la primavera).
- Have / don't have.
- Verbos modales (can / can't, must / mustn't, have to / don't have to, should / shouldn't).
- Números ordinales (1º - 5º).
- Adverbios de modo.
- Adjetivos.

7. Assessment criteria and minimum level required:

- To ask for instructions.
- To use vocabulary related to the different topics.
- To describe the appearance of plants and their life cycle.
- To fill in questionnaires.
- To make use of there is / there are expressions.
- To make chronologically ordered statements using indicators of sequence.

- To use comparatives and superlatives adjectives.
- To list the four seasons of the year and spring's main characteristics.
- To name the main properties of different materials.
- To use have / don't have and verbs in the present tenses.
- To identify different geometrical shapes.
- To describe the six stages of a plant's life cycle.
- To mention the things that plants need to grow healthy.
- To use modals (can / can't, must / mustn't, have to / don't have to, should / shouldn't).
- To conjugate the verb *to wear* in the Present Simple tense.
- Use ordinal numbers (1st – 5th).
- To use adverbs of manner.
- Use adjectives to describe colours (bold, bright, cold, colorful, dark and warm).

8. Methodology and activities. Lesson plan templates:

Unit	7: Springtime at Córdoba	Lesson	1	Time	50 min for the 1 st session + 45 min for the 2 nd session	
Topic/Session Title	Seasons: spring			Class	English	
Focus						
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing					
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse					
Competences	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic					
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Understand the global meaning of explanations given by the teacher. - List the four seasons of the year and compare them. - Describe spring's main characteristics. 					
Evaluation criteria	<ul style="list-style-type: none"> - Students identify the main characteristics of the four seasons. - Students accurately describe spring's main characteristics. - Students effectively associate colours to seasons. 					
Previous knowledge	<ul style="list-style-type: none"> - Students have previously learnt the colours and the names of the seasons in English. 					
Materials	<ul style="list-style-type: none"> - T's polaroid pictures. - T's pictures of the four seasons. - Construction paper. - Finger-paint. - Paper hands. - Cardboards. 			Spaces	Classroom.	
Procedures						
Timing	This lesson is designed to be developed among two sessions due to the length of its activities.					
	Timing	Stage	Activities (T / S role)		Grouping	
FIRST SESSION	5 min	Warm-up	<ul style="list-style-type: none"> - The teacher will present the students a couple of polaroid pictures showing spring scenes from different regions of Spain. - A brainstorming will come up with the ideas that come to the students' minds when they observe the pictures. (See appendix in this link). 		Whole class.	

	15 min	Presentation	<ul style="list-style-type: none"> - The teacher will talk about things that happen (<i>In spring, flowers bloom / Daylight is longer in spring than in winter / Animals who hibernate start to wake up and become active</i>) and don't happen in spring (<i>In springs, most leaves don't fall from the trees / Temperatures are not warmer in spring than in summer / It never snows in spring</i>). - At the same time, they will be working on colours (<i>which colours come to your mind when we talk about spring?</i>). The T tries to link the colours with some features (for instance, we associate the cold weather with the colour blue). (See appendix in this link). 	Whole class.
	15 min to make the seasonal trees + 15 min to present it	Practice	<ul style="list-style-type: none"> - Seasonal trees activity. In groups, Ss will decorate a spring tree using finger-paint. Each student will be given a role (speaker, material manager, leader, recorder and time keeper). They must pay attention to the colours they use (as they are talking about spring, they should focus on using green and red). After that, each group will present their work in front of the class. (See appendix in this link). 	In groups.
SECOND SESSION	15	Consolidation	<ul style="list-style-type: none"> - Green and white hands activity. Each student will have a paper hand. One side of the hand will be green and the other one will be blue (green will be used for correct answers and blue will mean incorrect answer, because the colour that is usually associated with spring is green, and blue is often associated with winter). T will project some statements and Ss will have to 	Individual work.

			raise the paper hand on the correct side. For example: <i>In spring, most of leaves fall from the trees</i> (Ss should raise the blue side of their paper hands because that statement is false, leaves fall during autumn).	
	15 min to prepare the cardboard + 15 min to present it	Round-up	<ul style="list-style-type: none"> - Ss will have to prepare a cardboard writing what they have learnt about spring. They will have freedom to add drawings if they wanted to. Later, they will present it in front of the class. - T will write some reminders and tips on the whiteboard related to the language (these are the ideas talked during warm-up and presentation stages), like: <i>In spring, the colours... In spring, the leaves... In spring, the flowers...</i> 	In groups.

Unit	7: Springtime at Córdoba	Lesson	2	Time	40 min for the 1 st session + 45 min for the 2 nd session	
Topic/Session Title	Weather in Córdoba			Class	English	
Focus						
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing					
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse					
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic					
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand what the spring is like in Córdoba. - Correctly use adjectives (cold / hot / warm / sunny / snowy / windy / rainy). - Identify the temperature using a thermometer. 					
Evaluation criteria	<ul style="list-style-type: none"> - Students accurately describe the main characteristics of spring in Córdoba. - Students effectively employ the following adjectives: cold / hot / warm / sunny / snowy / windy / rainy. - Students identify the temperature using a thermometer. 					
Previous knowledge	<ul style="list-style-type: none"> - In previous years, students have learnt the four seasons and their main characteristics. 					
Materials	<ul style="list-style-type: none"> - T's polaroid pictures. - T's PPT presentation. - Signboards. 			Spaces	Classroom.	
Procedures						
Timing	This lesson is designed to be developed among two sessions due to the length of its activities.					
	Timing	Stage	Activities (T / S role)		Grouping	
FIRST SESSION	10 min	Warm-up	<ul style="list-style-type: none"> - The teacher will present to the students a couple of polaroid pictures showing what Córdoba city looks like in spring. - A brainstorming will come up with the ideas that come to the students' minds when they observe the pictures. (See appendix in this link). 		Whole class.	

	10 min	Presentation	<ul style="list-style-type: none"> - The teacher will make a Power Point presentation using real pictures of the streets of Córdoba in spring, especially during the <i>Festival de los Patios Cordobeses</i>. S/he will talk about the main characteristics of spring in Córdoba, putting an emphasis on the weather and the temperatures and on how to check them on a thermometer. T will introduce the following vocabulary words: cold / warm / hot, rain / rainy, sun / sunny, snow, windy, clouds / cloudy, temperature/thermometer . 	Whole class.
	10 min	Practice	<ul style="list-style-type: none"> - Ss will be working in groups. Each student will be given a role (speaker, material manager, leader, recorder and time keeper). Using their tablets, they will be showed spring scenes in Córdoba and other places and they will have to choose the ones that belongs to Córdoba. (See appendix in this link). 	In groups.
	10 min	Consolidation	<ul style="list-style-type: none"> - Yes / no game. In pairs, Ss will have two signboards, one of them labelled with the word <i>yes</i> and the other one with the word <i>no</i>. They should raise the correct signboard to answer the questions asked by the teacher. For example: <i>Does it usually rain in spring in Córdoba?</i> 	In pairs.
SECOND SESSION	20 min to prepare	Round-up	<ul style="list-style-type: none"> - Ss will make a Power Point presentation on their tablets on how the four 	Individual work.

	the power point presentation + 20 min to present it		seasons are in their city or they countryside village. T will remind them to use the new vocabulary words learnt through the unit (cold / warm / hot, rain / rainy, sun / sunny, snow, windy, clouds / cloudy). - After that, they will present their Power Point presentations in front of the class.	
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Unit	7: Springtime at Córdoba	Lesson	3	Time	40 min for the 1 st session + 45 min for the 2 nd session	
Topic/Session Title	Houses			Class	English	
Focus						
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing					
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse					
Competences	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic					
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Name the parts of a house they learnt the previous year. - Identify different styles of houses (a flat, a bungalow and a housing estate). - Use adjectives related to houses (spacious, narrow, luminous, darkened, new, old, small, big). - Differentiate a bungalow, a house, a flat and a housing estate. 					
Evaluation criteria	<ul style="list-style-type: none"> - Students name the parts of a house. - Students identify different styles of houses. - Students use adjectives to describe houses (spacious, narrow, luminous, darkened, new, old, small, big). - Students differentiate a bungalow, a house, a flat and a housing estate. 					
Previous knowledge	<ul style="list-style-type: none"> - Students have previously learnt the parts of a house in English. 					
Materials	<ul style="list-style-type: none"> - <i>Video about houses in Córdoba for the presentation stage:</i> https://www.youtube.com/watch?v=i1xtaMH_t8Y - <i>Video about apartments / flats in Madrid for the presentation stage:</i> https://www.youtube.com/watch?v=yhappv86mpq 			Spaces	Classroom.	
Procedures						
Timing	This lesson is designed to be developed among two sessions due to the length of its activities.					
	Timing	Stage	Activities (T / S role)		Grouping	
FIRST SESSION	10 min	Warm-up	<ul style="list-style-type: none"> - The teacher will present to the students a couple of polaroid pictures showing how the houses in Córdoba are. 		Whole class.	

			<ul style="list-style-type: none"> - A brainstorming will come up with the ideas that come to the students' minds when they observe the pictures. (See appendix in this link). 	
	15 min	Presentation	<ul style="list-style-type: none"> - Using the projector, the teacher will play four Youtube videos to discuss with Ss what the differences between the houses in Córdoba, the flats, the bungalows and the housing estates in Madrid are. (See appendix in this link). 	Whole class.
	15 min	Practice	<p>Do you remember the parts of a house? In this activity, Ss will be using their tablets. In groups, they will have to label the parts of a house, a flat, a bungalow and a housing estate on a picture. Each student will be given a role (speaker, material manager, leader, recorder and time keeper).</p>	In groups.
SECOND SESSION	15 min	Consolidation	<ul style="list-style-type: none"> - T will split the class into two groups. There will be a poster of an apartment / flat and a poster of a house in front of them, on the whiteboard. T will be reading aloud some statements mentioned in the presentation stage and one student from each group will have to run and touch the correct picture. (See appendix in this link). 	2 big groups.
	15 min to prepare the posters + 15 min to present them	Round-up	<ul style="list-style-type: none"> - Ss will work in small groups to elaborate posters on what the differences between houses in Córdoba and their houses in Madrid are. T will add some reminders, like <i>don't forget to use at least 4 adjectives</i>. - Ss will present the posters they elaborated to their classmates. 	Small groups.

Unit	7: Springtime at Córdoba	Lesson	4	Time	50 min
Topic/Session Title	Materials			Class	English
Focus					
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing				
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse				
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic				
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Name the main properties of different materials (wood, glass, ceramic, metal, stone and cement). - Use vocabulary to describe those materials (wrinkly, opaque, transparent, fragile, rigid, breakable, shiny, smooth, hard, rough, lumpy and sticky). 				
Evaluation criteria	<ul style="list-style-type: none"> - Students name the main properties of wood, glass, ceramic, metal, stone and cement. - Students identify effectively employ vocabulary to describe materials (wrinkly, opaque, transparent, fragile, rigid, breakable, shiny, smooth, hard, rough, lumpy and sticky). 				
Previous knowledge	<ul style="list-style-type: none"> - Students have previously learnt how to make descriptions using the Present Simple tense. 				
Materials	<ul style="list-style-type: none"> - Video for the warm-up stage: https://www.youtube.com/watch?v=sJBDFEL2m8&t=114s 			Spaces	Classroom.
Procedures					
Timing	Stage	Activities (T / S role)			Grouping
5 min	Warm-up	<ul style="list-style-type: none"> - Using the projector, the teacher will play a Youtube video on the screen where Ss will see how wooden houses are built. (See appendix in this link). 			Whole class.
10 min	Presentation	<ul style="list-style-type: none"> - T will be showing the Ss some flashcards with a picture of a material and its name written on it (e.g. <i>wood</i>, and a picture of a wooden board). At the same time, T will be explaining the main properties of each material (wood: wrinkly and opaque; glass: transparent and fragile; ceramic: 			Whole class.

		<p>rigid and breakable; metal: shiny and smooth; stone: hard and rough; cement: lumpy and sticky). (See appendix in this link).</p>	
15 min	Practice	<ul style="list-style-type: none"> - Every group will be given a flashcard (from the presentation stage; see appendix in this link, so they will be working on a material. T will give them 2 minutes and Ss will have to write as many objects as they can think of that are made of that material (e. g., the group that is working on glass can write some examples like window, glass of water, bottle, glasses...). - After that, they will sit on an assembly to share their answers with the rest of the Ss. 	In groups.
10 min	Consolidation	<ul style="list-style-type: none"> - The class will be divided into two big groups. T will show two pictures of the streets in Córdoba (see appendix in this link), and s/he will give the students two minutes to write all the materials that they can see in the pictures. - It will be a contest, so at the end of the activity they will share their results aloud and the ones who find more materials will be the winners. 	In two big groups.
10 min	Round-up	<ul style="list-style-type: none"> - Ss will prepare poster and draw what the house of their dreams would look like, explain why and write about the materials they would use and the main properties they would have. - Each student will keep his/her drawing in his/her own <i>Diary of adventures</i> which they use to keep track of the activities they do so that Maki can take it back to his planet at the end of the school year. 	Individual work.

Unit	7: Springtime at Córdoba	Lesson	5	Time	50 min
Topic/Session Title	Flowers			Class	English
Focus					
Skills	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing				
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse				
Competences	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic				
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Determine which are the most typical flowers at the <i>Festival de Patios Cordobeses</i> in Córdoba (geraniums, carnations and gitanillas). - Describe those flowers' appearance using have / don't have and present tenses. - Use flower-related vocabulary (petal, stem, root, leaves). 				
Evaluation criteria	<ul style="list-style-type: none"> - Students determine which are the most typical flowers at the <i>Festival de Patios Cordobeses</i> in Córdoba. - Students describe the appearance of geraniums, carnations and gitanillas. - Students correctly use have / don't have and verbs in the present tenses. - Students use se flower-related vocabulary (petal, stem, root, leaves). 				
Previous knowledge	<ul style="list-style-type: none"> - In previous years, students have learnt the colours in English. In addition, they have learnt to conjugate verbs in the present tenses, and they have been introduced to have / don't have. 				
Materials	<ul style="list-style-type: none"> - T's polaroid pictures. - Real geraniums, carnations and gitanillas. - Video for the presentation stage: https://www.youtube.com/watch?v=KhEjigRVb5s - Paper sheets. - Water. - Small containers to make petal scent. - Pencils, crayons, colour markers, finger-paint. - Different types of coloured paper. 	Spaces	Science lab.		

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm-up	<ul style="list-style-type: none"> - The teacher will present to the students a couple of polaroid pictures showing them the most typical flowers at the <i>Festival de Patios Cordobeses</i> in Córdoba. - A brainstorming will come up with the ideas that come to the students' minds when they observe the pictures. (See appendix in this link). 	Whole class.
5 min	Presentation	<ul style="list-style-type: none"> - T will present the following Youtube video on the projector. It shows the main flowers located at the balconies in Córdoba. - Then, he or she will talk about the differences that exist between geraniums, carnations and gitanillas. T will bring real flowers to the class so the Ss can see them. (See appendix in this link). 	Whole class.
10 min	Practice	<ul style="list-style-type: none"> - Run and touch the correct flower! T will be asking some questions related to the three flowers that they have been working on. There will be three paper flowers on a wall. Ss will be working in groups and standing in lines. One person from each group will have to run and touch the flower that gives the correct answer. 	In groups.
15 min	Consolidation	<ul style="list-style-type: none"> - Making petal scents. In 3 groups, Ss will elaborate petal scent (one group will make geranium scent, another group will make carnation scent and the last one will make gitanilla scent). T will provide them with sample scents and paper sheets where they will read the instructions to elaborate them correctly. Each student will be given a role (speaker, material manager, leader, recorder and time keeper). * The instructions to make the petal 	In groups.

		scents can be found here in this link .	
15 min	Round-up	<ul style="list-style-type: none"> - Each student will make a flower out of paper. They will have freedom to choose the flower they like the most and to use the materials they want to. - Later, those flowers will be displayed in class. 	Individual work.

Unit	7: Springtime at Córdoba	Lesson	6	Time	50 min
Topic/Session Title	Flower's battle			Class	English
Focus					
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing				
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse				
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic				
Learning outcomes	Students will be able to: - Use comparative and superlative adjectives (bigger than / the biggest, more colorful than / the most colorful, etc.). - Identify different geometrical shapes (circle, rectangle, and triangle).				
Evaluation criteria	- Students use comparative and superlative adjectives. - Students identify different geometrical shapes (circle, rectangle, and triangle).				
Previous knowledge	No previous knowledge is required.				
Materials	Video for the warm-up presentation: https://www.youtube.com/watch?v=yudPED9y9s .			Spaces	Classroom.
Procedures					
Timing	Stage	Activities (T / S role)			Grouping
5 min	Warm-up	- Using the projector, the teacher will play a Youtube video on the screen where Ss will see how the flowers' battle in Córdoba looks like. See appendix in this link .			Whole class.
10 min	Presentation	- T will show the Ss some pictures of the flowers' battle (see appendix in this link) and explain what people usually do at that festivity. S/he will describe the pictures using comparative and superlative adjectives. - At the same time, Ss should raise their hands and say what geometric shapes they see (e. g. that float has a rectangular shape, that bouquet of flowers has a triangular shape). - T will stick on the wall a poster with those new words and concepts.			Whole class.
10 min	Practice	- Every pair of Ss will be asked to complete a table: they will have to link the words (new concepts) with			In pairs.

		their respective pictures.	
15 min	Consolidation	<ul style="list-style-type: none"> - Every group must prepare a Power Point presentation or a leaflet with the aim to convince people to visit the flowers' battle. 	In groups of 5 people.
10 min	Round-up	<ul style="list-style-type: none"> - Ss will be asked to write a story about what would happen if they went to the flowers' battle in Córdoba. - T will pick some volunteers to read their stories aloud. 	Individual work.

Unit	7: Springtime at Córdoba	Lesson	7	Time	50 min
Topic/Session Title	Life cycle of a plant			Class	English
Focus					
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing				
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse				
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic				
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Distinguish the six stages of a plant's life cycle (seed stage, germination, growth, reproduction, pollination and spreading seeds). - Use indicators of sequence (first, second, then, later, after that, at the end). 				
Evaluation criteria	<ul style="list-style-type: none"> - Students describe the six stages of a plant's life cycle (seed stage, germination, growth, reproduction, pollination and spreading seeds). - Use indicators of sequence (first, second, then, later, after that, at the end). 				
Previous knowledge	<ul style="list-style-type: none"> - No previous knowledge is required. 				
Materials	<ul style="list-style-type: none"> - T's polaroid pictures. - The plants that Ss have been cultivating during the previous weeks. - Comic strips. - Paper sheets, pencils and pens. 	Spaces	Classroom.		
Procedures					
Timing	Stage	Activities (T / S role)			Grouping
5 min	Warm-up	<ul style="list-style-type: none"> - The teacher will present to the students a couple of polaroid pictures showing plants at different stages of their life cycle. - A brainstorming will come up with the ideas that come to the students minds when they observe the pictures. <p>See appendix in this link.</p>			Whole class.
10 min	Presentation	Among the previous weeks, each group of Ss will have been planting seeds in empty yoghurt containers. The first group			Individual planting + whole class

		<p>planted the seeds four weeks ago, the second group three weeks ago, and so on; that way, the plants will be on different stages on the day we do this activity. T will start a discussion about the different stages they are in and explain the differences.</p> <p>See appendix in this link.</p>	presentation
10 min	Practice	<ul style="list-style-type: none"> - Can you put these comic strips in order? Ss will have to order six comic strips given by the teacher. T will put emphasis on indicators of sequence (first, second, then, later, after that, at the end). 	In pairs.
15 min	Consolidation	<ul style="list-style-type: none"> - There will be six cardboards with the names and the pictures of the six stages of the life cycle of plants on the wall. In groups, Ss will have to cut out pictures of plants from magazines specialized on nature and stick them on the correct cardboard. Each student will be given a role (speaker, material manager, leader, recorder and time keeper) and they will have to talk and decide where to stick the pictures. 	In groups.
10 min	Round-up	<ul style="list-style-type: none"> - Ss will have to write a small summary of the six stages of the life cycle of plants, including drawings, in order to add it to their folders. T will write some reminders on the whiteboard, like <i>remember to use at least four indicators of sequence</i>. 	Individual work.

Unit	7: Springtime at Córdoba	Lesson	8	Time	50 min
Topic/Session Title	How to take care of plants			Class	English
Focus					
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing				
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse				
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic				
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Mention the things that plants need to grow healthy (air, water, soil and sunlight). - Use modals (can / can't, must / mustn't, have to / don't have to, should / shouldn't). 				
Evaluation criteria	<ul style="list-style-type: none"> - Students mention the things that plants need to grow healthy (air, water, soil and sunlight). - Students use modals (can / can't, must / mustn't, have to / don't have to, should / shouldn't). 				
Previous knowledge	<ul style="list-style-type: none"> - No previous knowledge is required. 				
Materials	<ul style="list-style-type: none"> - Yoghourt containers. - Soil. - Cardboard. - Paper sheets. 	Spaces	Classroom, garden.		
Procedures					
Timing	Stage	Activities (T / S role)			Grouping
5 min	Warm-up	<ul style="list-style-type: none"> - T will start a brainstorming with questions like <i>do you have plants at home? Have you ever watered a plant? Do plants live forever? If not, how long do they live? What do you think plants need to survive? How can you tell if a plant is healthy or not?</i> while showing some pictures of plants. See appendix in this link. 			Whole class.
10 min	Presentation	T will show the Ss a cardboard with pictures of green, healthy plants on one side and, on the other side, plants that are dying. T will explain what we must do if we want to take care of plants (air, water, soil and sunlight). For instance, T can say <i>You must water</i>			Whole class.

		<i>your plant every day; You shouldn't place your plant away from the sun. See appendix in this link.</i>	
10 min	Practice	- Ss will be given a sheet of paper with different options. They will have to colour the things a plant needs to grow. See appendix in this link .	Individual work.
10 min	Consolidation	- We own a plant. In pairs, Ss will be taking care of their own plants. On this day, they will plant their seeds, and they will continue taking care of their plants among the weeks. They will write a diary in which they will have freedom to add drawings if they wanted to. There will be some conditions, like <i>remember to talk about the 5 main conditions that plants need to get or don't forget to use 3 modals.</i>	In pairs + individual work.
10 min	Round-up	- Ss will be given a blank shape of a tree with four branches and the trunk. They will have to colour them with a green crayon according to the 8 instructions given by the teacher. T will know that they are right just by looking at the trees (<i>are they fully coloured? Do they still have a blank branch?</i>).	Individual.

Unit	7: Springtime at Córdoba	Lesson	9	Time	50 min
Topic/Session Title	Typical food			Class	English
Focus					
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing				
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse				
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic				
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Compare the taste of two or more dishes (sweeter than / the sweetest, more savoury than / the most savoury, crunchier than / the crunchiest, spicier than / the spiciest). - Use temporal expressions to report steps (first, after, later, at the end). 				
Evaluation criteria	<ul style="list-style-type: none"> - Students compare the taste of two or more dishes (sweeter than / the sweetest, more savoury than / the most savoury, crunchier than / the crunchiest, spicier than / the spiciest). - Students write texts using temporal expressions (first, after, later, at the end). 				
Previous knowledge	<ul style="list-style-type: none"> - Students will have previously learnt the vocabulary related to food, ingredients and kitchen equipment. 				
Materials	<ul style="list-style-type: none"> - Ingredients to cook <i>salmorejo</i>, <i>flamenquines</i> and <i>pastel cordobés</i>. - Recipes printed. - PowrerPoint presentation about the three Cordoban dishes. 	Spaces	Classroom, kitchen.		
Procedures					
Timing	Stage	Activities (T / S role)			Grouping
5 min	Warm-up	<ul style="list-style-type: none"> - The teacher will bring to school some <i>salmorejo</i>, <i>flamenquines</i> and a <i>pastel cordobés</i>. - Ss will start to feel curious about the food, and a brainstorming will come up with the questions asked by them (<i>what is that? Can we eat it?</i>) and by T (<i>do you know what these dishes are? Have you ever tried them?</i>). See appendix in this link .			Whole class.

10 min	Presentation	<ul style="list-style-type: none"> - T will prepare a PowerPoint presentation about the three typical dishes s/he brought: <i>salmorejo</i>, <i>flamenquines</i> and <i>pastel cordobés</i> and s/he will talk about their preparation. - Later, Ss will try the dishes and they will compare their tastes. 	Whole class.
15 min	Practice	<ul style="list-style-type: none"> - Let's do the shopping! To start with, T will give each student a shopping list. Ss will perform a role-play pretending that they go to a supermarket to buy ingredients in order to prepare the three Cordoban typical dishes. The ingredients would have been previously bought by the T, so Ss will be exchanging real food. - In this activity, half of the Ss in the class will be the cashiers and the other half will be the customers (the T writes some sentences on the board for them to follow, such as: <i>Good morning; Can I have three tomatoes, please?; There you go; How much is it?; It is five euros; Here is your change; Thank you.</i> 	Whole class activity, but Ss will be working in pairs (cashier-customer)
15 min	Consolidation	<ul style="list-style-type: none"> - Cooking time. Ss and the T will be working in the school kitchen next to the canteen. In groups of 4 and 5, they will prepare one of the three dishes previously mentioned. To do it properly, each group will be given a paper with the recipe, and they will receive help from the chefs that usually work there. - Ss will be able to try the dishes during a break. 	In groups.
5 min	Round-up	<ul style="list-style-type: none"> - Ss will write a recipe with the corresponding steps and the ingredients needed to prepare one of the Cordoban dishes. After that, they will include it in their own <i>Diary of adventures</i> so that Maki can take them with him. - T will write some reminders on the whiteboard (remember to use 	Individual work.

		<p>comparatives and temporal expressions).</p> <ul style="list-style-type: none">- Ss can finish the recipe at home if they don't have time to do it in class. This is a motivating and simple homework, and they can receive help from their families and maybe use the Internet to print pictures.	
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Unit	7: Springtime at Córdoba	Lesson	10	Time	50 min
Topic/Session Title	Traditional clothing in Córdoba			Class	English
Focus					
Skills	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing				
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse				
Competences	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic				
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Use the vocabulary related to Cordoba's traditional clothing (high waist trousers, shirt with frills, jacket, Cordoban hat and a carnation). - To conjugate the verb <i>to wear</i> in the Present Simple tense. 				
Evaluation criteria	<ul style="list-style-type: none"> - Students effectively use the vocabulary related to Cordoba's traditional clothing (high waist trousers, shirt with frills, jacket, Cordoban hat and a carnation). - Students conjugate the verb <i>to wear</i> in the Present Simple tense. 				
Previous knowledge	<ul style="list-style-type: none"> - Students have previously learnt the basis of conjugating verbs in Present Simple. 				
Materials	<ul style="list-style-type: none"> - Youtube video about traditional clothing in Andalucía: https://www.youtube.com/watch?v=5kypg hTPLuQ. - A map to be projected on the screen. - Power Point presentation about Córdoba's traditional clothing. - Male and female silhouettes + parts of the clothing printed on cardboard. - Costumes from the school's Drama Theatre. 	Spaces	Classroom, Drama Theatre.		
Procedures					
Timing	Stage	Activities (T / S role)		Grouping	
5 min	Warm-up	T will play on the screen a Youtube video about traditional clothing in Andalucía. See appendix in this link . <ul style="list-style-type: none"> - After that, s/he will ask the Ss if they have seen those clothes before, and where. 		Whole class.	

5 min	Presentation	<p>First, T will show a map and will explain where Córdoba is located (in the South of Spain, in a region called Andalucía). See appendix in this link.</p> <ul style="list-style-type: none"> - It is important that T remarks that each region in Spain has its different traditional clothing. In this lesson we are talking about Córdoba's. <p>T will prepare a Power Point presentation about the different parts of the traditional clothing, which are (high waist trousers, shirt with frills, jacket and Cordoban hat). Sometimes, a carnation can be included in the outfit as well. See appendix in this link.</p> <ul style="list-style-type: none"> - T will add a fact about Cordoba's traditional clothing: male and female clothes are very similar, which doesn't happen often. 	Whole class.
10 min	Practice	<ul style="list-style-type: none"> - T will give Ss male and female silhouettes and the parts of the clothing printed on cardboard. Ss will have to cut all the pieces out and stick them together. 	In pairs.
20 min	Consolidation	<ul style="list-style-type: none"> - Ss and T will go to the Drama Theatre located in the school, where all the customs are stored. They will dress up as <i>cordobeses</i> and <i>cordobesas</i>. 	Whole class.
10 min	Round-up	<ul style="list-style-type: none"> - Ss will be required to draw themselves wearing the Cordoba's traditional clothing and labeling its parts (high waist trousers, shirt with frills, jacket, Cordoban hat and a carnation). - Each student will keep his/her drawing in his/her own <i>Diary of adventures</i>. 	Individual work.

Unit	7: Springtime at Córdoba	Lesson	11	Time	50 min
Topic/Session Title	Traditional dancing: The Vito			Class	English
Focus					
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing				
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse				
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic				
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Use adverbs of manner (quietly, slowly, quickly, carefully, and loudly). - Use ordinal numbers (1st – 5th) to order the steps of Vito dancing. 				
Evaluation criteria	<ul style="list-style-type: none"> - Students use adverbs of manner (quietly, slowly, quickly, carefully, well, badly, loudly). - Students use ordinal numbers (1st – 5th) to put the steps of Vito dancing in order. 				
Previous knowledge	<ul style="list-style-type: none"> - Students have previously learnt the muscles, joints and bones of the human body in Unit 5: <i>What do you like to do in your leisure time?</i> 				
Materials	<ul style="list-style-type: none"> - Youtube video for the warm-up stage: https://www.youtube.com/watch?v=-WUQNjzAjZk. - Youtube video for the presentation stage: https://www.youtube.com/watch?v=ghpmVXSUfWs (min 2:40). 	Spaces	Classroom, gym.		
Procedures					
Timing	Stage	Activities (T / S role)			Grouping
5 min	Warm-up	<ul style="list-style-type: none"> - When Ss come into the classroom, some folk music will be played. This will call their attention. - T will project a Youtube video in which a group of people is dancing The Vito (the traditional dancing in Córdoba). See appendix in this link. 			Whole class.
10 min	Presentation	<ul style="list-style-type: none"> - The Physical Education teacher will project an interactive map of the muscles of the human body as a reminder of what they learnt in unit 5. Ss will be simultaneously 			Whole class.

		<p>touching the parts of their bodies when T mentions them.</p> <ul style="list-style-type: none"> - T will show them some Vito steps that are related to every muscle and an adjective of each (e.g., <i>stamp your feet loudly, raise your arms slowly</i>). <p>See appendix in this link.</p>	
10 min	Practice	<ul style="list-style-type: none"> - Rotating sheet technique. Each group will be given a sheet of paper. One of the students will draw and explain aloud to the rest of the members the first step of the Vito dancing. Then, it will be the second student's turn, and so on. They will have permission to use their tablets to get some inspiration. - T will write some reminders on the whiteboard, for instance <i>remember to use at least three adverbs of manner</i> and <i>don't forget to include 5 ordinal numbers</i>. 	In groups of five students.
15 min	Consolidation	<ul style="list-style-type: none"> - Ss and T will go to the gym and perform a Vito dance show in groups. While a group is dancing, the others will fill in a rubric (peer-assessment). 	In groups of five students.
10 min	Round-up	<ul style="list-style-type: none"> - Once students have learnt the movements: <i>stamp your feet loudly, raise your arms slowly, etc.</i>, in groups of 4 or 5 people they will create another dance and show it to the rest of the class. The teacher will encourage the rest of the class to perform the "new" dances. 	In groups.

Unit	7: Springtime at Córdoba	Lesson	12	Time	50 min
Topic/Session Title	Mosque-Cathedral of Córdoba			Class	English
Focus					
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing				
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse				
Competences	<input checked="" type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic				
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Identify the parts of a Mosque. - List the predominant colours in a Mosque. - Use adjectives to describe colours (bold, bright, cold, colorful, dark and warm). 				
Evaluation criteria	<ul style="list-style-type: none"> - Students identify the parts of a Mosque. - Students list the predominant colours in a Mosque. - Students use adjectives to describe colours (bold, bright, cold, colorful, dark and warm). 				
Previous knowledge	<ul style="list-style-type: none"> - Students have previously learnt the colours in English. 				
Materials	<ul style="list-style-type: none"> - A picture of the Mosque-Cathedral of Córdoba. - Worksheet to label the parts of a Mosque. - Worksheet to colour in the picture according to the predominant colours. - Magazines, scissors, glue, coloured pencils, markers... to make the collage. 	Spaces	Classroom.		
Procedures					
Timing	Stage	Activities (T / S role)			Grouping
5 min	Warm-Up	The T will show a polaroid picture of the Mosque-Cathedral of Córdoba: a brainstorming will come up with the ideas that come to the students' minds when they observe it. See appendix in this link .			Whole class.

10 min	Presentation	<ul style="list-style-type: none"> - The T will project a picture showing the parts of a Mosque. See appendix in this link. - S/he will start a discussion with the Ss about the predominance of colours (<i>What colours can you see in this picture? What do they make you feel? Why do you think the builders used these colours?</i>). - After the discussion, T will come to a conclusion and will explain Ss the answers to those questions. See appendix in this link. 	Whole class.
10 min	Practice	<ul style="list-style-type: none"> - In pairs, Ss will be given a worksheet in which they must label the parts of a Mosque. See appendix in this link. 	In pairs.
10 min	Consolidation	<ul style="list-style-type: none"> - Each student will be given a worksheet. They will have to colour in the picture according to the predominance of colours they have learnt previously. See appendix in this link. 	Individual work.
15 min	Round-up	<ul style="list-style-type: none"> - Collage. Each student will be given a role (speaker, material manager, leader, recorder and time keeper). Ss will be required to bring in magazines and try to make the Mosque of Cordoba using different materials and pictures. 	In groups.

UNIT 8: BACK TO MY PLANET

1. **Unit title:** Back to my planet
2. **Subject and year:** Inglés and Ciencias Sociales, 3º de Educación Primaria.
3. **Temporalization:** This unit starts on 27th April and finishes on 22nd May. It lasts 12 sessions.
4. **Justification for the didactic unit topic:** Maki must go back to his planet. In this didactic unit the students will revise contents from the Solar System that they studied in Ciencias Sociales / Social Science the previous year (2º de Educación Primaria). Furthermore, this will be the most appropriate moment to introduce a new content: means of transport, coming from the need of Maki to go from the house where he has been living this year to the airport, where he will jump on a spaceship that will take him back to Neptune.
5. **Relationship between objectives and key competences:**
 - Comprender y expresar agradecimientos. (CC.CC. 1).
 - Expresar la intención. (CC.CC. 1).
 - Entender y enunciar peticiones de ayuda e información (*Can you help me, please? / How can I get to... / Which train should I take?*). (CC.CC. 1).
 - Asimilar las ideas principales de presentaciones sencillas y bien estructuradas que cuenten con imágenes. (CC.CC. 1).
 - Entender y emplear vocabulario básico relativo a viajes y medios de transporte. (CC.CC. 1).
 - Participar en conversaciones cara a cara en las que establece contacto social (saludar, pedir ayuda, dar las gracias). (CC.CC. 3).
 - Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales para iniciar, mantener o concluir una conversación. (CC.CC. 3).
 - Distinguir la función comunicativa principal (una demanda de información). (CC.CC. 3).
 - Hacerse entender en intervenciones breves y sencillas, aunque se produzcan titubeos, vacilaciones, repeticiones o pausas para reorganizar el discurso. (CC.CC. 3).

- Desenvolverse en situaciones cotidianas simples, reales o simuladas. (CC.CC. 3).
- Manejar un léxico relativo a las necesidades (*I need...*). (CC.CC. 1).
- Formular hipótesis sobre el contenido de textos sencillos partiendo de sus conocimientos previos, de las ilustraciones, del título, de los elementos gráficos, etc. (p. e., un plano de metro). (CC.CC. 1).
- Localizar información específica en material informativo sencillo como planos o mapas de transporte público. (CC.CC. 1).
- Utilizar correctamente fórmulas interrogativas (*Wh- questions*). (CC.CC. 1, CC.CC. 3).
- Usar adecuadamente verbos en tiempo presente (*present simple*). (CC.CC. 1).
- Enunciar secuencias en el tiempo (*sequence: first... then...*). (CC.CC. 1).

6. Contents:

- Fórmulas de agradecimiento y de intención.
- Peticiones de ayuda e información (*Can you help me, please? / How can I get to...? / Which train should I take?*).
- Vocabulario básico relativo a viajes y medios de transporte.
- Conversaciones cara a cara en las que establece contacto social (saludar, pedir ayuda, dar las gracias).
- Técnicas muy simples, lingüísticas o no verbales para iniciar, mantener o concluir una conversación.
- Funciones comunicativas: demanda de información.
- Léxico relativo a las necesidades (*I need...*).
- Fórmulas interrogativas (*Wh- questions*).
- Tiempo presente (*present simple*).
- Secuencias en el tiempo (*sequence: first... then...*).

7. Assessment criteria and minimum level required:

- To ask for help and for information (*Can you help me, please? / How can I get to...? / Which train should I take?*).
- To use vocabulary related to travels and means of transportation.
- To take part in face-to-face conversations.

- To apply efficient techniques to start, to maintain and to end a conversation.
- To express necessities (*I need...*).
- For understand and to use interrogative sentences (Wh- questions).
- To use verbs in the present simple form.
- To make chronologically ordered statements (sequence: first... then...).

UNIT 9: BYE BYE, MY FRIENDS

1. **Unit title:** Bye bye, my friends
2. **Subject and year:** Inglés, 3º de Educación Primaria.
3. **Temporalization:** This unit starts on 25th May and finishes on 19th June. It lasts 12 sessions.
4. **Justification for the didactic unit topic:** Maki, the alien that landed on Earth in September and has accompanied us through the academic year, must go back to his planet, Neptune. In this didactic unit the students are preparing for his farewell. They will learn how to express their feelings when saying goodbye to their friend.
5. **Relationship between objectives and key competences:**
 - Expresar sentimientos, tanto de forma oral como escrita. (CC.CC. 1).
 - Construir textos narrativos sencillos cuya función comunicativa principal sea una despedida. (CC.CC. 1).
 - Hacerse entender en intervenciones breves y sencillas. (CC.CC. 1, CC.CC. 4).
 - Participar en convenciones sociales en las que se expresan sentimientos. (CC.CC. 4).
 - Escribir, a partir de un modelo, correspondencia personal breve y simple (carta) en la que se despide de alguien. (CC.CC. 1).
 - Utilizar oraciones exclamativas (*I love you!*). (CC.CC. 1).
 - Utilizar verbos en futuro para expresar intención (*I am going to miss you*). (CC.CC. 1).
 - Emplear adjetivos para expresar la cualidad (*very + Adj.*). (CC.CC. 1).

- Expresar el tiempo (*indications of time: anteriority (before), posteriority (after), p. e.: Before meeting you, I was afraid of aliens, but now I'm not afraid of them anymore*). (CC.CC. 1).

6. Contents:

- Fórmulas de despedida.
- Estructura de una carta.
- Oraciones exclamativas.
- Adjetivos para expresar la cualidad.
- Verbos en futuro para expresar intención (*going to*).
- Indicadores de tiempo (*before and after*).

7. Assessment criteria and minimum level required:

- To write a goodbye letter using a structure given.
- To emit exclamative sentences.
- To use adjectives.
- To use the future tense of verbs to express an intention (*going to*).
- To use indicators of time (*before and after*).

CONCLUSION

Once that I have finished this final degree project, I can say that it has been a big challenge for me. I truly like learning new languages and teaching them, but I had never taught English in an actual Primary school, and designing an annual syllabus for English subject without having previous experience. This field made me feel like groping through a new way for the very first time at some points.

My intentions were to challenge myself, to face the fear of trying things and to design the best syllabus possible. I have tried to put in it all the knowledge that I have learnt through the past four years, including compulsory and voluntary activities, cultural fieltrips, seminars, conferences, resources, events, etc. I have brought it all together, mixed it in an organised and logic way, and, most important of all, I have constantly kept in mind the fact that every student has differences that makes him/her unique. There is not only one way of learning, and this was the most difficult part to face to

me. That is the reason why I added visual and auditive support, TPR activities, and reinforcement tools, not only for the kids that required special education adaptations, but for all of them. Talking about the methodology, I have discovered that Topic-based can be a fun and effective way of teaching English, due to the fact that teachers can give students the opportunity to speak up and adapt the didactic units according to their interests.

In terms of personal growth, I have put all my effort, time, passion, dedication and enthusiasm into this project, and it is so satisfying to look back at the beginning of the year and see how far I have come. I firmly believe that we can learn from every situation in life; because of that, I have taken into account all the previous experiences that I have had during my internships, both good and bad. There were some good practices that I wanted to apply in this syllabus, and there were some other bad practices that I have avoided. Anyway, I have learnt a lot through the internships periods, and this is what I have made as a result of it.

To finish with, I would like to thank Ana de Artiñano, my TFG director, in a special way for being reachable at all times, and for always helping me out, offering her time, her ideas and her experience teaching English and designing books. She has been always at hand when I needed it, and has kept my working with constancy, setting my goals and connecting all my ideas with the project itself.

Now, I can confirm my vocation as a teacher, whether it is in a Primary school or in academies teaching English to people of all ages.

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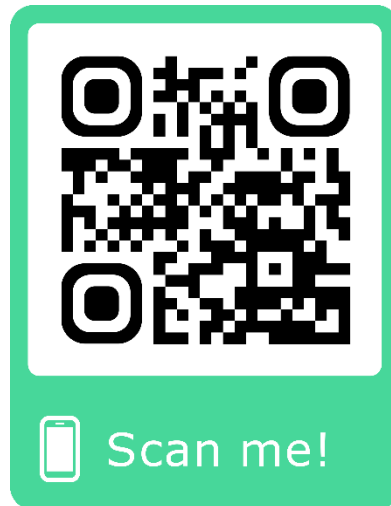
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III. APPENDIXES

1. PGA APPENDIXES

Appendix 1.1. Character and note

QR code that students should scan:



Hello, terrestrial people! My name is Maki and I come from outer space. I have been living in a planet called Neptune since I was born, but I am a very curious alien and now I decided to visit planet Earth. I want to explore everything: I want to learn about animals, countries, landscapes, human beings' lifestyles, nature... Can we be friends?

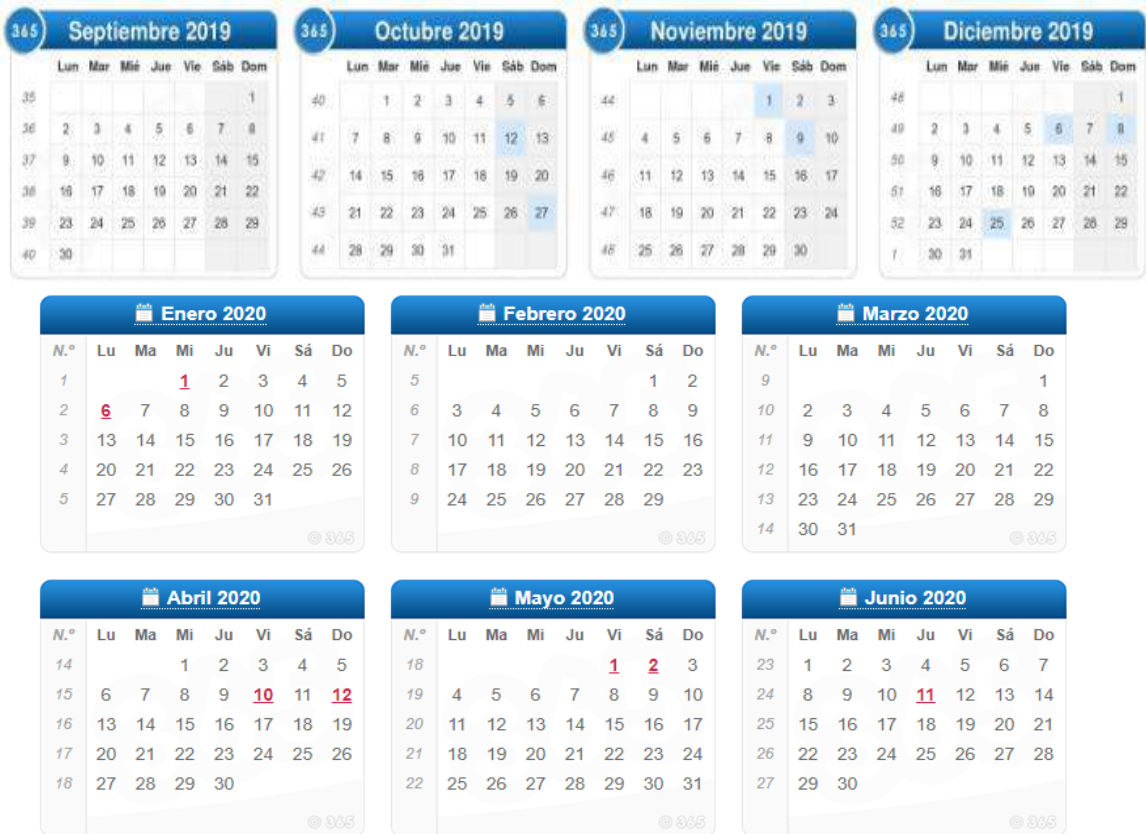
In Neptune I lived with my mom and my two brothers. I really miss them, so it would be lovely if you prepared materials that I can bring to my family when I go back to Neptune and I can show them what I learnt here!

Can you help me to learn everything about your planet and then taking the new information to my family in Neptune, please?

Love, Maki



Appendix 1.2. Academic calendar 2019/2020



Appendix 1.3. Timetable

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45 9:00	Welcome assembly				
9:00 10:00	Matemáticas	Social science	Lengua	English	Matemáticas
10:00 11:00	Lengua	Lengua	Lengua	Lengua	Lengua
11:00 11:30	Break				
11:30 12:30	English	Matemáticas	Natural science	Matemáticas	Drama/Second foreign language
12:30 13:30	Social science	English	Matemáticas	Natural science	English
13:30 15:00	Lunch break and extra school activities				
15:00 16:00	Drama/Second foreign language	Drama/Second foreign language	English	Religión/ Valores	Arts and crafts
16:00 17:00	Music	Religión/ Valores	Arts and crafts	P.E. (Swimming)	P.E.

Appendix 1.4. Vocabulary list for bilingual schools in Community of Madrid

Vocabulary

Topics and thematic vocabulary list

■ Animals.	Bat, bear, dolphin, fly, kangaroo, lion, panda, parrot, pet, rabbit, shark, whale.
■ The body and the face.	Back, beard, blonde, curly, fair, moustache, neck, shoulder, stomach, straight, tooth / teeth.
■ Clothes.	Coat, scarf, sweater.
■ Family, friends and ourselves.	Aunt, cousin, daughter, granddaughter, grandparent, grandson, parent, person / people, son, uncle.
■ Sports and leisure and holidays.	Film, CD, comic/comic book, holiday, music, party, video.
■ Food and drink.	Cheese, coffee, fruit, pasta, picnic, sandwich, soup, tea.
■ Home.	Apartment, balcony, basement, downstairs, flat, floor, home, stairs, upstairs.
■ School and the classroom.	Homework, mistake, playground, text.
■ Transport.	(No additional words at this level).
■ Health.	Cold, cough, earache, fine, headache, matter (what's the matter?), stomach-ache, temperature, toothache.
■ Local places.	Bank, bus station, cinema, farm, hospital, library, market, park, playground, shop, supermarket, zoo.
■ Occupation and the world of work.	Clown, pirate, work.

Topics and thematic vocabulary list

■ Colours.	(No additional words at this level).
■ Weather.	Cloud (y), rain, rainbow, snow, sunny, weather, windy.
■ The World Around us.	City, country (side), field, forest, grass, island, jungle, lake, leaf/leaves, moon, mountain, plant, river, road, rock, star, town, village, waterfall, world.
■ Miscellaneous Objects and other Nouns.	Blanket, bottom, difference, fan, kind (type), map, place, thing, toothbrush, top, towel, treasure, wash.
■ Prepositions.	About, above, after, before, below, inside, on (time), opposite, outside.
■ Adjectives.	Afraid, bad, better, best, careful, cold, different, difficult, easy, famous, fat, hot, hungry, loud, quick, quiet, round, slow, square, strong, tall, thin, thirsty, tired, weak, well, wet, worse, worst, wrong.
■ Formulaic Expressions.	Excuse me, good morning, good afternoon, good evening, good night, I didn't understand /hear you, ok, What did you say?, What's the matter?, great.
■ Miscellaneous Objects/Nouns.	Bag, box, computer, day, monster, night, robot, sea, street, sun.
■ Prepositions.	At, behind, between, in, in front of, like, next to, of, on, to, under.
■ Containers.	Bottle (of), bowl (of), cup (of), glass (of).
■ Conjunctions.	Because, but, than.

Vocabulary

Topics and thematic vocabulary list

■ Irregular Verbs.	Buy, choose, come, get (un) dressed, get up, have (got) to, hurt, mean, must, put on, take, take off, take pictures, think, wake up.
■ Regular Verbs.	Carry, clean, climb, cook, cry, dance, fish, help, hop, laugh, need, sail, shop, shout, shower, skate, wait, wash, work.
■ Determiners.	All, another, any, every.
■ Adverbs.	A little, a lot, always, badly, carefully, down, downstairs, inside, loudly, off, often, out, outside, quickly, quietly, slowly, sometimes, then, up, upstairs, well.

A1 Movers A–Z wordlist

Grammatical key			
<i>adj</i>	adjective	<i>int</i>	interrogative
<i>adv</i>	adverb	<i>n</i>	noun
<i>conj</i>	conjunction	<i>poss</i>	possessive
<i>det</i>	determiner	<i>prep</i>	preposition
<i>dis</i>	discourse marker	<i>pron</i>	pronoun
<i>excl</i>	exclamation	<i>v</i>	verb



A

above <i>prep</i>	all right <i>adj + adv</i>	around <i>prep</i>
address <i>n</i>	along <i>prep</i>	asleep <i>adj</i>
afraid <i>adj</i>	always <i>adv</i>	at <i>prep of time</i>
after <i>prep</i>	another <i>det + pron</i>	aunt <i>n</i>
age <i>n</i>	any <i>det + pron</i>	awake <i>adj</i>
all <i>adj + adv + det + pron</i>	app <i>n</i>	

B

back <i>adj + adv + n</i>	beard <i>n</i>	boring <i>adj</i>	bring <i>v</i>
bad <i>adj</i>	because <i>conj</i>	both <i>det + pron</i>	build <i>v</i>
badly <i>adv</i>	before <i>prep</i>	bottle <i>n</i>	building <i>n</i>
balcony <i>n</i>	below <i>prep</i>	bottom <i>adj + n</i>	bus station <i>n</i>
band (music) <i>n</i>	best <i>adj + adv</i>	bowl <i>n</i>	bus stop <i>n</i>
basement <i>n</i>	better <i>adj + adv</i>	brave <i>adj</i>	busy <i>adj</i>
bat <i>n</i>	blanket <i>n</i>	break <i>n</i>	buy <i>v</i>
be called <i>v</i>	blond(e) <i>adj</i>	brilliant <i>adj + excl</i>	by <i>prep</i>

C

café <i>n</i>	change <i>v</i>	clever <i>adj</i>	comic book <i>n</i>
cage <i>n</i>	Charlie <i>n</i>	climb <i>v</i>	cook <i>n + v</i>
call <i>v</i>	cheese <i>n</i>	cloud <i>n</i>	cough <i>n</i>
car park <i>n</i>	cinema <i>n</i>	cloudy <i>adj</i>	could (as in past of can for ability) <i>v</i>
careful <i>adj</i>	circle <i>n</i>	clown <i>n</i>	country <i>n</i>
carefully <i>adv</i>	circus <i>n</i>	coat <i>n</i>	countryside <i>n</i>
carry <i>v</i>	city <i>n</i>	coffee <i>n</i>	cry <i>v</i>
catch (e.g. a bus) <i>v</i>	city/town centre (US center) <i>n</i>	cold <i>adj + n</i>	cup <i>n</i>
CD <i>n</i>	Clare <i>n</i>	come on <i>excl</i>	curly <i>adj</i>
centre (US center) <i>n</i>		comic <i>n</i>	

D

Daisy <i>n</i>	difference <i>n</i>	down <i>adv + prep</i>	driver <i>n</i>
dance <i>n + v</i>	different <i>adj</i>	downstairs <i>adv + n</i>	drop <i>v</i>
dangerous <i>adj</i>	difficult <i>adj</i>	dream <i>n + v</i>	dry <i>adj + v</i>
daughter <i>n</i>	doctor <i>n</i>	dress up <i>v</i>	DVD <i>n</i>
dentist <i>n</i>	dolphin <i>n</i>	drive <i>n</i>	

E	earache <i>n</i> easy <i>adj</i> e-book <i>n</i>	elevator (UK lift) <i>n</i> email <i>n + v</i> every <i>det</i>	everyone <i>pron</i> everything <i>pron</i> exciting <i>adj</i>	excuse me <i>dis</i>
F	fair <i>adj</i> fall <i>v</i> famous <i>adj</i> farm <i>n</i> farmer <i>n</i> fat <i>adj</i>	feed <i>v</i> field <i>n</i> film (US movie) <i>n + v</i> film (US movie) star <i>n</i> fine <i>adj + excl</i> first <i>adj + adv</i>	fish <i>v</i> fix <i>v</i> floor (e.g. ground, 1st, etc.) <i>n</i> fly <i>n</i> forest <i>n</i>	Fred <i>n</i> Friday <i>n</i> frightened <i>adj</i> funfair <i>n</i>
G	get dressed <i>v</i> get off <i>v</i> get on <i>v</i> get undressed <i>v</i>	get up <i>v</i> glass <i>n</i> go shopping <i>v</i> goal <i>n</i>	granddaughter <i>n</i> grandparent <i>n</i> grandson <i>n</i> grass <i>n</i>	ground <i>n</i> grow <i>v</i> grown-up <i>n</i>
H	have (got) to <i>v</i> headache <i>n</i> helmet <i>n</i> help <i>v</i> hide <i>v</i>	holiday <i>n</i> homework <i>n</i> hop <i>v</i> hospital <i>n</i> hot <i>adj</i>	how <i>adv</i> how much <i>adv + int</i> how often <i>adv + int</i> huge <i>adj</i> hundred <i>n</i>	hungry <i>adj</i> hurt <i>v</i>
I	ice <i>n</i> ice skates <i>n</i> ice skating <i>n</i>	idea <i>n</i> ill <i>adj</i> inside <i>adv + n + prep</i>	internet <i>n</i> into <i>prep</i> invite <i>v</i>	island <i>n</i>
J	Jack <i>n</i> Jane <i>n</i>	Jim <i>n</i> Julia <i>n</i>	jungle <i>n</i>	
K	kangaroo <i>n</i>	kick <i>n</i>	kind <i>n</i>	kitten <i>n</i>
L	lake <i>n</i> laptop <i>n</i> last <i>adj + adv</i> laugh <i>n + v</i>	leaf/leaves <i>n</i> library <i>n</i> lift (US elevator) <i>n</i> Lily <i>n</i>	lion <i>n</i> little <i>adj</i> look for <i>v</i> lose <i>v</i>	loud <i>adj</i> loudly <i>adv</i>
M	machine <i>n</i> map <i>n</i> market <i>n</i> Mary <i>n</i> matter <i>n</i>	mean <i>v</i> message <i>n</i> milkshake <i>n</i> mistake <i>n</i> model <i>n</i>	Monday <i>n</i> moon <i>n</i> more <i>adv + det + pron</i> most <i>adv + det + pron</i> mountain <i>n</i>	moustache <i>n</i> move <i>v</i> movie (UK film) <i>n</i> must <i>v</i>
N	naughty <i>adj</i> near <i>adv + prep</i> neck <i>n</i> need <i>v</i>	net <i>n</i> never <i>adv</i> noise <i>n</i> noodles <i>n</i>	nothing <i>pron</i> nurse <i>n</i>	

O			
o'clock <i>adv</i> off <i>adv + prep</i> often <i>adv</i>	on <i>adv + prep of time</i> only <i>adv</i> opposite <i>prep</i>	out <i>adv</i> out of <i>prep</i> outside <i>adv + n + prep</i>	
P			
pair <i>n</i> pancake <i>n</i> panda <i>n</i> parent <i>n</i> parrot <i>n</i> party <i>n</i>	pasta <i>n</i> Paul <i>n</i> penguin <i>n</i> Peter <i>n</i> picnic <i>n</i> pirate <i>n</i>	place <i>n</i> plant <i>n + v</i> plate <i>n</i> player <i>n</i> pool <i>n</i> pop star <i>n</i>	practice <i>n</i> practise <i>v</i> present <i>n</i> pretty <i>adj</i> puppy <i>n</i> put on <i>v</i>
Q			
quick <i>adj</i>	quickly <i>adv</i>	quiet <i>adj</i>	quietly <i>adv</i>
R			
rabbit <i>n</i> rain <i>n + v</i> rainbow <i>n</i>	ride <i>n</i> river <i>n</i> road <i>n</i>	rock <i>n</i> roller skates <i>n</i> roller skating <i>n</i>	roof <i>n</i> round <i>adj + adv + prep</i>
S			
safe <i>adj</i> sail <i>n + v</i> salad <i>n</i> Sally <i>n</i> sandwich <i>n</i> Saturday <i>n</i> sauce <i>n</i> scarf <i>n</i> score <i>v</i> seat <i>n</i> second <i>adj + adv</i> send <i>v</i> shall <i>v</i> shape <i>n</i>	shark <i>n</i> shop <i>v</i> shopping <i>n</i> shopping centre (US center) <i>n</i> shoulder <i>n</i> shout <i>v</i> shower <i>n</i> sick <i>adj</i> skate <i>n + v</i> skip <i>v</i> sky <i>n</i> slow <i>adj</i> slowly <i>adv</i>	snail <i>n</i> snow <i>n + v</i> someone <i>pron</i> something <i>pron</i> sometimes <i>adv</i> son <i>n</i> soup <i>n</i> sports centre (US center) <i>n</i> square <i>adj + n</i> stair(s) <i>n</i> star <i>n</i> station <i>n</i> stomach <i>n</i>	stomach-ache <i>n</i> straight <i>adj</i> strong <i>adj</i> Sunday <i>n</i> sunny <i>adj</i> supermarket <i>n</i> surprised <i>adj</i> sweater <i>n</i> sweet <i>adj</i> swim <i>n</i> swimming pool <i>n</i> swimsuit <i>n</i>
T			
take <i>v</i> take off (i.e. get undressed) <i>v</i> tall <i>adj</i> tea <i>n</i> teach <i>v</i> temperature <i>n</i> terrible <i>adj</i>	text <i>n + v</i> than <i>conj + prep</i> then <i>adv</i> thin <i>adj</i> think <i>v</i> third <i>adj + adv</i> thirsty <i>adj</i> Thursday <i>n</i>	ticket <i>n</i> tired <i>adj</i> tooth/teeth <i>n</i> toothache <i>n</i> toothbrush <i>n</i> toothpaste <i>n</i> top <i>adj + n</i> towel <i>n</i>	town <i>n</i> town/city centre (US center) <i>n</i> tractor <i>n</i> travel <i>v</i> treasure <i>n</i> trip <i>n</i> Tuesday <i>n</i>
U			
uncle <i>n</i>	up <i>adv + prep</i>	upstairs <i>adv + n</i>	
V			
vegetable <i>n</i> Vicky <i>n</i>	video <i>n + v</i> village <i>n</i>		

W

wait *v*
wake (up) *v*
walk *n*
wash *n + v*
water *v*
waterfall *n*
wave *n*
weak *adj*

weather *n*
website *n*
Wednesday *n*
week *n*
weekend *n*
well *adj + adv*
wet *adj*
whale *n*

when *adv + conj + int*
where *pron*
which *pron*
who *pron*
why *int*
wind *n*
windy *adj*
work *n + v*

world *n*
worse *adj + adv*
worst *adj + adv*
would *v*
wrong *adj*

X

(No words at this level)

Y

yesterday *adv + n*

Z

Zoe *n*

Numbers

Candidates will be expected to understand and write numbers 21–100 and ordinals 1st–20th.

Names

Candidates will be expected to recognise and write the following names:

Charlie
Clare
Daisy
Fred
Jack

Jane
Jim
Julia
Lily
Mary

Paul
Peter
Sally
Vicky
Zoe

Appendix 1.5. Connection of the methodology with the key competences, outcomes and contents

This chart shows the link between the activities according to the topic-based methodology, the seven key competences established by the Spanish Government, the area and year objectives, and the contents.

Activities according to topic-based methodology	Key competences (C.C.)	Area and year objectives	Contents
<ul style="list-style-type: none"> - Written activities. - Listening activities. - Reading activities. - Conversations, discussions and debates. - Oral presentations. - Drama activities. 	<p>CC.CC. 1: Comunicación lingüística.</p>	<ul style="list-style-type: none"> - Comprender el sentido global de explicaciones o instrucciones orales sencillas. - Extraer el sentido general y captar los detalles esenciales de narraciones orales adecuadas a su nivel. - Asimilar las ideas principales de presentaciones sencillas y bien estructuradas sobre temas familiares o de su interés (por ejemplo, animales o personajes de cuento), siempre y cuando cuente con imágenes e ilustraciones y se 	<ul style="list-style-type: none"> - Comprensión de palabras clave, oraciones e información de mensajes orales breves. - Comprensión de información procedente de grabaciones multimedia y de conversaciones dirigidas sobre temas cercanos. - Comprensión de mensajes producidos con distintos acentos de la lengua inglesa. - Emisión de palabras y mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos.

		<p>hable de manera lenta y clara.</p> <ul style="list-style-type: none"> - Identificar el tema de una conversación muy sencilla y predecible que tiene lugar en su presencia en algún espacio público real o simulado sobre temas conocidos. - Comprender el sentido general y lo esencial de las dramatizaciones de cuentos tradicionales o de historias populares previamente conocidos. - Hacer presentaciones breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo, su familia y su clase; su menú preferido, el aspecto exterior de un objeto o un animal; decir lo que le gusta y no le gusta) usando estructuras muy sencillas. 	<ul style="list-style-type: none"> - Utilización del vocabulario de uso habitual y necesario en el aula. - Vocabulario básico. - Uso de estructuras básicas y oraciones construidas para el intercambio de información básica. - Estrategias de apoyo a la expresión oral (lenguaje no verbal, transferencias de la lengua materna, repeticiones, etcétera). Lectura correcta y comprensión de vocabulario clave y de uso frecuente. - Conocimiento de los signos ortográficos básicos. - Lectura y comprensión de mensajes y textos
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		<ul style="list-style-type: none"> - Responder adecuadamente en situaciones de comunicación (saludo, preguntas sencillas sobre sí mismo, petición u ofrecimiento de objetos, expresión de lo que le gusta o no, de lo que está haciendo, del lugar donde está situado algo, etc.). - Participar en conversaciones cara a cara o por medios técnicos que permitan ver la cara y gestos del interlocutor, en las que establece contacto social (dar las gracias, saludar, despedirse, dirigirse a alguien, pedir disculpas, presentarse, felicitar a alguien), se intercambia información personal (nombre, edad, etc.), se expresan sentimientos, etc. - Desenvolverse en situaciones cotidianas simples, reales o simuladas (por ejemplo, pedir una comida en el comedor escolar). 	<p>sencillos y variados.</p> <ul style="list-style-type: none"> - Lectura de cuentos, cómics y otros tipos de libros o textos. - Aplicación de estrategias básicas de lectura: contexto, conocimiento previo e identificación de información básica. - Lectura de textos. - Uso de diccionarios y de las tecnologías de la información y la comunicación como medio de consulta y aprendizaje. - Uso de mayúsculas y otros signos de puntuación. - Escritura de palabras cortas y usuales con
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		<ul style="list-style-type: none"> - Comprender información esencial y localizar información específica en material informativo sencillo como menús o anuncios. - Comprender una secuencia muy breve y sencilla de instrucciones para realizar, por ejemplo, una receta muy sencilla. - Comprender lo esencial y los puntos principales de noticias muy breves y artículos de revistas infantiles que traten temas que le sean familiares o sean de su interés (animales, deportes, grupos musicales, juegos de ordenador). - Completar formularios marcando opciones y completando datos u otro tipo de información personal (por ejemplo, gustos, títulos de cuentos leídos, opiniones, etc.). 	<p>relativa corrección fonética.</p> <ul style="list-style-type: none"> - Escritura dirigida de diferentes tipos de textos sencillos. - Cuidado en la elaboración y presentación de los textos. - Revisión y autocorrección de los textos producidos de manera guiada. - Uso de diccionarios y de las tecnologías de la información y la comunicación (procesadores de textos). - Expresión de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but). - Afirmación: affirmative sentences; Yes (+tag). - Exclamación: exclamatory sentences (e.g. I
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		<p>- Ser capaz de construir textos narrativos sencillos partiendo de modelos y/o de andamiajes muy estructurados.</p> <p>- Escribir, a partir de un modelo, correspondencia personal, breve y simple (mensajes, notas, postales, correos) en la que felicita a alguien, o habla de sí mismo y de su entorno inmediato (familia, amigos, objetos, lugares).</p>	<p>love salad!); How + Adj. (e.g. How nice!); Help! Sorry!).</p> <p>- Negación: negative sentences with not, never; no (Adj.), No (+negative tag).</p> <p>- Interrogación: Wh- questions; Aux. verbs in questions: to do, to be, to have.</p> <p>- Expresión del tiempo: presente (present simple; present continuous).</p> <p>- Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adv. eg. always, everyday]).</p> <p>- Expresión de la modalidad: factualidad (declarative sentences); capacidad (can); obligación (have [got] to; imperative); permiso (can).</p> <p>- Expresión de la existencia (to be; there is / there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very+] Adj.).</p> <p>- Expresión de la cantidad: (singular / plural; cardinal numbers up to two digits; ordinal</p>
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			<p>numbers up to two digits. Quantity: all, many, some, a lot, more, a piece, a bottle, half. Degree: very).</p> <ul style="list-style-type: none"> - Expresión del espacio: (prepositions and adverbs of location, position, motion / direction). - Expresiones temporales: points (e.g. quarter past five), and indications (e.g. now, tomorrow [morning]) of time; sequence (first, then...); frequency (e.g. sometimes, on Sundays); prepositions and adverbs of time. - Expresión del modo: Adv. of manner (e.g. slowly, well, quickly, carefully). - Expresión de la posesión: I have got (I've got); preposición of; genitivo sajón ('s); possessives. - Expresión de gustos y preferencias: I like / I don't like; I like V -ing.
- Role playing based on real life situations.	CC.CC. 2: Competencia matemática y	There are no objectives specifically related to CC.CC. 2.	- Expresión de la existencia (there is / are).

	competencias básicas en ciencia y tecnología.		- Expresión de la cantidad: cardinal numerales; ordinal numerales; quantity (all, many, a lot, some, few).
<ul style="list-style-type: none"> - Researches on the Internet. - Oral presentations. - Use of ICT to solve problems. 	CC.CC. 3: Competencia digital.	- Hacer presentaciones breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo, su familia y su clase; su menú preferido, el aspecto exterior de un objeto o un animal; decir lo que le gusta y no le gusta) usando estructuras muy sencillas.	<ul style="list-style-type: none"> - Léxico oral de alta frecuencia (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; compras y actividades comerciales; alimentación y restauración; transporte; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. - Estrategias de producción de textos orales. - Planificación: concepción del mensaje con claridad, adecuación del texto al destinatario. - Ejecución: expresión del mensaje con claridad, reajuste de la tarea, apoyo en los conocimientos. - Uso del lenguaje corporal culturalmente

			<p>pertinente.</p> <ul style="list-style-type: none"> - Patrones sonoros, acentuales, rítmicos y de entonación.
- Daily assembly.	<p>CC.CC. 4: Competencias sociales y cívicas.</p>	<p>- Participar en conversaciones cara a cara o por medios técnicos que permitan ver la cara y gestos del interlocutor, en las que establece contacto social (dar las gracias, saludar, despedirse, dirigirse a alguien, pedir disculpas, presentarse, felicitar a alguien), se intercambia información personal (nombre, edad, etc.), se expresan sentimientos, etc.</p>	<ul style="list-style-type: none"> - Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía; costumbres y actitudes; lenguaje no verbal. - Saludos y presentaciones, disculpas, agradecimientos. - Expresión de la capacidad, el gusto, el acuerdo o desacuerdo, el sentimiento, la intención. - Descripción de personas, actividades, lugares y objetos. - Petición y ofrecimiento de información, ayuda, instrucciones, objetos, permiso. - Establecimiento y mantenimiento de la comunicación. - Léxico oral de alta frecuencia (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos;

			compras y actividades comerciales; alimentación y restauración; transporte; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.
- Artcles from newspapers and video presentations from Youtube.	CC.CC. 5: Conciencia y expresiones culturales.	- Redactar y entender el sentido de artículos y noticias que pongan de manifiesto rasgos culturales y costumbres.	<ul style="list-style-type: none"> - Uso del lenguaje corporal culturalmente pertinente. - Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía; costumbres y actitudes; lenguaje no verbal. -Costumbres y tradiciones culturales de los países de habla inglesa. - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa (relatos, poesías, rimas, representaciones teatrales sencillas. - Historia y personajes de los países de habla inglesa.
-Individual tasks (personal reflection and	CC.CC. 6: Aprender	- Reflexionar sobre uno mismo y sobre el trabajo realizado, y realizar una	- Uso del portfolio.















self-assessment).	a aprender.	autoevaluación.	
- Topic sentences and ideas to develop a project in small groups.	CC.CC. 7: Sentido de la iniciativa y espíritu emprendedor.	- Aprender a trabajar en grupo, mediar, negociar y trabajar la organización del trabajo para la posterior presentación de este.	- Team work activities.

Appendix 1.6. Behaviour progression scale













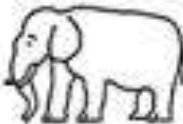
















Source: the author. Created during internships at a school.

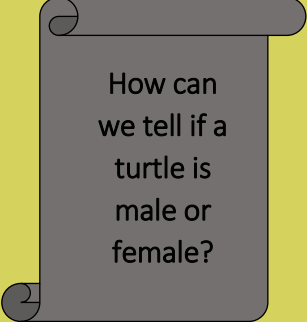
Appendix 1.7. Materials for the student with Down Syndrome

MEANS OF TRANSPORT			
	 Bus		 Airplane
	 Car		 Train
	 Motorbike		 Bicycle
	 Ship		

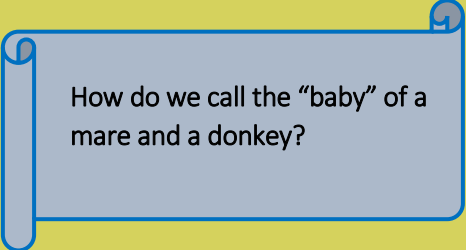
ANIMALS

	 Bee		 Horse
	 Snail		 Pig
	 Crocodile		 Rabbit
	 Elephant		 Cat
	 Hen		 Duck
	 Dog		 Fish
	 Frog		 Cow


INQUIRY CORNER



How can we tell if a turtle is male or female?



How do we call the “baby” of a mare and a donkey?



Who is the athlete that has won more medals in the Olympic Games?

Appendix 1.9. Teachers' self-evaluation rubric

CATEGORY	3	2	1	What can I do to upgrade it?
Objectives	All the objectives set at the beginning of the year have been successfully achieved by all the students.	Some of the objectives set at the beginning of the year have been achieved by most of the students.	Only a few of the objectives set at the beginning of the year have been achieved.	
Students' engagement	Most of the students were involved and motivated with the topics and activities.	Some students were engaged and motivated with the topics and activities.	Only a few students were engaged and motivated with the topics and activities.	
Topics	The topics proposed were interesting for the students.	Some of the topics proposed were interesting for the students.	Only a few topics proposed were interesting for the students.	
Complementary activities	Most of the complementary activities were useful to understand the content.	Some of the complementary activities were useful to understand the content.	Only a few complementary activities were useful to understand the content.	
Activities	Most of the activities were suitable for the students.	Some of the activities were suitable for the students.	Only a few activities were suitable for the students.	
Techniques, tools, materials, and methodologies	Most of the techniques, tools and methodologies implemented were appropriate.	Some of the techniques, tools and methodologies implemented were appropriate.	Only a few techniques, tools and methodologies implemented were appropriate.	
Students' grouping	All the students worked together as a team.	Some students worked together as a team.	Students didn't work together. Some of them were left out.	
T-S relationship	The teacher was always available and close to students all the time. They felt safe in class, and the atmosphere was warm and friendly.	The teacher was sometimes available. Students often got rejected when they needed help.	The teacher was rarely available. Students were afraid of talking to him/her.	
Time management	There was enough time to do all the activities and to keep investigating on some topics.	All the activities were done, but there wasn't extra time. The class was in a rush most of the time.	There was not enough time to do all the activities that were planned.	

2. DIDACTIC UNITS APPENDIXES

UNIT 4: Session 8

Who Lays Eggs? (Let's sing!)

Who lays eggs? Who lays eggs? Let's go and see.

Do sheep lay eggs? No, they don't. Sheep make wool!

Who lays eggs? Who lays eggs? Let's go and see.

Do goats lay eggs? No, they don't. Goats make cheese!

Who lays eggs? Who lays eggs? Let's go and see.

Do pigs lay eggs? No, they don't. Pigs make sausages!

Who lays eggs? Who lays eggs? Let's go and see.

Do cows lay eggs? No, they don't. Cows make milk!

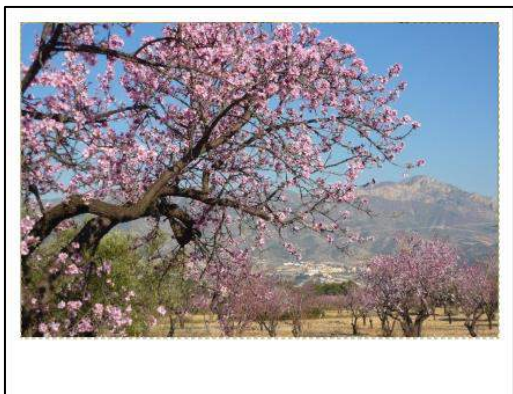
Who lays eggs? Who lays eggs? Let's go and see.

Do hens lay eggs? Yes, they do. Hens lay eggs!

UNIT 7

LESSON 1

a) Warm-up



b) Presentation



•This picture does NOT correspond to spring. Leaves don't fall off the trees in spring!



•This picture DOES correspond to spring: flowers bloom in spring!

Which colour comes to your mind when you think about...

Summer?



Spring?



Autumn?



Winter?



c) Practice: seasonal trees



LESSON 2

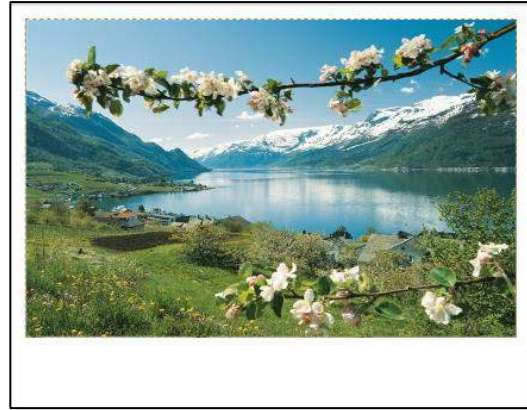
a) Warm-up



b) Practice

Students will have to say whether the following pictures represent spring in Córdoba or not.





LESSON 3

a) Warm-up



b) Presentation

- Youtube video about houses in Córdoba:

https://www.youtube.com/watch?v=i1xtaMH_t8Y



Patios and Balconies Festival in Cordoba, Spain

38.242 visualizaciones



198



7



COMPARTIR



GUARDAR



- Youtube video about apartments / flats in Madrid:

<https://www.youtube.com/watch?v=yhgppv86mpg>



2-bedroom apartment for rent in Prosperidad, Madrid - Spotahome (ref 201008)

1.054 visualizaciones



21



0



COMPARTIR



GUARDAR



- Youtube video about bungalows:

<https://www.youtube.com/watch?v=MOW7YgXnry8>



#tinyhouse #tinyhouses #smallhouse

This Small Craftsman - Style Bungalow in Corvallis, Oregon | Small House Charm

15.760 visualizaciones

👍 178 🗨️ 6 ➦ COMPARTIR 📌 GUARDAR ⋮

- Youtube video about housing estates: <https://www.youtube.com/watch?v=F-SjNizdpJ0>



HOUSE FOR SALE. URB. BERWIND ESTATES

1.113 visualizaciones

👍 10 🗨️ 0 ➦ COMPARTIR 📌 GUARDAR ⋮

c) Consolidation

APARTMENT/FLAT



HOUSE



LESSON 4

a) Warm-up

- Youtube video about how wooden houses are built:
<https://www.youtube.com/watch?v=sJBDfEL2mm8&t=114s>



Cómo se monta una casa de madera con Casas Carbonell

261.890 visualizaciones

👍 889 💬 84 ➔ COMPARTIR 📌 GUARDAR ⋮

b) Presentation

Flashcards to work on materials and their properties:



GLASS



CERAMIC



METAL



STONE



CEMENT



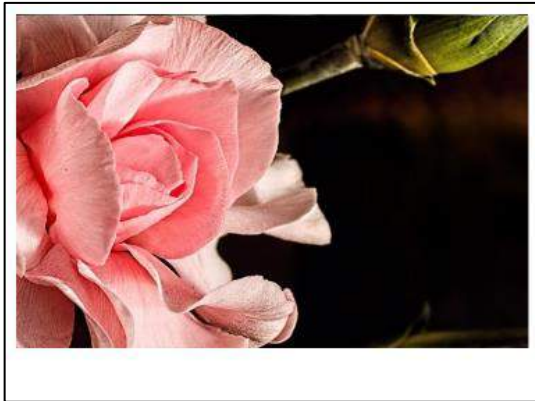
c) Consolidation

Pictures of the streets in Córdoba that will be shown to students. They must write on a paper all the materials that they can see in them.



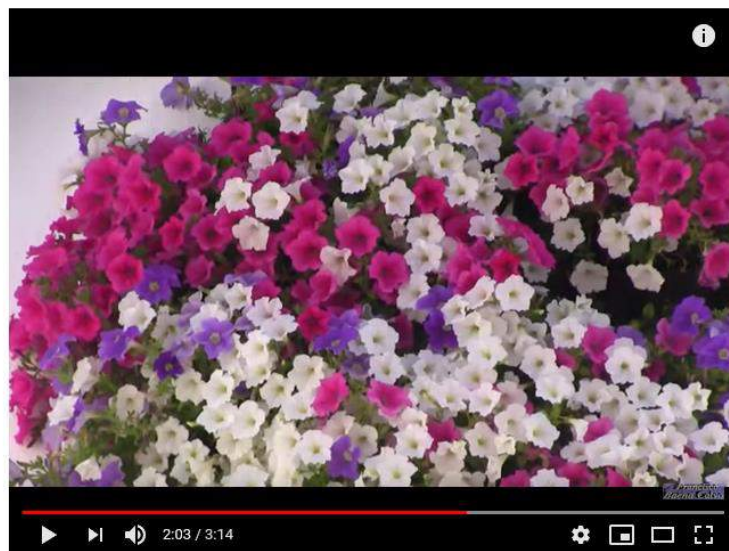
LESSON 5

a) Warm-up



b) Presentation

- Youtube video that shows the main flowers located at the balconies in Córdoba: <https://www.youtube.com/watch?v=KhEjigRVb5s>



PRECIOSOS BALCONES EN CÓRDOBA. España.

348 visualizaciones

👍 1

👎 0

➔ COMPARTIR

≡ GUARDAR

⋮

c) Consolidation

How to make petal scent:

➤ **Supplies needed:**

- PVA glue.
- A paintbrush.
- Coloured thread.
- Scissors.
- Small bottle.
- Water and petals.



➤ **Steps you must follow to create your own petal scent:**

- 1) Use the paintbrush to spread the PVA glue all over the bottle.
- 2) Roll the coloured thread around the bottle. Use the scissors to cut the thread and change colour.
- 3) Put a couple of petals in the bottle, pour water and let it settle for some minutes.
- 4) Now your beautiful bottle is ready so that you can smell the petal scent whenever you like!

LESSON 6

a) Warm-up

- Youtube video that shows the flowers' battle in Córdoba:
https://www.youtube.com/watch?v=_yudPED9y9s



LA BATALLA DE LAS FLORES CORDOBA 2016. PRECIOSAS CARROZAS POR PASEO DE LA VICTORIA

3,193 visualizaciones

👍 13 🗨️ 1 ➔ COMPARTIR 📌 GUARDAR ⋮

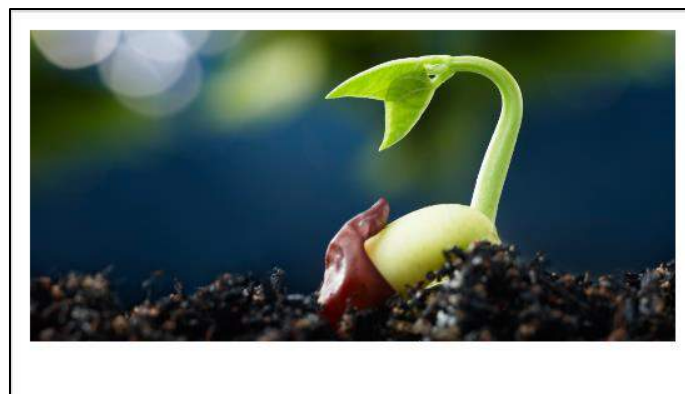
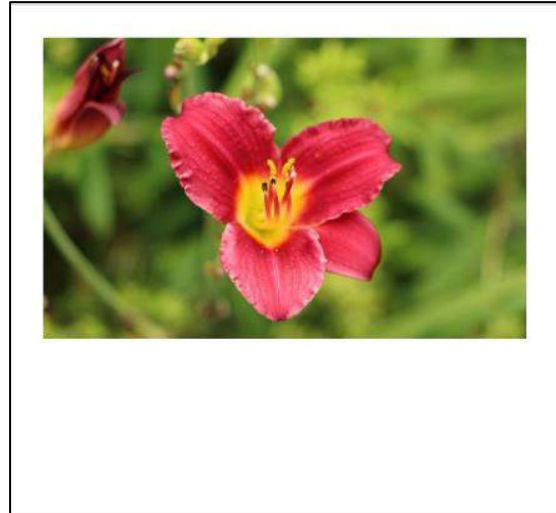
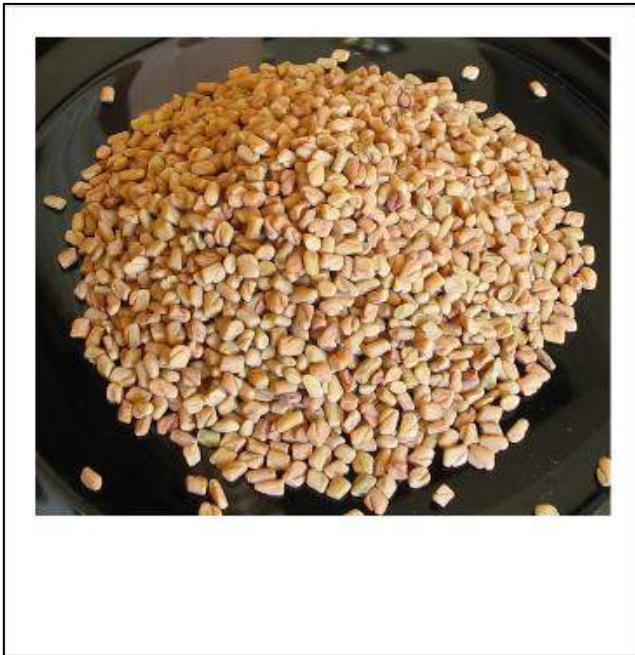
b) Presentation

Pictures of the flowers' battle:



LESSON 7

a) Warm-up



b) Presentation



LESSON 8

a) Warm-up



b) Presentation



To cut down trees



To water the plants

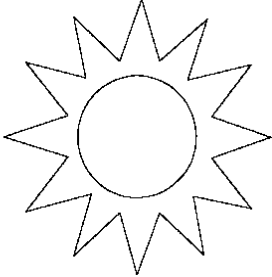


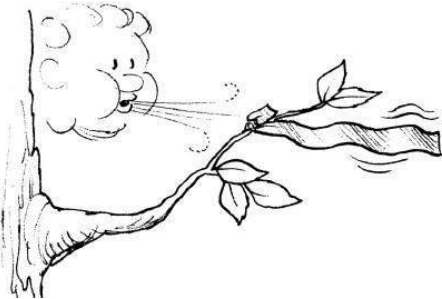
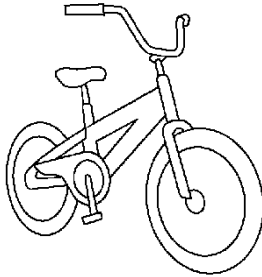
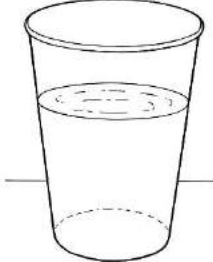


To plant seeds and help them grow



To take care of plants

c) Practice

Colour the things a plant needs to grow:	
<p>SUNLIGHT</p> 	<p>CLOCK</p> 
<p>DOG</p> 	<p>AIR</p> 
<p>BICYCLE</p> 	<p>WATER</p> 

LESSON 9

a) Warm-up

These are the dishes that will be brought by the teacher and showed to students:



Salmorejo



Pastel cordobés



Flamenquines

LESSON 10

a) Warm-up

- Youtube video that shows traditional clothing in Andalucía:
<https://www.youtube.com/watch?v=5kypghTPLuQ>



TRADITIONAL CLOTHES AROUND THE WORLD - SPAIN

599 visualizaciones

👍 7 🗨️ 0 ➔ COMPARTIR 📌 GUARDAR ...

b) Presentation: map of Spain (location of Córdoba)



c) Presentation: parts of Córdoba's traditional clothing

The traditional Cordoban clothing for men and for women:



Parts of the Cordoban outfit:

Shirt with frills



Jacket



LESSON 11

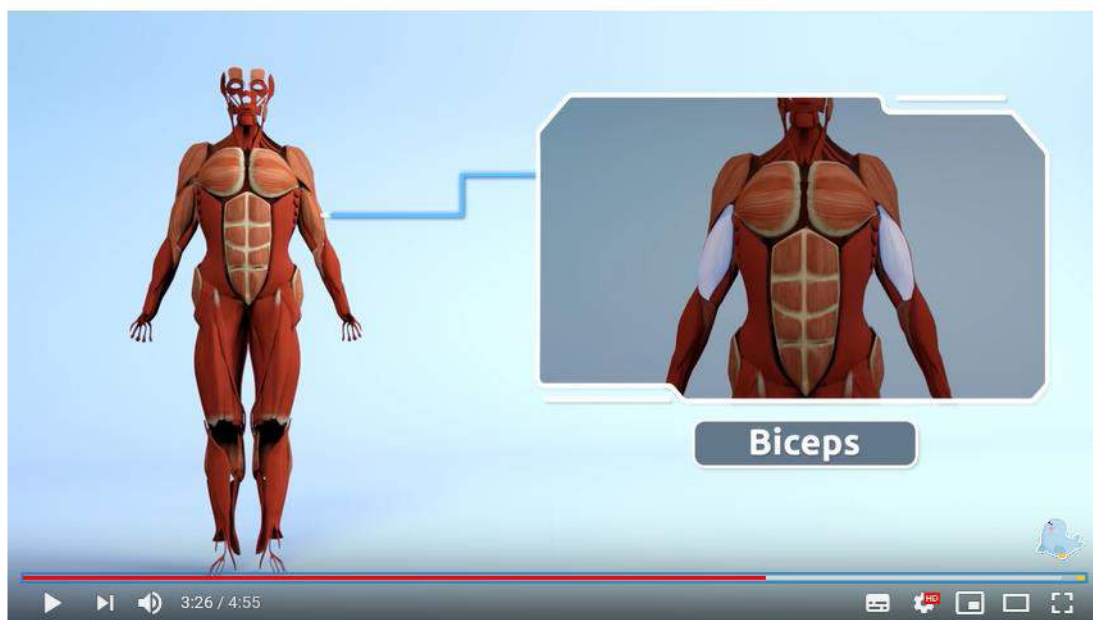
a) Warm-up

- Youtube video that shows The Vito (traditional dance in Córdoba):
<https://www.youtube.com/watch?v=-WUQNjzAjZk>



b) Presentation

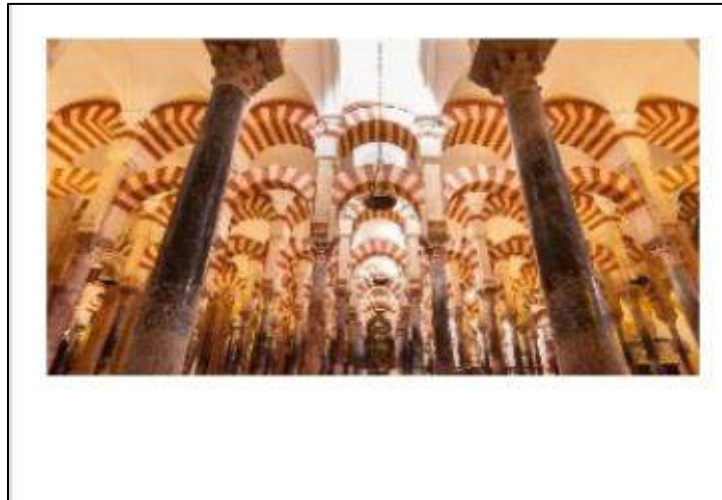
- Youtube video that shows the muscles of the human body:
<https://www.youtube.com/watch?v=ghpmVXSUfWs> (min 2:40).



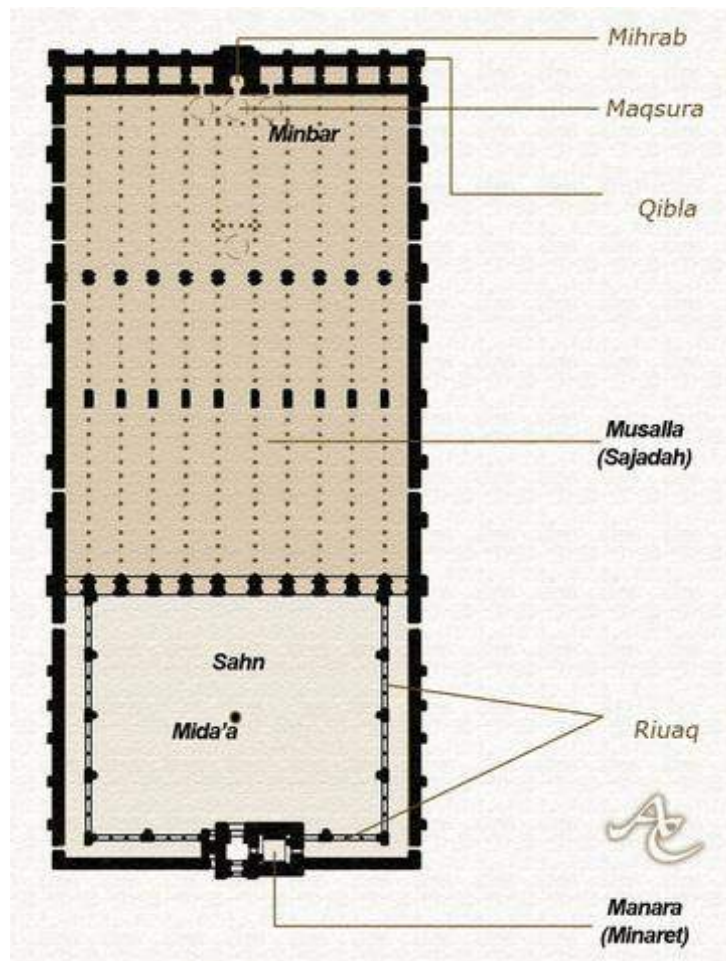
Locomotor system for kids - Bones and Muscles of the Human Body

LESSON 12

a) Warm-up



b) Presentation (parts of the Mosque)



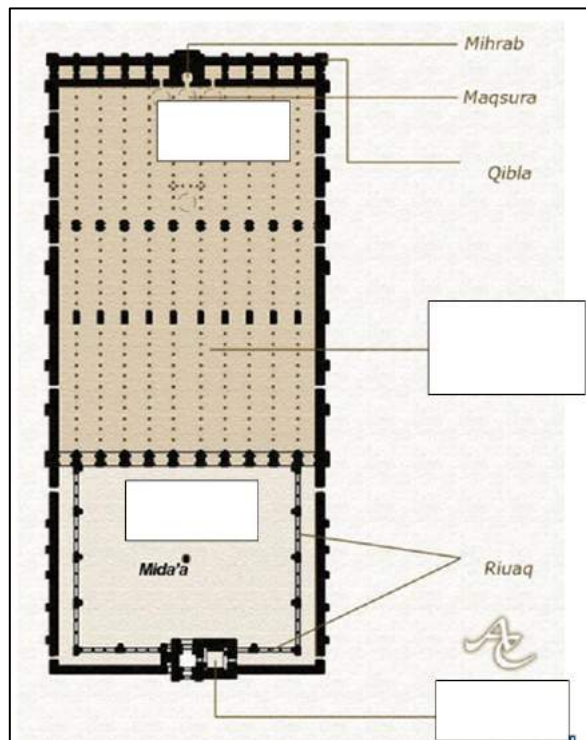
c) Presentation (colours of the Mosque)



d) Practice

Complete using the words below:

Musalla – Sahn – Minbar - Manara



e) Consolidation

Colour in the picture according to the predominance of colours you have learnt previously:

